

**TEACHING AND LEARNING TARGET
LANGUAGE PRONUNCIATION: THE CASE
OF MALTESE LEARNERS OF FRENCH AS A
FOREIGN LANGUAGE**

SARA BONDIN

**A Dissertation Presented to the Faculty of Education in
Part Fulfilment of the Requirements
for the Degree of Master in Education
at the University of Malta**

MAY 2020



L-Università
ta' Malta

University of Malta Library – Electronic Thesis & Dissertations (ETD) Repository

The copyright of this thesis/dissertation belongs to the author. The author's rights in respect of this work are as defined by the Copyright Act (Chapter 415) of the Laws of Malta or as modified by any successive legislation.

Users may access this full-text thesis/dissertation and can make use of the information contained in accordance with the Copyright Act provided that the author must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the prior permission of the copyright holder.

"The roots of education are bitter but the fruit is sweet."

Aristotle (384BC-322BC)

DECLARATION OF AUTHENTICITY



L-Università
ta' Malta

FACULTY/INSTITUTE/CENTRE/SCHOOL Education

DECLARATIONS BY POSTGRADUATE STUDENTS

Student's Code 20MED007

Student's Name & Surname SARA BONDIN

Course Masters in French Education

Title of Dissertation

Teaching and Learning target language pronunciation:
The case of Maltese learners of French as a foreign
language.

(a) Authenticity of Dissertation

I hereby declare that I am the legitimate author of this Dissertation and that it is my original work.

No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education.

I hold the University of Malta harmless against any third party claims with regard to copyright violation, breach of confidentiality, defamation and any other third party right infringement.

(b) Research Code of Practice and Ethics Review Procedures

I declare that I have abided by the University's Research Ethics Review Procedures. Research Ethics & Data Protection form code FRECEDU-1718-029.

As a Master's student, as per Regulation 58 of the General Regulations for University Postgraduate Awards, I accept that should my dissertation be awarded a Grade A, it will be made publicly available on the University of Malta Institutional Repository.

Signature of Student

SARA BONDIN
Name of Student (in Caps)

13-04-2020
Date

30.01.2020

DEDICATION

To my Grandfather. I wish I could be sharing this with you. Thank you for showing me that what defines a human being is perseverance, hard work and most importantly, faith.

To my Grandmother. Thanks for teaching me the importance of positivity and for always managing to put a smile on my face. I will always carry with me your zest for life and pursuit for contentment.

To my parents: The happiness behind my smile, the reason behind my success, my guiding light. Thank you for all the sacrifices and for helping me make all my dreams come true. Thank you for making me the strong, determined woman I am today. I owe everything I am to you both. I will always be forever grateful and promise to continue making you proud.

Sara

ACKNOWLEDGMENTS

The completion of this study was the result of hard work, commitment and not to mention constant courage and support. I am sure that this study would not have been concluded were it not for my loved ones and friends who supported not only this research but also me by offering their genuine interest and care.

From the bottom of my heart I must first of all thank the director of this dissertation, Dr. Anne-Marie Bezzina, for accepting to work with me and guide me throughout this study. Her infinite advice and all the hours she dedicated to the numerous re-readings and corrections of this dissertation are greatly appreciated. Working with Dr. Bezzina has been an educational journey in two ways. Firstly, she helped me in my own development as a teacher of French as a foreign language. Secondly, her gentle, supportive and caring character was a true inspiration to me. These are qualities which as a teacher myself, I promise to always show to my students.

Heartfelt acknowledgments are also addressed to Prof. Liberato Camilleri, a Professor at the Faculty of Sciences at the University of Malta who offered guidance and advice in the statistical part of this research.

I would also like to thank the teachers and the students who participated in this research, who were all ready to help out in any way they could during the period of this research. Without these participants, this dissertation would have never taken flight. I also address my sincere acknowledgments to all the entities which facilitated the realisation of this dissertation: The Secretariat for Catholic Education, the Head of Department of French, the Head of Department of Languages & Humanities in Education.

My sincere thanks go to my friends and family, Mr. Ian Bondin, Ms. Gabriella Mangion and Ms. Stephanie Cassar, who not only offered their friendship

and encouragement but also offered their professional help which also had an important role in the completion of this study.

Most importantly I must thank my dear parents, Martin and Rosalie who have always been there for me through thick and thin. They have both dedicated their lives to my upbringing and my education. They gave me the most important gift parents can give their children, the gift of perseverance. With this gift I have achieved an education which I am truly proud of; a career which I always dreamed of having; and a resilient personality which will help me conquer any task I set my mind to. Thank you!

ABSTRACT

SARA BONDIN

TEACHING AND LEARNING TARGET LANGUAGE PRONUNCIATION: THE CASE OF MALTESE LEARNERS OF FRENCH AS A FOREIGN LANGUAGE.

The aim of this study is to analyse Maltese learners' competence in the pronunciation of French nasal vowels. The study is based on three research questions and uses a mixed-methods research design. A total of 25 learners studying French as a foreign language at Year 8 and Year 10 level, from two secondary schools, 13 Advanced Level French students, from two Sixth Forms and 6 University learners, participated in this study. The data sources of this study include: 15 sets of minimal pair readings, 3 short paragraph readings, 44 spontaneous conversations on a set topic and 5 semi-structured interviews with teachers. Nasal vowel (/ã/, /õ/ and /ẽ/) pronunciation errors emerging from the participants' audio-recordings are analysed. The frequency of nasal vowel pronunciation errors and correct productions is determined and analysed statistically using the *IBM SPSS* Statistical program. Semi-structured interviews with five teachers about their teaching of pronunciation are analysed qualitatively by selecting the principal themes. Results show that the most frequent errors are made by secondary school learners, and a cut-off point for improvement appears at the post-secondary level. Reasons contributing to these errors stem from the L1 influence and persist due to the fact that learners do not possess the necessary pronunciation skills, which would ideally be acquired at an earlier stage of their learning journey. Principal themes emerging from the teachers' interviews include: the neglect of the oral competence and pronunciation instruction in a French classroom, difficulties linked to the teaching and learning of pronunciation and some recommendations.

M.Ed.

May 2020

KEYWORDS:

FRENCH AS A FOREIGN LANGUAGE, SPEAKING SKILL, LANGUAGE ANALYSIS, LANGUAGE ACQUISITION, MALTESE EDUCATIONAL SYSTEM, TEACHING OF PHONETICS, ERROR ANALYSIS

LIST OF ABBREVIATIONS	
ATR	Advanced Tongue Root
DALF	Diplôme Approfondi en Langue Française
DELFB	Diplôme d'Études en Langue Française
FFL	French as a foreign language
FL	Foreign Language
fMRI	Functional magnetic resonance imaging
FREC	Faculty Research Ethics Committee
HOD	Head of Department
IPA	International Phonetic Alphabet
L1	Native Language
L2	Second Language
M.ED	Master of Education
MATSEC	Matriculation and Secondary Education Certificate Examinations Board
MTL	Masters in Teaching and Learning
NMF	Northern Metropolitan French
QF	Quebec French
SEC	Secondary Education Certificate
SPA	Subject Proficiency Assessment
SPL	Successful Pronunciation Learners
SPSS	Statistical Package for the Social Sciences
UREC	University Research Ethics Committee
CSM	Careful Speech Model
SSM	Spontaneous Speech Model

TABLE OF CONTENTS		
Declaration of Authenticity		ii
Dedication		iii
Acknowledgments		iv
Abstract		vi
List of Abbreviations		viii
List of Tables		xiii
List of Figures		xv
List of Bar Charts		xv
List of Pie Charts		xv
CHAPTER 1: INTRODUCTION		1
1.1	Rationale of the study	1
1.2	Reasons of Choice and motivation	2
1.3	Organisation of the study	3
PART I: UNDERSTANDING THE PHONETIC COMPETENCE AND PRONUNCIATION SKILL OF FRENCH AS A FOREIGN LANGUAGE		5
CHAPTER 2: THE SPEAKING SKILL		6
2.1	Introduction	6
2.2	Defining the Speaking Skill	6
2.3	Parisian French as the pedagogical norm	8
2.4	The Maltese classroom vis-à-vis the Speaking Skill	9
CHAPTER 3: PHONETIC COMPETENCE AND PRONUNCIATION SKILLS IN FLE		15
3.1	Introduction	15
3.2	Defining Pronunciation	15
3.3	The Evolution of the Speaking Skill and Pronunciation over the years	16
3.4	The Speaking Skill and Pronunciation nowadays	19
	3.4.1 Second Language Acquisition	20
3.5	Methods of teaching pronunciation	22
	3.5.1 The effects of spelling and reading on the teaching of pronunciation	24
3.6	Divergent views on the effectiveness of explicit phonetic teaching	25
3.7	Factors influencing pronunciation instruction	28
3.8	Phonetic Instruction	30
3.9	The French and Maltese phonetic systems	33
CHAPTER 4: THE FRENCH AND MALTESE VOCALIC SYSTEMS IN CONTACT		35
4.1	Introduction	35
4.2	Vowel Inventory of Standard French	35
4.3	The place of articulation of French vowels	36
	4.3.1: The position of the velum	36
	4.3.2: The degree of aperture and tongue position	38

	4.3.3: Lip configuration	38
4.4	The production of vowels	40
4.5	Vowel Nasality	40
	4.5.1: The influence of the context in which nasal vowels occur	42
4.6	The French and Maltese vocalic systems	43
4.7	A comparison between the Maltese and the French vocalic systems	47
4.8	The prosodic systems of the French and the Maltese languages	49
4.9	Conclusion	50
CHAPTER 5: IDENTIFYING THE PROBLEM OF THE PRONUNCIATION OF FRENCH AS A FOREIGN LANGUAGE IN THE LOCAL SCENARIO		52
5.1	Introduction	52
5.2	The teaching and learning of French as a foreign language in the Maltese Educational System	52
5.3	In the "Cinderella-Syndrome" also present locally?	54
5.4	Conclusion	55
PART II: IDENTIFYING THE DIFFICULTIES LINKED TO THE PRONUNCIATION OF THE FRENCH NASAL VOWELS IN MALTESE LEARNERS		56
CHAPTER 6: METHODOLOGY		57
6.1	Introduction	57
6.2	<i>Problématique</i>	57
6.3	Research questions and hypotheses	59
6.4	Research methods	61
6.5	Data collection	62
	6.5.1: The participants	62
	6.5.2: Participant tasks	64
	6.5.3: Semi-structured interview	69
6.6	Analysis of results	70
	6.6.1: Quantitative analysis of the participants' exercises	70
	6.6.2: Qualitative analysis of the participants' spontaneous conversation	79
	6.6.3: Qualitative analysis of the teachers' semi-structured interviews	81
6.7	Ethical considerations	82
6.8	Annexed Data	84
6.9	Conclusion	84
CHAPTER 7: PRESENTATION AND ANALYSIS OF RESULTS		86
7.1	Introduction	86
7.2	Quantitative analysis of the oral productions	86
	7.2.1: Distribution of the frequency of pronunciation errors collected from the reading of minimal pairs	87
	7.2.2: Distribution of the frequency of nasal vowel pronunciation errors	88
	7.2.2.1: The pronunciation of the nasal vowel /ɛ̃/	88

	7.2.2.2: The pronunciation of the nasal vowel /ã/	89
	7.2.2.3: The pronunciation of the nasal vowel /õ/	90
7.3	Comparison of the frequency of nasal vowel pronunciation errors	91
	7.3.1: Words with the highest correct pronunciation	93
	7.3.2: The most frequent incorrectly pronounced words	94
	7.3.3: A comparison of the frequency of pronunciation errors and correctness within the four different levels assessed	95
	7.3.4: A comparison of the distribution of frequency of nasal vowel errors	98
	7.3.5: The statistical significance of the first exercise	100
7.4	The pronunciation of the nasal vowels in the second exercise-reading three short paragraphs	108
	7.4.1: Distribution of the frequency of nasal vowel pronunciation errors in paragraph 1	111
	7.4.2: Distribution of the frequency of nasal vowel pronunciation errors in paragraph 2	114
	7.4.3: Distribution of the frequency of nasal vowel pronunciation errors in paragraph 3	118
	7.4.4: The statistical significance of the second exercise- reading of three short paragraphs	121
	7.4.5: A comparison of the distribution of frequency of nasal vowel errors per paragraph	125
7.5	The pronunciation of the nasal vowels in the third exercise-participating in a spontaneous conversation	128
	7.5.1: Distribution of the frequency of errors of French nasal vowel /ã/	129
	7.5.2: Distribution of the frequency of errors of French nasal vowel /õ/	131
	7.5.3: Distribution of the frequency of errors of French nasal vowel /ɛ̃/	132
	7.5.4: Distribution of the frequency of errors and correctness of the three French nasal vowels	134
	7.5.5: Conclusion	136
7.6	Analysis of the teachers' interviews	137
	7.6.1: Introduction	137
	7.6.2: Place of the oral competence and pronunciation instruction in a FFL classroom	138
	7.6.2.1: The four language skills in a FFL classroom	138
	7.6.2.2: The importance given to the oral skill and pronunciation acquisition	140
7.7	The process of pronunciation acquisition	141
	7.7.1: Methods used to teach pronunciation techniques	141
	7.7.2: Challenges teachers face in a FFL classroom	145
	7.7.3: French SEC syllabus and textbooks used	148
7.8	Difficulties linked to the teaching and learning of pronunciation	152
	7.8.1: Teacher formation	152
	7.8.2: Pedagogical practices for teachers	153
	7.8.3: The way forward to pronunciation acquisition	155

7.9	Conclusion	156
PART III: EVALUATING THE PRONUNCIATION OF THE FRENCH NASAL VOWELS IN MALTESE LEARNERS OF FRENCH		157
CHAPTER 8: INTERPRETATION AND DISCUSSION OF RESULTS		158
8.1	Introduction	158
8.2	General overview of the significant results obtained	158
8.3	Research question n° 1	160
	8.3.1: Comparison between the frequency of errors and correctness of the three French nasal vowels	161
	8.3.2: Analysis of nasal vowel pronunciation performance	163
	8.3.2.1: The pronunciation of /ɛ̃/	163
	8.3.2.2: The pronunciation of /ɔ̃/	166
	8.3.2.3: The pronunciation of /ɑ̃/	170
8.4	Research question n° 2	174
	8.4.1: Comparison between the assessed exercises' levels of difficulty	174
	8.4.2: Progress of pronunciation acquisition over years of studying the target language	176
8.5	Research question n° 3	178
	8.5.1: Teaching French as a foreign language in Malta: challenges and obstacles	178
	8.5.2: Limited time dedicated to the teaching of French pronunciation	181
8.6	Conclusion	182
CHAPTER 9: CONCLUSION		183
9.1	Introduction	183
9.2	A critical reflection	183
9.3	A summary of the study's results	185
9.4	Summary and conclusion	187
References		189
Annexes		200
Annex A		201
Annex B		214
Annex C		220
Annex D		224
Annex E		230
Annex F		364

LIST OF TABLES		
Table 1	The Maltese and French consonant systems	33
Table 2	Nasal vowels vs. their oral counterparts	42
Table 3	The French vocalic system with the vowels' distinctive features	43
Table 4	List of ten oral vowels and three nasal vowels	44
Table 5	Maltese minimal pairs that show contrast between two sets of vowels	45
Table 6	The Maltese vocalic system and their distinctive traits	46
Table 7	A list of the seven Maltese diphthongs	48
Table 8	Distribution of participants	63
Table 9	The three assessed exercises	65
Table 10	Examples of minimal pairs participants were asked to read	66
Table 11	One example of a paragraph participants were asked to read	66
Table 12	Examples of the prompting questions asked during the spontaneous conversation	67
Table 13	Examples of the prompting questions asked during the semi-structured interview	69
Table 14	The phases used to analyse the first and second exercise	71
Table 15	Examples of tables created for Exercise 1- Task 1	72
Table 16	An example of a table created for Exercise 1- Task 2	73
Table 17	Example of part of a table created for paragraph 1	74
Table 18	Example of part of a table created for paragraph 2	74
Table 19	Example of part of a table created for paragraph 3	74
Table 20	Form 2- Exercise 1-Task 1	76
Table 21	University Level- Exercise 1- Task 1	77
Table 22	Form 4 Level- Exercise 1- Task 2	77
Table 23	Sixth Form Level- Exercise 2	78
Table 24	Sample of tables showing lists of all the nasal vowels pronounced during the participants' spontaneous conversations	81
Table 25	Distribution of the frequency of pronunciation errors of both oral and nasal vowels (in descending order)	88
Table 26	Distribution of the frequency of pronunciation errors in words containing the nasal vowel /ɛ̃ /	89
Table 27	Distribution of the frequency of pronunciation errors in words containing the nasal vowel /ã/	90
Table 28	Distribution of the frequency of pronunciation errors in words containing the nasal vowel /õ/	91
Table 29	Total number of pronunciation errors for each of the words assessed at the four different levels	92
Table 30	Total amount of errors according to the three nasal vowels for each different level	96
Table 31	Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers	98

Table 32	Distribution of the frequency of errors and correct production in percentages	99
Table 33	Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the reading of minimal pairs	100
Table 34	List of words containing nasal vowels	108
Table 35	Pronunciation errors in the three paragraphs in numbers	109
Table 36	Pronunciation errors in the three paragraphs in percentages	109
Table 37	Frequency of pronunciation errors as recorded from paragraph 1	111
Table 38	Frequency of pronunciation errors as recorded from paragraph 2	115
Table 39	Frequency of pronunciation errors as recorded from paragraph 3	119
Table 40	Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers	125
Table 41	Distribution of the frequency of errors and correct productions in percentages	126
Table 42	Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the reading of short paragraphs	127
Table 43	Nasal vowel pronunciation performance by a participating Form 2 student	129
Table 44	Nasal vowel pronunciation performance by a participating University student	128
Table 45	The distribution of errors of the nasal vowel /ã/	129
Table 46	The distribution of errors of the nasal vowel /õ/	131
Table 47	Distribution of errors of the nasal vowel /ẽ/	132
Table 48	Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers	134
Table 49	Distribution of the frequency of errors and correct productions in percentages	135
Table 50	Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the spontaneous conversations	136
Table 51	The five teachers who participated in the audio-recorded interview	137
Table 52	Results of nasal vowel pronunciation errors and correctness from the three exercises	161
Table 53	The distributional constraints of /ẽ/	164
Table 54	Common pronunciation errors of the nasal vowel /ẽ/	165
Table 55	A few example of the most common words that were pronounced correctly in the spontaneous conversations	166
Table 56	The distributional constraints of / õ /	168
Table 57	Common pronunciation errors of the nasal vowel /õ/	169
Table 58	A few example of the most common words that were pronounced correctly in the spontaneous conversations	170
Table 59	The decrease of the frequency of pronunciation errors	170

Table 60	The distributional constraints of /ã /	172
Table 61	Common pronunciation errors of the nasal vowel /ã/	172
Table 62	Percentage of errors and correct nasal vowel productions- Exercise 1	173
Table 63	Percentage of errors and correct nasal vowel productions- Exercise 2	173
Table 64	Percentage of errors and correct nasal vowel productions- Exercise 3	173
Table 65	Total amount of pronunciation errors in each level	177

LIST OF FIGURES		
Figure 1	Outline of the nasal vowels /œ-ɛ/ and /ɔ-ã/	37
Figure 2	Comparison of oral vowels (in grey) with nasal vowel (in black)	41
Figure 3	The Maltese vocalic system	45
Figure 4	The principal themes and sub-themes that emerged from the audio-recorded interviews	138

LIST OF BAR CHARTS		
Bar chart 1	Frequency of pronunciation errors as recorded from paragraph 1	113
Bar chart 2	Frequency of pronunciation errors as recorded from paragraph 2	117
Bar chart 3	Distribution of errors of the nasal vowel /ã/	130
Bar chart 4	Distribution of errors of the nasal vowel /ɔ/	132
Bar chart 5	Distribution of errors of the nasal vowel /ɛ/	133

LIST OF PIE CHARTS		
Pie Chart 1	Five words which were the most correctly pronounced	93
Pie Chart 2	Seven words which were the most incorrectly pronounced	94
Pie Chart 3	Distribution of pronunciation errors in paragraph 1	114
Pie Chart 4	Distribution of pronunciation errors in paragraph 2	118
Pie Chart 5	Distribution of pronunciation errors in paragraph 3	121

Chapter 1

Introduction

1.1 Rationale of the study

“When you speak a language... many people understand you... but when you speak their own language, you know you go straight to their hearts.”

Nelson Mandela
(Hawkes, 2014)

In both second language acquisition research and also at secondary and higher education all over the world, the speaking skill and in particular, pronunciation and the acquisition of a foreign accent tend to take the back seat (Algethami, 2017, Brekelmans, 2017).

In fact, L2 pronunciation has often been ignored or neglected and excluded from teaching and learning (Underhill, 2013). Researchers consider pronunciation instruction as suffering from the “Cinderella syndrome” (Plaza, 2015-2016). This is because pronunciation in a foreign classroom is “kept behind doors, but never forgotten” (Celce-Murcia et al., 1996:323).

It goes without saying that students will certainly face difficulties when trying to master the oral aspect due to language barriers (Bondin, 2014). When it comes to the teaching of French as a foreign language in Malta, one might think that the bilingual situation may create challenges for most Maltese students who start learning a foreign language because both Maltese and English have two different phonologies (Sammut, 2017).

Another challenge that is faced when it comes to the teaching of French as a foreign language in Malta, is that not enough time is dedicated to

practice the foreign language, with three or four 35-40 minute lessons per week. This certainly does not help give students enough time to be exposed to the language and there are little to no possibilities of practice outside the classroom. This doesn't allow teachers the time to try to teach the pronunciation of a new language to beginner students, among other aspects (Sammut, 2017).

This study will be reviewing the changing role of pronunciation within the last century and also in FFL classrooms in Malta. Teachers' perceptions will also be considered, with the aim to determine which way Maltese teachers of French should take to better prepare their students to acquire a better pronunciation in FFL. Blanche-Benveniste, C. (1997), Briet, G. et al. (2017), Charliac, L. & Motron, A.C. (2004), Léon, P. (2007), Léon, P. et al. (2009), aimed at understanding and explaining French pronunciation and the pronunciation of the different varieties of French.

The Common European Framework of Reference for Languages has clearly stated the importance of the teaching of pronunciation (Council of Europe, 2018). The study's objective is to investigate the pronunciation of Maltese learners of French as a Foreign Language at different ages and levels, focusing specifically on the pronunciation of French nasal vowels, vowels which are phonemic in French but not in the Maltese language.

1.2 Reasons of choice and motivation

Ever since I was an undergraduate student at the University of Malta, I have always shown interest in this particular field of the language, that of pronunciation instruction. This is because I have always believed that without the oral part of the language I could never really say that I fully understand and know the dynamics of communicating in the French language.

As a teacher of French as a foreign language in a secondary school I have remained in contact with Maltese students who are learning French as a foreign language and with teachers of French from around Malta and Gozo. This has helped me realise the needs and difficulties that our students face, and therefore by embarking on this research I aim to facilitate their oral production as much as possible. Hence, I chose this particular study purely out of personal motivation and interest in the field of teaching pronunciation to students of French as a foreign language.

Another reason why I chose this field is because I know that the speaking skill and pronunciation improvement are not easy competencies to master students of different levels find difficulty when it comes to acquiring the accurate pronunciation of the language. I have noticed, in my years spent teaching FFL, that often my students' intended message cannot be transmitted from speaker to listener, because of pronunciation difficulties, especially when it comes to having a relatively long conversation in the target language. I also feel that the current syllabus obliges me to give more importance to grammar, vocabulary, and writing because of the exam format.

All these reasons, together with the reading of other studies, have made me want to delve into this particular topic for my M.Ed. dissertation and further my knowledge on the teaching and learning of FFL phonetics.

1.3 Organisation of the study

This study is divided into three main parts. The first part is divided into five chapters which are dedicated to the presentation of information which was needed in order to contribute to this study on nasal vowel pronunciation errors among Maltese learners. This particular part of this study also presents a number of studies which were also interested in this specific branch of the French language. Chapter 2 is dedicated to the speaking skill whilst Chapter 3 defines the phonetic competence and the

different teaching approaches used in order to teach and learn French pronunciation. Chapter 4 is dedicated to the French and the Maltese vocalic systems and understanding the different characteristics between both these vocalic systems. Chapter 5 delves into identifying the difficulties Maltese learners face when it comes to the pronunciation of the French language.

The second part of this study focuses on the elaboration of the empirical study and aims at identifying the difficulties linked to the pronunciation of the French nasal vowels in Maltese learners. Chapter 6 discusses this study's *problématique*. It presents the study's research questions and hypotheses and also the research's objectives. This chapter states the recruitment procedures of both the participant students and the teachers, and describes the exercises the learners and teachers were asked to participate in. The research methods used and the process of data collection will also be discussed. Chapter 7 exposes the obtained results. Firstly, a quantitative analysis of the oral productions will be presented followed by a descriptive analysis of the errors retrieved for the participant exercises and finally a qualitative analysis of the participants' spontaneous conversation exercise and the semi-structured teacher interviews.

The third and final part of this study, Chapter 8, will discuss in a detailed manner the results obtained and will aim at answering the three research questions and verify or even contradict the hypotheses. Finally, the conclusion will be presented which will expose the limitations of this study.

PART I

UNDERSTANDING THE PHONETIC COMPETENCE AND PRONUNCIATION SKILL OF FRENCH AS A FOREIGN LANGUAGE

Chapter 2

The Speaking Skill

2.1 Introduction

Rivers (1966), in Segura Alonso (2011-12) said that “speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching spoken speech is therefore of primary importance if the communication aim is to be reached” (Segura Alonso, 2011-12:12).

In order to achieve an overall communicative ability in a foreign language, the acquisition of specific elements of the language, such as pronunciation, is essential. Yet when it comes to speaking in a foreign language, students still seem to struggle to acquire a level of speaking that allows communication to take place due to the lack of importance placed on this specific skill in the classroom and even in national examinations such as the French SEC exam (see Section 2.3). The lack of opportunity to practice outside the classroom continues to add to the difficulty to achieve accurate pronunciation skills.

2.2 Defining the Speaking Skill

Joacquin Dolz-Mestre and Bernard Schneuwly (1998) define the speaking skill as a late product of school culture (...) it is a blurred notion that is highly dependent on the scriptural traditions of the school, (...) an object that is difficult to identify and therefore difficult to achieve (*“un produit tardif de la culture scolaire (...) c’est une notion floue fortement dépendante des traditions scripturales de l’école, (...) un objet difficile à cerner et par conséquent ardu à scolariser”*) (Dolz-Mestre & Schneuwly, 1998).

Bertot and Hassan (2015) state that the oral component is a modality of the language which is characterised by its own grammar (*"L'oral est une modalité de l'expression langagière qui se caractérise par une grammaire propre"*) (Bertot and Hassan, 2015:23). Therefore, it would need to be taught explicitly and practiced accordingly to its specificities, for it to reflect authentic native speech (Zammit, 2018).

Soutet (1995) states that the oral component of the language tends to often be at a disadvantage when compared to the written language. (*"L'oral s'accommode (...) d'un niveau tendant davantage vers le populaire; les licenses syntaxiques n'y sont pas rares; redondances, phrases incomplètes, mal construites; etc."*) (Blanche-Benveniste, 1997). The spoken language is considered spontaneous but it is deemed to be faulty due to the non-completions, the specificities of the "delinquent" suburbs, etc. Blanche-Benveniste (1997) points out that sometimes, even amongst certain modern linguists, the spoken language is still viewed as an opponent of the written language. This battle between the written and the spoken language has been going on for a very long time and is even seen as a battle between the 'bon français' and the 'mauvais français'.

Ouyougoute (2011) and Writhner et al. (1991:22) say that teaching the speaking skill shouldn't simply concern the casual, unstructured teaching of how to speak. Zammit (2018), Writhner et al. (1991) and Ouyougoute (2011) conclude that the oral skill should therefore be considered as a practical instrument and should be linked to everyday scenarios such as teaching the art of convincing, debating, negotiating and explaining.

The central aim of the speaking skill is to allow the learner not only to be able to take the lead in a conversation but also to discover another language and another culture (Writhner et al., 1991:22). The teaching of the speaking skill should be about making interactions possible (*"Une pédagogie de l'oral ne devrait pas dicter des conduites, mais les rendre possibles."*) (Writhner et al., 1991:29).

However difficult the speaking skill may be and apart from the teaching dilemmas it can create in a classroom, Amer Quershi (2017) points out that the speaking skill is of enormous importance for learners of any language as without speech, the language will simply be reduced to a script.

2.3 Parisian French as the pedagogical norm

French is the only official language of France. French also has numerous dialects, varieties, and creoles. A dialect is defined as a language variety that is expressed in a specific territory or region. The differences between dialects are usually limited to intonation, pronunciation, isolated words and expressions and some grammar rules. The regional languages of France are often referred to as *patois* (a regional form of communication) (Jordan, 2015). Even though *patois* are stigmatized and dialects are socially valued differently, Parisian French, linguistically speaking, is considered as standard French in France and is the dialect that is taught to anyone learning French as a second language (Jordan, 2015).

Valdman (1976) proposed a concept of pedagogical norm to guide the development of curricula for second-language teaching. A pedagogical norm helps language teachers determine which linguistic forms should be taught and not and the order in which they should be taught. The pedagogical norm takes into account the variations that are characteristic of the target language, such as the social values that are attached to different linguistic forms and the learning process in which the students are engaged (Valdman, 1976).

Valdman (2000) states that it is idealistic to think that language learners can learn to master the complex patterns of stylistic variation that characterise the speech of native speakers. He adds that foreign language learners must target a general standard rather than any local standard form. He recommends exposing foreign learners of French to different

varieties of the French language for comprehension purposes, yet he suggests teaching standard French as a target for production purposes (Valdman, 2000).

The CEFR Companion Volume publication discussed the importance of raising awareness of the existence of different registers in the oral component through the language learning curriculum. The new descriptors mentioned in this publication clearly state the importance of the teaching and learning of language varieties and that learners are aware of the different types of registers. These descriptors state that learners of foreign languages should be able to switch between formal and informal registers and to express themselves using both registers (Council of Europe, 2018). Whilst recognizing the importance of exposure to different varieties, given that Maltese learners are already in a bilingual context, and following the recommendations in Valdman (2000), this dissertation limits itself to targeting standard French as the pronunciation to teach within the foreign language learning context that it is set in. However, it is also recognized that the focus of pronunciation instruction should first and foremost be intelligibility, rather than perfect mastery of a standard norm. The CEFR (2018) stated that in order to achieve a communicative ability, learners do not need to acquire the 'perfect' pronunciation. What is important is that learners possess a certain level of mastery of both lexical choices and grammar elements to allow them to convey their message in understandable way. In actual fact however, it remains true that pronunciation nearing a standard variety of the target language is appreciated and positively sanctioned by both members of the target language community and assessors of foreign language competence.

2.4 The Maltese classroom vis-à-vis the Speaking Skill

In recent years, new teaching approaches started to be implemented in language classes. With the introduction of the “*approche communicative*”

and the “*approche actionnelle*” importance started to be given to the speaking skill. Its importance started to become, at least theoretically, equivalent to the other skills, like the writing and reading skills, yet problems related to the teaching of the speaking skill still arise.

According to Bezzina (2016), Zammit (2018) and Gauci (2016), till this very day it is feared that French lessons in Maltese classrooms are still given in a rather traditional style, where the teacher has total dominance in the classroom, where the teacher’s role in the classroom is made up of an endless number of interactions, explanations and prompting and where lessons focus mostly on the learning of grammar, culture and comprehension.

Micallef (2003), in her dissertation, presented the problems that 14 and 15-year-old Maltese students learning French come across through role play. These students participated in an interview with the researcher in which they expressed that the biggest hurdle for them to speak was because they felt that they didn’t have a vast vocabulary and couldn’t find the words to express themselves. She noted that their conversation was artificial as they were lacking communicative skills. The students participating showed no signs of competition. This means that they let each other finish their intervention without interrupting. In the interviews which followed their participation in role plays, the students said that they found difficulty to converse in French not only because of the lack of vocabulary but also due to the difficulty they find when it comes to learning grammar rules. So accuracy is felt, for some reason, to be more important than interactional skills when they have to communicate orally.

In another study about spoken interaction in a French Secondary and Post-Secondary classrooms in Malta, (Bondin, 2014), I based my research on the audio-recording of role play amongst pairs of students. Students were asked to participate in spontaneous verbal interactions and they

were each given three different titles corresponding to three different scenarios, being a dispute, a conversation and a transaction.

After participating in these verbal interactions, the learners pointed out that they are not used to engaging in role play or any other spoken tasks and therefore found it challenging and even difficult to communicate in the role play recordings. The inadequate features that were mostly noted during these verbal conversations were long silences, hesitations and sometimes the inability to express themselves. This may be due to the lack of practice students have in spontaneous oral exercises.

Galea (2018) was interested in exploring the local teaching of the oral skills of a foreign language. For her study, she distributed 101 online questionnaires to teachers of Italian in Malta to help understand better the teachers' perspective with regard to the teaching of the speaking skill. Her research mainly focused on inquiring how much time was dedicated to acquiring the oral skill in the Italian classroom and she was also interested in investigating spoken Italian as a medium in the classroom. Galea concluded that although teachers claim to speak in Italian during their lessons, there were clear indications that Maltese and/or English were used often.

Micallef (2003) was interested in the teachers' point of view. She concluded that the majority of teachers would like to dedicate more time to the spoken skill as they agree that it is an important skill, especially since it helps in the improvement of spoken interaction and conversation. However, they commented that it is in fact impossible to dedicate enough time to all students to have a turn at a dialogue in the L2 language due to the brevity of each lesson. They prefer asking questions and having the learners answer, rather than involving students in role plays since this takes a lot of preparation time.

Vella Lauwers (2007) and Zammit (2018), share the same view, that teachers of French as a foreign language understand and recognise the importance of the speaking skill, the ability to produce perfect syntactical sentences, which are understandable and which communicate a message and that training is done in FFL classrooms, yet they still continue to give more privilege, time and effort to the writing skill.

Zammit (2018) concludes that when it comes to the teaching of the speaking skill in a FFL classroom, the teacher plays an essential role, as the role of the learner depends entirely on the teacher's directions and methods. When the teaching of the speaking skill is taken seriously in a classroom and when the proper amount of time is dedicated to the teaching of this skill, students can start mastering pronunciation techniques and begin to understand the importance of acquiring an acceptable pronunciation of the L2.

Bezzina (1999) analysed the speaking skill within the Maltese learners of French. She was particularly interested in seeing to what extent the native language effects the learning of a foreign language. This study was interested in analysing the articulation and prosodic difficulties present within Maltese learners of French studying at Post-Secondary and University level. She was also interested in seeing whether or not there is a possibility of noticing phonetic realisation differences between male and female learners. The twelve participants were asked to read a document out loud. This document consisted of extracts from news channels such as the French channel, *TV 5*. These extracts were chosen specifically making sure they contained certain phonemes, such as the French nasal vowels. These readings were audio-recorded. Her study concluded the important role that the phonetic and phonological element of the native language has on the L2. Her study compared the phonetic systems of both the Maltese and the French language. She noticed that there are evident differences between the Maltese and the French phonetic systems which may cause problems within Maltese learners of French. She underlined

considerable differences especially when it comes to the prosodic and vocalic systems, particularly the fact that some French vowels, such as the nasal vowels, are inexistent in the Maltese vocalic system. This may have certain consequences when it comes to the learning of French within the Maltese learners. She also concluded that certain elements of the Maltese language do influence the pronunciation of the French language. She noticed that Maltese learners have the tendency of pronouncing the nasal vowels in an oral manner, such as replacing the nasal vowel [ã] with the oral vowel [a]. She therefore came to the conclusion that the maternal language can provoke dangers of interferences when it comes to learning French as a foreign language.

Maltese researchers, O'Neill & Psaila (2002) were also interested in investigating problems having to do with both the perception and interpretation of French sounds within the Maltese learners of French. Like Bezzina (1999), a comparison between the Maltese and French vocalic systems was done in order to identify whether or not the learners' mother tongue interferes with the learning of the French sounds. This study analysed oral and written productions of fifty first year Sixth Form students. For the first exercise, learners were asked to discriminate between the sounds of 15 minimal pairs and say whether the sounds that they hear are identical or different. For the second exercise, learners were asked to repeat another 14 minimal pairs after the model and in the third exercise, students participated in a dictation in which they were asked to write down short phrases containing a number of vowels. Results showed that in the majority of cases, learners were able to discriminate between the different sounds of the minimal pairs and most participants noticed when sounds were identical. However, when it came to pronouncing the 14 minimal pairs in the second exercise, learners came across certain pronunciation difficulties. In fact, out of a total of 4000 oral productions, these words were pronounced inaccurately for 1661 times and accurately for only 478 times. They also noticed that learners pronounce sounds better when they are presented in minimal pairs rather than when

inserted in phrases. This led O'Neill & Psaila (2002) to the conclusion that learners are more exposed to written French rather than to spoken French.

It seems that in actual fact, spoken interaction and the specificities of the oral component are little practised. Even less attention is probably given to pronunciation. The probable main reason for this is because those students who sit for the French SEC exam and the teachers preparing students for this exam realise that out of the 100% of the French SEC exam, 20% (10% for a role play exercise and 10% for a description of a set picture) is dedicated to the oral skill. Numerically, it is probably considered more worthwhile to concentrate on the 80% allotted to listening, reading and writing. In both the role play and the picture description, a few marks may be awarded to pronunciation. Whatever the reason may be, it is clear from lesson recordings carried out within the framework of research in the Maltese FLE context, that the spoken component is insufficiently practised (Bondin, 2014, Gauci, 2016, Zammit, 2018). The question is: will this specific weighting of 20 vs 80% give the teacher the incentive to practice the oral skill and phonology in their class? Moreover, will students have the inclination to study and properly prepare for the oral part of the exam, knowing that more marks are allotted to the written tasks and grammatical exercises? The wash back of the examination format is thus felt to possibly have adverse effects on the teaching and learning of the spoken competence. In the newly devised language teaching and assessment reform which is currently being gradually implemented in Maltese secondary schools, however, an improvement can be noted in the sense that the four skills will each be allotted 25% of the global mark, and emphasis is at least theoretically being placed in the new learning outcomes-based approach on the equal importance of the four skills.

Chapter 3

Phonetic Competence and Pronunciation Skills in FLE

3.1 Introduction

Language is a tool with which we can communicate (Sirbu, 2015; Abry & Chalaron, 1994; Zammit, 2018; Baker, 2014; Writhner et al., 1991:28). Learning a new language gives students the opportunity to explore international identities and cultures that colour our world (Stein-Smith, 2017). Yet should knowing enough vocabulary and grammar rules to be able to have a proper conversation be enough to have mastered a language? Or should learners of foreign languages be also interested in the acquisition of the right pronunciation of the target language?

3.2 Defining Pronunciation

Briet, G., Collige, V., & Rassart, E. (2014) state that expressing oneself in a foreign language is similar to an adventure in which the learner must develop new sound patterns. It is about learning a new culture and accepting to learn the rhythm, intonation and sound of the language. Learning a foreign language is adopting an “ego-phonétique” approach (Briet et al., 2014:10). (*“S’exprimer dans une langue étrangère, c’est s’aventurer dans une zone sociale sensible dans laquelle il faut développer de nouveaux patrons sonores (...) S’exprimer en langue étrangère, c’est s’incarner dans une nouvelle culture et accepter de prendre une identité rythmique, mélodique et sonore supplémentaire: c’est adopter un « ego phonétique » de plus”*) (Briet et al., 2014).

Pronunciation can be defined as “the manner in which speech sounds, especially connected sequences are articulated by individual speakers or by speakers generally” (Trask, 1996). Keeping this definition in mind, one

can easily link pronunciation to the study of phonetics which is concerned with the study and the description of speech sounds. For Pennington & Richards (1986), pronunciation is “largely identified with the articulation of individual sounds, and, to a lesser extent, with the stress and the intonation patterns of the target language.” Pennington & Richards (1986) declare that pronunciation should not only be linked with the way sounds are articulated. The fluency of the sounds and accuracy are also a major part of pronunciation. Students must keep in mind the rules linked with pronunciation, for example the need to use “liaisons” and “enchaînements”, the silent letters, the nasal sounds and the different intonation, accentuation and rhythm of French (Abry & Chalaron, 1994; Yoshida, 2016; Zammit, 2018; Briet et al., 2014).

3.3 The evolution of the Speaking Skill and Pronunciation over the years

The teaching of speaking and pronunciation has evolved over the years. For some periods, such as when a traditional grammar-translation method was used for language teaching, little emphasis was put on pronunciation. Greater importance was dedicated to other skills, such as grammar and writing. However, pronunciation and the necessity of speaking gained importance with the Direct Method (Aleksandrak, 2011), a technique used in the early 1900s. This involved the teaching of pronunciation by using listening and imitation practices. This process was believed to give students the opportunity to “internalise the target sound” (Plaza, 2015-2016).

With the introduction of Audiolingualism in the 1940s and the 1950s, focus shifted more to the oral skill. This method focused on the repetition of phrases pronounced by teachers or by using recordings. The instructors made use of minimal-pair drills, a structurally-based teaching device (Plaza, 2015-2016).

However, till this point, teaching of pronunciation was viewed as an “imitative routine” (Aleksandrzak, 2011). Influenced by Behaviourism, teachers started to adopt the “listen and repeat” approach (Saidi, 2017). The teacher would pronounce isolated words to the students and they would repeat them. Imitation was supposed to lead to accuracy, yet this method was critiqued as it gives a passive role to the learner (Saidi, 2017).

With the introduction of the Natural Approach promoted by Krashen & Terrell (1995), learners had “the opportunity to internalize the target sound system before their actual production” (Plaza, 2015-2016:4). The main focus of the Natural Approach was to better prepare the students to improve their communication skills in the target language therefore, during the lessons, the teacher will only speak in the target language. The hypothesis of the Natural Approach was that language acquisition occurs by learners understanding what they hear and read in the target language (Krashen & Terrell, 1995).

On the contrary to learning language by focusing on listening and communication in the native language, the Cognitive Method, which was created in the 1960s, gave more attention to language learning as a rule-governed behaviour, rather than habit formation, and attached importance to grammar and vocabulary, which were considered to be more learnable items (Plaza, 2015-2016). It sees learning a second language as a conscious and reasoned thinking process and therefore considered drilling by repetition or imitation as mechanical and meaningless (Saidi, 2017). It unfortunately gave very little attention to pronunciation as it viewed native-like pronunciation as an unrealistic objective which could not be achieved (Celce-Murcia et al., 2010).

In the 1970's The Silent Way was introduced and emphasis was put on the perfection of sound production and target language structures without exposing learners to phonetic alphabets or any sort of linguistic

information (Plaza, 2015-2016). It is based on the idea that language learning can be improved through discovery rather than teaching. According to this approach the teachers' role is that of a facilitator and they will only intervene vocally when necessary. The Silent Way focuses the learners' attention on accurately producing individual sounds, stress patterns, intonation and aspects of connected speech (linking and pausing) in a way that is as close as possible to how the target language is really pronounced. However, "proponents of this approach [...] have [not] developed an agreed-upon set of strategies for teaching pronunciation communicatively" (Plaza, *ibid.*).

In the mid 1970's, the Communicative Approach was born. This method gave a more realistic approach to teaching the spoken skill and pronunciation. The ultimate goal was communication, therefore the teaching of pronunciation had to be taken seriously in the classroom (Plaza, 2015-2016; Crofton-Martin, 2015). This was because this method believed in the importance of interaction in the classroom as a reflection of the real communication needs in everyday use, and that pronunciation teaching should be done in natural, feasible and genuine situations (Broughton et al., 1980; Saidi, 2017). It was at this point that oral activities started to be defined according to the genre of the discourse and the role of the participants (Aleksandrzak, 2011; Writhner et al., 1991:22; Broughton et al., 1980).

Azevedo (1978) states that with communicative approach starting to develop, communicative skills such as pronunciation and phonetic information should have been present in textbooks. However, if we had to have a look at textbooks used over the years, authors noted the lack of pronunciation exercises and suprasegmental features like stress and intonation (Wieczorek, 1991; Lord & Fionda, 2013).

In fact, earlier works viewed pronunciation as a side effect of the other skills, be it speaking or reading. Pronunciation was taught with secondary

importance and not treated as a different skill with enough time dedicated to its improvement (Lord & Fionda, 2013). Textbooks, including sections of pronunciation, often poorly made, offered archaic conceptions of pronunciation teaching which lack context and communicative values. In these textbooks, pronunciation is viewed from the linguistic point of view, rather than the communicative component. Pronunciation exercises were not linked with fluency but rather interested in accuracy (Plaza, 2015-2016; Arteaga, 2000). Arteaga (2000) added that these textbooks did not give opportunity to students to self-monitor their pronunciation instruction.

These authors sustain that not only has pronunciation instruction always been considered as a “lesser” skill but also its instruction has neither changed nor developed over the years. For the situation in the Maltese classroom see Section 2.3.

3.4 The Speaking Skill and Pronunciation nowadays

The opportunity to acquire a better level of pronunciation depends to a great extent on the teachers’ principles and on the objectives and importance s/he links to the instruction of pronunciation in each and every lesson (Polio, 2003; Crofton-Martin, 2015; Gilbert J. in Jones T., 2016). However, pronunciation can be one of the most difficult parts of language for learners to master and one of the least favourite topics for teachers, making it the less privileged skill. Some teachers may feel better prepared to teach grammar, vocabulary or culture in a classroom. These skills have mostly taken over the teacher’s preoccupations and training (Gilakjani & Ahmadi, 2011; Alley, 1991; Lord & Fionda, 2013; Underhill, 2013; Gilbert J. in Jones T., 2016). The neglect of this skill may also be caused if teachers do not show the incentive to expand their own knowledge or even their own pronunciation skills (Plaza, 2015-2016).

The struggle of teaching pronunciation maybe due to the fact that one still cannot find the right didactic by which teachers can pass on the speaking skill in the classroom (Rosier, 2002). This maybe the reason why interest in the speaking skill became of interest to some linguists who have attempted to develop a number of different techniques and methods to ease the difficulties of learners and teachers when it comes to teaching and learning pronunciation skills (Saidi, 2017; Alrabadi, 2011; Mezrigui, 2011).

3.4.1 Second Language Acquisition

In recent years, studies of second language acquisition have at times focused on learners' errors since these will allow a forecast of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and emphasis on them. There are three major theories concerning the study of learners' errors (Akbar Khansir,2012).

Contrastive Analysis considered native language transfer as the major source of errors in second language learning. Contrastive Analysis focuses on differences between the L1 and L2 and ignores other important factors which may affect the second language learner's performance such as his learning and communication strategies (Akbar Khansir,2012).

Another theory that is also considered important in second language acquisition is the concept of Interlanguage. This theory draws attention to the possibility that the learner's language can be regarded as a distinct and evolving language variety with its own particular characteristics and rules. This theory suggests that while learning a second language , learners build up a system for themselves which is different from their first language and second language systems, gradually distancing itself from the former and approaching the latter. The evolving system has been called interlanguage (Akbar Khansir,2012).

Error Analysis is a major approach in the field of second language acquisition research. It is a type of linguistic analysis that focuses on the errors learners make. It consists of comparing errors made in the target language and the target language itself. Error analysis emphasizes the significance of learners' errors in second language and aims at describing how learning occurs by examining the learner's output, including his/her correct and incorrect utterances. Applied error analysis aims at devising appropriate materials and teaching strategies based on the findings of theoretical error analysis (Akbar Khansir,2012). In order to analyse all the data collected for this study, error analysis was used. This study is interested in examining the frequencies of incorrect and correct utterances of the French nasal vowels. Although it must be kept in mind that a whole range of partially correct approximations is probably performed by many learners, for the purposes of practicality, any deviation from the standard variety will be considered as incorrect in this study.

In this dissertation, the terminology L1 transfer will be preferred to L1 interference. This is because 'transfer' is a more widely accepted notion today as talking about talking about interference connotes that there is more emphasis on errors. This dissertation wants to understand why certain errors are done and why certain errors continue to persist even after years of studying French as a foreign language and in no way aims at emphasising the students mistakes. The error analysis done in this dissertation dealt with errors that learners make due to the effect of transfer. The L1 transfer can have both a positive and a negative effect on the L2 acquisition.

These three theories can be considered as important factors in second language acquisition. In conclusion the theories concentrate on the learner's performance. Learner's errors are an integral part of language learning. Therefore, a combination of the three theories is needed to deal with the complexities of second language acquisition in order to provide

material for the improvement of teaching methodologies, syllabi and teaching techniques (Akbar Khansir, 2012).

3.5 Methods of teaching pronunciation

The issue on what is the best method to teach pronunciation has led to a sustained debate. Traditionally, the teaching of pronunciation emphasised the importance of segmental teaching, for example isolated consonants or vowels (Kissling, 2013). The teaching of phonemes through minimal pairs also proved to be a useful method (Saidi, 2017). Teaching pronunciation through imitation or through consciousness-raising were also methods used to teach a second language (Saidi, 2017).

Jones (2002) and Broughton et al. (1980) say that to acquire good pronunciation of the target language, both cognitive and motor functions are to be involved. They strongly state that repeated practice such as discrimination drill and imitation of words will eventually result in improved dexterity. They can be considered as means to help articulation become more automatic and also help learners take a step forward towards a more meaningful and communicative practice (Jones, 2002; Broughton et al., 1980).

This method was considered as an effective way to learn an L2 and accurate pronunciation. Even in more recent methodologies, repetition and imitation of words and sentences have been included (Saidi, 2017; Jones, 2002). Saidi's (2017) study focuses on the influence of verbal repetition and imitation. 12 native Spanish speaking adults and 12 native Persian-speaking adults were asked to learn 130 French words through an audio-visual repetition and imitation program. The program presented the participants with coloured photos of objects and then the participants would look at the photo and pronounce its name. Participants were asked to practice for 15 minutes over a span of 30 days and were tested pronouncing the same words at both week 1 and week 4 of training.

Results were recorded using fMRI scanning. After 4 weeks of repetition, the results showed that both groups of participants improved their performance of pronouncing L2 words.

Another method that researchers deemed to be useful when acquiring a second language was consciousness-raising techniques. Abdalla (2014) stated that the objective of the consciousness-raising techniques was to ease the learning of a foreign language especially when it comes to achieving expression in a FL. This technique is viewed as an inductive approach which doesn't present the student explicitly with the rules of the target language but allows the learner himself to observe the principles of the language (Abdalla, 2014). The consciousness-raising technique is in favour of activities to help learners understand the target language and is therefore a learner-directed approach as it presents students with information and invites them to make conclusions based on the data they received (Abdalla, 2014).

It is also with the help of phonetics as well as the IPA (International Phonetic Alphabet) that teaching of pronunciation of the foreign language has developed (Saidi, 2017). The IPA was founded in 1886 and the main aim was to have a system in which a one-to-one correspondence between each sound in the phonetic system and each phonetic symbol could be made. It is a scientific study of phonetics and allows a constant way of representing the sounds of the language in written form (International Phonetic Association, 1999). If students are aware of the study of phonetics and phonology, they can understand that these two different branches are linked to the learning of pronunciation and therefore this will help them achieve native-like pronunciation (Saidi, 2017).

Acquiring phonetic competence and pronunciation teaching isn't simply about the repetition and the understanding of a few new sounds, it is about understanding that every aspect of the language is built and reinforced on other aspects.

3.5.1 The effects of spelling and reading on the teaching of pronunciation

Santiago (2018) states that when it comes to the teaching of phonology and phonetics to an L2 learner, the use of spelling is often neglected in a number of teaching methods of pronunciation. The influence spelling has on the pronunciation of the L2 learners is a recent field of interest. Studies related to this subject are divided into two domains. The first domain focuses on the link between the orthographical representations of the L1/L2 in the development of the production of interphonology. The second domain is interested in evaluating the effects of spelling in the imitation of the L2. Bassetti (2017) and Detey et al. (2005) concluded that the effects of spelling may explain the errors linked to imitation of the pronunciation of words from the L1. Certain pronunciation errors may be due to the transfer of spelling from the L1 to the L2. In order to learn target language pronunciation, competences such as oral production play an important role. However, spelling also has an effect on the acquisition of phonetics and phonology of the target language.

Santiago (2018) was interested in studying the effects that reading and imitation can have on the spelling of French as a foreign language in the oral production of Spanish-speaking learners. 27 University students participated in this study. This study tested B1 and A2 learners. They were asked to participate in several exercises being, an imitation exercise without written texts, 2 exercises which involved the reading of works without written texts, a reading of a text, a semi-structured interview and participating in an oral production with another student. This study was interested in analysing the production of 4 different phonemes:

- (i) /z/ written with a transparent vs. an opaque spelling ex : /zoo/ vs /base/
- (ii) /O/ written with a transparent vs. an opaque spelling ex : /port/ vs /peau/

(iii) /u/ written with an opaque spelling ex : /boule/

(iv) /y/ written with an opaque spelling ex: /bulle/

After audio-recordings of all these exercises were done, negative results were noted in the learners' pronunciation when they were asked to read a text. Results also showed that the negative influence of the reading task does not decrease with progress in learning of the L2.

Santiago (2018) concluded that opaque letters triggered pronunciation errors in all the phonemes this study was interested in. The replacement of phones when it came to opaque letters increased and confirms that there are relationships between the phonetic skill and spelling.

Results also showed that in all cases, the learning level of learners had no impact on pronunciation: the negative effects of spelling affect in a similar way the two levels tested. Thus, it would seem that B1 learners do not seem to overcome the interference of spelling compared to A2 students and that students do not appear to improve their pronunciation according to the level. In fact, these results show that B1 students are as affected as A2 students by the reading task. Moreover, the influence of the written spelling on oral production does not seem to diminish with the learning of the L2. Thus, it would seem that the B1 learners do not seem to overcome interference due to spelling. What was also concluded was that positive effects of the imitation task were noted. Auditory perception seems to be a technique that would only lead to benefits in learning the sound structure of the L2.

3.6 Divergent views on the effectiveness of explicit phonetic teaching

Researchers such as Tominaga (2009) aimed at analysing what is needed to lead learners to a successful pronunciation of the second language. Research was conducted amongst 223 high school students and they were

evaluated according to five elements of pronunciation: stress, rhythm, intonation, sound change and voice quality.

These five elements were then marked at three different levels being good, average and not good (meaning that pronunciation was not clear and intelligible.) The results of this study showed that only 2.6% out of all the students were selected as SPL (Successful Pronunciation Learners). This led Tominaga (2009) to the conclusion that pronunciation instruction may be difficult for teachers of a foreign language to focus largely on it, has little to no effect on pronunciation accuracy, and that pronunciation teaching does not work properly in a classroom setting especially when the students are still beginners.

In partial similarity to Tominaga (2009), other researchers have concluded that phonetic instruction improves the production of segments but fails to help in improving comprehensibility (Saito, 2011). For this study, 12 native Japanese learners studying English as a second language. These learners were randomly chosen and were given a four-hour lesson on target language pronunciation features. Results showed that explicit instruction did have an effect when it comes to sentence reading tasks, yet, a significant reduction of the foreign accent was not achieved.

Venkatagiri & Levis (2007) claim that instruction will probably aid in gaining knowledge and mastering certain tasks such as reading words, however it will be unlikely that instruction will prove itself useful when it comes to spontaneous speech outside the classroom (Venkatagiri & Levis, 2007). Their study included 17 adults who were learning English as a foreign language. These adults were asked to complete 14 tests related to phonology that measured the learners' knowledge of English phonological structures while three of those tests evaluated the phonological short term memory.

The results showed that phonological awareness may be a factor which helps improve comprehensibility. This study suggests that awareness could be an important factor when it comes to predicting whether the L2 learner is likely to find it easier or more difficult to comprehend, however it is not clear whether traditional pronunciation teaching methods are effective and helpful in promoting conscious perception of pronunciation features.

A number of researchers have suggested that the instruction of pronunciation should be linked with phonetic instruction in a classroom and this instruction would need to consist of the explicit teaching of L2 phonetics (Saidi, 2017).

Derwing & Munro (2005) and Barrera Pardo (2004) suggest that explicit pronunciation teaching and phonetic instruction can improve L2 oral production. They also suggest that L2 learners will benefit if they are phonologically trained as in this way they can notice the differences between the production of proficient speakers and their own production (Barrera Pardo, 2004; Derwing & Munro, 2005).

Derwing, Munro and Wiebe (1998) conducted a study focusing on how research can inform classroom practice. They recruited two groups of students studying English as a foreign language, all of whom had segmental and suprasegmental difficulties. These learners received global and segmental instruction and were then compared with an uninstructed control group. After this study was conducted, both experimental groups showed improvement in their 'accentedness' and even comprehensibility. On the basis of this, they concluded that a student who has received segmental training might be capable to focus on the mispronounced words by self-repetition. Global instruction may also give learners the skills which they can later apply in extemporaneous speech, that is speaking without preparation.

In Malta, specific phonetic training is most probably very scantily undertaken at secondary school level, if at all. Through the analysis of pronunciation competence across four different learning levels, this study aims to prove that like many researchers have declared, specific phonetic training may be considered as necessary and possibly useful to FFL learners. It is believed here that explicit teaching of aspects of pronunciation can be reconciled with modern methodologies of foreign language teaching, such as those mentioned further on in this literature review. In fact, teachers' views on this matter (see 6.5.3 on methodological choices made and 7.6.2 on the teachers' interview results) concord with this belief.

According to the results in my dissertation I am going to try to investigate in which context and types of activities Maltese learners of French show better pronunciation performance and I will then compare my results to those of different researchers.

3.7 Factors influencing pronunciation instruction

It is also important to consider that successful communication isn't necessarily linked to perfect pronunciation of the target language. Yet there is more to communication than just making sure that the message has been understood (Scarcella & Oxford, 1994). Achieving a native speaker level is considered by some, as not quite possible or even desirable, as some learners feel that they would be giving up their identity if they lost the marks of their L1 influenced target language accent (Mihaljevic Djigunovic & Medved Krajnovic, 2005).

Lord & Fionda (2013) declare that there is sometimes a "social penalty" to accented speakers. Some learners believe that native speakers might treat learners with a foreign accent in a different manner and this leads L2 learners to strive to reduce the accent of their native language when speaking in a foreign language (Crofton-Martin, 2015). However, it is

deemed as obvious that L2 learners will have a foreign accent. Derwing & Munro (2009) say that 'accentedness' only has a minor impact when it comes to comprehensibility. Yet there is this perception that native listeners will judge their accents negatively.

Another factor that also effects pronunciation instruction is the effectiveness of instruction, how ready the learner is to learn and the time dedicated to the tasks. Therefore, when it comes to figuring out the best way for pronunciation instruction, one must also consider and define who, and under what condition, instruction is being evaluated (Kissling, 2013).

Broughton et al. (1980) and Lord & Fionda (2013) clearly state that motivation in both teachers and learners is considered as a factor of paramount importance when it comes to learning pronunciation. If students feel that they are in an environment in which they can improve their pronunciation, teaching will be more rewarding. Motivation can be either real or simulated. When possible, learners should be involved in actual contact with speakers from outside the classroom as this will continue to increase their motivation. When these scenarios are not possible, games linked to hearing and speaking can be held in classrooms. These also provide the opportunity for communication (Broughton et al., 1980).

Tominaga (2009) concludes that students are more motivated to improve their pronunciation techniques when they find the L2 enjoyable. This will leave a positive influence on the learners. In fact, in a study he carried out among 232 junior high school students and 339 first-year senior high school students, by using questionnaires and interviews, most students answered YES when asked whether they are motivated to acquire a native-like pronunciation. Tominaga (2009) in fact adds that role models may also increase motivation in students. Students look up to persons such as singers and actors who are good examples since students try to

copy the way they pronounce the language, so songs and film excerpts would be ideal resources that can be used in classrooms to aid learners acquire a native-like pronunciation.

