

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA**

**Ministry of Higher Education and Scientific Research**

**University Oran 2 Mohamed Ben Ahmed**



**Faculty of Foreign Languages**

**Department of English**

**Doctorate School 2014**

**Investigating the Effectiveness of Pronunciation Teaching and Learning in the Algerian Secondary School**

Magister Dissertation Submitted in Fulfillment of the Requirements for the Degree of  
Magister in Didactics

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**Academic Year: 2015-2016**

*Acknowledgments*

Above all, I am sincerely thankful and grateful to the Almighty “ALLAH” for his grace and blessings to complete this research. I thank him for giving me the strength, patience, and motivation to finish it hoping that it would be a step forward to contribute in developing the Algerian educational system.

I would like to thank also all those who took time and effort to contribute to the accomplishment of this research.

First and foremost, I am particularly thankful to the assistance and confidence of my supervisor Dr. DJAILEB Farida who guided me with determination, enthusiasm and a critical eye which shaped the course of this research. I am deeply indebted to her for her belief in my performance and her humble sweet personality which I have never witnessed before.

I would like also to extend my special thanks to the honorable members of the jury who accepted to examine and evaluate this study namely, Pr. YACINE Rachida and Dr. BENHATAB Abdelkader. L from the University of Oran respectively.

My special thanks also go to all the teachers of the Department of English particularly those who taught us during the theoretical year in the DOCTORATE SCHOOL 2014, they were remarkably generous at providing us with the necessary knowledge in various fields of study.

Also my special thanks to Miss. Imane FERSAOUI, my friend and colleague in ENS, she has been an excellent source of advice and guidance by helping me to the extreme limits and her availability all the time.

Last but never least; I must acknowledge the contribution of my colleagues of profession (PES teachers) and my secondary school students who made this study feasible through their cooperation.

***ABSTRACT***

English has become increasingly the vehicle language used for communication across the globe. This fact has led to an increase in its demand and a need to its acquisition and teaching in our schools.

It is virtually certain that the main pre-requisite of mastering the language is to speak accurately and fluently. However, our classrooms still emphasize on writing and reading at the expense of speaking skills, more precisely, pronunciation which is an essential competence to carry on any oral communication regardless the grammar and vocabulary bank. This fact has been noticed with reference to the neglect of its teaching and evaluation in the Algerian curriculum. Therefore, it represents a challenge for both EFL teachers and learners who display many limitations as they perform oral communication.

The current study is conducted with first-year students at the secondary level. It tends to explore the main causes and factors that determine the difficulties of pupils' oral proficiency and to find out the remedial strategies to promote pronunciation teaching and learning.

Furthermore, this dissertation is divided into two main parts: the theoretical part or the literature review and the practical part or the pilot study, each one includes two interrelated chapters.

The main results obtained from the study are certain views about the neglect of pronunciation though the approach is supposed to encourage oral communication. Also, it showed that both students and teachers are unmotivated due to the difficulty of the general negativity, shallowness and boredom surrounding those few pronunciation in the textbook.

Finally yet importantly, the study ends with a set of recommendations and practical activities to teach and evaluate the students' pronunciation efficiently hoping that the topic will stimulate some future interest to develop our educational EFL curriculum.

## ملخص

أصبحت اللغة الإنجليزية بشكل متزايد اللغة المسيرة المستخدمة للاتصال في جميع أنحاء العالم. وقد أدى هذا الواقع إلى زيادة في طلبها وحاجة ملحة لتعلمها وتدريبها في مناهجنا التربوية.

ومن المؤكد أن السبب الرئيسي غالبا لإتقان اللغة، هو التحدث بدقة وطلاقة. ومع ذلك فإن الفصول الدراسية التقليدية لدينا لا تزال تؤكد على الكتابة والقراءة على حساب مهارات التحدث، وعلى نحو أدق، النطق الصحيح للغة الإنجليزية و الذي يعتبر كفاءة هامة في التواصل اللفظي بغض النظر عن الرصيد اللغوي و إتقان القواعد. هذه الحقيقة قد لوحظت عند العودة إلى تهميش تدريس وتقييم علم النطق في المناهج الجزائرية. لهذا، تمثل مهارات التعبير اللفظي تحديا كبيرا لكل من معلمي اللغة الإنجليزية كلغة أجنبية والمتعلمين الذين يعانون من القيود أثناء التواصل الشفوي أو المحادثات البسيطة.

هذا البحث في أصله عبارة عن دراسة أجريت مع طلاب السنة الأولى في المدرسة الثانوية ويهدف إلى استكشاف الأسباب الرئيسية التي تحدد الصعوبات التي يواجهها التلاميذ عند التحدث باللغة الإنجليزية ومعرفة الاستراتيجيات العلاجية التي يمكن تناولها لتعزيز النطق.

لقد تم تقسيم هذه الدراسة إلى قسمين: الجزء النظري والجزء التطبيقي، كل منهما يتضمن فصلين مترابطين أخيرا وليس آخرا، يناقش الفصل الرابع هذه النتائج، ويعرض بعض التوصيات، الاقتراحات، والنصائح التي قدمها الباحثون والمعلمون للتغلب على العقبات المشتركة التي تعيق التعلم الصحيح للغة الإنجليزية في المناهج الجزائرية.

النتائج الرئيسية لهذه الدراسة كلها وجهات نظر معينة تصب في ظاهرة واحدة ألا وهي إهمال تدريس النطق وتقييمه في المناهج الجزائرية. أيضا، قد أظهر البحث أن كلا من التلاميذ والمعلمين غير محفزين نظرا للسلبية السائدة، السطحية والملل المحيطين بتلك الدروس الضئيلة المخصصة للنطق.

تنتهي الدراسة بمجموعة من التوصيات والاقتراحات العملية والأنشطة التعليمية الخاصة بتنمية تدريس وتقييم نطق التلاميذ على أمل أن يحفز هذا الموضوع بعض الاهتمام في المستقبل لتطوير مناهجنا الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية.

## **RÉSUMÉ**

L'anglais est devenu la langue du véhicule utilisé pour la communication à travers le monde. Ce fait a conduit à une augmentation de sa demande et un besoin de son acquisition et de l'enseignement dans nos écoles.

Il est pratiquement certain que la principale condition préalable de la maîtrise de la langue est de parler avec précision et couramment. Cependant, nos classes soulignent sur l'écriture et la lecture au détriment de l'expression orale, plus précisément, la prononciation qui est une compétence essentielle pour exercer toute communication orale indépendamment de la grammaire et la banque vocabulaire. Ce fait a été remarqué en référence à la négligence de son enseignement et de l'évaluation dans le programme Algérien.

L'étude actuelle est menée avec les étudiants de première année au niveau secondaire. Elle tend à explorer les causes qui déterminent les difficultés de la compétence orale des élèves et de trouver les stratégies correctives visant à promouvoir l'enseignement et l'apprentissage de prononciation.

En outre, cette thèse est divisée en deux parties principales : la partie théorique ou l'examen de la documentation et la partie pratique ou l'étude pilote, chacun comprend deux chapitres interdépendants.

Les principaux résultats obtenus à partir de l'étude sont certaines vues sur la négligence de prononciation. En outre, il a montré que les étudiants et les enseignants sont démotivés à cause de la difficulté de la négativité générale, la superficialité et l'ennui qui entoure les quelques cours de prononciation dans le manuel.

Enfin encore important, l'étude se termine par une série de recommandations et d'activités pratiques pour enseigner et évaluer la prononciation des étudiants espérant efficacement que le sujet va stimuler un certain intérêt futur pour développer notre programme d'enseignement EFL.



**List of Abbreviations**

<b>CA:</b>	Communicative Approach
<b>CBA:</b>	Competency-based Approach
<b>CLT:</b>	Communicative Language Teaching
<b>EFL:</b>	English as Foreign Language
<b>ELT:</b>	English Language Teaching
<b>ESL:</b>	English as a Second Language
<b>GTM:</b>	Grammar Translation Method
<b>IPA:</b>	International Phonetic Alphabet
<b>IPA:</b>	International Phonetic Association
<b>L1:</b>	The First Language
<b>PES:</b>	Secondary school teachers (Professeurs d'Enseignement Secondaire)
<b>RP:</b>	Received Pronunciation
<b>RQ:</b>	Research Question
<b>SLA:</b>	Second Language Acquisition
<b>TL:</b>	Target Language
<b>TPS:</b>	Total Physical Response

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# **GENERAL INTRODUCTION**

## **General Introduction**

The English language has a dominant role in our modern world. Almost every one of us has been encountered with the need to acquire the language for many causes. The first common one for numerous users is the most important function of any language which is 'communication' with other speakers when working, studying or travelling to any foreign country; consequently, the trend of learning English is rising and the chances for the actual and correct use of the language are becoming more frequent.

Moreover, in many cases of communication, the first impression anyone would notice is the manner of speaking English, more precisely, the pronunciation of the utterances. Any speaker can live without advanced vocabulary as s/he can use simple words to utter their ideas or use simple grammar. However, there is no such thing as simple pronunciation. For the purpose of making our communication to become comfortable for both sides; listener and speaker, we need to understand as well as speak in a comprehensible manner. Regardless any further analysis, the end of the fennel will poor in one pot, the acquisition and practice of our pronunciation helps other people to understand us better and helps us to build up appropriate self-esteem and social status .

Recently, in the field of ELT, great attentions have been oriented towards the communicative spoken properties of language. At this stage, all of the four skills: listening, reading, writing, and mainly speaking are to be involved within the teaching/ learning process without the exclusion of any one of them.

Nevertheless, as we spot the light on the teaching of the speaking skill in the EFL/ESL context, it will be noticed that it is still an insufficiently covered aspect of language teaching. In fact, several learners encounter difficulties in oral performance which can be attributed to deficiencies in the teaching and learning of 'pronunciation'. This latter has been described by

Kelly (1969) as the “*Cinderella*” who never got the chance to go to the ball, i.e. it never got the sufficient status in the world of ELT.

Apparently, almost every coursebook offers pronunciation practice in the form of boring shallow drills which makes students discouraged. Also, teachers do not focus on the second face of the teaching coin which is the evaluation process since they claim that any suggestions on giving such a structured feedback like that of other aspects of language are rare when it comes to pronunciation instruction.

For this purpose, this study seeks to explore the main causes that lead to the deficiency of pronunciation teaching and evaluation in the Algerian secondary school in the light of the currently adopted approach which is the ‘CBA’. In addition to that, rather than just giving pieces of advice and theoretical instructions, this research will suggest practical strategies for teachers in the form of remedial activities to teach and evaluate the learners’ performance and concrete techniques for students to take benefit from so as to overcome their difficulties of speech performance which have formed a huge burden that had been adhered on their backs for a long time.

To tackle the problematic of the research, an exploratory study will be undertaken in the real field of education with a number of first-year students in the secondary school. This present study is divided into two parts; the theoretical part and the practical part. It embodies two chapters each. The first chapter of the first part discusses the rationale and background of the study in the Algerian context and gives concrete explanations about the poles of this research. The second chapter reviews some of the literature pertaining to the main areas that provide the core of this research study, namely, pronunciation teaching, learning, and the process of evaluation.

The second part which is the practical part of the study is mainly two folded: The third chapter describes the planning of the research design and the methodology adopted as well as

a digital presentation in terms of tables and figures of the collected data through the research instrument (the questionnaires). Finally, The forth chapter interprets these findings and seeks a thorough account of the research tool and procedures for the purpose of discussing the collected data as well as giving practical remedies for the teaching and evaluation of pronunciation.

After interpretation of the data, the same chapter will induce some recommendations and proposes a range of tasks inspired from the first-year official textbook that are of paramount importance to promote pronunciation skills in terms of teaching and evaluating and the correct strategies to achieve this goal.

The work shall end with a general conclusion that will draw a global frame of the findings and the predicted perspectives for future corrections concerning the pedagogical curriculum.

*Part One*

**The Literature  
Review**

# *Chapter One*

## **AN OVERVIEW AND RATIONALE FOR THE STUDY**

**1.1. Introduction**

As we flip pages about preceding researches conducted in the field of English as a Second Language (ESL), the controversial topic of pronunciation will certainly be noticed in terms of lack of research about its necessity and its desperate teaching methods. Yet, before examining those perspectives, one must avoid confusion by looking at the umbrella that envelops all the necessary information, terminology and aspects of this ‘almost mathematical’ science.

This chapter is the first wing of the theoretical part and an introduction to the study as a whole. It will be divided into two sections:

The first section will examine the terrain of teaching pronunciation in the Algerian context, giving explicit details about the first-year of the secondary school so as to notify the position which pronunciation underlies in the Algerian curriculum.

The second section will be the global presentation of the reason why this research has been adopted as it provides orientation on WHAT to be researched for is and the rationale behind this study. Besides, it is divided itself into two sub-sections which are:

- a) The vital aspects of the research such as what the research is about, the general scope, the purpose, the research questions as well as the significance of the study.
- b) The operational specific terminology concerned with pronunciation to understand what the topic is about as well as to be aware of what is being dealt with in the research.

**1.2. Background**

The current debate about the phonology of English as an international language (English as a Lingua Franca) should spot lights on several aims in language teaching, more specifically, in the teaching of English pronunciation within the context of English for

speakers of other languages who need it to communicate in almost all academic and professional fields.

Course tutors always described pronunciation teaching as “the *Cinderella* of language teaching”, i.e. she never had an opportunity to go to the ball (Kelly 1969). Others have pointed out that pronunciation seems to be the “*Orphan*” of second language research and teaching (Gilbert 1994). This means that it tends to be neglected in ESL/EFL teaching programme, and teachers are somewhat intimidated by the idea of teaching pronunciation (Burgess & Spencer, 2000); they are comfortable teaching reading, writing and to a certain extent listening, but when it comes to pronunciation they often lack the basic knowledge of pronunciation to offer their students anything more than rudimentary (and often unhelpful) sound demonstration while their students just observe and repeat without explanation.

In addition to this, teaching pronunciation involves a variety of challenges; teachers often face the difficulty that they do not have enough time in class to give proper attention to this important aspect of English due to the length of the syllabus or the lack of materials. When they do find the time to deal with pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and unrelated topics or often repeated ones like: final ‘s’, final ‘ed’, silent letters or intonation types. As a result, the drilling of sounds and lessons over and over again often leads to discouraged students. Subsequently, discouraged students and teachers end up wanting to avoid pronunciation as a whole.

The results of well pronunciation instruction and practice is observed out in real communicative contexts where learners with good English pronunciation are likely to be understood even if they make errors in other areas like grammar or vocabulary, whereas others with bad pronunciation will not, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further studies. As humans, we judge people by the way they speak;

so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Therefore, many learners find pronunciation as one of the most difficult aspects of English to acquire which needs explicit help from the teacher in class where some sort of comprehensible instruction is necessary.

