

## **Are francophone learners of English as a Foreign Language provided with the necessary tools to ensure viable pronunciation?**

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**Faculté :** Faculté de Philosophie et Lettres

**Diplôme :** Master en langues et lettres modernes, orientation germaniques, à finalité didactique

**Année académique :** 2022-2023

**URI/URL :** <http://hdl.handle.net/2268.2/18955>

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**Erratum**

This erratum corrects several mistakes found in my master's thesis. The lines provided do not count neither headings, nor tables and figures. If a mistake is found in a foot note, it is mentioned and the line refers to the start of the footnote, the same goes for tables and figures.

<b>Mistake location</b>	<b>Mistake</b>	<b>Correction</b>
p. 10, line 4	*so many times a day	so, many times a day
p. 12, line 9	*relating to the dissertation overall	relating to the overall dissertation
p. 14, line 24	*recognized	recognised
p. 17, line 23	*to get such possible scores	to get such scores
p. 21, line 2	*for it has yet to be confirmed	for they have yet to be confirmed
p. 22, line 3	*intelligibility (i.e.	intelligibility (i.e.,
p. 22, line 10	*intelligibility (e.g.	intelligibility (e.g.,
p. 22, line 11	*accentedness (e.g.	accentedness (e.g.,
p. 25, line 8	*whose L2 is English is much bigger than	whose L2 is English is much greater than
p. 26, line 20	*rely on every sound, which all, to NNSs, carry	rely on every sound, which all, to such speakers and to NNSs (see the LFC), carry
p. 30, line 15	*but does not seem to be	but it does not seem to be
p. 31, line 11	*to perceiving stress	to perceive stress
p. 34, footnote 11, line 2	*other language functions could easily	other language functions and stress could easily
p. 35, line 17	*too much on traditional (i.e.	too much on traditional (i.e.,
p. 35, line 18	*these non-traditional (e.g.	these non-traditional (e.g.,
p. 41, lines 25-26	*As underlined by Low, (2021, p. 30),	As underlined by Low (2021, p. 30),
p. 44, line 19	*the difference was slightly bigger for	the difference was slightly greater for
p. 45, line 16	*a chosen model has been	a chosen model have been

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p. 49, line 18	*the lips, the tongue , with the help	the lips, the tongue, with the help
p. 50, line 16	*(Billières et al., 2013b). VTM is	(Billières et al., 2013b). It is
p. 53, line 19	*and may find it the	and may find the
p. 53, footnote 22, line 2	*and explained in Renard (200b, p. 17)	and explained in Renard (2000b, p. 17)
p. 55, lines 21-22	*dealing with suprasegmentals (see e.g.,	dealing with suprasegmentals (e.g.,
p. 63, line 27	*types of activities is inconsistent	types of activities are inconsistent
p. 67, line 5	*Belgium revolve two poles	Belgium revolve around two poles
p. 71, line 33	*assistants at the University of Liège	assistants at the university of Liège
p. 77, line 27	*One question where both of biases may influence	One question where both biases may influence
p. 83, line 7	*teach in an upper secondary	teach in the upper secondary
p. 83, line 8	*teach at a lower secondary	teach in the lower secondary
p. 84, line 1	<i>Missing indent</i>	<i>Indent the paragraph</i>
p. 85, footnote 51, line 1	*were sent to teacher	were sent to teachers
p. 88, line 20	*there are more NS teacher	there are more NS teachers
p. 88, line 21	*than NNS teacher	than NNS teachers
p. 94, Table 4	<i>Missing n and %</i>	<i>Add n and %, smaller font used (see below)</i>
p. 96, Table 6, item, line 6	*(comme <i>Pronunciation in Use</i> )	(comme Pronunciation in Use)
p. 97, line 13	*to teach pronunciation. IPA	to teach pronunciation. The International Phonetic Alphabet
p. 98, line 5	*(see Q16 in 6.4.4.)	(see Q16 in 6.4.5.)
p. 98, lines 13-14	*the same number of respondents (40.4%, n = 23) agree and disagree (40.4%, n = 23) that	the same number of respondents (40.4%, n = 23) agree and disagree that
p. 100, line 3	*Exercices de discrimination” (10.5%), and “Clarification	Exercices de discrimination” (10.5%) and “Clarification

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p. 101, lines 12-13	*who found out explicit theoretical knowledge is linked is beneficial to improved pronunciation	who found out explicit theoretical knowledge is linked to improved pronunciation
p. 103, line 8	*of the options (except the last one), were asked to	of the options (except the last one) were asked to
p. 105, line 4	*(31.6%), than during	(31.6%) than during
p. 105, lines 7-8	*important types of feedback in at least two contexts.	important types of feedback in two contexts at least.
p. 108, line 6	*module, unrelated to previous or	module unrelated to previous or
p. 108, line 7	*of “Jamais and “Sometimes” answers	of “Jamais and “Parfois” answers
p. 109, line 7	*n = 47), or with lexis	n = 47) or with lexis
p. 110, Figure 14, item, line 1	*des indications pour tous les mots	des indications pour tous les mots.
p. 110, line 9	*selected by 47.% of the surveyed	selected by 47.4% of the surveyed
p. 110, line 10	*than the presence of an pronunciation	than the presence of pronunciation
p. 111, Figure 15, item, lines 1-2	*Sur la prononciation des sons(voyelles, consonnes et diphtongues).	Sur la prononciation des sons (voyelles, consonnes et diphtongues)
p. 114, line 28	*& Darcy, 2016, p. 81) At the same time	& Darcy, 2016, p. 81). At the same time
p. 115, line 4	*for the pupils (Item 21).Then, teachers	for the pupils (Item 21). Then, teachers
p. 116, line 9	*Still intonation and lexical	Still, intonation and lexical
p. 116, line 19	*may occasionally use IPA, (H <sub>17</sub> ).	may occasionally use IPA (H <sub>17</sub> ).
p. 116, line 21	*6.4.5)	6.4.5.)
p. 125, line 12	*tendencies which are mostly	tendencies, which are mostly
p. 126, line 8	*eventually bridge the gap between the two training, research	eventually bridge the gap between training, research
p. 126, line 13	*and their practise is sometimes	and their practice is sometimes
References	<i>Incorrect 2.0 line spacing</i>	<i>Change to 1.5 line spacing</i>

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**Correction brought to Table 4 (p. 94)**

**Table 4**

*Importance of Pronunciation Elements in EFL Classes*

Q11) Veuillez sélectionner un chiffre en fonction de l'importance relative que vous accordez, en tant qu'enseignant, à chacun des éléments suivants dans votre cours d'anglais (1 = le moins important pour moi ; 7 le plus important pour moi). Les sept chiffres doivent être utilisés, et chaque élément doit avoir un chiffre différent.

Item	Relative Importance													
	1		2		3		4		5		6		7	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sons voyelles	11	19.3	0	0	8	14	2	3.5	9	15.8	12	21.1	15	26.3
Sons consonnes	3	5.3	15	26.3	3	5.3	11	19.3	8	14	12	21.1	5	8.8
Diphthongues	0	0	2	3.5	12	21.1	7	12.3	15	26.3	13	22.8	8	14
Intonation	0	0	2	3.5	19	33.3	16	28.1	5	8.8	10	17.5	5	8.8
Rythme	7	12.3	21	36.8	9	15.8	7	12.3	5	8.8	5	8.8	3	5.3
Accent tonique	6	10.5	7	12.3	3	5.3	9	15.8	13	22.8	2	3.5	17	29.8
Accent phrase	30	52.6	10	17.5	3	5.3	5	8.8	2	3.5	3	5.3	4	7