The role of the teacher is also another factor which can also influence pronunciation instruction. Crofton-Martin (2015:1) state that “students are not really afraid of pronunciation until they meet their teachers.” Scarcella & Oxford (1994), Yoshida (2016) and Broughton et al. (1980) state that teachers can provide information, good direction and chances to practice yet there is so much that can be done to help foreign learners improve their pronunciation of the target language, especially if students are not willing to do work themselves. The teacher may guide students on how they should position their tongue and even show illustrations yet children do not develop the sensory-motor skills, essential for learning pronunciation, at the same rate (O’Connor et al., 2016). Sensory-motor skills are not easy to deal with consciously and this may be why students find difficulty to grasp the proper pronunciation of the target language (Broughton et al., 1980).

It is recognised that achieving proficiency in foreign language pronunciation in classroom conditions is not an easy task. This difficulty results partly from the inadequate frequency and appeal of speaking opportunities in the classroom. The teaching and learning of pronunciation goes hand in hand with the motivation to go that step further even outside the classroom.

3.8 Phonetic Instruction

This dissertation tends to adhere to the belief that pronunciation instruction plays an important role for the L2 learner since this type of instruction helps to improve production accuracy. It upholds the point of view as in Kissing (2012) who states that pronunciation instruction does change learners’ pronunciation. He concludes that pronunciation is not

simply 'picked-up', so several pronunciation techniques should be used in class. As already mentioned above, it is believed here also that the methodological choices carried out by teachers aid learners to grasp and develop pronunciation techniques (see section 7.6.2 on teachers' views).

The question that arises is which components of pronunciation instruction really have an effect on the development of the learner's pronunciation of the target language. Older phonetic teaching techniques used in classrooms included static drawing of the vocal tract to help better illustrate the articulatory targets. More modern techniques include animated diagrams of the vocal tract and acoustic analysis software. This software provides visual representations of spectral features, intonation, contrasts in duration and relevant phonetic features and helps provide explicit information which helps develop learners' knowledge of the L2 phonology. Other activities used in classrooms are phoneme discrimination and identification exercises and pronunciation practice exercises which vary from simple word reading to tongue twisters or songs (Kissling, 2012).

Researchers believe that attention should be put on exposing learners to sounds, allowing them to discover the acoustic features themselves. Sound features that should be taught first are the ones which are essential for the understanding of the target language and the ones that will give more difficulty, as they will be different from those of the native language (Piske et al., 2001).

Pronunciation teaching must be organised by priorities and levels of difficulty. The time dedicated to teaching pronunciation depends on the priorities of the course. Pronunciation practice should be introduced in a classroom when a problem is noticed. For successful understanding of the pronunciation of the target language, students must hear themselves, by the use of recorders, and even compare themselves with (a) speech

model/s in order to get a clear idea on what s/he needs to work on to improve pronunciation (Broughton et al., 1980).

Students often find it challenging when it comes to judging their own pronunciation mistakes and the native-likeness of their speech. Technology can be used to provide learners with visual displays and these can help them understand the specific sounds and even the patterns of prosody (Ducate & Lomicka, 2009). Automated speech recognition tools may also aid students improve their pronunciation and these tools can compare the learners' sounds to those of the native speaker (Ducate & Lomicka, 2009).

Podcasts are another tool students can use in order to improve second language pronunciation. Learners will be able to listen to the specific sounds and prosody of the language. Like this, students will know how they should pronounce words in the target language (Ducate & Lomicka, 2009). Podcasting also gives students the opportunity to create and publish their own podcast for a real audience. The main advantage of this is that students listen to themselves as they edit their output and go back, listen again and revise as necessary.

After considering different points of view one thing that emerges as clearly necessary is that the teaching of pronunciation is of paramount importance. According to Haycraft (1978:58), "Awareness of this is useful as many mistakes made by learners are due to slight differences in sound production." Therefore, pronunciation may result in an altered message, a misunderstanding, or broken communication. It is also important that in teaching pronunciation the teacher must make sure to appeal to the learner's attention and to repeatedly go over the target phones. This should help students to better grasp L2 language features (Kissling, 2013). Briet et al. (2014) also add that when it comes to teaching pronunciation it is essential to establish an environment where learners can practice with confidence as this will help students be more open and

willing to listen and understand the different sounds of the language they are learning (Briet et al., 2014: 10).

3.9 Differences between the French and Maltese phonemic consonant systems

Teaching a Maltese learner French as a foreign language may prove to be quite complex due to the different phonemic systems of the Maltese and the French languages. Both the consonant and the vowel systems in Maltese and French show a number of differences. The French consonant system is made up of 17 consonants and 3 semi-consonants while the Maltese consonant system is made up of 23 consonantal phonemes and 2 semi-consonants. Some French consonants, such as the /p/ and the /R/ are not present in the Maltese consonant system.

PLACE OF ARTICULATION													
MANNER OF ARTICULATION		Bilabial		Labio-dental	Dental	Alveolar	Pre-palatal	Palatal	Velar	Uvular	Pharyngeal	Glottal	
	Plosive	p	b		t	d				k	g		ʔ
	Nasal		m			n			ɲ				
	Constrictive			f		s	ʃ	ç		ʁ	ħ		
				v		z							
	Affriquée					ts	tʃ	dʒ					
						dz							
	Latéral					l							
	Battue					r							
Continues sans friction		ɥ				ʎ		j	w				
		w						ɥ					

Table 1: The French and Maltese phonemic consonant system

Legend:

	Exclusively French consonants
	Exclusively Maltese consonants
	Common consonants in both systems

Table 1 identifies the divergences between the French and Maltese consonant systems. Bezzina (1999) evaluates the possible interference difficulties for some of these divergences.

The Maltese phonemic consonant system contains seven consonants which are not present in the French consonant system being: /ʔ/, /h/, /r/, /tʃ/, /dʒ/, /ts/ and /dz/. However, sometimes the consonants /dʒ/ and /dz/ do appear in French in very rare cases especially in borrowed words such as pizza /pidza/ or jean /dʒin/. Maltese learners may encounter difficulties of acquisition particularly in three specific French consonants being: /ɲ/, /ɥ/ and /ʀ/. The two phonemes, /ɥ/ and the /ʀ/ are challenging due to their particular sound and way of pronunciation (Bezzina, 1999). Very often, learners articulate these sounds as in their mother language without trying or without trying hard enough to master the proper sounds of these French phonemes.

The French vocalic system may also pose certain problems to the Maltese learner. This will be discussed in the following chapter.

Chapter 4

The French and Maltese Vocalic systems in contact

4.1 Introduction

“The most important aspect of phonetics is the pronunciation of vowels.”
(King, 2010:5)

This chapter includes a comparison between the Maltese and the French vocalic systems but mainly focuses on French nasal vowels, their unique and specific characteristics. Due to the lack of local research linked to the pronunciation of French nasal vowels by Maltese learners, this work focuses on the French nasal vowels and their acquisition. This research also concentrates on whether or not Maltese learners do acquire the capability of producing French nasal vowels, and if so, at what point of their learning process.

4.2 Vowel Inventory of Standard French

Vowels can be defined as sounds which depend on the position of the tongue and lip rounding (Saidi, 2017). The French language has a particularly rich vowel inventory. French vowels have the ‘± back’, ‘± low’, ‘± high’, ‘± round’, ± ATR (Advanced Tongue Root) features as well as the ‘± nasal’ feature (Petersen, 2015).

In standard French there are currently ten oral vowels /i, e, ε, a, u, o, ɔ, y, ø, œ/ and three nasal vowels /ã/, /ẽ/ and /õ/. The oral vowel /ə/ is pronounced more often than not as an /ø/ (Maurová Paillereau, 2016). The vowels /ɑ/ and /œ/ are rarely produced in contemporary standard French.

Therefore, although the French vocalic system formally consists of sixteen vowels, it would perhaps be considered incongruent not to keep in mind the 'recent' changes in the French language which marked a reduction of phonetic symbols.

Abry and Chalaron (1994) specified this modification of the French vocalic system which theoretically contained sixteen vowels. The French vocalic system has evolved to a system of thirteen vowels:

“En français standard, le système vocalique, qui comportait 16 voyelles, évolue vers un système à 13 voyelles:

Les trois voyelles en voie de disparition sont:

-/a/ au profit de /ɑ/;

-/œ/ au profit de /ɛ/;

-/ə/ au profit de /ø/ ou de /œ/.”

4.3 The place of articulation of French vowels

French vowels are classified in two main and simple categories, whether or not they are pronounced in the front of the mouth or between the back of the tongue and velum. If a vowel is pronounced in the front of the mouth, between the blade of the tongue and the palate, this vowel is known as a 'front vowel'. When a vowel is pronounced between the back of the tongue and the velum, this vowel is known as a 'back vowel' (King, 2010). The contrast between the nasal and oral vowels in French not only relies on the lowering of the velum, but also on other factors such as lip rounding and tongue backing and lowering (Delvaux et al., 2002).

4.3.1 The position of the velum

The position of the velum may vary according to a number of factors such as the speakers and the phonetic environment. The phonetic environment is the sound(s) preceding and the sounds following a target speech sound.

In most cases there is a connection between the extent of the lowering of the velum and the position of the tongue in the velar region. In the French vocalic system, the velum is generally the lowest when pronouncing / $\tilde{\text{a}}$ /, and is the highest for / $\tilde{\text{ɔ}}$ /, which, in modern French, is either a low-mid or high-mid vowel (Delvaux et al., 2002).

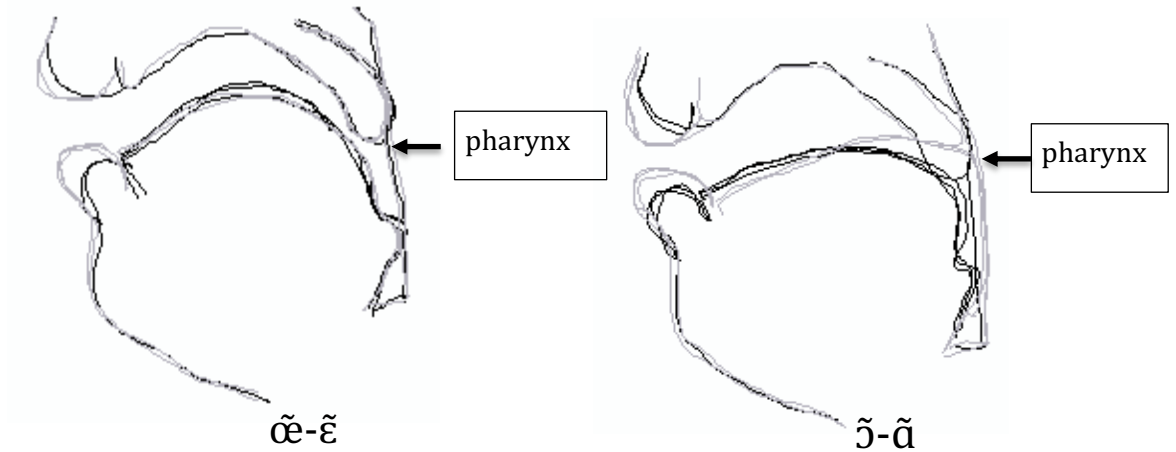


Figure 1: Outline of the nasal vowels / $\tilde{\text{œ}}\text{-}\tilde{\text{ë}}$ / and / $\tilde{\text{ɔ}}\text{-}\tilde{\text{ã}}$ /

Figure 1 compares the articulatory outlines of nasal vowels, two by two, meaning the front / $\tilde{\text{œ}}\text{-}\tilde{\text{ë}}$ / and the back / $\tilde{\text{ɔ}}\text{-}\tilde{\text{ã}}$ /. The grey shading represents / $\tilde{\text{œ}}$ / and / $\tilde{\text{ɔ}}$ / and the black shading represents / $\tilde{\text{ë}}$ / and the / $\tilde{\text{ã}}$ / respectively (Delvaux et al., 2002).

When pronouncing the / $\tilde{\text{ɔ}}$ / the velum is at the highest point. For the / $\tilde{\text{œ}}$ / and / $\tilde{\text{ë}}$ / the lowering position of the velum is an intermediate one and during the production of these front low-mid vowels, the uvula might get in contact with the tongue (Delvaux et al., 2002).

Figure 1 shows that only a few differences are present in the tongue position between the front vowels / $\tilde{\text{œ}}$ / and / $\tilde{\text{ë}}$ /. These vowels are centralised and sometimes the / $\tilde{\text{œ}}$ / is even lower and more posterior. As far as these vowels' phonetic realization goes, both nasal vowels are getting closer and the only difference present is in the lip position. On the contrary to these two front vowels, the back vowels differ from one

another in the sense that the /ɔ̃/ is higher and more rounded than the /ã/ (Delvaux et al., 2002).

4.3.2 The degree of aperture and tongue position

To better understand the production of a French vowel, the degree of aperture or the height of the tongue must be taken into account. For example, the /a/, as pronounced in words like *ma* and *patte*, is pronounced at the front of the mouth, with a wide mouth, and the tongue is barely raised. On the contrary, the vowel /i/ as pronounced in the words *lit* or *vite*, is also a front vowel but in this case, the tongue is raised high up to touch the palate and the mouth is only slightly opened. Therefore, the /i/ can be considered as a high front vowel and the /a/ is considered as a low front vowel.

With regards to the degree of aperture, when producing the /i/ the mouth is closed and this vowel is therefore known as a closed front vowel, whereas the degree of aperture when producing the /a/ is more significant, therefore it is known as an open front vowel (King, 2010).

Carignan (2011), in a paper about the articulation of nasal vowels in French, stated that when producing nasal vowels, on the contrary to oral vowels, the tongue body is slightly more retracted especially in the nasal vowels /ã/ and /ɔ̃/ when compared with their oral counterparts /a/ and /ɔ/ (Carignan, 2011).

4.3.3 Lip configuration

Another important element to take into consideration when understanding the production of French vowels is lip configuration. The difference between some French vowels will lie solely with the position of the lips, such as the case of the /i/ and /u/. Both these vowels are considered to be high front vowels. The difference is that when /i/ is

pronounced like in the word *lit*, the lips are spread widely but when pronouncing the /u/, like in the word *mur*, the lips are rounded. Therefore, the /i/ is known as a high front unrounded vowel and the /u/ is classified as a high back rounded vowel. Out of the sixteen French vowels, eleven of them are rounded (King, 2010).

Carnignan (2011) was interested in researching the labial articulation of both oral and nasal vowels in Northern Metropolitan French (NMF) and Quebec French (QF). The results for NMF are retained here. Three female speakers of NMF and two female speakers of QF were recorded producing both oral and nasal vowels /a, ã, ε, ě, o, õ/. These target vowels appeared in monosyllabic French words such as *paon* /pã/ 'peacock' and *papa* /papa/ 'daddy'. The researcher then asked the French speakers to repeat these words for a number of times and whilst recording, used an Electromagnetic Articulograph system to measure the position of lingual and labial points. Four sensors were placed around the mouth, one on the upper lip, on the lower lip, and at both corners of the mouth. Lip aperture was also calculated by measuring the area using the coordinates of the four sensors which were around the mouth. The dimensions of the upper and lower lip were used to calculate lip protrusion.

From the results, Carnignan (2011) confirmed that there was a labial shift in the acoustic realisations of the three nasal vowels /ã/, /ě/, /õ/ when compared with their oral counterpart. The nasal vowel /ě/ is centralised in the lingual articulatory space and a lower and more retracted tongue position was noted. When it came to evaluating the lip configuration of the nasal vowels /ã/ and /õ/ he noted that these vowels had greater lip protrusion. He also added that two speakers out of three NMF produced these vowels with a small lip aperture.

4.4 The production of vowels

When a speaker pronounces a vowel, air flows from the larynx to the opening of the lips. The speaker can also lower the velum and by doing this the speaker will be directing the airway not only through the oral cavity and the lips, but also through the nasal cavity and the nostrils.

When the speaker produces a nasal vowel, the velum is completely lowered throughout the entire duration of the production of the vowel. During the production of nasal vowels, air is existed from the nasal tracts “fosses nasales” (Léon et al., 2012). The lowering of the velum creates a nasal and oral acoustic coupling. An oral vowel can also be nasalised when the lowering of the velum occurs before or even after a nasal consonant (Petersen, 2015).

4.5 Vowel Nasality

In the French language, there is a phonemic contrast between nasal vowels and oral vowels. In most European languages, no interest is given to the fact that air exits the mouth and the nose. In the French language, since there are distinctive nasal vowels this fact must be taken into account.

Vowel nasality is “used both as an explicit carrier of phonological contrast in some languages, and as perceptual information for flanking nasal vowels” (Styler, 2017).

In French, vowel nasality is phonemic. When it comes to the pronunciation of the French language, if the word is not pronounced correctly, a word’s meaning can change depending on whether the velum is raised or lowered during a given vowel’s production. Therefore, in French, *beau* [bo] means “beautiful” and *bon* [bɔ̃] means “good.” Thus, in the French language, the production and perception of nasality is of utmost importance to the lexical meaning (Styler, 2017).

The pronunciation of French vowels depends on four main factors being: place of articulation, the degree of aperture, meaning the height of the tongue, the lip formation and the nasality feature vis-à-vis orality. Figure 2 shows the articulatory profiles of the four oral-nasal pairs in French: /a-ã, ε-ẽ, œ- õ, ɔ-õ/.

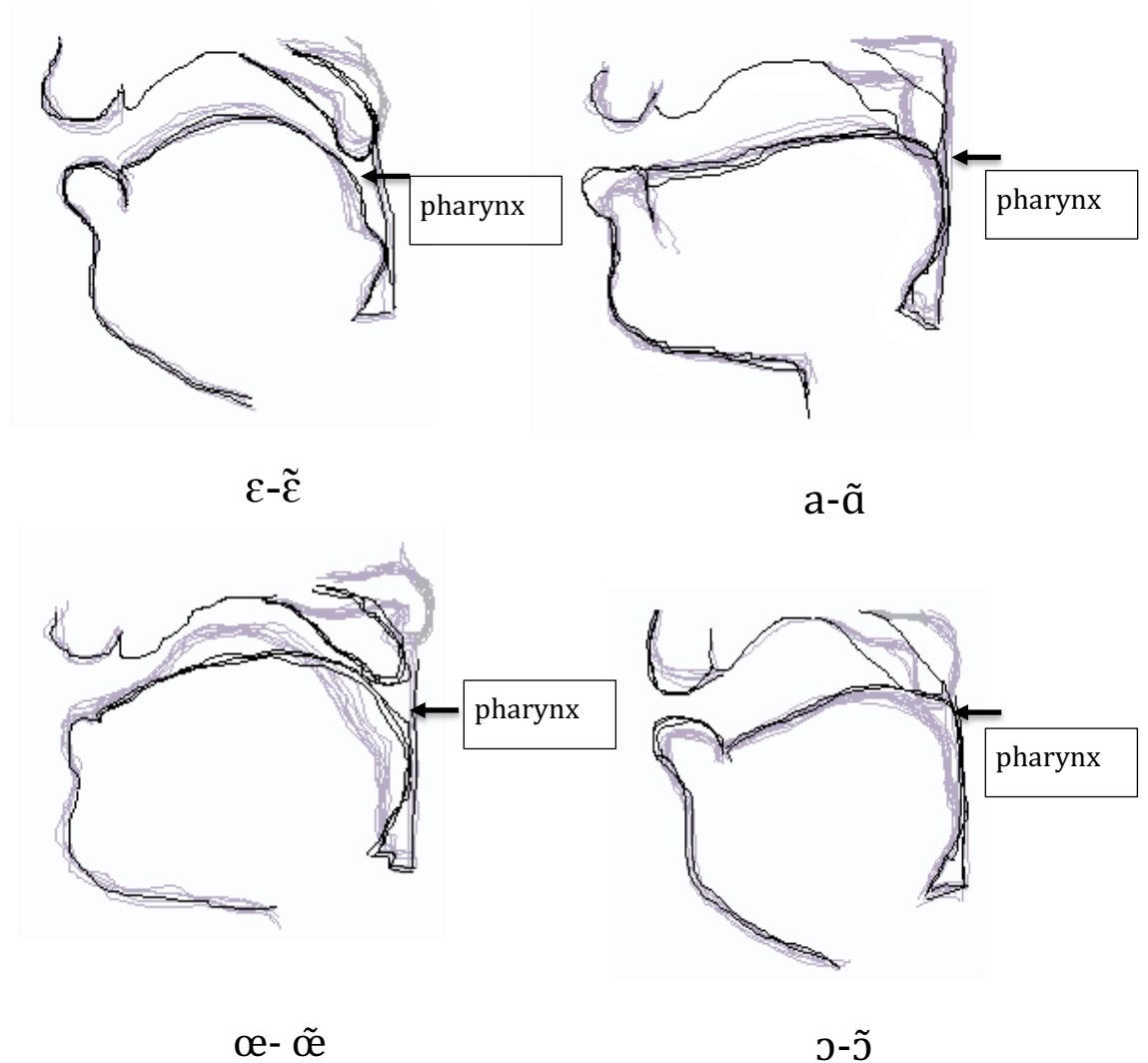


Figure 2: Comparison of oral vowels (in grey) with nasal vowel (in black)

Generally speaking, research shows that in order to pronounce vowels, in addition to the lowering of the velum, nasal vowels differ from their phonological oral counterparts on several dimensions.

Nasal vowel and their oral vowel counterpart	Differences between nasal vowels and their oral counterparts
a-ã	/ã/ is lower and more frontal than /a/. It is also more rounded and more posterior. The backward movement of the tongue is larger, and the airway in the pharynx is narrowed.
ɛ-ẽ	/ẽ/ is lower and more back than /ɛ/. When pronouncing /ẽ/, the tongue root may be very close to the pharynx.
ɔ-õ	The nasal vowel is more rounded than its oral counterpart. In certain cases, /õ/ is more back and sometimes more open than /ɔ/.

Table 2: Nasal vowels vs. their oral counterparts. Source: Delvaux, Metens, Soquet (2002)

4.5.1 The influence of the context in which nasal vowels occur

Callamand (1981) stated that the nasal vowel /ẽ/ can have a number of possibilities of vocalic interference. Learners may easily mistake the pronunciation of /ẽ/ by pronouncing the /e/, /ɛ/ or /ã/. Learners may pronounce /e/ or /ɛ/ instead of /ẽ/ but if surrounded by certain consonants, the pronunciation of /ẽ/ may be facilitated, especially when in an open syllable or when in front of a non-nasal consonant within a closed syllable. However, when the /ẽ/ is in front of a nasal consonant within an open or closed syllable the /ẽ/ is transformed.

The nasal vowel /õ/ is pronounced more easily when in an open syllable or when in front of a non-nasal consonant in a closed syllable, and pronunciation may also be facilitated especially if in front of an open syllable. However, learners may pronounce /o/ or /ɔ/ instead of /õ/ when in front of a nasal consonant within a closed syllable or even if in front of a nasal consonant within an open syllable (Callamand, 1981).

Callamand (1981) pointed out that /ã/ can have a number of possibilities of vocalic interference. /ã/ is more easily pronounced in an open syllable or when in front of a non-nasal consonant in a closed syllable. Learners may tend to partially nasalize the /ã/ in front of a nasal consonant when there is internal morphological junction as in *amener* /a^omne/ and when the vowel occurs in the junction point of two words as in *en mangeant* /ã^oãzã/. This can also happen in front of a nasal consonant in the case of a liaison *en avril* /ãnavril/ (Callamand, 1981).

4.6 The French and Maltese vocalic systems

FRONT POSITION OF THE TONGUE		FRONT				CENTRAL	BACK		BACK POSITION OF THE TONGUE	
POSITION OF THE TONGUE	High	i		[y]			[u]		Close	LOWER JAW
	High-mid	e		[ø]			[o]		Close-mid	
	Low-mid	ɛ	ẽ	[œ]			[ɔ]	[õ]	Open-mid	
	Low	a						[ã]	Open	
		oral	nasal	oral	nasal	oral	oral	nasal		

Table 3: The French vocalic system with the vowels' distinctive features

[] : Vowels between square brackets = rounded vowel

Table 3 shows the different characteristics of the French vocalic system. It identifies the ten oral vowels and the three nasal vowels. 8/13 vowels are produced in the front part of the mouth, 3/13 vowels are nasally produced and 8/13 vowels are produced with rounded lips (Bezzina, 1999).

Bezzina (1999) presents a list of examples which shows every single French vowel. The table below shows a list of the present ten oral vowels and a list of the present three nasal vowels, an example of the vowel in a word and the phonetic version of that word.

ORAL VOWELS		
Oral vowel	Example	Phonetic version
/i/	ex: ski	/ski/
/y/	ex: pur	/pyr/
/e/	ex: assez	/ase/
/ø/	ex: peu	/pø/
/ɛ/	ex: mère	/mɛr/
/œ/	ex: seul	/sœl/
/a/	ex: marbre	/marbr/
/o/	ex: eau	/o/
/ɔ/	ex: sotte	/sɔt/
/u/	ex: boule	/bul/

NASAL VOWELS		
Nasal vowel	Example	Phonetic version
/ɛ̃/	ex: main	/mɛ̃/
/ɑ̃/	ex: an	/ɑ̃/
/ɔ̃/	ex: son	/sɔ̃/

Table 4: List of ten oral vowels and three nasal vowels (Bezzina, 1999)

Parallel to the Maltese vowels: /ɐ/-/ɛ/-/ɪ/-/ɔ/-/u/, there exists an elongated version of most of these vowels: /ɛ:/-/ɛ:/-/ɪ:/-/i:/-/ɔ:/-/u:/. Therefore, Maltese learners do understand the concept of elongating certain vowels as the Maltese language has vowels which are pronounced in an elongated manner. Yet, this is not the only distinction between the

short and long sets of Maltese vowels. In fact, Bezzina (1999) quotes Azzopardi (1981):

“The qualitative distinction in Maltese between /ɪ / and /ɪ :/ (and /i:/), /ɛ/ and /ɛ:/, /e/ and /e:/, /ɔ/ and /ɔ:/ and /u/ and /u:/ is closely related to the durational difference but not limited to it.”

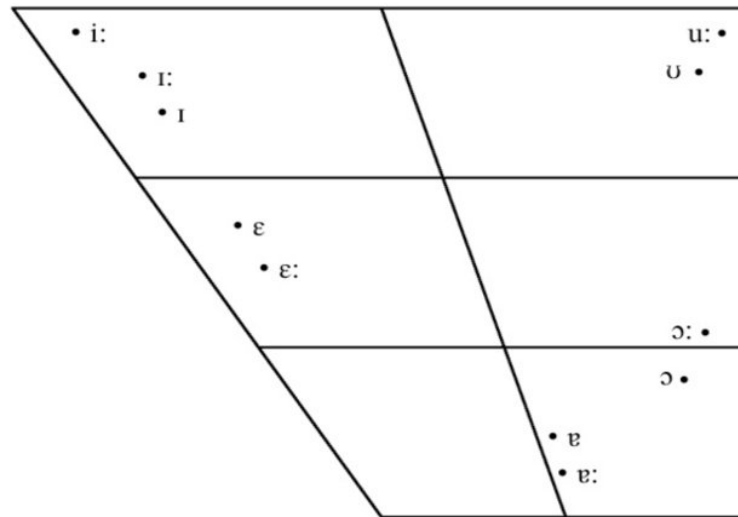


Figure 3: The distinct features of the Maltese vocalic system

Azzopardi (1981) states that the position of the Maltese vowels, as shown in Table 5 below, shows the qualitative differences which are added to quantitative differences, which are more evident.

'semm'	<i>poison</i>	/sɛm:/	vs.	'sehem'	<i>portion</i>	/sɛ:m/
'tar-'	<i>of the</i>	/tɛr:/	vs.	'tar'	<i>he flew</i>	/tɛ:r/
'sodd!'	<i>stop!</i>	/sɔt:/	vs.	'sod'	<i>strong/solid</i>	/sɔ:t/
'tull'	<i>tulle</i>	/tul:/	vs.	'tul'	<i>length</i>	/tu:l/

Table 5: Maltese minimal pairs that show contrast between two sets of vowels (Bezzina, 1999)

POSITION OF THE TONGUE IN FRONT		FRONT	CENTRE	BACK	POSITION OF THE TONGUE AT THE BACK	
TONGUE	High	ɪ [ɪ :] [[i :]]		[u :] u	Open	LOWER JAW
	Mid-high	ɛ [ɛ :]			Open-mid	
	Mid-low			[ɔ :] ɔ	Close-mid	
	Low		ə [ə :]		Close	

Table 6: The Maltese vocalic system and their distinctive traits (Bezzina, 1999)

[] - The vowels between single strokes- tense vowels
[[]] -The vowels between double strokes- very tense vowel

This description of the Maltese vocalic system, may suggest that one problem Maltese learners might face when trying to master the pronunciation of the French vowels, is that most vowels present in the French language are not present in Maltese (Bezzina, 1999). Another probable problem may be because the French language uses lip configuration to distinguish between vowels which are the same in terms of frontness/backness and tongue height. Therefore, the Maltese learner will most likely encounter some complications due to this fact (Bezzina, 1999).

4.7 A comparison between the Maltese and the French sound systems

There are a number of significant differences which separate the Maltese from the French vocalic system. When it comes to the vowels which are pronounced in the front part of the mouth, the Maltese vocalic system contains five vowels out of eleven vowels with this characteristic which are: [[i:]] , [I:] , I, ε and [ε:]. On the other hand, the French vocalic system contains eight vowels out of thirteen which are considered to be front vowels which are: /i, e, ε, a, ě, y, ø and œ/.

The Maltese vocalic system also contains four vowels which are produced at the back of the mouth whereas the French vocalic system contains eight back vowels (Bezzina, 1999).

The third difference between the two vocalic systems is the nasality. The French vocalic system has four nasal vowels being: /ẽ/, /œ̃/, /ã/ and /õ/. This characteristic is non-existent in Maltese. Due to this, Maltese learners tend to find it challenging to produce the correct French nasal vowels (Bezzina, 1999).

The fourth difference is phonetic length. In the Maltese vocalic system, this is an important characteristic. In Maltese, a word can be written in the same way but be pronounced differently due to the phonetic length attached to certain phonemes.

An example to show this is:

/ d e: r / which means *house (dar)*

/ d e r: / which is a combination of the demonstrative adjective and article and is used in front of words that begin with the consonant R. (*dar-*, as in *dar-raġel; this man*)

Both words are written in the same way but the meanings are different and this difference is only possible due to the phonetic length of Maltese phonemes. The French vocalic system doesn't share this characteristic of vowel length (Bezzina, 1999).

The last main difference is connected with the degree of tension during the production of the vowels. The degree of tension in the organs used for speech varies. It may vary for purely phonetic reasons or may be a relevant feature for distinguishing phonemes (Garcia Landa, 1983). The more a closed a vowel is, the tenser it is. The French vowels are tense and therefore French prevents the pronunciation of diphthongs by remaining tense, therefore producing clear vowels. Two French vowels cannot be pronounced in one syllable and therefore a hiatus is present when two vowels follow each other. This marks a syllable border (Garcia Landa, 1983).

On the contrary, the Maltese language has seven diphthongs which are: /eʊ/, /eɪ/, /ɛʊ/, /ɛɪ/, /ɪʊ /, /ɔɪ/ and /ɔʊ/. The Maltese vowels are less tense and held less which allows a change in sound when pronouncing vowels (Bezzina, 1999).

WORD	PHONETIC VERSION	EXAMPLE
aw (or) għu	/e ʊ/	/rɛʊ/ 'raw' <i>they saw</i>
aj (or) għi	/e ɪ/	/hɛɪ/ 'ħaj' <i>alive</i>
ew	/ɛ ʊ/	/dʒɛʊ/ 'ġew' <i>they came</i>
ej (or) għi	/ɛ ɪ/	/dɛɪn/ 'dejn' <i>debt</i>
Iw	/ɪ ʊ/	/liʊje/ 'liwja' <i>curve</i>
Oj	/ɔ ɪ/	/vɔɪt/ 'vojt' <i>empty</i>
ow (or) għu	/ɔ ʊ/	/kɔʊt/ 'kowitz' <i>coat</i>

Table 7: A list of the seven Maltese diphthongs

These five differences between the French and the Maltese vocalic systems clearly show that Maltese learners are not familiar with a number of the target language characteristics since they are not present in their mother language.

4.8 The prosodic systems of the French and the Maltese languages

The prosodic systems of these two languages are also different. French is considered as a fixed stress language. It is a syllable-timed language and equal emphasis is given to each syllable, except the last one of each rhythmic group, which is the stressed syllable. All vowels in French are pronounced fully, and each syllable is pronounced with equal stress. French also has its own kind of stress which is based on rhythmic groups. Each group has up to seven syllables which form a unit of meaning. Intonation in French is considered of the rising type, because of the frequency of major and minor continuation rises. In general, the intonation rises only for a yes/no question, and the rest of the time, the intonation falls at the end of an utterance. French intonation starts at a higher pitch and falls continuously throughout the sentence (Vaissière, 2002). In enunciations which are transmitting information a melodic outline can be noticed and enunciations conveying the implications of the speaker have their own intonation characteristics, such as variations in additional higher pitch employed by the speaker to a certain part of enunciation (Bezzina, 1999). Intonation is a determining factor to the understanding of the correct interpretation of the enunciation (Bezzina, 1999). This means that the intonation of the French language is based on a regular rhythmic pattern in which the accent is fixed (Bezzina, 1999).

Maltese is considered to have both lexical stress and post-lexical pitch accents. Therefore we can consider the Maltese accent as a variable one since it depends on the syllabic structure (Bezzina, 1999). Lexical stress is assigned on phonological grounds to the final, penultimate or antepenultimate syllable (Grice et al., 2019). According to Vella (1995):

“Stress fall on the syllable which is [+heavy]. In words containing no [+heavy] syllable, stress falls on the penultimate syllable. [...] a heavy syllable in Maltese [...] consist[s] either of a long vowel or diphthong followed optionally by a consonant, or of a short vowel followed by any permissible syllable coda or by a geminate.” Vella (1995)

The Maltese language has two tonal events. On the one hand, intonational events that occur at regular pitch accents, since they are associated with a lexically stressed syllable, and, on the other hand, intonational events that occur at a word edge (Grice et al., 2019). In Maltese, the accented syllable is marked by the start of the tonal ascent or descent. This means that intonation in the Maltese language follows a variable rhythm (Bezzina, 1999).

4.9 Conclusion

One must keep in mind that many differences are present between these two vocalic systems and all the differences and difficulties cannot be understood or overcome by learners in one go. Bezzina (1999) suggests grading the difficulties according to their level of difficulty to determine how the teacher should go about correction. The first thing that should be done is making sure learners listen to the sounds so they will be able to distinguish the differences, for instance differences between open and closed vowels (Bezzina, 1999).

Teaching nasality to Maltese learners is achieved through practice with the help of activities which lead them to understand the differences between oral and nasal vowels (Bezzina, 1999).

Being conscious of these differences may lead Maltese learners to understand that rigorous training must be done in order to achieve an acceptable pronunciation of the French vowels. Errors are inevitable and this is where the teacher comes in. Teachers must be well-trained and this may help reinforce and aid learners achieve a good phonetic

pronunciation (Bezzina, 1999; Barrera Pardo, 2004). However, the differences present between the French and the Maltese vocalic systems may lead to the conclusion that Maltese learners would probably find it challenging to acquire a native-like French pronunciation, a prediction which is substantiated by actual observation in the local context.

Chapter 5

Identifying the problem of the pronunciation of French as a foreign language in the local scenario

5.1 Introduction

This chapter is dedicated to understanding the position of pronunciation instruction in the classroom and the problems linked to the teaching of the pronunciation of French as a foreign language in the Maltese classrooms.

5.2 The teaching and learning of French as a foreign language in the Maltese Educational System

In the secondary school scenario, French as a foreign language is considered to be the second most studied language after Italian. However, over the years, the number of students pursuing the study of French as a foreign language has declined. Sammut (2017) found that in 2014, out of the 1325 students who sat for this exam, 33.7% of learners passed. One realises that the percentage of students passing the French SEC exam has decreased considerably in just 10 years. In 2004, out of the 2238 students who sat for the French SEC exam, 72.5% passed. The number of students that are registering for the French SEC exam has also decreased over the last few years. In 2008, 1954 students registered to sit for the French SEC exam and there was a 75.3% pass rate of the total cohort. Year after year the passing percentage of the total cohort as well as the number of students in the cohort has decreased. In 2018, only 921 students registered for the exam and there was a 76% pass rate. This is to be considered as a worrying decline in the number of students sitting for the French SEC exam.

It was for this reason that a new, easier programme for foreign languages was created known as the Subject Proficiency Assessment (SPA) as from scholastic year 2014-2015. The aim of this programme is to provide a method of learning, teaching and assessing applying to all foreign languages, wherein an assessment of the four language skills is carried out on equal weighting basis. Students start at Level 1 at Form 3 level and can sit for the SPA exam which is organised at a national level. Students who obtain a pass in two or more skills will move on to Level 2. The certification is specific as it states the level and the marks obtained for each of the skills. (Pace, 2015).

There are other options for those students who wish to further their studies of French as a foreign language outside of the secondary school scenario. The Alliance Française offers the possibility to sit for the DELF (Diplôme d'Études en Langue Française) and DALF (Diplôme Approfondi en Langue Française). The Ministry of Education together with the Department of Life Long Learning also offer courses for adults who wish to learn French. The Faculty of Arts of the University of Malta has a French Department which offers undergraduate courses which will supposedly lead students to acquire a C2 level. Faculty of Arts students can specialize in French literature or linguistics up to doctoral level. The Faculty of Education offers post-graduate courses in Initial Teacher Education and for teachers who wish to pursue their academic and professional development up to doctoral level.

However, even though all these learning opportunities are present, it is suspected that the speaking skill and the teaching of French pronunciation techniques may not be practiced to such a degree as to make learners confident in speaking.

5.3 Is the “Cinderella-Syndrome” also present locally?

As previously stated in Chapter 1, pronunciation has very often been set aside and neglected and it consequently became known as the “orphan” language skill around the world (Plaza, 2015-2016).

In Malta, French is mainly taught as a foreign language in secondary schools. By the end of secondary school, learners are expected to achieve a lower B1 level in French. When it comes to the Maltese schools it is generally thought that few hours are dedicated to the spoken skill on the whole and to the improvement of pronunciation in particular.

The SEC Syllabus (2018) does not mention and does not allot marks to the the development and achievement of pronunciation techniques. The SEC 2018 syllabus however mentions, as one of the main aims of this examination, the oral skill in general: “To develop the ability to use the language effectively for purposes of practical communication” (SEC Syllabus 2018:2).

However, one can also notice that even though one of the main aims is for candidates to communicate effectively, this aim is not mirrored in the examination itself since 20% is allotted to the oral section of the examination. This is a drawback as due to how marks are distributed, students and teachers may adopt a problematic attitude and come to the conclusion that they don’t need to focus that much on improving spoken and pronunciation skills. It is generally felt that the nature of teaching is very much exam-oriented.

It is therefore quite surprising that the examiners’ report (2016) rates the SEC candidates’ performance in the oral component as satisfactory, when local studies on learners’ spoken performance have shown that this is of rather poor quality (Bondin, 2014; Zammit, 2018). This makes us come to the conclusion that experts who are responsible for the setting up of the

French syllabus and French SEC paper must realise that for a student to be proficient in French as a foreign language, equal importance must be given to all the language skills. Marks should be distributed evenly amongst the four language skills, with some marks being specifically allotted to pronunciation.

A change in mentality is also needed, especially as far as teachers are concerned. Finding the right balance between teaching the four skills adequately, without neglecting any of them, is a challenge every teacher faces in a foreign language classroom. The teacher must look for different methods and come up with numerous techniques in order to make the teaching of pronunciation as interesting as possible, and to try to keep the students' interest and address any negative or passive attitudes they might have harboured towards the pronunciation skill. Teachers need to become convinced of the importance to practice the oral and interaction component regularly and seriously, with attention being given to the teaching and learning of French sound patterns. Only this change, which must be enforced as from this level, will bring changes in our FFL classrooms.

5.4 Conclusion

From my experience of working with learners, I believe that students still show a lack of mastery in pronunciation definitely up to the end of their compulsory education, and probably much beyond, so they need to be helped to somewhat minimise their difficulties. I believe that writing and grammar are essential, yet learners should be able to perform well linguistically in all aspects, including in verbal interaction, in as natural a way as possible through the right pronunciation.

PART II

IDENTIFYING THE DIFFICULTIES LINKED TO THE PRONUNCIATION OF THE FRENCH NASAL VOWELS IN MALTESE LEARNERS

Chapter 6

Methodology

6.1 Introduction

In this chapter we will be giving an insight of the *problématique* that both the hypotheses and the research questions of this study are based on. This chapter describes the context that the research was carried out in, giving details about the participants, the instruments used in the data collection and the modality employed in the analysis to evaluate findings. It also describes the ethical measures taken to ensure subject safety and integrity.

6.2 *Problématique*

Pronunciation of the French language, in particular the French nasal vowels tends to cause pronunciation problems within the learners and also is inclined to be put aside by teachers and to be given little to no importance whatsoever. A mistaken habit of producing nasal vowels as oral ones may lead to misunderstandings and reduce communicative efficiency.

Learners learning to speak in a foreign language may face some difficulties especially when they must pronounce sounds that are not present in their mother tongue. It is therefore natural that errors will occur when learners are learning to speak the foreign language. The purpose of identifying these errors should not be to sanction them but, as in modern methodologies, to consider them as an aid which will help learners improve in the oral competency, in the case of this particular study, by improving the pronunciation of nasal vowels.

As a teacher of French in Malta I can observe that learners of different ages encounter difficulties and find problems when trying to achieve the proper pronunciation of the French language. It is therefore expected that learners

will struggle when pronouncing French nasal vowels in isolation and even more so when trying to converse in French since they must keep in mind a number of pronunciation rules and how to apply them in real life conversation, usually a spontaneous and rapid process.

In fact, this difficulty emerges from the results obtained from previous studies. Spiteri (2002) analyses French pronunciation errors made by Maltese learners and whether or not progress in French pronunciation is observed between learners aged 11-13 and learners aged 15-16. Learners were recorded and phonetic transcriptions of the audio-recordings were made. Spiteri (2002) concludes that Maltese learners have the tendency of falling into two traps: diphthongs, that is the combination of two adjacent vowel sounds within one syllable, and the replacement of the French consonants by a consonant from the second language. However, she concludes that articulation and pronunciation of the French sounds does improve with progress in learners' years of study (Spiteri, 2002).

Bezzina (1999) aims to understand the Maltese phonetic system and to what extent Maltese phonetics hinders the acquisition of French pronunciation. Participants were asked to read a designated text. Bezzina (1999) concludes that certain elements in the Maltese language do interfere with the French phonetic and phonological system and this may consequently cause difficulties when it comes to Maltese learners learning the target language (*"L'interférence des éléments du maltais LM sur les schémas d'organisation phonétique et phonologique du français peut avoir des conséquences importantes, pour ne pas dire décisives, dans l'apprentissage du français."*) (Bezzina, 1999: 276).

These two local studies state that pronunciation of the French language is not given the needed importance in the FFL classrooms locally and also show the difficulties Maltese learners encounter with pronouncing sounds which are

not present in their L1. These studies also prove what an important role the teachers of French have in helping their learners acquire a proper French pronunciation. The present research therefore firstly aims at examining the different types of errors present in the speech of Maltese learners of French, in the hope of mapping out more clearly the difficulties they encounter in the pronunciation of nasal vowels. By making use of a specific corpus, through audio-recordings of learners reading minimal pairs, short paragraphs, and finally participating in a spontaneous conversation, this research also aims to discover which are the contexts which prove more problematic for nasal vowel pronunciation. A third aspect is an attempt to trace the progress pattern of learners' nasal vowel pronunciation from a faux-débutant (Form 2) to a specialised level (University studies) of the learning of French, by comparing four different levels carefully and statistically.

6.3 Research questions and hypotheses

Both a qualitative and a quantitative method of research were adopted to carry out this study. Keeping the *problématique* of this project in mind, research questions and hypotheses were formulated when devising the quantitative method of research. The questions and hypotheses which this study is built on are the following:

QUESTION 1

Do all the French nasal vowels give rise to difficulty within Maltese learners of French in a comparable way? Out of the three French nasal vowels this study is interested in, is there a particular vowel which continues to pose more pronunciation difficulties even after years of studying and being exposed to the French language?

HYPOTHESIS RELATED TO QUESTION 1

In Bezzina (1999), it is evident that the majority of pronunciation errors are linked to sounds that Maltese learners are not familiar with, since they are sounds which are not present in their L1, in particular the pronunciation of the French nasal vowels being /ã/, /õ/ and /ẽ/. It is hypothesized that after years of being exposed to the French language, Maltese learners may acquire better pronunciation techniques especially if they reach out to communicative exposure in the language.

QUESTION 2

Do students manage to pronounce nasal vowels better when they can focus more easily (reading minimal pairs) rather than when having to produce spontaneous speech, therefore, at the same time, worrying about conveying a coherent message with valid ideas?

HYPOTHESIS RELATED TO QUESTION 2

It is hypothesized that the younger age groups (Form 2 and Form 4 level) of Maltese learners of French are not well aware of the nasal vowels present in an extensive number of French words and therefore can hardly be expected to identify and pronounce the French nasal vowels correctly without guidance. At higher levels (Sixth Form and University level) learners should be more aware of the presence of nasal vowels, pronounce most words correctly and consequently the frequency of errors is expected to decrease. However, difficulties may arise when participating in spontaneous conversation since probably there is little to no time to think before speaking, and therefore the pronunciation of nasal vowels will not flow as naturally. It is hypothesized that learners, especially when it comes to the younger ones, feel more at ease and confident pronouncing single words rather than reading paragraphs or even more so, participating in spontaneous

conversations, due to their lack of exposure to and familiarity with the language. Qualitative methods of research will therefore be used in order to determine and answer part of this particular research question.

QUESTION 3

What are the challenges Maltese teachers of French face when it comes to teaching learners how to speak and pronounce French?

HYPOTHESIS RELATED TO QUESTION 3

It is hypothesized that the main problem teachers will probably face is most likely linked with time and syllabus constraints, especially in a secondary school scenario. Like other subjects taught at secondary level, French lessons tend to be approximately 40 minutes long, in which the teachers must cover a wide syllabus which discriminates against the speaking skill and pronunciation techniques, in general.

In order to understand to what extent and in what ways the teaching of French pronunciation in Maltese classrooms occurs, an analysis of the views collected from a semi-structured interview with teachers of French is undertaken. This study therefore also aims to understand the dynamics of the teaching of French pronunciation in the local scenario, the problems they encounter and how they aim at helping their students improve their French pronunciation.

6.4 Research methods

This research is based on the collection of data from both students and teacher participants. Information for the study was obtained at first hand from all the participants in order to ensure trustworthy data. For this research, which primarily focuses on analysing errors in nasal vowel pronunciation, data was collected for the construction of a spoken corpus. All the data was collected by using an audio-recorder to record students

participating in three different oral exercises. An audio-recorder was also used to record Maltese teachers of French participating in a semi-structured interview. The participants taking part in this study are learners from two Secondary School year groups, from the Sixth Form level and from University, and also teachers of French who teach at these four different levels. Therefore, this is an empirical research, based on experimentation, analysis and observation. The benefit of such a research is that it helps give a better understanding of a possibly problematic situation.

In order to analyse the data collected, both quantitative and qualitative methods of research are used. The quantitative approach is used to identify and then quantify the frequency of pronunciation errors made during the oral exercises. Statistical calculations serve the purpose of allowing comparisons between the performance of the three different nasal vowels, between the student groups at different learning levels, and between more controlled and more spontaneous activities. On the other hand, the qualitative approach is used to give a detailed analysis of the errors made in spontaneous conversation, and secondarily to describe the data gathered through the semi-structured interviews with teachers.

6.5 Data collection

6.5.1 The participants

The data needed for this study was gathered from two secondary Catholic schools, one Catholic Sixth Form, one public Sixth Form and from students studying French at the University of Malta. 44 participants who study French were involved by contributing to the construction of this corpus. 13 of the 44 learners study French at Form 2/Year 8 Secondary level, 12 participants study French at Form 4/Year 10 Secondary level, 13 learners study Advanced French at Second Year Sixth Form level and 6 learners study French at University level. All the participants are native Maltese except for one

University student who is a native French person and who served as a standard against whom to compare performance. A total of five of these students' teachers of French also participated in the interviews. All the data needed for this study was collected between October 2018 and December 2018.

The number of participants was distributed almost equally amongst the different levels and different institutions, that is 12-15 students from each of the 4 different levels and 1 teacher for each institution. Participation in this study was voluntary and not all the students and teachers who were asked to participate wished to do so. When it came to University student participation, all students studying French at University were asked to participate, yet only six students accepted.

To ensure a representative study, the data collection process involved a variety of different school contexts as seen in the table below.

The distribution of participants in this study				
Girls Catholic Secondary School	Boys Catholic Secondary School	Catholic Sixth Form	Public Sixth Form	University
Form 2- 6 students 1 teacher Form 4- 7 students 1 teacher	Form 2- 7 students 1 teacher Form 4- 5 students 1 teacher	Advanced Second Year- 4 students	Advanced Second Year- 9 students 1 teacher	6 students

Table 8: Distribution of participants

After the formal ethical and administrative procedures were concluded with the schools or institutions involved, the teachers themselves were asked to inquire whether the students they teach would be interested in participating in this study. No specific criteria were set according to which participants needed to be chosen. The only condition was that the students chosen must be at either Form 2, Form 4 or Advanced Second Year Sixth Form levels. University students were recruited via email with the help of intermediaries. The email inviting University students to enrol in the study was sent to all Bachelor of Arts and Masters in Teaching and Learning (M.T.L) students of French after permission was obtained from the Registrar and the Heads of Departments.

With regard to the recruitment of teachers of French, no specific criteria were used. The teachers teaching in the participating schools at those four particular levels were asked to take part in this study. Apart from participation in a semi-structured interview they were also asked to distribute consent and assent forms as well as information letters to both participants and participants' parents/guardians.

6.5.2 Participant tasks

Participants were asked to participate in 3 oral exercises which were audio-recorded. For this to be possible an audio-recorder with a high-quality microphone and reliable storage capacities was used. Each audio-recorded session took place at the participants' own school and lasted for around 10-15 minutes. The audio-recordings were saved on a computer. An online time stretcher tool was used to allow the researcher to change the tempo of audio files in order to listen to the recordings and then transcribe them. Nasal vowel pronunciation occurrences in the first and second exercise were analysed in a binary way by indicating "correct" or "incorrect" pronunciation. "Correctness" and "incorrectness" was determined according to whether or not pronunciation heard was according to the dialect

considered as standard French. All spontaneous conversations were carefully transcribed using the IPA system in order to allow analysis of all the material collected. An approximation of 45-60 hours of transcription time of all the audio-recorded material was calculated. This was a time consuming and laborious task which needed deep focus. A second transcriber checked all the transcriptions and this was done as a safeguard against human error.

This data was analysed separately, on the basis of the three different exercises this corpus is based on and also according to the research questions of this study. The data collected was analysed using the *IBM SPSS* software, in particular the Chi-Square test which allowed the association of variables, in this case the number of instances the pronunciation of the nasal vowels was correct or not. It is important to mention that this study is only interested in the pronunciation of nasal vowels therefore, only errors in pronouncing nasal vowels were taken into consideration.

The 3 exercises were the following:

Exercise 1	Reading 15 minimal pairs (task 1) and reading 5 single words containing the nasal vowel /ɛ̃/ (task 2)
Exercise 2	Reading 3 short paragraphs containing 20 test items.
Exercise 3	Participating in a spontaneous conversation about one's hobbies.

Table 9: The three assessed exercises

The first 2 exercises were specifically chosen keeping in mind the French nasal vowels. For the first task of the first exercise participants were expected to distinguish between the oral and the nasal vowels, for example:

- <i>gras/grand</i>	- <i>trop/tronc</i>
- <i>chat/chanter</i>	- <i>fine/fin</i>
- <i>haut/honte</i>	- <i>certaine/certain</i>

Table 10: Examples of minimal pairs participants were asked to read ²

For the second task of the 1st exercise participants were asked to read 5 different single words all containing the nasal vowel /ɛ̃/. The five words retained for this study were: ***un, brun, lundi, parfum*** and ***chacun***. ¹

For the second exercise, students were presented with 3 short paragraphs which they were also asked to read. All 3 paragraphs had quite a substantial amount of words containing French nasal vowels, for example:

<p><i>Ce chien est le mien</i></p> <p><i>Non c'est le mien</i></p> <p><i>C'est le tien</i></p> <p><i>ou c'est le mien?</i></p> <p><i>Je n'y comprends rien.</i></p>
--

Table 11: One example of a paragraph participants were asked to read²

The words and paragraphs learners were asked to read in the first and second exercise were specifically chosen in order to represent the French nasal vowels in different contexts. This was done purposely so as to determine in which contexts these test vowels showed the greatest or the least pronunciation difficulties in learners' articulation. Cases will be considered for instance, where the /ɛ̃/ and the /ã/ are found in an open syllable, in contrast with closed syllables, and the /õ/ also occurs in front of specific contexts such as before non-nasal consonant in a closed syllable.

¹ *This study preferred using the symbol /ɛ̃/ since it reflects the more modern pronunciation of 'un' as /ɛ̃/ rather than /œ̃/, but if a distinctly clear /œ̃/ was pronounced, this study still considered the pronunciation as correct.*

² *The words in bold are those words that have a nasal vowel.*

In the third exercise students were asked to talk about their hobbies. This topic was purposely chosen as it is a subject which students are familiar with; therefore, it was judged that it would be easier for the participants to converse freely on it. This was a spontaneous conversation therefore there was no need for any preparation from the participants' end. However, prompting questions were prepared in case participants lacked ideas or found difficulty speaking freely. An example of some prompting questions are the following:

1. *Quels sont tes passe-temps ou loisirs?*
2. *Est-ce que tu peux décrire ton/tes passe-temps?*
3. *Quels sont les avantages d'avoir un passe-temps?*

Table 12: Examples of the prompting questions asked during the spontaneous conversation

These exercises were chosen purposely in the hope of showing and analysing any differences in error frequency between nasal vowel pronunciation in the first two exercises, where participants were asked to simply read a certain amount of words, and the pronunciation during the third exercise in which participants were asked to speak without a script, therefore participating in an unprepared conversation. These exercises were presented in a graded way, according to their degree of difficulty. The first exercise is expected to get more correct instances of nasal vowel pronunciation than the second exercise, and when comparing exercise two with exercise three, it is expected that exercise two will show more correct instances of nasal vowel pronunciation. The main hypothesis for this assumption is that learners may feel more comfortable and well-prepared reading words or short sentences since they can prepare for them beforehand. In a spontaneous conversation, learners must be quick-thinking about the message and don't have the time to prepare beforehand. They may focus more on the message they are conveying rather than the correct pronunciation.

Cauldwell (2014), states that there is a vast difference between the simple pronunciation of forms of words or sentences and the “wildness” of spontaneous speech (Cauldwell, 2014: 40). He makes a distinction between the CSM (Careful Speech Model) and SSM (Spontaneous Speech Model). In this paper about the pronunciation of models of speech, he concludes that CSM is very useful when it comes to teaching pronunciation and it is based on the pronunciation of words and how these words would sound when joined together in clauses or sentences. However, the CSM does not help prepare learners for the “jungle of spontaneous conversation” (Cauldwell, 2014: 41). The CSM is expressed by a set of rules and scripted acted speech but acted speech is entirely different from spontaneous speech because spontaneous conversation is a phenomenon which is invisible in the written code since it is created and heard in real time. In spontaneous conversation you cannot stop to think, edit or erase what you are saying. This is why the pronunciation of single words or the reading of sentences and the pronunciation of phrases in spontaneous conversation will vary. Since spontaneous conversations are produced in real time, it is evident that a larger number of pronunciation errors will occur especially if these spontaneous conversations are produced by learners studying a foreign language, as in the case of this study. Cauldwell (2014) concludes that in order to improve learners’ performance in spontaneous conversations, teaching shouldn’t simply be about the pronunciation of words but about involving learners in real, varied and unpredictable interactions.

On the other hand, Malmeer & Araghi (2013) aim to investigate the impact of reading on learners’ pronunciation ability. They consider reading to be an invaluable skill as it allows learners gain a powerful language proficiency. From the results collected they concluded that reading may lead to fossilising pronunciation mistakes. Reading simple words or short paragraphs does not necessarily mean that learners will make less pronunciation errors especially

if there is an absence of instruction on pronunciation accuracy within the classroom. They also added that even though reading helps students improve their vocabulary and grammar, they cannot guess how a new word is pronounced (Malmeer & Araghi, 2013). It is simply a question of how extensive the learners' knowledge is and whether or not the learners are familiar with the words they are asked to pronounce.

6.5.3 Semi-structured interview

The aim of the semi-structured interviews for teachers was to become more familiar with the teachers' views about the teaching of French pronunciation in Maltese classrooms. The interview was based on a series of open-ended questions prepared in advance. These questions were used as a guide to encourage the interviewees to develop their own arguments. A sample of the prompting questions are the following:

- *Do you manage to formally teach pronunciation during French lessons?*
- *How do you go about teaching pronunciation techniques? A song?
Reading minimal pairs? Using phonology dedicated listening
comprehension? Other methods?*
- *What would you change in the syllabus to accommodate phonetics
teaching in the syllabus?*
- *Do you feel that you should have continuous professional development
helping you practice your spoken French and pronunciation?*

Table 13: Examples of the prompting questions asked during the semi-structured interview

These semi-structured interviews were held at the school the teachers teach in during a time and on a day they themselves stipulated. They were held

directly between me as the researcher and the teacher-interviewee and were audio-recorded using an audio-recorder. The main reason why these semi-structured interviews were recorded was primarily to make sure that no important information and opinion given through interviews was left out or overseen. These audio-recordings were also transferred to a computer so individual phrases could be listened to with altered speed, therefore allowing the researcher to transcribe the interviews carefully and precisely.

The duration of each interview was of around 15-20 minutes. All interviews were then transcribed in order to allow me to re-read the interviews multiple times and to proceed to a thematic analysis, hence linking the different themes to this study's research questions. The transcriptions facilitated the analysis of the most pertinent information obtained.

6.6 Analysis of results

6.6.1 Quantitative analysis of the participants' exercises

When it comes to the analysis of the first and the second exercise, data collected was organised in a way to allow a systematic statistical analysis. The table below identifies the sequence of steps taken for this investigation.

Phases	Definition of stages	Extra Details
Phase 1 Data Collection	All data was collected via audio-recorder.	44 participants each partaking in 2 initial exercises producing a total of 88 oral productions.
Phase 2 Error identification	Identifying all the nasal vowels pronounced incorrectly in the 2	Errors were identified according to whether vowels produced belonged to the

	exercises participants partook in.	following pronunciation categories: oral vowels vs. nasal vowels.
Phase 3 Classification of errors	Classifying errors according to the 2 above-mentioned categories.	Pronunciation occurrences were classified as: correct or incorrect pronunciation.
Phase 4 Quantification of errors	Calculating the number of nasal vowel pronunciation errors. Application of statistical tests.	Errors were calculated and percentages were compared between: correct vs. incorrect pronunciation and oral vs. nasal vowels. Differences were tested for statistical significance.
Phase 5 Descriptive analysis of errors	Analysing all pronunciation errors.	All errors were analysed in an effort to determine the difficulties students face.

Table 14: The phases used to analyse the first and second exercise

The analysis of the data collected for this part of the research was made by using a quantitative method of research. The analysis was carried out in order to examine the frequency and nature of pronunciation errors made by the participants and to try to identify the most common errors.