### **1.3. Surveying the Terrain**

#### **1.3.1. A New Conquest**

It is widely accepted that English has become the language of international communication because of the fact that it is crucial to promote tourism, studying abroad, international business, entertainment, scientific and academic research as most of the world's literature is published through this language. It is:

*“The major vehicle of debate at the United Nations, the language of command in the NATO and the official language for international aviation.”*

(Broughton, 1978:1)

Actually, the Kachru's concept (2006) of the three concentric circles is worthwhile mentioning here. It presents the first inner circle for countries where the English language is the official language like the US and Australia, the second outer circle for former English colonies like India and over 500 other countries where English is utilized in their governments, media and education. For the greatest expanding third, it is devoted for countries where English is a priority in foreign language study because of its importance (Bougandoura 2012; Harmer 2001 and Ur 2010). Algeria is included within the third circle by making English the second foreign language after French. This latter had been a part of the Algerian memory and repertoire for over 180 years due to the period of the French colonization. Miliani (2000) describes it as an unchosen heritage that characterizes the country and its citizens' identity. However, English on the other hand stands as a foreign

language in Algeria and our learners meet it only in the classroom or on media but not in their daily conversations. Remarkably speaking, the teaching of English as a foreign language in Algeria can also be another way to diminish French interference. In the same vein here, Miliani also claims that:

*“In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.”*

(Miliani, 2003: 13)

Despite of the fact that the Classical Arabic is the official language, French is considered as a part of the Algerian L1 since its usage in the everyday spoken language is affecting the dialect and the education of the official language at schools ever since the independence in 1962. Concurrently, English recently seems to take more advantage in our country because it has become the first global language and its fields of study are expanding all over the world including ours.

English in fact has been given a priority in foreign language teaching although it is not an official language. Actually:

*“Many countries where English is not the mother tongue, it is the most commonly taught foreign language”*

(Harrison, 1974:13)

Furthermore, numerous Algerians are affected by this language in their daily activities and occupations, not only because of foreign presence of personnel, but also by the Algerian-foreign co-operations via several companies such as SONATRACH and SONELGAZ and their type of modern studies, researches and communications available mostly in English and

being always in touch with the world's technological achievements. Moreover, many grown individuals are taking English courses in private institutions in order to fulfill certain conditions of job application abroad or even locally which requires the mastery of the appropriate EOP (English for Occupational Purposes) for their jobs. Besides, many companies utilize the TOEIC (Test for English for International Companies) so as to evaluate the English competence of their employees. By and large, English use and usage is conquering almost all of life's fields in all countries of the world.

### **1.3.2. The Algerian Pedagogical Perspective of English**

#### **1.3.2.1. A General Overview**

As it has been mentioned before, English has become a universal language. It is both the national language for many countries and the first or second one for countries where English is not a national language. In the case of Algeria, it is used as a second language starting from the middle school, secondary school then the university as an obligatory module in numerous fields such as biology, economics and physics because of the great importance the country adheres to the study of this language as announced in the National Charter by making English as:

*“...A means to facilitate a constant communication with the world to have access to modern sciences, modern technologies and to encourage creativity in its universal dimensions.”*

(Part of the National Charter)

Accordingly, the study of English has become a compulsory requirement for all students as it helps to increase the number of users and raise awareness about its vital importance to comply with the world changes.

However, according to some educators' opinions, the teaching of English has been ineffective as it doesn't carry out many successful outcomes due to the fact that most of the

Algerian students face problems on both levels; academic speaking and writing especially for those who do not contact much television or internet. Plus, even the time devoted to teach this language is insufficient. Laraba (1988) comments on this issue by declaring that numerous students learning English are fairly poor manipulators both orally and in a written form regardless those brilliants among young teachers and under graduates.

On the flip side, the government tried and is trying to overcome these difficulties which are hindering the educational process; there have been many redesigns and modifications for various syllabi of all levels in order to bring about effective solutions to improve the learners' performances in all language skills.

### **1.3.2.2 English in the First-Year of the Secondary School**

The teaching of English along with other subjects such as Arabic, Science, History and Geography compose the Algerian educational curriculum. Students need it mainly as a mean to acquire further studies. Yet, it differs from the other school subjects as it necessitates much efforts from both sides, i.e. the teacher's and student's because it is not our mother tongue; so it needs patience, research, revision, practice and more importantly a desire to learn the language.

The teaching of EFL to first-year students is an ongoing programme extended from the middle school where learners have been in touch with primary language acquisition for four school years. The syllabus itself is based on the needs and interests of these teenagers in a manner which promotes communication between them and also with the outside world in a frame of interesting topics related to real life events. The purpose of the first-year syllabus is a development and a depth for the primary knowledge taught to students during the middle school.

When students reach the first year, they select what stream they desire to go along to complete their learning; scientific or literary, this year is called "the common core".

Respectively, every student in each core studies the same syllabus. However, the allocated time for the literary stream to study English is four hours per week, whereas, for the scientific stream students have three hours. Thus, the total school year would have an amount of time of 108 hours and 81 hours. These numbers are represented in the table below:

**Table (1.1): First-Year Students' ELT Time Volume of Studying English**

Common Core	Literary Stream	Scientific Stream
Text Book	At the Crosswords	
Time Volume Per week	4 H	3 H
Time Volume Per Year	108 H	81 H

Students complete their year until such time when they must be enrolled in the second year in different streams related to their common core. The students who belong to the literary streams are enlisted within other specialties according to their results obtained during the whole year by means of taking academic examinations. These specialties are namely foreign languages or literature and philosophy. Alternatively, for the scientific common core, the students can study in scientific experiments, mathematics, technical mathematics or management and economy.

In any case, so as to have a general overview of the Algerian educational system of the first year, the following subsections present the syllabus of English at the secondary school level. Also, its main objectives of EFL teaching/learning are to be discussed.

### 1.3.2.3. The Syllabus

With reference to the general objectives set to the teaching and learning of the English language as an important subject in the Algerian curriculum, a new syllabus was required to set forth the work which includes lessons and activities that respond to the teachers and learners' needs. According to Richards and Schmidt (2002), a 'syllabus' is: *"The content of a*

*course of instruction and the order in which they are to be taught”*. (Richards and Schmidt, 2002:532)

The current English syllabus which has been designed to comply with the Algerian curriculum issued by the Ministry of Education in December 2005 in order to modernize the procedures used for the first-year syllabus based on the Competency-Based Approach. It consists of a list of selected units and themes where students will develop their overall competencies as worded in the syllabus itself:

- *Interacting orally in English*
- *Interpreting oral and written texts*
- *Producing oral and written texts*

*(The Teacher’s guide, 2005)*

The first-year here is viewed as an extension from the middle school level as it comprises five units; each one proceeds a dispatched certain theme drawn from the literary and scientific streams pointed out above. They are clarified in the following table which describes them accurately:

**Table (1.2): Selected Themes for First-Year Streams (Adapted from the First-Year Secondary School Textbook)**

<i>Themes of the Units</i>	<i>Scientific Stream</i>	<i>Literary Stream</i>
1- Intercultural Exchange	✓	✓
2- Communication: the Press	✓	✓
3- Environment, Pollution and the World of Animals	✓	✓
4- Innovation and Technology	}	✓
5- Famous People		✓

#### 1.3.2.4. First –Year Secondary School Textbook

In the neighborhood of the teaching/learning process, there must be a common material which both parts share; it is “the textbook”, the primary material provided to the learners.

Along the lines of Harmer (2001):

*“Coursebooks also provide material which students can look back at for revision, and at their best their visual and topical appeal can have a powerfully engaging effect”*

(Harmer, 2001:304)

As far as the first secondary school year in Algeria is concerned, the textbook is called *At the Crossroads*. The title reflects upon two items: first, the students who have arrived to their first year are at a ‘crossroads’ of choosing the first step to draw their educational careers by selecting a specialty out of different sub streams. Second, the book transfers the students to a position where they are at the ‘crossroads’ of cultures and subjects for the purpose of consolidating and extending the competencies which have been already taught at the middle school.

*At the crossroads* is basically designed for students aged 15 to 16, normally, these students have already four years tuition in English at middle school. In the section “*To the Teacher*”, the author (Arab) explains that the textbook is designed to act in accordance with the relevant Ministry of Education curriculum, basing on the fact that these students have completed their four years of English in the middle school EFL syllabus.

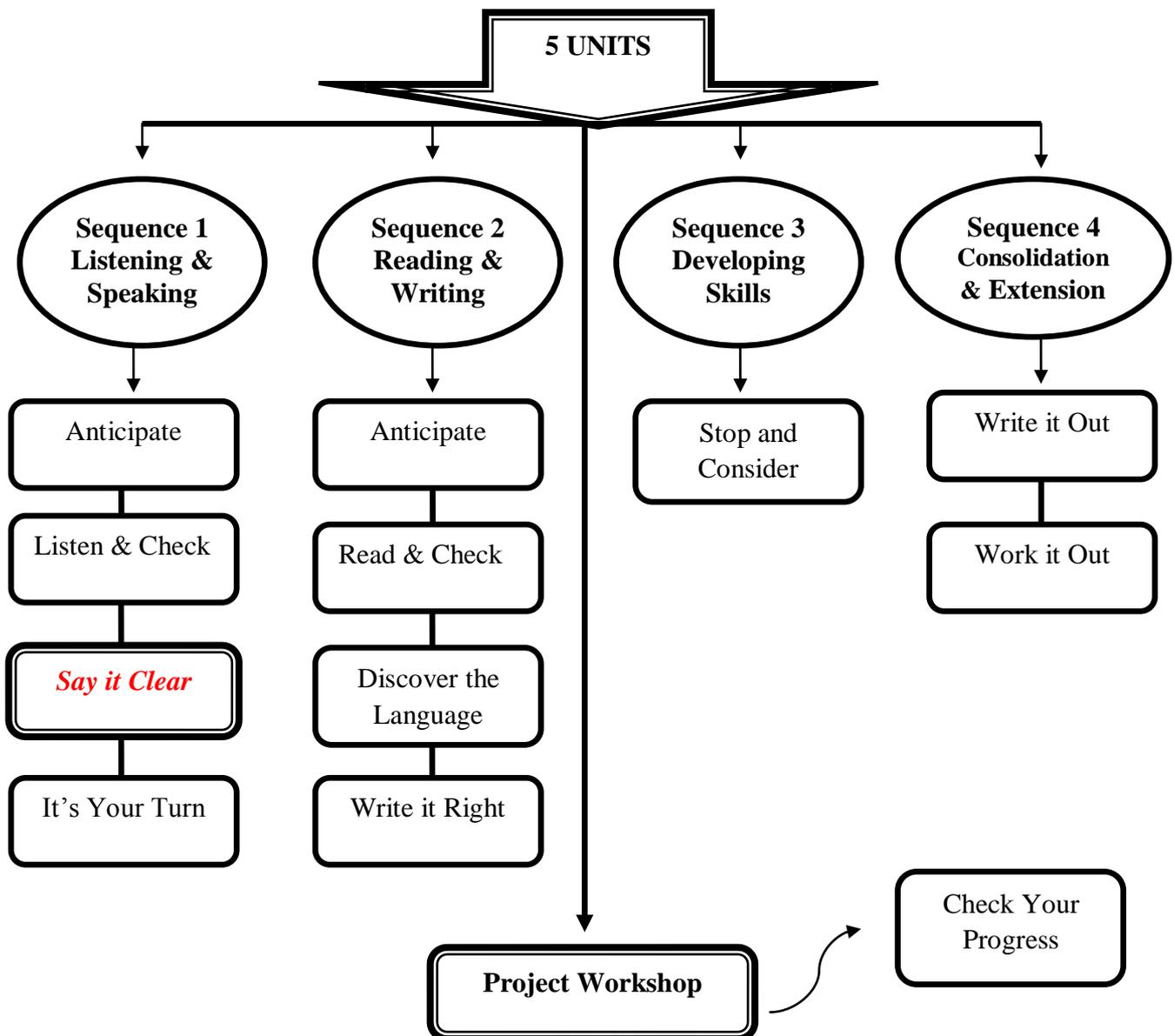
In many respects, the coursebook or the textbook as it consists of five thematically related units, every one of them is composed of four sequences which are constituted also of three to four rubrics sub-sequences. The first two sequences are also named the same as in the middle school so as to make students follow the same pattern to facilitate the use of the material, they are notably ‘Listening and Speaking’ and ‘Reading and Writing’.

The third sequence explains itself by its name ‘Developing Skills’, it aims at progressing the four skills by building some patterns of problem-solving situations inspired from real-life events such as, how to carry a meeting, writing reports about accidents, writing invitation, telephoning and others. This sequence is tailed by one rubric called ‘Stop and Consider’ which is the space for grammar and vocabulary as a training phase for various rules included into the latter fourth sequence which is ‘Consolidation and Extension’. This latter comprises two rubrics; ‘Write it Out’ for the written skills and ‘Work it Out’ for performance and practice. It aims to elaborate and expend the language function and skills which students should utilize to construct the final outcome of the unit; ‘The Project Workshop’.

Such a project consists of a general implementation of all what has been learned in the unit into one topic the students launch to work on at the beginning of the unit before the previous mentioned sequences. It is considered as a space for learners to interact both orally and in a written form as they present it for their mates and teacher. However, this phase is sometimes neglected by many teachers due to the lack of time load and the long programme which requires personal efforts to teach the syllabus that affects negatively their integrative skills and achievements in general.

Last but not least, the final rubric ‘Check your Progress’ is a general assessment to point out what level the students have reached and what needs to be reexplained and revised by a set of exercises in the book. Figure (1.1) outlines this content in a much more organized manner:

Figure (1.1): The Outline of the Units' Content



(Source: An Exploration into the EFL Learners' Speaking Skills Difficulties,  
Bougandoura, F. 2012:41)

### 1.3.2.5. The Objectives

Because of the widespread of English in various fields mainly science and technology, all over the world have been dominated by the compulsory acquisition of the language in order to satisfy the necessity to accommodate with the current requirements of modernity. As far as Algeria is concerned, Hamdi (1990: 13) says that:

*“The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs. We have only to examine the shift from French to English as a subject in the educational curricula, or for the even-increasing number of students registering in the English Departments of the universities”*

(Hamdi, 1990: 13)

#### **1.3.2.5.1. The Students’ Status at the Entrance of their First-Year Secondary School**

As learners start their first year at the secondary school, they would be already exposed to English for four previous years. During the next three-year period, they will extend the development of their learning strategies to accommodate with the difficult situations and cope with the new culture of the target language. Their previous skills will be considered as an important number of English vocabulary and structures to interpret and produce simple messages. The degree of complexity will be increasing according to the degree of desired objectives out of the first year syllabus based on communicative purposes.

