The effect of a researcher-made educational booklet on the correct French pronunciation of Iranian students

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Abstract: The main purpose of this article is to investigate the effect of a researcher-made educational booklet on the correct pronunciation of 100 difficult words selected among French language undergraduate students studying in Iranian universities. This research is in the category of developmental research in terms of purpose and is considered as experimental studies in terms of data collection method. In this study, the experimental design of pre-test post-test with control group with follow-up was used. The results showed that the intervention in the pre-test, post-test and follow-up stages had an effect on the correct pronunciation variable of one hundred words in both groups and the difference was significant and therefore the researcher-made textbook on the correct pronunciation of one hundred difficult words selected among French undergraduate students. It has a positive effect on studying in Iranian universities. Therefore, the hypothesis of the present study was confirmed.

Keywords: Educational booklet - correct pronunciation - difficult French words - Iranian students

1. Introduction

Communicating between communities with different linguistic and cultural backgrounds requires special attention because lack of knowledge of the concepts used in different cultures and incorrect use of grammar and words can quickly lead to misunderstanding and misunderstanding. Targeted teaching of commonly used words and concepts in different languages and the use of categorized educational materials for specific learner target groups have been used for many years as an appropriate and effective method for language learners in most countries of the world.

As a result, specialists and practitioners of foreign language teaching are required to prepare and compile appropriate booklets and textbooks according to the needs of language learners who face them to increase the speed and quality of language learning among them (Ahmadi and Vahedi, 2012).

The foreign language taught to students in Iranian schools is English. Almost all students who are learning French in Iranian universities have started learning French with a background in Persian as their mother tongue and learning English in schools. This causes the students to try to include their knowledge of English in the pronunciation and reading of French words when learning French words, especially words that have a common root with English.

The result of this effort is the mispronunciation of French words. For this reason, it was necessary to write a book for such students to prevent the mentioned problem. Using the latest and most widely used methods of teaching words to language learners around the world, the researcher has written a book to help change the way French language learners learn difficult and practical words.

This tutorial book was designed and compiled to teach difficult and practical words of French language to Iranian language learners and students in order to teach those difficult concepts and words of French language that are not included in the textbooks available in the Iranian market.

Academic and non-academic education systems, including French language institutes and classes, which prepare learners to obtain standard French language qualifications at intermediate and advanced levels, have long felt the need for such textbooks. University professors wanted guidance, but a book designed and compiled solely for Iranian language learners and students was not available in the Iranian book market.

The importance of pronunciation as a sub-speaking skill

In general, we can define pronunciation as producing an important sound from two different perspectives.

In the first place, sounds are important because they are used as part of the code of certain languages. That's why we can talk about the distinctive sounds of English, French, Thai and other languages. In this sense, we can explain pronunciation as the production and reception of spoken sounds.

Second, sounds are important because they are used to achieve meaning in the context in which they are used. From this point of view, each code is combined with other factors to enable verbal communication. In this sense, we can explain pronunciation by the act of speaking.

The importance of standard French pronunciation

Standard French pronunciation is important for at least two reasons. The first reason is that standard pronunciation is one of the dialects that exists in Canada and because it is a normative dialect, it is widely used in schools and the media. Also, most people who learn French as a second language will probably choose this standard pronunciation as their target pronunciation.

Pronunciation and identity

In the role of human, we are separate individuals, but at the same time, we are also members of the group. In almost everything we do, consciously or unconsciously, we express ourselves and communicate with others at the same time. Both of these aspects are important in determining who we are and what we do, or in short, in identifying ourselves.

It is amazing how much information we can get about a person based on their facial expressions, how they sit, and, of course, what they wear. In many societies, clothing can be a powerful and flexible tool for revealing different things about the person wearing it.

There is evidence that even individual voices can express signs of a person's social identity as well as individual identity. This happens, for example, when we create an image of those people in our minds simply by using the voices of people we have heard on the radio or with whom we have only had a telephone conversation.