The first exercise was divided into 2 different tasks, that of reading minimal pairs and that of reading 5 different single words containing the nasal vowel /ẽ/. The first step towards its analysis was to listen to the audio-recordings. For the first task a *Word* document with tables for each of the minimal pairs participants were asked to read was created. Participants were presented

with 15 minimal pairs containing the following nasal vowels: /ã/, /õ/ and /ẽ/.

The tables created to help the analysis of the first task had 3 separate columns. The first column shows the code of the participants, the second column represents the word with an oral vowel and the third column represents the word with a nasal vowel. Incorrect pronunciations were marked with an X and correct pronunciations were marked with a ✓.

Form 2 Student	Gras /gra/	Grand /grã/
2.1	✓	X
2.2	✓	X
2.3	✓	X

Form 4 Student	Chat /ʃa/	Chanter /ʃãte/
4.1	✓	X
4.2	✓	X
4.3	X	X

Sixth Form Student	Mot /mo/	Mont/mõ/
6.1	✓	✓
6.2	✓	✓
6.3	✓	✓

University Student	Trop /tro/	Tronc /trõ/
7.1	✓	✓
7.2	✓	X
7.3	X	X

Tables 15: Examples of tables created for Exercise 1- Task 1

A different table was created for the second task. A *Word* document with a 6 column table was created. The first column contained the code of the participants and the other 5 columns contained the words whose pronunciation was being assessed. Correct pronunciation was marked with a ✓ and incorrect pronunciation with an X.

University Student	Un / ě /	Brun / bRĚ /	Lundi/ lědi/	Parfum /parfě /	Chacun /jakě /
7.1	✓	✓	✓	✓	✓
7.2	✓	✓	✓	✓	✓
7.3	X	X	✓	X	X
7.4	✓	✓	✓	✓	✓
7.5	X	✓	✓	X	X
7.6	✓	✓	✓	✓	✓

Table 16: An example of a table created for Exercise 1- Task 2

These tables were generated in order to document the errors of each and every participant clearly. Tables were created for every single minimal pair and for the five single words for each of the four different levels this research focused on.

With regard to the second exercise, a *Word* document was also created. Tables representing these three paragraphs were created for the four different levels this study investigated. The first column of each table has the code of the participants. The top row of each table shows the words containing the nasal vowels as found in the paragraphs assessed. IPA transcription was used to specifically show the presence of a nasal vowel in these words. Incorrect pronunciation was marked with an X and correct pronunciation was marked with a ✓.

Form 2 Students	zonatā Jonathan	etā étant	ā ans	ē un	ē un	pelikā pelican	dā dans	ᵛRjā Orient
2.1	✓	✓	✓	✓	✓	✓	X	✓
2.2	X	✓	X	X	✓	X	X	✓
2.3	X	✓	✓	X	X	✓	X	✓

Table 17: Example of part of a table created for paragraph 1

Form 4 Students	mōnamāt mon amante	mō mon	mō mon	mō mon	talismā talisman
4.1	X	X	X	X	✓
4.2	X	X	X	X	X
4.3	✓	X	X	X	✓

Table 18: Example of part of a table created for paragraph 2

University Students	jjē chien	mjē mien	mjē mien	tjē tien	mjē mien	kōpRā comprends	rjē rien
7.1	✓	✓	✓	✓	✓	✓	✓
7.2	✓	✓	✓	✓	✓	✓	✓
7.3	X	X	X	X	X	X	X

Table 19: Example of part of a table created for paragraph 3

After identifying all the errors, the total number of errors was then converted into percentages and then to statistical results. For this part of the study, that is, analysing participant exercises, the *IBM SPSS* statistical program was used.

This program was used as it is a powerful tool used in deciphering data and also because it provides accurate data analysis.

When it came to testing the statistical significance of the results obtained from the two tasks in the first exercise, and also for the second exercise, the Chi-Square test was used. The Chi-square test was used to assess the association between two categorical variables. This was carried out for each level separately. The null hypothesis specifies that the percentage of correct pronunciations varies marginally between the two categorical variables and this hypothesis is accepted if the P-value exceeds the 0.05 level of significance. The alternative hypothesis specifies that the percentage of correct pronunciations is statistically significant between the two categorical variables and this hypothesis is accepted if the P-value is less than 0.05. It is very unlikely to get a significant association between the two categorical variables when the sample size is small (less than 50), unless the differences are considerable.

In the first task, the two categorical variables specify whether the pronunciation of the words having an oral vowel and those having a nasal vowel are correct or incorrect. In the second task, one of these variables specifies whether the nasal pronunciation is correct while the other variable specifies whether the nasal pronunciation is incorrect.

In the second exercise, a number of words having nasal vowels were assessed. The first paragraph contained six words having the nasal vowel /ã/ and two words containing the nasal vowel /ẽ/ and the second paragraph contained three words containing the nasal vowel /õ/, one word containing the nasal vowel /ã/ and one word containing both the nasal vowel /ã/ and /õ/. The third paragraph contained six words containing the nasal vowel /ẽ/ and one word having both the nasal vowel /ã/ and /õ/. The Chi-Square test was used to assess the association between two variables. One variable

specifies the correct nasal vowel pronunciation and the other variable specifies the incorrect nasal vowel pronunciation.

The results of these two exercises lead to two different hypotheses. When the null hypothesis was achieved, it meant that there was no significant difference between the two categorical variables and that the percentage of correct and incorrect pronunciations varies marginally. When the alternative hypothesis was achieved, it meant that there was a significant association between the two variables which meant that the percentage of correct and incorrect pronunciations varies significantly.

Table 20-23 are a few examples of tables created using the *IBM SPSS* statistical program to show the statistical significance of the results obtained.

		Nasal (Chanter) /fãte/		
		Correct	Incorrect	Total
Oral (Chat) /fa/	Correct	0	11	11
	Incorrect	1	1	2
Total		1	12	13
[X ² (1) = 5.958, p = 0.15]				

Table 20: Form 2- Exercise 1-Task 1

As an example, the results in Table 20 show that eleven out of thirteen participants pronounced the oral vowel correctly whilst only one participant pronounced the nasal vowel correctly. The Chi-square P-value (0.15) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables hence we can generalise that there is a marginal difference between the pronunciation of the word containing an oral vowel and the word containing a nasal vowel.

Nasal (Mont) /mõ/				
		Correct	Incorrect	Total
Oral (Mot) /mo/	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6
[P-value cannot be computed]				

Table 21: University Level- Exercise 1- Task 1

Table 21 is being included here to illustrate a particular methodological difficulty. These results showed that all six participants pronounced the oral vowels correctly and five participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Outcome		
		Correct	Incorrect	Total
Nasal vowel [ẽ]	un / ẽ /	1	11	12
	brun / bRẽ /	0	12	12
	lundi /lẽdi /	0	12	12
	parfum / parfẽ /	1	11	12
	chacun / fakẽ /	1	11	12
	Total	3	57	60
[X ² (4) = 2.105, p = 0.716]				

Table 22: Form 4 Level- Exercise 1- Task 2

Table 22 is being included to illustrate how information was derived in relation to exercise 1, task 2. There is a larger number of participants pronouncing the nasal vowel /ɛ̃/ incorrectly. Eleven out of twelve participants pronounced *un*, *parfum* and *chacun* incorrectly. All the participants pronounced *brun* and *lundi* incorrectly. The Chi-square P-value (0.716) exceeds the 0.05 level of significance indicating there is a marginal difference between the two categorical variables hence we can generalise that the same nasal vowel is pronounced more incorrectly than correctly.

		Paragraph 1	
		Correct	Incorrect
Nasal vowels	Jonathan /ʒonatã/	6	7
	étant /etã/	9	4
	ans /ã/	12	1
	un 1 /ɛ̃/	6	7
	un 2 /ɛ̃/	8	5
	pélican /pelikã/	10	3
	dans /dã /	10	3
	orient /ɔRjã/	9	4

Table 23: Sixth Form Level- Exercise 2

Table 23 is being included here to show how the information derived from Exercise 2 was exploited. These results show that there is a larger number of participants pronouncing the nasal vowels in *étant*, *ans*, *un 2*, *pélican*, *dans*

and *orient* correctly and a much smaller number of participants pronouncing *ans*, *pélican*, and *dans* incorrectly. There wasn't a significant difference between the correct or the incorrect pronunciation of the nasal vowels in the words *Jonathan* and *un 1*. Only one participant out of thirteen pronounced *ans* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more correctly in some contexts rather than in others.

The Chi-Square test was therefore used for both the above mentioned exercises to determine the most common pronunciation errors present in the learners' spoken production from all levels assessed in this study. This specific test was also chosen to allow a comparison of statistical results between the four different levels, that is to conclude whether certain errors decrease as learners advance in their studies or whether certain errors continue to persist.

6.6.2 Qualitative analysis of the participants' spontaneous conversation

As soon as all the data was collected, a number of steps were taken in order to analyse the audio-recorded data produced in French, which was collected from all learner participants. A qualitative method of research was used to identify the possible problems students face with regard to the pronunciation of French nasal vowels, by describing in detail the data collected. Standard statistical tests weren't really possible for this kind of analysis given that the outcome of this exercise was unique to each and every single participant, since each student talked freely about their own personal hobbies. This exercise targeted spontaneity and keeping this reason in mind, when discussing the most adequate methods of analysis, Professor Liberato Camilleri, statistician, suggested analysis through a discussion. It was

suggested that this discussion should mention the frequency of the most common errors across the four different levels assessed, any particular words which caused the most or least difficulties, and most importantly, that it should mention which nasal vowel posed the biggest challenge to Maltese learners of French. For some limited possibility of comparison to be able to answer the questions, simple proportions calculations were carried out, bringing each nasal vowel to a total out of a 100.

As regards the exercise involving a spontaneous conversation, all the conversations were typed in a *Word* document. Since this research is interested in the pronunciation of the French nasal vowels, after the transcriptions were done, only the words containing the French nasal vowels were analysed. The words containing nasal vowels were marked in bold in order to facilitate analysis and these words were transcribed by using the IPA (See Annex E). A second *Word* document was created in which tables for each conversation were generated. Each table contained 3 columns. The 1st column represented the alphabetical spelling of the words containing nasal vowels, the 2nd column represented the IPA standard transcription and the 3rd column represented the pronunciation heard after listening to the audio-recordings. In the column which represents *Phonetic realisation*, words pronounced incorrectly were marked in bold so as to facilitate analysis. This type of table was created for every single student participating in this study using codes.

Student 2.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
Mon	/mɔ̃/	[mon]
passe-temps	/pastã/	[pastemp]
passe-temps	/pastã/	[pastemp]

Student 4.5		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
Danse	/dãns/	[dãns]
television	/televizjõ/	[televizjõ]
Rencontre	/RãkõtR/	[RãkõtReR]

Student 6.12		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
campagne	/kãpaŋ/	[kãpaŋ]
sont	/sõ/	[sõ]
sont	/sõ/	[son]

Table 24: Sample of tables showing lists of all the nasal vowels pronounced during the participants' spontaneous conversations

All the pronunciation occurrences recorded from the 1st and 2nd exercise were analysed in a binary way as “correct” or “incorrect”. This methodological decision didn't allow the researcher to evaluate “interlanguage” or “intermediate” pronunciation which students might come up with in the process of acquisition of the target sounds. However, the decision to analyse data collected in a binary way was taken to allow for a measure of quantifiability. This would have not been possible had analysis been done in a more nuanced form.

6.6.3 Qualitative analysis of the teachers' semi-structured interviews

The teachers' semi-structured interviews were analysed qualitatively in order to provide a thorough understanding of the teachers' opinions and insights about the teaching and learning of the pronunciation of French nasal vowels. In conformity with this research method, the focus was on obtaining data by using open-ended questions and also conversational communication (Mason, 2002).

To make thematic analysis possible, the transcriptions were read several times and short notes were taken during the readings in order to figure out the common themes present in all the interviews. After identifying the common themes, extracts from these interviews were highlighted. The extracts chosen, be it words, phrases, or paragraphs, were those that were considered to be the most valuable to this research because they were linked with this study's hypotheses and objectives. The interviews were then compared according to the proposed themes. The aim of these interviews was purely to understand some teachers' points of view on a personal level. This by no means signifies that the insights of these five teachers represent the opinions of all the teachers of French cohort in Malta, and they should not be considered as a generalised idea of the teacher of French population in Malta.

6.7 Ethical considerations

Since this study involved using students and teachers as participants, a number of ethical considerations, as stated by the UREC (University Research Ethics Committee) of the University of Malta, were involved. These ethical procedures were dealt with before the start of the research in the chosen educational establishments, in this case, two secondary schools, two Sixth Forms and the University of Malta. When permission was granted by the FREC (Faculty Research Ethics Committee) and UREC, permission letters were sent to the Secretariat of Catholic Education, which is in charge of the Church Schools in Malta. When permission was granted by the Director, information and permission letters were sent individually to the principals of the schools chosen for this research. The principals of the two chosen Secondary schools, the principal of the two chosen Sixth Forms and also the Registrar and Head of Department (HOD) of both the University French Department and of the Department of Languages and Humanities in Education, accepted that research could be carried out at their institutions.

Permission was sought through letters which were sent to these establishments to ask for an official permission to conduct research, with both their teachers and their students. Once permission and approval were given from all these entities, the process of data collection could start (see Annex A , B and C) depending on teachers', parents and learners' acceptance.

All the selected schools agreed to take part in the research. With the approval of the Senior Management Team, permission to contact the schools' teachers of French and the students was granted. The teachers, students and parents/guardians of minor students were given information letters. These letters stated the aim of this study and also highlighted the fact that participation would be voluntary and that participants could abstain from continuing to participate in the research at any time. They were also informed that all the data collected was to remain confidential and data was accessed by the researcher. In order to secure the participants' privacy, codes were used. Form 2 students were referred to as student 2.1-2.13, Form 4 students were referred to as student 4.1-4.12, Sixth Form students as 6.1-6.13 and University students as 7.1-7.6. These codes were given in no particular order and to no particular participant, but were chosen randomly. The first digit of this code represents the educational level of the participants (Form 2-2, Form 4 -4, Sixth Form-6, University-7) and the second digit of these codes represents the number given to the participating students.

Consent or assent forms were also handed to all the participants. Consent forms were also sent to the parents/guardians of Secondary and Post-Secondary school students. When all consent/assent forms were signed, an official approval of participation was therefore granted and collection of data could start. To make sure the information letters, consent/assent forms were understandable, both a Maltese and an English version were sent to the secondary school participants and their parents/ guardians. Moreover,

simplified information letters and assent forms were given to the younger participants.

After this process, the researcher collected the consent/assent forms from all the participants, parents/guardians, teachers and Heads of Schools and meetings between the researcher and the participants and teachers were set up. Audio-recordings were held in the participants' and teachers' free time at the school they attend or teach in. In order to safeguard information needed to build this study, all audio-recordings were transferred to a computer. These audio-recordings are password protected and can only be accessed by authorized users.

6.8 Annexed Data

Annex A contains a sample of information letters, consent forms and assent forms to participants, parents/ guardians and teachers. Annex B contains a sample of information letters and consent forms handed to the institutions needed to make this study possible. Annex C contains the letters of approval from some institutions involved in this study. In Annex A, B and C, documents concerning the ethical procedures followed in order to collect data for this research are found. Annex D contains the three exercises the participants partook in and the open-ended questions asked to the teachers of French. Annex E consists of the transcribed participant exercises and the statistical results of these exercises. Annex F contains the transcribed semi-structured interviews with teachers/lecturers collected through audio-recordings.

6.9 Conclusion

This chapter aimed at giving a detailed picture of how data was gathered and processed and how analyses were made. Part of this research adopts the qualitative method and the other part adopts the quantitative method. The

research methods implemented for this study and the different tools and material used in order to give a meticulous explanation of all the data collected were mentioned and explained. These choices were taken as it was believed that they were the most practical for the data analysis in this particular study. Different techniques were used in the hope of achieving the best results. After explaining the methods of data collection and the research methods chosen, we will now give a detailed analysis of the results obtained.

Chapter 7

Presentation and Analysis of Results

7.1 Introduction

This chapter is dedicated to the analysis of the data collected through audio-recordings of learners' pronunciation performance in three separate exercises, and of teachers' perceptions in semi-structured interviews. This study has used both quantitative and qualitative methods of research in order to gather and effectively analyse the data collected. This chapter is therefore be divided into two main sections. The first section is be dedicated to the quantitative analysis of audio-recorded exercises worked out by learners, being the reading of minimal pairs, single words and short paragraphs. The second section exposes the results of a qualitative study of nasal vowel pronunciation in audio-recorded spontaneous conversations produced by students. Teachers' semi-structured interviews are also analysed qualitatively.

7.2 Quantitative analysis of the oral productions

The analysis of errors in this study was made possible with the help of a corpus of a total of 132 oral productions collected from 44 Maltese learners of French varying from learners at the second year of secondary school to students at University level. These learners were asked to take part in the audio-recordings of three separate exercises focusing on the pronunciation of French nasal vowels. All these learners participated in the same exercises in order to maintain similarity and reliability when it came to the data analysis of all the results collected.

7.2.1 Distribution of the frequency of pronunciation errors collected from the reading of minimal pairs

For the first exercise, all 44 participants were asked to participate in two tasks, the reading of 15 minimal pairs and the reading of 5 single words, which contained the / $\tilde{\epsilon}$ /. This added up to a total of 35 words. In order to analyse the frequency of pronunciation errors collected from the audio-recordings, a table was created to show errors classified in six different categories, being the three French nasal vowels / \tilde{a} /, / \tilde{o} / and / $\tilde{\epsilon}$ / and their oral counterparts, /a/, /o/ and / ϵ /. A total of 555 French nasal vowel pronunciation errors and 210 oral vowel pronunciation errors were noted. These errors were then distributed into the above mentioned categories.

As seen in Table 25, when comparing the six different vowels chosen to be analysed together, this study shows that when it comes to the pronunciation of these six vowels, the nasal vowel / $\tilde{\epsilon}$ / created the biggest pronunciation difficulty out of a total of 324 errors (42.4%). The second most frequent error occurs in the pronunciation of the nasal vowel / \tilde{a} / with a total of 132 errors (17.3%). Therefore, it can be concluded that the / $\tilde{\epsilon}$ / and the / \tilde{a} / added up to more than half of the total number of errors as revealed from the audio recordings of the oral exercises with a total of 59.7% (42.4% + 17.3%).

Errors related to the pronunciation of the nasal vowel / \tilde{o} / ranked in third place with a sum of 99 errors (12.9%). The fourth category of vowels which represent the most frequent errors is the pronunciation of the oral vowel /o/ with a total of 96 errors (12.5%). This was followed by errors linked to the pronunciation of the oral vowel / ϵ /. This error occupied fifth place with a total of 72 errors (9.4%). The least documented frequency of errors was when it came to the pronunciation of the oral vowel /a/ with a sum of just 42 errors (5.5%).

Nasal and Oral Vowels	Frequency of errors (in numbers)	Frequency of errors (in percentages)
ẽ	324	42.4%
ã	132	17.3%
õ	99	12.9%
o	96	12.5%
ε	72	9.4%
a	42	5.5%
Total	765	100%

Table 25: Distribution of the frequency of pronunciation errors of both oral and nasal vowels (in descending order)

This table indicates the number of errors pronounced. In the case of nasal vowels, most participants didn't show proper pronunciation as in most cases they denasalised the nasal vowels as seen in the pronunciation of words such as *pain* /pɛ̃/ and *un* /ɛ̃/. Another common mistake was that a number of participants mixed up the pronunciation of nasal vowels with their oral counterparts as seen in the pronunciation of words such as *bon*/bõ/ or *grand* /gRã/. In such examples the oral vowels were used.

7.2.2 Distribution of the frequency of nasal vowel pronunciation errors

This study focuses mostly on the pronunciation of French nasal vowels, therefore the next part of the analysis will focus on nasal vowel pronunciation errors in the above mentioned exercise.

7.2.2.1 The pronunciation of the nasal vowel /ẽ/

As seen in Table 25, the nasal vowel /ẽ/ represents the nasal vowel which provoked the largest number of pronunciation errors, with 324 pronunciation errors out of a total of 440 errors. All the 44 participants were asked to pronounce the words listed in Table 26. This table shows the

words which caused the greatest and the least pronunciation difficulty. The words which caused the greatest pronunciation difficulty were, *parfum* with a frequency of 11.4 %, followed by *ancien* with a frequency of 11.1%, and *brun*, *certain*, *pain* with a frequency of 10.2%. The pronunciation of the word *fin* has the least recorded percentage of pronunciation error (8.6%). However, results show that all words containing the nasal vowel /ɛ̃/ seemed to pose the same level of difficulty to all the participants as results show that there is no considerable error difference between these 10 words.

/ɛ̃/	Frequency of errors (in numbers)	Frequency of errors (in percentages)
Pain	33	10.2%
Fin	28	8.6%
Certain	33	10.2%
Ancien	36	11.1%
Aucun	31	9.6%
Un	32	9.9%
Brun	33	10.2%
Lundi	32	9.9%
Parfum	37	11.4%
Chacun	29	9%
TOTAL	324	100%

Table 26: Distribution of the frequency of pronunciation errors in words containing the nasal vowel /ɛ̃/ ¹

7.2.2.2 The pronunciation of the nasal vowel /ã/

In second place, with 132 pronunciation errors, the pronunciation of the nasal vowel /ã/ caused significant pronunciation difficulties for learners. The word which obtained the largest number of pronunciation errors is *chanter* with a frequency of 27.3% and the word which caused the least

problems is the word *pan* with a frequency of 15.2%. There was no considerable difference noticed between the pronunciation errors of the other words assessed as seen in Table 27. The five words evaluated seemed to roughly cause the same amount of difficulty since a similar frequency of error is noted. There was no notable drastic pronunciation error difference in this case.

/ã/	Frequency of errors (in numbers)	Frequency of errors (in percentages)
Grand (1)	23	17.4%
Chanter	36	27.3%
Faon	30	22.7%
Pan	20	15.2%
Grand (2)	23	17.4%
TOTAL	132	100%

Table 27: Distribution of the frequency of pronunciation errors in words containing the nasal vowel /ã/ ¹

7.2.2.3 The pronunciation of the nasal vowel /õ/

With a total of just 99 errors, the pronunciation of the nasal vowel /õ/ ranked in third place, when it comes to comparing the pronunciation errors of the three French nasal vowels. As seen in the Table 28, the word that was mostly pronounced incorrectly was *tronc* with 39 errors, equivalent to the percentage of 39.5%. The words *honte*, *mont* and *bon* have a similar frequency of pronunciation errors with a percentage of 20.2%, 20.2% and 17.2% respectively. With a lower percentage, that of only 3%, not more than 3 errors were noted when it came to the pronunciation of the word *pont*.

<i>/õ/</i>	Frequency of errors (in numbers)	Frequency of errors (in percentages)
Pont	3	3%
Mont	17	17.2%
Honte	20	20.2%
Tronc	39	39.5%
Bon	20	20.2%
TOTAL	99	100%

Table 28: Distribution of the frequency of pronunciation errors in words containing the nasal vowel /õ/¹

7.3 Comparison of the frequency of nasal vowel pronunciation errors

When analysing the frequency of errors in the first exercise, it was evident that not all the words containing nasal vowels caused the same pronunciation difficulties. The table below shows that there were some words which caused pronunciation difficulty to all the 44 participants and there were other words which caused minimal difficulties to all the participants in general. The table shows the total number of times the assessed words were pronounced incorrectly. Table 29 also shows the four different levels this study is interested in.

Assessed word	Form 2	Form 4	Sixth Form	University	Total number of errors	Percentage of total number of errors
Grand (1) [grã]	11	8	4	0	23	4.1%
Chanter [fãte]	12	12	10	2	36	6.5%
Faon [fã]	4	12	11	3	30	5.4%
Pan [pã]	8	7	4	1	20	3.6%
Grand (2) [grã]	11	7	4	1	23	4.1%

Pont [pɔ̃]	1	2	0	0	3	0.5%
Mont [mɔ̃]	7	6	3	1	17	3.1%
Honte [ɔ̃t]	10	8	2	0	20	3.6%
Tronc [trɔ̃]	11	12	12	4	39	7.0%
Bon [bɔ̃]	8	7	5	0	20	3.6%
Pain [pɛ̃]	12	12	7	2	33	5.9%
Fin [fɛ̃]	11	12	4	1	28	5.0%
Certain [sɛrtɛ̃]	12	12	8	1	33	5.9%
Ancien [ɑ̃sjɛ̃]	12	12	10	2	36	6.5%
Aucun [okɛ̃]	12	12	5	2	31	5.6%
Un [ɛ̃]	10	11	9	2	32	5.8%
Brun [brɛ̃]	11	12	9	1	33	5.9%
Lundi [lɛ̃di]	12	12	8	0	32	5.8%
Parfum [parfɛ̃]	13	11	11	2	37	6.7%
Chacun [ʃakɛ̃]	11	11	5	2	29	5.2%
Total errors	199	198	131	27	555	100%

Table 29: Total number of pronunciation errors for each of the words assessed at the four different levels ¹

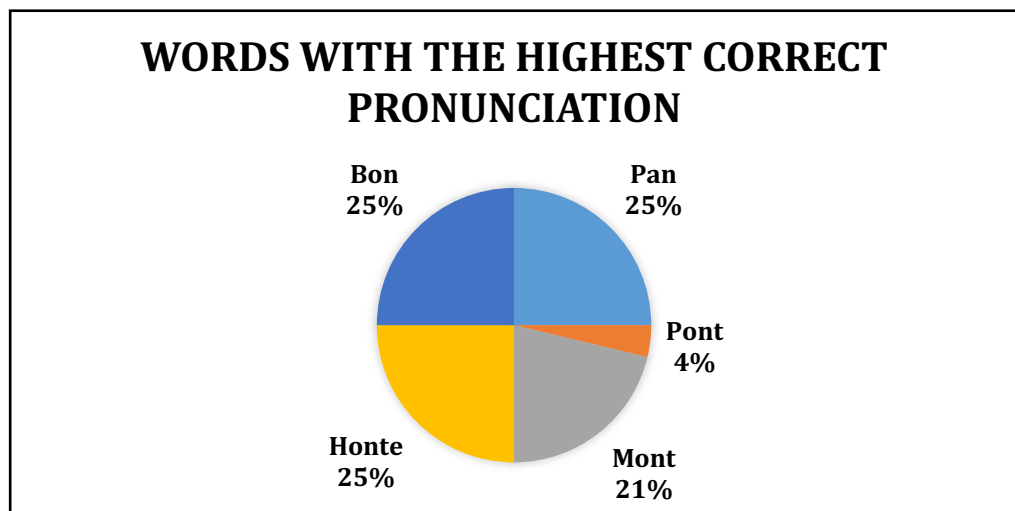
Table 29 above shows the almost generalised decline of error frequency from left to right. This means that there is an evident decline in pronunciation error across the four levels assessed in this study, starting from the results obtained by the Form 2 participants to the results obtained

¹ The words that are marked in red show those words which learners had the biggest pronunciation difficulties in. The words that are marked in green correspond to those words which learners had the least pronunciation difficulties in.

by the University participants. These results and other findings will be interpreted in the following chapter, in the discussion of these results.

7.3.1 Words with the highest correct pronunciation

This part of the analysis mentions the most and least frequent pronunciation errors. The pie chart below shows a comparison of the five words that participants mostly pronounced correctly, putting the word *pont* in first place as the most correctly pronounced word overall.



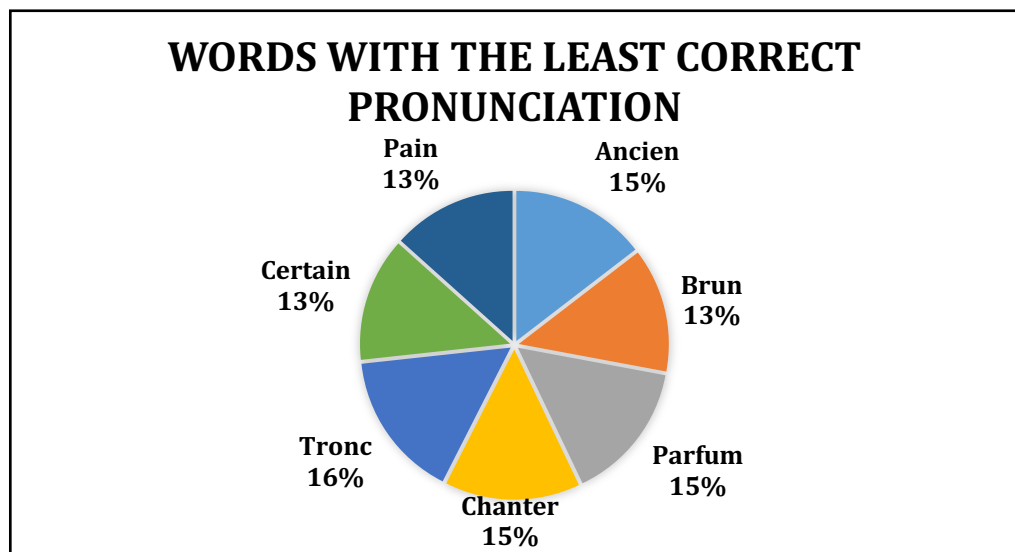
Pie chart 1: Five words which were the most correctly pronounced

The words that caused the least pronunciation difficulties across the four different levels were: *pan*, *pont*, *mont*, *honte* and *bon*. Out of the 20 words assessed (see Table 29), the word *pont* was the most correctly pronounced, with a total of only 3 errors out of the sum of 555 errors logged, that is only 0.5% of the total amount of errors. The word which is the second least pronounced incorrectly is *mont*, with a total of 17 errors out of 555 errors or 3.1% of the total amount of errors logged. The words *pan*, *bon* and *honte*, with an overall percentage of 3.6% were each pronounced incorrectly for 20 times out of 555 errors, putting them in third place, of the least incorrectly pronounced words. It is therefore safe to say that for all the participants from the four levels this study is interested in, out of a total of

20 words assessed, these are the five words that caused the least pronunciation difficulty.

7.3.2 The most frequent incorrectly pronounced words

The words that caused the most pronunciation difficulties to all the participants were: *ancien*, *brun*, *parfum*, *chanter*, *tronc*, *pain* and *certain*. It is noted that the nasal vowels in monosyllabic words are more frequently “correct” whereas half of the words with higher degrees of “incorrectness” are disyllabic words. This shows that learners have the tendency of pronouncing monosyllabic words correctly more frequently. The pie chart below compares these words together putting the word *tronc*, with a percentage of 16%, in first place as the word which caused the biggest pronunciation difficulty to all the participants from the four levels assessed. Out of these seven words, *brun*, *pain* and *certain*, each having a percentage of 13%, were the words that caused the least pronunciation difficulty.



Pie chart 2: Seven words which were the most incorrectly pronounced

The words *ancien*, *brun*, *parfum*, *chanter*, *certain*, *pain* and *tronc*, together occupy 44.4% of the total number of 555 errors logged (see Table 29). When comparing the words which caused the biggest pronunciation difficulties to the 20 words assessed, the problematic word *tronc* accounted

for a total of 39 errors out of 555 errors in total, meaning that this word occupied 7% of the total amount of errors logged. *Parfum* came in second place with a total of 37 errors, that is 6.7% of the total amount of errors. *Chanter* and *ancien* came in third place as the most incorrectly pronounced words with a total of 36 errors each, meaning 6.5% of the total amount of errors. The words *brun*, *pain* and *certain* were each pronounced incorrectly for 33 times. Out of the total amount of errors logged, these three words placed in fourth place, each having a total of 5.9% out of all the pronunciation errors logged (see Table 29). Therefore, out of the 20 words assessed, the above mentioned seven words caused the greatest pronunciation difficulties for the participants from all the levels assessed.

Pie chart 1 and 2 therefore show that the majority of the participants came across more words which caused pronunciation difficulties and there were only a few words which didn't cause great pronunciation difficulty to the majority of the participants.

7.3.3 A comparison of the frequency of pronunciation errors and correctness within the four different levels assessed

This part of the analysis is more specific as it focuses on comparing the four different levels this study is interested in and whether or not pronunciation difficulties vary or remain the same from one level to the other. The table below shows the pronunciation errors grouped according to the three different nasal vowels and according to the level of the participants.

	Form 2 Level		Form 4 Level		Sixth Form Level		University Level	
	Num.	%	Num.	%	Num.	%	Num.	%
ã	46	23%	46	23.3%	33	25.2%	7	26%
õ	37	18.6%	35	17.7%	22	16.8%	5	18.4%
ê	116	58.3%	117	59.1%	76	58%	15	55.6%

Total amount of errors	199	100%	198	100%	131	100%	27	100%
-------------------------------	------------	-------------	------------	-------------	------------	-------------	-----------	-------------

Table 30: Total amount of errors of the three nasal vowels for each different level

The results from the above table show that the nasal vowel which caused the greatest pronunciation difficulty to all the four different levels was the /ẽ/. This nasal vowel occurred more frequently in the target items. Out of the 199 errors the Form 2 participants pronounced, 116 errors were errors in the pronunciation of the nasal vowel /ẽ/. Out of the 198 pronunciation errors Form 4 participants pronounced, 117 of these errors were in the pronunciation of the nasal vowel /ẽ/. The same goes for the Sixth Form participants who pronounced the nasal vowel /ẽ/ incorrectly 76 times out of a total of 131 errors. Participants at University Level also mostly pronounced this particular nasal vowel incorrectly. Out of 27 pronunciation errors, 15 of them were due to the incorrect pronunciation of the /ẽ/. This means that more than half of the pronunciation errors were due to the incorrect pronunciation of the nasal vowel /ẽ/.

The nasal vowel which caused the least pronunciation problem in general was the nasal vowel /ĩ/. At Form 2 level, out of 199 pronunciation errors in total, 37 of these errors, that is 18.6%, were caused due to the incorrect pronunciation of words containing the nasal vowel /ĩ/. 35 pronunciation errors (17.7%) out of a total of 198 errors, were produced by participants at Form 4 level. Sixth Form participants pronounced this particular nasal vowel incorrectly for 22 times (16.8%) out of a total of 131 pronunciation errors. University participants pronounced this nasal vowel incorrectly the least with only 5 errors (18.4%) out of a total of 27 errors.

After determining the most and the least difficult nasal vowel to pronounce, the next step of this analysis was to determine which specific words caused the least and greatest pronunciation difficulties to the different levels in general. At Form 2 level, the most difficult word was *parfum* as it was pronounced incorrectly by all the 13 participants. Participants at Form 4 level encountered pronunciation difficulty in the words: *chanter, faon, tronc, pan, fin, certain, ancien, aucun, brun* and *lundi*. These 10 words were pronounced incorrectly by all the 12 participants at Form 4 level. On the other hand, as for Sixth Form and University participants, the most frequent pronunciation error was *tronc*. 12 out of 13 Sixth Form participants pronounced *tronc* incorrectly and 4 out of 6 University participants pronounced *tronc* incorrectly.

At Form 2 level, the least frequent incorrectly pronounced word was *pont*, which was only pronounced incorrectly once by all the 13 participants. A similar result was obtained at Form 4, Sixth Form and University Level. Form 4 participants only pronounced *pont* incorrectly twice whilst none of the participants at both Sixth Form and at University level, pronounced the word *pont* incorrectly. Participants at University level pronounced words correctly the most, because out of the 20 words they were asked to read, all the six participants pronounced *grand, pont, mont, bon* and *lundi* correctly.

Therefore, the results show that the participants who showed better pronunciation skills were the University level participants as they pronounced most of the words assessed correctly. Form 4 participants were those who showed the worst pronunciation skills as all the 12 participants pronounced half of the words assessed incorrectly.

Paradoxically, the monosyllabic words which proved most difficult and the one which proved simplest to pronounce both had /ɔ̃/. The word which caused greatest pronunciation difficulty to all the participants in general

was *tronc* and the word which caused the least pronunciation difficulty to all the 44 participants was *pont*.²

7.3.4 A comparison of the distribution of frequency of nasal vowel errors

After analysing the distribution of the frequency of errors and correctness of each of the three nasal vowels according to the different levels assessed (see section 7.3.3), the next step was to analyse the three nasal vowels together in order to determine which French nasal vowel caused the greatest and the least pronunciation difficulty to Maltese learners in the reading of minimal pairs. To achieve a fair comparison an *Excel spreadsheet* was used to allow the researcher to proportionally round up all the pronunciation occurrences of the three nasal vowels to a common denominator.

The first step was to count the number of correct and incorrect pronunciation occurrences from each of the 44 readings of minimal pairs. Table 31 below shows the distribution of the frequency of errors and correct productions in numbers.

French Nasal Vowel	/ɔ̃/		/ɛ̃/		/ɑ̃/	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Pronunciation occurrences	121	99	116	324	88	132

Table 31: Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers

The next step was to transform the frequency of pronunciation errors and correctness of the nasal vowels into percentages. This was done to obtain

² Refer to the data in Annex E for a complete corpus of the transcriptions of the minimal pairs as read by all the participants.

a common denominator (100) of all the pronunciation occurrences. To do this, the three nasal vowels were calculated separately (correct and incorrect occurrences of each nasal vowel). The total amount of nasal vowel pronunciation occurrences was then calculated (correct + incorrect occurrences) and finally the percentage of each of the nasal vowel's correct and incorrect pronunciation instances was calculated. This is explained in the working below:

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ã/	88	132	220
	88/220 X 100	132/220 X 100	
<i>in %</i>	40%	60%	100%

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ẽ/	116	324	440
	116/440 X 100	324/440 X 100	
<i>in %</i>	26.4%	73.6%	100%

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/õ/	121	99	220
	121/220 X 100	99/220 X 100	
<i>in %</i>	55%	45%	100%

Table 32: Distribution of the frequency of errors and correct production in percentages

In order to conclude which of the nasal vowels was pronounced correct the most and which one was pronounced incorrect the most, all the percentage obtained (see Table 32) were proportionately calculated to a 100%.

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	40%	40%/ 300 X 100	13.3%
ẽ	26.4%	26.4%/ 300 X 100	8.8%
õ	55%	55%/ 300 X 100	18.3%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	60%	60%/300 X 100	20%
ẽ	73.6%	73.6 %/300 X 100	24.5%
õ	45%	45 %/ 300 X 100	15%

Table 33: Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the reading of minimal pairs

The results therefore show that out of the 880 instances the three nasal vowels were pronounced throughout the first exercise, /õ/ is the nasal vowel which proved to be the most correctly pronounced by the 44 participants with a percentage of 18.3%. Other observation was that /ẽ/ proved to be the French nasal vowel which created the biggest pronunciation problem with a percentage of 24.5%.

7.3.5 The statistical significance of the first exercise

In order to obtain statistically significant results, the *IBM SPSS* statistical program was used. The Chi-Square test was used to compare the number of correct pronunciation instances between oral and nasal vowels. This test was carried out for each level (Form 2, Form 4, Sixth Form Advanced level and University) separately. The Chi-square test was used to assess the association between 2 categorical variables. This particular test was chosen due to its robustness with respect to the distribution of data, since

it gives detailed information and also because of its flexibility at handling data from two groups (McHugh, 2013).

In the 1st task, that of reading 15 minimal pairs, the two variables specify whether the pronunciation of the word with an oral or a nasal vowel is correct or incorrect. The null hypothesis specifies that the number of correct pronunciations varies only marginally between the two vowel forms and is accepted if the P-value exceeds the 0.05 level of significance.

In other words, the null hypothesis of this specific task claims that there is a marginal difference between the pronunciation of words containing oral vowels and words containing nasal vowels. This therefore means that either the pronunciation of the oral vowel or the pronunciation of the nasal vowel is slightly better. If the P-value is less than the 0.05 level of significance, the null hypothesis will be rejected and this means that the alternative hypothesis is accepted. The alternative hypothesis means that there is a statistically significant difference between the pronunciation of the oral and nasal vowels. This therefore means that either the pronunciation of the oral vowel or the pronunciation of the nasal vowel was significantly better.

When analysing the statistical results acquired from the first exercise, it can be noted that in most cases, the P-value exceeds the 0.05 criterion. This means that in most cases the null hypothesis is accepted. This therefore means that either the pronunciation of the oral vowel or the pronunciation of the nasal vowel was marginally better. Below are two examples of the statistical results achieved in the scenarios in which the difference in pronunciation of the oral and nasal vowels was marginal. The examples below show that even though the difference was marginal, there were still more correct oral pronunciation occurrences rather than correct nasal vowel pronunciation occurrences. The few examples below are just a small selection of all the examples worked out systematically. A total of 60 examples were worked out using the Chi-Square test.

Form 2 participants

		Nasal (Bon)		Total
		Correct	Incorrect	
Oral (Beau)	Correct	1	5	6
	Incorrect	4	3	7
Total		5	8	13

$$X^2(1) = 2.236, p = 0.135$$

Six out of thirteen participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Eight participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.135) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Example 1: When Form 2 participants were asked to read the minimal pair *beau/bon* the P-value achieved exceeded the 0.05 criterion. This means that the pronunciation of one variable was marginally better than the other, in this case, the pronunciation of the oral vowel was better than the pronunciation of the nasal vowel.⁴

⁴ The horizontal axis (yellow) of these four example shows the results of the pronunciation of the correct and incorrect pronunciation of the oral vowel and the vertical axis (blue) of these four tables shows the results of the correct and incorrect pronunciation of the nasal vowel.

University participants

Nasal (Tronc)

		Correct	Incorrect	Total
Oral (Trop)	Correct	2	3	5
	Incorrect	0	1	1
Total		2	4	6

$$X^2(1) = 0.6000, p = 0.439$$

Five of the six participants pronounced the oral vowel correctly however only two pronounced the nasal vowel correctly. There were four participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.439) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Example 2: When University participants were asked to read the minimal pair *trop/tronc*, the P-value achieved exceeded the 0.05 criterion. This means that the pronunciation of one variable was marginally better than the other, in this case, the pronunciation of the oral vowel was better than the pronunciation of the nasal vowel. ⁴

In some other cases, on the contrary to the examples mentioned above (Example 1 and 2), the pronunciation of the nasal vowels was marginally more correct than the pronunciation of the oral vowels.

Form 4 participants

		Nasal (Bon)		Total
		Correct	Incorrect	
Oral (Beau)	Correct	2	1	3
	Incorrect	3	6	9
Total		5	7	12

$$X^2(1) = 1.029, p = 0.310$$

Three out of the twelve participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Seven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.310) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Example 3: When Form 4 participants were asked to read the minimal pair *beau/bon*, the P-value achieved exceeded the 0.05 criterion. This means that the pronunciation of one variable was better than the other, in this case, the pronunciation of the nasal vowel was better than the pronunciation of the oral vowel. ⁴

Sixth Form participants

		Nasal (Pont)		Total
		Correct	Incorrect	
Oral (Peau)	Correct	8	0	8
	Incorrect	5	0	5
Total		13	0	13

P-value cannot be computed

Eight out of thirteen participants pronounced the oral vowel correctly and all participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Example 4: When Sixth Form participants were asked to read the minimal pair *peau/pont*, the P-value could not be computed because there was no variation in one of the variables. This means that the pronunciation of one variable was better than the other, in this case, the pronunciation of the nasal vowel was better than the pronunciation of the oral vowel.

As regards the 2nd task, that of reading a list of 5 words all containing the nasal vowel / $\tilde{\epsilon}$ /, the Chi-Square test was also used to determine the correct or the incorrect pronunciation of this vowel. In this task, one of these variables specifies whether the nasal pronunciation is correct while the other variable specifies whether the pronunciation of the nasal vowel / $\tilde{\epsilon}$ / is incorrect.⁵

		Outcome		
		Correct	Incorrect	Total
Nasal vowel / $\tilde{\epsilon}$ /	Un	2	11	13
	Brun	2	11	13
	Lundi	1	12	13
	Parfum	0	13	13
	Chacun	2	11	13
Total		7	58	65

$X^2(4) = 2.562, p = 0.634$

The Chi-square P-value (0.634) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Example 5: The statistical results of the Form 2 participants show that there is a larger number of participants pronouncing / $\tilde{\epsilon}$ / incorrectly. In fact / $\tilde{\epsilon}$ / was pronounced incorrectly for 58 times. Eleven out of thirteen participants pronounced *un*, *brun* and *chacun* incorrectly. Twelve participants pronounced *lundi* incorrectly and all the participants pronounced *parfum* incorrectly.

⁵ It is here reaffirmed that for this particular study, the nasal vowel / $\tilde{\alpha}$ / is not being expected.

Similar results were seen in the Form 4 and the Sixth Form participants. In most scenarios, participants pronounced the nasal vowels incorrectly. Form 4 participants pronounced /ɛ̃/ incorrectly for 57 times and correctly only 3 times. Sixth Form participants pronounced this vowel incorrectly for 42 times and correctly for 23 times. For lack of space only the University learners' results are being shown in detail here.⁶

		Outcome		
		Correct	Incorrect	Total
Nasal vowel /ɛ̃/	Un	4	2	6
	Brun	5	1	6
	Lundi	6	0	6
	Parfum	4	2	6
	Chacun	4	2	6
Total		23	7	30

$X^2(4) = 2.981, p = 0.561$

The Chi-square P-value (0.561) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Example 6: The statistical results obtained from University participants show that there is a small number of participants pronouncing the nasal vowel /ɛ̃/ incorrectly. Two out of six participants pronounced *un*, *parfum* and *chacun* incorrectly. Only one participant pronounced *brun* incorrectly and none of the participants pronounced *lundi* incorrectly.

The statistical results show that University participants performed much better in this task. In fact, these participants pronounced the nasal vowel incorrectly only 7 times and correctly for 23 times. These results show a considerable difference when compared to the other three levels assessed, which means that the pronunciation of the nasal vowel /ɛ̃/ didn't cause as many pronunciation difficulties as it did to the participants of the other levels this study is interested in.

The statistical results obtained from the first exercise using the *IBM SPSS* statistical program, the Chi-Square test, show clearly that most participants encountered a number of pronunciation difficulties when it came to the pronunciation of the nasal vowels. Even though there were a few words containing nasal vowels whose pronunciation was mastered by most of the participants from all the levels assessed, results proved that the pronunciation of the French nasal vowels does in fact provoke more errors than the pronunciation of the oral vowels by Maltese learners of French.⁶

⁶ Refer to the data in Annex E for a complete corpus of the transcriptions of the minimal pairs as read by all the participants

7.4 The pronunciation of the nasal vowels in the second exercise-reading of three short paragraphs

For this exercise, all 44 participants were recorded reading three short paragraphs, containing 20 words having the three French nasal vowels /ã/, /õ/ and /ẽ/ as seen in the table below. Afterwards, the pronunciation of the 20 words mentioned below was analysed.

	Paragraph 1	Paragraph 2	Paragraph 3
Word containing nasal vowels	Jonathan /ʒonatã/	Mon amante /mõnamãt/	Chien /ʃjẽ/
	Étant /etã/	Mon 1 /mõ/	Mien 1 /mjẽ/
	Ans /ã/	Mon 2 /mõ/	Mien 2 /mjẽ/
	Un 1 /ẽ/	Mon 3 /mõ/	Tien /tjẽ/
	Un 2 /ẽ/	Talisman /talismã/	Mien 3 /mjẽ/
	Pélican /pelikã/		Comprends /kõprã/
	Dans /dã/		Rien /Rjẽ/
	Orient /õRjã/		

Table 34: List of words containing nasal vowels

After an analysis was done, a total of 539 French nasal vowel pronunciation errors out of a possible total of 880 were noted. The tables below show the number of pronunciation errors recorded in each paragraph by each level assessed.

Pronunciation errors in each paragraph in numbers		Form 2	Form 4	Sixth Form	University	
	Paragraph 1	66	73	34	14	187
	Paragraph 2	50	54	36	6	146
	Paragraph 3	73	83	37	13	206
	Total of pronunciation errors	189	210	107	33	539

Table 35: Pronunciation errors in the three paragraphs in numbers¹

Pronunciation errors in each paragraph in percentages		Form 2	Form 4	Sixth Form	University	
	Paragraph 1	12.2%	13.5%	6.3%	2.6%	
	Paragraph 2	9.4%	10%	6.7%	1.1%	
	Paragraph 3	13.5%	15.4%	6.9%	2.4%	
Total of pronunciation errors	35%	39%	20%	6%	100%	

Table 36: Pronunciation errors in the three paragraphs in percentages¹

Both these tables indicate the paragraphs which caused the least and the most pronunciation difficulties to the four different levels assessed. Table 35 and Table 36 clearly show that out of the four levels assessed, the participants at Form 2 and Form 4 level encountered the most nasal vowel pronunciation difficulties when they were asked to read the three paragraphs. Out of the 539 errors, Form 2 participants pronounced 189 errors (35%) and out of the 539 errors, Form 4 participants pronounced 210 errors (39%). University learners were those participants who, when

¹The numbers/percentages that are marked in red show those paragraphs which learners had the most pronunciation difficulties in and those marked in green show those paragraphs which learners had the least pronunciation difficulties in.

compared to the other three levels assessed, performed the best in this exercise since only 33 (6%) pronunciation errors out of the total of 539 errors were noted.

Paragraph 3 caused the greatest pronunciation difficulty to the majority of the participants from Form 2, Form 4 and Sixth Form level since most pronunciation errors were noted whilst participants were asked to read this paragraph. Out of a total of 189 (35%) errors pronounced by the Form 2 learners, 73 (13.5%) were recorded whilst reading paragraph 3. Out of a total of 210 errors pronounced by Form 4 learners, 83 (15.4%) errors were recorded whilst reading paragraph 3. As for the Sixth Form participants, in paragraph 3, 37 (6.9%) errors out of the total of 107 pronunciation errors were noted. When it came to University learners, paragraph 1 caused the most pronunciation difficulties since during the reading of paragraph 1, 14 (2.6%) errors out of a total 33 pronunciation errors were recorded. Even though the reading of paragraph 1 caused the most pronunciation difficulties, the reading of paragraph 3 also seemed to cause rather similar pronunciation difficulties as 13 (2.4%) errors out of a total of 33 pronunciation errors were recorded.

Paragraph 2 caused the least pronunciation difficulties to the Form 2, Form 4 and University learners. When it came to the Form 2 participants, only 50 (9.4%) nasal vowel pronunciation errors out of a total of 189 errors were recorded in the reading of paragraph 2. The same goes for Form 4 participants who out of a total of 210 pronunciation errors scored, only 54 (10%) errors in the reading of paragraph 2 were recorded. University learners also fared better in the reading of paragraph 2 as out of a sum of 33 pronunciation errors, only 6 (1.1%) errors were recorded in this paragraph. Compared to the other levels assessed, Sixth Form learners performed better when it came to the pronunciation of paragraph 1. This is because out of 107 pronunciation errors, 34 (6.3%) errors were noted in this context.

The following section of this chapter will give a detailed analysis of the nasal vowel pronunciation errors in each paragraph.

7.4.1 Distribution of the frequency of nasal vowel pronunciation errors in paragraph 1

When it came to the reading of the paragraph 1, 187 nasal vowel pronunciation errors were recorded. The table below shows the number of times participants from each level assessed pronounced words containing nasal vowels incorrectly.

Words containing nasal vowels	Form 2 Level	Form 4 Level	Sixth Form Level	University Level	Total Errors in numbers	Total Errors in percentages
Jonathan /ʒonatã/	11	9	7	3	30	16%
Étant /etã/	7	10	4	1	22	12%
Ans /ã/	5	7	1	1	14	7%
Un 1 /ɛ̃/	12	11	7	4	34	18%
Un 2 /ɛ̃/	10	11	5	4	30	16%
Pélican /pelikã/	5	8	3	1	17	9%
Dans /dã/	10	10	3	0	23	12%
Orient /ɔRjã/	6	7	4	0	17	9%
Total errors					187	100%

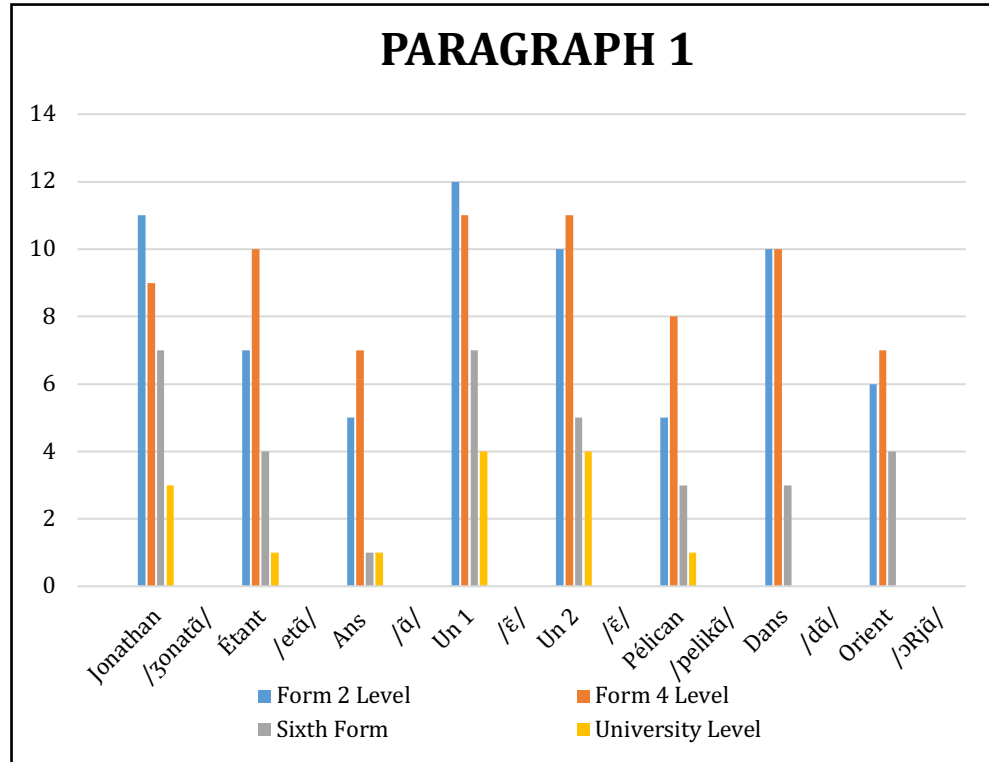
Table 37: Frequency of pronunciation errors as recorded from paragraph 1

2

² The numbers that are marked in green underline those words which learners had the least pronunciation difficulties in and those marked in red underline those words which learners had the most pronunciation difficulties in.

Table 37 shows that with regards to the Form 2 participants, the word which caused the biggest pronunciation difficulty was *un*. Out of a total of thirteen participants, twelve pronounced this word incorrectly. The same goes for the Form 4 participants. Out of twelve Form 4 participants, eleven pronounced *un* incorrectly. The pronunciation of the word *un* also caused the greatest pronunciation difficulty to Sixth Form participants. Out of the thirteen participating, seven learners, that is more than half the participants, pronounced *un* incorrectly. University learners also showed the same pronunciation difficulty. Like the previous result, more than half of the participating learners pronounced this word incorrectly. Four out of six University learners failed to master the pronunciation of this determiner.

The words which seemed to cause the least pronunciation problems to the majority of participants in general was the word *ans*. When it comes to the Form 2 participants, only five out of thirteen learners showed pronunciation difficulties. The same goes for the Form 4 and the Sixth Form learners. There was only one University participant who pronounced *ans* incorrectly. University learners also showed nasal pronunciation mastery when it came to pronouncing *dans* and *orient* since all six participants pronounced these words correctly. The bar chart below shows a comparison of pronunciation errors after the reading of paragraph 1, among the four different levels assessed. Each level is indicated by a particular colour as stated in the legend. The X-axis indicates the eight words assessed. The Y-axis shows the number of times that each of these specific words were pronounced incorrectly.



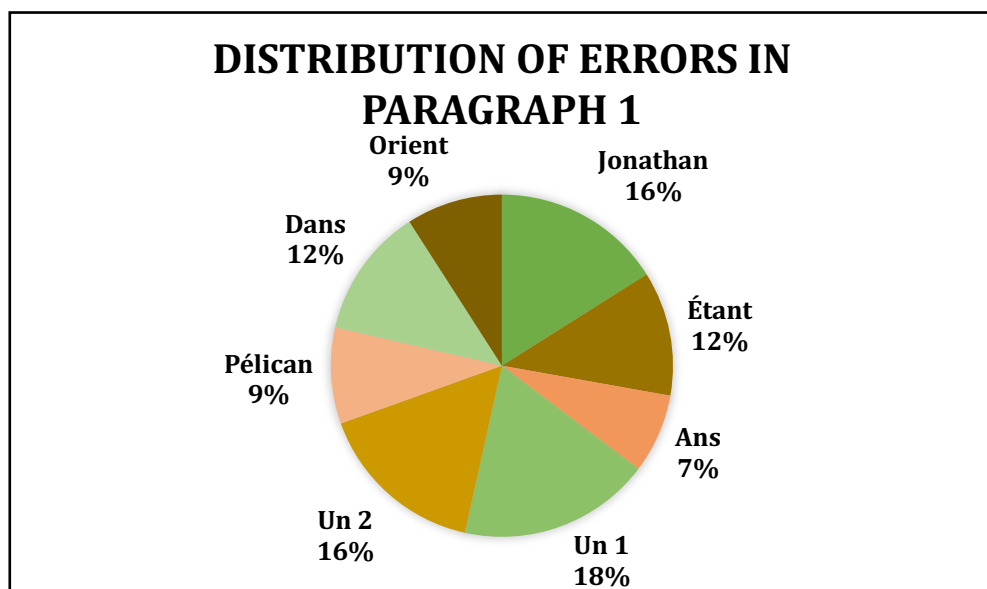
Bar chart 1: Frequency of pronunciation errors as recorded from paragraph 1

Bar chart 1 shows that Form 2 and Form 4 participants were those learners who showed the greatest nasal vowel pronunciation difficulties in the majority of the pronunciation of the eight words, when compared to the other levels. This can be shown through the blue bar and the orange bar in the bar chart above. When compared with the other levels (the grey and the yellow bars, representing the Sixth Form and University level respectively), the blue and orange bars represent the highest results, meaning that a larger number of errors in general were made by Form 2 and Form 4 participants.

The majority of the Form 2 participants pronounced the eight words mentioned in Table 37 incorrectly especially the words *Jonathan*, *un 1*, *un 2*, and *dans*. Form 4 learners also showed pronunciation difficulty especially in the pronunciation of the words *étant*, *ans*, *un 2*, *pélican* and *orient*. University learners were those participants who proved to have the

best pronunciation skills as seen through the yellow bar in Bar chart 1. The majority of these participants pronounced the given words correctly especially the words *étant, un, pélican, dans* and *orient*.

The word that participants pronounced most correctly is *ans*, putting this word in first place as the most correctly pronounced word overall out of the eight assessed words. Out of the 187 errors, *ans* was pronounced incorrectly for only 14 times (7%). The words which caused greatest pronunciation difficulties were *un 2, Jonathan* and *un 1*. Out of the total of 187 errors, *un 2* and *Jonathan* were pronounced incorrectly for 30 times (16%). *Un 1* caused the greatest pronunciation difficulty across all the levels assessed with 34 errors (18%) out of a total of 187 errors.



Pie Chart 3: Distribution of pronunciation errors in paragraph 1

7.4.2 Distribution of the frequency of nasal vowel pronunciation errors in paragraph 2

Participants were also asked to read a second paragraph. When all the participants from the four assessed levels read paragraph 2, 146 nasal vowel pronunciation errors were recorded. The table below shows the

number of times participants from each assessed level pronounced words containing nasal vowels incorrectly.