#### **1.3.2.5.2. The Principle Objectives of ELT in the Syllabus**

The Algerian authorities have mobilized the educational materials and educational reforms to update the use of English in the national context. In order to achieve this goal, the authorities have underlined clearly the principle objectives of ELT presented in the syllabus of English (2005), they are:

- To give the learner an opportunity to be integrated in modernity.
- To help them join the linguistic gathering of English for all types of transactions
- To lead the students to enhance their skills and capacities in order to be a part of the current living society and to be aware about their relations.

- To make students participate in exchanging ideas and experiences in science and culture and to express themselves through self-reflexion.

- To master English as a linguistic instrument for communication and to enable the learners to:

- Have access to science, technology and culture.
- Be opened to the academic and professional world.
- Develop high spirits of tolerance and open mindedness to the world.

According to Thanasoulas (2002), the learning of foreign language has a significant effect on the social status of the students as it involves the adoption of appropriate behaviours which are both social and cultural. Therefore, the progress of the learners should take into consideration positive and innovative values engaging to intellectual and cultural encounters so as to enrich their knowledge and acceptance of positive human qualities including openness to the world, tolerance and respect for difference (Nait Brahim, 2000: 8)

By means of these objectives, as referred to in Benosmane (2006: 19), the Ministry of Education seeks to prepare the students not only to acquire knowledge but also make them ready to use life through the acquisition of the ‘savoir-faire’ (know-what-to do), and the ‘savoir-être’ (know-what-to be) so as to satisfy the needs of the country in the future and to bridge the gap between the actual level of the students and the communicative competence as stated below in the Pedagogical Instruction:

*“The ultimate objective of language learning is communicative competence, i.e. appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and in writing”*

(Inspectorate of English, 1984: 3)

### 1.3.2.5.3. The Students' Status at the Exit of their First-Year Secondary School

At the end of the school year, the students should have been formed with a more developed luggage of the same language skills. It is named in the Syllabus of English (2005:6) by “the Intermediary Objective of Integration” which means that the first year is a year of transition where the students are integrated into the secondary school curriculum and by the end of the year, they should be able to listen, read and perform various activities linked to the language as they reinvest, in an integrative way, the language functions acquired from varied themes and projects into real-life situations so as to accomplish the true communication. (Bougandoura, 2012: 37)

### 1.3.3. An Overview of Teaching Pronunciation in Algeria across EFL Methodology

The teaching of EFL in the Algerian context has been demanding for new methods from both teachers and applied linguists so as to meet the quest for modernity and development. Therefore, the Algerian curriculum has always been occupied by the adjustment of the students' orientation along the educators' lines of shared ideas about the kind of approach to be designed for teaching. This latter is defined by Miliani (2003) as:

*“The sum of assumptions course designers make about language and language learning... it is a combined theory involving both language and the learning process.”*

(Miliani, 2003:20)

Along the educational history of our country, many theories have taken part through the development of a set of performance skills in the learner interpreted into syllabuses and timetabled programmes.

This part will describe the most important methods and procedures for teaching the English language in the Algerian curriculum with a focus on how pronunciation was recognized and dealt with in the national setting.

### 1.3.3.1. The Grammar-Translation Method

The GTM method originated for teaching learners classical languages like Latin and Greek. After that, its techniques were broadened to teach modern languages such as French and English. It had a commanding influence upon the Algerian educational context of teaching English during the period of the 1960's affecting all educational levels.

According to Bougandoura (2012: 47), as we explore the textbooks used at that time, it would be noticed that they were written by P.M. Richards and Windy Hall in a series of ELT textbooks in the early 1960s:

- 1960 : 'Anglais Seconde Langue'
- 1961 : 'Anglais Seconde Langue'
- 1962 : 'L'Anglais par la Littérature'
- 1963 : 'L'Anglais par la Littérature'
- 1963 : 'La Vie en Amérique'.

It is worthwhile noting that these series were French-designed ELT textbooks and they spot the lights upon the learning of the vocabulary items and the grammar rules via memorization only because reading and writing were highlighted as primary skills and much less attention is given to listening and speaking including pronunciation teaching as Rivers (1968) stated:

*"...Little stress is laid on accurate pronunciation and intonation, communication skills are neglected; there is great deal of stress on knowing rules and exceptions, but little training is in using the language actively to express one's meaning."*

(Rivers, 1968:17)

This approach had disregarded pronunciation and was much criticized for focusing only on grammar rules and the drilling of isolated words. According to Cook (2003), any

achievement was measured in terms of detailed accuracy of grammar use and vocabulary instead of communicating the language. In addition to that, the Grammar Translation Method was very dependent on translation in order to teach language which may bring about interference, confusion and a lack of appreciation for the communicative practices.

### **1.3.3.2. The Direct Method**

As long as this method is concerned, it was called ‘direct’ because the teaching of the foreign language was taught without any resort or interpretation from the mother tongue. Likewise, it was mainly dealt with as an extension to the Grammar Translation Method as it involved more utilization of the target language when teaching. Algeria used this method primarily in the Middle school in the early 1970’s by a series of ELT textbooks starting by:

- ‘Success With English’ (1968)
- ‘Andy in Algeria’ (1975)
- Learn English With Us for
- ‘Madjid in England’ (1976)
- ‘Learn English With Us’

Almost all these textbooks were published at the same period (1977) with prioritizing the drilling of speech and oral skills regardless reading and writing. This method not only disregarded the accuracy of pronunciation as a part of imitation and drilling without providing the students with any explanations, but also refused any use of translation in the classroom assuming that the learning of any foreign language should be processed in the same manner as the mother tongue (L1) by associating new vocabulary to associated ideas.

Similarly, this method was very criticized because it had taken extreme measures about teaching the language by the intense usage of classroom drills despite the prevailing circumstances that necessitated the involvement of real life situations. Consequently, the students were unable to use the foreign language efficiently for communication. Alternatively,

the Algerian educational authorities had found themselves obliged to impeach its validity and began to search for a new appropriate approach to pave the way for effective EFL learning and teaching process.

### **1.3.3.3.The Structural Approach**

At the end of the 1970's and early 1980's, a new approach was introduced in the Algerian curriculum. It was the Structural Approach which was marked significantly throughout the introduction of L.G Alexander's textbooks 'Practice and Progress' (1967) and 'Developing Skills' (1967) for the three secondary school years. It was different but it somewhat adapted numerous principles and procedures already seen in the Direct Method.

It focused on drilling structures of oral practices and highlighted skills basing on listening, speaking, reading then finally writing. This approach was criticized as well because it gave much importance to drilling forms of words and sounds. In contrast, it neglected the practical situations happening in the real world. (Bougandoura, 2012:48)

### **1.3.3.4.The Communicative Approach to Language Teaching**

The general observation about the previous methods and approaches, there has been a shortage of communicative skills in class which led to the growth of the Communicative Language Teaching. According to Hymes (1971), a new approach spotted the lights upon real communication of the target language and recognized that language acquisition compels not only the general knowledge of a set of grammar rules and an acceptable quantity of vocabulary, but also it necessitates certain rules which He describes as "the rules of use without which the rules of grammar would be useless". They give the chance for the students to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings interpersonally in a frame of specific context. It was brought into use in Algerian education system for the first time through illustrative coursebooks in the 1980's and the 1990's such as:

- ‘My New Book of English’ for the first-year at the secondary level.
- ‘New Midlines’ for the second year.
- ‘Comet’ for the final third year.

According to Bougandoura (2012), these series were designed to make it easier for the learners to use their target language. As for pronunciation, it focused on fluency and accuracy which are complementary items situated under various communicative techniques so as to keep learners focus on both the pronunciation of the utterances, as well as grasp their meanings in language use.

At any rate though, this approach has been criticized as well owing to its requested requirement for the availability of an appropriate classroom setting which allows group work for students’ interaction. This type of classroom, however, cannot be afforded in the Algerian Context due to the lack of schools and the big number of students which hinders the teaching of pronunciation.

### **1.3.3.5. The Competency-Based Approach**

During the years of all the previous approaches and methods, many teachers criticized the defects of the courses they have taught as a result of observing learners becoming more and more dependent on the teacher, with a non-dynamic role in the classroom. In addition to that, the teacher did most of the work for his learners. Hence, their language skills and linguistic competence could not be developed satisfactorily.

It is only in the 2003 that the Algerian textbook designers have adopted the Competency Based Approach (CBA) which stresses the manner between what is acquired in the classroom and what is used in contextual and realistic situations outside the class. In fact, it is based on building up competencies and abilities of language learning by dividing it into three crucial components: attitude, skills and knowledge (Bougandoura, 2012:51). As for the teacher, his role becomes a supportive only, Taylor (1978) quoted in Widdowson (1990: 188) says that

the teacher keeps for himself a non-authoritarian presence so as to make students feels secure about accomplishing their own goals; consequently, their self- reliance shall be promoted by the encouragement and the subordination of their teacher.

Similarly to the Communicative Approach, the CBA focuses on interaction between the students in different forms of pair work and group work in order to generate communication constructed upon authentic materials. Translation here is used only for necessary confusions.

The textbooks in the CBA were redesigned to fulfill the new objectives and are still used up-to-date:

- The English Courses Series ‘Spotlight On English’ for the first, second, and third years at the middle school (2004, 2005)
- ‘On The Move’ for the fourth year (2006).

As for the secondary level, one can mention:

- ‘At The Crossroads’ for the first year. (2005)
- ‘Getting Through’ for the second year (2006)
- ‘New Prospects’ for the third year. (2007)

#### **1.3.4. The Marginalization of Teaching/ Evaluating Pronunciation**

When scanning the previous methods introduced into the EFL Algerian methodology, it is widely clear that the oral skill, more precisely, the accuracy and fluency of pronunciation have been neglected in terms of lessons’ quality, variation and the time volume devoted to it regardless its vital importance of improving the speaking skill as a whole.

Throughout the previous as well as the current textbooks, teachers focused on simple lessons such as: final ‘s’, final ‘ed’, types of intonation and syllable division. When going back to the units’ plan of the first-year secondary school (see Figure 1.1), it is worthwhile mentioning here that the time (an hour or less) of ‘Say it Clear’ is the one concerned with the these lessons; so if calculated, it will be found that the whole year contains Five lessons, one

of them is repeated in two units ‘types of intonation’ and most of them focus on stress marking in words with suffixes. Plus, it is worthwhile noting here that scientific students only deal with four units and literary stream students rarely finish their last unit due to time shortage; so teachers generally skip lessons to the most important ones so as to design their final exam.

#### **1.4. Statement of the Problem**

What is being noticed nowadays is the fact that English is the major lingua franca globally since that more and more people are in need to communicate in English for social, educational, and professional reasons in all kinds of contexts, locally and internationally. The most noticeable part of communication is the learner’s ability to encode and decode messages expressed in the ESL or EFL. According to Celce-Murcia et al, (1996), those who tend to communicate should have a high level of intelligibility so as to understand what is being declared orally. We shall take the term “intelligibility” according to Kenworthy (1987) to refer to the speaker’s ability of being understood by the listener in a given setting.

In the world of ELT, communication is mostly framed within the listening and speaking skills. This latter includes the sub skill of Pronunciation which is a key element of learning the oral skill in a second language. The importance it has in any English language program varies and the amount of time and effort devoted to it give the impression to be depended to a large degree on the individual teacher. This means that it is possible to be formed into a regular part of classroom activity or not (Willing, 1988).

In all foreign language contexts, pronunciation has often been perceived as a skill in second language learning that is most resistant to improvement and therefore the least useful to teach. Therefore, it is not surprising that scant attention is paid to pronunciation in the Algerian school curriculum due to the fact that many teachers tend to avoid dealing with

pronunciation because they lack confidence, skills and knowledge. In addition to this, it has been found that curricula, methodology and the lack of suitable materials, all contributed to teaching and learning inadequacies in this area.

As for learners, they all desire they could be able to speak English fluently and clearly but most of them think that English is too challenging for them to be competent because of interference from the mother tongue. According to Piaget (1956), Chomsky (1965) and Vygotsky (1962), it means that the sounds of the first language are imprinted early in the child's development because they acquire the language naturally regardless any intellectual capacities. However, most children are born with the vocal equipment to produce the sounds of any language.

Moreover, it can be noticed that the ideal way of evaluating the students is to actually listen to the learner. Conversely, this is not always possible or suitable with reference to the fact that it is often impossible to manage the large number of students to be evaluated in Algerian classes. Even equipments such as language laboratories or recorders are scarcely available in many countries where English is taught in public schools, as for Algeria, they do not even exist; so teachers and learners may end up empty handed and avoid pronunciation altogether.

### **1.5. The Purpose of the Study**

This research aims to focus on pronunciation as being a crucial 'first level hurdle' for learners to master because if their performance cannot be understood, it cannot be rated on any other scale. Therefore, it is a vital component of proficiency in spoken English, yet it does not always receive the attention it deserves in the teaching or the testing literature or in teacher training. While there has been some renewed interest in the field of pronunciation learning and teaching in recent years, there is still little published work on pronunciation in spoken evaluation. Furthermore, the precise identification of pronunciation problems can be

difficult even for experienced listeners; consequently, this research will hopefully aid teachers to depend not only on their personal efforts and listening capacities but also on varied tasks and technological equipments to evaluate their learners.

### **1.6. Research Questions**

The study will answer the question:

**What are the reasons behind of the deficiency marked in the teaching and evaluation of pronunciation in the Algerian secondary school in a world where speaking English with correct fluency and accuracy has become an obligation rather than a necessity?**

When analysed, three sub-questions can be emanated from the original genesis:

**RQ1:** How do Algerian teachers establish the Scope of the task of teaching and evaluating pronunciation during the first-year secondary school?

**RQ2:** Why do the first- year students consider the available mechanics of pronunciation in the textbook difficult as they try to find balance between the four skills?

**RQ3:** How does the Algerian curriculum evaluate the students' pronunciation abilities so as to test their knowledge in the light of the CBA?

### **1.7. Hypotheses**

The following hypotheses have been proposed so as to be tested in the course of this study:

1- The distribution of lessons in the first-year syllabus is probably the cause of the deficiency marked in the teaching and evaluation of pronunciation.

2- It is possible that teachers can have a negative attitude towards teaching pronunciation in comparison to other language skills since they lack materials and proper knowledge about it.

3- First-year students may have a shortage of pronunciation knowledge which had commenced from the middle school and it has affected negatively their current learning.

### **1.8. Scope of the Study**

One of the key requirements for language proficiency is to focus on the communicative competence”, a term coined by Hymes (1971) where pronunciation is an essential component. This of research will magnify the way pronunciation is and should be taught, along with the effective evaluation methods that are applied in the Algerian secondary school syllabi.