On the subject of pronunciation and identity, Ellis and McClintock (1990) believe that: "When we acquire our mother tongue, we not only learn the codes and their variety, but also learn about the use of these different forms. , Do the value of judging. We acquire a complex system of social meanings. We may even try to present ourselves as part of a group to which we do not really belong, but we are interested in being associated with it. "As our most complex sign system, spoken language has a great deal of variety in this regard."

Our reaction to the social meaning of a form is often transferred to the form itself. For example, we usually perceive a particular spoken sound as a beautiful or rude sound without considering that the sound itself can be neither beautiful nor rude. As an example, consider the sound [ai]. In Britain, if it is pronounced like the sound used in the word "pint", it is considered neutral, but if it is pronounced like the sound used in the word "paint", it will be ugly or ugly to some people. Was. In making these value judgments, we show that not only do we know the language, but we also know something about the community in which the language is used. We may not be able to tell whether a particular linguistic form has prestige or not on the basis of linguistics alone. As a result, linguists have sought to create specialized vocabulary that enables us to talk about these topics objectively.

Teaching and learning pronunciation

The first and most important point to note is that language teachers' knowledge of the language they are teaching is always an advantage, and indeed can be argued to be a necessary requirement. Practical skill is not enough; Because if it were enough, everyone who could speak a particular language would be qualified to teach that language. But teaching ability does not necessarily follow linguistic ability because it deals with the ability to recognize specific aspects of language, selecting and combining them to present and practice them in ways that are productive for learning.

If the language teacher is only able to set a pronunciation example for learners with his or her own speech function, all students need to do is discover for themselves the useful points in the teacher's speech. People who learn a second or other language will not immediately notice very important phonological differences. Even if they realize those differences, they will not be able to imitate them in their own speech. Of course, it is true that some learners have a special talent for imitation and will acquire it simply by being exposed to the correct pronunciation. However, many, or perhaps most, language learners need to be given a clear explanation of what they need to do. Forcing language learners to pay attention to different topics by increasing their awareness of those topics is important and necessary for teaching pronunciation as well as teaching other aspects of the language such as grammar and vocabulary. Kenoverzi (1990: 27) argues that "learning to pronounce a language is a very complex task, and like any other complex learning task, the learning process can be facilitated in the following ways: a) If that task is structured in some way And b) if the learner is aware of exactly what he or she is dealing with. It is difficult for language learners to do this, so it is up to the language teacher to do it. This means that each task is divided into its constituent components; Organize those components in some way (for example, from beginner to

complex, or from simple to difficult) and show the learner why each component should be learned. English pronunciation has various components such as sound, emphasis and change of pitch, and learners must understand the function of each in addition to form.

As soon as learners become aware that words in English have an accent pattern, that words can be pronounced in slightly different ways, and that they can be used subtly to express meaning, they will know that "What should they pay attention to and will they be able to gradually strengthen their knowledge based on this basic awareness?"

Research Methods

This research is in the category of developmental research in terms of purpose and is considered as experimental studies in terms of data collection method.). Because the purpose of this study is to design and compile a book on teaching French vocabulary, this research is considered as a development research. In this study, the experimental design of pre-test post-test with control group with follow-up was used.

. In this project, after randomly assigning the subjects to two experimental groups and a control group, in the pre-test stage, dependent variables (correct reading and fast reading) were measured and evaluated. Then the independent variable (French vocabulary teaching book) was performed on two experimental groups. At the same time, the control group received conventional training. In the post-test and follow-up stages, dependent variables were evaluated in both experimental and control groups. Then, the difference between the pre-test and post-test scores of the experimental and control groups was statistically examined to determine the effect of the independent variable.

The 2 experimental groups were:

 Group 1 = Virtual Education Group

Group 2: Tutorial group

Subjects were randomly assigned to experimental and control groups.