Words containing nasal vowels	Form 2 Level	Form 4 Level	Sixth Form Level	University Level	Total errors in numbers	Total errors in percentages
Mon amante /mōnamāt/	10	10	<u>1</u>	<u>0</u>	21	14%
Mon 1 /mō/	<u>11</u>	<u>12</u>	<u>12</u>	<u>0</u>	35	24%
Mon 2 /mō/	<u>11</u>	<u>12</u>	11	<u>2</u>	36	25%
Mon 3 /mō/	<u>11</u>	<u>12</u>	10	<u>2</u>	35	24%
Talisman /talismā/	<u>7</u>	<u>8</u>	2	<u>2</u>	19	13%
Total errors/ Level	50	54	36	6	146	100%

Table 38: Frequency of pronunciation errors as recorded from paragraph 2³

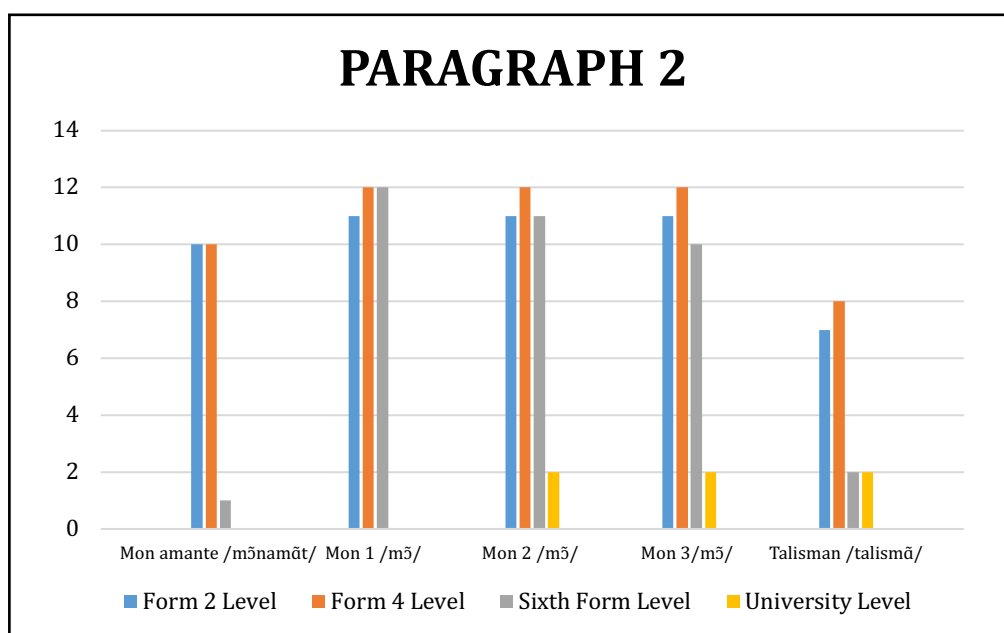
Paragraph 2 contained 5 words having nasal vowels. The word which caused the greatest pronunciation difficulty across the four levels was consistently *mon 1*, *mon 2* and *mon 3*. When it came to the Form 2 participants, 11 out of 13 participants, which means nearly all of the participants, pronounced this word incorrectly. This means that out of the 50 pronunciation errors made by the Form 2 learners, 33 of them, which means more than half the total amount of pronunciation errors, were due to the incorrect pronunciation of *mon*. The same situation was present as regards the Form 4 participants. All 12 participating learners, at this level, pronounced this word incorrectly. This means that out of a total of 54 nasal vowel pronunciation errors pronounced by the Form 4 participants, more than half were due to the incorrect production of *mon*. Sixth Form learners also encountered the same pronunciation difficulties. Out of a total of 36

³ The numbers that are marked in green underline those words which learners had the least pronunciation difficulties in and those marked in red underline those words which learners had the most pronunciation difficulties in.

nasal vowel errors by Sixth Form learners, 33 of these errors, which means nearly all the errors recorded, were due to the lack of mastery in the pronunciation of *mon*. University learners also faced pronunciation difficulties whilst reading the word *mon*. This word was incorrectly pronounced 4 times out of a total of 6 errors registered for all words. This means that the majority of errors were due to the incorrect pronunciation of *mon*.

The word which seemed to cause the least pronunciation problems to the majority of participants in general was the word *talisman*, in particular when it came to the Form 2 and the Form 4 learners. Form 2 learners incorrectly pronounced this word only 7 times out of a total of 50 pronunciation errors. The same goes for Form 4 learners who incorrectly pronounced *talisman* only 8 times out of a total of 54 recorded errors. Sixth Form learners and University learners found the least pronunciation difficulties in the pronunciation of *mon amante*. Out of a total of 36 errors, only one error was recorded from all the thirteen Sixth Form participants. None of the University participants pronounced *mon amante* and *mon 1* incorrectly.

Bar chart 2 below shows a comparison between the four different levels assessed. Each level is indicated by a particular colour as stated in the legend. The X-axis indicates the four words assessed. The Y-axis shows the number of times that each of these specific words were pronounced incorrectly.

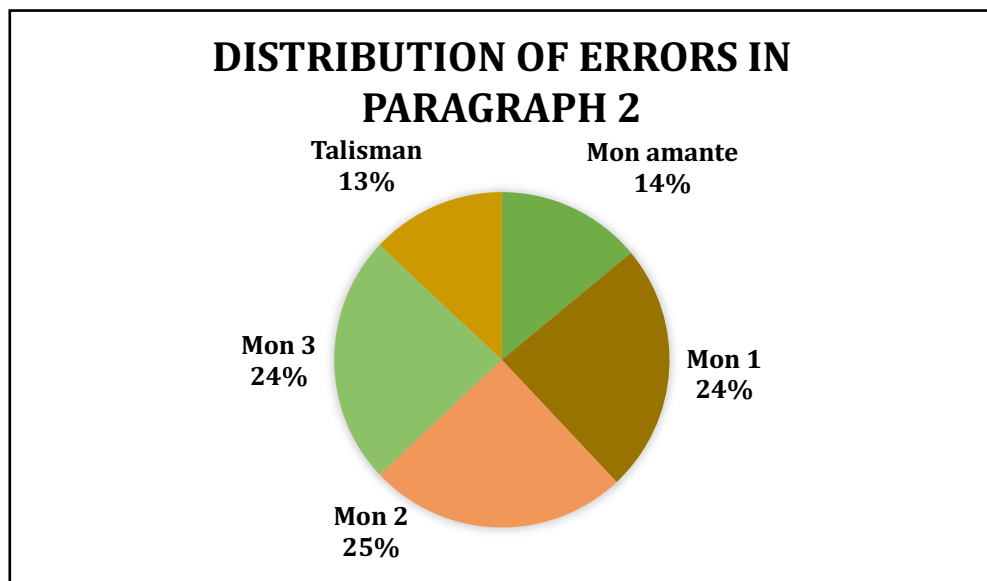


Bar chart 2: Frequency of pronunciation errors as recorded from paragraph 2

Bar chart 2 shows that the majority of pronunciation errors in paragraph 2 were recorded for participants from Form 2, Form 4 and Sixth Form levels. This is clearly shown by the blue, orange and grey bars which, when compared with the yellow bar, representing the results of the University participants, show a great difference in pronunciation acquisition. The yellow bar shows that University learners have better pronunciation techniques since two (*mon amante* and *mon*) out of the five words assessed were pronounced correctly by all six of them. Bar chart 2 also points out that when it came to the pronunciation of the words *mon 1*, *mon 2* and *mon 3*, Form 2, Form 4 and Sixth Form participants fared quite equally as there was no considerable difference in their pronunciation performance.

The pie chart below underlines the words which had the greatest and the least pronunciation difficulties. With 25% of the total errors recorded in paragraph 2, *mon 2* placed first as the word which created the greatest pronunciation difficulty. *Mon 1* and *Mon 3* came in second place, each with a total of 24% of the errors. The pronunciation of *talisman* and *mon amante*

proved to cause the least pronunciation difficulties with a percentage error of 13% and 14% respectively.



Pie Chart 4: Distribution of pronunciation errors in paragraph 2

7.4.3 Distribution of the frequency of nasal vowel pronunciation errors in paragraph 3

Participants were presented with a final, third paragraph which they were also asked to read. After all audio recordings were analysed, the final total number of pronunciation errors logged was that of 206. Table 39 shows the number of times participants from each level assessed incorrectly pronounced words containing nasal vowels.

Words containing nasal vowels	Form 2 Level	Form 4 Level	Sixth Form Level	University Level	Total errors in numbers	Total errors in percentages
Chien /ʃjẽ/	11	12	7	2	32	16%
Mien 1 /mjẽ/	11	12	5	2	30	15%
Mien 2 /mjẽ/	10	12	4	2	28	14%
Tien /tjẽ/	10	12	4	2	28	14%
Mien 3 /mjẽ/	10	11	3	2	26	13%

Comprends /kɔ̃pRɑ̃/	9	12	8	1	30	15%
Rien /rjɛ̃/	12	12	6	2	32	16%
Total Errors/level	73	83	37	13	206	100%

Table 39: Frequency of pronunciation errors as recorded from paragraph 3
4

From the table above, it can be determined that the words which caused the greatest pronunciation difficulties in paragraph 3 were *chien*, *mien 1*, *comprends* and *rien*. Participants pronounced *chien* and *rien* incorrectly 32 times each (32%) and they also pronounced *mien 1* and *comprends* incorrectly 30 times each (30%). This means that out of the total number of errors, 122 errors were due to the incorrect pronunciation of the above mentioned words. However, in general all the words assessed seemed to cause the same level of difficulty since all these seven words were pronounced incorrectly by all participants between 26-32 times.

When it came to the Form 2 participants, out of the 13 participating learners, 12 pronounced *rien* incorrectly. All Form 4 students pronounced *chien*, *mien 1*, *mien 2*, *tien*, *comprends* and *rien* incorrectly. This means that out of the total of 83 pronunciation errors made by Form 4 learners, 72 were because all of the participants found pronunciation difficulties in all of the above six mentioned words. The word which caused the greatest pronunciation difficulties to the Sixth Form participants was *comprends*. Out of the logged 37 errors, eight of these errors were due to the incorrect pronunciation of *comprends*. This means that more than half of the participating Sixth Form learners came across pronunciation difficulties. As for the six participating University learners, the words which caused the greatest pronunciation difficulties were *chien*, *mien 1*, *mien 2*, *tien*, *mien 3*

⁴ The numbers that are marked in green underline those words which learners had the least pronunciation difficulties in and those marked in red underline those words which learners had the most pronunciation difficulties in.

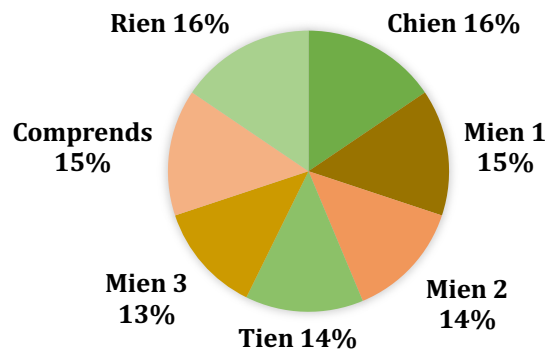
and *rien*. Two out of these six participants pronounced these words incorrectly.

The word which caused the least pronunciation difficulty to the Form 2 learners was *comprends*, when compared to the other assessed words. 9 out of 13 Form 2 participants pronounced this word incorrectly. However, at this level, all the assessed words in paragraph 3 caused more or less the same pronunciation difficulty. The same situation was present with the Form 4 learners. The majority of the participating learners found the same pronunciation difficulty in all the seven assessed words. *Mien 3* was the word, which when compared to the other words assessed, seemed to cause a slightly lesser pronunciation difficulty. In actual fact, eleven out of twelve participants pronounced *mien 3* incorrectly, which is a very high amount of pronunciation errors, but when compared with the pronunciation of the other words (which were all pronounced incorrectly) *mien 3* is the only word that caused a slightly lesser pronunciation difficulty. *Mien 3* was also the word which caused the least pronunciation difficulty to the Sixth Form participants. Out of the thirteen Sixth Form participating learners, only three learners pronounced this word incorrectly. Out of the six participating University learners, only one participant pronounced the word *comprends* incorrectly. This was the word which caused the least pronunciation difficulty.⁵

The pie chart below shows that the seven words assessed in paragraph 3 caused more or less the same pronunciation difficulty and they all show more or less the same percentage error ranging from 13% (pronunciation of *Mien 3*) to 16% (pronunciation of *chien*).

⁵ Refer to the data in Annex E for a complete corpus of the transcriptions of the three short paragraphs as read by all the participants.

DISTRIBUTION OF ERRORS IN PARAGRAPH 3



Pie Chart 5: Distribution of pronunciation errors in paragraph 3

7.4.4 The statistical significance of the second exercise- reading of three short paragraphs

As in Exercise 1, when it came to obtaining the statistical significance of the reading of three short paragraphs, the *IBM SPSS* statistical program was once again used. The Chi-Square test was used again to compare the percentage of correct and incorrect pronunciation of the nasal vowels in the three assessed paragraphs. This same test was carried out separately for each of the four levels this study is interested in. As mentioned in section 7.3.5, this particular test was chosen in order to assess the association between 2 categorical variables which specify whether pronunciation was correct or incorrect.

When analysing the statistical results obtained from the second exercise, it can be noticed that in all of the cases, the P-value is less than the 0.05 criterion. The null hypothesis is rejected and the alternative hypothesis is accepted. The alternative hypothesis specifies a significant difference between the two variables, being the correct and incorrect pronunciation of words containing nasal vowels. This therefore shows that participants significantly pronounced certain words more correctly or incorrectly than

others. Below are examples of the statistical results achieved in the scenarios in which the pronunciation of nasal vowels was more incorrect than correct.

Form 4- Paragraph 3

		Correct	Incorrect
Nasal vowels	chien	0	12
	mien 1	0	12
	mien 2	0	12
	tien	0	12
	mien 3	1	11
	comprends	0	12
	rien	0	12

Example 1: As seen in Table 39, there is a larger number of Form 4 participants pronouncing the nasal vowels in *chien*, *mien 1*, *mien 2*, *tien*, *mien 3*, *comprends* and *rien* incorrectly and a much smaller number of participants pronouncing *mien 3* correctly. None of the participants pronounced *chien*, *mien 1*, *mien 2*, *tien*, *comprends* and *rien* correctly. The difference between the numbers of correct and incorrect pronunciation occurrences is significant since the P-value 0.010 is less than the 0.05 level of significance; hence we can generalise that in this particular example, all seven assessed words were pronounced more incorrectly by the majority of the participants.

Sixth Form- Paragraph 2

		Correct	Incorrect
Nasal vowels	mon amante	12	1
	mon 1	1	12
	mon 2	2	11
	mon 3	3	10
	talisman	11	2

Example 2: As seen in Table 38, a larger number of Sixth Form participants pronounced the nasal vowels in *mon1*, *mon 2* and *mon 3* incorrectly and a larger number of participants pronounced *mon amante* and *talisman* correctly. A much smaller number of participants pronounced *mon 1*, *mon 2* and *mon 3* correctly and *mon amante* and *talisman* incorrectly. The difference between the numbers of correct and incorrect pronunciation occurrences is significant since the P-value 0.010 is less than the 0.05 level of significance, hence we can generalise that in this particular example, out of the five assessed words containing nasal vowels, three words were pronounced more incorrectly than others.

On the other hand, there were participants who performed better and the statistical results show that in certain scenarios, the pronunciation of nasal vowels was more correct than incorrect as seen in the example below.

		Correct	Incorrect
Nasal vowels	mon amante	6	0
	mon 1	6	0
	mon 2	4	2
	mon 3	4	2
	talisman	4	2

p=0.010

Example 3: As seen in Table 38, a larger number of University participants pronounced the nasal vowels in *mon amante*, *mon 1*, *mon 2*, *mon 3* and *talisman* correctly. A much smaller number of participants pronounced *mon 1*, *mon 2*, *mon 3* and *talisman* incorrectly. None of the participants pronounced *mon amante* and *mon 1* incorrectly. The difference between the numbers of correct and incorrect pronunciation occurrences is significant since the P-value 0.010 is less than the 0.05 level of significance hence, we can generalise that in this particular example, all the five words containing nasal vowels were pronounced more correctly than others by the majority of the participants.⁶

The statistical results obtained from the second exercise using the Chi-Square test, show that the majority of the participants encountered a number of pronunciation difficulties when it came to the pronunciation of the nasal vowels in the three paragraphs. Even though there were a few words containing nasal vowels whose pronunciation was correct by most of the participants, results proved that the pronunciation of the French nasal vowels does generally significantly result in pronunciation errors by Maltese learners of French.

⁶ Refer to the data in Annex E for the complete corpus of the statistical results of the three paragraphs.

7.4.5 A comparison of the distribution of frequency of nasal vowel errors per paragraph

In this section, attention is given to determining which French nasal vowel caused the greatest pronunciation difficulty for the 44 participants. In order to conduct a proper comparison between the three nasal vowels, the word *mon amante* /mɔ̃namãt/ (seen in paragraph 2) and *comprends* /kɔ̃pRã/ (seen in paragraph 3) will not be included in this comparison between the three nasal vowels since these words have two nasal vowels /ɔ̃/ and /ã/ and therefore cannot be classified under one nasal vowel or the other.

After analysing the distribution of the frequency of errors of each of the French nasal vowels, (as seen in 7.4.1, 7.4.2 and 7.4.3), the next step was to study these three nasal vowels together in order to determine which French nasal vowel caused the least and the greatest pronunciation difficulty to the Maltese learners in the reading of three short paragraphs.

The first step was to count the number of correct and incorrect pronunciation occurrences from each of the 44 readings of three short paragraphs. Table 40 below shows the distribution of the frequency of errors and correct productions in numbers.

French Nasal Vowel	/ɔ̃/		/ɛ̃/		/ã/	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Pronunciation occurrences	26	106	112	240	166	142

Table 40: Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers

The second step was to then transform the frequency of pronunciation errors and correctness of nasal vowels into percentages. The working

below shows the explanation of how the percentage of each of the nasal vowel's correct and incorrect pronunciation instances was calculated (see section 7.3.5 for the complete explanation of the mathematical method adopted to acquire a fair comparison).

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ã/	166	142	308
	166/308 X 100	142/308 X 100	
<i>in %</i>	53.9%	46.1%	<i>100%</i>

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ẽ/	112	240	352
	112/352 X 100	240/352 X 100	
<i>in %</i>	31.8%	68.2%	<i>100%</i>

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ĩ/	26	106	132
	26/132 X 100	106/132 X 100	
<i>in %</i>	19.7%	80.3%	<i>100%</i>

Table 41: Distribution of the frequency of errors and correct productions in percentages

In order to conclude which of the nasal vowels was pronounced correctly the most and incorrectly the most, and to have a fair comparison, all the percentages obtained (see Table 41) were proportionally rounded up to a common denominator, 100.

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	53.9%	53.9% / 300 X 100	18%
ẽ	31.8%	31.8% / 300 X 100	10.6%
õ	19.7%	19.7% / 300 X 100	6.6%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	46.1%	46.1% / 300 X 100	15.4%
ẽ	68.2%	68.2 % / 300 X 100	22.7%
õ	80.3%	80.3 % / 300 X 100	26.8%

Table 42: Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the reading of short paragraphs

The results show that out of the 792 instances the three nasal vowels were pronounced throughout the 44 readings of three short paragraphs, /õ/ is the nasal vowel which proved to be the most incorrectly pronounced by the 44 participants with a percentage of 26.8%. Another observation was that /ã/ proved to be the French nasal vowel which created the least pronunciation problem with a percentage of 18%.⁷

⁷ The percentage marked in red shows the nasal vowel which learners had the most pronunciation difficulties in. The percentage marked in green shows the nasal vowel which learners had the least pronunciation difficulties in.

7.5 The pronunciation of French nasal vowels in the third exercise-participating in a spontaneous conversation

For the third and final exercise, the 44 participants were asked to participate individually in a spontaneous conversation. The topic of this spontaneous conversation was about their hobbies and what they like doing in their free time. This conversation took place between the participants and the researcher/interviewer. The researcher prepared a set of ten prompting questions. Younger participants (Form 2 and Form 4 learners) were not expected to answer all of the ten questions due to their lack of experience in the language (vocabulary, utterance construction...). All the conversations were audio-recorded and later transcribed. After all the transcriptions were completed, the analysis of the results obtained from this exercise could take place.

Therefore, the first step of this part of the analysis was to underline all the words containing the French nasal vowels from the 44 conversations transcribed.¹ A total of 666 words containing nasal vowels were recorded. A simple table was then created for each of the participants. The first column of this table represents the alphabetical spelling of the words containing the nasal vowel, the second column represents the IPA standard transcription of that particular word and the third column represents the spelling of the pronunciation heard, meaning the transcription of how the word was pronounced by the participants. In the scenarios in which the pronunciation was incorrect, the spelling of that incorrectly pronounced word was marked in bold (as seen in Table 43). When the word was not marked in bold, that means that the word was pronounced correctly (as seen in Table 44).²

¹ *All the transcribed conversations of the 44 participants can be found in Annex E.*

² *The tables showing the results obtained from Exercise 3 for each of the 44 participants can be found in Annex E.*

Tables 43 and 44 below are examples of the tables created for each of the 44 participants.

Student 2.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	/mõ/	[mon]
passe-temps	/pastã/	[pastemp]
passe-temps	/pastã/	[pastemp]

Table 43: Nasal vowel pronunciation performance by a participating Form 2 student

Student 7.1		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
donc	/dõk/	[dõk]
chanter	/ʃãte/	[ʃãte]
donc	/dõk/	[dõk]
bon	/bõ/	[bõ]

Table 44: Nasal vowel pronunciation performance by a participating University student

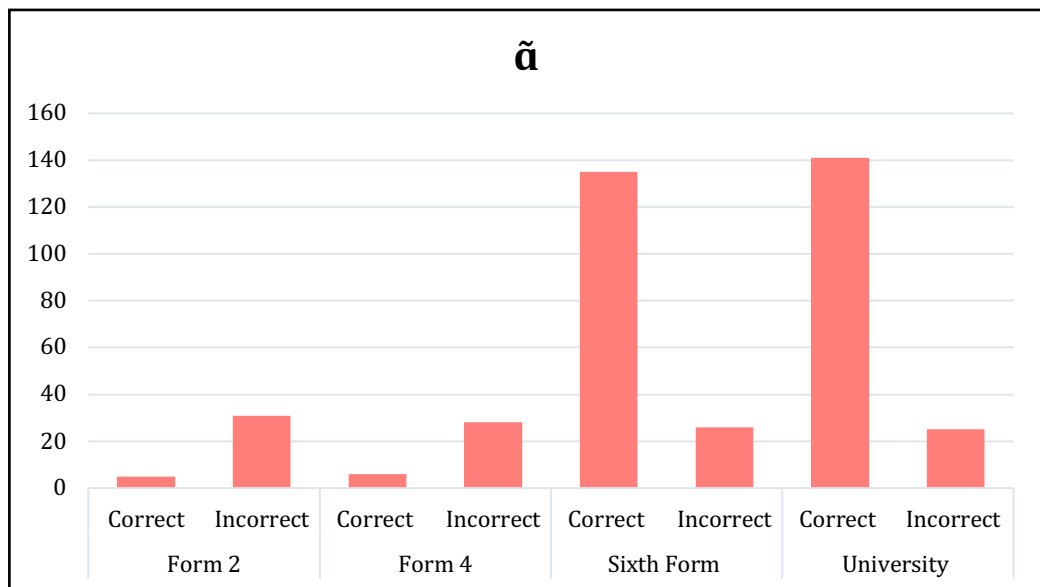
7.5.1 Distribution of the frequency of errors of the French nasal vowel /ã/

After all the words containing French nasal vowels were marked, the next step was to divide these words into groups according to the nasal vowel these words had, either the /ã/ or the /õ/ or the /ẽ/. A total of 397 words pronounced during the spontaneous conversation of all the participants contained the nasal vowel /ã/.

ã							
Form 2		Form 4		Sixth Form		University	
36 words		34 words		161 words		166 words	
Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
5	31	6	28	135	26	141	25

Table 45: The distribution of errors of the nasal vowel /ã/

Table 45 shows that University learners used words containing the nasal vowel /ã/ the most (166 words) whilst the Form 4 participants used words containing the nasal vowel /ã/ the least (34 words). Table 45 also shows that the Form 2 participants were those who pronounced the nasal vowel /ã/ the least correctly. Out of a total of 36 words used containing the nasal vowel /ã/, the Form 2 participants correctly pronounced words having this vowel for only five times. University learners, on the other hand, were those participants who pronounced words containing /ã/ most correctly. At this level, out of a total of the 166 words used containing /ã/, 141 words were pronounced correctly whilst only 25 words were pronounced incorrectly. Sixth Form learners also seemed to master the pronunciation of this nasal vowel, as out of a total of 161 words used, they pronounced the /ã/ correctly for 135 times and incorrectly for only 26 times.



Bar chart 3: Distribution of errors of the nasal vowel /ã/

Bar chart 3 shows that in general this nasal vowel was pronounced more correctly than not. In fact, out of the 397 times /ã/ was used, participants pronounced /ã/ correctly for 287 times and incorrectly for 110. This therefore concludes that the pronunciation of /ã/ was mastered by the

majority of the participants, once learners reached a more advanced stage of their learning of French.

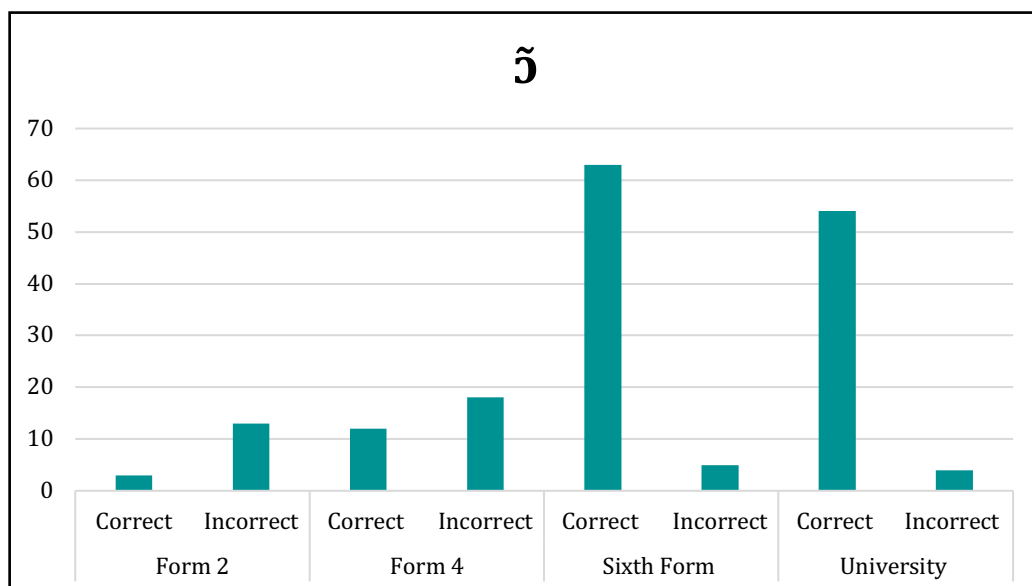
7.5.2 Distribution of the frequency of errors of the French nasal vowel / $\tilde{\text{o}}$ /

When it came to the pronunciation of the nasal vowel / $\tilde{\text{o}}$ /, the 44 participants pronounced words containing this nasal vowel for a total of 172 times.

$\tilde{\text{o}}$							
Form 2		Form 4		Sixth Form		University	
16 words		30 words		68 words		58 words	
Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
3	13	12	18	63	5	54	4

Table 46: The distribution of errors of the nasal vowel / $\tilde{\text{o}}$ /

Table 46 above shows that from all the 44 participants, Sixth Form learners were those participants who used words containing the nasal vowel / $\tilde{\text{o}}$ / the most with a total of 68 words. On the other hand, Form 2 learners used / $\tilde{\text{o}}$ / the least since they only pronounced words containing / $\tilde{\text{o}}$ / 16 times. Table 46 also shows that the Form 2 participants were those who pronounced the nasal vowel / $\tilde{\text{o}}$ / correctly the least. Out of the total 16 times this vowel was used by these learners, they pronounced words containing the nasal vowel / $\tilde{\text{o}}$ / correctly only 3 times. Contrary to these results, Sixth Form learners seemed to master the pronunciation of this nasal vowel. This is because out of the 68 times this vowel was used by them, Sixth Form participants pronounced / $\tilde{\text{o}}$ / correctly 63 times. University learners also performed as well as Sixth Form participants when it came to the pronunciation of / $\tilde{\text{o}}$. Out of a total 58 times this vowel was pronounced by them, it was pronounced correctly 54 times and incorrectly only 4 times.



Bar chart 4: Distribution of errors of the nasal vowel /ɔ̃/

This bar chart shows that when it comes to the pronunciation of /ɔ̃/, the majority of the participants proved to have gradually mastered the pronunciation of this vowel since out of the 172 times this vowel appeared throughout the 44 conversations, words containing /ɔ̃/ were pronounced correctly 132 times. This therefore illustrates that the pronunciation of /ɔ̃/ was mastered by the majority of the participants, especially Sixth Form and University learners.

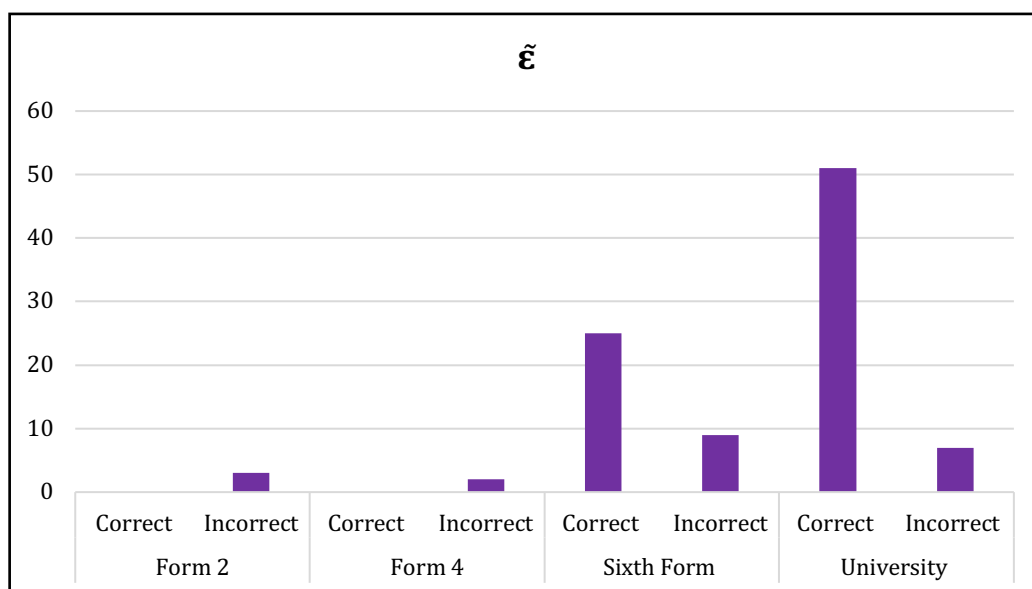
7.5.3 Distribution of the frequency of errors of the French nasal vowel /ɛ̃/

The French nasal vowel /ɛ̃/ appeared 97 times throughout the 44 conversations. When it came to analysing the distribution of the frequency of errors of the nasal vowel /ɛ̃/, only 21 errors out of the total 97 instances were recorded.

ɛ̃							
Form 2		Form 4		Sixth Form		University	
3 words		2 words		34 words		58 words	
Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
0	3	0	2	25	9	51	7

Table 47: Distribution of errors of the nasal vowel /ɛ̃/

Table 47 above shows that both the Form 2 and Form 4 groups of learners seemed to encounter difficulties when it came to pronouncing words containing the /ẽ/ since none of the learners pronounced this nasal vowel correctly. Also, both these levels (Form 2 and Form 4) were the levels that used words containing /ẽ/ the least. Words containing the nasal vowel /ẽ/ appeared only 3 times within the Form 2 conversations and twice within the Form 4 conversations, and in all these instances, it was pronounced incorrectly. On the other hand, University learners showed that they have a better mastery of the pronunciation of this nasal vowel. University learners, when compared to the other levels assessed, used words containing /ẽ/ the most with a total of 58 times. Out of those 58 times used, this vowel was pronounced correctly for 51 times and incorrectly for only 7 times. In the Sixth Formers' conversations, /ẽ/ appeared for 34 times, with /ẽ/ being pronounced correctly 25 times.



Bar chart 5: Distribution of errors of the nasal vowel /ẽ/

Bar chart 5 shows that, in general, most participants pronounced /ẽ/ more correctly as out of the 97 times this nasal vowel was used throughout the 44 conversations, /ẽ/ was pronounced correctly 76 times. This therefore suggests that the pronunciation of /ẽ/ was mastered mainly by the Sixth Form and the University learners.

7.5.4 Distribution of the frequency of errors and correctness of the three French nasal vowels

After analysing the distribution of the frequency of errors and the correctness of each of the three French nasal vowels individually, (as seen in 7.5.1, 7.5.2 and 7.5.3) the next step is to study these three nasal vowels together in order to determine which French nasal vowel caused the least and the greatest pronunciation difficulty to the Maltese learners in spontaneous conversations. In order to have a fair comparison of the correct and the incorrect pronunciation of the French nasal vowels and in order to conclude which nasal vowel had the highest and the lowest distribution of errors, an *Excel spreadsheet* was used. This allowed the researcher to proportionally round up the all the pronunciation occurrences of the three nasal vowels to a common denominator, 100.

The first step was to count the number of correct and incorrect pronunciation occurrences from each of the 44 transcribed spontaneous conversations. Table 48 below shows the distribution of the frequency of errors and correct productions in numbers.

French Nasal Vowel	/ɔ̃/		/ɛ̃/		/ɑ̃/	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
Pronunciation occurrences	132	40	76	21	287	110

Table 48: Distribution of the frequency of pronunciation errors and correctness of the French nasal vowels in numbers

The next step was to transform the frequency of pronunciation errors and correctness of the nasal vowels into percentages. This was done in order to obtain a common denominator (100) of all the pronunciation occurrences. The working below shows the explanation of how the percentage of each of the nasal vowel's correct and incorrect pronunciation instances was

calculated (See section 7.3.4 for the complete explanation of the mathematical method adopted to acquire a fair comparison).

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ã/	287	110	397
	287/397 X 100	110/397 X 100	
<i>in %</i>	72.3%	27.7%	100%

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ẽ/	76	21	97
	76/97 X 100	21/97 X 100	
<i>in %</i>	78.4%	21.6%	100%

Nasal Vowel	Correct pronunciation	Incorrect pronunciation	Total pronunciation occurrences
/ĩ/	132	40	172
	132/172 X 100	40/172 X 100	
<i>in %</i>	76.7%	23.4%	100%

Table 49: Distribution of the frequency of errors and correct productions in percentages

In order to conclude which of the nasal vowels was pronounced correctly and incorrectly the most, all the percentages obtained (as seen in Table 49) were proportionately calculated to a 100%.

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	72.3%	72.3% / 300 X 100	24.1%
ẽ	78.4%	78.4% / 300 X 100	26.1%
õ	76.7%	76.7% / 300 X 100	25.6%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	27.7%	27.7% / 300 X 100	9.2%
ẽ	21.6%	21.6 % / 300 X 100	7.2%
õ	23.4%	23.4 % / 300 X 100	7.8%

Table 50: Percentage of errors and correct productions of the pronunciation of the French nasal vowels in the spontaneous conversations

Table 50 shows that out of the 666 instances these three nasal vowels were pronounced throughout the 44 conversations, /ẽ/ is the French nasal vowel which proved to be the most correctly pronounced by the 44 participants, with a percentage of 26.1%. It was also observed that /ã/ was the nasal vowel which, when compared to the pronunciation of the other two nasal vowels, showed to be the nasal vowel that caused the greatest pronunciation difficulty (9.2%). These results show that there were more instances in which participants pronounced the French nasal vowels correctly, rather than incorrectly. When comparing the percentages together, it can be concluded that the percentages of the correctly pronounced nasal vowels is greater (24.1%, 26.1% and 25.6%) whilst the percentages of the incorrectly pronounced nasal vowels is less (9.2%, 7.2% and 7.8%).

7.5.5 Conclusion

The three exercises in which all the learners participated, acted as research tools on which part of this study is based. These exercises helped obtain detailed information about French nasal vowel pronunciation techniques, by Maltese learners of French at different progress levels of their language learning process.

7.6 Analysis of the teachers' interviews

7.6.1 Introduction

Teachers from each of the four different levels taking part in this study were asked to participate in an audio-recorded semi-structured interview that concerned the spoken competence and the teaching of pronunciation during French lessons. The aim of these semi-structured interviews was to explore the teachers' perspectives with regard to the formal teaching of pronunciation techniques in the FFL classroom, the pronunciation teaching methods used in class and also to understand the challenges that educators may encounter whilst teaching pronunciation to their learners. Table 51 below presents the professional profile of the five participants:

Name given	Gender	Age bracket	Years of experience	Levels taught
Teacher A	Female	25-30	4	Form 2
Teacher B	Female	35-40	15	Form 1,2,3
Teacher C	Female	45-50	15	Form 2,4 and Sixth Form
Teacher D	Female	35-40	18	Form 1,3,4
Teacher E	Female	40-45	22	Sixth Form + University level

Table 51: The five teachers who participated in the audio-recorded interview

Figure 4 below presents the four principal themes and the sub-themes that emerged from the audio-recorded interviews with the teachers.

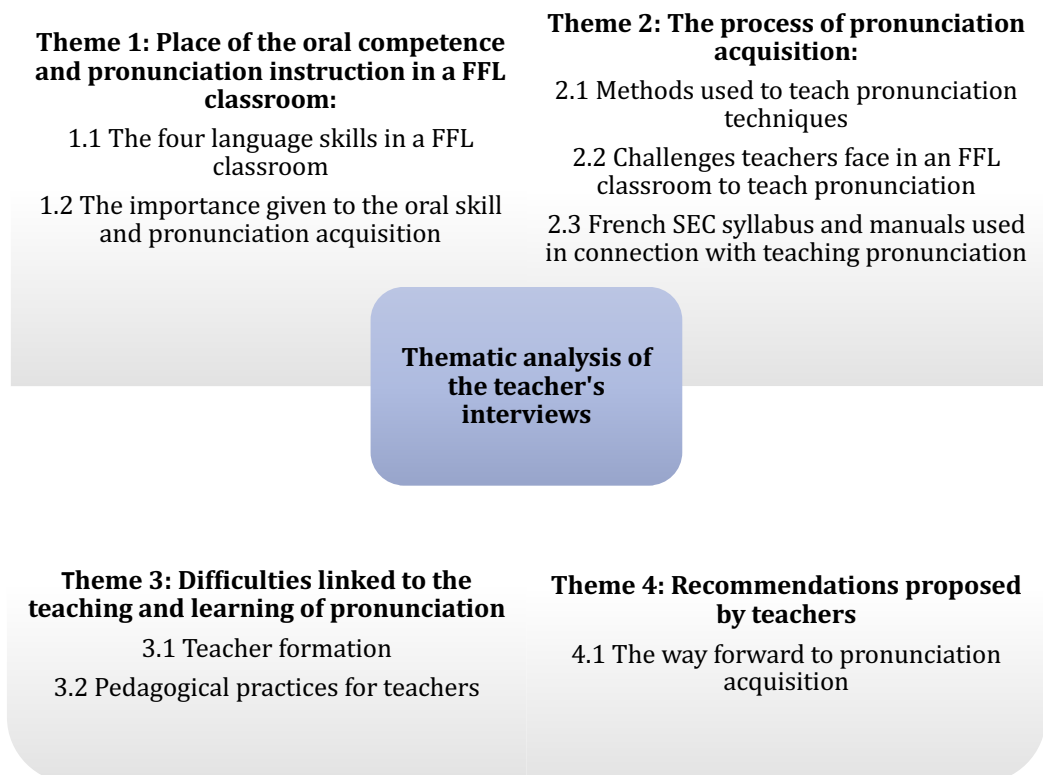


Figure 4: The principal themes and sub-themes that emerged from the audio-recorded interviews

7.6.2 Place of the oral competence and pronunciation instruction in a FFL classroom

7.6.2.1 The four language skills in a FFL classroom

With regard to the four language skills (speaking, reading, writing and listening) in a FFL classroom, the five teachers interviewed agreed that all four competences are essential and it is only if all the four skills are achieved that the learner can obtain a true understanding and mastery of the language. The extracts below are taken from the teacher interviews and clearly show their opinions about the importance of all the language skills.

Teacher A

The same level of importance should be given to all the language skills if we really want our students to truly grasp the language.

Teacher B

However, as a language teacher I strongly believe that all the four language skills are important and should be covered equally.

Teacher C

However, it is important to say that I still believe that all the four language skills must be taught and given the same importance. Like that the student will be experiencing the language in its totality.

Teacher D

To be honest, if I really had this possibility I would give the same equal importance to all the four language skills. You cannot say you know a language without being able to communicate or without being able to write a little text.

Teacher E

All the language skills must be given the same weighting. There shouldn't be a skill that is left behind or a skill that is given utmost importance.

The teachers stressed that all the skills should be given equal importance and weighting in the syllabus. In fact, teacher A, C and D said that if all the language skills aren't given equal importance, the students cannot truly say that they grasped the language in its entirety.

7.6.2.2 The importance given to the oral skill and pronunciation acquisition

When it comes to the importance of the oral skill and pronunciation acquisition in FFL lessons, the extracts below show different opinions and views from one teacher to another. Two out of five teachers said that they do teach pronunciation formally. Three out of five teachers said that they do not teach pronunciation formally due to time constraints.

Teacher C and E agreed that teaching pronunciation formally is considered as an important part of their lesson. Teacher C also said that she dedicates around 10% of each lesson or even more to activities which will help develop the students' pronunciation techniques. She also mentioned the importance she gives to intonation during role play or any type of speaking activities held in class.

Teacher C
Yes, I have a number of different strategies ...

Teacher E said that she teaches pronunciation by incorporating this teaching within other lessons, yet priority to the spoken skill is not given.

Teacher E
Yes, but it is incorporated within other lessons, that is, I don't dedicate a whole lesson to pronunciation...

As seen in the extracts below, similarly to teacher E, teacher A and D said that they do not teach pronunciation formally due to time constraints, yet they do incorporate some pronunciation techniques during the lesson.

Teacher A

No, I don't do a whole lesson on pronunciation, but I do dedicate parts of the lesson to the teaching of pronunciation.

Teacher D

I don't do formal pronunciation lessons because we don't have the time. What I do is that during the lesson, when I'm teaching something else, if there are particular words that I want them to know how to pronounce I write them down in the square brackets.
--

All these extracts clearly highlight that even though teachers show the desire to teach pronunciation skills and theoretically give importance to the oral skill, they do not manage to give this skill the attention it needs and focus more on the other language skills.

7.7 The process of pronunciation acquisition

7.7.1 Methods used to teach pronunciation techniques

When asked about what methods are used to teach pronunciation techniques, four out of five teachers shared some of their teaching methods. Both teacher D and E said that they simply write that specific word using the phonetic alphabet and give more examples of the same type of word with the same sound allowing students to practise similar sounding words over and over again.

Teacher D

No, just as I said before, I do not read minimal pairs or songs, I simply write down how the word should be said using the phonetic alphabet and maybe giving examples of the same type of word and how it should be pronounced.
--

Teacher E
As a point of departure I prefer to start off from words that they know, so for example, let's take the word <i>beau</i> . You take the sound <i>beau</i> and then you start increasing the sentence or even changing the word that is from <i>beau</i> you make <i>chateau</i> , you make <i>chapeau</i> and then you put them in sentences like, <i>le chapeau est beau</i> . You keep increasing the element in the sentence so that the sound is practised more and more.

Similarly, teacher C focuses on particular sounds and then gives them a dictation that focuses on words that have the same sound.

Teacher C
Normally in an exam, the dictation is unseen or in an actual test, but this particular dictation is one where they study the text in advance and I focus on those particular sounds through games etc. Then when they come to class and I read out the text to them, the words are familiar. I change some of the sentences around a little bit so it's not completely by memory, but by then I would have given them suggestions on how to decipher those words.

Two out of five teachers said that they teach pronunciation in indirect ways. They mentioned the use of videos and role plays. Teacher B said that she uses videos in which native speakers are involved to allow learners to listen to the proper pronunciation of the target language.

Teacher B
Even though I don't dedicate an entire lesson on pronunciation I emphasise pronunciation more often through videos.

Teacher A prefers to use role plays because in this way the students are allowed time talk in French. She also added that she asks them questions and expects answers in French. She allows them enough time to answer

back, and after hearing them, evaluates what she would have heard and corrects them if necessary and encourages them to correct each other's mistakes.

Teacher A

I ask them questions and expect an answer in French. I listen to their answer and then, after hearing them speak I evaluate what I would have heard and correct if need be. I also like including role plays in lessons and this gives them time to talk in French. I encourage them to correct each other's mistakes. I therefore tackle pronunciation in an indirect way.

Teacher C prepares her students individually for the role-play, and after preparation, students present their role play in front of the class.

Teacher C

I tell them to underline words, even in the <i>jeu de role</i> , I go next to them to help them to pronounce properly so that before they present their role play in front of the class, they will know how they are supposed to pronounce the words.

Like teacher A and B, teacher C also likes to use video-clips that are subtitled in French so in that way all the learners can follow.

Teacher C

I like to show them also, occasionally some video-clips that are subtitled in French so that they can see the words go along.

Teacher C also added that another way in which she helps her students acquire pronunciation techniques is by using websites such as *News in slow French*. She explains that by using this teaching tool, students listen to

French native speakers read the news and in this way they are listening and indirectly remembering the pronunciation of certain sounds.

Teacher C

Also, one last thing, is that I had discovered this website called *News in slow French*. It's literally some French speaking people, reading out the news very slowly which give the students the opportunity to read the text and there are some words highlighted or hyper-texted in red, that are difficult so that when they go on it, they have the English word. I ask them to practise it at home mainly, so that they listen to the French speakers and they listen to the text and in the meantime, hopefully, it helps them to remember the sounds (...)

Similar to teacher A and B, teacher C likes to make use of games which help encourage her students understand better the pronunciation of that specific word. She mentioned games such as *Pyramide* and *Autour du monde*. Both these games focus on the pronunciation of words through repetition.

Teacher C

Generally, I use games such as *pyramide*. I have this particular game that helps me to encourage the students to pronounce certain sounds especially the 'a' of '*pendant*', a word that is mis-pronounced very frequently. First I explain how the sound should be pronounced and then we take turns going through the class and everybody has a chance to read the words that are in the form of a list, like a pyramid, from the bottom upwards. Whenever they make a mistake in one of the words, we move to the next person. Also, we play games like *Autour du monde*, where I tell them a number in English and they have to say it in French and I also focus on the pronunciation of the numbers.

7.7.2 Challenges teachers face in a FFL classroom

Teachers were asked to comment about the challenges that they face on a day to day basis in their classroom especially when it comes to pronunciation acquisition. The teachers' comments were not optimistic and it was observed that the main challenge that FFL teachers face is linked with the French SEC syllabus and the amount of topics that must be covered by the end of the secondary years.

In fact, teachers A, B and D seem convinced when saying that since the syllabus focuses mostly on the writing skills and grammar acquisition it is impossible to dedicate entire lessons to pronunciation and therefore tend to focus more on what is mentioned in the syllabus.

Teacher A

I don't dedicate a whole lesson to teaching pronunciation due to the constraints of the syllabus. The syllabus tends to focus more on grammatical rules and writing tasks. It's quite impossible to dedicate so much time to teaching pronunciation...
--

Teacher D

The main reason is due to lack of time. It is not in the syllabus so when you are pressed with time you tend to leave out those things that are not in the syllabus.
--

Teacher B mentioned that another challenge that she faces is because she only has three French lessons per week and because of this there is not enough time to dedicate a whole lesson to teaching pronunciation techniques.

Teacher B

The main culprit is obviously the syllabus. With six topics in a year it is impossible to dedicate an entire lesson to pronunciation giving that we have only three lessons per week. As a teacher I must follow the syllabus and in the syllabus, unfortunately the oral skill and pronunciation acquisition is barely mentioned. I must therefore dedicate most of my lessons to cover properly what is mentioned constantly in the syllabus, that is writing.
--

One out of five teachers stated that she does teach pronunciation formally. However, the main challenge she faces is that there is so much material to cover in so little time and she wishes that the emphasis wasn't so much on the written skill.

Teacher D

I do try to teach pronunciation formally. Yes, I wish that the emphasis wasn't so much on the written. Unfortunately, we have too much to teach with regard to grammar and all other areas of writing. So yes, definitely, I would wish to have more time.
--

When asked whether or not they wish to have more time to teach pronunciation techniques formally, teachers A, B, C and D agreed that they all wish they would have more time. Teacher A suggested having language labs to help with this teaching.

Teacher A

Of course, for example having a language lab would be ideal.
--

Teacher B

Yes, that would be great and I would love it since I believe that pronunciation is very very important in the teaching of a foreign language.

Teacher E said that she doesn't teach pronunciation formally since it is not part of the coursework she needs to cover. Another teacher is responsible for the teaching of *La Pratique de l'Oral* (Spoken French). She also said that even though she is not responsible for teaching pronunciation, whenever a problem emerges that is related to pronunciation she tries to tackle it. The main challenge she comes across is that she has to act in conjunction with teachers who do not consider pronunciation acquisition as important and therefore these teachers don't share the same goals.

Teacher E

This is because the lesson dedicated to <i>La Pratique de l'Oral</i> is not mine to teach, so there is another lecturer who teaches this aspect. Unfortunately, some teachers also believe that it is not important and this makes it difficult for us to work together and reach the same target. However, for me this is not the case. I think it is important so whenever a particular difficulty crops up we try to tackle it.
--

Unlike the other four teachers, she stated that she doesn't wish to have more time to teach pronunciation techniques as she believes that otherwise the lesson will become tiresome for the students.

Teacher E

No not really because I think that a whole lesson on pronunciation would become boring.

7.7.3 French SEC syllabus and textbooks used

Teachers were asked if the textbooks they use have a specific section dedicated to pronunciation techniques and audio and phonetic sections and whether or not they use them in class. Divergent views were observed in relation to the textbooks used and whether or not they are beneficial to the students' pronunciation improvement. A positive response was noted in three out of five teachers who said that the textbooks they use do have this type of section.

Teacher A
Yes, most units have tasks dedicated to pronunciation. This section is generally at the end of each topic.

Teacher C added that even though the textbooks she uses do have sections dedicated to pronunciation techniques, she prefers to use her own pronunciation teaching methods. Similarly, teacher E, who teaches in a post-secondary school, also said that she finds her own material about pronunciation and phonetic acquisition to use in class.

Teacher E
Here we don't have a <i>méthode</i> so it is up to us to find the material to use in class. No, we don't use any CD's because we don't have the <i>méthode</i> .

Teacher A is pleased with the textbook they use at school and said that with the help of this textbook, she feels that an improvement in pronunciation is possible.

Teacher A
Yes, the <i>méthode</i> came with a CD. We changed the books this year and the new books we are now using will definitely help better this situation.

Like teacher A, teacher C also said that they are in the process of changing the textbooks used in class. The textbook they used before did have audio and phonetic sections however not all the books came with a CD. The textbook they started using now is accompanied with a CD for both teachers and students.

Teacher C

Yes, it does however we don't have the CDs of all the books from <i>Le Kiosque</i> but now we are going to switch our <i>méthode</i> and we're going to start using <i>Pixel</i> . We started using it this year from Form 1 and that one luckily has the CD even for the students, so that's really good.
--

However, on a more negative note, teacher D said the textbook that she uses at school doesn't have sections dedicated to pronunciation techniques but only a small reference every now and then.

Teacher D

No, not really, there is a small reference every now and then but not in every chapter.

Two out of five teachers said that they do use the pronunciation sections because these sections are accompanied by CD's which they also use during their lessons. Teacher D said that she uses the CD's to make her students listen to the dialogues, yet the pronunciation exercises at the end of each topic are not listened to in class.

Teacher D

The <i>méthode</i> does come with a CD and I use them, and we listen to the dialogues mainly. I don't use the CD that accompanies the manual to listen to the pronunciation exercises. We do not really have enough time.

Teacher B also agreed with this by saying that even though there is a small section on pronunciation techniques and phonetics and even though a CD accompanies the textbook, she rarely finds time to go over this section in detail due to time constraints.

Teacher B

Yes, there is a pronunciation and phonetic section and the CD we have also has these phonetic exercises but to tell you the truth I don't use them because of the lack of time.

Four out of five teachers agreed that the only way to improve this situation and focus more on the audio and phonetic sections is if changes in the French syllabus were to take place. After analysing their responses, a defeatist tone was noted vis-à-vis the problem the vast syllabus causes. Teacher A expressed that the problem she faces is that the oral skill always takes the back seat. She also adds that even the oral skill requires a lot of time to be covered properly, but because of the grammar-centred syllabus, this is not possible.

Teacher A

The problem is that we have too much grammar topics to cover, for example in Form 5, the grammar section is widespread. In fact, the difference between the Form 5 level and the Sixth Form level is not too big. By Form 5 they would have covered all the tenses. I think that the syllabus should be more focused.

In a similar manner, teacher D also expressed quite a negative opinion about the syllabus and about the way the timetable in the school she teaches in is set, since she only has three French lessons a week. She said that when the school offered four lessons of French per week, pronunciation and phonetics were covered.

Teacher D

At present, apart from the overloaded syllabus we have to cover, the main problem is that we don't have enough lessons because we have only three lessons when we should have four.

Teachers B and C share the same view when saying that if they had to change something in the syllabus it would be decreasing the amount of topics covered in a year, the amount of time spent on writing skills and giving more time to dedicate to teaching pronunciation and phonetics.

Teacher B

I would decrease the amount of topics we have to cover each year. This will give us more time to dedicate to teach pronunciation exercises because it is very important that we do so.

Teacher C

If I had the opportunity, I would, again, as I mentioned before, reduce the amount of time spent on the writing skills and dedicate more time to oral and listening exercises maybe role play etc. and I think we are moving that way thanks to the suggestions being given.

Teacher C was a little more positive by saying that she does notice improvement and noticed more importance given to the oral skill throughout the years. Teacher E also had a positive attitude towards the syllabus and said that at post-secondary level, they do focus on phonetic teaching.

Teacher E

I wouldn't change anything because at Advanced and at Intermediate level they have reading and so phonetics and the oral competence is considered as important in the same way as the other language skills are.

Teacher X, who teaches at post-secondary level, didn't want to participate formally in this interview, however she gave me some information over the phone. She said that after 40 years of teaching she has noticed a decrease in student motivation and interest in the language and moreover, that there is less interest in learning pronunciation. She also said that she doesn't teach pronunciation formally and she focuses the majority of her lessons on grammar and literature since these are mostly assessed in the A-Levels. She also added that she doesn't teach pronunciation formally since there is not enough time and because she herself considers teaching pronunciation as not that important when compared to the other sections of the exam. She concluded that she doesn't feel comfortable teaching pronunciation because she admitted that she has an English accent and doesn't feel that good in pronouncing French.

7.8 Difficulties linked to the teaching and learning of pronunciation

7.8.1 Teacher formation

All five teachers said that they did receive training of phonetics and French phonology whilst studying at the University of Malta. Teacher B added that even though she attended whole credits about phonetics and French phonology, she noted that when she started her teaching career, this type of training was no longer provided. She also said that this training, till now was also never included in in-service courses which teachers have every now and then.

Teacher B
However, when we started teaching, this type of training was no longer done. For example, during in-service courses, such topics, till now were never included.

These five teachers were also asked if they practised French phonology themselves during the lectures at the University of Malta. Four out of five

teachers confirmed that they did practise French phonology during linguistics lectures and teacher E even mentioned that she continued to practise French phonology and she also had the opportunity to go study abroad.

Teacher E

Yes, during linguistic lessons but also when we used to go abroad for the continuous development or for the <i>bourse</i> . This helped me practise French phonology with the French people themselves.

On a more negative note, teacher A said that she doesn't recall practising French phonology during lectures.

Teacher A

No, I don't think we had language labs. No, we didn't have sessions. No I don't think so.

7.8.2 Pedagogical practices for teachers

All five teachers are of the opinion that the training they received at the University of Malta did help them improve their pronunciation.

Teacher A

At University level we were expected to do presentations so we had to improve our pronunciation and show more interest, more practice and expose ourselves to the language more.
--

Teacher C added that in order to continue improving she felt the need that throughout the years she must continue exposing herself to the language by watching programmes and news. She also added that to continue practising she also lived in French speaking countries which continued to help her improve her pronunciation.

Teacher C

Yes, definitely, it was a very important start. However, I also, throughout the years, I have continued to keep up with my French by listening to the news, by watching programs and also I had the experience to live abroad in French speaking countries and this helped me improve.
--

Teacher E expresses quite a negative view about her pronunciation training. She attended phonology lectures and had the opportunity to practise, however she admitted that this training was done in a strict manner.

These teachers were also asked whether the training they received on pronunciation helped them motivate and also improve their students' pronunciation. All the teachers agreed that their own personal training on pronunciation was beneficial and as teachers of French, they feel comfortable and confident in guiding their students to achieve pronunciation skills.

Teacher D

Yes, I believe so because we used to have credits on phonetics and pronunciation so we learned how to pronounce the combination of certain vowels, you know so this will always help as it gave me the techniques of how to teach them to the students.

On the same positive note, teacher C said that she feels that her training also helped her become more motivated and she uses this motivation to find new strategies in the hope of improving her students' pronunciation skills.

Teacher C

Definitely. That was a big component in my training that also helped me to be motivated to find new strategies to help them improve.
--

Teacher E added that the training she received was essential because it helped her become aware of her own mistakes. Being aware of her own difficulties, she can understand the problems her students might face when speaking in French.

7.8.3 The way forward to pronunciation acquisition

All five teachers showed positive interest in having continuous professional development to continue to help them improve their own spoken French and pronunciation. Teachers A and C view this type of development as an opportunity to meet with other teachers, engage in conversations, share resources and this will also help them practise spoken French and pronunciation.

Teacher A

Why not, I think that this would be beneficial and help us keep in touch. This will surely help and like this we can meet with other teachers and share resources. This will definitely help.

Teacher E mentioned the importance of meeting with French natives from time to time. She also added that teachers should take the initiative to listen to French, for example via YouTube to continue to improve their own pronunciation.

Teacher E

It could be of help but if it's not a continuous professional development session it could also be meeting French natives from time to time. That would really help. I have a friend colleague who is a French native so
--

that is an asset. We can also take our own initiative and listen to short conversations on YouTube for example. This might help in our pronunciation.

Teacher D also added that such continuous development should be done in small groups in order to be more fruitful.

7.9 Conclusion

After conducting these semi-structured interviews, what can clearly be concluded is that all the teachers interviewed showed a positive reaction towards the formal teaching of French pronunciation in their classrooms and that they also don't object to the idea of a continuous professional development in this area for self-growth as a teacher. This mentality is important when devising a way forward for the improvement of French pronunciation in FFL classrooms.

Apart from these semi-structured interviews, other tools were used in order to obtain information which sheds light on the difficulties encountered by learners when it comes to pronunciation acquisition of French nasal vowels. The results obtained shall be discussed in the following chapter.

PART III

EVALUATING

THE PRONUNCIATION OF

THE FRENCH NASAL VOWELS IN

MALTESE LEARNERS

OF FRENCH

Chapter 8

Interpretation and discussion of results

8.1 Introduction

The primary aim of this research was to first and foremost analyse and interpret nasal vowel pronunciation errors present within the performance of Maltese learners of French at Secondary, Sixth Form and University level. This research was also interested in discussing the opinions and difficulties teachers of French face when it comes to teaching the pronunciation of nasal vowels to Maltese learners. This chapter will interpret the results obtained from both student and teacher participants, as presented in the previous chapter.