In this area, Fraser (2000) stated that ESL/EFL teachers need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation. She adds that there is also a need for high quality, effective materials, especially computer-based materials with audio demonstrations for the purpose of an effective teaching. This includes also the way it should be tested and assessed all year long.

In the Algerian context, the main objective of most of the English courses of the new syllabus designed to the secondary education starting from 2005 is to help learners improve their reading and writing skills for the purpose of fulfilling the communicative competence.

Nevertheless, for our learners who neither studied English at the primary level nor practised it outside school where a completely different variety of language is used, i.e. Algerian Arabic, the task to learn this language may be very complex for most of them. Moreover, the programme comprises activities which are usually difficult and aimless. This may result in the emergence of certain problems which may reduce the learners’ motivation and harden the learning process such as the difficulties of producing the language correctly or being intelligible or understood.

At the same time, according to Simo Bobda (1993), Hartmann (1972), and other educators, one cannot deal with EFL teaching and its methodology without speaking about evaluation. Testing young learners help the teachers evaluate their pupils’ progress as well as

the effectiveness of their tasks and techniques. Therefore, the success of any evaluation process depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance.

*“What is the ultimate goal of evaluation but to give us the knowledge to be able to reflect upon, discuss, and assist a students' journey through the learning process”*

(Huerta- Garcias, 1995:78 )

However, in the Algerian context, the process of evaluating pronunciation is underestimated because it does not focus on making teaching and learning integrative; teachers need to know about their students' progress and the difficulties they face as they acquire what they need. These difficulties differ from one student to another and the textbooks cannot fulfill all their requirements. Students need varied topics and tasks using materials in order to satisfy their areas of limitation which need remedies. At the same time, the official Algerian testing methodology provides only one point to pronunciation in the BAC exam which cannot truly judge what they have learned. Therefore, students do not bother themselves to learn it and teachers cannot give it more than “4 hours” during the whole years to target this important language aspect unless they add extra hours from their personal efforts to lift up the students' level of fluency and accuracy to achieve acceptable communication inside and outside the class.

### **1.9. Potential Relevance and Significance of the Study**

This research is relevant to adjust a serious phenomenon in our teaching methods and curricula as it attempts to be a provisional step and a call for new insights and expended enquiry to collect new data and subsequently, improve our underestimated perspective towards teaching the oral skills, more precisely, pronunciation. This study also represents a personal interest from an attendant to break the stiff grounds of both:

- a. The nature of teaching and evaluating methods of pronunciation so as to update a correct approach in learning and teaching the language by the use of correct developed materials and knowledge.
- b. The Algerian pedagogical background in all level which is suffering from a lack of research especially foreign languages teaching and more precisely, in pronunciation teaching and evaluation in order to develop our curricula to be comprehensible for all language skills without any discrimination.

## **1.10. Definitions of the Main Concepts Related to Pronunciation and its Evaluation**

### **1.10.1. Pronunciation**

According to Cook (1996), pronunciation is a set of habits to produce sounds and utter meaning. This habit is acquired by repeating a sound over and over again and by being corrected when it is mispronounced. If a speaker wishes learning to pronounce a second language, it means building up new pronunciation habits and overcoming the bias of the first language to utter correct expressions. Pronunciation is viewed as a ‘sub-skill’ of speaking. Therefore, it is usually best learned as an integral part of spoken language.

### **1.10.2. Teaching**

Wells (1982) defined teaching by the term ‘a cluster’ which means a set of various helpful activities that are noted about teachers, for example: explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students’ progress and students’ background information. The teacher has an important role to play because he acts as catalyst that continuously and actively stimulates learning.

### **1.10.3. Evaluation**

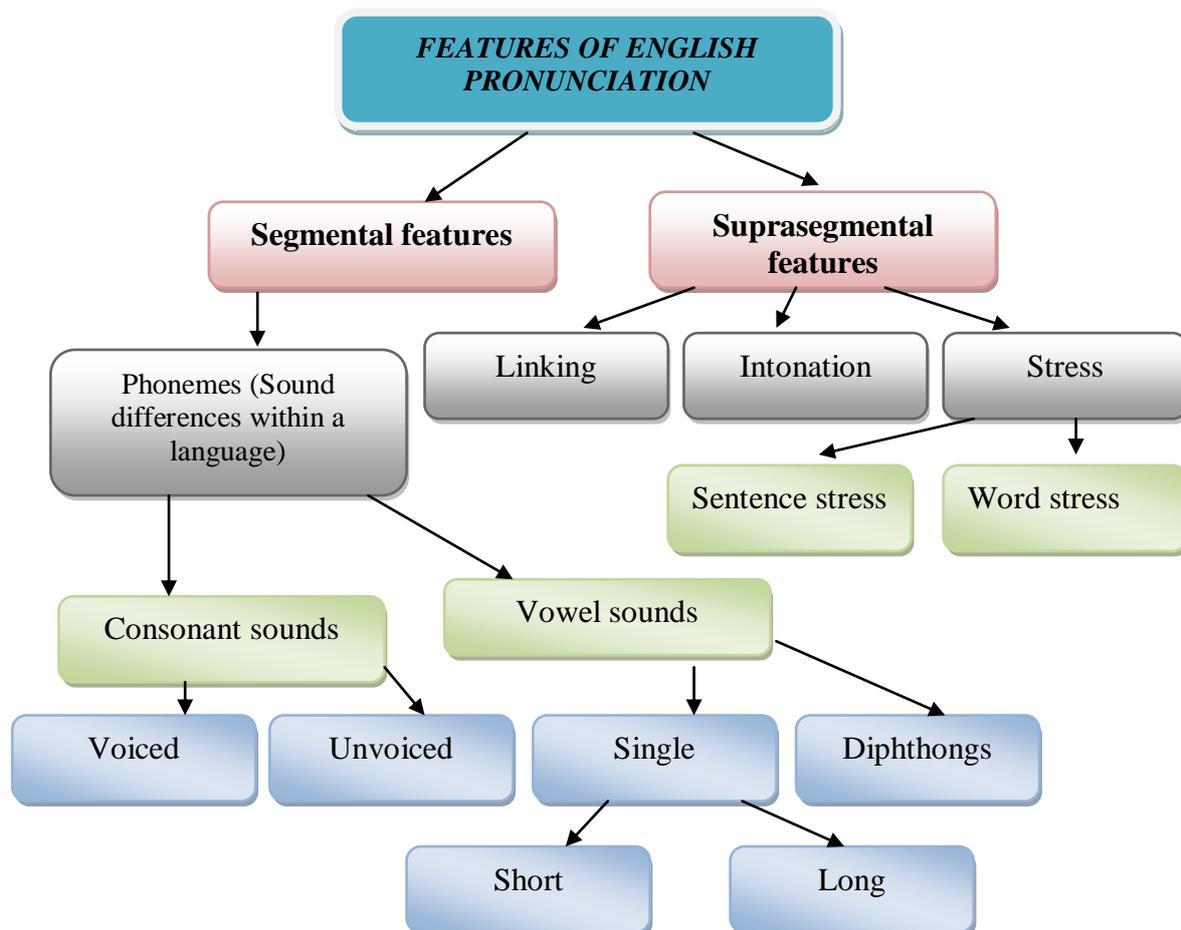
According to Wikipedia, the free Encyclopdia (2015): “*Evaluation is a systematic determination of a subject’s merit, worth, and significance, using criteria governed by a set of standards*”. It refers to a structured interpretation of results upon the basis of proposals or

objectives. At the same time, it is the process of judging the quality given to a performance or an outcome. It requires the collection of data by observation and testing to decide whether a standard was met.

#### 1.10.4. The Main Features of Pronunciation

They are aspects which work in blended combination of the particular sounds of a language (segmental) and other aspects of speech beyond the level of the individual sound, such as intonation, stress, timing, rhythm (suprasegmental aspects), this following figure outlines the features of pronunciation in an organized manner:

**Figure (1.2): Features of Pronunciation**



(Source: A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. Gilakjani, 2012: 120)

### 1.10.5. Pronunciation Model

According to Ur (2010), most, if not all, of the students acquiring English in schools in non- native English speaking countries will necessitate it not for the purpose of interaction with speakers from an English speaking community but rather to communicate with other English users, probably most of them will be non- natives which means that they need a model to follow so as to learn exact pronunciation.

Kelly (2000) refers to this topic by saying that in the past, the model of pronunciation teaching was often Received Pronunciation (RP), originated from the people in the southeast England. This model was chosen because it could be perceived by most listeners clearly as it showed the person's status and education whereas other kinds of accents have some regional or geographical reference.

In the present time, however, there are numerous kinds of English for example: Australian English and American English which possess a great number of varieties characterizing each region from the north and south. They are utilized in a vast number of fields in life; therefore, the need for a certain model requires its acquisition but in the case of EFL/ ESL classes, this may differ, i.e. it is crucial to decide what model of English pronunciation to teach and on which basis.

### 1.10.6. Intelligibility

Intelligibility is defined as: “*being understood by the listener at a given time in a given situation*” (Kenworthy, 1987: 13). Also Abercrombie (1991) referred to in Gilakjani (2012: 103) defines it as “*a pronunciation which can be understood with little or no conscious effort on the part of the listener*”. It means that regardless the speaker's mistakes of grammar and vocabulary; it would be possible for the listen to understand him without difficulty.

**1.10.7. Fluency**

According to Schmidt (1992), it is defined as the “*delivery of speech*” as a broad sense which includes lexical choices, grammatical complexity and pragmatics. At the same time, it can be discussed in terms of repair, speed, breakdown of fluency and automatization (Skehan, 2009).

**1.10.8. Accuracy**

House and Kuiken (2009) define it simply as “*error-free speech*” as it can be measured on two levels; the performance of specific language forms and the performance of the general speech especially when the speaker is with another language background as certain pronunciation features can be easier or more difficult according to the L1 (Ellis and Barkhuizen, 2005).

**1.10.9. Prosody**

It is the Rhythm, intonation (nuclear placement, pitch height, nuclear accent mobility) stress and syllable length (Gilbert, 1993; Celce-Murcia, 1987; Dalton & Seidlhofer, 1994)

**1.10.10. Comprehensibility**

«*The apprehension of the message in the sense intended by the speaker*” (Nelson, 1982)

**1.10.11. Accent**

Derwing & Munro (1997) define the accent by the Judgments of how difficult or easy an utterance is to understand on a rating scale.

**1.11. The Organization of the Work**

This research is presented in two principal parts. Each one is divided also into two chapters as follows:

**Part One: THE LITERATURE REVIEW**

This part is designed to draw upon the theoretical framework. It is composed of:

**Chapter One: An Overview and Rationale of the Study**

- Section one: a general overview about the terrain of teaching/ evaluating pronunciation in the Algerian secondary school

- Section two: a summary about the different undertaken aspects of the research's structure

**Chapter Two: The Teaching and the Evaluation of Pronunciation**

- Section one: the teaching/ learning of English pronunciation
- Section two: the evaluation of pronunciation teaching/ learning

**Part Two: RESEARCH METHODOLOGY AND FINDINGS**

This part is mainly concerned with the pilot study, the methodology adopted, and an analysis about what has been found during the research.

**Chapter Three: Research Design and Data Collection**

- Section one: the design of the research and how the instrument was processed.
- Section two: the presentation of the questionnaires' collected data through tables and figures.

**Chapter Four: Findings and Pedagogical Implications**

- Section one: discussion and interpretation of the data collected.
- Section two: general recommendations and implementations of the study

**1.12. Conclusion**

As a general observation inspired from the terrain, pronunciation teaching and evaluation tends to be neglected in the Algerian secondary school. This research aims at

recognizing the causes behind this obstacle to reach tangible implications as well as improving the local context of teaching EFL.

This chapter sheds the light on the general basis of the research by presenting explanations of its main aspects so as to justify what the study is about. It also portrays the main parts of the research questions, hypotheses, the scope and the significance that classified it amongst my top interests. Last but not least it represented the core terminology needed to understand the steps of the research's items.

The next chapter will present a comprehensive overview of the previous literature written in this area of interest and all the roots derived from the topic of teaching and evaluating pronunciation skill.

## *Chapter Two*

# **The Teaching and the Evaluation of Pronunciation**

## 2.1. Introduction

Any language is concerned with communication mainly speaking which is a vital part of foreign language learning/teaching. Yet, it is often neglected in the EFL classroom context especially pronunciation instruction which is described by Gilbert (1994) as a the ‘Orphan’ of English language Teaching Studies regardless of its importance as a key ingredient for successful oral communication to take place. On the flip side, both of the teaching and evaluation of pronunciation have been neglected by teachers as they find it stressful to think it over when mentioned out.

Accordingly, this chapter is developed to introduce a more or less relevant literature used in this exploratory study in relation to the neglect of pronunciation and its evaluation in the first-year secondary school as an attempt to find out the nature of pronunciation, learners/teachers’ attitudes towards this sub- skill and how its evaluation is perceived, more precisely, it sheds light on three parts which are the processes of teaching, learning, and evaluating pronunciation with reference to their importance, goals, techniques and issues so as to recognise its significance and difficulties in the educational settings.

Littlewood (1998) once claimed that:

*“Research into second language learning has considerably enriched our understanding of the processes that take place and the factors that influence them”.*

(Littlewood, 1998: 90)

Therefore, Regardless the shortage of information in this area precisely, this research has been proceeded in relying on the pervious researches undertaken by famous scholars, they were very helpful to get insight into the EFL teaching/learning process in general, and pronunciation in particular.

**2.2 The Teaching and Learning of English Pronunciation**

As a general observation, pronunciation seems to be neglected in our English lessons since that a great number of teachers are used to disregard it for many reasons, they consider that there is no need to set native-like pronunciation goals as most of them are not native speakers. Concurrently, they do not feel themselves perfect in this language item. As a result, they would be reluctant to show it. Moreover, it is noticed that there is a shortage in pronunciation tests and a whole unfamiliarity with its vital evaluation. Even the feedback which is the “waited- for” result has no scale though it is certainly the push to improve the learner’s both listening and speaking skills.

However, preceding the teaching process, there are many aspects which must be taken into the teacher’s consideration, among which, the importance of pronunciation, the ultimate goals which are the launch line to draw for the learners what they need to acquire according to their skills and limitations of the teaching process, the factors influencing it, the correct techniques utilized to make learners practice more accurate and last but not least, the problems every teacher encounters as s/he performs his/her role.

**2.2.1 Approaches and Methods to Teaching Pronunciation**

In the field of TEFL, various approaches and methods had outlined the world of pronunciation, they can be mentioned as follows:

**2.2.1.1 General Approaches**

The main approaches here are the Intuitive- Imitative Approach and the Analytic- Linguistic Approach, the purpose of this second is complementary rather than aiming oppositely by being the practice stage of pronunciation teaching and learning.