The general population in this study consisted of all French language students living in Tehran. The target population included all students who were studying French translation and literature at the Azad University, Science and Research Branch in the first semester of the 2010-2011 academic year. The sample was selected from these people

The sample size consisted of 63 students majoring in French translation and literature studying in the Science and Research Unit, of which 21 were in the experimental group number one, 21 in the experimental group number two and 21 in the control group. Eligible students to perform the study. At the beginning of the study, the available sampling method was used, as a result of which 63 students were selected and matched and included in three groups of 21 people, namely two experimental groups and one control group.

Table 1- Descriptive characteristics of experimental groups and control group based on gender

Frequency	Abundance	Dimensions	Variable
62	39	Girl	Gender
38	24	Boy	

Research method

The present study was conducted in two important operational phases as follows:

Phase one - book design and editing

Design and compilation of a book for teaching French words

In order to prepare and compile a special book for teaching French words, the researcher in the first stage, reviewed and analyzed the book Vocabulaire en dialogues and extracted the materials taught in those books as well as the order and sequence of their teaching.

In the second stage, by obtaining guidance and consulting with experienced French language teachers and instructors in Tehran, the words of each lesson that the students had the most difficulty in learning were identified and the methods that the mentioned professors and teachers instructed in the categories to solve. This weakness of the students was identified.

In the third stage, the researcher reviewed and analyzed a collection of best-selling and best-selling books for teaching French and English words used in Iran and other countries, including Word Power Made Easy and Vocabulary for the High School Student. Extracted the work used in them. The researcher has included many of these techniques in the relevant sections of his book to facilitate further learning for students.

In the fourth step, the sequence of exercises and how they are arranged in the book was designed, which is presented in Table 2-3. After re-consulting with experienced French language teachers in Tehran, the number of exercises required for each part of the French Vocabulary Training Book was determined, which is presented in the "Number of Exercises" section in Table 2.

Table 2 - Pattern of each chapter of the book

Number of exercises	Exercise name	The row number
10	Introducing a new word	1
10	Meaning and explanation of each word	2
10	Pronunciation training	3
10	Meaning 1 (with corresponding phrase)	4
10	Meaning 2 (true / false)	5
10	Word reminder (fill in the blanks)	6

In the fifth stage, the researcher designed and compiled the questions required by the program one by one and provided them to 10 experienced French language teachers and instructors in Tehran every week and sought their corrective opinions. Those questions that were approved by at least 70% of the mentioned experts were included in the program and the rest of the questions were removed.

In the sixth step, the data collected for compiling the French Vocabulary Training Book were divided into ten separate sets (ten book chapters). These sets were arranged in a predetermined sequence, resulting in a French vocabulary textbook.

Phase Two - Operational use of the French Vocabulary Textbook

The second phase of the present study was conducted as follows:

In the first step, in order to conduct the research, a book on teaching French words with the above-mentioned specifications was designed and compiled, and its face validity, content and structure were examined. In the continuation of this research, a test of "Vocabulary and its compounds in French" was held at the end of the third semester in which all 90 subjects participated. The validity of the content of the test was examined by the researcher and after statistical analysis, it was confirmed.

In the next step, in the pre-test, 90 selected students entered the class one by one and read aloud from the text of the pre-test on the desk in front of the researcher, while their voices were recorded without their knowledge. Then, using the data obtained from the pre-test and the scores of the course "Vocabulary and its combinations in French" at the end of the third semester, 63 students were selected from the 90 students for research and were divided into three groups of 21. In the first group, the researcher-made booklet was taught virtually in 10 two-hour sessions by the researcher. The second group read the same booklet on their own

And each week, a researcher sends them a test to record their progress. The third group was used as a control group that was not given any special training and only studied the same normal university courses as other students. The aim was to examine which group of subjects was able to pronounce the new words correctly and accurately at the end of the course and to understand their meaning. The instructor of both the first and second groups of subjects was a regular researcher and during the course, he taught the subjects 10 lessons in the researcher-made booklet. This booklet is available in its entirety in the Appendices section. In the virtual classes held for the subjects of the first group, the researcher devoted the first half hour of the class time to teaching the meaning of the words in each lesson of the booklet. An hour of class time was then devoted to teaching the correct and accurate pronunciation of each word, and incorrect pronunciations were corrected. The last half hour of each class was also devoted to quick reading of sentences that included the words taught. The complete list of words and lessons is included in the form of a researcher-made booklet in the appendices.