A comparison between the results obtained from this study and the conclusions and views of other researchers mentioned in existing studies, as seen in Part 1, will be made. The three research questions and hypotheses mentioned in section 6.3, will also be discussed further in this chapter in light of the results obtained.

8.2 General overview of the significant results obtained

The participants chosen for this study all had a knowledge and background of the French language, especially the Sixth Form and University learners who had at least six years of exposure to the French language, however, substantial difficulty when producing nasal vowels was noticed at all levels. This may be a consequence of the fact that the teaching of French pronunciation, particularly the pronunciation of French nasal vowels in Maltese schools, is not sufficiently dealt with. In this study's *problématique* (see section 6.2), my impression was stated that the pronunciation of the French language tends to cause frustration in both the learners and teachers of French, who seem to consider teaching of the oral aspect of the language as of secondary importance. Unfortunately, the

results obtained from this study reflect the misgivings expressed in the *problématique*.

This lack of importance given to the oral competence of the language is also evident in the marking schemes of the national SEC French exam. The distribution of marks instils the idea within learners' and teachers' minds, especially those at secondary level, that dedicating time to the mastery of French pronunciation is not important.

When examining the teacher's semi-structured interviews, feelings of frustration and helplessness were observed. This study was interested in knowing what pressures and restraints teachers of French encounter when it comes to teaching French pronunciation. They agree that pronunciation acquisition is necessary and show desire to change their teaching methods in order to dedicate more time to the teaching of French pronunciation. However, the reality is that they do not have the time to dedicate to pronunciation instruction or do not consider it that important since pronunciation skills are not assessed enough in the SEC programme, which assesses excessively at content level.

Most teachers also commented that the main problem is that the SEC French exam is based on traditional methods of assessment, focusing extensively on culture and civilisation exercises, language exercises and dictation. This therefore means that the SEC French exam, which is mostly based on the summative model of evaluation, does not reflect the textbooks used in most of the Maltese schools, such as *Le Kiosque* and *Le Mag*, which are based on the communicative approach (Bezzina, 2016). What this whole picture suggests is that the situation may lead to the demotivation of learners, who cannot be taught one way and be assessed in another.

This study's results also show that in fact students are far from possessing mastery of the pronunciation of the French nasal vowels, especially at secondary level. The results from statistical tests obtained using the *IBM SPSS* statistical program, show clearly that learners do face numerous

pronunciation difficulties. After analysing errors obtained from the three assessed exercises, results evidently show that a number of factors must exist in the Maltese educational system which contribute to the problematic level of pronunciation of nasal vowels by Maltese learners of French.

As also mentioned in the *problématique*, Maltese learners of French tend to encounter French pronunciation difficulties since some sounds are not present in their mother tongue. The results show that the Maltese language does tend to interfere with the French phonetic and phonological system and that in most scenarios, oral vowels replace nasal vowels. However, after years of exposure to the language and phonetic instruction, learners tend to better grasp the proper pronunciation of French nasal vowels. Learners at higher levels (Sixth Form and University level) do show better pronunciation skills and they are better able to apply the pronunciation techniques learnt with success in the context of oral productions.

The results therefore seem to contradict Venkatagiri & Levis (2007), Tominaga (2009), Saito (2011) and Kissling (2013) who claim that even though phonetic instruction can help in mastering certain pronunciation skills, such as reading isolated words, it is unlikely that phonetic instruction proves to be useful when it comes to scenarios in which learners must participate in random and spontaneous speech. The results show that pronunciation teaching does in fact improve the learners' oral production especially at post-secondary and University level. This observation is coherent with local studies such as Spiteri (2002) and Bezzina (1999) and also foreign studies such as Derwing & Munro (2005), Derwing, Munro & Wiebe (1998) and Barrera Pardo (2004).

8.3 Research question n° 1

The first hypothesis was whether the three French nasal vowels this study is interested in, all cause the same level of difficulty to the Maltese learners of French and whether there is a particular French nasal vowel which

continues to cause pronunciation difficulty even after years of learning in the French language. Before concluding which one of the three nasal vowels was more susceptible to cause pronunciation difficulties, an interpretation of pronunciation error results acquired from the oral productions will be made.¹

8.3.1 Comparison between the frequency of errors and correctness of the three French nasal vowels

Results suggest that Maltese learners of French struggle to produce the correct pronunciation of the three French nasal vowels. It is also evident that not all nasal vowels cause the same degree of difficulty. Both the quantitative (for exercises 1 and 2) and qualitative (for exercise 3) analysis of the oral productions indicate these pronunciation errors. The table below presents both the pronunciation errors and correctness of each of the three exercises assessed.

Nasal vowel pronunciation errors and correctness from the three exercises						
French nasal vowels	Ex 1		Ex 2		Ex 3	
	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
/ã/		20%	18%	15.4%	24.1%	9.2%
/ẽ/	8.8%	15%	10.6%	26.8%	26.1%	7.2%
/õ/	18.3%	24.5%	6.6%	22.7%	25.6%	7.8%
Results proportionally out of 100	100%		100%		100%	

Table 52: Results of nasal vowel pronunciation errors and correctness from the three exercises

These results suggest that student-participants lack general mastery of the three nasal vowels and that there was not a particular nasal vowel which

¹ Examples given in this chapter have in no manner been modified (see Annex E).

caused an equal ratio of difficulty in the three exercises.

These results are in agreement with Broughton et al. (1980) who noted that some learners may have trouble pronouncing a certain language since they may not be used to hearing those particular sounds in their native language. Bezzina (1999) also shared this belief after comparing the French and the Maltese vocalic systems to understand better why Maltese learners face French pronunciation difficulties (see section 4.6).

The Maltese language and its vocalic system, from which nasal vowel are completely absent, do interfere with the French phonetic and phonological system. This leads to difficulties when it comes to Maltese learners learning the pronunciation of the French nasal vowels. There are a number of other significant differences which separate the Maltese from the French vocalic systems which render proper French nasal vowel pronunciation an arduous task for Maltese learners. Certain French nasal vowels are pronounced in certain positions in the mouth, which Maltese learners are not conscious of since they don't use these positions in order to pronounce their mother language vowels. This therefore may continue to increase the probability of incorrect French nasal vowel pronunciation. Bezzina's (1999) field observation is coherent with results obtained from this study's analysis. One distinctive trait of the nasal vowel / $\tilde{\epsilon}$ / is that when pronouncing this nasal vowel, the front position of the tongue is mid-low. Maltese learners may tend to find difficulty pronouncing this vowel since none of the Maltese vowels are pronounced in the same position as / $\tilde{\epsilon}$ /. This was the nasal vowel which in fact had the highest amount of pronunciation errors in exercise 2 of the present study. The same goes for the pronunciation of / $\tilde{\omega}$ /. When pronouncing this nasal vowel, the lower jaw and back position of the tongue should be mid-open. This is also a position which is not used by Maltese native speakers, making the production of / $\tilde{\omega}$ / a challenging task. This observation is also coherent with local research (Bezzina 1999).

However, when it comes to pronouncing / $\tilde{\alpha}$ /, the back position of the

tongue and lower jaw makes it an open vowel. This is a position which unlike the other two nasal vowels, is used in the Maltese vocalic system. However, a rather large number of pronunciation errors are still noted when it came to the pronunciation of the nasal vowel /ã/ even though the same pronunciation position is used. Students seem to fail to transfer their skill in pronouncing /u/ and /u:/ to the French /ã/. These results therefore seem to go against the observations made in the previous paragraph, that the position of the mouth in which the nasal vowels are pronounced may be a factor hindering proper pronunciation by Maltese learners.

8.3.2 Analysis of nasal vowel pronunciation performance

8.3.2.1 The pronunciation of /ẽ/

Results obtained from the first exercise show that the nasal vowel /ẽ/ proved to be the nasal vowel which caused the greatest pronunciation difficulty as out of the 880 nasal vowel occurrences registered in this exercise, 324 errors were solely due to the incorrect pronunciation of this nasal vowel. Out of the ten words which contained the nasal vowel /ẽ/, the words *pain*, *certain*, *ancien*, *brun* and *parfum* were pronounced incorrectly for 33, 33, 36, 33 and 37 times respectively. These words seemed to cause the greatest pronunciation difficulty to the majority of the 44 participants.

The same results were also seen after analysing the results from the second exercise. From a total of 792 nasal vowel pronunciation occurrences, 240 of these occurrences were due to the incorrect pronunciation of /ẽ/. For this exercise, learners read three paragraphs however only paragraph 1 and paragraph 3 had words containing the nasal vowel /ẽ/. This means that out of a total of 20 words assessed, only eight words had the nasal vowel /ẽ/. Although less than half of the words assessed for correct pronunciation had the /ẽ/, the pronunciation of this particular vowel caused the greatest difficulty particularly the word *un 1*, which was pronounced incorrectly for 34 times and *chien* and *rien* which

were pronounced incorrectly for 32 times each by the 44 participants.

Contrary to the results achieved from the first two exercises, in the third exercise, /ɛ̃/ was pronounced incorrectly for only 21 times out of a total of 666 nasal vowel pronunciation occurrences. The word which seemed to cause the greatest pronunciation difficulty to the majority of the participants was again *un* with a total of 13 out of a total of 21 pronunciation errors. However, it is important to point out the fact that in the spontaneous conversations, participants rarely use words having this particular nasal vowel. This observation is especially seen in the case of Form 2 and Form 4 participants who, together, only used 5 words having the nasal vowel /ɛ̃/ (see Table 47).

As pointed out in Callamand (1981), the nasal vowel /ɛ̃/ can have a number of possibilities of vocalic interference. Learners may easily mistake the pronunciation of /ɛ̃/ by pronouncing the /e/, /ɛ/ or /ã/. Learners may pronounce /e/ or /ɛ/ instead of /ɛ̃/ but if surrounded by certain consonants, the pronunciation of /ɛ̃/ may be facilitated, especially when in an open syllable for example: *faim* /fɛ̃/ or *bien* /bjɛ̃/, or when in front of a non-nasal consonant within a closed syllable such as: *instant* /ɛ̃stã/ or *linge* /lɛ̃ʒ/. However, when the /ɛ̃/ is in front of a nasal consonant within an open or closed syllable the /ɛ̃/ is transformed. Below are a few examples showing how the /ɛ̃/ is denasalised and even changed in quality due to different contexts.

/ɛ̃/	/ɛ/ ou /e/	Ex: vilain- vilaine /vilɛ̃/ - /vilɛn/
	/i/	Ex: fin- fine /fɛ̃/ - /fin/
	/a/	Ex: faim- affamer /fɛ̃/ - /afame/
	/o/	Ex: coin- encoignure /kwɛ̃/ - /ãkoɲur/

Table 53: The distributional constraints of /ɛ̃/. Source: Callamand (1981: 53)

The table above shows how when the /ɛ̃/ is in certain particular contexts, it loses its nasality and a different vowel altogether is used. However, this was not the case of this particular study. The nasal vowel /ɛ̃/ was always assessed in scenarios where it was in an open syllable as seen in *pain* /pɛ̃/, *certain* /sertɛ̃/, *brun* /brɛ̃/, all examples of words assessed in exercise 1, or *mien* /mjɛ̃/, *tien* /tjɛ̃/, *rien* /Rjɛ̃/ and *chien* /ʃjɛ̃/, all examples of words assessed in exercise 2, or the simple word *un* /ɛ̃/ used mostly in spontaneous conversations. Even though in such examples the /ɛ̃/ was supposed to be nasalised, most learners failed to do so and results show that in most cases, oral vowels were used as seen in the table below.

IPA transcription	Transcription of pronunciation heard
pain /pɛ̃/	*[pan]
certain /sertɛ̃/	*[sertan]
brun /brɛ̃/	*[brun]
mien /mjɛ̃/	*[mjɛn]
tien /tjɛ̃/	*[tjɛn]
rien /Rjɛ̃/	*[Rjɛn]
chien /ʃjɛ̃/	*[ʃjɛn]
un /ɛ̃/	*[un] ²

Table 54: Common pronunciation errors of the nasal vowel /ɛ̃/

In other cases, when the /ɛ̃/ was not in an open syllable but was followed by consonants, learners did not seem to come across the same quantity of pronunciation difficulties.

This may show that the structure of the syllables containing the test vowels could be an important factor in the ability to pronounce the nasal vowels correctly. On the contrary to the results from the first and second exercises, results obtained from the spontaneous conversation exercise show this. It was in fact quite a striking and unexpected finding that

² All words marked with an asterisk show incorrect pronunciation.

learners perform better when they can speak ‘freely’ rather than when following a scripted text. Words like *lundi*, /lɛ̃di/, *peinture* /pɛ̃tyʁ/ and *maintenant* /mɛ̃tənɑ̃/ were also pronounced correctly a number of times. This shows that when the /ɛ̃/ was in front of a non-nasal consonant, as seen in the spontaneous conversations, a better pronunciation was noticed.

IPA transcription	Number of correct pronunciation instances
lundi /lɛ̃di/	2
peinture /pɛ̃tyʁ/	2
maintenant /mɛ̃tənɑ̃/	6

Table 55: A few examples of the most common words that were pronounced correctly in the spontaneous conversations³

The results show that even though the pronunciation of /ɛ̃/ was correct in some instances, even over a number of years of studying French as a foreign language, it still causes great pronunciation difficulty.

8.3.2.2 The pronunciation of /ɔ̃/

When it came to analysing the pronunciation of /ɔ̃/, results showed that /ɔ̃/ seemed to cause minimal pronunciation difficulties. Results obtained from the first exercise show that out of the 880 nasal vowel pronunciation occurrences, only 99 errors were linked to the incorrect pronunciation of this nasal vowel. In the first exercise, participants were presented with 5 words containing /ɔ̃/.

Out of these five words (see 7.2.2.3 for the whole list of words containing /ɔ̃/), the words, *tronc*, *honte*, *bon* and *mont* were pronounced incorrectly the most for 39, 20, 20 and 17 times respectively. The above mentioned four words seemed to cause the greatest pronunciation difficulty to the

³ Refer to Annex E for the complete corpus of the spontaneous conversation transcriptions of all the 44 participants.

majority of the 44 participants. The word *pont* was the only word whose pronunciation showed a certain level of mastery by the majority of the participants as this word was only pronounced incorrectly for 3 times.

When it came to the second exercise, from of a total of 792 nasal vowel pronunciation occurrences, 106 of these occurrences were errors due to the incorrect pronunciation of /ɔ̃/. For this exercise, participants were asked to read three paragraphs, however only paragraph 2 contained words with /ɔ̃/. This means that out of a total of 20 words assessed, only 3 words contained /ɔ̃/. The results therefore show that although participants were presented with only 3 words containing /ɔ̃/, the pronunciation of this nasal vowel showed a great lack of mastery.

As regards results achieved from the third exercise, /ɔ̃/ was pronounced incorrectly for 40 times out of a total of 666 nasal vowel pronunciation occurrences. The results show that the word which seemed to cause the greatest pronunciation difficulty to the majority of the participants was *mon*. Out of a total of 40 pronunciation errors of the nasal vowel /ɔ̃/, this word was pronounced incorrectly for 27 times.

As pointed out in Callamand (1981), the nasal vowel /ɔ̃/ can have a number of contexts where possibilities of vocalic interference are greater. /ɔ̃/ is pronounced more easily when in an open syllable or when in front of a non-nasal consonant in a closed syllable, and pronunciation may also be facilitated especially if in front of an open syllable such as: *bon* /bɔ̃/ or *parlons* /parlɔ̃/. However, learners may pronounce /o/ or /ɔ/ instead of /ɔ̃/ when in front of a nasal consonant within a closed syllable as in *homme* [ɔ̃m], *calomnie* [kalɔ̃mni], or even if in front of a nasal consonant within an open syllable as in *donner* [done], *comment* [komɑ̃]. Below are a few examples showing how the /ɔ̃/ can be denasalised and even changed in quality due to different contexts.

/õ/	/ɔ/ ou /o/ In front of a nasal consonant in a closed syllable	Ex: homme: /ɔm/ colonne: /kolɔn/ zone: /zon/ atome: /atom/
	/o/ In front of a nasal consonant in an open syllable	Ex: comment: /komã/ donner: /done/
	/ɔ/ In front of a nasal consonant in a closed syllable	Ex: bon-bonne /bõ/- /bɔn/ son- sonne /sõ/-/sɔn/

Table 56: The distributional constraints of /õ/. Source: Callamand (1981: 45)

The table above shows how when the /õ/ is before certain particular elements, it loses its nasality and a different vowel is used. However, this was not the case in this particular study. The nasal vowel /õ/ was assessed in scenarios where it is in an open syllable as seen in *pont* /põ/, *mont* /mõ/, *tronc* /trõ/ and *bon* /bõ/, all examples of words assessed in exercise 1, or *mon* /mõ/, an example of a word assessed in exercise 2 or, once again *mon* /mõ/, used mostly in spontaneous conversations. This study also assessed the pronunciation of /õ/ in scenarios when it is in front of a non-nasal consonant in a closed syllable as seen in the first syllable of *comprends* /kõprã/, an example found in exercise 2. Another scenario in which /õ/ should be pronounced is when it is in front of a nasal consonant and when it appears at the border of two words pronounced in the same rhythmic group (*joncture monémique*), as seen in the example *mon amant* /mõnamãt/ found in exercise 2. Even though in such examples the /õ/ had to be nasalised, most learners failed to do so and results show that in most cases, oral vowels were used. This is seen in the table below.

IPA transcription	Transcription of pronunciation heard
mont /mõ/	*[mont]
tronc/ tRõ/	*[tronc]
bon/bõ/	*[bon]
mon/mõ/	*[mon]
comprends /kõprã/	*[komprand]
mon amantate /mõnamãt/	*[monamant] ⁴

Table 57: Common pronunciation errors of the nasal vowel /õ/

Similar results are also noticed in the spontaneous conversation exercise. Participants showed the tendency of denasalising the /õ/ and in most cases used an oral vowel especially when it came to pronouncing the word *mon* /mõ/. This word was pronounced incorrectly 25 times during the spontaneous conversations of the Form 2 and Form 4 participants.

Yet the results also show that the pronunciation of /õ/ improved drastically in the spontaneous conversations of the Sixth Form and University participants. The percentage error of the pronunciation of /õ/ was only 7.8% in the third exercise and this shows an important decrease of pronunciation errors of /õ/, proving that in general, participants pronounced the /õ/ better in this type of exercise (see Table 52). Words like *donc* /dõk /, *bon* /bõ/, *non* /nõ/ and *maison* /mezõ/, all examples taken from the spontaneous conversations, were pronounced correctly for a number of times as shown in Table 58.

⁴ All words marked with an asterisk show incorrect pronunciation.

IPA transcription	Number of correct pronunciation instances
donc /dɔ̃k/	19
bon /bɔ̃/	8
non /nɔ̃/	17
maison /mɛzɔ̃/	11

Table 58: A few examples of the most common words that were pronounced correctly in the spontaneous conversations ⁵

The results show that even though the pronunciation of /ɔ̃/ was incorrect in some instances, over a number of years of studying French as a foreign language, pronunciation difficulty decreases drastically as seen in the table below.

	Form 2 Level	Form 4 Level	Sixth Form Level	University Level
	Num. of errors	Num. of errors	Num. of errors	Num. of errors
Ex 1	37	35	22	5
Ex 2	33	36	33	4
Ex 3	13	18	5	4

Table 59: The decrease of the frequency of pronunciation errors

8.3.2.3 The pronunciation of /ã/

After analysing the pronunciation of /ã/ by the Maltese learners of French, results showed that Maltese learners came across noticeable pronunciation difficulties. Results obtained from the first exercise show

⁵ Refer to Annex E for the complete corpus of the spontaneous conversation transcriptions of all the 44 participants.

that out of 880 nasal vowel pronunciation occurrences, 132 of these errors can be linked to the incorrect pronunciation of /ã/. In the first exercise, participants were presented with 5 words containing /ã/. All of these five words assessed, seemed to cause the same level of pronunciation difficulty. The words *chanter* and *faon*, seemed to cause the greatest pronunciation difficulty to the majority of the 44 participants as they were pronounced incorrectly for 36 and 30 times respectively. *Grand (1)*, *pan* and *grand (2)* seemed to cause slightly less pronunciation difficulties as they were pronounced incorrectly 23, 20 and 23 times respectively.

When it came to the second exercise, from a total of 792 nasal vowel pronunciation occurrences, 142 of these occurrences were due to the incorrect pronunciation of /ã/. For this exercise, participants read three paragraphs, however only paragraph 1 and paragraph 2 contained words with /ã/. This means that out of the 20 words assessed in this exercise, 7 words contained /ã/. The results show that the 44 participants have some level of mastery in the pronunciation of /ã/ since less than half of the total number of nasal vowel occurrences are pronunciation errors.

Results achieved in the third exercise, show that out of a total of 666 nasal vowel pronunciation occurrences, /ã/ was pronounced incorrectly for 110 times by the 44 participants. It was also noted that when compared to the other two nasal vowels, /ã/ was the nasal vowel which was used the most by the 44 participants in the third exercise (see Table 49).

Callamand (1981) pointed out that /ã/ can have a number of possibilities of vocalic interference. /ã/ is either pronounced in an open syllable or when in front of a non-nasal consonant in a closed syllable. Learners may pronounce /a/, /ɛ/, /e/ or /ə/ instead of /ã/ when in front of a nasal consonant in a closed syllable or when in front of a nasal consonant with an open syllable. Below are a few examples showing how /ã/ can be denasalised or even changed in quality due to different contexts.

/ã/	/a/	Ex: paysan-paysanne /peizã/- /peizan/
	/ɛ/	Ex: sang- (il) saigne /sã/ - /sɛɲ/
	/e/	Ex: sang- (vous) saignez /sã/ - /seɲe/
	/ə/	Ex: prends- (vous) prenez /pɾã/- /pɾəne/

Table 60: The distributional constraints of /ã/. Source: Callamand (1981: 50).

The table above shows how when /ã/ is before certain particular contexts, it loses its nasality and a different vowel is used. For this particular study, the nasal vowel /ã/ was assessed in scenarios where it was in an open syllable as seen in *grand* /grã/, *faon* /fã/ and *pan* /pã/, all examples of words assessed in exercise 1, or *Jonathan* /ʒonatã/, *étant* /etã/, *ans* /ã/, *orient* /ɔɾjã/, *pélican* /pelikã/, *talisman* /talismã/, examples of words assessed in exercise 2. When it came to the nasal vowel /ã/ in the spontaneous conversations, both scenarios were noted, both when the /ã/ is in an open syllable and even when the /ã/ is in a closed syllable such as *passe-temps* /pastã/, *danse* /dãns/, *mange(r)* /mãʒ(e)/ and *temps* /tã/. Even though in such examples the /ã/ had to be nasalised, most learners failed to do so and results show that in most cases, oral vowels were used. This is seen in the table below.

IPA transcription	Transcription of pronunciation heard
Grand	*[grãnd]
Danse	*[dãns]
passe-temps	*[pasetemp]
Pan	*[pan] ⁶

Table 61: Common pronunciation errors of the nasal vowel /ã/

⁶ All words marked with an asterisk show incorrect pronunciation.

This study was also interested in comparing the percentage error and correctness of the pronunciation of the French nasal vowels as presented in the three exercises together as shown in the tables below.

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	40%	40%/ 300 X 100	13.3%
ẽ	26.4%	26.4%/ 300 X 100	8.8%
õ	55%	55%/ 300 X 100	18.3%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	60%	60%/300 X 100	20%
ẽ	73.6%	73.6 %/300 X 100	24.5%
õ	45%	45 %/ 300 X 100	15%

Table 62: Percentage of errors and correct nasal vowel productions - Exercise 1 (see section 7.3.5)

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	53.9%	53.9%/ 300 X 100	18%
ẽ	31.8%	31.8% / 300 X 100	10.6%
õ	19.7%	19.7% / 300 X 100	6.6%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	46.1%	46.1% /300 X 100	15.4%
ẽ	68.2%	68.2 %/300 X 100	22.7%
õ	80.3%	80.3 %/300 X100	26.8%

Table 63: Percentage of errors and correct nasal vowel productions - Exercise 2 (see section 7.4.5)

French nasal vowels	Correct	Proportioned to 100 %	Correct
ã	72.3%	72.3%/ 300 X 100	24.1%
ẽ	78.4%	78.4% / 300 X 100	26.1%
õ	76.7%	76.7% / 300 X 100	25.6%
French nasal vowels	Incorrect	Proportioned to 100 %	Incorrect
ã	27.7%	27.7% /300 X 100	9.2%
ẽ	21.6%	21.6 %/300 X 100	7.2%
õ	23.4%	23.4 %/ 300 X 100	7.8%

Table 64: Percentage of errors and correct nasal vowel productions - Exercise 3 (see section 7.5.4)

These results clearly show that participants didn't show the same pronunciation difficulties and strengths in all the three exercises. The percentages marked in green in Tables 62, 63 and 64 show the nasal vowels which participants pronounced correctly the most in that particular exercise. The percentages marked in red in the mentioned tables show the nasal vowels showing the greatest pronunciation difficulty in that particular exercise. Each exercise had different nasal vowel pronunciation weaknesses and strengths. However, it can be concluded that participants showed better performance in the third exercise as in it, the percentages of correct pronunciation occurrences are significantly higher than the percentages of the incorrect pronunciation occurrences. This therefore shows that participants perform better when they have the liberty of free conversation. This conclusion is in accordance with Aleksandrak (2011), according to whom the Communicative Approach will help benefit the learner as the approach gives importance to the learner being taught in comfortable environments, in scenarios where they should be given an important role and not simply be expected to repeat.

8.4 Research question n° 2

The second research question of this study was to understand if students manage to pronounce nasal vowels better when they can focus more easily rather than when having to produce spontaneous speech. This part of the discussion is dedicated to understanding the students' performance when faced with different pronunciation tasks.

8.4.1 Comparison between the assessed exercises' levels of difficulty

In exercise 1 students were asked to read 15 minimal pairs and 5 single words containing the nasal vowel /ɛ̃/. This means that they read 35 words in total. When results were analysed, a total of 555 nasal vowel pronunciation errors and a total of only 210 oral vowel pronunciation

errors were noted. This may be because Maltese learners feel more comfortable pronouncing oral vowels as they are similar to the vowels in the Maltese vocalic system. This is also coherent with Bezzina's (1999) research, which also concluded that in many cases Maltese learners have the tendency of replacing nasal vowels with oral vowels or even Maltese vowels such as the /e/. Therefore, Maltese learners tend to lean on the pronunciation they are comfortable with, which means, pronouncing vowels orally rather than nasally and hence the smaller amount of pronunciation errors when pronouncing oral vowels.

The results therefore show that learners showed poor pronunciation performance during the reading of minimal pairs because the percentages of pronunciation correctness are quite low showing confusion between nasal and oral vowels (see Table 33). Traditionally this was considered as one of the easiest ways to teach and learn the sounds of a foreign language. However, results proved that this was not the case for the Maltese learners studying French. These results go against what foreign researchers such as Kissling (2013), Saidi (2017) and Venkatagiri & Levis (2007) believe. In their opinion, the best method for teaching pronunciation should be done by teaching the particular sounds of isolated consonants or vowels or by teaching phonemes through the use of minimal pairs.

Pronunciation errors during the reading of short paragraphs decreased slightly when compared to pronunciation errors noted during the reading of minimal pairs (see Table 52). This is in accordance with Tominaga (2009) and Saito (2011) who concluded that phonetic instruction can improve the pronunciation of segments and that explicit instruction has a positive effect in sentence reading tasks, however, Venkatagiri & Levis (2007) claim that this instruction will be less useful when learners participate in spontaneous conversations.

These conclusions are in partial agreement with the results from this study. Younger learners (Form 2 and Form 4 learners), did in fact not only

show great pronunciation difficulty during spontaneous conversation but also found difficulty in formulating comprehensible sentences. However, both groups of Sixth Form and University learners show better pronunciation performance and longer, more structured sentences with less nasal vowel pronunciation errors.⁷

8.4.2 Progress of pronunciation acquisition over years of studying the target language

The results achieved thus show that over the years, learners do improve their pronunciation techniques. This improvement can be noticed in all the three exercises. However, improvement seems to take years to be noticed, since better results were achieved by Sixth Form and University students, who had been studying French for over six years. The cut-off point for substantial improvement in pronunciation therefore is situated at post-secondary level.

This is in accordance with local researchers such as Zammit (2018) and foreign researchers such as Soutet (1995) and Blanche-Benveniste (1997), who believe that learners of French take quite a long time to master French pronunciation due to the fact that the spoken component of the language in most French classrooms is viewed as a medium to transmit information, without being specifically taught and studied.

Another issue was that most participants of this study seemed to be unaware of the rules of pronunciation and this definitely hinders their pronunciation techniques' improvement. As agreed by foreign researchers such as Saidi (2011), Tominaga (2009), Derwing & Munro (2005), Scarcella & Oxford (1994) and Saidi (2011), students must be aware of the phonic characteristics of the target language and the rules of pronunciation in order to achieve acceptable 'native-like' pronunciation.

⁷ See Annex E for the spontaneous conversation transcriptions of all the participants.

Contrary to this, Venkatagiri & Levis (2007) and Kissling (2013) believe that phonetic instruction will not prove beneficial in spontaneous speech and believe that pronunciation pedagogy will not be effective in improving comprehensibility. The results achieved from the higher level learners therefore do not corroborate this hypothesis. The study's participants seemed to perform better during spontaneous conversation rather than when reading minimal pairs and short paragraphs as a sustainable decline in pronunciation errors can be noticed (see Table 52).

Saidi (2017) believes that the IPA facilitated a better understanding of the target language specific sounds and therefore learners who studied IPA will know how to pronounce in any language. This is in agreement with the results presented in this study, in particular when it came to analysing the University learners' performance. University students of French as a foreign language are exposed to the understanding of the French phonetic system and are familiar with the IPA. This reflected in their spoken performance for this research. Table 65 below clearly shows this decline in pronunciation errors over the four levels this study is interested in.

	Form 2 Level	Form 4 Level	Sixth Form Level	University Level
Ex 1	199	198	131	27
Ex 2	189	210	107	33
Ex 3	47	48	40	36
Total amount of errors	435	456	278	96⁸

Table 65: Total amount of pronunciation errors in each level

⁸ *University participant population was roughly 'half' that of the other participating groups.*

These results lead us to think that if pronunciation instruction and more importance was given to the pronunciation of nasal vowels at a younger age, younger Maltese learners of French would probably show a better understanding and mastery of the spoken part of the language. This is in agreement with Ahmadi (2011), who says that if learners learn a second language from a young age, they will learn to speak in the target language more fluently and will probably achieve a better 'native-like' accent. The results achieved are in accordance with Major (1987). Major's Ontogeny Model claims that students learning a second language make both transfer and developmental errors. This model claims that transfer processes decrease over time, while developmental processes increase and then start to decrease again after a period of learning the language (Major, 1987)

8.5 Research question n°3

The third research question this study analysed was to determine the challenges Maltese teachers of French face when it comes to teaching learners how to speak and pronounce French. The spoken competence, including the pronunciation of nasal vowels, does not occupy a central place, when compared to the other language competencies.

8.5.1 Teaching French as a foreign language in Malta: challenges and obstacles

Four out of the five teachers of French who participated in semi-structured interviews said that they remember being pedagogically trained at University level. All agreed that their training helped them improve their own pronunciation skills and their teaching strategies, yet they would not object to receiving more pronunciation training. They even showed interest in sharing pronunciation teaching strategies with other teachers of French and showed interest in having continuous formation during their teaching career.

In the analysis reported in section 7.6, teachers said that they are open to using different resources and tools available online and also mentioned the use of the CD that accompanies the textbooks to listen to dialogues or pronunciation exercises. A certain confidence towards teaching French as a foreign language exists among the interviewed French teachers and this certainly leads to both motivation and enthusiasm in the classroom. Motivation is the essential key to achieve proper teaching of pronunciation. This is in accordance with Tominaga (2009), Broughton et al. (1980) and Ouyougoute (2011), who underline the importance of the teacher as a role model. Students look up to teachers and try to imitate them, even in the way they pronounce the language.

However, it was quite worrying that one teacher out of five, explained that she does not recall receiving any French pronunciation didactic training modules during her studies at the University of Malta. One teacher also pointed out that even though she attended phonology and pronunciation training modules, and was given the opportunity to practice, pronunciation training was very difficult and this led her to show lack of interest in this particular skill. It is therefore clear that the teacher does have an essential role in the classroom, and if the teacher does not show interest or competence in teaching pronunciation skills, it is quite impossible to expect learners to show interest in learning to pronounce French.

However, the majority of the comments were very positive and show that these teachers are sufficiently taught and would therefore be comfortable leading their learners to the correct French pronunciation. They showed that they understand the importance of using different pedagogical methods and activities in order to help their students improve their pronunciation skills. This positive attitude plays an important role and surely influences the learning atmosphere present in classroom.

Most agreed that teachers do serve as a reference point when it comes to bringing their learners closer to the proper pronunciation of the French language. This reflects the perspective of researchers such as Polio (2003) and Yoshida (2016), who say that the extent to which a better pronunciation level can be acquired depends on the teachers' pedagogical methods, the way in which they present information and the amount of time they allow their students to practice during lessons.

One teacher out of five underlined the importance of using role plays in order to teach pronunciation, as this pedagogical method would allow students to feel as though they are involved in a 'real' conversation. Writhner et al. (1991), Saidi (2017), Broughton et al. (1980), Tominaga (2009) and Zammit (2018) declared the importance of teaching pronunciation by focusing on real-life situations and by having meaningful conversations with speakers from outside the classroom. This will lead learners to discover the language in its totality. This stems from their belief that a language is an instrument for communication and is not simply the capability of pronouncing single words.

One teacher also pointed out the importance of allowing students time to correct their pronunciation errors after giving a formal evaluation of their errors. Ferris (2003) also agrees that this may be one of the best ways of correcting students' pronunciation errors as it allows students to achieve better results.

On a rather divergent note, only one teacher says that she doesn't use any particular teaching method to teach pronunciation. It is rather worrying that certain teachers think they can simply teach French pronunciation with little resources, just by reading words out loud and expecting students to merely repeat. This is in accordance with Bezzina's (1999) findings who said that most French lessons in Maltese classrooms are teacher-centred forgetting that the proper pronunciation of the language can only be learnt through continuous practice rather than by simply

listening to the teacher dictating how to pronounce. However, Broughton et al. (1980) and Jones (2002) declare the importance of imitation. Repeating and listening to the teacher is enough to help students grasp the proper pronunciation of the L2 language, just as one teacher interviewed for this research admitted.

From a personal point of view, I tend to agree with the fact that imitation does help learners acquire good pronunciation techniques yet at the same time I also think that actual and dedicated practice is also important. From my own experience as a teacher of French as a foreign language I can easily state that students show the most interest in learning pronunciation when videos are used and they can actually see and listen to French natives pronouncing the language. Engaging in more free conversation-type role play and simulations should help them practise in wider, more realistic contexts.

8.5.2 Limited time dedicated to the teaching of French pronunciation

Three teachers stated that they don't have the time they wish to dedicate to teaching pronunciation formally due to both time constraints and the vast SEC syllabus that must be covered. This is troubling, as this may be the reason to why pronunciation teaching is sometimes ignored is known, yet no solution is sought. In order to improve the students' pronunciation techniques, a few minutes per week are not enough and this means that if students want to master pronunciation techniques they must practice independently at home. This is a rather difficult task to expect from students especially from beginners who need constant guidance and mentoring.

The time-constraints that are imposed by the educational system, can end up in the neglect of the skill. This is in accordance with Gilakjani & Ahmadi (2011) and Plaza (2015-16) who also pointed out that pronunciation can

be one of the most difficult parts of the foreign language to teach. The neglect of the speaking skill is reflected in most of the Maltese classrooms and therefore in order for this reality to be changed, a reshuffle of priorities needs to be made.

8.6 Conclusion

Even though teachers of FFL face challenges, they all put their learners' best interests at heart and the desire to overcome obstacles and develop this competence within their learners is a strong wish that they express. Therefore, a change in the teaching system of FFL must be made to bring about a better performance in both pronunciation skills and the spoken component in general within learners.

Chapter 9

Conclusion

9.1 Introduction

This brief final chapter addresses two main points: the methodological limitations and the final results of this study, which include an overview of possible reasons why the pronunciation of the French nasal vowels by Maltese learners tends to improve rather slowly and over quite a number of years. It also proposes some suggestions for further research in the field.

9.2 A summary of the study's results

This research was based on the construction of a specific corpus, being 44 audio-recordings of the reading of 15 sets of minimal pairs, the reading of three short paragraphs and the production of spontaneous conversations. A second corpus included 5 semi-structured interviews with teachers of French, teaching in schools who took part in this study.

All pronunciation errors from the aforementioned exercises were divided into 3 categories, corresponding to the three French nasal vowels this study focuses on. After the identification of all of the pronunciation errors, a detailed analysis based on both quantitative and qualitative research methods was carried out. Additionally, in order to proceed with a statistical analysis interested in determining the frequency of the pronunciation errors and correctness of each of the three nasal vowels, the *IBM SPSS* statistical program was used. The statistical results also allowed the researcher to determine the degree of difficulty of both the pronunciation of the nasal vowels and of the difference in performance according to the type of assessed exercises for the Maltese learners. The semi-structured interview to the teachers of French allowed the

researcher to determine a number of reasons which explain the limited knowledge of French pronunciation as manifested by the majority of students, and the difficulties which teachers of French face in teaching the spoken component.

As stated in Chapter 7, the descriptive analysis of pronunciation errors proves that quite a number of the participants fail to show mastery of the pronunciation of French nasal vowels, to the point that certain words produced are not even comprehensible. The results show a high frequency of pronunciation errors in all the exercises assessed, be it reading of minimal pairs, of short paragraphs, or in spontaneous conversation. All three French nasal vowels seemed to cause a number of pronunciation difficulties to the majority of the participants. This is a rather worrying result, showing that basic pronunciation rules so characteristic of the target language are not being mastered by students, often not even at University level, although there is clear improvement in correlation with the time factor. Generally, and most unexpectedly, nasal vowel pronunciation showed to be generally less problematic in spontaneous conversation than when the test items were pronounced in isolation.

The descriptive analysis of these pronunciation errors allowed the researcher to reflect upon the possible sources of why learners continue to come across certain pronunciation difficulties. Errors may be due to insufficient exposure to the language and to the ignorance of certain pronunciation rules and techniques. Another reason for pronunciation errors may be due to L1 interference since the Maltese language doesn't have nasal vowels, therefore pronunciation difficulties may arise more easily. Results obtained may also have been influenced by the relatively low frequency of some test items as compared to others.

The semi-structured interviews also allowed an analysis of the situation regarding the teaching of French pronunciation in Maltese classrooms. As

explained in Chapter 7, the interviewed teachers showed sentiments of frustration and helplessness, mainly due to the fact that they are under a lot of pressure to complete the vast French syllabus, in a limited amount of time, which doesn't give too much importance to the speaking skill, let alone pronunciation and even more so the pronunciation of French nasal vowels. The interviewed teachers show the desire of a change in the French SEC exam which will give equal importance to the four language skills. This would possibly bring about a positive change within the learners' level of spoken French.

In fact, with the introduction of the Learning Outcomes Programme, which is already being implemented in the earlier years of the secondary cycle, a positive change can be noticed in the new programme for Year 7 and 8 which is being adopted in Maltese schools. When compared to the previous French syllabus, the new syllabus includes the oral component to a point that all four language skills are given equal importance. Yet, even though the speaking skill is being given more attention, the inclusion of pronunciation practice has once again been left out. I strongly believe that in order to start to pave the way forward, to allow Maltese learners of French to understand and master French pronunciation techniques from an earlier age, there should be inclusion of pronunciation practice, at least in the programmes that still need to be produced, for Years 9, 10 and 11. In Maltese schools, the need to change or even to simply adopt a good textbook/method for the teaching/learning of French is greatly felt. When this eventually happens, care could be taken to choose a textbook/method that contains a section dedicated to phonetic practice in every unit.

9.3 A critical reflection

This study was characterised by certain methodological limitations, a few of which, and some implications emanating from them, are mentioned below:

1. This study only analysed the nasal vowel pronunciation errors of the oral productions in which the learners participated. Due to time and scope constraints, other pronunciation errors were not analysed.

2. When learners were asked to participate in a spontaneous conversation, they were only presented with one topic option. This may have led to their replies being rather brief, basic, repetitive and mechanical, since this exercise involved their knowledge of the topic, apart from their nasal vowel pronunciation abilities. The quality of the pronunciation in this exercise may have been affected by the participants' difficulty to deal with spontaneity while being conscious of the recording taking place. The reason behind asking learners to participate in a spontaneous conversation was to allow independence and individuality in their choice of words. Even though it was made clear that participants should speak freely, most of them showed hesitation. Therefore, the researcher had to make use of prompting questions in order to get and keep the conversation going.

3. The study required such detailed analysis, especially in the statistical calculated analysis, that little scope was left for the suggestion of possible remedies to the problem. However, from the beginning, the aim of the study was to take stock of the size and nature of difficulties in realising/teaching the pronunciation of the French nasal vowels. In fact, detailed and fully fledged exercises for remediation of French nasal vowel (among other phonetic features) pronunciation had already been proposed extensively in Bezzina (1999) and this work was not intended to repeat an exercise that had already been carried out. Instead, the focus was always meant to be a deeper understanding of the learners' pronunciation difficulties, the evolution of their phonetic competence over their language learning journey, and teacher's stances on the subject.

4. This study used a binary approach to analyse the student productions. The learners' productions were classified into "correct" vs "incorrect".

This is a simplistic concept as in some cases spoken productions cannot always be classified in this manner. This methodological decision didn't allow the researcher to evaluate "interlanguage" or "intermediate" pronunciation which students might come up with in the process of acquisition of the target sounds.

5. For this reason, future work related to this study could consider supplementing auditory analysis with acoustic analysis of the data to capture some of the nuanced productions one would expect in the pronunciation of students in the process of acquiring nasal vowel articulation.

6. In a future study with similar objectives, more control would need to be exerted in the choice of test items to ensure more balance in the context of occurrence of the target vowels (e.g. with criteria such as open/closed syllable, monosyllabic/disyllabic word, etc.). The frequency of test items could be planned with precise objectives too.

9.4 Summary and conclusion

This study has highlighted that in the local teaching scenario, oral competence and in particular, the pronunciation of nasal vowels, proves to be a difficult skill to acquire. Learners are expected to participate in oral productions and acquire a good level of spoken French over years of studying the language, yet they are not supported and guided as they should be from an early stage of their studies. The corpus collected for this study allows the researcher to present two main conclusions. On the one hand, it is clear that all learners came across a number of pronunciation difficulties concerning pronunciation rules in a context of spoken production. On the other hand, results show that younger participants display greater pronunciation difficulties when compared with Sixth Form and University learners. This shows that the cut-off point for substantial improvement in pronunciation is situated at post-secondary level. This leads to the first conclusion, that the FFL program at

secondary level, which is strongly based on grammar teaching, especially with the current SEC syllabus, doesn't support either the learners or the teachers who wish to build a stronger understanding and better performance of the pronunciation of the French language. However, Sixth Form and especially University learners showed better mastery of nasal vowel pronunciation and this continues to prove that when learners and teachers are given the opportunity to dedicate more time to the teaching and learning of pronunciation skills, learners acquire a better pronunciation. Therefore, this study sheds light on the importance of practice of the pronunciation of the French language from the beginning of the learners' L2 learning journey.

Clearly, this study only partially throws light on the situation of phonetic competence in French as a foreign language studies in Malta. This research topic needs further studies and analyses. Studies related to this topic that could be carried out could focus on experiments and actions research to improve the production of the French nasal vowels, following studies focusing on developing possible solutions to help in the teaching of French nasal vowels. The main aim of this study was to present an in-depth view of nasal vowel pronunciation competence by Maltese learners, the frequency of errors in this area and the difficulties learners and teachers face in relation with the teaching / learning of French phonetics. Due to the size of the corpus, which doesn't allow for generalisation, these results are not conclusive: they are not a representative depiction of the teaching and learning situation of FFL in Malta, yet they can be considered as groundwork on one aspect, that may be useful for further research on related or wider-ranging aspect.

References

- Aamer Quershi, I.A. (2007). *The importance of speaking skills for EFL learners*. Department of English, Alama Iqbal Open University, Pakistan.
- Abdalla, A.H. (2014). Investigating the Effect of Consciousness-Raising Techniques of Learning the English Tense System by EFL Students. *Journal of Language Teaching and Research*, 5(4), 810-818.
- Abry, D. & Chalaron, M.L. (1994). *Les 350 Exercices- Phonétique-Cassettes audio (x6)*. Paris : Hachette F.L.E.
- Akbar Khansir, A. (2012). Error Analysis and Second Language Acquisition. *Theory and Practice in Language Studies*, 2, 1027-1032.
- Aleksandrak, M. (2011). Problems and Challenges in Teaching and Learning Speaking at Advanced Level. *Glottodidactica*, 37, 37-48.
- Algethami, G. (2017). The Effects of Explicit Pronunciation Instruction on the Degree of Perceived Foreign Accent in the Speech of EFL learners, *Research in Language*, 15:3, 253-263.
- Alley, David C. (1991). Contextualizing Pronunciation Exercises through the Use of Fluency Squares. *Hispania*, 74: 1091-1096.
- Alrabadi, E. (2011). Quelle méthodologie faut-il adopter pour l'enseignement/apprentissage de l'oral? *Didáctica. Lengua y Literatura*, 23: 15-34.
- Arteaga Deborah L. (2000). Articulatory Phonetics in the First-Year Spanish Classroom. *The Modern Language Journal*, 84, 339-354.
- Azevedo M.M. (1978). Trends in Elementary Spanish Texts. *The Modern Language Journal*, 62, 399-407.
- Baker, C. (2014). *A Parents' and Teachers' Guide to Bilingualism*. Bristol, United Kingdom: Channel View Publications Ltd.
- Barrera Pardo, D. (2004). Can Pronunciation be Taught? A Review of Research and Implications for Teaching. *Revista Alicantine de Estudios Ingleses (Alicante Journal of English studies)*, 17,6-38.

Beatens Beardsmore, H. (1982). *Bilingualism: Basic principles*. Clevedon: Multilingual Matters.

Bezzina, A.M. (1999). *L'influence des éléments phonétiques et phonologiques de la langue maternelle sur l'apprentissage d'une langue étrangère- Native phonetic and phonological elements influencing the learning of a foreign language*. (Unpublished M.A Linguistics dissertation). Univeristy of Malta, Malta.

Bezzina, A.M. (2016). Translanguaging Practices in the Teaching of French as a Foreign Language in Malta. *Malta Review of Educational Research*, 10(2), 277-297.

Blanche-Benveniste, C. (1997). *Approche de la Langue Parlée en Français*. Paris: Ophrys.

Bloomfield, L. (1933). *Language*. New York: Holt.

Bondin, S. (2014). *La réalisation de l'interaction verbale en français par de collégiens et des lycéens Maltais*, (Unpublished B.Ed (Hons.) dissertation). University of Malta, Malta

Bongaerts, T., Van Summerin, C., Planken, B., & Schils, E. (1997). Age and Ultimate Attainment in the Pronunciation of a Foreign :anguage. *Studies in Second Language Acquisition*, 19, 447-465.

Bassetti, B. (2017). Orthography Affects Second Language Research: Double Letters and Geminate Production in English. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 43(11), 1835-1842.

Boula de Mareüil, P.B., & Adda-Decker, M. (2002). Studying Pronunciation Variants in French by using Alignment Techniques. *In Proceeding of Interspeech, 2002*, 2273-2276.

Brekelmans, G. (2017). The Value of Phonetics and Pronunciation Teaching for Advanced Learners of English. *Linguistica*, 57(1), 45-58.

Briet, G., Collige, V., & Rassart, E. (2017). *La prononciation en classe*. Grenoble: FLE PUG.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign language*. New York: Routledge.

Callamand, M. (1981). *Méthodologie de l'enseignement de la prononciation, Organisation de la matière phonique du français et correction phonétique*. Paris : CLE International.

Camilleri Grima, A. (2012). A Select Review of Bilingualism in Education in Malta. *International Journal of Bilingual Education and Bilingualism*, 16(5), 553-569.

Carignan, C. (2011). Oral Articulation of Nasal Vowels in French. *Proceedings of the International Congress of Phonetic Sciences*, 17, 408–411.

Caruana-Dingli, N. (2002). *The French language in Malta and the Napoleonic period*. Malta: Book Distributors Limited.

Cauldwell, R. (2014). Listening and Pronunciation need Separate Models of Speech. In J. Levis & S. McCrocklin (Ed). *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference* (pp. 40-44). Ames, IA: Iowa State University.

Celce-Murcia, M., Brinton, D. M., & Godwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. New York, NY: Cambridge University Press.

Celce-Murcia, M., Brinton, D.M., and Goodwin, J.M. with Griner, B. (2010), *Teaching Pronunciation: A Coursebook and Reference Guide*. 2nd ed. New York: Cambridge University Press.

Charliac, L. & Motron, A.C. (2004). *Phonétique progressive du Français, Niveau intermédiaire: avec 600 exercices*. Paris. CLE International.

Chongning, X. (2009). Students Feedback to their Pronunciation Learning. *Teaching English in China.CELEA Journal*, 32 (5), 38-49.

Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*. Retrieved September, 21st, 2020 from: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>.

Crofton-Martin, I. (2015). Students' and teachers' perceptions of the role of pronunciation in the EFL classroom. *British Council*. Retrieved August 18th, 2018, from

https://englishagenda.britishcouncil.org/sites/default/files/attachments/canterbury_christ_church_university_isabel_crofton-martin_dissertation.pdf.

Delvaux, V., Metens, T., & Soquet, A. (2002). French nasal vowels : Acoustic and Articulatory properties. In J.H.L Hansen & B. Pellom (Ed.) *Proceedings of the 7th International Conference on Spoken Language* (pp.53-56). Denver: ISCA Archive.

Derwing, T.M., & Munro, M.J. (2005). Second Language Accent and Pronunciation Teaching: A research-Based Approach. *TESOL Quaterly*, 39, 379-398.

Derwing, T.M., & Munro, M.J., & Wiebe, G. (1998). Evidence in Favor of a Broad Framework for Pronunciation Instruction. *Language Learning*, 48, 393-410.

Derwing, T.M., & Munro, M.J. (2009). Putting Accent in its Place: Rethinking Obstacles to Communication. *Language Teaching*, 42, 476-490.

Detey, J., Durand D. & Despoulous J.-L. (2005). Interphonologie et représentations orthographiques. Le cas des catégories /b/ et /v/ chez des apprenants japonais de français langue étrangère. *Revue parole*, 34-36, 140-185.

Dolz-Mestre J. & Schneuwly, B. (1998). Pour un enseignement de l'oral: Initiation aux genres formels à l'école. Issy-les-Moulineaux: ESF éditeur.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press.

Ducate, L. & Lomicka, L. (2009). Podcasting: An Effective Tool for Honing Language Students' Pronunciation? *Language Learning and Technology*, 13, 66-86.

Elliot, R.A. (1997). On the Teaching and Acquisition of Pronunciation within a Communicative Approach. *Hispania*, 80 (1), 95-108.

Ferris, D.R. (2003). *Response to student writing: Implications for second language students*. New York: Routledge.

Fuchs, C. (2014). Linguistique: Le langage au carrefour des disciplines. *Universalis.fr* Retrieved October 28th, 2018, from: <https://www.universalis.fr/encyclopedie/linguistique-le-langage-au-carrefour-des-disciplines/>.

Galea, D. (2018). *Il parlato nelle classi d'Italiano a Malta*. (Unpublished dissertation) University of Malta, Malta.

Garcia Landa, J. A. (1983). A Comparison between the French and RP English Vowel Systems. *SSRN Electronic Journal*. Retrieved December 30th, 2018, from: <https://doi.org/10.2139/SSRN.1825222>.

Gauci, J. (2016). *L'alternance codique en classe de FLE dans les collèges maltais: représentations et constations*. (Unpublished dissertation). University of Malta, Malta.

Gella, S.B. & Kwaja, I.I. (2017). The Problems of Teaching French Language in Secondary Schools in Adamawa State: Problems and Prospects. *International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies*, 2(1), 59-70.

Ghazi-Saidi, L. & Ansaldo, A.I. (2017). Second Language Word Learning through Repetition and Imitation: Functional Networks as a Function of Learning Phase and Language Distance. *National Centre for Biotechnology Information*. Retrieved December 15th, 2018, from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5625023/>.

Gilakjani, A. & Ahmadi, S. (2011). Why is Pronunciation So Difficult to Learn? *English Language Teaching*, 4(3), 74 -83.

Grice, M., Vella, A., & Bruggeman, A. (2019). Stress, Pitch accent, and Beyond: Intonation in Maltese questions. *J. Phonetics*, 76.

Grosjean, F. (1993). Le bilinguisme et le biculturalisme. Essai de définition. *Revue Tranel (Travaux neuchâtelois de linguistique)*, 19, 13-41.

Hassan, R. & Bertot, F. (2015). *Didactique et Enseignement de l'Oral*. Paris: Publibook.

Hawkes, R. (2014). An Introduction to foreign languages and Global Learning. *Global Dimension*. Retrieved October 14th, 2018, from https://drive.globaldimension.org.uk/wp-content/uploads/glp/GLP_pdfs/Subjects/Other_subjects/MFL/An_introduction_to_foreign_languages_and_global_learning_docx.pdf.

Haycraft, J. (1978) *An introduction to English Language Teaching*. Essex: Longman Group Limited.

International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*. Cambridge, U.K: Cambridge University Press.

Jessner, U. (2008). Teaching Third Languages: Findings, Trends, and Challenges. *Language Teaching*, 41(1), 15-56.

Jones, R. (2002). Beyond 'Listen and Repeat': Pronunciation Teaching Materials and Theories of Second Language Acquisition. In J. Richards & W. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 178-187). Cambridge: Cambridge University Press.

Jones, T. (2016). *Pronunciation in the classroom: The overlooked essential*. Alexandria, VA: TESOL Press.

Jordan, S.C. (2015). How Parisian French Became Standard. *Alpha Omega Translations*. Retrieved September 21 st, 2020, from <https://alphaomegatranslations.com/foreign-language/how-parisian-french-became-standard/>.

Kartushina, N. & Frauenfelder, U.H. (2013). On the Role of L1 Speech Production in L2 perception: Evidence from Spanish Learners of French. *Frontiers in Psychology*, 5, 2118-2122.

King, S. (2010). *It's not what you Say, It's How You Say it: A Comparison and Contrast of Dialects of the Spoken French Language in Three Different Francophone Regions*. (Published Dissertation). University of Tennessee, Knoxville.

Kissling, E.M. (2012). *The Effect of Phonetics Instruction on Learners' Perception and Production of L2 sounds*. (Doctoral Dissertation). Faculty of the Graduate School of Arts and Sciences, Georgetown University, Georgetown.

Kissling, E.M. (2013). Teaching Pronunciation: Is Explicit Phonetics Instruction Beneficial for FL Learners? *The Modern Language Journal*, 97 (3), 720-744.

Krashen, S.D. & Terrell T.D. (1995). *The Natural Approach: Language Acquisition in the Classroom*. Hertfordshire: Prentice Hall Europe.

Lawless, L.K. (2010). The Importance of Learning French. *Internet archive wayback machine*. Retrieved January 13th, 2018, from <http://www.lklawless.com/lkl/the-importance-of-learning-french.pdf>.

Léon, P. (2007). *Phonétisme et prononciation du français*, 5th édition, Paris : Armand Colin.

Léon, P., Léon, M., Léon, F., & Thomas, A. (2009). *Phonétique de FLE : Prononciation : de la lettre au son*. Malakoff : Armand Colin.

Lewis, K. (2004). Response to Student Writing: Implications for Second Language students. *Studies in Second Language Acquisition*, 26(3), 493-495.

Lord, G. & Fionda M.I. (2013). Teaching Pronunciation in Second Language Spanish. In K.L. Geeslin (Ed.) *The Handbook of Spanish Second Language Acquisition* (pp. 514-529). West Sussex: John Wiley & Sons, Inc.

Macnamara, J. (1967). The Bilingual's Linguistic Performance—A Psychological Overview. *Journal of Social Issues*, 23, 58-77.

Major, R. (1986). The Ontogeny Model: Evidence from L2 Acquisition of Spanish r. *Language Learning- A Journal of Research in Language Studies*, 36, 453-504.

Malkiel, Y. & Herzog, M. (1967). Language. *Linguistic society of America*, 43(2), 605-610.

Malmeer, E. & Araghi, S.M. (2013). The Impact of Extensive Reading Programs on the Pronunciation Accuracy of EFL Learners at Basic Levels. *Theory and Practice in Language Studies*, 3, (8), 1434-1439.

Mason, J. (2002). *Qualitative Researching 2nd Edition*, London, Thousand Oaks, New Delhi: SAGE Publications.

Maurová Paillereau, N. (2016). Do Isolated Vowels Represent Vowel Targets in French? An Acoustic Study On Coarticulation. *SHS Web of Conferences*, 27, 1-10.

McHugh, M.L. (2013). The Chi-square Test of Independence. *NCBI*. Retrieved November 6th, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900058/>.

Mezrigui, Y. (2011). *Communication Difficulties in Learners of English as a Foreign Language: whys and ways out*. (Doctoral Dissertation). European University of Bretagne, Bretagne.

Micallef, N. (2003). *Les compétences de l'oral dans l'apprentissage du FLE à Malte: problèmes et solutions envisagées*. (Unpublished B.Ed (Hons.) dissertation). University of Malta, Malta.

Mihaljevic Djigunovic, J. & Medved Krajnovic M. (2005) *Language teaching methodology and second language acquisition*. University of Zagreb, Croatia.

Ministry of Education, (1999). *Creating the future together: National Minimum Curriculum Malta*. Malta: National Minimum Curriculum.

Ministry of Education, Employment and the Family, (2011). *Towards a quality education for all: The National Curriculum Framework 2011*. Malta: Directorate for Quality and Standards in Education.

Murphy, J. (Ed.). (2017). *Teaching the Pronunciation of English: Focus on Whole courses*. United States of America: The University of Michigan Press.

O'Connor, C., Lambe, S., Gleeson, S., & Henry, A. (2016). Facilitating Children's Sensorimotor Development in DEIS schools: Relevance and Recommendations. *Dublin City University*. Retrieved December 23rd, 2018, from: https://www.dcu.ie/sites/default/files/edc/pdf/sensorimotor_briefing_paper_educationaldisadvantagecentredcu2016_1.pdf.

O'Neil, N. & Psalia, C. (2002) *L'influence du décodage oral sur l'encodage oral et écrit des élèves: étude appuyée sur le cas des apprenants Maltais*. (Unpublished dissertation). University of Malta, Malta.

Ouyougoute, S. (2011). Quelle(s) méthode(s) pour enseigner l'oral à l'école primaire en Algérie? *Synergies Algérie, 12*, 131-141.

Pace, M. (2013). The Teaching of Foreign Languages for Specific Purposes: The Way Forward. *A Journal of Educational Matters, 1*, 15-22.

Pace, M. (2015). Foreign Language Proficiency & Certification Amongst Youths in Malta - from Compulsory Schooling to Courses for Specific Purposes. In Pixel(Ed.) *International Conference, ICT for Language Learning, 8th Edition* (pp.478-483). Padova: Webster srl.

Parnis, A. (2013). *The Italian language awareness programme in primary schools in Malta*. (Unpublished B.Ed (Hons.) dissertation). University of Malta, Malta.