**2.2.1.1.1. The Intuitive- Imitative Approach**

This approach counts on the learners' ability to listen and imitate the sounds and rhythm they hear because it does not provide any explicit linguistic information as it necessitates the availability of good models which were recently invented in the mid 20<sup>th</sup> century such as: recording tools, videos and compact discs mainly provided within language laboratories. They were and are still considered as innovative language- learning facilities by many ELT instructors around the globe. (Celce-Murcia, Brinton and Goodwin, 1996: 2)

**2.2.1.1.2. The Analytic- Linguistic Approach**

This approach uses pieces of information and tools about linguistic knowledge like the phonetic alphabet, articulatory descriptions, charts of the vocal apparatus and constructive information. It teaches the learners how sounds and rhythms of the target language are produced. Hence, the focus is on informing the learner unlike the previous approach. (Celce-Murcia, Brinton and Goodwin, 1996: 2)

**2.2.1.1.3. The Integrative Approach**

This approach considers pronunciation as an integral part of communication as it does not separate it to be practised in drills and then be a "sub- skill" more explicitly, it involves pronunciation using task-based activities and pronunciation-focused listening tasks and it spots the attention on the suprasegmental features beyond word and phoneme level such as: stress, intonation and rhythm. (Hismanoglu & Hismanoglu, 2010: 984)

**2.2.1.2 The Different Methods of Teaching Pronunciation within TEFL**

The last decades and even centuries have witnessed the emergence of different traditions and movements in teaching English as a foreign language, particularly in the

teaching of pronunciation. The following passages will present a concise overview of these methods in a chronological order.

### **2.2.1.2.1. The Reform Movement**

It is considered as the first linguistic and analytic involvement in the world of pronunciation teaching in the 1890s. The International Phonetic Association (IPA) was founded by phoneticians such as Henry Sweet, Wilhelm Viëtor and Paul Passy had had a huge impact upon this movement. It was mainly committed to describing and analyzing the sound systems of languages. Here, the branch of phonetics was established. Later, it developed to the International Phonetic Alphabet (IPA) and because there was a relation between the sounds and symbols, it was possible for the first time to represent the sounds of any language. Many phoneticians contributing in this international organization the following notions and practices (Celce-Murcia, Brinton & Goodwin, 1996):

- *The spoken form of a language is primary and should be taught first.*
- *The findings of phonetics should be applied to language teaching.*
- *Teachers must have solid training in phonetics.*
- *Learners should be given phonetic training to establish good speech habits.*

(Celce-Murcia, Brinton & Goodwin, 1996: 3)

### **2.2.1.2.2. The Late 1800s and Early 1900s: The Direct Method**

At this period, the teaching of pronunciation focused on learners' approximation of the given model by imitating and repeating the language. At that time, it was considered that first language acquisition in childhood and foreign non- instructional language acquisition look alike since they followed the same criteria. (Celce-Murcia, Brinton & Goodwin, 1996: 3)

After the Direct method, a number of naturalistic and comprehension methods had been arisen, some well-known approaches are Asher's TPS (Total Physical Response) and Krashen and Terral's Natural Approach in the late 1970s and early 1980s. At this step, it was believed that the learners' capacity to listen is much glorified than speaking for the purpose of teaching them the sound system correctly regardless any pressures on the speaking part. Also, there was a great shortage in explicit pronunciation instruction. (Celce-Murcia, Brinton & Goodwin, 1996: 3)

#### **2.2.1.2.3. The 1940s and 1950s: The Audiolingual Method and the Oral Approach**

This method was considered as a key feature for foreign language teaching and learning in the mid 20<sup>th</sup> century. At the same time, many historians had written about the Reform Method as it played a big role in Audiolingual and Oral Approach in the US and Britain during that particular period because it believed that pronunciation is crucial and is taught as in the Direct Method where the teacher or a recording served as a model while students ought to repeat and imitate the sounds they hear. The teacher could also make use of pieces of information from phonetics. For example, visual transcription system or charts demonstrating the articulation of sounds (modified IPA).

In addition to this, the Audiolingual and Oral Approach used the minimal pair drill, a techniques inspired by contrastive linguistics, this one in particular uses drills of similar words that differ by only one single phoneme in the same position such as: "green" and "grin", /i:/ and /ɪ / being the different sound and students had to make use of their listening skill. (Celce-Murcia, Brinton & Goodwin, 1996: 3-4)

#### **2.2.1.2.4. The 1960s: The Cognitive Approach**

This approach was affected by the transformational generative grammar (Chomsky 1957; Chomsky 1965) and cognitive psychology (Neisser 1967) as it considered language as a

rule- governed behavior rather than the result of habit formation. It favored grammar and vocabulary on the account of pronunciation teaching as it argued that native-like pronunciation was an unrealistic objective and it could never be achieved. As a consequence, attention ought to be better switched towards more attainable objectives such as grammar structures and individual words. (Celce-Murcia, Brinton & Goodwin, 1996: 5)

#### **2.2.1.2.5. The 1970s: The Silent Way and the Community Language Teaching**

The name of this approach is derived from the teacher's role in class where s/he was expected to speak as little as possible and only use gestures to indicate what students should do. Also, the students did not witness any explanatory analytic-linguistic instruction or explicit phonetic alphabet because the focus was put on the accuracy of sounds and structures of the target language with the help of special tools such as: sound-colour charts.

Community Language Teaching however, believed that students must design their own pronunciation teaching syllabus as they focus on their special individual needs to decide what they want to learn and practice. The role of the teacher or "the counselor" in this approach is vital as being the source of translation for all the native-language utterances which students wish to acquire. They repeat given utterances over and over to become eventually fluent in order to record them on tape. Clearly, the approach of Community Language Teaching here follows the same principles as the Intuitive- imitative approach. (Hismanoglu & Hismanoglu, 2010: 985)

#### **2.2.1.2.6. The 1970s/1980s until Today: The Communicative Approach**

Ever since the 1980s and up to date, the world of foreign language teaching is dominated by the "The Communicative Approach" and because the primary purpose of any language is "communication", all instructions should poor in the "Communicative Competence", a term coined by Hymes in the early 1970's who was interested in the social

and cultural component of communication. In his opinion, it is insufficient to know how a language works but rather the socio cultural knowledge to understand and utilize the acquired linguistic forms. (Hedge, 2000: 45)

At the same time, pronunciation was also integrated into the Communicative Approach where it was involved within the linguistic competence component and mainly to the learning of vocabulary. More explicitly, the learner selects an item of vocabulary, recognize how to spell and pronounce it and then form other words from the same root. Here, Hedge (2000) spots the attention on pronunciation teaching as it necessitates more focus on the accuracy of linguistic forms and stresses the utilization of stress, rhythm and intonation to clarify the meaning.

According to Hismanoglu & Hismanoglu (2010), the techniques of teaching pronunciation in the communicative approach are:

- listening and imitating (as in Direct Method teaching),
- Practice of vowel shifts.
- Phonetic training (originating from the Reform Movement)
- Developmental approximation drills (a technique inspired by first language acquisition research that leads foreign language learners to acquire certain sounds before others),
- Visual aids (as in Silent Way teaching),
- Contextualized minimal pairs (i.e. minimal pair drills placed within contexts)
- Tongue twisters,
- Recording the learners' production.
- Reading aloud,
- Minimal pair drills (as in the Audiolingual Method or Oral Approach).

At the early years of this approach, poor teaching was highly referred to word level only, i.e. segmental features. However, affected by discourse –based approaches, the focus of pronunciation teaching shifted to the suprasegmental features in discourse which was very efficient especially for those non- natives as they took short- term courses. (Celce-Murcia, Brinton & Goodwin, 1996: 10)

Nowadays, however, this approach is making great efforts to create a balance when teaching these features as pronunciation syllabi attempt to integrate it within the bigger frame of familiarizing the students with voice quality settings like the concept of “accent” of a certain language. (Celce-Murcia, Brinton & Goodwin 1996: 10; Derwing & Rossiter 2002: 156; Levis & Grant, 2003: 14)

### **2.2.1.3 Some of the Disregarding Approaches in the Teaching of Pronunciation**

These approaches did not put a focus or sometimes totally marginalized the teaching of pronunciation. The most well-known one was in the mid 20<sup>th</sup> century, the Grammar Translation Approach which was basing its concepts upon the belief that native-like pronunciation could never be achieved; therefore, instructors neglected it in their syllabi and favoured the acquisition of the grammatical structures and language rules on the account of oral communication. In connection with this, Morley (1991) described the pronunciation element and the speaking skill in general by “*viewed as meaningless non-communicative drill and exercise gambits*”, even activities that developed pronunciation proficiency were unnecessary. Moreover, Purcell & Suter (1980: 271-287, quoted in Hismanoglu, 2006: 103) stated:

*“That little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation; the strongest factors found to affect pronunciation (i.e. native language and motivation) seem to have little to do with classroom activities.”*

What made pronunciation proficiency and oral communication regain their vital importance was the “Communicative Language Teaching” thanks to the contribution of language acquisition research that does not withstand or acknowledge any of the previous disregarding approaches.

Even the Total Physical Response did not allow students to launch speaking until they are ready for it without any serious instruction. This approach waited for students to commit mistakes and encouraged teachers to be comprehensible and tolerant with them. Though it appears to be a positive gesture, it de-emphasises the role of pronunciation learning within the whole frame of foreign language learning. (Levis, 2005: 369)

According to Jones (1997: 103), another movement which discriminated pronunciation teaching was Krashen and Terrell’s Natural Approach. It emphasized the internalization of the sound system of the foreign language but at the same time, it deprived learners from their right to practise the language and test their speaking pronunciation capacities. Later on, because of the lightening of many studies questioning the Natural Approach and spotting importance upon productive pronunciation teaching going beyond habit formation, linguistic and cognitive development, psychological and sociological conditions were taken into account when designing a language-teaching programme. (Hasenberger 2012)

### **2.2.2 The Main Factors Influencing the Teaching and the Learning of Pronunciation**

Within language proficiency, one of the key duties for the teacher is to secure understandable pronunciation for the learners. Fraser (2000) stated that ESL/ EFL teachers ought to be provided with courses and materials to help improve their teaching effectiveness. However, like in any subject matter, there are factors which control the teaching environment.

More precisely, pronunciation involves both learning an organized process and an intentional language acquisition that goes along intuitively. These factors are both inner and outer, the native language, the age, the extent of the learner’s phonetic ability is the factors

which cannot be affected or modified by the learners, nor his environment. Yet, the amount of exposure to English, the attitude and motivation may be changed a lot by either the instructor or the learner himself.

### **2.2.1. The Native Language (The Mother Tongue)**

The native language or the mother tongue's role is unquestionable since it forms the basis of a combination of sounds and features such as rhythm and intonation which the learner is going to utilize to produce the target language. Therefore, the more difference there are between the native and the target language, the more errors will be pronounced. The errors themselves will certainly be a difficult issue which hinders the learner's intelligibility. For example: the sound [ð] will often be substituted by [d] or [z] as an attempt to find the nearest replacement which will affect rhythm and intonation. (Sebestova, 2007:9)

### **2.2.2.2 The Age**

Given that the age factor has a great influence on learning pronunciation, many parents focus on teaching English to their children as young as possible because if someone has a native-like pronunciation in a second language, they are more likely that they had started learning it as children. On the contrary, learners who began to acquire a second language in adulthood will hardly gain a native-like accent in spite of their proficiency in morphology and syntax. Scoval (1969-1988) calls this lack of adult facility the "Joseph Conrad Phenomenon" upon the name of the well-known Polish-born writer who was incapable of performing a good fluency even though he had brilliant control over lexis, syntax and morphology appearing in his literary works. Consequently, it gave birth of the philosophy: *"you can't teach an old dog new tricks"*

This argument goes hand in hand with the one formulated by Penfield (1959) and Lenneberg (1967) who had presented a research saying that the 'critical period' before

'lateralization' (around puberty) is the best biological time for maximal conditions of language learning (Celce-Murcia, Brinton and Goodwin, 1996: 15).

Pronunciation is one area where the younger-is-better assumption may have validity. Research (e.g., Oyama, 1976) has found that the earlier a learner begins a second language, the more native-like the accent he or she develops. (Snow, 1992: 129)

However, thanks to the development of research, many teachers focus on building up courses for adults to improve their fluency and confidence- building activities regardless any previous theories or claims that will probably make teachers limit their goals into comfortable intelligibility rather than accuracy along their ESL methods, activities and materials.

### **2.2.2.3.Exposure to the Foreign Language**

The learners' exposure to the target language has a crucial importance because they acquire language primarily from the amount of comprehensive input they receive according to the language learning theories of Postovsky (1974), Asher (1977), and Krashen (1982). Therefore, it is certainly important for the teachers in EFL contexts to provide students with maximum input to experience samples of authentic oral discourses of native speakers both in terms of quality and quantity (Celce-Murcia, Brinton and Goodwin, 1996: 17).

Apparently, the English language has great chances to be acquired by different learners because of the fact that it is used widely throughout many daily situations like school and work or in the majority of films, literature, music and television despite of living in a non-English speaking environment.

### **2.2.2.4. The Learner's Attitude towards the Language and the Sense of Identity**

When learners acquire the pronunciation of a foreign language, the attitude and sense of identity has a big influence since that it is a personality determined factor because not all speakers are content when willing to modify their accents as they speak the native language.

Some are impervious as they learn only how to pronounce the word for the purposes of making others understand them and not to be similar so as to blend in their society. Conversely, there are others who are receptive and willing to change their accents (Kenworthy, 1987:1)

According to Gardner and Lambert (referred to in Gilakjani, 2011:4), the purpose behind using or not using a foreign accent may have a quite understandable cause which can refer to adopting an accent and imitating it to show a positive integrative desire to the foreign language and culture. It also refers to the extent the speakers want to integrate themselves into the new environment. This factor is closely connected with the inner motivation one as far as teaching pronunciation is concerned.

#### **2.2.2.5. The Learner's Inner Motivation**

Motivation is an inner factor as well because learners who consider pronunciation to be an important part of their lives are usually eager to be corrected and given a positive feedback in order to be evaluated as good learners. On the contrary, there are learners who express their uncertainty about a word's pronunciation by their unwillingness to talk. Consequently, their performance will be discouraged.