The second group of subjects was given a researcher-made booklet. Each chapter of the booklet contained 10 difficult French words whose meaning, pronunciation, and usage were taught in a self-taught manner using special exercises. Each week, the researcher sent a set of questions related to each lesson to the subjects. Subjects' responses to the exercises were carefully recorded and any errors or mistakes were reported to each subject.

Table 3- Tools used in research

execution time	Target	Tool
Pre-test - post-test - follow-up	Correct reading - fast reading	**TCF test**
Pre-test - post-test - follow-up	Correct reading - fast reading	**Researcher-made test 1**
Pre-test - post-test - follow-up	Correct reading - fast reading	**Researcher-made test 2**

It should be noted that at the same time as conducting the research, university classes were held and the subjects continuously participated in the prescribed classes. At the end of the course, the researcher asked the subjects to enter the classroom one by one, as in the pre-test, and to read aloud the text placed on the table while their voices were being recorded without their knowledge. The TCF test is prepared and administered by the International Organization for Educational Studies. The TCF is a standardized test and is able to determine the level of test takers as defined by the Common European Framework. This test is designed to assess both everyday language level skills and academic language skills. The test has two parts: First, the mandatory part has psychometric reliability and is

designed to provide an accurate statistical classification of the level of language proficiency as well as a measure of the test taker's ability using the six skill levels set by the Council of Europe. This part of the test measures the following three skills: comprehension (30 items), comprehension reading (30 items), and use of language structures (20 items). The optional parts of the test are a written production section that lasts a maximum of one hour and forty-five minutes and a speech production section that lasts a maximum of 15 minutes. These two sections are scored by two experienced experts using a fixed scoring scale. In both the written and the spoken part, the examiner is asked to answer six different questions. Each of these questions relates to an exercise related to one of the levels of the European Framework.

In this study, in order to evaluate the correct reading of the subjects, two researcher-made tests were used. Each of these tests had 50 four-item items, and each correct answer was assigned 2 points. As a result, the total score of each test was 100. The content validity of these two tests was calculated separately using the opinions of 10 experts and because the calculated value was 0.74 for the first test and 0.67 for the second test, the content validity of both tests was confirmed. The reliability of each test was calculated separately by Cronbach's alpha method Which was 0.81 for the first test and 0.78 for the second test, which showed the high degree of reliability of these two tests. After performing the pre-test, post-test and follow-up test, the raw scores obtained from the mentioned tests related to the experimental groups and the control group were recorded and entered in the relevant tables. Then, these data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (mixed analysis of variance) using SPSS21 software.

findings

Table 4 - Mean and standard deviation of 100-word correct pronunciation scores in experimental and control groups

Control		Tutorial group		Virtual and face-to-face groups		Test stage
Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	
5/43	33/00	5/55	33/00	6/51	32/13	pre-exam
9/96	37/23	5/41	42/75	7/38	47/04	Post-test
7/62	34/76	7/27	43/45	9/52	48/00	Follow

A review of the descriptive findings and a comparison of the mean scores in the groups showed that in some variables, the experimental and control groups differed. In order to evaluate the significance of the differences, first the hypotheses of parametric tests were examined. The results of the Smirnov Kolmograph test are presented in Table 5.