- Pennington, M. & Richards, J. (1986). Pronunciation Revisited. *TESOL Quarterly*, 2, 207-225.
- Petersen, S. (2015). Categorical Nasal Vowel Acquisition in L2 French Learners. *University of Pennsylvania Working Papers in Linguistics*, 21, Iss.1, Article 25.
- Piske, T., Mackay, I.R.A., & Flege, J.E. (2001). Factors affecting the Degree of Foreign Accent in an L2: A review. *Journal of Phonetics* 29, 191-215.
- Plaza, I.M. (2015-16). *The "Cinderella" of Foreign Language Teaching; A insight to the Integration of Pronunciation in EFL contexts*. (End of Degree Paper). University of Barcelona, Barcelona.
- Polio, C. (2003). Research on Second Language Writing: An overview of what we investigate and how. In B.K (Ed) *Exploring the dynamics of second language writing*, (pp.35-65). Cambridge: Cambridge University Press.
- Robert, J.P. (2008). *Dictionnaire pratique de didactique du FLE*. Paris: Éditions Ophrys.
- Rosier, J-M. (2002). *La Didactique du Français*. Paris: Que Sais Je.
- Ruellot, V. (2014). Introducing French Nasal Vowels at the Beginner Level: A Demystification. In J. Levis & S. McCrocklin (Eds.) *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference* (pp.151-155). Ames, IA: Iowa State University.
- Saidi, A. (2017). The importance of Phonetics and Phonology in the Teaching of Pronunciation. *EFL magazine*. Retrieved January 13, 2018, from <https://www.eflmagazine.com/importance-phonetics-phonology-teaching-pronunciation/>.
- Saito, K. (2011). Examining the Role of Explicit Phonetic Instruction in Native-like and Comprehensible Pronunciation Development: An instructed SLA Approach to L2 Phonology. *Language Awareness*, 20, 45-59.
- Sammut, N. (2017). *Analyse des erreurs grammaticales en production écrite: le cas des apprenants maltais de FLE en milieu scolaire bilingue*, (Unpublished dissertation). University of Malta, Malta.

- Santiago, F. (2018). Effets de l'orthographe dans la prononciation du français L2. In M.Cooke, B.Bigi & J.Lavaud (Ed.) *Actes de 32^e Journées d'Etudes sur la Parole* (pp.160-168). Aix-en-Provence, France : ISCA Archive.
- Scarcella, R.C. & Oxford R.L. (1994). Second Language Pronunciation: State of the Art in Instruction. *System*, 22(2), 221-230.
- Segura-Alonso, R. (2011-2012). *The importance of teaching listening and speaking skills*. (Published dissertation). Complutense University of Madrid, Madrid.
- Sirbu, A. (2015). The Significance of Language as a Tool of Communication. "Mircea cel Batran" *Naval Academy Scientific Bulletin*, 18(2), 405-406.
- Spiteri, D. (2002). *La phonétique française chez les apprenants Maltais*. (Unpublished dissertation). University of Malta, Malta.
- Stein-Smith, K. (2017). The Multilingual Advantage: Foreign Language as a Social Skill in a Globalized World. *International Journal of Humanities and Social Science*, 7 (3), 48-56.
- Styler, W. (2017). On the Acoustical Features of Vowel Nasality in English and French. *The Journal of the Acoustical Society of America*, 142(4), 2469-2482
- Tominaga, Y. (2009). An Analysis of Successful Pronunciation Learners: In Search of Effective Factors in Pronunciation Teaching. *Journal of Pan-Pacific Association of Applied Linguistics*, 13, 127-140.
- Trask, R.L. (1996). *A Dictionary of Phonetics and Phonology*. London: Routledge.
- Underhill, A. (2013). Cinderella, Integration and the pronunciation turn. *IATEFL Pronunciation Special Interest Group Newsletter* 49, 1-5.
- University of Malta Secondary Education Certificate Examination. (2017) *Examiners' Report (2017)*, University of Malta: Malta.
- Vaissière, J. (2002). Cross-linguistic Prosodic Transcription: French vs. English. In: Volskaya, N. B., N. D. Svetozarova & P. A. Skrelin (eds.) *Problems and methods of experimental phonetics. In honour of the 70th anniversary of Pr. L.V. Bondarko*. St Petersburg: St Petersburg State University Press. 147-164.

Valdman, A. (1976). Variation linguistique et norme pédagogique dans l'enseignement du français langue étrangère. *Bulletin de la Fédération Internationale des Professeurs de Français*, 12/13, 52-64.

Valdman, A. (2000). Comment gérer la variation dans l'enseignement du français langue étrangère aux Etats-Unis. *French Review*, 73, 648-666.

Vella, A. (1995). *Prosodic structure and intonation in Maltese and its influence on Maltese English*. (Unpublished doctoral dissertation). University of Edinburgh, Edinburgh.

Vella Lauwers, A. (2007). *Une approche de l'évaluation de la production orale en français langue étrangère à Malte en situation scolaire; enseignement secondaire*. University of Jean-Monnet, Saint-Étienne.

Venkatagiri, H. & Levis, J. (2007). Phonological Awareness and Speech Comprehensibility: An Exploratory Study. *Language Awareness* 16, 263-277.

Weinreich, U. (1953). *Languages in contact, findings and problems*. New York: Linguistic Circle of New York.

Wieczorek, J.A. (1991). Spanish Dialects and the Foreign Language Textbook: A Sound Perspective. *Hispania*, 74(1), 175-181.

Writhner, M., Martin, D. & Perrenoud, P. (1991). *Parole Étouffée, Parole Libérée. Fondements et limites d'une pédagogie de l'oral*. Neuchâtel and Paris: Delachaux and Niestlé.

Yoshida, M.T. (2016). *Beyond repeat after me: Teaching pronunciation to English Learners*. Virginia: TESOL International Association.

Zammit, D. (2018). *L'Enseignement de l'Oral en classe de FLE à Malte: Défis et Pistes de Solution*. University of Malta, Malta.

Annexes

Annex A:

This annex contains:

- i. Information letter to parents/guardians (in English)
- ii. Consent forms for parents/guardians (in English)
- iii. Information letter to parents/guardians (in Maltese)
- iv. Consent forms for parents/guardians (in Maltese)
- v. Information letters to Secondary and Sixth Form students (in English)
- vi. Assent forms for Secondary and Sixth Form students (in English)
- vii. Information letters to Secondary and Sixth Form students (in Maltese)
- viii. Assent forms for Secondary and Sixth Form students (in Maltese)
- ix. Information letters to University Students
- x. Consent Forms for University Students
- xi. Information letters to teachers
- xii. Consent Forms for teachers

**INFORMATION LETTER – PARENT/GUARDIAN, FOR STUDENT’S
PARTICIPATION (SECONDARY AND SIXTH FORM LEARNERS)**

DATE

Dear Parent/Guardian,

I am full-time French teacher and am currently reading for a Masters in French Education at the University of Malta. As part of this course, I will be conducting a research study for my dissertation titled “Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language”. My dissertation supervisor is Dr Anne-Marie Bezzina.

I would be grateful if you would give consent for your son/daughter to participate in my study. Should your son/daughter also give their assent, s/he will be asked to participate in an audio recording that will not take longer than 15 minutes. Secondary school students will miss 15 minutes from a lesson. Recordings of Sixth Form students will take place in their free time, if they agree to participate in the study.

The students will be audio recorded whilst reading a few words, a paragraph in French and during a spontaneous conversation in French on their hobbies and free time. Students are going to be audio recorded, as I would need to transcribe all the answers and analyse them. I am not interested in how well they can talk in French. These exercises are not being done for any test or examination. I just want to observe how Maltese learners of your child’s class level speak French.

All the audio recordings will be kept anonymous. The raw data will be securely stored on an external hard drive and the file will only be accessed through a password which only I will know and which will not be divulged to anyone else. Any back-ups will also be stored in secure environments.

Participation in the study is voluntary and your son/daughter may withdraw from the study at any time without there being any negative consequence. I would like to assure you that your son/daughter’s name and his/her school’s name will only be known to me and will not be revealed in any way. In order to assure confidentiality, I will be using fictitious names in my write-up. I would also like to assure you that I will abide by the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

Should you give consent for your son/daughter to participate in this research, kindly fill in the attached consent form and return it to your son/daughter’s French teacher. I will be collecting these forms one week from the date you received this sheet. These consent forms contain all necessary information about your rights and the rights of your son/daughter.

If you require more information, please do not hesitate to contact me. Thank you very much for your kind attention.

Yours truly,
Sara Bondin
Bezzina

Mobile Number: XXXXX

Email address: XXXXX

Name of supervisor: Dr Anne-Marie

Email address: XXXXX

Researcher’s Signature

Supervisor’s Signature

PARENT/ GUARDIAN CONSENT FORM

**Dissertation Title: "Teaching and learning target language pronunciation:
The case of Maltese learners of French as a foreign language"**

I have read the attached *Information Sheet* and understand that:

- Ms Sara Bondin will be audio recording my son/daughter for 15 minutes at a time, which is suitable for them at their own school. I understand that this is not a test.
- I am free to decide whether or not to give permission for my child to participate in these sessions.
- I am free to withdraw my consent at any time in the course of the study by emailing Ms Sara Bondin.
- The audio-recordings will be stored securely and will only be accessible to Ms Sara Bondin.
- The school, class and children's names will not be identified in any publication that may result from this study.

If you agree, please tick the box with a ✓

- I give permission for Ms Sara Bondin to audio-record my son/daughter whilst reading a few words and a paragraph in French and also whilst participating in a brief spontaneous conversation on hobbies.

Child's name

Parent / Guardian's
Name

Parent/Guardian's signature

Date: _____

Please return this completed consent form to your child's French teacher by the

Should you have any questions and wish some explanation about this study and your participation in it, please email XXXXX

Researcher's Signature

Supervisor's Signature

**KARTA TAL-INFORMAZZJONI GHALL-ĠENITURI U GHALL-KUSTODJI LEGALI
TAL-ISTUDENTI LI HA JIPPARTEĊIPAW F'DIN IR-RIĊERKA (L-ISTUDENTI
TAS-SEKONDARJA U L-ISTUDENTI TAS-SIXTH FORM)**

DATA

Għeżież ġenituri/kustodji legali,

Jiena għalliema tal-Franċiż u bħalissa qed insegwi l-kors tal-Masters fl-Edukazzjoni Franċiża ġewwa l-Università ta' Malta. Bħala parti minn dan il-kors jien qiegħda fil-proċess li nagħmel studju u li nikteb tezi. It-titlu tat-tezi huwa "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language". Jien qiegħda nimxi taħt id-direzzjoni ta' Dr Anne-Marie Bezzina.

Jien napprezza ħafna jekk taċċetta li tagħtini l-kunsens tiegħek li t-tifel/tifla tiegħek jipparteċipaw f'din ir-riċerka. Jekk tiddeċiedi li tagħti l-kunsens tiegħek, it-tifel/tifla tiegħek ser jintalbu biex jipparteċipaw f'rekordings ta' 15-il minuta. Jekk jiddeċiedi li jipparteċipaw f'dan l-istudju, l-istudenti tas-sekondarja ser jitolfu 15-il minuta mil-lezzjoni. Ir-rekordings mal-istudenti tas-Sixth Form ser isiru fil-ħin liberu tagħhom.

Jien ser nirrekordja l-vuċi tal-istudenti waqt li jkun qed jaqraw xi kliem, paragrafu u waqt li jkun qed jipparteċipaw f'konverżazzjoni qasira dwar il-passatempo tagħhom. Jien ser nirrekordja l-istudenti jtkellmu għax wara ser nanalizza dak li smajt. Dan mhux eżami jew tip ta' assessjar. Jien m'iniex interessata dwar kemm jafu jtkellmu bil-Franċiż. Jien jinteressani biss kif l-istudenti Maltin jtkellmu bil-Franċiż.

Ir-rekordings kollha ser jibqgħu anonimi u ser iħallihom f'post sikur. Jien biss ser nisma' dawn ir-rekordings.

Il-parteeċipazzjoni f'din ir-riċerka hija volontarja u jekk it-tifel/tifla tiddeċiedi li ma tridx tibqa' tipparteċipa, tista' tagħmel dan mingħajr ebda problema u mingħajr ebda konsegwenza negattiva. Min-naħa tiegħi nassigurak li l-isem ta' wliedek u l-isem tal-iskola fejn jattendu wliedek mhux ser jissemmew qatt. Jien ser nuża ismijiet fittizji waqt il-kitba ta' din ir-riċerka. Nassigurak ukoll li ser insegwi r-regoli etici maħruġa mill-kumitat ta' riċerka etika ġewwa l-Università ta' Malta.

Jekk tiddeċiedi li tagħtini l-kunsens tiegħek, imla l-formla tal-kunsens li hija mehmuża ma' din il-karta. Meta timlieha għid lit-tifel/tifla tiegħek biex tagħtiha lill-għalliema tal-Franċiż tagħhom. Jien ser niġbor il-formla tal-kunsens gimgħa wara li tkun irċivejt din il-karta. Il-formla tal-kunsens fiha l-informazzjoni meħtieġa dwar id-drittijiet tiegħek u dwar id-drittijiet ta' wliedek.

Jekk tixtieq iktar informazzjoni kelimni.

Nirringrazzjak bil-quddiem,

Dejjem tiegħek,

Sara Bondin

Taħt id-direzzjoni ta' Dr Anne-Marie Bezzina

In-numru tal-mowbajl: XXXXX

L-indirizz elettroniku: XXXXX

L-indirizz elettroniku: XXXXX

Il-firma tar-riċerkatriċi

Taħt id-direzzjoni ta' Dr Anne-Marie Bezzina

FORMOLA TAL- KUNSENS GHALL-ĠENITURI JEW KUSTODJU LEGALI

It-titlu tat-teżi: "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language"

Jien nikkonferma li qrajt il-karta tal-informazzjoni mehmuża u nifhem li:

- Is-sinjorina Sara Bondin ser tirrekordja t-tifel/tifla tiegħi għal 15-il minuta f'hin li huwa addattat għalihom fl-iskola tagħhom stess. Jien nifhem li dan mhux ta' assessjar.
- Jien liberu/a li niddeċiedi jekk għandix nagħti permess lit-tifel/tifla tiegħi biex jipparteċipa/tipparteċipa waqt dawn ir-rekordings.
- Jien liberu/a li nwaqqaf il-parteċipazzjoni tat-tifel/tifla tiegħi waqt dan l-istudju billi nibgħat ittra elettronika lis-sinjorina Sara Bondin.
- Ir-rekordings ser ikunu miżmuma f'post protett u s-sinjorina Sara Bondin biss ser tkun tista' taċċessahom.
- L-isem tal-iskola u tat-tifel/tifla tiegħi mhux ser jissemmew qatt tul dan l-istudju kollu.

Jekk taqbel ma' dan kollu mmarka l-kaxxa t'hawn taħt billi tuża

Jien nagħti permess lis-sinjorina Sara Bondin biex tirrekordja lit-tifel/tifla tiegħi waqt li jkunu qed jaqraw ftit kliem, paragrafu bil-Franċiż u anke waqt il-parteċipazzjoni tagħhom f'konverżazzjoni spontanja u qasira dwar il-passatempo tagħhom.

L-isem tat-tifel/tifla

L-isem tal-ġenitur/
kustodju legali

Il-firma tal-ġenitur/
kustodju legali

Id-data: _____

Jekk jogħġbok imla din il-formola u agħtiha lill-ghalliema tal-Franċiż tat-tifel/tifla tiegħek sa _____

Il-firma tar-riċerkartiċi:

Taħt id-direzzjoni ta'
Dr Anne-Marie Bezzina

**INFORMATION SHEET – SECONDARY LEARNERS and SIXTH FORM
LEARNERS**

DATE

Dear student,

I am a teacher whose study subject is French and I would like to learn more about how this subject is taught in your class.

I would like to visit you at your school and record you whilst you are reading a few words in French, a short paragraph and whilst you are talking during a short conversation on your hobbies. These exercises are not being done for any test or examination. I am not interested in how well you talk. I just want to observe how Maltese learners of your class level speak French.

I would need to ask you to leave your class for 15 minutes for this recording to take place. I would like to use an audio recorder to record you speaking. You will not appear in the recording, which is just a voice recorder.

You do not have to talk to me if you do not want to, I will not be upset. If you do not wish to continue the recording you can stop whenever you like.

I will not mention your name to anyone and your name and that of your school will not appear anywhere.

If you have any questions, please ask. Your parent or teacher can ask me too!

Yours truly,

Sara Bondin
Mobile Number: XXXXX
Email address: XXXXX

Name of supervisor: Dr Anne-Marie Bezzina
Email address: XXXXX

Researcher's Signature

Supervisor's Signature

PARTICIPANT ASSENT FORM (Secondary and Sixth Form learners)
**Dissertation title: "Teaching and learning target language pronunciation:
The case of Maltese learners of French as a foreign language"**

I confirm that:

- I have read and understood the attached *Information Sheet* for this study.
- I have had the opportunity to ask questions and discuss the study
- I have received satisfactory answers to all my questions, where I have had a query.
- I have received enough information about this study.

I understand that:

- Ms. Sara Bondin will be audio recording me whilst reading and talking in French.
- Ms Sara Bondin will only audio record me once at my school for not more than 15 minutes. I will leave my class for this recording.
- The audio recordings will never be published and my name and the name of my school will remain anonymous.
- The audio recordings will only be accessible to Ms Sara Bondin and her supervisor.

I agree to participate in this study, although I understand I am free to withdraw at any time without having to explain why and without suffering any negative consequences.

Student's name

Student's signature

Student's contact
email

Date: _____

Please return this assent form to your French teacher/lecturer by _____

Should you have any questions and wish some explanation about this study and your participation in it, please email XXXXX

Researcher's Signature

Supervisor's Signature

**KARTA TAL-INFORMAZZJONI GHALL-ISTUDENTI TAS-SEKONDARJA U
SIXTH FORM**

DATA

Għażiż/a student/a,

Jiena għalliema tal-Franċiż u nixtieq insir naf kif isiru l-lezzjonijiet tal-Franċiż fil-klassi tagħkom.

Jien nixtieq niġi l-iskola tiegħek biex nirrekordjak waqt li tkun qed taqra xi ftit kliem, waqt li tkun qed taqra paragrafu u waqt li tkun qed tipparteċipa f'konverżazzjoni qasira dwar il-passatempj tiegħek bil-Franċiż. Dan mhuwiex eżami. Jien m'iniex interessata fil-livell tal-Franċiż tiegħek u kemm taf titkellem bil-Franċiż. Jien jinteressani biss minn kif l-istudenti Maltin tal-livell tiegħek jitkellmu bil-Franċiż.

Nixtieq nistaqsik titlaq mill-klassi għal 15-il minuta biex inkun nista' nirrekordjak. Jien ser nirrekordja l-vuċi tiegħek biss. Inti m'intix ser tidher fir-rekording.

Jekk tkun tixtieq tieqaf tipparteċipa fir-rekordings għidli u nieqfu dak il-ħin stess u ma nkomplux għaddejjin bir-rekordings.

Jien m'iniex ser insemmi l-isem tiegħek jew l-isem tal-iskola tiegħek imkien.

Jekk ikollok xi mistoqsijiet tista' tistaqsini. Il-ġenituri tiegħek u anke l-għalliema tiegħek jistgħu jistaqsuni xi mistoqsijiet.

Grazzi mill-qalb,

Sara Bondin

In-numru tal-mowbajl: XXXXX

L-indirizz elettroniku: XXXXX

Taħt id-direzzjoni ta': Dr Anne-Marie Bezzina

L-indirizz elettroniku: XXXXX

Il-firma tar-riċerkatrici

Taħt id-direzzjoni ta' Dr
Anne-Marie Bezzina

**FORMOLA TAL-KUNSENS GHALL-ISTUDENTI TAS-SEKONDARJAU STUDENTI
TA' SIXTH FORM**

**It-titlu tat-teżi: "Teaching and learning target language pronunciation: The
case of Maltese learners of French as a foreign language"**

Jien nikkonferma li:

- Qrajt u fhimt il-*Karta tal-Infommazzjoni* dwar din ir-riċerka.
- Jien kelli l-opportunità li nistaqsi xi mistoqsijiet li seta' kelli u ddiskutejt din ir-riċerka mas-sinjorina Sara Bondin.
- Meta kien hemm xi dubju, iċċarajthom u fhimt it-twegibiet kollha ta' kull mistoqsija li poġġejt.
- Jien kelli biżżejjed informazzjoni dwar din ir-riċerka.

Jien nifhem li:

- Is-sinjorina Sara Bondin ser tirrekordjani waqt li nkun qed naqra xi kliem u waqt li nkun qed nitkellem bil-Franċiż.
- Is-sinjorina Sara Bondin ser tirrekordjani għal darba biss fl-iskola tiegħi stess għal mhux iktar minn 15-il minuta. Jien ser nitlaq mill-klassi biex isir dan ir-rekording.
- Ir-rekordings mhumiex ser ikunu ppublikati u ismi u l-isem tal-iskola tiegħi ser jibqgħu anonimi.
- Is-sinjorina Sara Bondin biss ser tkun tista' taċċessa r-rekordings.

Jien nagħti l-kunsens tiegħi li nipparteċipa f'din ir-riċerka u nifhem li nista' nwaqqaf il-parteeċipazzjoni tiegħi f'kwalunkwe hin mingħajr il-bżonn li nagħti raġunijiet u mingħajr ma nsufri konsegwenzi.

Ismi u Kunjom

Il-firma tiegħi

L-indirizz elettroniku tiegħi

Id-data: _____

Jekk jogħġbok aġti din il-formola lill-ġhalliema tal-Franċiż tiegħek sa

Jekk tixtieq issaqsi xi mistoqsijiet jew tixtieq xi spjegazzjoni ta' dwar din ir-riċerka ibgħatli ittra elettronika fuq: XXXXX

Il-firma tar-riċerkatriċi

Taħt id-direzzjoni ta'

Dr Anne-Marie Bezzina

INFORMATION SHEET –UNIVERSITY STUDENTS

DATE

Dear student,

My name is Ms. Sara Bondin. I am a full-time teacher of French and I am a 1st year student reading for a degree in Masters of French Education at the University of Malta.

As part of my course, I am conducting a research study about the teaching and learning of French language pronunciation. I would like a number of students to help me by allowing me to audio record them.

I am inviting you to take part in my study where you will be asked to be audio recorded whilst reading a few words, a paragraph and engaging in a brief spontaneous conversation in French about hobbies. The audio recording will take place at your own school or at the University of Malta, as the case may be. Your name and the name of the Sixth Form school shall never be mentioned. I will keep the audio recordings safe at home and no one will know about your participation or performance. I am not interested in the quality of your performance. I only wish to gather data about the nature of pronunciation by Maltese nationals learning French at your level.

Participation in this study is completely voluntary and you do not need to take part if you do not want to. If you decide to take part, you are free to stop whenever you want to and I will not use any data collected from you. Interruption of participation will not entail any negative consequences and no reasons for quitting need to be given.

If you have any questions, please ask! You may e-mail me or phone, or ask me in person when I am at your institution.

Thanking you in advance.

Yours truly,
Sara Bondin
Bezzina
Mobile Number: XXXXX
Email address: XXXXX

Name of supervisor: Dr Anne-Marie

Email address: XXXXX

Researcher's Signature

Supervisor's Signature

UNIVERSITY STUDENTS CONSENT FORM

**Dissertation Title “Teaching and learning target language pronunciation:
The case of Maltese learners of French as a foreign language”**

I have read the attached *Information Sheet* and understand that:

- Ms Sara Bondin will be audio recording me for 15 minutes at a time that is suitable for me at the University of Malta. I understand that this is not a test.
- I am free to decide whether or not to give permission to participate in these sessions.
- I am free to withdraw my consent at any time in the course of the study by emailing Ms Sara Bondin and her supervisor.
- The audio-recordings will be stored securely and will only be accessible to Ms Sara Bondin.
- The school, class and participant’s names will not be identified in any publication that may result from this study.

If you agree, please tick the box with a ✓

- I give permission for Ms Sara Bondin to audio-record me whilst reading minimal pairs and a paragraph in French and also whilst participating in a spontaneous conversation.

Participant’s name

Participant’s signature

Date: _____

Should you have any questions and wish some explanation about this study and your participation in it, please email XXXX

Researcher’s Signature

Supervisor’s Signature

INFORMATION LETTER – TEACHERS/LECTURERS

DATE

Dear teacher,

I am a French teacher and am currently reading for a degree in Masters of French Education at the University of Malta. As part of this course, I will be conducting a research study for my dissertation titled “Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language” under the supervision of Dr Anne-Marie Bezzina.

In the course of my research, I will be investigating the situation of the teaching of pronunciation in French as a foreign language in Maltese classrooms.

I would like to invite you to participate in my research study. I kindly ask you to take part in an interview that will take about 15 minutes to complete and will be held at a time and place convenient to you. With your consent, the interview will be audio-recorded as I would need to transcribe your responses and analyse them.

Participation is voluntary and you are free to withdraw from the study at any time without suffering any negative consequence. All the responses from the interviews will be kept anonymous as I will be using fictitious names for the teachers and their schools in my write-up. Audio-recorded data will be securely stored on an external hard drive and the file will only be accessed through a password, which only I will know and which will not be divulged to anyone else. Any back-ups will also be stored in secure environments.

I would also like to assure you that I will abide by the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

If you require more information, please do not hesitate to contact me. Thank you very much for your kind attention.

Yours truly,
Sara Bondin

Mobile Number: XXXXX
Email address: XXXXX

Name of supervisor:
Dr Anne-Marie Bezzina
Email address: XXXXX

Researcher’s Signature

Supervisor’s Signature

TEACHER'S CONSENT FORM

Dissertation Title "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language".

I confirm that:

- I have read and understood the attached *Information Sheet* for this study.
- I have had the opportunity to ask questions and discuss the study.
- I have received satisfactory answers to all my questions, where I have had a query.
- I have received enough information about this study.

I understand that:

- Ms Sara Bondin will audio-record me during a one-to-one interview at my own school at a time which is convenient to me. Her interest is in the oral language and the pronunciation techniques.
- Ms Sara Bondin has Institutional permission to carry out this study (University of Malta / Secretariat for Catholic Education) and my Head of School has accepted that Ms Sara Bondin carries out her study in our school.
- The sessions will be audio-recorded. The recordings will be viewed by Ms Sara Bondin alone and will be used for analysis and transcription purposes. The recordings will be transferred immediately from the recorders to Ms Sara Bondin's password-protected external hard disk and will be accessed only by her.
- My identity, and the identity of my school will not be revealed in any research reports since Ms Sara Bondin will not mention my name and the school's name.

I voluntarily agree to participate in this study, although I reserve the right to withdraw at any time and for whatever reason without there being any consequences.

Teacher's name

Teacher's signature

Teacher's
contact email

Date: _____

Please return this consent form by the _____

Should you have any questions and wish some explanation about this study and your participation in it, please email XXXX

Researcher's Signature

Supervisor's Signature

Annex B:

This annex contains the information letters and consent forms from the:

- i. Head of Schools
- ii. Secretariat of Catholic Education
- iii. Principal of Sixth Form
- iv. Head of French Department at the University of Malta
- v. Head of Department of Languages & Humanities in Education at the University of Malta

LETTER SEEKING FORMAL APPROVAL FROM HEADS OF SCHOOLS TO CONDUCT RESEARCH IN SCHOOLS

DATE

Dear Sir/Madam,

I am a 1st year student reading for a degree in Masters of French Education at the University of Malta. As part of this course I will be carrying out a research study, which will be presented as part of my dissertation. My dissertation supervisor is Dr Anne-Marie Bezzina.

The title of my dissertation is "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language". The aim of my research is to explore the situation of the teaching of pronunciation in French as a foreign language in Maltese classrooms.

I would be grateful if you would give me permission to conduct my research study at your school.

Should you give me permission, I would like to record around 7/8 students of French in Form 2 and 7/8 students of French in Form 4. Students will be recorded for the reading of minimal pairs and for the reading of a paragraph in French. A spontaneous conversation about their hobbies will also be recorded. Students will be asked to leave the class for 15 minutes to complete the recordings. I will also kindly ask permission to interview the Form 2 and Form 4 teachers of French. The interview will contain questions regarding the teaching of language pronunciation and will take approximately 15 minutes to complete. I will liaise with the French teacher to identify a convenient time for both the interviews and the recordings.

Participation in the study is voluntary and participants will suffer no negative consequence should they choose not to participate in the recordings/interviews. All the responses will be anonymous. Students' and teacher's identity and that of the school will remain completely confidential throughout the process. All raw data and back-ups will be securely stored and the data obtained will be solely used for the compilation of my dissertation.

I assure you that I will abide by all the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

Should you require further information, please do not hesitate to contact me.

Thanking you in advance.

Kind regards,

Researcher's Details

Sara Bondin

Mobile Number: XXXXX

Email address: XXXXX

Researcher's Signature

Supervisor's Details

Dr Anne-Marie Bezzina

Email address: XXXXX

Supervisor's Signature

PERMISSION LETTER- SECRETARIAT FOR CATHOLIC EDUCATION

DATE

Dear Sir/Madame,

I am a full-time French teacher in a Church School and at the same time I am also a 1st year student reading for a degree in Master of French Education at the University of Malta. As part of this course I will be carrying out a research study, which will be presented as part of my dissertation. My dissertation supervisor is Dr Anne-Marie Bezzina.

The title of my dissertation is "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language". For this study, I will be investigating the pronunciation of 15 Form 2 and 15 Form 4 students of French. I will be also approaching 5 teachers of French at Form 2 and Form 4 level. I would be grateful if you would give me permission to conduct this research study in 2 different Church Schools. I would also be grateful if permission is granted to conduct this research at a Sixth Form where I will be investigating 10 second year Advanced French students and 1 Sixth Form teacher of French.

Should permission be granted, I would like to conduct 6 interviews with the teachers at the learners' own school at a date and a time to suit their convenience. The interview will contain questions regarding the teaching of language pronunciation and will take approximately 15 minutes to complete. Students will be recorded for the reading of minimal pairs and for the reading of a paragraph in French. A spontaneous conversation about their hobbies will also be recorded. All this should take approximately 15 minutes to complete. Secondary school learners will be asked to leave their class for 15 minutes for the recordings to take place. Sixth Form students will be recorded during their free time.

Participation is voluntary and learners/teachers are free to withdraw from the study at any time without there being any negative consequence. All the responses will be anonymous and students and schools' identity will remain confidential throughout the process. All raw data and back-ups will be securely stored and the data obtained will be solely used for the compilation of my dissertation.

I would like to assure you that I will abide by all the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research. Should you require further information, please do not hesitate to contact me.

Kind regards,

Researchers' Details

Sara Bondin

Mobile number: XXXX

Email address: XXXX

Address: XXXX

Researcher's Signature

Supervisor's Details

Dr Anne-Marie Bezzina

Email address: XXXX

Supervisor's Signature

PERMISSION LETTER – PRINCIPAL SIXTH FORM

DATE

Dear Sir/Madam,

I am a 2nd year student reading for a degree in Masters of French Education at the University of Malta. As part of this course I will be carrying out a research study, which will be presented as part of my dissertation. My dissertation supervisor is Dr Anne-Marie Bezzina.

The title of my dissertation is “Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language”. The aim of my research is to explore the situation of the teaching of pronunciation in French as a foreign language in Maltese classrooms.

I would be grateful if you would give me permission to conduct my research study at this Sixth Form.

Should you give me permission, I would like to record around 10 second year students of French at Advanced Level. Students will be recorded for the reading of minimal pairs and for the reading of a paragraph in French. A spontaneous conversation about their hobbies will also be recorded. This should take approximately 15 minutes to complete. Recordings will take place during the students’ free time. I will also kindly ask permission to interview 1 Sixth-Form teacher of French. The interview will contain questions regarding the teaching of language pronunciation and will take approximately 15 minutes to complete. I will liaise with the French teacher to identify a convenient time for both the interviews and the recordings.

Participation in the study is voluntary and participants will suffer no negative consequence should they choose not to participate in the recordings/interviews. All the responses will be anonymous. Students’ and teacher’s identity and that of the school will remain completely confidential throughout the process. All raw data and back-ups will be securely stored and the data obtained will be solely used for the compilation of my dissertation.

I assure you that I will abide by all the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

Should you require further information, please do not hesitate to contact me.

Thanking you in advance.

Kind regards,

Researcher’s Details

Sara Bondin

Mobile Number: XXXXX

Email address: XXXX

Supervisor’s Details

Dr Anne-Marie Bezzina

Email address: XXXXX

Researcher’s Signature

Supervisor’s Signature

PERMISSION LETTER – HEAD OF DEPARTMENT OF FRENCH

DATE

Dear Sir/Madame,

I am a 2nd year student reading for a degree in Masters of French Education at the University of Malta. As part of this course I will be carrying out a research study, which will be presented as part of my dissertation. My dissertation supervisor is Dr Anne-Marie Bezzina.

The title of my dissertation is “Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language”. The aim of my research is to explore the situation of the teaching of pronunciation in French as a foreign language in Maltese classrooms.

I would be grateful if you would grant me your assistance by accepting to act as an intermediary and forward information letters and consent forms to your students of French.

Should you accept to give me assistance, I would like to record around 8 B.A. students of French. Students will be recorded for the reading of minimal pairs and for the reading of a paragraph in French. A spontaneous conversation about their hobbies will also be recorded. This should take approximately 15 minutes to complete.

Participation in the study is voluntary and participants will suffer no negative consequence should they choose not to participate in the recordings/interviews. All the responses will be anonymous. Students’ and lecturer’s identity will remain completely confidential throughout the process. All raw data and back-ups will be securely stored and the data obtained will be solely used for the compilation of my dissertation.

I kindly ask you to act an intermediary to distribute consent forms and information letters to students so that they may consider participating in my research. I ask students to hand in the signed consent form 2 weeks after they are distributed to them. The FREC of the Faculty of Education asked me to confirm whether you are authorised to take on this role of intermediary. I also would appreciate if you could write a short note to show that you kindly accept this role of intermediary and that you are authorised to take on this role.

I assure you that I will abide by all the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

Should you require further information, please do not hesitate to contact me.

Thanking you in advance.

Researcher’s Details

Sara Bondin

Mobile Number: XXXXX

Email address: XXXXX

Supervisor’s Details

Dr Anne-Marie Bezzina

Email address: XXXXX

Researcher’s Signature

Supervisor’s Signature

**PERMISSION LETTER – HEAD OF DEPARTMENT- DLHE- FACULTÉ DES
SCIENCES DE L'ÉDUCATION**

DATE

Dear Sir/Madam,

I am a 1st year student reading for a degree in Masters of French Education at the University of Malta. As part of this course I will be carrying out a research study, which will be presented as part of my dissertation. My dissertation supervisor is Dr Anne-Marie Bezzina.

The title of my dissertation is "Teaching and learning target language pronunciation: The case of Maltese learners of French as a foreign language". The aim of my research is to explore the situation of the teaching of pronunciation in French as a foreign language in Maltese classrooms.

I would be grateful if you would give me permission to conduct my research study within your department.

Should you give me permission, I would like to record around 8 B.A. students of French and 2-3 students of French reading for a degree in Masters in Teaching and Learning. Students will be recorded for the reading of minimal pairs and for the reading of a paragraph in French. A spontaneous conversation about their hobbies will also be recorded. This should take approximately 15 minutes to complete. I will also kindly ask permission to interview 1 University lecturer of French who teaches language. The interview will contain questions regarding the teaching of language pronunciation and will take approximately 15 minutes to complete. I will liaise with the French lecturer and the students to identify a convenient time for both the interviews and the recordings.

Participation in the study is voluntary and participants will suffer no negative consequence should they choose not to participate in the recordings/interviews. All the responses will be anonymous. Students' and lecturer's identity will remain completely confidential throughout the process. All raw data and back-ups will be securely stored and the data obtained will be solely used for the compilation of my dissertation.

I assure you that I will abide by all the ethical guidelines issued by the University Research Ethics Committee of the University of Malta throughout the course of my research.

Should you require further information, please do not hesitate to contact me.

Thanking you in advance.

Researcher's Details

Sara Bondin

Mobile Number: XXXXX

Email address: XXXXX

Supervisor's Details

Dr Anne-Marie Bezzina

Email address: XXXXX

Researcher's Signature

Supervisor's Signature

Annex C:

This annex contains:

- i. Letter of approval from the Secretariat of Catholic Education
- ii. Permission to act as an intermediary from the Head of French Department at the University of Malta
- iii. Permission to act as an intermediary from the Head of Department of Languages & Humanities in Education at the University of Malta



MALTESE EPISCOPAL CONFERENCE

Secretariat for Catholic Education

The Head

29th October 2018

Ms Sara Bondin, currently reading for a Masters Degree of French Education at the University of Malta, requests permission to carry out audio-recorded interviews with 15 Form 2 and 15 Form 4 students learning French. Furthermore, Ms Bondin will be conducting 6 interviews: 5 with teachers in the secondary school and 1 with sixth form teacher. She will further conduct an interview with sixth form students at the above mentioned schools.

The Secretariat for Catholic Education finds no objection for Ms Sara Bondin, to carry out the stated exercises subject to adhering to the policies and directives of the schools concerned.

Rev Dr. Charles Mallia
Delegate for Catholic Education

26/03/2019

University of Malta Mail - Permission to take the role of intermediary.



Permission to take the role of intermediary.

19 June 2018 at 09:52

Dear Sara Bondin,

When would like to hold these conversations with students?
You can distribute consent forms and information letters through my secretary, Ms Galea.
Best regards,
Prof. Th. T.

Prof. Thierry Tremblay
Head of Department
Department of French
OH346

<https://mail.google.com/mail/u/0?ik=713ab35036&view=pt&search=all&permmsgid=msg-f%3A1603686634494189284&simpl=msg-f%3A1603686634494189...> 1/1

26/03/2019

University of Malta Mail - Permission to act as intermediary in a Masters research



Permission to act as intermediary in a Masters research

12 June 2018 at 10:23

Dear Sara,

I should be very happy to help you and act as intermediary and forward the documents to our MTL students of French.

I am copying in your dissertation supervisor.

Kind regards,

Dr D Spiteri

[Quoted text hidden]

<https://mail.google.com/mail/u/0?ik=713ab35036&view=pt&search=all&permmsgid=msg-f%3A1603054428856045128&simpl=msg-f%3A1603054428856045...> 1/1

Annex D:

This annex contains the three exercises the participants partook in and the open-ended questions asked to the teachers of French:

- i. Exercise 1- Minimal pairs- Les voyelles nasales
- ii. Exercise 2- Three short paragraphs
- iii. Exercise 3- Spontaneous conversation prompting question
- iv. Teachers' semi-structured interview open-ended questions

EXERCISE 1: MINIMAL PAIRS- LES VOYELLES NASALES

La voyelle /ã/

1. gras/grand
2. chat/chanter
3. femme/faon
4. panne/pan
5. gramme/grand

La voyelle /õ/

1. peau/pont
2. mot/mont
3. haut/honte
4. trop/tronc
5. beau/bon

La voyelle /ẽ/

1. panne/pain
2. fine/fin
3. certaine/certain
4. ancienne/ancien
5. aucune/aucun
6. un
7. brun
8. lundi
9. parfum
10. chacun

EXERCISE 2: THREE SHORT PARAGRAPHS

Paragraph 1

Le capitaine Jonathan

Étant âgé de 18 ans

Capture un jour un pélican

Dans une île d'Extrême- Orient

(Robert Desnos « Le Pélican »)

Retrieved from Abry and Chalaron (1994, p.84)

Paragraph 2

Mon amante,

Mon amie,

Ma mascotte,

Mon totem,

Mon talisman,

Ma manne ...

(Michel Leiris « Le Ruban au cou d'Olympia »)

Retrieved from Abry and Chalaron (1994, p.88)

Paragraph 3

Ce chien est le mien

Non c'est le mien

C'est le tien

Ou c'est le mien?

Je n'y comprends rien.

(Michel Bénomou « Le Moulin à paroles »)

Retrieved from Abry and Chalaron (1994, p.93)

EX 3: PARTICIPATING IN A SPONTANEOUS CONVERSATION

Sujet: Les passe-temps et les loisirs

Topic: Hobbies and Leisure

(A selection of these questions will be asked)

- Quels sont tes passe-temps ou loisirs?
What are your hobbies?
- Comment est-ce que tu passes les soirs?
How do you spend your evenings?
- Comment est-ce que tu passes les jours de semaine?
How do you spend your weekdays?
- Est-ce que tu peux décrire ton/tes passe-temps?
Can you describe your hobby?
- Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?
Do you practice your hobby in a group, with friends or alone?
- Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps?
Do you find enough time to practice your hobby?
- Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?
Do you wish to find more time to practice your hobby?
- Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps?
Do you have any advice for the people you don't have a hobby?
- Quels sont les avantages d'avoir un passe-temps?
What are the advantages of having a hobby?
- Est-ce que tu veux trouver un autre passe-temps? Pourquoi?
Do you wish to find another hobby? Why?

SEMI-STRUCTURED INTERVIEW WITH TEACHERS/LECTURERS

Introduction

1. *Introduce yourself*
2. *Discuss the aim of this study*
3. *Provide information letter and consent form*
4. *Ask if there are any questions/ queries*
5. *Test audio-recorder to make sure it functions properly*
6. *Make sure interviewee is comfortable and start interview*

The teaching of pronunciation in a French class

- Do you manage to formally teach pronunciation during French lessons?
- How much time do you dedicate to teach pronunciation techniques to students?
- How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?
- If you do not teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)
- Would you like to have time to teach pronunciation techniques formally?
- Does the *méthode* you use have a section dedicated to pronunciation techniques?
- Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

Suggestions and advice

- What would you change in the syllabus to accommodate phonetics teaching in the syllabus?
- Have you received training of phonetics and French phonology?

- Have you practiced French phonology during lectures at the University of Malta?
- Do you think that the training you received helped improve your pronunciation?
- Do you think that the training you received helped prepare you to improve your students' pronunciation?
- Do you feel that you should have a continuous professional development helping you practise your spoken French and pronunciation?

Concluding statements

1. *Thank teachers for their voluntary participation*
2. *Ask them if they would like to have a copy of the transcriptions once ready*
3. *Record any personal reactions after the interview was terminated*

Annex E:

This annex contains the complete corpus of the transcriptions analysed in the
dissertation:

- i: Transcription of minimal pairs
- ii: Statistical results of minimal pairs
- iii: Transcription of short paragraphs
- iv: Statistical results of short paragraphs
- v: Transcription of spontaneous conversations
- vi: Observed pronunciation in spontaneous conversations

TRANSCRIPTIONS OF MINIMAL PAIRS

**LA VOYELLE /ã/
FORM 2**

Form 2 Participants	Gras /gra/	Grand /grã/
2.1	√	X
2.2	√	X
2.3	√	X
2.4	√	X
2.5	√	X
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	X
2.11	√	√
2.12	√	X
2.13	√	√

FORM 4

Form 4 Participants	Gras / gra /	Grand / grã /
4.1	√	√
4.2	√	√
4.3	√	X
4.4	√	√
4.5	√	X
4.6	√	X
4.7	√	X
4.8	√	X
4.9	√	√
4.10	√	X
4.11	√	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Gras / gra /	Grand / grã /
6.1	√	√
6.2	√	√
6.3	√	√
6.4	√	X
6.5	√	X
6.6	√	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	√	X
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Gras / gra /	Grand / grã /
7.1	√	√
7.2	√	√
7.3	√	√
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Chat /ja/	Chanter /fāte/
2.1	√	X
2.2	√	X
2.3	√	X
2.4	X	X
2.5	X	√
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	X
2.11	√	X
2.12	√	X
2.13	√	X

FORM 4

Form 4 Participants	Chat /ja/	Chanter /fāte/
4.1	√	X
4.2	√	X
4.3	X	X
4.4	√	X
4.5	√	X
4.6	X	X
4.7	√	X
4.8	√	X
4.9	√	X
4.10	√	X
4.11	√	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Chat /ja/	Chanter /fäte/
6.1	√	√
6.2	√	X
6.3	√	X
6.4	√	X
6.5	√	X
6.6	√	X
6.7	√	√
6.8	√	X
6.9	√	X
6.10	√	√
6.11	X	X
6.12	X	X
6.13	√	X

UNIVERSITY

University Participants	Chat /ja/	Chanter /fäte/
7.1	√	√
7.2	√	X
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Femme /fam/	Faon /fã/
2.1	X	X
2.2	X	√
2.3	X	√
2.4	X	√
2.5	X	√
2.6	X	X
2.7	X	X
2.8	X	X
2.9	X	√
2.10	√	√
2.11	√	√
2.12	X	√
2.13	X	√

FORM 4

Form 4 Participants	Femme /fam/	Faon /fã/
4.1	X	X
4.2	√	X
4.3	√	X
4.4	√	X
4.5	X	X
4.6	X	X
4.7	X	X
4.8	X	X
4.9	X	X
4.10	X	X
4.11	X	X
4.12	X	X

SIXTH FORM

Sixth Form Participants	Femme /fam/	Faon /fã/
6.1	√	√
6.2	X	X
6.3	√	X
6.4	√	X
6.5	X	X
6.6	X	X
6.7	√	X
6.8	√	X
6.9	√	X
6.10	√	X
6.11	√	X
6.12	√	√
6.13	√	X

UNIVERSITY

University Participants	Femme /fam/	Faon /fã/
7.1	√	√
7.2	√	X
7.3	√	X
7.4	√	√
7.5	√	X
7.6	√	√

FORM 2

Form 2 Participants	Panne /pan/	Pan /pã/
2.1	√	X
2.2	√	X
2.3	X	√
2.4	√	√
2.5	√	√
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	√
2.11	√	X
2.12	√	√
2.13	X	X

FORM 4

Form 4 Participants	Panne /pan/	Pan /pã/
4.1	X	√
4.2	X	√
4.3	√	X
4.4	√	X
4.5	√	X
4.6	√	X
4.7	√	X
4.8	√	√
4.9	√	√
4.10	X	X
4.11	X	√
4.12	X	X

SIXTH FORM

Sixth Form Participants	Panne /pan/	Pan /pã/
6.1	√	√
6.2	X	√
6.3	√	√
6.4	√	√
6.5	X	X
6.6	√	X
6.7	√	√
6.8	√	√
6.9	X	√
6.10	X	√
6.11	√	√
6.12	X	X
6.13	X	X

UNIVERSITY

University Participants	Panne /pan/	Pan /pã/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Gramme /gram/	Grand /grã/
2.1	√	√
2.2	√	X
2.3	√	X
2.4	√	X
2.5	√	X
2.6	X	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	X
2.11	√	X
2.12	√	X
2.13	√	√

FORM 4

Form 4 Participants	Gramme /gram/	Grand / grã /
4.1	√	√
4.2	√	√
4.3	√	X
4.4	√	√
4.5	√	X
4.6	√	X
4.7	√	X
4.8	√	√
4.9	√	√
4.10	√	X
4.11	√	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Gramme /gram/	Grand / grã /
6.1	√	√
6.2	√	√
6.3	√	√
6.4	√	X
6.5	√	X
6.6	√	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	√	X
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Gramme /gram/	Grand / grã /
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

**LA VOYELLE /õ/
FORM 2**

Form 2 Participants	Peau /po/	Pont /põ/
2.1	X	√
2.2	√	√
2.3	X	√
2.4	√	√
2.5	√	X
2.6	X	√
2.7	X	√
2.8	X	√
2.9	X	√
2.10	X	√
2.11	√	√
2.12	X	√
2.13	X	√

FORM 4

Form 4 Participants	Peau /po/	Pont /põ/
4.1	X	√
4.2	X	√
4.3	√	√
4.4	√	√
4.5	X	√
4.6	X	X
4.7	X	X
4.8	X	√
4.9	X	√
4.10	X	√
4.11	X	√
4.12	X	√

SIXTH FORM

Sixth Form Participants	Peau /po/	Pont /põ/
6.1	X	√
6.2	X	√
6.3	√	√
6.4	√	√
6.5	X	√
6.6	X	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	X	√
6.11	√	√
6.12	√	√
6.13	√	√

UNIVERSITY

University Participants	Peau /po/	Pont /põ/
7.1	√	√
7.2	√	√
7.3	X	√
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Mot /mo/	Mont/mõ/
2.1	√	√
2.2	√	√
2.3	√	√
2.4	√	√
2.5	X	√
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	√
2.11	√	X
2.12	√	X
2.13	√	X

FORM 4

Form 4 Participants	Mot /mo/	Mont/mõ/
4.1	√	√
4.2	√	√
4.3	X	X
4.4	√	√
4.5	√	√
4.6	X	X
4.7	√	X
4.8	√	X
4.9	√	√
4.10	√	X
4.11	√	√
4.12	X	X

SIXTH FORM

Sixth Form Participants	Mot /mo/	Mont/mõ/
6.1	√	√
6.2	√	√
6.3	√	√
6.4	√	X
6.5	√	X
6.6	√	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	√	√
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Mot /mo/	Mont/mõ/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Haut /o/	Honte /ʃt/
2.1	√	X
2.2	√	X
2.3	X	X
2.4	X	X
2.5	X	X
2.6	X	X
2.7	X	X
2.8	X	X
2.9	X	X
2.10	√	√
2.11	X	√
2.12	X	X
2.13	X	√

FORM 4

Form 4 Participants	Haut /o/	Honte /ʃt/
4.1	√	X
4.2	X	X
4.3	X	√
4.4	√	√
4.5	X	X
4.6	√	√
4.7	X	X
4.8	√	X
4.9	√	√
4.10	X	X
4.11	X	X
4.12	X	X

SIXTH FORM

Sixth Form Participants	Haut /o/	Honte /õt/
6.1	√	√
6.2	X	√
6.3	√	√
6.4	√	√
6.5	√	√
6.6	X	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	X	X
6.12	X	X
6.13	√	√

UNIVERSITY

University Participants	Haut /o/	Honte /õt/
7.1	√	√
7.2	√	√
7.3	√	√
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Trop /tro/	Tronc /trõ/
2.1	√	√
2.2	X	X
2.3	√	√
2.4	X	X
2.5	X	X
2.6	X	X
2.7	X	X
2.8	X	X
2.9	X	X
2.10	X	X
2.11	X	X
2.12	X	X
2.13	X	X

FORM 4

Form 4 Participants	Trop /tro/	Tronc /trõ/
4.1	X	X
4.2	X	X
4.3	X	X
4.4	X	X
4.5	X	X
4.6	X	X
4.7	X	X
4.8	X	X
4.9	X	X
4.10	X	X
4.11	X	X
4.12	X	X

SIXTH FORM

Sixth Form Participants	Trop /tro/	Tronc /trõ/
6.1	√	X
6.2	X	X
6.3	√	X
6.4	X	X
6.5	√	X
6.6	X	X
6.7	√	X
6.8	√	X
6.9	√	X
6.10	√	X
6.11	√	X
6.12	X	X
6.13	√	X

UNIVERSITY

University Participants	Trop /tro/	Tronc /trõ/
7.1	√	√
7.2	√	X
7.3	X	X
7.4	√	X
7.5	√	√
7.6	√	X

FORM 2

Form 2 Participants	Beau /bo/	Bon /bõ/
2.1	X	√
2.2	√	X
2.3	X	√
2.4	√	X
2.5	√	X
2.6	X	√
2.7	X	X
2.8	√	X
2.9	X	X
2.10	X	√
2.11	√	√
2.12	X	X
2.13	√	X

FORM 4

Form 4 Participants	Beau /bo/	Bon /bõ/
4.1	X	√
4.2	X	√
4.3	√	X
4.4	√	√
4.5	X	√
4.6	X	X
4.7	X	X
4.8	X	X
4.9	√	√
4.10	X	X
4.11	X	X
4.12	X	X

SIXTH FORM

Sixth Form Participants	Beau /bo/	Bon /bõ/
6.1	√	√
6.2	X	√
6.3	√	√
6.4	√	X
6.5	X	X
6.6	√	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	√	X
6.12	√	X
6.13	√	X

UNIVERSITY

University Participants	Beau /bo/	Bon /bõ/
7.1	√	√
7.2	√	√
7.3	√	√
7.4	√	√
7.5	√	√
7.6	√	√

**LA VOYELLE /ɛ̃/
FORM 2**

Form 2 Participants	Panne /pan/	Pain /pɛ̃/
2.1	√	√
2.2	√	X
2.3	X	X
2.4	X	X
2.5	√	X
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	X
2.11	X	X
2.12	√	X
2.13	√	X

FORM 4

Form 4 Participants	Panne /pan/	Pain /pɛ̃/
4.1	√	X
4.2	X	X
4.3	√	X
4.4	X	X
4.5	√	X
4.6	X	X
4.7	√	X
4.8	√	X
4.9	X	X
4.10	√	X
4.11	√	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Panne /pan/	Pain /pɛ̃/
6.1	√	X
6.2	X	X
6.3	√	√
6.4	√	X
6.5	√	X
6.6	√	X
6.7	√	√
6.8	√	√
6.9	√	√
6.10	X	√
6.11	√	X
6.12	√	X
6.13	X	√

UNIVERSITY

University Participants	Panne /pan/	Pain /pɛ̃/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	X
7.6	√	√

FORM 2

Form 2 Participants	Fine /fin/	Fin /fɛ̃/
2.1	X	√
2.2	√	X
2.3	X	X
2.4	√	X
2.5	√	X
2.6	√	X
2.7	√	X
2.8	√	X
2.9	√	X
2.10	√	X
2.11	√	√
2.12	X	X
2.13	X	X

FORM 4

Form 4 Participants	Fine /fin/	Fin /fɛ̃/
4.1	√	X
4.2	√	X
4.3	√	X
4.4	√	X
4.5	√	X
4.6	√	X
4.7	√	X
4.8	√	X
4.9	√	X
4.10	√	X
4.11	√	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Fine /fin/	Fin /fɛ/
6.1	√	√
6.2	X	X
6.3	√	√
6.4	√	X
6.5	X	√
6.6	√	√
6.7	√	√
6.8	√	√
6.9	√	√
6.10	√	√
6.11	√	X
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Fine /fin/	Fin /fɛ/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Certaine /sɛrtɛn/	Certain /sɛrtɛ̃/
2.1	X	√
2.2	X	X
2.3	X	X
2.4	√	X
2.5	X	X
2.6	X	X
2.7	√	X
2.8	X	X
2.9	X	√
2.10	√	X
2.11	X	X
2.12	X	X
2.13	X	X

FORM 4

Form 4 Participants	Certaine /sɛrtɛn/	Certain /sɛrtɛ̃/
4.1	X	X
4.2	X	X
4.3	√	X
4.4	√	X
4.5	X	X
4.6	√	X
4.7	√	X
4.8	√	X
4.9	√	X
4.10	X	X
4.11	X	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Certain /sɛrtɛn/	Certain /sɛrtɛ̃/
6.1	√	X
6.2	√	X
6.3	√	√
6.4	X	√
6.5	X	X
6.6	√	X
6.7	√	√
6.8	√	X
6.9	√	X
6.10	X	√
6.11	√	X
6.12	√	√
6.13	X	X

UNIVERSITY

University Participants	Certain /sɛrtɛn/	Certain /sɛrtɛ̃/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Ancienne / āsjen/	Ancien /āsjē/
2.1	X	√
2.2	X	X
2.3	X	X
2.4	√	X
2.5	X	X
2.6	X	X
2.7	√	X
2.8	X	X
2.9	√	X
2.10	X	X
2.11	√	X
2.12	X	X
2.13	X	X

FORM 4

Form 4 Participants	Ancienne / āsjen/	Ancien /āsjē/
4.1	√	X
4.2	√	X
4.3	X	X
4.4	√	X
4.5	X	X
4.6	X	X
4.7	√	X
4.8	X	X
4.9	√	X
4.10	X	X
4.11	X	X
4.12	√	X

SIXTH FORM

Sixth Form Participants	Ancienne / āsjen/	Ancien /āsjē/
6.1	√	X
6.2	√	X
6.3	√	X
6.4	√	√
6.5	√	X
6.6	√	X
6.7	√	X
6.8	√	X
6.9	√	X
6.10	√	√
6.11	√	X
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Ancienne / āsjen/	Ancien /āsjē/
7.1	√	√
7.2	√	√
7.3	√	X
7.4	√	√
7.5	√	X
7.6	√	√

FORM 2

Form 2 Participants	Aucune /okyn/	Aucun /okě /
2.1	X	X
2.2	X	X
2.3	X	X
2.4	√	X
2.5	X	X
2.6	X	X
2.7	X	X
2.8	X	X
2.9	X	X
2.10	X	X
2.11	X	X
2.12	X	X
2.13	X	X

FORM 4

Form 4 Participants	Aucune /okyn/	Aucun /okě /
4.1	√	X
4.2	√	X
4.3	X	X
4.4	X	X
4.5	X	X
4.6	√	X
4.7	√	X
4.8	X	X
4.9	X	X
4.10	X	X
4.11	X	X
4.12	X	X

SIXTH FORM

Sixth Form Participants	Aucune /okyn/	Aucun / okě /
6.1	√	√
6.2	√	X
6.3	√	√
6.4	√	√
6.5	√	√
6.6	X	X
6.7	√	√
6.8	√	√
6.9	√	√
6.10	X	X
6.11	√	X
6.12	√	X
6.13	√	√

UNIVERSITY

University Participants	Aucune /okyn/	Aucun / okě /
7.1	√	√
7.2	√	X
7.3	√	X
7.4	√	√
7.5	√	√
7.6	√	√

FORM 2

Form 2 Participants	Un /ɛ̃/	Brun /brɛ̃/	Lundi /lɛ̃di/	Parfum /parfɛ̃/	Chacun /ʃakɛ̃/
2.1	√	√	√	X	X
2.2	X	X	X	X	X
2.3	√	X	X	X	X
2.4	X	X	X	X	√
2.5	X	X	X	X	X
2.6	X	X	X	X	X
2.7	X	X	X	X	X
2.8	X	X	X	X	X
2.9	X	X	X	X	X
2.10	X	X	X	X	X
2.11	√	√	X	X	√
2.12	X	X	X	X	X
2.13	X	X	X	X	X

FORM 4

Form 4 Participants	Un /ɛ̃/	Brun /brɛ̃/	Lundi /lɛ̃di/	Parfum /parfɛ̃/	Chacun /ʃakɛ̃/
4.1	X	X	X	X	X
4.2	√	X	X	√	√
4.3	X	X	X	X	X
4.4	X	X	X	X	X
4.5	X	X	X	X	X
4.6	X	X	X	X	X
4.7	X	X	X	X	X
4.8	X	X	X	X	X
4.9	X	X	X	X	X
4.10	X	X	X	X	X
4.11	X	X	X	X	X
4.12	X	X	X	X	X

SIXTH FORM

Sixth Form Participants	Un / ě /	Brun / brě /	Lundi / lědi /	Parfum / parfě /	Chacun / jakě /
6.1	√	X	√	X	√
6.2	X	X	X	X	X
6.3	X	X	X	X	√
6.4	X	X	X	X	X
6.5	X	X	X	√	√
6.6	X	X	X	X	X
6.7	√	√	√	X	√
6.8	√	√	√	√	√
6.9	√	√	√	X	√
6.10	X	X	X	X	√
6.11	X	X	X	X	X
6.12	X	X	X	X	X
6.13	X	√	√	X	√

UNIVERSITY

University Participants	Un / ě /	Brun / brě /	Lundi / lědi /	Parfum / parfě /	Chacun / jakě /
7.1	√	√	√	√	√
7.2	√	√	√	√	√
7.3	X	X	√	X	X
7.4	√	√	√	√	√
7.5	X	√	√	X	X
7.6	√	√	√	√	√

STATISTICAL RESULTS OF MINIMAL PAIRS

Form 2

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gras)	Correct	2	11	13
	Incorrect	0	0	0
Total		2	11	13

P-value cannot be computed

All thirteen participants pronounced the oral vowel correctly. Eleven out of thirteen participants pronounced the nasal vowel incorrectly whilst only two participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Chanter)		Total
		Correct	Incorrect	
Oral (Chat)	Correct	0	11	11
	Incorrect	1	1	2
Total		1	12	13

$X^2(1) = 5.958, p = 0.15$

Eleven out of thirteen participants pronounced the oral vowel correctly whilst only one participant pronounced the nasal vowel correctly. There were twelve participants who pronounced the nasal vowel incorrectly and two participants pronounced the oral vowel incorrectly. The Chi-square P-value (0.15) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Faon)		Total
		Correct	Incorrect	
Oral (Femme)	Correct	1	0	1
	Incorrect	8	4	12
Total		9	4	13

$X^2(1) = 0.481, p = 0.488$

One out of the thirteen participants pronounced the oral vowel correctly whilst nine out of the thirteen participants pronounced the nasal vowel correctly. Four participants pronounced the nasal vowel incorrectly and twelve pronounced the oral vowel incorrectly. The Chi-square P-value (0.488) exceeds the 0.05 level of

significance indicating no significant association between the 2 categorical variables

		Nasal (Paon)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	4	7	11
	Incorrect	1	1	2
Total		5	8	13

$$X^2(1) = 0.133, p = 0.715$$

Eleven out of thirteen participants pronounced the oral vowel correctly whilst five participants pronounced the nasal vowel correctly. Eight participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.715) exceeded the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gramme)	Correct	2	10	12
	Incorrect	0	1	1
Total		2	11	13

$$X^2(1) = 0.197, p = 0.657$$

Twelve out of the thirteen participants pronounced the oral vowel correctly whilst two participants pronounced the nasal vowel correctly. Eleven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.657) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Pont)		Total
		Correct	Incorrect	
Oral (Peau)	Correct	3	1	4
	Incorrect	9	0	9
Total		12	1	13

$$X^2(1) = 2.438, p = 0.118$$

Four out of thirteen participants pronounced the oral vowel correctly and twelve participants pronounced the nasal vowel correctly. One participant pronounced the nasal vowel incorrectly. The Chi-square P-value (0.118) exceeds the 0.05 level

of significance indicating no significant association between the 2 categorical variables.