According to many researchers such as Bernaus, Masgoret, Gardner and Reyes, (2004); Gatbonton et al. (2005); Marinova-Todd et al. (2000); Masgoret and Gardner, (2003), in order to maintain students motivated and willing to improve their pronunciation, the teacher's aims should interpret their progress by giving feedback to illuminate them about their ways of speaking whether they are in progress or causing difficulty and misunderstanding for the listener as well as encouraging them to speak outside the classroom. (Gilakjani, 2011: 4)

**2.2.2.6. The Learner's Phonetic Ability**

According to Kenworthy (1987) referred to in Sebestova (2007), some people naturally have a "better ear" for foreign languages than others. Kenworthy here specifically explains:

*"One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. "Poor discriminators" do not seem to benefit from drills very much. They may take benefits most from exercises such as drilling "phonetic coding ability", imitating "aptitude for oral mimicry", or distinguishing between different sounds "auditory discriminating ability".*

*(Kenworthy, 1987: 7)*

The teacher can provide a variety of exercises so that all levels of learners can benefit by obtaining good training.

**2.2.2.7. The Role of the Teacher**

According to Harmer (2001), the good teacher is the one who has a strong relationship with his students and gives interesting classes to attract them and when it comes to teaching a very complex language component like pronunciation, the teacher should be aware of many tasks for the sake of effective teaching. First, when setting out goals, it is advisable to work on priorities according to the level of acceptability and intelligibility needed to be accomplished among learners. Second, when including the native language, it is very necessary to help the

learners hear and produce sounds from the native language's perspective. Third, the teacher should devise activities, adjust them to the level of learners and accord to what influences pronunciation learning. Forth, a very important task is the assessment of learners' performance and progress through tests allocated at appropriate times. This will serve as a strong motive for them. When they look at their marks, they will have a clear sense of how much they have gained and their areas of correction. Judging learners' pronunciation performance is very complicated because they naturally make overgeneralizations about the pronunciation of certain items so they may persistently make the same mistakes and here comes the teacher's role to provide constructive and professional feedback accordingly. (Kenworthy, 1987:1)

### **2.2.3. The Importance of Teaching and Learning Pronunciation**

Normally, pronunciation competence does not go with the mastery of grammar rules or an excellent vocabulary command. However, it represents the dress in which these rules are produced to any outside listener. According to Kelly (2000) and other researchers, it is vital for a language learner to have good pronunciation of the target language because even though some learners can have quite considerable amount of grammar and vocabulary, they fail to communicate effectively owing to their weak pronunciation and the listener may end up frustrated.

On the other hand, it is proved that speakers whose pronunciation is listener- friendly are often able to lead a comprehensible successful conversation regardless any grammatical mistakes better than those whose grammar obeys the rules (Gilakjani, 2000, 1). Therefore, the teaching of pronunciation itself proves itself to be a vital part in everyday lessons which provides vigor to any oral communication.

Harmer (2001) speaks about pronunciation activities and how they not only help students to be confident about different sounds and features, but also and more importantly, give the learners an opportunity to improve their spoken skills. If students focus on where the sounds are in the mouth and which syllables are stressed in the words, their comprehension and intelligibility will certainly be fortified. As a result, pronunciation, both comprehension and production, ought to be incorporated in the classroom through many materials and tests using mainly the listening and speaking skills.

Gilakjani (2012) proposes some of the causes why an incorporating pronunciation practice into all English classes is of a big importance:

- *When utilizing wrong sounds in individual words or incorrect prosodic features in sentences, it may lead to misunderstanding as it is very problematic to work out what the speaker is conveying*
- *The speaker's confidence can be undermined if the listener feels unpleasant due to his heavy or distracting accent which may lead to forming stereotypes about the speaking lacking proper knowledge of English language.*

(Gilakjani, 2012:3)

This is internationally noticed in meetings when these images of uncomfortable situations take place; so all in all, teaching pronunciation has an inherent part in English language teaching (ELT). In relation to this, Harmer (2001) declares that the manner how to possess a clear communicative competence is not by guiding students to produce correct sounds or rhythms but it is about the way of showing them how the English language is spoken out there in the real world and that shouldn't be a difficult task to accomplish since that English can be found everywhere as a dominating language. Thus, the more learners are

exposed to some audios or videos of authentic communication, the more they would be able to improve their intelligibility. In the same context here, Dr. Djaileb (2012) asserts that the use of authentic materials in the Algerian classroom is a “must” for a more effective learning. This latter is loaded with artificial contexts that hinders the learners’ acquisition process and overall communication when they hit their first real-life issue.

#### **2.2.4. The Main Objectives of the Teaching of Pronunciation**

The purposes of learning pronunciation differ according to what people learn languages for. Fraser (2000) suggests that learners of ESL need to be able to:

*“...Speak English with an accent or accents of their choice which is easily intelligible to an ordinary Australian English speaker of average good will”*

(Fraser, 2000: 10)

Therefore, teachers should take into their accounts the learner’s age, natural ability and motivation when setting out their aims of what level is needed for obtaining effective communication

Gimson (1994) sets out two extreme targets for learning pronunciation. The first one is about the learners’ desire to acquire a native-like pronunciation. The second, on the contrary, is about other learners who wish to be practical as they long to make their speaking just comprehensible without the necessity of improvement. Both of these opinions have their own consequences since that in practice, many learners find out that they could not achieve a native-like pronunciation but their skills have improved so they start to question their initial target.

Jenkins (2000) notes that in some contexts, learners rarely speak so their pronunciation does not need to be perfect. However, as some teachers may be sympathetic to accent differences, others are less willing to understand certain types of accented speech and focus on changing it. As a result, teacher should aim to help learners become both intelligible and accordingly easy to be understood.

So all in all, learners and teachers' aim should be somewhere in the middle, i.e. we should aim for a particular accent but it is needless to develop it to follow a standard variety but rather close to it because if we are close, we can always communicate and the speaking-listening process will be pleasant. However, if we do not communicate successfully, we will be often judged negatively (James 2010 referred to in Gilakjani, 2012: 98).

### **2.2.5. The Main Deficiencies at the Level of Teaching Pronunciation**

Unfortunately, both teachers and learners have to encounter a number of issues within the teaching process of pronunciation. These issues not only come from the phonological nature of pronunciation itself as it comprises various techniques and symbols but also from different objective and subjective factors which have been mentioned above. According to Luu (2011:11), teachers ought to pay attention to several problems at a daily basis. These problems are: the general aspects of pronunciation, the classroom setting, the model of pronunciation most suitable for the class and the issue of intelligibility.

#### **2.2.5.1. The General Aspects of Pronunciation**

Generally speaking, pronunciation is a complex concept as it involves many aspects considered as its elements. They are:

**2.2.5.1.1. The Vowel and Consonant Sound System**

When starting with the word “vowel”, its source comes from the latin word “vocalis” which means “uttering voices” or simply “speaking”. Consonants come from the onset and coda, whereas vowels from the peak or nucleus of a syllable.

According to Roach (1998:13-14), vowels here can be referred to as “*sounds in the production of which there is not abstraction to the flow of air as it passes the larynx to the lips*”.

In addition to that, when it comes to consonants, Roach defines them as: “*sounds in this there is abstraction to the flow of air as it passes the larynx to the lips*”. The following table represents the classification of English consonant sound

**Note:** (+) is for voiced sounds                      (-) is for voiceless sounds

**Table (2.1): English Consonant Sounds**

	Bilabial	Labiodental	Dental	Alveolar	Palatoalveolar	Palatal	Velar	Glotal
<b>Plosive</b>	+ b - p			+ d - t		+ g - k		
<b>Fricative</b>		+ v	+ ð	+ z - s	+ ʒ - ʃ			- h
<b>Affricate</b>		+ f	- θ		+ dʒ - tʃ			
<b>Nasal</b>	+ m			+ n			+ ŋ	
<b>Lateral</b>				+ l				
<b>Approximant</b>	+ w				+ r	+ j		

(Source: Teaching Pronunciation Celce- Mercia et.al, 1996: 47)

**2.2.5.1.2. Stress at the Level of the Word and Sentence Rhythm**

When going back to phoneticians like Sidney Greenbaun and Randolph Quirk (1973), stress is defined by the prominence that distinguishes and clarifies one part of a word or a longer utterance from the other parts. For instance, the stress on the word “classification” is on the second from the end while the words “what” and “eat” are the ones carrying the stress in the question: “what did you eat? “

Relatively speaking, according to Kenworthy (1987), rhythm is a product of word stress and the way in which important items are foregrounded through their occurrence on a strong beat whereas unimportant items are backgrounded as they occur on a weak beat. In other words, sentence rhythm is a certain pattern built by a number of stress marks perceived as peaks or beats taking positions at exact parts of times while speaking as waves of strong and weak syllables.

As learners practise the speaking of the English language, they will be adhered by a tendency of a “stress-timed” rhythm where the time interval between the peaks is usually the same such as the utterance:

ˈWhere did you ˈgo toˈday?

**2.2.5.1.3. Intonation**

Intonation is a daily confronted issue to most teachers as they have to deal with it when teaching connected speech. It involves the practice rather than the theory. According to Kelly (2000), intonation is the way where the voice goes up (↗) and down (↘) in pitch while speaking. It is a very important element as it helps the speaker to express himself clearly and understand other speakers as they declare their thoughts too.

Regardless of what the teacher focuses on as s/he instructs his learners, he should involve them in contexts to make them fully aware that they necessitate to practise intonation so as to decide what words will take the stress and how to rise or drop a specific part of an utterance. At the same time, learners have to grasp the fact that no matter exact is their grammar and vocabulary, these can lead to a big misinterpretation by the listener due to one incorrect intonation.

Also, speakers can alter one sentence to different meanings just by a slight change in intonation. Therefore, they should learn how to appropriate the expression of items of intonation so that there will be no interference or confusion within the desired sentence. However, learner's competence of language can affect negatively the teaching of intonation and make it a difficult task in class because if learners are unable to choose or find appropriate words in time owing to their vocabulary shortage. Hence, they will over think in search for more particular words and thereby consume more time on the account of smooth intonation.

#### **2.2.5.1.4. Other Examples of Connected Speech**

According to Harmer (2001), in order to accomplish the correct coherency of speech, learners need to be competent in mastering correct pronunciation of the English sounds, i.e. they need to acquire the individual sounds, the use of intonation, as well as numerous aspects related to connected speech which appear clearly when the learners are speaking in a casual and rapid manner otherwise in lectures or while delivering speeches, they will be slow and careful and thereby these aspects do not appear much; therefore, the teaching process necessitates materials from real-life situations to touch a close level of authenticity when handling this sensitive subject. These aspects are:

**2.2.5.1.4.1. Elision**

Kelly (2000) defines elision as “*the disappearance of a sound*”. It resembles assimilation as it occurs in rapid utterances rather than careful and slow ones. Elision happens when a certain sound is somewhat deleted owing to the previous-mentioned speed in order to accessorise speech and economise effort by not trying to pronounce every single sound. Needless to say, it would be impossible to maintain a natural flow of speech and a regular rhythm and intonation of the speaker focuses on putting attention on the correct pronunciation of all words.

**2.2.5.1.4.2. Assimilation**

Assimilation is a new sound production when two others meet. Kelly (2000) also defines it as the modification of sounds on each other when they occur on either word boundaries or within the words themselves. It is said to be having a two way across, it can be progressive or regressive. The former happens when a certain sound influences the following one, and the latter occurs when a sound influences the one which precedes it. In either ways, the sound is altered to be partly pronounced because of a quick speed while producing an utterance. Otherwise, assimilation does not receive any attention in careful speech and learners must be aware of it in order to sound natural and not blocked at the end of every word.

**2.2.5.1.4.3. Linking**

Linking occurs usually when having two words; one ending by a consonant followed by the other starting or proceeding with a vowel. This latter gives a certain extension to the consonant when joined together; consequently, the speaker will appear much more natural and comfortable. Otherwise, s/he will sound much strict to full pronunciation and not have that naturalness and vividness in his speech.

These examples can illustrate what linking is and what effect it can give to the sentence:

**Example:**

- Look there! (No linking)
- Lookk at that tree! (Linking between /k/ and /a/; it becomes /ka/)

### **2.2.5.2. The Setting of the Classroom**

In any teaching situation, class setting is a priority for effective communication and a full grasp of the lesson. At the same time, the teaching of pronunciation is also affected as it requires students to practise speaking and be monitored by their teacher. Unfortunately, the public classes' populations are often too oversized. Even in universities of foreign languages, the number of students in one class is usually between 25 and 30, thus, it is somewhat impossible to tackle every student on his own and ensure proper speaking time for every student in accordance to giving him the correct constructive feedback. Also, the teacher's quality of language can affect the pronunciation lessons which students receive. Most teachers are non-native speakers so the language input they send to their students is altered unintentionally by their accents every day. Therefore, students can rarely achieve proper pronunciation when the teachers are not perfect speakers.

### **2.2.5.3. The Selection of the Suitable Model of Pronunciation**

Another troublesome issue in the process of teaching pronunciation is the selection of the model most suitable to use and teach in EFL/ESL classes because students' production cannot be judged nor evaluated regardless this important perspective. According to Ur (2009), the fact that teachers themselves are often unable to produce a correct accent affected by their mother tongue puts a huge burden for both of the processes; teaching and learning. Should they choose the Standard English, which is the worldwide model comprising acceptable

features of pronunciation? Or the Native model, which favours the native speakers' varieties of English? Or the diverse model, which focuses on the interference between the local variety and the desired model?

Another obstacle is that students are taught every year by new teachers who have a specific accent each; consequently, they will be disrupted and confused about whom to follow for the purpose of adequate pronunciation. Furthermore, the students' inner motivation decides their selections in regards to their future desires, after all, if a student wishes to acquire American pronunciation for further professional or academic extension, only that accent will be drawn in his attention. Ur (2009) declares that it is virtually impossible to answer what is meant by a "correct pronunciation". For this reason, teachers ought to teach a comprehensible accent they can use best equally to informing students by giving them a chance of listening to a range of accents so as to pave their future ways until such time for their personal choices would come.

#### **2.2.5.4. Intelligibility**

Another issue related to the appropriate model utilized in class is the ultimate objective of the teaching process, i.e. the level of pronunciation expected from learners. According to Lock and Latham (1990), human actions are caused by purposes and the setting of goals necessitates actions to take place. In other words, people will be lost and confused without a clear goal they work for to accomplish their needs. These goals should be achievable throughout a long duration of time and not that much easy to become a reality. On the contrary, if goals are impossible, learners will gradually and certainly lose their motivation to pursue any aim.

As mentioned before, according to many researchers like Widdowson (1990) and Heaton (1988), it is evident and a virtual truth that both students and teachers cannot achieve

a perfect English pronunciation but rather approximate only because it is a second language system different from the mother tongue and there are a lot of factors that govern the context. Therefore, the ultimate objective of pronunciation teaching as a whole cannot be accomplished and both teachers and students would end up disappointed.