Table 5 - Shapiro-Wilk test for the default normal pronunciation of one hundred words

Significance	*Degrees of freedom*	*Statistics*	*group*
0/117	22	0/929	Virtual and face-to-face groups
0/349	22	0/952	Tutorial group
0/350	22	0/951	*Control*

The results of Table 5 showed that the significance level of the variables was more than 0.05, which indicates the normal distribution of data in these variables. Because in addition to the intervention for the experimental groups, the time variable was also used, the method of repeated measures analysis of variance was used to analyze the data, in which Mauchly test was used to check the sphericity (homogeneity matrix of covariance).

Table 6. Mauchly test for intragroup analysis of variance

Estimation method Greenhouse-Geisser	*Significance level*	Df	*X^2 Approximate*	Statistics Mauchly
0/898	0/028	2	7/15	0/88

The results of Mauchly test indicate that the sphericity assumption holds for the correct pronunciation variable of one hundred words (P>0.05). After examining the normality and uniformity of covariances, analysis of variance was performed by repeated measurements in experimental groups in three stages: pre-test, post-test and follow-up. The results are presented below.

Table 7- Results of analysis of variance with repeated measurement in three stages of pre-test, post-test and follow-up

Squared	P	F	MS	df	SS	
0/87	0/001	422/18	2107/69	1/79	3783/50	*Factor*
0/68	0/001	65/90	329/01	3/59	1181/23	*Factor × Group*
			4/99	107/70	537/70	*Error*

According to Table 7, the significance level of analysis of variance of repeated measures test shows that the intervention in the pre-test, post-test and follow-up stages was effective in the correct pronunciation variable of 100 words in both groups and the difference is significant. LSD test was used to examine the differences in detail.

Table 8- LSD test results to compare pre-test, post-test and follow-up scores

The significance level	*The standard deviation*	*Mean difference*	*Group (J)*	*Group (I)*
0/436	3/39	2/66	Tutorial group	Virtual and face-to-face groups
0/031	3/35	7/39	*control group*	
0/173	3/43	4/73	*control group*	Tutorial group

The results of Table 8 show that despite the effectiveness of the intervention in both experimental groups, there was a significant difference between the virtual and face-to-face groups and the tutorial group.

Conclusion

The general purpose of this study is to prepare and compile a handbook for teaching difficult and frequently used French words for Iranian Persian-speaking students studying French translation and literature and to evaluate the effectiveness of teaching this book on the correct pronunciation skills of 100 difficult words selected among French students. He is a bachelor's degree student studying in Iranian universities. In this project, after randomly assigning the subjects to the three virtual groups of the tutorial group-control group, in the pre-test stage, the dependent variables (correct reading and fast reading) were measured and evaluated. Then the independent variable (French vocabulary teaching book) was performed on the two experimental groups. At the same time, both experimental groups received conventional training. In the post-test and follow-up stages, the dependent variables in all three experimental and control groups were evaluated. Then, the difference between the pre-test and post-test scores of the experimental and control groups was statistically examined to determine the effect of the independent variable. The results showed that the intervention in the pre-test, post-test and follow-up stages had an effect on the correct pronunciation variable of one hundred words in both groups and the difference was significant and therefore the researcher-made educational booklet on the correct pronunciation of one hundred difficult words It has a positive effect on studying in Iranian universities. Therefore, the hypothesis of the present study was confirmed.

The results of the present study with the results of Dejani and Omari (2014), Tom and Agos (2014), Khodabakhshi (2014), Yasin et al. (2012), Miller et al. (2011), Farzaneh et al. (2014), Tucson (2013) , Hong (2019), Rahimi and Hassani (2012), Mavasoglu and Dinser (2014), Mohammadi and Abdi (2014), are in line.Based on the results, the researcher suggests that the members of the textbook committee should be selected by experts in this field of study who can analyze, evaluate and supplement the educational materials according to the needs of the students. In addition, it is best to do a needs analysis to find the most effective textbook that appeals to a particular learning group. Textbook authors should be open to teacher and student feedback on their textbooks and re-evaluate their methods and strategies by considering students and teachers. Perceptions of scientific studies conducted to evaluate foreign language textbooks should also be considered significant in order to improve the quality of existing textbooks.

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