		Nasal (Mont)		Total
		Correct	Incorrect	
Oral (Mot)	Correct	5	7	12
	Incorrect	1	0	1
Total		6	7	13

$$X^2(1) = 1.264, p = 0.261$$

Twelve out of thirteen participants pronounced the oral vowel correctly and six pronounced the nasal vowel correctly. Seven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.261) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Honte)		Total
		Correct	Incorrect	
Oral (Haut)	Correct	1	2	3
	Incorrect	2	8	10
Total		3	10	13

$$X^2(1) = 0.231, p = 0.631$$

Three out of the thirteen participants pronounced the oral vowel correctly and three participants pronounced the nasal vowel correctly. Ten participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.631) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Tronc)		Total
		Correct	Incorrect	
Oral (Trop)	Correct	2	0	2
	Incorrect	0	11	11
Total		2	11	13

$$X^2(1) = 13.000, p = 0.000$$

Two out of thirteen participants pronounced the oral vowel correctly and two participants pronounced the nasal vowel correctly. The Chi-square P-value (0.000) does not exceed the 0.05 level of significance indicating significant association between the 2 categorical variables.

		Nasal (Bon)		Total
		Correct	Incorrect	
Oral (Beau)	Correct	1	5	6
	Incorrect	4	3	7
Total		5	8	13

$$X^2(1) = 2.236, p = 0.135$$

Six out of thirteen participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Eight participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.135) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Pain)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	1	9	10
	Incorrect	0	3	3
Total		1	12	13

$$X^2(1) = 0.325, p = 0.569$$

Ten out of thirteen participants pronounced the oral vowel correctly and only one participant pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.569) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Fin)		Total
		Correct	Incorrect	
Oral (Fine)	Correct	1	8	9
	Incorrect	1	3	4
Total		2	11	13

$$X^2(1) = 0.410, p = 0.522$$

Nine out of thirteen participants pronounced the oral vowel correctly and two participants pronounced the nasal vowel correctly. Eleven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.522) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Certain)		Total
		Correct	Incorrect	
Oral (Certaine)	Correct	0	3	3
	Incorrect	2	8	10
Total		2	11	13

$$X^2(1) = 0.709, p = 0.400$$

Three out of thirteen participants pronounced the oral vowel correctly and two participants pronounced the nasal vowel correctly. Eleven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.400) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Ancien)		Total
		Correct	Incorrect	
Oral (Ancienne)	Correct	0	4	4
	Incorrect	1	8	9
Total		1	12	13

$$X^2(1) = 0.481, p = 0.488$$

Four out of thirteen participants pronounced the oral vowel correctly and only one participant pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.488) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Aucun)		Total
		Correct	Incorrect	
Oral (Aucune)	Correct	0	1	1
	Incorrect	0	12	12
Total		0	13	13

P-value cannot be computed

Only one participant out of thirteen pronounced the oral vowel correctly. None of the participants pronounced the nasal vowel correctly. All the participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Outcome		Total
		Correct	Incorrect	
Nasal vowel [ɛ̃]	Un	2	11	13
	Brun	2	11	13
	Lundi	1	12	13
	Parfum	0	13	13
	Chacun	2	11	13
Total		7	58	65

$$X^2(4) = 2.562, p = 0.634$$

There is a larger number of participants pronouncing the nasal vowel/ɛ̃/ incorrectly. Eleven out of thirteen participants pronounced *un*, *brun* and *chacun* incorrectly. Twelve participants pronounced *lundi* incorrectly and all the participants pronounced *parfum* incorrectly. The Chi-square P-value (0.634) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Form 4

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gras)	Correct	4	8	12
	Incorrect	0	0	0
Total		4	8	12

P-value cannot be computed

All the participants pronounced the oral vowel correctly and four participants pronounced the nasal vowel correctly. Eight participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Chanter)		Total
		Correct	Incorrect	
Oral (Chat)	Correct	0	10	10
	Incorrect	0	2	2
Total		0	12	12

P-value cannot be computed

Ten out of the twelve participants pronounced the oral vowel correctly and none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Faon)		Total
		Correct	Incorrect	
Oral (Femme)	Correct	0	3	3
	Incorrect	0	9	9
Total		0	12	12

P-value cannot be computed

Three out of the twelve participants pronounced the oral vowel correctly and none of the participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Pan)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	2	5	7
	Incorrect	3	2	5
Total		5	7	12

$$X^2(1) = 1.185, p = 0.276$$

Seven out of twelve participants pronounced the oral vowel correctly whilst only five participants pronounced the nasal vowel correctly. Seven pronounced the nasal vowel incorrectly. The Chi-square P-value (0.276) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gramme)	Correct	5	7	12
	Incorrect	0	0	0
Total		5	7	12

P-value cannot be computed

All the participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Seven participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Pont)		Total
		Correct	Incorrect	
Oral (Peau)	Correct	0	2	2
	Incorrect	10	0	10
Total		10	2	12

$$X^2(1) = 0.480, p = 0.488$$

Two out of twelve participants pronounced the oral vowel correctly whilst ten participants pronounced the nasal vowel correctly. The Chi-square P-value (0.488) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Mont)		Total
		Correct	Incorrect	
Oral (Mot)	Correct	6	3	9
	Incorrect	0	3	3
Total		6	6	12

$$X^2(1) = 4.000, p = 0.46$$

Nine out of the twelve participants pronounced the oral vowel correctly and six participants pronounced the nasal vowel incorrectly. Six participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.46) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Honte)		Total
		Correct	Incorrect	
Oral (Haut)	Correct	3	2	5
	Incorrect	1	6	7
Total		4	8	12

$$X^2(1) = 2.743, p = 0.098$$

Five out of the twelve participants pronounced the oral vowel correctly and four participants pronounced the nasal vowel incorrectly. Eight participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.098) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Tronc)		Total
		Correct	Incorrect	
Oral (Trop)	Correct	0	3	3
	Incorrect	0	9	9
Total		0	12	12

P-value cannot be computed

Three out of twelve participants pronounced the oral vowel correctly but none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Bon)		Total
		Correct	Incorrect	
Oral (Beau)	Correct	2	1	3
	Incorrect	3	6	9
Total		5	7	12

$X^2(1) = 1.029, p = 0.310$

Three out of the twelve participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Seven participants pronounced the nasal vowel incorrectly. The Chi-square P-value (0.310) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Pain)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	0	8	8
	Incorrect	0	4	4
Total		0	12	12

P-value cannot be computed

Eight out of twelve participants pronounced the oral vowel correctly but none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Fin)		Total
		Correct	Incorrect	
Oral (Fine)	Correct	0	12	12
	Incorrect	0	0	0
Total		0	12	12

P-value cannot be computed

All participants pronounced the oral vowel correctly but none of the participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Certain)		Total
		Correct	Incorrect	
Oral (Certaine)	Correct	0	7	7
	Incorrect	0	5	5
Total		0	12	12

P-value cannot be computed

Seven out of twelve participants pronounced the oral vowel correctly but none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Ancien)		Total
		Correct	Incorrect	
Oral (Ancienne)	Correct	0	6	6
	Incorrect	0	6	6
Total		0	12	12

P-value cannot be computed

Six out of twelve participants pronounced the oral vowel correctly and none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Aucun)		Total
		Correct	Incorrect	
Oral (Aucune)	Correct	0	4	4
	Incorrect	0	8	8
Total		0	12	12

P-value cannot be computed

Four out of twelve participants pronounced the oral vowel correctly but none of the participants pronounced the nasal vowel correctly. Twelve participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Outcome		Total
		Correct	Incorrect	
Nasal vowel [ɛ̃]	Un	1	11	12
	Brun	0	12	12
	Lundi	0	12	12
	Parfum	1	11	12
	Chacun	1	11	12
Total		3	57	60

$X^2(4) = 2.105, p = 0.716$

There is a larger number of participants pronouncing the nasal vowel /ɛ̃/ incorrectly. Eleven out of thirteen participants pronounced *un*, *parfum* and *chacun* incorrectly. Twelve participants pronounced *brun* and *lundi* incorrectly. The Chi-square P-value (0.716) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Sixth Form

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gras)	Correct	9	4	13
	Incorrect	0	0	0
Total		9	4	13

P-value cannot be computed

All thirteen Sixth-Form participants pronounced the oral vowels correctly however only nine pronounced the nasal vowel correctly. 4 participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Chanter)		Total
		Correct	Incorrect	
Oral (Chat)	Correct	3	8	11
	Incorrect	0	2	2
Total		3	10	13

$X^2(1) = 0.709, p = 0.400$

Eleven of the thirteen participants pronounced the oral vowel correctly however only three pronounced the nasal vowel correctly. There were ten participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.400) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Faon)		Total
		Correct	Incorrect	
Oral (Femme)	Correct	2	8	10
	Incorrect	0	3	3
Total		2	11	13

$X^2(1) = 0.709, p = 0.400$

Ten of the thirteen participants pronounced the oral vowel correctly however only two pronounced the nasal vowel correctly. There were eleven participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.400) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Pan)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	4	7	11
	Incorrect	1	1	2
Total		5	8	13

$X^2(1) = 0.133, p = 0.715$

Eleven of the thirteen participants pronounced the oral vowel correctly and five pronounced the nasal vowel correctly. There were eight participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.715) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Grand)		Total
		Correct	Incorrect	
Oral (Gramme)	Correct	9	4	13
	Incorrect	0	0	0
Total		9	4	13

P-value cannot be computed

All participants pronounced the oral vowel correctly and nine pronounced the nasal vowel correctly. There were four participants who pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Pont)		Total
		Correct	Incorrect	
Oral (Peau)	Correct	8	0	8
	Incorrect	5	0	5
Total		13	0	13

P-value cannot be computed

Eight out of thirteen participants pronounced the oral vowel correctly and all participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Mont)		Total
		Correct	Incorrect	
Oral (Mot)	Correct	10	3	13
	Incorrect	0	0	0
Total		10	3	13

P-value cannot be computed

All participants pronounced the oral vowel correctly and ten out of thirteen participants pronounced the nasal vowel correctly. There were three participants who pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Honte)		Total
		Correct	Incorrect	
Oral (Haut)	Correct	9	0	9
	Incorrect	2	2	4
Total		11	2	13

$X^2(1) = 5.318, p = 0.021$

Nine of the thirteen participants pronounced the oral vowel correctly and eleven pronounced the nasal vowel correctly. The Chi-square P-value (0.021) does not exceed the 0.05 level of significance indicating that there is a significant association between the 2 categorical variables.

		Nasal (Tronc)		Total
		Correct	Incorrect	
Oral (Trop)	Correct	0	9	9
	Incorrect	0	4	4
Total		0	13	13

P-value cannot be computed

Nine out of thirteen participants pronounced the oral vowel correctly and none of the participants pronounced the nasal vowel correctly. There were thirteen participants who pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Bon)		Total
		Correct	Incorrect	
Oral (Beau)	Correct	7	4	11
	Incorrect	1	1	2
Total		8	5	13

$$X^2(1) = 0.133, p = 0.715$$

Eleven of the thirteen participants pronounced the oral vowel correctly and eight pronounced the nasal vowel correctly. There were five participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.715) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Pain)		Total
		Correct	Incorrect	
Oral (Panne)	Correct	4	6	10
	Incorrect	2	1	3
Total		6	7	13

$$X^2(1) = 0.660, p = 0.416$$

Ten of the thirteen participants pronounced the oral vowel correctly and six pronounced the nasal vowel correctly. There were seven participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.416) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Fin)		Total
		Correct	Incorrect	
Oral (Fine)	Correct	8	3	11
	Incorrect	1	1	2
Total		9	4	13

$$X^2(1) = 0.410, p = 0.522$$

Eleven of the thirteen participants pronounced the oral vowel correctly and nine pronounced the nasal vowel correctly. There were four participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.522) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Certain)		Total
		Correct	Incorrect	
Oral (Certaine)	Correct	3	6	9
	Incorrect	2	2	4
Total		5	8	13

$$X^2(1) = 0.325, p = 0.569$$

Nine of the thirteen participants pronounced the oral vowel correctly and only five pronounced the nasal vowel correctly. There were eight participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.569) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Nasal (Ancien)		Total
		Correct	Incorrect	
Oral (Ancienne)	Correct	3	10	13
	Incorrect	0	0	0
Total		3	10	13

P-value cannot be computed

All participants pronounced the oral vowel correctly but only three pronounced the nasal vowel correctly. There were ten participants who pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Nasal (Aucun)		Total
		Correct	Incorrect	
Oral (Aucune)	Correct	8	3	11
	Incorrect	0	2	2
Total		8	5	13

$$X^2(1) = 3.782, p = 0.052$$

Eleven of the thirteen participants pronounced the oral vowel correctly and eight pronounced the nasal vowel correctly. There five participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.052) exceed the 0.05 level of significance indicating no significant association between the 2 categorical variables.

		Outcome		Total
		Correct	Incorrect	
Nasal vowel [ɛ̃]	Un	4	9	13
	Brun	4	9	13
	Lundi	5	8	13
	Parfum	2	11	13
	Chacun	8	5	13
Total		23	42	65

$$X^2(4) = 6.460, p = 0.167$$

There is a larger number of participants pronouncing the nasal vowel/ɛ̃/ incorrectly. Eleven out of thirteen participants pronounced *parfum* incorrectly. Nine participants pronounced *un* and *brun* incorrectly and eight participants pronounced *lundi* incorrectly. However, eight participants pronounced *chacun* correctly. The Chi-square P-value (0.716) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

University Test1

Nasal (Grand)

		Correct	Incorrect	Total
Oral (Gras)	Correct	6	0	6
	Incorrect	0	0	0
Total		6	0	6

P-value cannot be computed

All six University student participants pronounced both the oral and the nasal vowels correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Chanter)

		Correct	Incorrect	Total
Oral (Chat)	Correct	4	2	6
	Incorrect	0	0	0
Total		4	2	6

P-value cannot be computed

Four out of six participants pronounced the nasal vowel correctly and all the participants pronounced the oral vowel correctly. Only two participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Faon)

		Correct	Incorrect	Total
Oral (Femme)	Correct	3	3	6
	Incorrect	0	0	0
Total		3	3	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and three participants pronounced the nasal vowel correctly. Three participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Pan)

		Correct	Incorrect	Total
Oral (Panne)	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Only one participant pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Grand)

		Correct	Incorrect	Total
Oral (Gramme)	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. Only one participant pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Pont)

		Correct	Incorrect	Total
Oral (Peau)	Correct	5	0	5
	Incorrect	1	0	1
Total		6	0	6

P-value cannot be computed

Five out of six participants pronounced the oral vowel correctly and all participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Mont)

		Correct	Incorrect	Total
Oral (Mot)	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Honte)

		Correct	Incorrect	Total
Oral (Haut)	Correct	6	0	6
	Incorrect	0	0	0
Total		6	0	6

P-value cannot be computed

All six participants pronounced both the oral and the nasal vowels correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Tronc)

		Correct	Incorrect	Total
Oral (Trop)	Correct	2	3	5
	Incorrect	0	1	1
Total		2	4	6

$X^2(1) = 0.6000, p = 0.439$

Five of the six participants pronounced the oral vowel correctly however only two pronounced the nasal vowel correctly. There were four participants who pronounced the nasal vowel incorrectly. The Chi-square P-value (0.439) exceed the 0.05 level of significance indicating no significant association between the 2 categorical variables.

Nasal (Bon)

		Correct	Incorrect	Total
Oral (Beau)	Correct	6	0	6
	Incorrect	0	0	0
Total		6	0	6

P-value cannot be computed

All six participants pronounced both the oral and the nasal vowels correctly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Pain)

		Correct	Incorrect	Total
Oral (Panne)	Correct	4	2	6
	Incorrect	0	0	0
Total		4	2	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and four participants pronounced the nasal vowel correctly. Two participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Fin)

		Correct	Incorrect	Total
Oral (Fine)	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. One participant pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Certain)

		Correct	Incorrect	Total
Oral (Certain)	Correct	5	1	6
	Incorrect	0	0	0
Total		5	1	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and five participants pronounced the nasal vowel correctly. One participant pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Ancien)

		Correct	Incorrect	Total
Oral (Ancienne)	Correct	4	2	6
	Incorrect	0	0	0
Total		4	2	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and four participants pronounced the nasal vowel correctly. Two participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

Nasal (Aucun)

		Correct	Incorrect	Total
Oral (Aucune)	Correct	4	2	6
	Incorrect	0	0	0
Total		4	2	6

P-value cannot be computed

All six participants pronounced the oral vowel correctly and four participants pronounced the nasal vowel correctly. Two participants pronounced the nasal vowel incorrectly. The Chi-square test could not be carried out because there was no variation in one of the variables.

		Outcome		Total
		Correct	Incorrect	
Nasal vowel [ɛ̃]	Un	4	2	6
	Brun	5	1	6
	Lundi	6	0	6
	Parfum	4	2	6
	Chacun	4	2	6
Total		23	7	30

$$X^2(4) = 2.981, p = 0.561$$

There is a small number of participants pronouncing the nasal vowel /ɛ̃/ incorrectly. Two out of six participants pronounced *un*, *parfum* and *chacun* incorrectly. Only one participant pronounced *brun* incorrectly and none of the participants pronounced *lundi* incorrectly. The Chi-square P-value (0.561) exceeds the 0.05 level of significance indicating no significant association between the 2 categorical variables.

TRANSCRIPTIONS OF SHORT PARAGRAPHS

PARAGRAPH 1

Le capitaine **Jonathan** /ʒonatã/

Étant /etã/ âgé de 18 **ans** /ã/

Capture **un** /ẽ/ jour **un** /ẽ/ **pelican** /pelikã/

Dans /dã/ une île d'Extrême- **Orient** /ɔRjã/

Form 2

Form 2 Participants	ʒonatã	etã	ã	ẽ	ẽ	pelikã	dã	ɔRjã
2.1	√	√	√	√	√	√	X	√
2.2	X	√	X	X	√	X	X	√
2.3	X	√	√	X	X	√	X	√
2.4	X	X	√	X	X	X	√	X
2.5	X	X	X	X	X	√	X	√
2.6	X	X	X	X	X	√	X	X
2.7	X	X	X	X	X	X	X	√
2.8	X	X	√	X	X	X	X	X
2.9	X	√	√	X	X	X	X	X
2.10	X	X	√	X	X	√	X	√
2.11	√	√	√	X	X	√	X	X
2.12	X	X	X	X	X	√	√	√
2.13	X	√	√	X	√	√	√	X

Form 4

Form 4 Participants	zonatā	etā	ā	ē	ē	pelikā	dā	ɔRjā
4.1	√	X	√	X	X	√	X	√
4.2	√	√	√	√	√	√	√	√
4.3	X	X	√	X	X	X	X	√
4.4	X	X	X	X	X	X	√	X
4.5	X	X	X	X	X	X	X	X
4.6	X	X	X	X	X	X	X	X
4.7	X	X	X	X	X	X	X	X
4.8	X	X	X	X	X	√	X	√
4.9	√	√	√	X	X	√	X	√
4.10	X	X	X	X	X	X	X	X
4.11	X	X	√	X	X	X	X	X
4.12	X	X	X	X	X	X	X	X

Sixth Form

Sixth Form Participants	zonatā	etā	ā	ē	ẽ	pelikā	dā	ɔRjā
6.1	X	√	√	√	√	√	√	√
6.2	X	X	√	X	X	√	√	√
6.3	√	√	√	X	X	√	√	√
6.4	√	√	√	X	√	√	√	√
6.5	√	√	√	√	√	X	X	X
6.6	X	X	√	X	X	X	X	X
6.7	X	√	√	√	√	√	√	X
6.8	√	√	√	√	√	√	√	√
6.9	√	√	√	√	√	√	√	√
6.10	X	√	√	X	√	√	√	√
6.11	X	X	X	X	X	X	√	X
6.12	X	X	√	X	X	√	X	√
6.13	√	√	√	√	√	√	√	√

University Students

University Participants	zonatā	etā	ā	ē	ẽ	pelikā	dā	ɔRjā
7.1	√	√	√	√	√	√	√	√
7.2	X	√	√	√	√	√	√	√
7.3	X	X	X	X	X	X	√	√
7.4	√	√	√	X	X	√	√	√
7.5	X	√	√	X	X	√	√	√
7.6	√	√	√	X	X	√	√	√

PARAGRAPH 2

Mon amante, /mõnamõt/

Mon/mõ/ amie,

Ma mascotte,

Mon /mõ/ totem,

Mon /mõ/ talisman /talismã/

Ma manne ...

Form 2

Form 2 Participants	mõnamõt	mõ	mõ	mõ	talismã
2.1	√	√	√	√	X
2.2	X	X	X	X	X
2.3	X	X	X	X	√
2.4	X	X	X	X	X
2.5	X	X	X	X	√
2.6	X	X	X	X	√
2.7	X	X	X	X	X
2.8	X	X	X	X	√
2.9	X	X	X	X	X
2.10	X	X	X	X	√
2.11	X	√	√	√	X
2.12	√	X	X	X	√
2.13	√	X	X	X	X

Form 4

Form 4 Participants	mõnamõt	mõ	mõ	mõ	talismã
4.1	X	X	X	X	√
4.2	X	X	X	X	X
4.3	√	X	X	X	√
4.4	X	X	X	X	X
4.5	X	X	X	X	√
4.6	X	X	X	X	√
4.7	X	X	X	X	X
4.8	X	X	X	X	X
4.9	X	X	X	X	X
4.10	X	X	X	X	X
4.11	√	X	X	X	X
4.12	X	X	X	X	X

Sixth Form

Sixth Form Participants	mõnamõt	mõ	mõ	mõ	talismã
6.1	√	X	X	X	√
6.2	√	X	X	X	√
6.3	√	X	X	X	√
6.4	√	X	X	X	√
6.5	√	X	X	X	√
6.6	X	X	X	X	√
6.7	√	X	√	√	√
6.8	√	√	√	√	√
6.9	√	X	X	X	√
6.10	√	X	X	√	√
6.11	√	X	X	X	X
6.12	√	X	X	X	X
6.13	√	X	X	X	√

University

University Participants	mõnamõt	mõ	mõ	mõ	talismã
7.1	√	√	√	√	√
7.2	√	√	√	√	X
7.3	√	√	√	√	X
7.4	√	√	√	√	√
7.5	√	√	X	X	√
7.6	√	√	X	X	√

PARAGRAPH 3

Ce **chien** /ʃjẽ/ est le **mien** /mjẽ/

Non c'est le **mien** /mjẽ/

C'est le **tien** /tjẽ/

Ou c'est le **mien** /mjẽ/?

Je n'y **comprends** /kõpRã/ **rien** /Rjẽ/

Form 2

Form 2 Participants	ʃjẽ	mjẽ	mjẽ	tjẽ	mjẽ	kõpRã	Rjẽ
2.1	√	√	√	√	√	√	X
2.2	X	X	X	X	X	√	X
2.3	X	X	√	√	√	X	X
2.4	X	X	X	X	X	X	X
2.5	X	X	X	X	X	X	X
2.6	X	X	X	X	X	X	X
2.7	X	X	X	X	X	X	X
2.8	X	X	X	X	X	X	X
2.9	X	X	X	X	X	X	X
2.10	X	X	X	X	X	X	X
2.11	√	√	√	√	√	√	√
2.12	X	X	X	X	X	X	X
2.13	X	X	X	X	X	√	X

Form 4

Form 4 Participants	řě	mě	mě	tě	mě	křpř	řě
4.1	X	X	X	X	X	X	X
4.2	X	X	X	X	√	X	X
4.3	X	X	X	X	X	X	X
4.4	X	X	X	X	X	X	X
4.5	X	X	X	X	X	X	X
4.6	X	X	X	X	X	X	X
4.7	X	X	X	X	X	X	X
4.8	X	X	X	X	X	X	X
4.9	X	X	X	X	X	X	X
4.10	X	X	X	X	X	X	X
4.11	X	X	X	X	X	X	X
4.12	X	X	X	X	X	X	X

Sixth Form

Sixth Form Participants	ſjě	mĵě	mĵě	tĵě	mĵě	kōpRā	Rĵě
6.1	X	X	√	√	√	X	X
6.2	X	√	√	√	√	X	X
6.3	√	√	√	√	√	√	√
6.4	X	X	X	√	√	X	X
6.5	X	√	√	√	√	X	√
6.6	X	X	X	X	X	X	X
6.7	√	√	√	X	√	X	√
6.8	√	√	√	√	√	√	√
6.9	√	√	√	√	√	√	√
6.10	√	√	√	√	√	X	√
6.11	X	X	X	X	X	√	X
6.12	X	X	X	X	X	X	X
6.13	√	√	√	√	√	√	√

University

University Participants	ſjě	mĵě	mĵě	tĵě	mĵě	kōpRā	Rĵě
7.1	√	√	√	√	√	√	√
7.2	√	√	√	√	√	√	√
7.3	X	X	X	X	X	X	X
7.4	√	√	√	√	√	√	√
7.5	X	X	X	X	X	√	X
7.6	√	√	√	√	√	√	√

STATISTICAL RESULTS OF SHORT PARAGRAPHS

Form 2

		Paragraph 1	
		Correct	Incorrect
Nasal vowels	Jonathan	3	11
	Étant	6	7
	Ans	8	5
	Un 1	1	12
	Un 2	1	10
	Pélican	8	5
	Dans	3	10
	Orient	7	6

There is a larger number of Form 2 participants pronouncing the nasal vowels in *ans*, *pelican* and *orient* correctly and a larger number of participants pronouncing nasal vowels *Jonathan*, *étant*, *un 1*, *un 2* and *dans* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more incorrectly than others.

		Paragraph 2	
		Correct	Incorrect
Nasal vowels	Mon amante	3	10
	Mon 1	2	11
	Mon 2	2	11
	Mon 3	2	11
	Talisman	6	7

There is a larger number of participants pronouncing the nasal vowels in *mon amante*, *mon1*, *mon2* and *mon3* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more incorrectly than others.

		Paragraph 3	
		Correct	Incorrect
Nasal vowels	Chien	2	11
	Mien 1	2	11
	Mien 2	3	10
	Tien	3	10
	Mien 3	3	10
	Comprends	4	9
	Rien	1	12

There is a larger number of participants pronouncing the nasal vowels in *chien*, *mien 1*, *mien 2*, *tien*, *mien 3*, *comprends* and *rien* incorrectly and a much smaller number of participants pronouncing the same words correctly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced incorrectly more often than others.

Form 4

		Paragraph 1	
		Correct	Incorrect
Nasal vowels	Jonathan	3	9
	Étant	2	10
	Ans	5	7
	Un 1	1	11
	Un 2	1	11
	Pélican	4	8
	Dans	2	10
	Orient	5	7

There is a larger number of Form 4 participants pronouncing the nasal vowels in *Jonathan*, *étant*, *un 1*, *un 2*, *pélican* and *dans* incorrectly and a much smaller number of participants pronouncing the same words correctly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced incorrectly more often than others. There wasn't a significant difference between the correct and the incorrect pronunciation of the nasal vowels in the words *ans* and *orient*.

		Paragraph 2	
		Correct	Incorrect
Nasal vowels	Mon amante	2	10
	Mon 1	0	12
	Mon 2	0	12
	Mon 3	0	12
	Talisman	4	8

There is a larger number of participants pronouncing the nasal vowels in *mon amante*, *mon1*, *mon2*, *mon3* and *talisman* incorrectly and a smaller number of participants pronouncing *mon amante* and *talisman* correctly. None of the participants pronounced *mon 1*, *mon 2*, *mon 3* correctly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced incorrectly more often than others.

		Paragraph 3	
		Correct	Incorrect
Nasal vowels	Chien	0	12
	Mien 1	0	12
	Mien 2	0	12
	Tien	0	12
	Mien 3	1	11
	Comprends	0	12
	Rien	0	12

There is a larger number of participants pronouncing the nasal vowels in *chien*, *mien 1*, *mien 2*, *tien*, *mien 3*, *comprends* and *rien* incorrectly and a much smaller number of participants pronouncing *mien 3* correctly. None of the participants pronounced *chien*, *mien 1*, *mien 2*, *tien*, *comprends* and *rien* correctly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced incorrectly more than others.

Sixth Form

		Paragraph 1	
		Correct	Incorrect
Nasal vowels	Jonathan	6	7
	Étant	9	4
	Ans	12	1
	Un 1	6	7
	Un 2	8	5
	Pélican	10	3
	Dans	10	3
	Orient	9	4

There is a larger number of Sixth Form participants pronouncing the nasal vowels in *étant*, *ans*, *un 2*, *pélican*, *dans* and *orient* correctly and a much smaller number of participants pronouncing *ans*, *pélican*, and *dans* incorrectly. There wasn't a significant difference between the correct and the incorrect pronunciation of the nasal vowels in the words *Jonathan* and *un 1*. Only one participant out of thirteen pronounced *ans* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced correctly more often than others.

		Paragraph 2	
		Correct	Incorrect
Nasal vowels	Mon amante	12	1
	Mon 1	1	12
	Mon 2	2	11
	Mon 3	3	10
	Talisman	11	2

A larger number of participants pronounced the nasal vowels in *mon1*, *mon 2* and *mon 3* incorrectly and a larger number of participants pronounced *mon amante* and *talisman* correctly. A much smaller number of participants pronounced *mon 1*, *mon 2* and *mon 3* correctly and *mon amante* and *talisman* incorrectly.

The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced correctly more often than others.

		Paragraph 3	
		Correct	Incorrect
Nasal vowels	Chien	6	7
	Mien 1	8	5
	Mien 2	9	4
	Tien	9	4
	Mien 3	10	3
	Comprends	5	8
	Rien	7	6

There was a larger number of participants pronouncing the nasal vowels in *mien 1*, *mien 2*, *tien*, *mien 3* and *rien* correctly and a smaller number of participants pronouncing *comprends* incorrectly. There wasn't a significant difference between the correct or the incorrect pronunciation of the nasal vowels in the word *chien*. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more correctly than others.

University

		Paragraph 1	
		Correct	Incorrect
Nasal vowels	Jonathan	3	3
	Étant	5	1
	Ans	5	1
	Un 1	2	4
	Un 2	2	4
	Pélican	5	1
	Dans	6	0
	Orient	6	0

There was a larger number of University students participants pronouncing the nasal vowels in *étant*, *ans*, *pélican*, *dans* and *orient* correctly and a much smaller number of participants pronouncing *étant*, *ans* and *pélican*, incorrectly. There wasn't a significant difference between the correct or the incorrect pronunciation of the nasal vowels in the words *Jonathan*. Only one participant out of six pronounced *étant*, *ans* and *pélican* incorrectly. None of the participants pronounced the nasal vowels in the words *dans* and *orient* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced correctly more than others.

		Paragraph 2	
		Correct	Incorrect
Nasal vowels	Mon amante	6	0
	Mon 1	6	0
	Mon 2	4	2
	Mon 3	4	2
	Talisman	4	2

There is a larger number of participants pronounced the nasal vowels in *mon amante*, *mon 1*, *mon 2*, *mon 3* and *talisman* correctly. A much smaller number of participants pronounced *mon 1*, *mon 2*, *mon 3* and *talisman* incorrectly. None of the participants pronounced *mon amante* and *mon 1* incorrectly.

The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more correctly than others.

		Paragraph 3	
		Correct	Incorrect
Nasal vowels	Chien	4	2
	Mien 1	4	2
	Mien 2	4	2
	Tien	4	2
	Mien 3	4	2
	Comprends	5	1
	Rien	4	2

There is a larger number of participants pronouncing all the words containing nasal vowels in paragraph 3 correctly and a much smaller number of participants pronouncing the same words incorrectly. Only one out of six participants pronounced *comprends* incorrectly. The difference between these numbers is significant since the P-value 0.010 is less than the 0.05 level of significance hence we can generalise that some nasal vowels are pronounced more correctly than others.

TRANSCRIPTIONS OF SPONTANEOUS CONVERSATIONS

Student 2.1

1. Quels sont tes passe-temps ou loisirs ?

Mes **passe-temps** [**pastã**] c'est nager

2. Comment est-ce que tu passes les soirs ?

Je écoute la musique.

3. Est-ce tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je practi / pratique mes **passe-temps** [**pastã**] ou seul.

Student 2.2

1. Quels sont tes passe-temps ou loisirs ?

Mon [**mõ**] **passe-temps** [**pastã**] est basket-ball.

2. Comment est-ce que tu passes les soirs ?

Je me lave.

3. Est-ce tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je me pratique ma **passe-temps** [**pastã**] avec des ... avec me amis.

Student 2.3

1. Quels sont tes passe-temps ou loisirs ?

Ma **passe-temps** [**pastã**] est foot.

2. Comment est-ce que tu passes les soirs ?

Je me couche

3. Est-ce tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je me pratiquer le foot a / **en** [**ã**] groupe

Student 2.4

1. Quels sont tes passe-temps ou loisirs ?

/// **Mon** [**mõ**] **passe-temps** [**pastã**] est la natation [**natasjõ**]

2. Comment est-ce que tu passes les soirs ?

Je fais **mon** [**mõ**] devoir / puis je me lave et je me couche à huit heures

3. Comment est-ce que tu passes les jours de semaine?

/ Je me reveille à six heures / puis je me brosse les **dents [dǎ]** // puis je **mange [mǎʒ]** le petit-dejeuner / je vais à l' école/ je vais à la **maison [mezõ]** / puis je **mange [mǎʒ]** , je fais **mon [mõ]** devoir puis /// je me lave, je me couche

Student 2.5

1. Quels sont tes passe-temps ou loisirs ?

Je/ je me **passe-temp [pastã]** une basket

2. Comment est-ce que tu passes les soirs ?

Mmm /je/ je que passe les soirs mmm je brosse les **dents [dǎ]** / et devoir

3. Comment est-ce que tu passes les jours de semaine?

Mmm/ je/je me / je me / que-est ce que tu passes les jours de semaine mm/ je me petit déjeuner, je me brosse les **dents [dǎ]** / je me eee école /// mmm /// je me /// couche

Student 2.6

1. Quels sont tes passe-temps ou loisirs ?

J'adore le **danse [dās]** eee football

2. Comment est-ce que tu passes les soirs ?

Mmm:/ je la mmm **danse [dās]** mmm/// et la **mangeant [mǎʒã]**

3. Comment est-ce que tu passes les jours de semaine ?

/ Je aw: / je suis l'école / mmm : mmm : ami : mmm : le **danse [dās]**

Student 2.7

1. Quels sont tes passe-temps ou loisirs ?

Je pratique le football, le tennis et le **handball ['ãdbol]**

2. Est-ce tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Oui/ je : je trouve assez de **temps [tã]** pour pratique / mon p :**passe-temps [pastã]**

3. Quels sont les avantages d'avoir un passe-temps ?

C'est : athlétique et : **intéressante [êteResãt]**

Student 2.8

1. Quels sont tes passe-temps ou loisirs ?

Mmm : je : *practis le foot / avec l' équipe de Zebbug Rangers mm :: mm :: je joue aux jeux de vidéos avec mes amis

2. Comment est-ce que tu passes les soirs ?

/ Je dine avec ma famille et:: / je joue aux vidéos

3. Comment est-ce que tu passes les jours de semaine ?

Mmm : j' habille/ je m'habille et : je me lève, je me lave, je me brosse la **dents [dã]** / et : je : mmm : ma famille / mmm : joue au football

Student 2.9

1. Quels sont tes passe-temps ou loisirs ?

Eee : **mon [mō] mon [mō] passe-temps [pastã]** est : *gardening / et pratique le football

2. Est-ce tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je pratique *gardening : ee : un seul et je pratique le football **en [ã]** groupe

3. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Mmm : **non [nō]** car : je : je : eee : j'aime **mon [mō] passe-temps [pastã]**

Student 2.10

1. Comment est-ce que tu passes les jours de semaine ?

Je passe les jours de semaine / euh : mm bħalissa / mmm : je passe les jours de semaine mm jouer le : le console

2. Est-ce que tu peux décrire ton/tes passe-temps?

Mes **passe-temps [pastã]** mes passe mes **passe-temps [pastã]** c'est le:: mmm/ le foot / le f: le foot: c'est: in / c'est: euh: mmm: je je pratique le foot avec **un [ĩ]** groupe mmm: /c'est **fantastique [fãstik]**

3. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Je pratique avec **un [ĩ]** groupe

Student 2.11

1. Comment est-ce que tu passes les soirs ?

Je passe les soirs / jouer aux vidéos

2. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je pratique ma pass **mon [mō] passe-temps [pastã]** avec / me amis

3. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui / je veux trouver plus de plus de **temps [tã]** pour pratiquer **mon [mō] passe- temps [pastã]**

Student 2.12

1. Quels sont tes passe-temps ou loisirs ?

J'adore mm joue le football / et le basket

2. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je pratique mm **mon [mō] passe-temps [pastã]** avec mm me amis

Student 2.13

1. Quels sont tes passe-temps ou loisirs ?

Ma **passe-temps [pastã] sont [sã]** le : *ecrire écrire euh : /// le : / le / *ecrire et lire

2. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul?

Je pratiquer **mon [mō] passe-temps [pastã]** mm: seul

3. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Oui mmm: / je trouve mmm: plus mmm: **temps [tã]** pour pratiquer **mon [mō] passe-temps [pastã]**

Form 4

Student 4.1

1. Quels sont tes passe-temps ou loisirs ?

Je suis passionnée de **danser** [dãnse] et: le **chanter** [fãte]

2. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Je pratique **mon** [m õ] **passe-temps** [pastã] avec eee : mes amis

3. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Oui je pratiquer à six heures du : *ser

4. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Non [n õ]

Student 4.2

1. Quels sont tes passe-temps ou loisirs ?

Mmm : **mon** [m õ] **passe-temps** [pastã] est : la **dessin** [desẽ] et : la pratique la guitare

2. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Je pratique **mon** [m õ] **passe-temps** [pastã] au : *syel

3. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Oui la : / je trouver euh : /// je trouver assez de **temps** [tã] pour pra : tiquer à : huit heures de *ser

4. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui

Student 4.3

1. Quels sont tes passe-temps ou loisirs ?

/// **Mon** [m õ] **passe-temps** [pastã] est **monter** [mõte] /le cheval

2. Est-ce que tu peux décrire ton/tes passe-temps ?

// Il tu **passant** [pasã] /// euh c'est *not *diffiqué

3. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

Non [nã] j'adore les **passe-temps** [pastã]

Student 4.4

1. Quels sont tes passe-temps ou loisirs ?

Mmm j'aime jouer du piano et: regarder la **télévision** [televizjõ]

2. Comment est-ce que tu passes les soirs ?

Après l'école je : **manger** [mãze] et : faire **mon** [mõ] devoir

3. Comment est-ce que tu passes les jours de semaine ?

Euh : mela mmm : je vais à l'école / **manger:** [mãze] faire **mon** [mõ] devoir :
et : et dormir

4. Quels sont les avantages d'avoir un passe-temps ?

/// Euh : je mmm : /// *to meet mmm : *to meet / je **rencontre** [RãkõtR] **mon** [mõ]
ami mmm **mon** [mõ] **ami**

Student 4.5

1. Quels sont tes passe-temps ou loisirs ?

Il aime le **danse** [dãns] et l'athlétisme

2. Comment est-ce que tu passes les soirs ?

Je **manger** [mãze], faire mes devoirs et : regarder le **télévision** [televizjõ]

3. Comment est-ce que tu passes les jours de semaine ?

Je fais : le sport / je étudier et dormir

4. Quels sont les avantages d'avoir un passe-temps ?

/// Mmm : /// je **rencontre** [RãkõtR] / me amis

Student 4.6

1. Quels sont tes passe-temps ou loisirs ?

Mmm : /// **mon** [mõ] **passe-temps** [pastã] est : la **natation** [natasjõ]

2. Comment est-ce que tu passes les soirs ?

Euh : je passer les soirs euh :* aw regarder une film

3. Comment est-ce que tu passes les jours de semaine ?

Euh je passer les jours de semaine euh : je aller à l'école et **manger** [mǎʒe]

4. Quels sont les avantages d'avoir un passe-temps ?

Euh : l'avantage [avǔtaʒ] de avoir de **natation** [natasjǔ] est : j'rent je **rencontre** [RǎkǔtR] **mon** : [mǔ] ami et : j XXX

Student 4.7

1. Quels sont tes passe-temps ou loisirs ?

Euh les **passe-temps** [pastǎ] est **chanter** [řǎte]

2. Comment est-ce que tu passes les soirs ?

/ Je passe les soirs euh : aa / mm **manger**, [mǎʒe] regarder la tvu

3. Comment est-ce que tu passes les jours de semaine ?

À l'école et **manger** [mǎʒe]

4. Quels sont les avantages d'avoir un passe-temps ?

/ Mmm : /// à *raconter *mos mes amis

Student 4.8

1. Quels sont tes passe-temps ou loisirs ?

J'aime jouer au foot et jouer de : la guitare

2. Comment est-ce que tu passes les soirs ?

Les soirs j'aime lire et aller sur *Facebook*

3. Comment est-ce que tu passes les jours de semaine ?

Pendant [pǎdǎ] les jours de la semaine après l'école j'ai des **leçons** [lǎsǔ] de m
aths et de maltais

Student 4.9

1. Quels sont tes passe-temps ou loisirs ?

J'aime jouer au foot et jouer du piano

2. Comment est-ce que tu passes les soirs ?

Les soirs j'aime lire et jouer aux jeux-vidéos

3. Comment est-ce que tu passes les jours de semaine ?

Pendant [pǎdǎ] les jours de de la semaine après l'école j'ai des **leçons** [lǎsǔ]
d: du piano

4. Est-ce que tu peux décrire ton/tes passe-temps ?

/ Je joue du piano depuis l'âge de dix **ans** [ǎ]

5. **Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?**

Je pratique **mon [mō] passe-temps [pastā]** seul

Student 4.10

1. **Quels sont tes passe-temps ou loisirs ?**

Euh:: / je XXX et le foot les **passe-temps [pastā]**

2. **Comment est-ce que tu passes les soirs ?**

/ Mmm: les soirs j'aime lire aller au sofa XXX joue aux jeux-vidéos avec **mon [mō]** frère

3. **Comment est-ce que tu passes les jours de semaine ?**

Pendant [pādā] les jours de semaine après l'école j'ai la **dessin [desē]**, la maths et la maltais

4. **Est-ce que tu peux décrire ton/tes passe-temps ?**

/ Mmm: mhm /// la: **passe-temps [pastā]** la foot

5. **Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?**

La: la pratiquer da: da une groupe

Student 4.11

1. **Quels sont tes passe-temps ou loisirs ?**

J'aimer le jouer aux jeux-vidéos

2. **Comment est-ce que tu passes les soirs ?**

/ Les soirs j'aimer jouer aux jeux-vidéos avec : ma sœur

3. **Comment est-ce que tu passes les jours de semaine ?**

Pendant [pādā] les jours de semaine /// j'ai aussi **mon [mō] entraînement [ātRēnmā]** de foot le jeudi

4. **Est-ce que tu peux décrire ton/tes passe-temps ?**

/// Mmm: euh *mela je joue du du les jeux-vidéos depuis l'âge de six **ans [ā]** / j je / j'adore les les jeux-vidéos

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Je pratique le *aw : les jeux-vidéos avec de amis avec **mon [mō] mon [mō]** mes amis ou **mon [mō] mon ami [mōnami]**

Student 4.12

1. Quels sont tes passe-temps ou loisirs ?

Mmm: *jouer écouter de la musique

2. Comment est-ce que tu passes les soirs ?

/ Mmm: *jouer aux jeux-vidéos avec **mon [mō]** frère

3. Comment est-ce que tu passes les jours de semaine ?

/ Après l'école j'ai des **leçons [lēsō]** de maths et *da maltais

4. Est-ce que tu peux décrire ton/tes passe-temps ?

/// J'adore jouer les **chansons [fāsō]** popolaires

5. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

/// Mmm: je pratique le le musique mmm : mes amis

SIXTHFORM

Student 6.1

1. Quels sont tes passe-temps ou loisirs ?

Mmm : j'aime beaucoup lire euh **quand [kã]** j'ai le **temps [tã]** euh j'aime faire du maquillage et j'aime sortir avec mes amis

2. Comment est-ce que tu passes les soirs ?

Euh **normalement [nɔRmalmã]** je : je vais à la **maison [mezõ]** je faire **mon [mõ]** mes devoirs et j'étudie **un [ẽ]** peu

3. Comment est-ce que tu passes les jours de semaine ?

Mmm : je je vais à l'école et : je je faire mes devoirs et les choses d'**un [ẽ] étudiant [etydjã]**

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Euh : / j'aime / mmm **danser [dãnsɛ]** euh : je **danse [dãns]** avec **un [ẽ]** groupe euh chaque **lundi [lẽdi]** euh après l'école

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Avec avec **un [ẽ]** groupe euh de **danseurs [dãnsœR]** d'autres **danseurs [dãnsœR]** euh : à Kirkop

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Euh oui je mm je trouve parce que : j'ai les cours chaque **lundi [lẽdi]** mais à la **maison [mezõ]** je ne pratique pas

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

À la **maison [mezõ]** / oui/ je veux mmm trouver plus **temps [tã]** de pratiquer le **danse [dãns]**

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Oui euh : trouve **un [ẽ] passe-temps [pastã]** parce que / euh ça / t'aide mmm relaxer

9. Quels sont les avantages d'avoir un passe-temps ?

On [õ] peut : faire des amis et : de : / tr / relaxer

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Oui je veux euh : pratiquer le sport parce que : je veux une forme athlétique plus athlétique euh : oui

Student 6.2

1. Quels sont tes passe-temps ou loisirs ?

J'aime à **chanter** [ʃãte] / je pratique de de de **chansons** [ʃãsã] à ma **maison** [mæzã] et : RIRE j'aime à lire RIRE et je j'aime aller au cinéma avec des amis euh euh **dans** [dã] **dans** [dã] le weekend

2. Comment est-ce que tu passes les soirs ?

Normalement [nɔRmalmã] je **manger** [mãʒe] RIRE j'étudier une peu RIRE et RIRE puis je dorm

3. Comment est-ce que tu passes les jours de semaine ?

Normalement [nɔRmalmã] je vais à l'école et puis j'étude / une peu RIRE / je/ vais aller au : chez ma gr ma meilleure amie pour faire de : de : // de mmm / de devoirs oui

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Je au début j'ai **commence** [kɔmãs] de pratiquer de le de **chanter** [ʃãte] à l'âge de 5 **ans** [ã] et : puis / et c'est c'est une une bonne idée pour exprimer ma personnalité / et c'est je je me je me **rends** [Rã] très heureuse

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Seul tout seul et puis avec ma **mon** [mã] **mon** [mã] professeur aussi et ma: / j'aime XXX de de **chanter** [ʃãte] **avant** [avã] mes amis des personnes parce que RIRE

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

/ **Normalement** [nɔRmalmã] oui ma : aujourd'hui ma c'est / je trop de : devoirs et je : je : dois étudie alors c'est une peu difficile

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

/// Oui parce que j'espère de trouver de plus **temps** [tã] parce que c'est une c'est une bonne idée de exprimer **mon** [mã] personnalité et je l'aime

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps?

Oui de trouver une **passe-temps** [pastã] RIRE parce que tu peux **rencontre** [Rãkõtr] des nouveaux personnes et tu peux former de nouveaux amitiés

9. Quels sont les avantages d'avoir un passe-temps ?

Tu peux faire des nouveaux amis tu peux euh : mmm tu peux trouver le le : / les affaires qui **font** [fõ] positives et : tu peux aussi mm trouver une une affaire que tu aimes

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Oui je **pense [pās]** que c'est une bonne idée parce que mmm je dois / **continuer [kōtinqe]** à trouver une une peu les affaires que : que je préfère alors

Student 6.3

1. Quels sont tes passe-temps ou loisirs ?

Mmm mes **passe-temps [pastā]** sont [sō] le théâtre et: la musique parce que je pratique le **violon [vjɔlō]**

2. Comment est-ce que tu passes les soirs ?

Euh je passe mes soirs euh / ou **dans [dā]** la **maison [mezō]** ou : je/ je suis allée dehors

3. Comment est-ce que tu passes les jours de semaine ?

Euh : les jours de semaine je / je vais à l'école / euh tout tout les jours de semaine RIRE et euh / **dans [dā]** les soirs *imbagħad aw : je vais à la **maison [mezō]**

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Euh je suis **dans [dā]** un [ē] groupe de théâtre alors je pratique le théâtre euh chaque semaine et : je pratique le **violon [vjɔlō]** euh j'aller je je vais euh / euh aux **leçons [l(ə)sō]** de **violon [vjɔlō]** chaque semaine et je pratique à la **maison [mezō]** aussi

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Le **violon [vjɔlō]** je le pratique euh seul et : le théâtre parce que je suis **en [ā]** groupe je pratique avec des autres personnes

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Euh le théâtre parce que je je le vais chaque semaine je : / je euh trouve le **temps [tā]** pour le faire et : le **violon [vjɔlō]** aussi mais le **violon [vjɔlō]** et parce que je dois mmm pratique à la **maison [mezō]** euh j'ai beaucoup d'étudier alors je ne trouve euh pas toujours le **temps [tā]** pour le pratique

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

Euh : oui mmm parce que je : j'espère de mmm améliorer mmm les les **passe-temps [pastā]**

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Euh oui euh les **passé-temps [pastã]** sont [sõ] mmm très **bons [bõ]** parce que **dans [dã]** le **dans [dã]** un [ẽ] **temps [tã]** trop mmm mauvais euh il y a les **passé-temps [pastã]** pour mmm pour lui aider

9. Quels sont les avantages d'avoir un passé-temps ?

Mmm : les **avantages [avãtaʒ]** sont [sõ] que : mmm à cause de les **passé-temps [pastã]** mmm : nous/ nous sommes rencontr rencontr **rencontrons [RãkõtRõ]** avec des autres personnes

10. Est-ce que tu veux trouver un autre passé-temps ? Pourquoi ?

Mmm oui j'aime beaucoup le sport et : j'espère que à l'avenir mm je pratique le tennis

Student 6.4

1. Quels sont tes passé-temps ou loisirs ?

Euh j'aime lire j'aime lire et : je joue du piano

2. Comment est-ce que tu passes les soirs ?

Euh : **normalement [nõRmalmã]** euh je sorti avec mes amis et ma fa ma famille

3. Comment est-ce que tu passes les jours de semaine ?

Euh : à l'école et je fais beaucoup de devoirs

4. Est-ce que tu peux décrire ton/tes passé-temps ?

Euh : je j'étude la musique classique au niveau **avancé [avãse]** et : et j'étude le théorie et la pratique aussi

5. Est-ce que tu pratiques ton/tes passé-temps avec un groupe, avec des amis, ou seul ?

Euh je pratique le piano euh avec ma meilleure amie

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passé-temps?

Non [nõ] parce que j'ai beaucoup de devoirs de l'école

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passé-temps?

Euh : oui beaucoup

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passé-temps?

Euh : c'est **bien [bjẽ]** d'avoir une autre chose de faire euh : euh parce que **on [õ]** peut faire beaucoup euh de : des amis

9. Quels sont les avantages d'avoir un passé-temps ?

Euh : **on [õ]** peut faire des amis

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Euh : oui à l'avenir mmm j'espère que : mm j'étude euh une autre **langue [lãg]**
/ euh : comme le chinois

Student 6.5

1. Quels sont tes passe-temps ou loisirs ?

Mmm je **danse [dãns]** la **danse [dãns]** classique et j'aime lire

2. Comment est-ce que tu passes les soirs ?

Je : sort avec ma : famille et : mes amis au cinéma ou des **restaurants [rɛstoRã]**

3. Comment est-ce que tu passes les jours de semaine ?

À l'école RIRE j'étude beaucoup et je fais beaucoup de devoirs

4. Est-ce que tu peux décrire ton/tes passe-temps ?

La **danse [dãns]** classique est très difficile c'est : c'est très **fatigant [fatigã]**

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Je le pratique avec ma classe mm c'est une groupe très **grand [gRã]** et chaque personne est ma amie

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Je trouve oui mais je voudrais plus de **temps [tã]**

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

Avec l'école **non [nõ]**

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps?

Mmm de XXX plus mm de préparer XXX pour le trouver et de : de le /// XXX pour faire des amis

9. Quels sont les avantages d'avoir un passe-temps ?

La **danse [dãns]** classique me donner une belle silhouette RIRE et je suis très forte **dans [dã]** les **jambes [zãb]** et : j'ai plus des amis

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Mmm : j'ai lit mm beaucoup de livres **en [ã]** français et **en [ãn]** anglais **[ãglɛ]** je : j'aime voir les films et et j'ai passé beaucoup de **temps [tã]** euh jouer avec ma sœur

Student 6.6

1. Quels sont tes passe-temps ou loisirs ?

J'adore jouer la guitare électrique et : lire

2. Comment est-ce que tu passes les soirs ?

Je recherche sur les choses qui **intéressant [êteResã]** intéresse **[éteres]** moi par **exemple [egzãpl]** l'art la musique et: les films

3. Comment est-ce que tu passes les jours de semaine ?

Je vais au lycée/ et : je fais le dev les devoirs

4. Est-ce que tu peux décrire ton/tes passe-temps ?

C'est une **passe-temps [pastã]** de / moi euh je : mmm **quand [kã]** j'étais petite parce que je / toujours veul mmm jouer la guitare

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Seul mes amis n'aiment pas mmm jouer un **[ẽ]** instrument **[ẽstRymã]**

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Oui c'est une priorité

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

Oui parce que je / veux euh meilleur

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Essai tout les choses

9. Quels sont les avantages d'avoir un passe-temps ?

C'est un **moyen [mwajẽ]** pour / manager de **temps [tã]**

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Oui je : veux essayer tout les choses

Student 6.7

1. Quels sont tes passe-temps ou loisirs ?

Euh mes **passe-temps [pastã]** sont **[sõ]** la **peinture [pẽtyR]** et la **natation [natasjõ]**

2. Comment est-ce que tu passes les soirs ?

Mmm : avec ma famille/ chez soi

3. Comment est-ce que tu passes les jours de semaine ?

Au lycée ou **bien** : [bjɛ̃] au bord de la mer

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Oui mmm : chaque samedi mmm **matin** [matɛ̃] je vais nager à la piscine ou à la mer

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Seul ou parfois avec ma mère ou : ma petite sœur

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps?

Pas toujours **quand** [kɑ̃] je : fait pas **mon** : [mɔ̃] rituel de la semaine c'est mauvais comme ça alors/ je ne réussis pas à faire mes **passe-temps** [pastɑ̃] à pratiquer mes **passe-temps** [pastɑ̃]

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps?

Bien [bjɛ̃] sur /je dois: pratiquer mes **passe-temps** [pastɑ̃] // euh surtout la **peinture** [pɛ̃tyR] pour devenir mieux

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps?