However, with the Communicative Language Teaching approach, the goal has changed to the most preferable replacement for learners' pronunciation; "intelligibility".

There are many factors that can cause another hindrance in pronunciation intelligibility, among which, the speaker's confidence about what s/he is saying at a time of being worried or hesitated, not to mention the deformation of rhythm and intonation. Moreover, if the listener is familiar to the speaker's accent, the perception process will be much more relaxed and flexible. This is the reason why Mexican teachers of English, for example, may comprehend easily what Mexican learners are saying more than other speakers of English. Simultaneously, same situation is noticed when these learners find it easier to listen to speakers from their country as they communicate in English better than Vietnamese speakers. In a word, the learners' attention should be drawn to Khyhn's observation (1986) that learners should be made aware that every message they utter needs to be understood since that pronunciation is clearly the central factor in learners' success in making themselves understood (Elson 1992).

#### **2.2.6. Techniques Used when Teaching Pronunciation**

With reference to several evident studies (Suter, 1976; Jamieson and Morosan, 1986; Yule, Hoffman and Damico, 1987; Macdonald, Yule and Power, 1994; Elliot, 1995; Derwing, Munro and Wiebe, 1997, 1998; Derwing and Rossiter, 2003), it has been found that the teaching of pronunciation focuses on practice rather than theory for positive effects by means of various teaching methods and techniques on its features. Therefore, teachers are making

use of a great number of techniques for the acquisition of this important aspect of language which can be taught in isolation or in combination with other language skills of listening, reading, speaking and writing. Specifically for Celce, et.al (1996: 8) and Kelly (2000: 16), some common techniques in class have been proposed:

#### **2.2.6.1. Listen and Imitate**

In this technique, students listen to a sequence of sounds or sentences and repeat it. This sequence is provided by the teacher or a tape recorder. The feedback given helps students achieve better pronunciation. Simultaneously, they will remember new vocabulary more easily.

According to Kelly (2000), this technique often takes two forms; it can be in groups or individually. At the same time these two forms can be the complementary stages or phases of the same technique. Firstly, all the class repeats a sound or an utterance “class-drilling”. Later, individual students take turn and pronounce the items on their own to get individual feedback.

#### **2.2.6.2. Phonetic Training**

This technique benefits from articulatory descriptions, diagrams, and phonetic alphabets as teachers provide learners with the basic theoretical knowledge about sound formation. This technique is very effective as it monitors the students’ practice to produce authentic sounds. On the contrary, Lu (2000) presents the example of ESL learners in Hong Kong who have poor English pronunciation due to their shortage of English sound knowledge owing to the absence of practice in using phonetic symbols in the curriculum. Furthermore, the teachers themselves do not receive relevant pronunciation training in the use of phonetic symbols. As a result, they will be unwilling to teach pronunciation and uncertain of how to help their learners best to comprehend and produce better English sounds.

**2.2.6.3. Minimal Pair Drills**

Minimal pairs refer to the words that differ by only one phoneme. These words cause difficulties for the learners; so overcome them, they usually listen to the teacher or a tape and distinguish between the two sounds.

**2.2.6.4. Reading Aloud**

The teacher gives passages or scripts such as poems, rhythms, song lyrics, ect to students who read it aloud and focus on pronunciation features such as stress, timing and intonation. In spite of the fact that reading aloud is not that much acknowledged these days like silent reading, Kelly (2000) argues that it provides a good opportunity for students to recognize the connection between spelling and pronunciation from a side, stress and intonation from another side. Furthermore, it focuses on the crucial importance between words in connected speech.

**2.2.6.5. Recordings of Learners' Production**

As students read aloud, it is very beneficial if they record their readings so that they can have a chance to be evaluated from their teacher, partners and themselves as well as reflecting upon their pronunciation progression in order to identify their mistakes easily and spot light upon what aspects of speech they need to work on for improvement as the next part is going to explain the correct process of evaluating and testing pronunciation.

**2.3. The Evaluation of Pronunciation in Class**

When it comes to teaching pronunciation literature, little attention is given to the issues teachers confront every day concerning its evaluation. Even though the large body of language deals with pronunciation just as it does to any other language skill like reading or writing, pronunciation tends to be unique in certain features that affects its evaluation because it is based on practicing details of speech, even the type of feedback should be appropriately provided to the students.

According to Pennington (1994), pronunciation which is typically viewed as a component of linguistic rather than conversational fluency, is often regarded with little importance in a communicatively oriented class. Teachers tend to view pronunciation as the least useful of the basic language skills; so why not feel the same about its evaluation and sacrifice both of them in order to spend valuable time teaching other areas of language?. This is mainly reflected in the lack of oral exams or accuracy tests about phonetic transcription for example. Even if some teachers do care about teaching pronunciation, they would be interested in getting students perceive the pronounced item by illustrating by starting with the sentence: “It sounds like this...!” and neglecting any evaluation of their accurate production by means of oral exams or corrective feedback.

### **2.3.1. The Purpose of Evaluation**

Inevitably, evaluation seeks to support and improve pupils’ language acquisition. It can also reveal each student’s performance in the learning process. Each stage of evaluation implemented and inspired from the teaching process has a specific objective within its own educational context.

Also, any language evaluation spots the focus mainly on the learner, and provides feedback to both the teacher and the learners about the quality of learning and the effectiveness of the teaching within the classroom. In addition, evaluation is beneficial to inform the teacher whether there are blanks between what the learners recognize and what the teacher expected them to have understood.

Likewise, it gives organizations about strategic changes and helps to measure progress more than just data and information. It may lead to new doors for EFL learners to enhance their motivation and change their attitudes towards their learning process. As a result, they will give birth to a clearer vision of what the world is expecting from them and build a desire for learning so as to help them learn how to learn.

In short, evaluation serves as a twofold process for both teacher and learner. The former measures the progress toward established learning outcomes, and is provided with a basis for reflection, discussion and feedback to improve EFL curriculum and the later recognizes his correct level and focuses on improving any limitations. Therefore, it should be appropriately implemented to satisfy the initial purpose of learning.

### **2.3.2. The Main Issues Related to the Evaluation of Pronunciation**

Pronunciation has been described by researchers such as Iwashita, Brown, McNamara and O'Hagan (2008) as a "*first level hurdle*" for learners to master because if they cannot make themselves understood, they will not be able to be evaluated on any scale. In spite of its crucial importance in spoken language, it doesn't receive much attention in either the teaching or the testing literature.

Moreover, Bobda (2003) claims that pronunciation is quite underestimated when evaluated because teachers focus on the purpose of testing which is awarding grades. However tests should be designed to motivate students to be sensible to this aspect of the English language.

Accordingly speaking, pronunciation is tested globally in different types of conversational exchange, interview or reading aloud that go on in the classroom. What seems to be insufficient is the testing of accuracy that is, testing to evaluate the learner's management of specific features, segmental or suprasegmental. This insufficiency is due to two main reasons.

#### **2.3.2.1. Negative Stereotypes about Pronunciation**

First, many teachers do not consider it useful to test specific features basing their beliefs on the concepts that we cannot be fluent for 100% but only "*approximate*" (Widdowson 1990). In addition to this, according to Heaton (1988:88), the mastery of specific features does not matter much in real-life contexts where the situation always governs and provides

the cues for the learner to interpret what s/he hears or to make her/himself understood even if the ideal quality of fluency is not reached.

*“ ..It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly.”*

Heaton (1988:88)

### **2.3.2.2. The Administration of the Evaluation process**

The second reason is the difficulties involved in testing oral skills specifically in the field of administration. It is often impossible to manage the large number of students to be tested such as the Algerian secondary schools where their numbers can reach until 45 students per class. Testing equipment, like laboratories or recorders, is scarce in many Third World countries where English is taught. Even when such material is available by the teachers' personal efforts, testing may be rendered impossible by the lack of even more basic facilities like timetabling or the shortage of simple materials like speakers, data shows, or even electricity. Finally, when students finish their secondary school they go through their BAC exam where candidates have to respond, in writing, to one pronunciation question having the grade of one point only.

### **2.3.2.3. A Lack of Evaluation Training**

Furthermore, research has indicated that many teachers lack confidence and training in their expertise in pronunciation learning and teaching (Levis 2006, Macdonald 2002). Therefore, as examiners, they may not feel as comfortable judging pronunciation as they do with other aspects of a speaker's performance; consequently, they will end up wanting to

avoid pronunciation altogether. Besides, numerous teachers consider testing segmental and suprasegmental features to be useless based on the belief that these aspects do not matter much when they are integrated in real life situation where the context provides for the listener cues to understand regardless the ideal quality of phonemes (Heaton, 1988:64)

#### **2.4. Conclusion**

There are many reasons why the teaching of ESL/EFL pronunciation is currently less than optimally effective, and for sure, no one is blameful whether pronunciation specialists, teachers, or academics. Language pronunciation is a topic of great theoretical interest and practical relevance which unfortunately has been out of fashion for some decades.

For the purpose of finding out the difficulties that account for the teaching/evaluating the students' pronunciation in the secondary school, it is of paramount importance to review ahead the theoretical background of pronunciation teaching and learning itself by flipping over a quick scope through its long history and try to gain insights about the process of both teaching and learning in regards to the problems encountering the students and teachers altogether

This chapter has also reviewed the relevant literature to the factors influencing the process of teaching and various techniques in terms of practice in relation to the important role of pronunciation in supporting the learners' self- improvement and their overall communicative power.

Moreover, there are even fewer studies based on the Algerian secondary school experience. To date, research into classroom teaching of pronunciation has been carried out at a limited school level and has hardly focused on evaluation. Therefore, this present study is intended to expand the scope of this specific research field by exploring the first-year secondary school level and investigate the detailed features of classroom pronunciation teaching and evaluation each.

*Part Two*

**Research  
Methodology  
and Findings**

*Chapter Three*

**RESEARCH DESIGN  
AND DATA  
COLLECTION**

**3.1. Introduction**

The necessity as well as the wide spread of English over the world may justify the continuous changes and developments of teaching methods and approaches in all domains. Each new method or approach is built on the limitations of the preceding one. For the Algerian situation, it has become an obligation to comply with modernity especially education which is the first step to prepare the coming generations so as to serve their personal desires as well as the future of the country. To achieve that goal, it is our duty to search for more updated tools to improve current limitations. The fennel of this study is a call to improve the teaching and evaluation of pronunciation in our Algerian secondary school, more precisely, the first-year syllabus.

Accordingly, this chapter presents the practical part of the research as it introduces the research design which is based on a questionnaire handed to a sample of teachers in the field and first-year students from an Algerian secondary school. Also it will collect the data by means of tables and figures in order to facilitate the analysis phase coming in the next chapter.

**3.2. The Research Design**

With reference to what has been mentioned before, this research study is carried out in order to investigate the main causes and factors why pronunciation teaching and evaluation are neglected in the Algerian secondary school. This issue is drawn from the fact that the students still lack the oral ability to express utterances and sounds accurately in spite of studying four years in the middle school and another three in the secondary level.

So as to pursue more reliable answers to this problematic, a case study was adopted in this research to make it easier in the phase of gathering data about the factors and causes of students' low achievement in pronunciation in spite of having said that the Algerian

authorities prioritized the goal of fluency and the ability to speak well for future benefit as they are aware of its importance all over the world.

In this regards, the case study of this research is purposeful as it seeks to examine the factors which cause this lack of fluency in students and how they reached this problem. Inevitably speaking, and according to Kothari (1990), the purpose of a case study is to decide and fix the factors that hinder the behaviors of a given totality of persons, i.e. it is an intensive investigation which highlights one or more cases to provide a detailed explanation of what issues are encountered and how effective are the implemented theories and models in the real world. Yin (1984: 23) refers to a case study by saying:

*“A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”*

(Yin, 1984: 23)

Therefore, a case study is a kind of a research methodology that is built on a deep investigation of one or more individuals or events so as to reach efficient solutions. It may rely on quantitative or qualitative evidence or both as a variation of backgrounds for maximum benefit and more accurate and transparent data. This latter can be interpreted by representing a multiplicity of viewpoints.

Moreover, Cohen (2000) et al. comments on the case study that it can establish cause and effect in real life contexts as a powerful determinant for research. However, not all researchers are for this step such as Kothari (1990) who claims that case study methods consume time and a lot of expenditure. In addition to that, the findings are not always comparable and the results may not be generalized except for other settings where the case study conditions are available and where other researchers observe their applications.

**3.2.1. The Research Sample Population**

Along the procedures of any investigation in the field of educational reforms, the sample is a core centre to apply the study upon, This research's sample is a number of EFL teachers from different secondary schools whereas the students will be from the first-year literary and scientific streams from the secondary school 'Chergui Ben Ahmed' in a commune called Hacine in Mascara.

**3.2.1.1. The Profile of the Teachers' Sample**

These teachers (25 PES) are from various Wilayas across Algeria. They were requested in this study in an attempt to elicit pieces of information about their perspectives to the teaching pronunciation in their careers and how they deal with it in their everyday lessons along with their students.

They were selected randomly regardless their age, sex or experience in teaching the English language, they were included in this study according to the rationale of gaining more accurate and relevant data because of their everyday direct contact with the students and the syllabus. Also, they could provide us with more additional guidance and pieces of advice to ensure the appropriateness of the research management.

Evidently, according to McDonough et al. (1997), any research which is conducted from the teachers' contribution results into various outcomes where teaching methods are innovated and the classrooms become more organized; consequently, the educational curriculum and knowledge in general are to be more developed.

**3.2.1.2. The Profile of the Students' Sample**

The subjects of the research's sample were 40 first year from the secondary school 'Chergui Ben Ahmed' located in the commune of Hacine, 20 kilometres west Mascara. The students pursue their studies under the common core of both the literary and the scientific streams respectively. These students have the luggage of basic English from a

time load of four years in the middle school because of the educational reform system, conversely to the previous programme where English was taught during only three years. The students were chosen according to a random selection from different classes and they expressed their willingness to respond to the questionnaire. It is worth noting at this stage that the common core, either scientific or literary, has the same English syllabus with different time load. However, only literary students are allowed to subscribe for foreign languages in the next second year.

### **3.2.2. The Research Instrument**

In order to set forth this research into the outside world, it must be implemented using accurate research instruments to have access in attaining some reliable information, i.e. quantitative and qualitative data blended within one questionnaire. This latter was administered to the EFL secondary school teachers as well as students. With reference to this, Malterud (2001) stated that instruments in general can make the researchers gain a better understanding of the meaning and implications of their findings.

As far as a questionnaire is concerned in the field of academic research, (Sommer et al.: 2001) defined it as a self-report data collection instrument which is filled out by the research participants themselves. It may refer to a series of written questions on a certain subject about which the desired opinions are sought.

