

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

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Master's Thesis, Peters Tom; Are francophone learners of English as a Foreign Language provided with the necessary tools to ensure viable pronunciation?

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.

Mistake location	Mistake	Correction
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

Master's Thesis, Peters Tom; Are francophone learners of English as a Foreign Language provided with the necessary tools to ensure viable pronunciation?

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.)
	*the same number of respondents	the same number of respondents
p. 98, lines 13-14	(40.4%, n = 23) agree and disagree (40.4%, n = 23) that	(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

Master's Thesis, Peters Tom; Are francophone learners of English as a Foreign Language provided with the necessary tools to ensure viable pronunciation?

	*who found out explicit	who found out explicit theoretical
p. 101, lines 12-13	theoretical knowledge is linked is beneficial to improved pronunciation	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 ₁₇).	may occasionally use IPA (H ₁₇).
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>

Master's Thesis, Peters Tom; Are francophone learners of English as a Foreign Language provided with the necessary tools to ensure viable pronunciation?

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
Diphtongues	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