Euh oui mmm/ arrêtez de : euh **penser** [pɑ̃se] et : irez faire ce que vous voulez

9. Quels sont les avantages d'avoir un passe-temps ?

Tu découvres toi-même et : tu ne passes pas le **temps** [tɑ̃] tu ne : déché pas le **temps** [tɑ̃]

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Bien [bjɛ̃] sur euh je voudrais : / **commencer** : [kɔ̃mɑ̃se] faire quelque chose avec la musique

Student 6.8

1. Quels sont tes passe-temps ou loisirs ?

Euh / mes mes **passe-temps** [pastɑ̃] sont [sɔ̃] dessiner et jouer aux jeux-vidéos

2. Comment est-ce que tu passes les soirs ?

Pendant [pɑ̃dɑ̃] les soirs j'aime mmm me **détendre** [detɑ̃dR] dans [dɑ̃] le **salon** [salɔ̃] en [ɑ̃] regardant [R(ə)gaRdɑ̃] la **télévision** [televizjɔ̃]

3. Comment est-ce que tu passes les jours de semaine ?

Mmm **pendant** [pɑ̃dɑ̃] le semaine je passe beaucoup de **temps** [tɑ̃] à l'école euh **en** [ɑ̃] plus j'étudie et je fais mes devoirs

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm/ **quand [kã]** je dessine je dessine des XXX **notamment [notamã]** les jeunes filles parce que c'est plus facile pour moi mmm **quand [kã]** je joue je joue aux jeux-vidéos qui **sont [sõ]** ils ils s'appellent de jeux de XXX

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Normalement [noRmalmã] / euh / seul mais de **temps [tã]** en [ã] **temps [tã]** je pratique mes **passe-temps [pastã]** avec mes mes amis XXX

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Non [nõ] // parce que les devoirs euh **prend [pRã]** mmm beaucoup de **temps [tã]** et je ne **rien [Rjẽ]** de **temps [tã]** pour mes **passe-temps [pastã]**

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui **bien [bjẽ]** sur parce que je je suis euh très **content [kõtã]** **quand [kã]** je fais mes **passe-temps [pastã]**

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Mmm pour ces **gens [zã]** je leur dis que : / **quand [kã]** **on [õn]** a des **passe-temps [pastã]** euh ce la leur donne du bonheur **donc : [dõk]** il faut se trouver euh de **temps [tã]** pour trouver une activité pour être plus heureux

9. Quels sont les avantages d'avoir un passe-temps ?

Mmm /// vous ne serez jamais euh **ennuyé [ãnuje]**

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Mmm / **un [ẽ]** jour mmm je voudrais pratiquer la cuisine

Student 6.9

1. Quels sont tes passe-temps ou loisirs ?

Mmm j'aime nager et : j'aime aussi **danser [dãse]**

2. Comment est-ce que tu passes les soirs ?

Dans [dã] les jours de l'école je les passe **dans [dã]** ma **chambre [jãbR]** à étudier et à faire les devoirs

3. Comment est-ce que tu passes les jours de semaine ?

Alors euh **durant [dyRã]** les jours de l'école je les passe à l'école mais : j'essaie à trouver **un [ẽ]** peu de **temps [tã]** pour moi aussi

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Alors mmm : nager consiste d'aller à la piscine et de pratiquer ce sport **en [ã]** **faisant [f(ə)zã]** / beaucoup de : euh beaucoup de : /// beaucoup d'effort et puis **danser [dãnse]** je vais une fois par semaine euh **danse [dãns]** une salle de **danse [dãns]** où **on [õ]** fait une chorographie

5. **Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?**

Euh nager je le fais seul mais **danser [dãnse]** je le fais **en [ã]** groupe

6. **Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps?**

J'essaie à trouver le **temps [tã]** ce n'est pas toujours possible mais j'essaie à consacrer beaucoup de **temps [tã]** pour faire quelque chose que me donne de : de *satisfaction

7. **Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?**

Je suis **contente [kõtãt]** avec le **passe-temps [pastã]** que je pratique et: je ne veux pas trouver **un [ẽ]** autre **passe-temps [pastã]** aussi parce que je n'ai pas le **temps [tã]** **maintenant [mẽt(ə)nã]** mais **quand [kã]** j'ai **grandis [gRãdi]** peut-être euh je peux je peux trouver **un [ẽ]** autre **passe-temps [pastã]**

Student 6.10

1. **Quels sont tes passe-temps ou loisirs ?**

Je suis passionnée /de **chanter [fãte]** et j'aime **bien [bjẽ]** **danser [dãnse]** aussi

2. **Comment est-ce que tu passes les soirs ?**

Mmm : après l'école mmm : j'aller chez moi et je fais de devoirs et : je étudie / j'étudie. Après je: **manger [mãze]** et aller / aller dormir

3. **Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?**

Je pratique **mon [mõ]** mes **passe-temps [pastã]** mmm : seule

4. **Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?**

Malheureusement [maløRøzmã] **non [nõ]** parce que : avec de devoirs et avec l'étude mmm : / au **fin [fẽ]** de jour je n'ai pas trop de **temps [tã]**

5. **Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?**

Oui parce que c'est **vraiment [vRemã]** **important [ẽpøRtã]** pour faire me mes **passe-temps [pastã]** pour moi

Student 6.11

1. Quels sont tes passe-temps ou loisirs ?

Mes **passe-temps [pastã]** sont : [sõ] euh la lecture et je joue la clarinette aussi et : **en [ã]** écoutant [ekutã] la mus la musique surtout pop

2. Comment est-ce que tu passes les soirs ?

Euh : je passe mes soirs faire les devoirs / **seulement [soelmã]**

3. Comment est-ce que tu passes les jours de semaine ?

Mmm je passe les jours de semaine mmm / au : aller au cinéma avec mes amis au rester à ma **maison [mezõ]**

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm je joue ma clariné ma clarinette mmm : / chaque samedi /et je fais le lecture mmm : / chaque soir

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Mmm je pratique mes mes **passe-temps [pastã]** euh surtout la : clarinette mmm / avec mmm une **bande [bãd]** et parfois avec **mon [mõ]** père et **mon [mõ]** frère

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Mmm : oui parce que je j'ai beaucoup de choses de : **dans [dã]** ma vie

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Mmm : /// mmm oui je veux

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Oui je le conseil pour: euh trouver le **passe-temps [pastã]** parce que mmm : / mmm : / ils : mmm il **devient [døvjẽ]** plus actif plus actif

9. Quels sont les avantages d'avoir un passe-temps ?

Mmm comme j'ai mmm comme j'ai mmm pre **précédent [presedã]** mmm / il sera plus actif

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Non [nõ] je RIRE je ne veux pas trouver **un [ẽn]** autre **passe-temps [pastã]** parce que j'**en [ãn]** ai déjà assez

Student 6.12

1. Quels sont tes passe-temps ou loisirs ?

/// mmm j'aime /// j'aime mmm *(sorry i'm bad at this) mmm j'aime faire au : / j'aime faire jouer le football

2. Comment est-ce que tu passes les soirs ?

/// j'aime sortir avec mes amis

3. Comment est-ce que tu passes les jours de semaine ?

J'aime sortir avec **mon [mõ]** famille et : mes amis à la **campagne [kãpaŋ]** ou euh la cinéma

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm j'aime jouer le guitare euh parce que / mmm j'aime la musique

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Seul

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

/ mmm / parfois parce que / mmm mes / mes sujets **sont [sõ]** / trop / l'exams **sont [sõ]** trop XXX

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui

Student 6.13

1. Quels sont tes passe-temps ou loisirs ?

Mmm **dans [dã] mon [mõ] temps [tã]** libre je j'aime jouer le piano et : **maintenant [mẽt(ə)nã]** mmm / j'ai fini le le premier niveau

2. Comment est-ce que tu passes les soirs ?

Je fais mes devoirs et aussi / parle avec / mes amis

3. Comment est-ce que tu passes les jours de semaine ?

Euh : / je vais à / Sliema ou à Valletta et : / j'aime aussi le cinéma

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm : / je joue le piano mmm tous le jours / mmm : / **environ [ãviRõ]** pour : **trente [tRât]** minutes

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Euh je pratique **mon [mõ]** piano seul parce que / je **concentre [kõsãtR]** mieux

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Euh : oui je /// mmm : RIRE

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Mmm : / mmm : **non [nõ]** parce que je **pense [pãs]** que **trente [tRât]** minutes c'est assez

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Mmm : oui à **mon [mõn]** avis je **pense [pãs]** que les **passe-temps [pastã]** est / est **bien [bjẽ]** pour les /// le le les cours et : les les **leçons [l(ə)sõ]** et : / les **examens [ɛgzamẽ]** par parce que / tu **concentres [kõsãtR]** mieux

9. Quels sont les avantages d'avoir un passe-temps ?

Mmm : /// RIRE

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Mmm : / je **pense [pãs]** /que le piano est **mon : [mõ]** / **mon [mõ]** **passion [pasjõ]**] alors ///mmm : alors **non [nõ]** je/ ne pas veux trouver une autre **passe-temps [pastã]**

University Students

Student 7.1

1. Quels sont tes passe-temps ou loisirs ?

Euh : j'aime la musique **donc** [dɔ̃k] j'aime **chanter** [ʃãte] euh : j'aime aussi mmm la mode **donc** [dɔ̃k] **bon** [bɔ̃] faire les **magasins** [magazẽ] il y a des magazines du mode

2. Comment est-ce que tu passes les soirs ?

Euh les soirs : euh : je **mange** [mãz] le diner euh je me douche et je : regarde des séries ou des films **dans** [dã] **mon**[mon] **mon** [mɔ̃] lit

3. Est-ce que tu peux décrire ton/tes passe-temps ?

Donc : [dɔ̃k] euh la musique : euh j'aime mmm par **exemple** [egzãpl] mmm le : hip hop et le RnB **donc** [dɔ̃k] j'écoute la musique sur l'ordinateur euh : je cherche les paroles **donc** [dɔ̃k] je peux **chanter** [ʃãte] **en** [ẽ] même **temps** [tã]

4. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Oui parce que je peux **chanter** [ʃãte] partout et : **n'importe** [nẽpɔ̃Rt] où **donc** [dɔ̃k] euh je trouve assez de **temps** [tã] oui

5. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Ben [bẽ] je je **pense** [pãs] que j'**en** [ẽ] ai assez mais : euh je peux euh mmm : peut-être mmm : euh : **ben** [bẽ] je **pense** [pãs] pas avoir plus **besoin** [bẽzwẽ] de plus de **temps** [tã] **donc** [dɔ̃k] voilà

6. Quels sont les avantages d'avoir un passe-temps ?

Ben [bẽ] **quand** [kã] **on** [tɔ̃] a un [ẽ] **passe-temps** [pastã] je **pense** [pãs] que : ça nous fait plaisir de le faire **donc** [dɔ̃k] **on** [ɔ̃] : **on** [ɔ̃] : ça nous apporte de la joie etc **donc** [dɔ̃k] je **pense** [pãs] que tout le **monde** [mɔ̃d] doit faire un [ẽ] **un** [ẽ] **un** [ẽ] **passe-temps** [pastã] **donc** [dɔ̃k] **donc** [dɔ̃k] oui c'est **bien** [bjẽ] je trouve

Student 7.2

1. Quels sont tes passe-temps ou loisirs ?

Donc : [dɔ̃k] **mon** [mɔ̃] **passe-temps** [pastã] est la **danse** [dãns] j'aime beaucoup **danser** [dãns] mais **malheureusement** [malɔ̃Rɔ̃zmã] à cause de mes études **étant** [etã] donné que je suis **dans** [dã] ma troisième année **donc** [dɔ̃k] j'ai : beaucoup de travail sur ma **dissertation** [disẽRtasjɔ̃], j'ai beaucoup d'étudier je : j'ai laissé **un** [ẽ] peu à côté ce **passe-temps** [pastã] et : **pendant**

[səpãdã] je n'ai pas laissé ce **passé-temps** [pastã] **totalément** [tɔtalmã] parce que chaque année je participe et je **danse** [dãns] avec une : une compagnie privée **dans** [dã] le carnaval

2. Comment est-ce que tu passes les soirs ?

Eee : **normalement** [nɔRmalmã] je passe les soirs eee chez moi avec ma famille et je passe **un** [ẽ] peu de **temps** [tã] avec mes **parents** [paRã] et ma petite sœur mais : **pendant** [pãdã] cette période **donc** [dõk] je passe plus de **temps** [tã/] à étudier

3. Comment est-ce que tu passes les jours de semaine ?

Eee **ben** [bẽ] **normalement** [nɔRmalmã] je passe la plupart de **mon** [mõ] **temps** [tã] à l'université et à la bibliothèque

4. Est-ce que tu peux décrire ton/tes passé-temps ?

Donc [dõk] **danser** [dãns] est : / **danser** [dãns] **pendant** [pãdã] que je **danse** [dãns] je me : je me **sens** [sã] très **bien** [bjẽ] et : le c'est **un** [ẽ] **passé-temps** [pastã] qui m'aide à : me **détendre** [detãdR]

5. Est-ce que tu pratiques ton/tes passé-temps avec un groupe, avec des amis, ou seul

Oui **normalement** [nɔRmalmã] je pratiquer ce **passé-temps** [pastã] avec **un** [ẽ] groupe

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passé-temps ?

Non [nõ] **maintenant** [mẽtãnã] **non** [nõ] à cause de mes études

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passé-temps?

Oui

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passé-temps ?

Oui j'ai le conseil de trouver **un** [ẽ] **passé-temps** [pastã] parce que eee : c'est **bon** [bõ] parce que : / tu : **on** [õ] se **sens** [sã] **bien** [bjẽ]

9. Quels sont les avantages d'avoir un passé-temps ?

Eee : je **pense** [pãs] qu'avec **un** [ẽ] **passé-temps** [pastã] parce eee : **on** [õ] peut se **détendre** [detãdR] plus

10. Est-ce que tu veux trouver un autre passé-temps ? Pourquoi ?

À ce **moment** [mɔmã] **non** [nõ] parce que : je n'ai pas assez de **temps** [tã] à cause de mes études

Student 7.3

1. Quels sont tes passe-temps ou loisirs ?

Mmm : **malheureusement** [malØRøzmã] je ne pas beaucoup de **temps** [tã] pour pratiquer mes loisirs mais j'aime faire la **cuis** * [kqizinje] *cuisinier* et : je / j'aime le sport j'aime regarder le football aussi

2. Comment est-ce que tu passes les soirs ?

Je passe les soirs mmm **faisant** [fəzã] le : / taches de l'université

3. Comment est-ce que tu passes les jours de semaine ?

Les jours de le semaine / mmm : à l'université et : s'il y a de **temps** [tã] je / passé euh : les soirs avec ma famille

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm : /// j'aime / pratiquer aussi **dans** [dã] le la **dans** [dã] le au **dans** [dã] l'été j'aime faire la **natation** [natasjõ] et : j'aime /// mmm : aller /// au / excuse-moi mmm : ///

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Seul

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Non [nõ]

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Euh : je **pense** [pãs] que les **passe-temps** [pastã] sont [sõ] **bien** [bjẽ] euh : pour /// mmm : pour la **santé** [sãte] et aussi pour / détach **détendre** [detãdR] et : / faire des amis aussi

9. Quels sont les avantages d'avoir un passe-temps ?

Euh : / de faire des amis : mmm : d'être s'il y a s'il si les **gens** [zã] pratiquent le sport euh : la **santé** [sãte] est améliorée aussi

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Euh je **pense** [pãs] que j'aime **bien** [bjẽ] aller au gym et : pour : pour être / euh : plus **en** [ã] forme

Student 7.4

1. Quels sont tes passe-temps ou loisirs ?

Donc: [dɔ̃k] mmm j'aime faire la faire: la cuisine mmm: j'aime regarder : euh : des séries à la télé/ des séries américaines j'aime aussi mmm : /me balader faire faire des des balades euh : / je faisais du bowling aussi il y a : quelques années / bowling euh : quoi d'autre quelque fois j'aime lire : des articles **en** [ɑ̃] ligne

2. Comment est-ce que tu passes les jours de semaine ?

Euh : **maintenant** [mɛ̃tɑ̃nɑ̃] puisque je ne travaille pas pour le **moment** [mɔ̃mɑ̃] mmm : /je : je cu je f je cuisine mmm : je lis aussi je lis des articles comme je **viens** [vjɛ̃] de : c'est l'**un** [ɛ̃] de mes **passé-temps** [pastɑ̃] /comme je **viens** [vjɛ̃] de dire mmm : et puis les soirs je : je marche euh : je marche **un** [ɛ̃] peu

3. Est-ce que tu pratiques ton/tes passé-temps avec un groupe, avec des amis, ou seul ?

Non **normalement** [nɔ̃Rmɑ̃lmɑ̃] **non** [nɔ̃] euh : je le pratique seul parce que c'est mes **passé-temps** [pastɑ̃] **sont** [sɔ̃] / je le je le pratique à la **maison** [mɛzɔ̃] **normalement** [nɔ̃Rmɑ̃lmɑ̃] **donc** [dɔ̃k] **non** [nɔ̃] c'est : je le fais tout seul

4. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passé-temps ?

Oui euh oui **quand** [kɑ̃] je : **commencerais** [kɔ̃mɑ̃sRe] à travailler **quand** [kɑ̃] je trouvais **quand** [kɑ̃] je trouve euh : **un** [ɛ̃] travail je je vould euh / je voudrais avoir plus de **temps** [tɑ̃] pour pratiquer parce que **maintenant** [mɛ̃t(ə)nɑ̃] euh j'ai plus de **temps** [tɑ̃] libre mais : **quand** [kɑ̃] je travail c'est pas : /c'est pas la même chose

5. Est-ce que tu as des conseils pour les gens qui n'ont pas de passé-temps?

Oui je **pense** [pɑ̃s] qu'il faut trouver du **temps** [tɑ̃] pour pratiquer des **passé-temps** [pastɑ̃] parce qu'**on** [ɔ̃] ne peut pas travailler : **seulement** [sœ̃lmɑ̃] c'est c'est pas : **bon** [bɔ̃] c'est pas **bien** [bjɛ̃] ça **donc** [dɔ̃k] je **pense** [pɑ̃s] qu'il faut trouver : au **moins** [mwɛ̃] une demie heure par jour pour pratiquer : les **passé-temps** [pastɑ̃]

6. Quels sont les avantages d'avoir un passé-temps ?

Euh : ça vous permet de : de vous **détendre** [detɑ̃dR] et d'oublier **un** [ɛ̃] peu la routine et : le travail

7. Est-ce que tu veux trouver un autre passé-temps ? Pourquoi ?

Peut-être **un** [ɛ̃] jour j'ai beaucoup de **passé-temps** [pastã] que je ne pas **mentionné** [māsɔne] pas pourquoi pas

Student 7.5

1. Quels sont tes passe-temps ou loisirs ?

Alors mmm j'aime marcher **quand** [kã] j'ai de j'ai de **temps** [tã] parce que je peux me **détendre** [detãdR] et me relaxer euh : je ne pratique pas beaucoup de sport parce que je n'ai pas le **temps** [tã] mais : je ten je voudrais **tenter** [tãte] de faire le badminton parce que je le fait à l'école et il **m'intéresse** [mêteRes]

2. Comment est-ce que tu passes les soirs ?

Euh ça **dépend** [depãd] mmm : **généralement** [zeneRalmã] **quand** [kã] je suis à l'université j'ai les devoirs à faire il le priorité est **clairement** [klɛRmã] mais je **tente** [tãt] aussi de sortir parce que il faut **prendre** [pRãdR] de **temps** [tã] pour soi -même

3. Comment est-ce que tu passes les jours de semaine ?

Mmm **clairement** [klɛRmã] à l'université RIRE mais je **tente** [tãt] de marcher comme j'ai déjà dit pour /

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Quand [kã] je sors ou je : par **exemple** [egzãpl] je sors avec ma famille ou avec mes amis ou on va par **exemple** [egzãpl] **manger** [mãze] quelque fois ça **dépend** [depãd] et : ou aller au cinéma ou rester à la **maison** [mezõ] **quand** [kã] il fait froid RIRE **clairement** [klɛRmã] mmm : et je **pense** [pãs] que ça s'a s'amuser un peu pour mmm / pour se **détendre** [detãdR] et ne continue pas toujours avec la même routine

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Alors mmm marcher **quand** [kã] je veux marcher mmm les soirs je mmm je préfère avoir **quelqu'un** [kɛlkɛ̃] d'autre avec moi parce que c'est **un** [ɛ̃] peu / **effrayant** [efɛjã] et : mais : j'aime marcher aussi seul parce que c'est : / **quand** [kã] c'est le **matin** [matɛ̃] par **exemple** [egzãpl] **quand** [kã] j'ai de le **temps** [tã] euh : mmm : mmm : / **quand** [kã] je sors **clairement** [klɛRmã] avec les amis ou la famille

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Malheureusement [malØRØzmã] non [nã] / je tente [tât] pour: avoir le temps [tâ] pour avoir ce temps [tâ] pour moi parce qu'il faut avoir ce temps [tã] mais malheureusement [malØRØzmã] c'est impossible [ěpsibl]

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Mmm clairement [klɛRmã] parce que c'est important [ěpɔRtã] il ne faut pas toujours se concentrer [kōsãtRe] sur : l'université mais il faut /

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Mmm il je pense [pãs] que : il faut mmm toujours penser [pãse] que c'est c'est vrai on a toujours à fa quelque chose à faire mais il faut aussi laisser le temps [tâ] pour : mmm s'amuser : et aussi rencontrer [RãkōtRe] des gens [zã] parce que les passe-temps [pastã] d'aide aussi à faire ça

9. Quels sont les avantages d'avoir un passe-temps ?

Je sais que je vais répéter mais je pense [pãs] que c'est pour te détendre [detãdR] et pour faire des amis RIRE

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Euh oui mmm je veux mmm comme j'ai déjà dit faire du badminton et aussi avoir plus de temps [tâ] pour peut-être faire du du bénévolat peut-être parce que j'aime faire ça mais je n'ai pas le temps [tâ] malheureusement [malØRØzmã] c'est ça la problème

Student 7.6

1. Quels sont tes passe-temps ou loisirs ?

Alors euh j'aime euh beaucoup le le dessin [desẽ] euh c'est mon [mō] passion [pasjõ] mmm j'aime aussi mmm la lecture mmm et regarder la télévision [televizjõ]

2. Comment est-ce que tu passes les soirs ?

Mmm : bon [bõ] maintenant [mẽtãnã] euh : évidemment [evidamã] il n'y a pas beaucoup de temps [tâ] pour : me détendre [detãdR] et : les devoirs, dissertation [disɛRtasjõ]

3. Comment est-ce que tu passes les jours de semaine ?

Mmm / je viens [vjẽ] ici à l'université mmm : je finis peut-être à cinq heures mmm / je rentre [RãtR] chez moi /mmm je dine avec ma famille mmm peut-être je lis mmm / qu'un [ě] un [ě] passage mmm d'un [ě] livre peut-être s'il y a le temps [tâ] mmm et peut-être je dessine un [ě] peu

4. Est-ce que tu peux décrire ton/tes passe-temps ?

Mmm alors euh / **mon** [mɔ̃] ma **passion** [pasjɔ̃] pour mmm pour le **dessin** [desɛ̃] mmm j'aime beaucoup dessiner mmm des styles **différents** [difeRɑ̃] mmm j'aime aussi le mm style le style **impressionniste** [ɛ̃presjɔ̃nist] mmm/ comme le style de Monet mmm de Manet mmm j'utilise des des couleurs **différentes** [difeRɑ̃t] mmm / sur le tableau mmm

5. Est-ce que tu pratiques ton/tes passe-temps avec un groupe, avec des amis, ou seul ?

Mmm c'est c'est plutôt seul / à la **maison** [meʒɔ̃]

6. Est-ce que tu trouves assez de temps pour pratiquer ton/tes passe-temps ?

Mmm c'est plutôt mmm **en** [ɑ̃] été

7. Est-ce que tu veux trouver plus de temps pour pratiquer ton/tes passe-temps ?

Oui **évidemment** [evidamɑ̃] parce que euh pour moi c'est très **important** [ɛ̃poRtɑ̃] d'avoir des **passe-temps** [pastɑ̃] mmm/ d'avoir quelque chose / d'autre

8. Est-ce que tu as des conseils pour les gens qui n'ont pas de passe-temps ?

Mmm oui **bien** [bjɛ̃] sur mmm les **passe-temps** [pastɑ̃] **sont** [sɔ̃] très **importants** [ɛ̃poRtɑ̃] mmm / **sont** [sɔ̃] très **importants** [ɛ̃poRtɑ̃] pour la **santé** [sɑ̃te] mmm / par **exemple** [egzɑ̃pl] il y a des **gens** [ʒɑ̃] qui trouvent des sports comme des **passe-temps** [pastɑ̃] alors mm il faut se **détendre** [detɑ̃dR] mmm pour **changer** [ʃɑ̃ʒe] la routine mmm quotidienne

9. Quels sont les avantages d'avoir un passe-temps ?

Mmm comme comme j'ai déjà dit mmm / **un** [ɛ̃] **passe-temps** [pastɑ̃] euh nous aide / à se **détendre** [detɑ̃dR] / de la routine quotidienne alors **on** [ɔ̃] / oublie **un** [ɛ̃] peu et **on** [ɔ̃]/ oui c'est ça

10. Est-ce que tu veux trouver un autre passe-temps ? Pourquoi ?

Mmm oui mmm peut-être **un** [ɛ̃] type de sport /parce que je trouve que le sport est très **important** [ɛ̃poRtɑ̃] pour la **santé** [sɑ̃te] mmm / et j'ai **besoin** [bɛʒwɛ̃] d'une autre activité

OBSERVED PRONUNCIATION IN SPONTANEOUS CONVERSATIONS

Form 2

Student 2.1		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastã
passe-temps	pastã	pastã

Student 2.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastemp
passe-temps	pastã	pastemp

Student 2.3		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	passatemp
en	ã	ã

Student 2.4		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastemp
natation	natasjõ	natasjõ
mon	mõ	mon

dents	dã	dan
mange	mãʒ	manʒ
maison	mɛzɔ̃	mɛzɔ̃
mange	mãʒ	manʒ
mon	mɔ̃	mon

Student 2.5		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	passtemp
dents	dã	dã
dents	dã	dã

Student 2.6		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
danse	dãs	dans
danse	dãs	dans
mangeant	mãʒã	manʒã
danse	dãs	dans

Student 2.7		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
handball	'ãdbol	handbol
temps	tã	temp
passe-temps	pastã	pastemp
intéressante	êteResãt	inteResan

Student 2.8		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
dents	dã	dan

Student 2.9		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
mon	mõ	mon
passe-temps	pastã	pastemp
en	ã	an
non	nõ	nõ
mon	mõ	mon
passe-temps	pastã	pastemp

Student 2.10		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pasamp
passe-temps	pastã	pasamp
un	ẽ	un
fantastique	fãtastik	fantastik
un	ẽ	un

Student 2.11		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastamp
temps	tã	tamp
mon	mõ	mon
passe-temps	pastã	pastemp

Student 2.12		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastamp

Student 2.13		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastamp
sont	sõ	sõ
mon	mõ	mon
passe-temps	pastã	pastamp
temps	tã	tamps
mon	mõ	mon
passe-temps	pastã	pastamp

Form 4

Student 4.1		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
danser	dãnse	danse
chanter	fãte	fante
mon	mõ	mon
passe-temps	pastã	pastam
non	nõ	nõ

Student 4.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastamp
dessin	desẽ	dessin
mon	mõ	mon
passe-temps	pastã	pastemp
temps	tã	tã

Student 4.3		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pastamp
monter	mõte	monte

passant	pasã	pasã
non	nõ	nõ
passe-temps	pastã	pastamp

Student 4.4		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
télévision	televizjõ	televizjõ
manger	mãze	manzeR
mon	mõ	mon
manger	mãze	manzeR
mon	mõ	mon
rencontre	RãkõtR	enkontR
mon	mõ	mon
mon	mõ	mon

Student 4.5		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
danse	dãns	dans
manger	mãze	manzeR
télévision	televizjõ	televizjõ
rencontre	RãkõtR	RankontReR

Student 4.6		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
passe-temps	pastã	pasetemp
natation	natasjõ	natasjon
manger	mãze	manze
avantage	avãtaʒ	avanta
natation	natasjõ	natasjon
rencontre	RãkõtR	RakontReR
mon	mõ	mon

Student 4.7		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastemp
chanter	fãte	fanteR
manger	mãze	manzeR
manger	mãze	manzeR

Student 4.8		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
pendant	pãdã	pendã
leçons	læsõ	læsõ

Student 4.9		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
pendant	pãdã	pãdã
leçons	læsõ	læsõ
ans	ã	ã

mon	mõ	mõ
passe-temps	pastã	passetemp

Student 4.10		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	passetemp
mon	mõ	mõ
pendant	pãdã	pãdã
dessin	desẽ	deson
passe-temps	pastã	passatemp

Student 4.11		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
pendant	pãdã	pendã
mon	mõ	mon
entrainement	ãtRenmã	ãtRenman
ans	ã	ã
mon	mõ	mõ
mon ami	mõnami	mõnami
mon	mõ	mõ
mon	mõ	mõ

Student 4.12		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mon
leçons	lɛsõ	lɛsons
chansons	ʃãsõ	ʃansons

SIXTH FORM

Student 6.1		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
quand	kã	kã
temps	tã	tã
normalement	nɔʁmalmã	nɔʁmalmã
maison	mɛzɔ̃	mɛzɔ̃
mon	mɔ̃	mɔ̃
un	ẽ	yn
un	ẽ	en
étudiant	etydjã	etydjã
danser	dãnsɛ	dãnsɛ
danse	dãns	dãns
un	ẽ	en
lundi	lɛ̃di	lɛ̃di
un	ẽ	ẽ
danseurs	dãnsœʁ	dãnsœʁ
danseurs	dãnsœʁ	dãnsœʁ
lundi	lɛ̃di	lɛ̃di
maison	mɛzɔ̃	mɛzɔ̃
maison	mɛzɔ̃	mɛzɔ̃
temps	tã	tã
danse	dãns	dãns
un	ẽ	ẽ
passe-temps	pastã	pastã
on	ɔ̃	ɔ̃

Student 6.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
chanter	fãte	fanteR
chansons	fãsõ	fãsõ
maison	mezõ	mezõ
dans	dã	dã
dans	dã	dã
normalement	nɔRmalmã	nɔRmalmã
commence	kɔmãs	kɔmãs
chanter	fãte	fanteR
ans	ã	ã
rends	Rã	Rãd
mon	mõ	mõ
mon	mõ	mõ
chanter	fãte	fanteR
avant	avã	avã
normalement	nɔRmalmã	nɔRmalmã
temps	tã	tã
mon	mõ	mõ
passe-temps	pastã	pastã
rencontre	RãkõtR	RenkontR
font	fõ	fõ
pense	pãs	pãs
continuer	kõtinqe	kontinyeR

Student 6.3		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastã
sont	sõ	sõ
violon	vjɔlõ	vjɔlõ
dans	dã	dã
maison	mezõ	mezõ
dans	dã	dan
maison	mezõ	mezõ
dans	dã	dã
un	ẽ	en
violon	vjɔlõ	vjɔlõ
leçons	lɛsõ	lɛsõ
violon	vjɔlõ	vjɔlõ
maison	mezõ	mezõ
violon	vjɔlõ	vjɔlõ
en	ã	ã
temps	tã	tamp
violon	vjɔlõ	vjɔlõ
violon	vjɔlõ	vjɔlõ
maison	mezõ	mezõ
temps	tã	tamp
passe-temps	pastã	pastã
passe-temps	pastã	pastã
sont	sõ	sõ
bons	bõ	bõ
dans	dã	dã
dans	dã	dã
un	ẽ	en
temps	tã	tamp

passé-temps	pastã	pastamp
avantage	avãtaʒ	avãtaʒ
sont	sõ	sõ
passé-temps	pastã	pastã
rencontrons	RãkõtRõ	RãkõtRõ

Student 6.4		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
normalement	nɔRmalmã	nɔRmalmã
avancé	avãse	avãse
non	nõ	nõ
bien	bjẽ	bjen
on	õ	õ
on	õ	õ
langue	lãg	lang

Student 6.5		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
danse	dãns	danse
danse	dãns	danse
restaurants	rɛstoRã	rɛstoRã
danse	dãns	danse
fatigant	fatigã	fatigã
grand	gRã	gRand
temps	tã	tamp
non	nõ	nõ
danse	dãns	dans
dans	dã	dã
jambes	ʒãb	zamb

en	ã	ã
en	ãn	ãn
anglais	ãglɛ	angle
temps	tã	tamp

Student 6.6		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
intéressant	ẽteresã	ẽteresã
intéresse	ẽteres	ẽteres
exemple	egzãpl	egzãpl
passe-temps	pastã	pastamp
quand	kã	kã
un	ẽ	ẽ
instrument	ẽstrymã	ẽstrymant
moyen	mwajẽ	mwajan
temps	tã	tamps

Student 6.7		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastã
sont	sõ	sõ
peinture	pẽtyR	pẽtyR
natation	natasjõ	natasjõ
bien	bjẽ	bjẽ
matin	matẽ	matẽ
quand	kã	kã

mon	mõ	mõ
passe-temps	pastã	pastã
passe-temps	pastã	pastã
bien	bjẽ	bjẽ
passe-temps	pastã	pastã
peinture	pẽtyr	pẽtyr
penser	pãse	pãse
temps	tã	tã
temps	tã	tã
bien	bjẽ	bjẽ
commencer	kõmãse	kõmãse

Student 6.8		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastã
sont	sõ	sõ
pendant	pãdã	pãdã
détendre	detãdr	detãdr
dans	dã	dã
salon	salõ	salõ
en	ã	ã
regardant	røgardã	røgardã
télévision	televizjõ	televizjõ
pendant	pãdã	pãdã
temps	tã	tã
en	ã	ã
quand	kã	kã
notamment	notamã	notamã
quand	kã	kã

sont	sõ	sõ
normalement	nɔɾmalmã	nɔɾmalmã
temps	tã	tã
en	ã	ã
temps	tã	tã
passe-temps	pastã	pastã
non	nõ	nõ
prend	prã	prãd
temps	tã	tã
rien	rjẽ	rjẽ
temps	tã	tã
passe-temps	pastã	pastã
bien	bjẽ	bjẽ
content	kõtã	kõtã
quand	kã	kã
passe-temps	pastã	pastã
gens	zã	zã
quand	kã	kã
on	õn	õn
passe-temps	pastã	pastã
donc	dõk	dõk
temps	tã	tã
ennuyé	ãnɥije	ãnɥije
un	ẽ	ẽ

Student 6.9		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
danser	dãnse	dãnse

dans	dã	dã
dans	dã	dã
chambre	fãbr	fãbr
durant	dyrã	dyrã
un	ẽ	en
temps	tã	tamp
en	ã	ã
faisant	fəzã	fəzã
danser	dãnse	dãnse
danse	dãns	dãns
danse	dãns	dãns
on	õ	õ
danser	dãnse	dãnse
en	ã	ã
temps	tã	tã
temps	tã	tã
contente	kõtãt	kõtãt
passe-temps	pastã	pastã
un	ẽ	ẽ
passe-temps	pastã	pastã
temps	tã	tã
maintenant	mẽtənã	mẽtənã
quand	kã	kã
grandis	grãdi	grãdi
un	ẽ	ẽ
passe-temps	pastã	pastã

Student 6.10		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
chanter	ʃäte	ʃäte
bien	bjɛ̃	bjɛ̃
danser	dãñse	dãñse
manger	mãʒe	mãʒe
mon	mɔ̃	mɔ̃
passe-temps	pastã	pastã
malheureusement	maløRøzmã	maløRøzmã
non	nɔ̃	nɔ̃
fin	fɛ̃	fɛn
temps	tã	tã
vraiment	vremã	vremã
important	ẽpɔ̃rtã	ẽpɔ̃rtã
passe-temps	pastã	pastã

Student 6.11		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
passe-temps	pastã	pastã
sont	sɔ̃	sɔ̃
en	ã	ã
écoutant	ekutã	ekutã
seulement	sœlmã	sœlmã
maison	mezɔ̃	mɛzon
passe-temps	pastã	pastã
bande	bãd	bãd
mon	mɔ̃	mɔ̃
mon	mɔ̃	mɔ̃

dans	dã	dã
passe-temps	pastã	pastã
devient	dəvjẽ	dəvjẽ
préédent	presedã	presedã
non	nõ	nõ
un	ẽ	ẽ
passe-temps	pastã	pastã
en	ãn	ãn

Student 6.12		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
mon	mõ	mõ
campagne	kãpaŋ	kãpaŋ
sont	sõ	sõ
sont	sõ	son

Student 6.13		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
dans	dã	dã
mon	mõ	mon
temps	tã	tamp
maintenant	mẽtãnã	mẽtãnã
environ	ãvirõ	ãvirõ
trente	tRãt	tRãt
mon	mõn	mõn
concentre	kõsãtr	kõsãtr
non	nõ	nõ

pense	pās	pās
trente	trāt	trāt
mon	mõ	mõ
pense	pās	pās
passé-temps	pastā	pastamp
bien	bjē	bjen
leçons	lēsõ	lēsõ
examens	egzamē	egzamē
concentres	kõsātr	kõsātr
pense	pās	pās
mon	mõ	mõ
mon	mõ	mõ
passion	pasjõ	pasjõ
non	nõ	nõ
passé-temps	pastā	pastā

University

Student 7.1		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
donc	dɔ̃k	dɔ̃k
chanter	ʃɑ̃te	ʃɑ̃te
donc	dɔ̃k	dɔ̃k
bon	bɔ̃	bɔ̃
magasins	magazɛ̃	magazɛ̃
mange	mɑ̃ʒ	mɑ̃ʒ
dans	dɑ̃	dɑ̃
Mon	mɔ̃	mon
mon	mɔ̃	mɔ̃
donc	dɔ̃k	dɔ̃k
exemple	ɛgzɑ̃pl	ɛgzɑ̃pl
donc	dɔ̃k	dɔ̃k
donc	dɔ̃k	dɔ̃k
chanter	ʃɑ̃te	ʃɑ̃te
en	ɑ̃	ɑ̃
temps	tɑ̃	tɑ̃
chanter	ʃɑ̃te	ʃɑ̃te
n'importe	nɛ̃port	nɛ̃port
donc	dɔ̃k	dɔ̃k
temps	tɑ̃	tɑ̃

ben	bě	bě
pense	pās	pās
ben	bě	bě
pense	pās	pās
besoin	bəzwě	bəzwě
temps	tã	tã
donc	dõk	dõk
ben	bě	bě
quand	kã	kã
on	tõ	tõ
un	ě	ě
passe-temps	pastã	pastã
pense	pās	pās
donc	dõk	dõk
on	õ	õ
on	õ	õ
donc	dõk	dõk
pense	pās	pās
monde	mõd	mõd
un	ě	ě
un	ě	ě
un	ě	ě
passe-temps	pastã	pastã

donc	dõk	dõk
donc	dõk	dõk
bien	bjě	bjě

Student 7.2		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
donc	dõk	dõk
mon	mõ	mõ
passe-temps	pastã	pastamp
danse	dãns	dãns
danser	dãnse	dãnse
malheureusement	maløRøzmã	maløRøzmã
étant	etã	etã
dans	dã	dã
donc	dõk	dõk
dissertation	disεRtasjõ	disεRtasjõ
un	ẽ	ẽ
passe-temps	pastã	pastamp
cependant	səpãdã	səpãdã
passe-temps	pastã	pastamp
totalement	tøtalmã	tøtalmã
danse	dãns	dãns
dans	dã	dã

normalement	nɔRmalmã	nɔRmalmã
un	ẽ	ẽ
temps	tã	tamp
parents	paRã	paRã
pendant	pãdã	pendã
donc	dõk	dõk
temps	tã	tamp
ben	bẽ	bẽ
normalement	nɔRmalmã	nɔRmalmã
mon	mõ	mõ
temps	tã	tã
donc	dõk	dõk
danser	dãnse	dãnse
danser	dãnse	dãnse
pendant	pãdã	pãdã
danse	dãns	dãns
sens	sã	sã
bien	bjẽ	bjẽ
un	ẽ	en
passe-temps	pastã	pastamp
détendre	detãdR	detãdR
normalement	nɔRmalmã	nɔRmalmã
passe-temps	pastã	pastamp

un	ẽ	en
non	nõ	nõ
maintenant	mẽtãnã	mẽtãnã
non	nõ	nõ
un	ẽ	en
passe-temps	pastã	pastamp
bon	bõ	bõ
on	õ	on
sent	sã	sã
bien	bjẽ	bjẽ
pense	pãs	pãs
un	ẽ	en
passe-temps	pastã	pastamp
on	õ	on
détendre	detãdR	detãdR
moment	mãmã	mãmã
non	nõ	nõ
temps	tã	tamp

Student 7.3		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
malheureusement	malørøzmã	malørøzmã
temps	tã	tamp
faisant	fəzã	fəzant

temps	tã	tamp
dans	dã	dan
dans	dã	dan
dans	dã	dan
natation	natasjõ	natasjon
non	nõ	nõ
pense	pãs	pãs
passe-temps	pastã	pastamp
sont	sõ	son
bien	bjẽ	bjẽ
santé	sãte	sante
détendre	detãdr	detãdr
gens	ʒã	ʒã
santé	sãte	sante
pense	pãs	pand
bien	bjẽ	bjɛn
en	ã	ã

Student 7.4		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
donc	dõk	dõk
en	ẽ	ẽ
maintenant	mẽtɔnã	mẽtɔnã
moment	mɔmã	mɔmã
viens	vjẽ	vjẽ

un	ẽ	ẽ
passe-temps	pastã	pastã
viens	vjẽ	vjẽ
un	ẽ	ẽ
normalement	nɔRmalmã	nɔRmalmã
non	nõ	nõ
passe-temps	pastã	pastã
sont	sõ	sõ
maison	mezõ	mezõ
normalement	nɔRmalmã	nɔRmalmã
donc	dõk	dõk
non	nõ	nõ
quand	kã	kã
commencerais	kɔmãsRe	kɔmãsRe
quand	kã	kã
quand	kã	kã
temps	tã	tã
maintenant	mẽtãnã	mẽtãnã
temps	tã	tã
quand	kã	kã
pense	pãs	pãs
temps	tã	tã
passe-temps	pastã	pastã
on	õ	õ

seulement	sœlmã	sœlmã
bon	bõ	bõ
bien	bjẽ	bjẽ
donc	dõk	dõk
pense	pãs	pãs
moins	mwẽ	mwẽ
passe-temps	pastã	pastã
détendre	detãdR	detãdR
un	ẽ	ẽ
un	ẽ	ẽ
passe-temps	pastã	pastã
mentionnés	mãsjõne	mãsjõne

Student 7.5		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
quand	kã	kã
temps	tã	tã
détendre	detãdR	detãdR
temps	tã	tã
tenter	tãte	tãte
m'intéresse	mẽteRes	mẽteRes
dépend	depãd	depãd
généralement	zeneralmã	zeneralmã

quand	kã	kã
clairement	kleRmã	kleRmã
tente	tãt	tãt
prendre	pRãdR	pRãdR
temps	tã	tã
clairement	kleRmã	kleRmã
tente	tãt	tãt
quand	kã	kã
exemple	egzãpl	egzãpl
exemple	egzãpl	egzãpl
manger	mãze	mãze
dépend	depãd	depãd
maison	mezõ	mezõ
quand	kã	kã
clairement	kleRmã	kleRmã
pense	pãs	pãs
détendre	detãdR	detãdR
quand	kã	kã
quelqu'un	kɛlkẽ	kɛlkan
un	ẽ	ẽ
effrayant	efRejã	efRejã
quand	kã	kand
matin	matẽ	matẽ

exemple	egzãpl	egzãpl
quand	kã	kã
temps	tã	tã
quand	kã	kã
clairement	kleRmã	kleRmã
malheureusement	maløRøzmã	maløRøzmã
non	nõ	nõ
tente	tãt	tãt
temps	tã	tã
temps	tã	tã
temps	tã	tã
malheureusement	maløRøzmã	maløRøzmã
impossible	ẽpõsibl	emposable
clairement	kleRmã	kleRmã
important	ẽpõRtã	ẽpõRtã
concentrer	kõsãtRe	kõsãtRe
pense	pãs	pãs
penser	pãse	pãse
temps	tã	tã
rencontrer	RãkõtRe	RãkõtRe
gens	zã	zã
passe-temps	pastã	pastã

pense	pãs	pãs
détendre	detãdR	detãdR
temps	tã	tã
temps	tã	tã
malheureusement	maløRøzmã	maløRøzmã

Student 7.6		
Alphabetical Spelling	Expected (standard) transcription	Phonetic realisation
dessin	desẽ	desẽ
mon	mõ	mõ
passion	pasjõ	pasjõ
télévision	televizjõ	televizjõ
bon	bõ	bõ
maintenant	mẽtãnã	mẽtãnã
évidemment	evitamã	evitamã
temps	tã	tã
détendre	detãdR	detãdR
dissertation	disẽRtasjõ	disẽRtasjõ
viens	vjẽ	vjẽ
rentre	RãtR	RãtR
un	ẽ	ẽ
un	ẽ	ẽ
un	ẽ	ẽ

temps	tã	tã
un	ẽ	ẽ
mon	mõ	mõ
passion	pasjõ	pasjõ
dessin	desẽ	desẽ
différents	difeRã	difeRant
impressionniste	ẽpresjonist	ẽpresjonist
différentes	difeRãt	difeRãt
maison	mɛzõ	mɛzõ
évidemment	evidamã	evidamã
important	ẽpoRtã	ẽpoRtã
passe-temps	pastã	pastã
bien	bjẽ	bjẽ
passe-temps	pastã	pastã
sont	sõ	sõ
important	ẽpoRtã	ẽpoRtã
sont	sõ	sõ
important	ẽpoRtã	ẽpoRtã
santé	sãte	sante
exemple	egzãpl	egzãpl
gens	zã	zã
passe-temps	pastã	pastã
détendre	detãdR	detãdR

changer	fãze	fãze
un	ẽ	ẽ
passe-temps	pastã	pastã
détendre	detãdR	detãdR
on	õ	õ
un	ẽ	ẽ
on	õ	õ
un	ẽ	ẽ
important	ẽpoRtã	ẽpoRtã
santé	sãte	sante
besoin	bəzwẽ	bəzwẽ

Annex F:

This annex contains the complete corpus of the transcriptions analysed in the
dissertation:

- i: Transcriptions of the semi-structured interviews with teachers/lecturers

TRANSCRIPTIONS OF THE SEMI-STRUCTURED INTERVIEWS WITH TEACHERS/LECTURERS

Form 2 Teacher A

1. Do you manage to formally teach pronunciation during French lessons?

No, I don't do a whole lesson on pronunciation, but I do dedicate parts of the lesson to the teaching of pronunciation. For example, when I'm teaching the younger students and we started working on the articles, I use activities and games to help them distinguish between the different sounds like the 'un' and the 'une', or the 'le' and the 'les'. Hopefully through the game they will remember the distinction between the pronunciation of these words. As I said, I don't dedicate a whole lesson to teaching pronunciation however if they pronounce a word incorrectly I do stop them and correct them. I tell them how the word should be pronounced without a lot on emphasis on the mistake. I just make sure that the students hear the word pronounced correctly.

2. How much time do you dedicate to teach pronunciation techniques to students?

I try to give them some pronunciation tips every lesson, especially during the oral part of the lesson. For example, when we listen to the listening comprehension I point out certain pronunciation points but I do this indirectly. I ask them questions and expect an answer in French. I listen to their answer and then, after hearing them speak I evaluate what I would have heard and correct if need be. I also like including role plays in lessons and this gives them time to talk in French. I encourage them to correct each other's mistakes. I therefore tackle pronunciation in an indirect way.

3. How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?

Apart from using pronunciation games or using some of the exercises we have on the *méthode*, I do sometimes use songs but I prefer using songs to present topics.

4. If you do not teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)

I don't dedicate a whole lesson to teaching pronunciation due to the constraints of the syllabus. The syllabus tends to focus more on grammatical rules and writing tasks. It's quite impossible to dedicate so much time to teaching pronunciation but as I said I make sure that in every lesson, if I hear students pronounce words incorrectly, or I notice that some students tend to pronounce the 'e' at the end of words, I tell them that we only pronounce the 'e' when there is an accent, otherwise we do not pronounce it. I point out the mistakes I hear to the whole class.

5. Would you like to have time to teach pronunciation techniques formally?

Of course, for example having a language lab would be ideal.

6. Does the *méthode* you use have a section dedicated to pronunciation techniques?

Yes, most units have tasks dedicated to pronunciation. This section is generally at the end of each topic.

7. Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

Yes, the *méthode* came with a CD. We changed the books this year and the new books we are now using will definitely help better this situation.

8. What would you change in the syllabus to accommodate phonetics teaching in the syllabus?

The problem is that we have too much grammar topics to cover, for example in Form 5, the grammar section is widespread. In fact, the difference between the Form 5 level and the sixth form level is not too big. By Form 5 they would have covered all the tenses.

I think that the syllabus should be more focused. For example, they tell us that during the secondary years we cover a number topics and be more focused especially when it comes to grammar. Like this we would be able to give importance to other parts of the language not simply grammar. There a lot of tasks we have to cover like the comprehension, the oral and each of theses tasks requires a lot of time to be covered properly. The same level of importance should be given to all the language skills if we really want our students to truly grasp the language. As I said, I trying to tackle phonetics indirectly but not a whole lesson but I still think that it is important.

For example, if we're going to communicate on a day to day basis, it is pointless to know how to write but don't know how to talk. I believe it's important and I try my best to juggle with what must be done. Sometimes we do miss lessons but I try my best to find time.

9. Have you received training of phonetics and French phonology?

Yes, at the University of Malta.

10. Have you practiced French phonology during lectures at the University of Malta?

No, I don't think we had language labs. No, we didn't have sessions. No I don't think so.

11. Do you think that the training you received helped improve your pronunciation?

When I reached University level I noticed that there was a huge difference between Form 5, Sixth Form and University. At University level we were expected to do presentations so we had to improve our pronunciation and show more interest, more practice and expose ourselves to the language more.

12. Do you think that the training you received helped prepare you to improve your students' pronunciation?

Of course especially when it come to some distinctions like distinctions in the pronunciation of the vowels.

13. Do you feel that you should have a continuous professional development helping you practice your spoken French and pronunciation?

Why not, I think that this would be beneficial and help us keep in touch. This will surely help and like this we can meet with other teachers and share recourses. This will definitely help.

Form 2 Teacher B

1. Do you manage to formally teach pronunciation during French lessons?

No, in fact I don't do formal lessons on pronunciation.

2. How much time do you dedicate to teach pronunciation techniques to students?

Even though I don't formally dedicate a full lesson on pronunciation I try to include some techniques related to pronunciation in every lesson even maybe for a few minutes, for example during the explanation or when I'm teaching a verb or vocabulary etc.

3. How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?

Even though I don't dedicate an entire lesson on pronunciation I emphasis pronunciation more often through videos. Let me give you an example. When teaching the verb *prendre*, and after we conjugate the verb in the different persons, I use a video so that students can listen to a French native speaker pronouncing the verb. Then maybe I highlight without saying that there is an e caduc, or a nasal vowel, I highlight that 'prend' is pronounced differently than 'prenons'. I do this indirectly and through videos.

4. If you do no teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)

The main culprit is obviously the syllabus. With six topics in a year it is impossible to dedicate an entire lesson to pronunciation giving that we have only three lessons per week. As a teacher I must follow the syllabus and in the syllabus, unfortunately the oral skill and pronunciation acquisition is barely mentioned. I must therefore dedicate most of my lessons to cover properly what is mentioned constantly in the syllabus, that is writing.

5. Would you like to have time to teach pronunciation techniques formally?

Yes, that would be great and I would love it since I believe that pronunciation is very very important in the teaching of a foreign language.

6. Does the *méthode* you use have a section dedicated to pronunciation techniques?

Yes, there are various exercises and audio recording material, like the CD is also provided with the *méthode*.

7. Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

Yes, there is a pronunciation and phonetic section and the CD we have also has these phonetic exercises but to tell you the truth I don't use them because of the lack of time.

8. What would you change in the syllabus to accommodate phonetics teaching in the syllabus?

I would decrease the amount of topics we have to cover each year. This will give us more time to dedicate to teach pronunciation exercises because it is very important that we do so. However, as a language teacher I strongly believe that all the four language skills are important and should be covered equally. That is why sometimes I feel helpless, because I want to incorporate all the four skills in my lessons but the syllabus simply doesn't allow me to do so. It is a pity that speaking always takes the back seat.

9. Have you received training of phonetics and French phonology?

Yes, at University we had a whole credit about phonetics and French phonology. However, when we started teaching this type of training was no longer done. For example, during in-service courses, such topics, till now were never included.

10. Have you practiced French phonology during lectures at the University of Malta?

Yes, we did.

11. Do you think that the training you received helped improve your pronunciation?

Yes, a lot.

12. Do you think that the training you received helped prepare you to improve your students' pronunciation?

Yes, I believe so and that is why I believe that we need more time to dedicate to pronunciation instruction so that I can pass on what I learnt to my students.

13. Do you feel that you should have a continuous professional development helping you practice your spoken French and pronunciation?

Yes, I believe that this will help a lot.

Form 4 Teacher C

1. Do you manage to formally teach pronunciation during French lessons?

Yes, I have a number of different strategies that I will explain.

2. How much time do you dedicate to teach pronunciation techniques to students?

I would say about 10% of each lesson however there are times when I spend more time doing certain activities to help with pronunciation and intonation especially when practicing for a role-play or analyse d'image etc.

3. How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?

Generally, I use games such as *pyramide*. I have this particular game that helps me to encourage the students to pronounce certain sounds especially the a of '*pendant*' for example that is mis-pronounced very frequently. First I explain how the sound should be pronounced and then we take turns going through the class and everybody has a chance to read the words that are in the form of a list, like a pyramid, from the bottom upwards. Whenever they make a mistake in one of the words, we move to the next person. Also, we play games like *Autour du monde*, where I tell them a number in English and they have to say it in French and I also focus on the pronunciation of the numbers.

While they are reading, for example, from *Le Kiosque* or if we have a text like a comprehension, I help them whilst they are reading, I correct them, I tell them to underline words, even in the *Jeu de role*, I go next to them to help them to pronounce properly, so that before they present in front of the class, they will know how they are supposed to pronounce the words. I like to show them also, occasionally some video-clips that are subtitled in French so that they can see the words go along. With dictations especially with Form 4 and Form 5, I like to give them a text from the unit that we would have been working on, and I ask them to study it in preparation for the actual dictation class. Normally in an exam, the dictation is unseen or in an actual test, but this particular is one where they study the text in advance and I focus to those particular sounds through games etc.

Then when they come to class and I read out the text to them, the words are familiar. I change some of the sentences around a little bit so it's not completely by memory, but by then I would have given them suggestions on how to decipher those words.

Also, one last thing, is that I had discovered this website called *News in slow French*. It's literally some French speaking people, reading out the news very slowly which give the students the opportunity to read the text and there are some words highlighted or hyper-texted in red, that are difficult so that when they go on it, they have the English word. I ask them to practice it at home mainly, so that they listen to the French speakers and they listen to the text and in the meantime, hopefully, it helps them to remember the sounds.

4. If you do not teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)

I do try to teach pronunciation formally.

5. Would you like to have time to teach pronunciation techniques formally?

Yes, I wish that the emphasis wasn't so much on the written. Unfortunately, we have too much to teach with regards to grammar and all other areas of writing. So yes, definitely, I would wish to have more time.

6. Does the *méthode* you use have a section dedicated to pronunciation techniques?

Yes, it has a very small section at the end of each unit that sometimes I go through but I prefer to use my strategies and kind of focus on the sounds throughout the unit.

7. Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

Yes, it does however we don't have the CDs of all the books from *Le Kiosque* but now we are going to switch our *méthode* and we're going to start using *Pixel*. We started using it this year from Form 1 and that one luckily has the CD even for the

students, so that's really good.

8. What would you change in the syllabus to accommodate phonetics teaching in the syllabus?

If I had the opportunity, I would, again, as I mentioned before, reduce the amount of time spent on the writing skills and dedicate more time to oral and listening exercises maybe role play etc. and I think we are moving that way thanks to the suggestions being given. However, it is important to say that I still believe that all the four language skills must be taught and given the same importance. Like that the student will be experiencing the language in its totality.

9. Have you received training of phonetics and French phonology?

Yes, at the University of Malta, whilst I was doing my course.

10. Have you practiced French phonology during lectures at the University of Malta?

Yes, we used to practice them as well.

11. Do you think that the training you received helped improve your pronunciation?

Yes, definitely, it was a very important start. However, I also, throughout the years, I have continued to keep up with my French by listening to the news, by watching programs and also I had the experience to live abroad in French speaking countries and this helped me improve.

12. Do you think that the training you received helped prepare you to improve your students' pronunciation?

Definitely. That was a big component in my training that also helped me to be motivated to find new strategies to help them improve.

13. Do you feel that you should have a continuous professional development helping you practice your spoken French and pronunciation?

Yes, this would be very helpful especially if we have the opportunity to maybe engage in conversations with other teachers. That would be excellent.

Form 4 Teacher D

1. Do you manage to formally teach pronunciation during French lessons?

No, I don't do formal pronunciation lessons because we don't have the time. What I do is that during the lesson, when I'm teaching something else, if there are particular words that I want them to know how to pronounce I write them down in the square brackets, sometimes using the phonetic alphabet and when they are writing down the vocabulary they write next to the word how they should pronounce the word but we don't have time for anything else.

2. How much time do you dedicate to teach pronunciation techniques to students?

I can't say the exact time, a few minutes per lesson

3. How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?

No, just as I said before, I do not read minimal pairs or songs, I simply write down how the word should be said using the phonetic alphabet and maybe giving examples of the same type of word and how it should be pronounced.

4. If you do not teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)

The main reason is due to lack of time. It is not in the syllabus so when you are pressed with time you tend to leave out those things that are not in the syllabus.

5. Would you like to have time to teach pronunciation techniques formally?

Yes of course.

6. Does the *méthode* you use have a section dedicated to pronunciation techniques?

No, not really, there is a small reference every now and then but not in every chapter.

7. Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

The *méthode* does come with a CD and I use them, and we listen to the dialogues mainly. I don't use the CD that accompanies the manual to listen to the pronunciation exercises. We do not really have enough time.

8. What would you change in the syllabus to accommodate phonetics teaching in the syllabus?

To be honest, if I really had this possibility I would give the same equal importance to all the four language skills. You cannot say you know a language without being able to communicate or without being able to write a little text.

At present, apart from the overloaded syllabus we have to cover, the main problem is that we don't have enough lessons because we have only three lessons when we should have four. So that would make a difference. This is because the Head of School decide so in order to fit all subjects in the timetable. I remember that when I started teaching we had four lessons and I used to do pronunciation classes because I had more time. I remember giving them sheets and practice how to pronounce certain words and saying them in different contexts but then when we went to three lessons instead of four there was not enough time.

9. Have you received training of phonetics and French phonology?

Yes, at the University of Malta in the B.A. course.

10. Have you practiced French phonology during lectures at the University of Malta?

Yes of course.

11. Do you think that the training you received helped improve your pronunciation?

Yes of course.

12. Do you think that the training you received helped prepare you to improve your students' pronunciation?

Yes, I believe so because we used to have credits on phonetics and pronunciation so we learned how to pronounce the combination of certain vowels, you know so this will always help as it gave me the technique of how to teach them to the students.

13. Do you feel that you should have a continuous professional development helping you practice your spoken French and pronunciation?

Yes, I would be interested in professional development, as long as it is in small groups because I don't believe that such development should be done in seminars or large groups. An other comment is that I believe that if in this school we have more lessons we would have more time to focus and maybe it pronunciation instruction is formally added in the syllabus instead of something else, learning pronunciation will help them in the oral exam.

Sixth Form Teacher E

1. Do you manage to formally teach pronunciation during French lessons?

Yes, but it is incorporated within other lessons, ç

2. How much time do you dedicate to teach pronunciation techniques to students?

I can't really give you a time but I think that from to time we dedicate about half a lesson, that means about 30 minutes, to pronunciation. For example, today we even had the whole lesson dedicated to reading. So this was an exercise in pronunciation because you start seeing the difficulties of the students and try to correct them.

3. How do you go about teaching pronunciation techniques? A song? Reading minimal pairs? Using phonology dedicated listening comprehension? Other methods?

As a point of departure I prefer starting off from words that they know, so for example, let's take the word *beau*. You take the sound *beau* and then you start increasing the sentence or even changing the word that is from *beau* you make *chateau*, you make *chapeau* and then you put them in sentences like, *le chapeau est beau*. You keep increasing the element in the sentence so that the sound is practiced more and more.

4. If you do not teach pronunciation formally, why? (Prompt with these questions if the respondents find difficulty: Because it is not assessed in an exam? Because grammar lessons are more important? Because teaching writing skills is more important?)

This is because the lesson dedicated to *La Pratique de l'Oral* is not mine to teach, so there is another lecturer who teaches this aspect. Unfortunately, some teachers also believe that it is not important and this makes it difficult for us to work

together and reach the same target. However, for me this is not the case. I think it is important so whenever a particular difficulty crops up we try to tackle it.

5. Would you like to have time to teach pronunciation techniques formally?

No not really because I think that a whole lesson on pronunciation would become boring.

6. Does the *méthode* you use have a section dedicated to pronunciation techniques?

Here we don't have a *méthode* so it is up to us to find the material you use in class.

7. Does the *méthode* you use at school have specific audio and phonetic sections? Do you use them?

No, we don't use any CD's because we don't have the *méthode*.

8. What would you change in the syllabus to accommodate phonetics teaching in the syllabus?

I wouldn't change anything because at advanced and at intermediate level they have reading and so phonetics and the oral competence is considered as important in the same way as the other language skills are. All the language skill must be given the same weighting. There shouldn't be a skill that is left behind or a skill that is give utmost importance.

9. Have you received training of phonetics and French phonology?

Yes, during our University lectures.

10. Have you practiced French phonology during lectures at the University of Malta?

Yes, during linguistic lessons but also when we used to go abroad for the continuous development or for the *bourse*. This helped me practice French phonology with the French people themselves.

11. Do you think that the training you received helped improve your pronunciation?

Yes, it was quite harsh but we learnt.

12. Do you think that the training you received helped prepare you to improve your students' pronunciation?

Yes, because when you are aware of your own mistakes and what was difficult for you, you can for see what might be difficult for students.

13. Do you feel that you should have a continuous professional development helping you practice your spoken French and pronunciation?

It could be of help but if it's not a continuous professional development session it could also be meeting French natives from time to time. That would really help. I have a friend colleague who is a French native so that is an asset. We can also take our own initiative and listen to short conversations on YouTube for example. This might help in our pronunciation.

**Questions marked in bold are those the interviewer asked the teachers/lecturers.*