It is widely accepted that the questionnaire is one of the most popular research tools in applied Linguistics for it is easy to construct, collect and treat a large amount of data through simple questions inspired from the participants daily habits. Likewise, Dörnyei (2007: 101) points out:

*“The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable*

*of gathering a large amount of information quickly in a form that is readily processible.”*

(Dörnyei, 2007: 101)

Relatively speaking, the questionnaire is considered as well-known means of collecting data that can be analysed in terms of quantity and quality. It gives also the chance to enable the researcher to collect the appropriate data with a close density to the research objectives and the ones waiting to be analysed and measured in numerical data as described by Wilson et al., (1994: 1):

*“The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze”.*

(Wilson et al., 1994: 1)

In the light of this fact, a binary questionnaire was utilized as a research instrument to collect the necessary data for the research; the respondents have adequate time to supply well with reliable and dependable answers.

Alternatively, with reference to Kothari’s statement (1990), this instrument has some drawbacks due to the fact that some respondents do not bring back the questionnaire at the deadline in spite of reminding them several times. Also, there might be a risk of collecting incomplete or inaccurate information, especially when the respondents are confused about certain vague questions; therefore the questionnaire was administered by one teacher other than the researcher to clarify any ambiguity.

**3.2.2.1. The Questionnaire of the Teachers**

The total number of the filled questionnaires was 25 by teachers who were not reluctant to interact with their handouts as they expressed their perspectives clearly about the issues they deal with when handling pronunciation.

The teachers' questionnaire is separated into two segments or parts: The first part includes teachers' background information whereas the second part contains questions related to the research project concerning the causes and factors that determine their learners' areas of limitations as they acquire pronunciation. This part of the questionnaire is formulated through the use of closed, mixed and open-ended questions. These last ones particularly aim at providing answers to the research questions and further personal details the researcher may have dismissed during the preparation of the questionnaire. It also allows us to collect data that can be analysed quantitatively and qualitatively.

For further explanation, close-ended questions are usually of the type of 'YES' or 'NO' questions or those of multiple choice questions (mixed suggestions) which are used for the possible responses expected or known, a range of responses are prescribed and chosen by the respondents. Open ended questions, on the other hand, enable the respondents to write free responses in their own terms from their own points of view, to explain and qualify their responses as well as providing the researcher with pieces of advice for the purpose of formulating latter appropriate procedures and also to help identifying possible answers for closed-ended questions during future questionnaires.

In the case of the designed questionnaire for this study, it comprises fifteen questions divided into four rubrics (see Appendix One):

a- Rubric One: after asking about the teachers' backgrounds in teaching the English language, the first part of the questionnaire seeks to draw the attention to the teachers'

perspective towards the importance of pronunciation and how far their students are interested in learning it.

*b-* Rubric Two: this part spots the main lights on whether teaching pronunciation uses a number of techniques some are suggested by the researcher and teachers here have the opportunity to enrich the study with personal strategies inspired from their every day contact with their students.

*c-* Rubric Three: this part is somewhat critical towards the textbook the teachers use for the purpose of teaching pronunciation, how they perceive it, and how they evaluate the students' performance using the textbook. Finally, they were asked about their practical suggestions for adjustment procedures if any limitations exist.

*d-* Rubric Four: the last rubric is a personal space for teachers to give their own comments and evaluation of teaching pronunciation in the Algerian context since that teachers are the ones in the field as they battle the difficulties and are in need for local research which focuses on our circumstances owing to the fact that the availability of materials and books designed for more developed classes do not always fit our educational context.

### **3.3.2.2. The Questionnaire of the Learners**

The questionnaire is selected as an instrument of research because of the fact that they save time and effort; one can collect a huge amount of information in an organized manner. Furthermore, if the questionnaire is well structured, processing data can be fast, relatively straightforward and students will feel at ease as they respond to the interrogations. In the present investigation, a questionnaire has been chosen for eliciting data from the informants to investigate the research questions and hypotheses (see Appendix two). It has been administered to 40 students of the first year and translated in Arabic so as to meet all students' levels of comprehension.

The questionnaire contains three types of questions as well: closed, open and mixed:

a- Closed Questions: they request the informant to opt for one of the proposed possibilities without commenting.

b- Mixed Questions: they ask the informants to choose one of the proposed possibilities, and then justify his answer.

c- Open Questions: they invite the informant to express freely his point of view. The students' questionnaire comprises a set of fifteen questions divided into four rubrics:

1- Rubric One: aims at making them comfortable since that they are not used to answer questionnaires and ensure the informants to respond freely in order to avoid confusion. The first two questions aimed at revealing background information about their amount of time being exposed to learn English; and whether they really liked learning the English subject.

2- Rubric Two: the next three questions intended to get an idea about the students' perspectives towards their pronunciation, their teacher's, how it is dealt with in class in terms of the used techniques and strategies to teach it.

3- Rubric Three: at this level (Question 11), the researcher draws learners' attention towards the role of real life contexts such as TV, the internet, films and songs in acquiring correct pronunciation.

4- Rubric Four: it aims at taking a students' point of view about a new kind of evaluating pronunciation by promoting oral skills and finally the questionnaire ends with a suggestion free space for learners to propose new ways of teaching and evaluating pronunciation in class and out in the light of the fact that they are the vital ones in the educational process and their needs and interests must be the launch line in designing correct curriculum.

This section is composed of processing the data obtained from every question used during the empirical study, namely: teachers' and learners' questionnaires which will be discussed and interpreted after being analysed qualitatively and quantitatively.

### 3.3. Data Collection

#### 3.3.1. Methods of Data Collection

The procedure of collecting the data is processed both quantitatively and qualitatively:

##### 3.3.1.1. Quantitative Data Collection

The quantitative method of analysing data is considered as a deep efficient style of managing the gathered data; it provides numerical information and clear comparisons. As a result, the research instrument used in this investigative study, namely, the questionnaires were applied, analysed and measured in terms of the frequency of various phenomena using percentages and numbers.

##### 3.3.1.2. Qualitative Data Collection

This approach is trusted when the collection of qualitative data occurs. With reference to Wiersma (1995), qualitative research carries out a systematic inquiry into the complex phenomena experienced by the participants by examining their words, actions and points of view in descriptive ways. This view is also maintained by Cohen et al., (1995: 41):

*‘Qualitative researchers seek lived experiences in real situation’.*

In addition, qualitative research attempts to unveil the way the participants interpret situations and their perspectives towards a specific opinion. Also, it seeks to grasp the meanings regarded as reflexes to actions by the participants. Moreover, the outcomes emerged out of this method are considered as reliable and valuable too.

In this research, even though the instrument is unified when conducting information from both teachers and students, not all of questions asked can be processed in numbers and percentages as in the quantitative method; there are others which necessitate the qualitative perspective in order to succeed in analysing them for the purpose of spotting accurate and reliable results as Wallace (1998) pointed out that:

*‘Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore ‘subjective’*

(Wallace, 1998: 38)

### 3.3.2. The Results

#### 3.3.2.1. Teachers ‘Questionnaire Results

The principle objectives of this research instrument were to explore the relevant areas of the study with reference to secondary school students and to draw out the appropriate pieces of information about their perceptions and perspectives concerning the factors which form the basis for the areas of limitations noticed in the teaching and evaluating English pronunciation. As a consequence, it seems absolutely necessary that teachers think deeply about their practice and their assumptions on EFL students’ pronunciation skills. In relation to this, the sample was considered to be the representative of this population category. They had an experience varied in terms of length estimated between 03 and 25 years as shown in table (3.1) below:

**Table (3.1): Teaching Experience**

<b>Years of Experience</b>	<b>Number of Teachers</b>
<b>5 years and less</b>	<b>06</b>
<b>6- 10 years</b>	<b>07</b>
<b>11 – 15 years</b>	<b>10</b>
<b>20 – 25 years</b>	<b>08</b>
<b>Total</b>	<b>25</b>

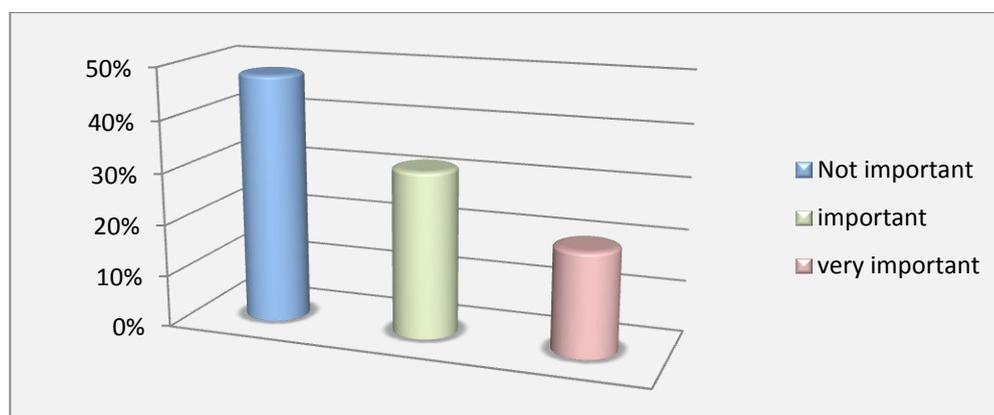
**Question 1:** How far is teaching pronunciation important in your English classroom?

This question aimed at gaining insight about these teachers' perceptions to the importance of teaching pronunciation or dealing with it in their classes. Surprisingly, only five (05) teachers think about English pronunciation teaching as being crucial in their teaching process while eight (08) of them saw that it is an ordinary aspect to deal with. Nonetheless, the majority of them (12) thought it was not that much important to focus on as they proceed their teaching programme.

**Table (3.2): Teachers' Perspectives about the Importance of Teaching Pronunciation**

Suggestions	Frequency	Percentage
Not important	12	48%
Important	08	32%
Very important	05	20%
<i>Total</i>	<i>25</i>	<i>100%</i>

**Figure (3.1): Teachers' Perspectives about the Importance of Teaching Pronunciation**



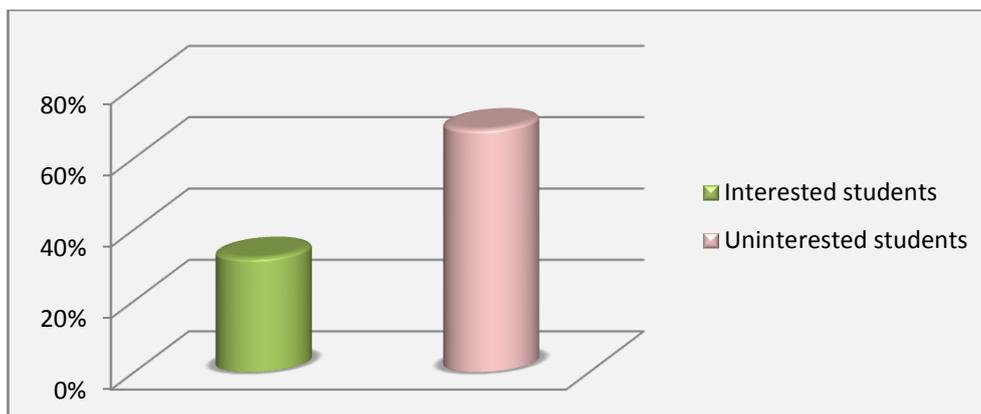
**Question 2:** Are your students interested in pronunciation lessons as much as their interest in others (grammar, writing, speaking...)?

This question attempts to spot light on the students’ degree of interest in teaching pronunciation in class knowing that they will not be tested on it as much as other aspects like grammar or vocabulary. The responses’ were very clear; only eight (08) teachers agreed with the opinion saying that their students do interact and accept pronunciation tuition but the vast majority were the teachers (17) who said that their students do not show any interest when they learn pronunciation. The next table (3.3) shows these digits translated into percentages:

**Table (3.3): Teachers’ Opinions about the Degree of their Students’ Interest in Pronunciation**

<b>Suggestions</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>08</b>	<b>32%</b>
<b>No</b>	<b>17</b>	<b>68%</b>
<b>Total</b>	<b>25</b>	<b>100%</b>

**Figure (3.2): Teachers’ Opinions about the Degree of their Students’ Interest in Pronunciation**



In relation to this question, when asked ‘Why?’ about the reason behind this phenomenon, they said that their students lack information about phonetic knowledge because they have forgotten what they learned in the middle school. Also, they seem to care only in items that often occur in their minor tests or exams; therefore, they are not interested to learn pronunciation only when dealing with simple items such as final ‘s’ or final ‘ed’ which are conceived as easy for them.

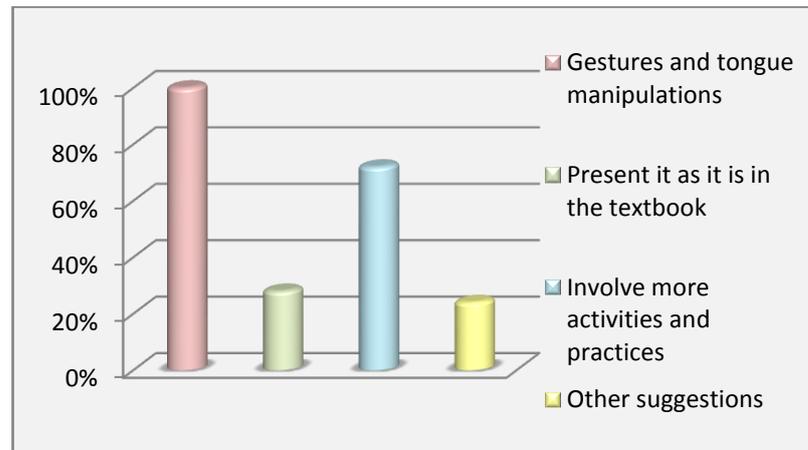
**Question 3:** What are the techniques you usually use when introducing a new item of pronunciation e.g. Stress?

The question addresses the techniques utilized in class about the way they teach pronunciation aspects, it is worth mentioning here that they could have the chance to select more than one suggestion if it fits them. All of the teachers chose the techniques of gestures and tongue manipulation when they teach items of pronunciation like stress or intonation whereas when it came to the way they adjust the lessons, only seven (07) supporters are counted for presenting the lessons as they are in the textbook meanwhile (18) teachers selected that they try to involve extra activities and examples when dealing with pronunciation so as to clarify the meanings. Some teachers (06) wrote that they ask their learners to repeat out loud after them after listening to the correct pronunciation of the items. The next table (3.4) represents these results:

**Table (3.4): Most Common Techniques of Teaching Pronunciation**

Suggestions	Number of Supporters	Percentage
Gestures and tongue manipulations	25	100%
Present it as it is in the textbook	07	28%
Involve more activities and practices	18	72%
Other suggestions?	06	24%

Figure (3.3): Most Common Techniques of Teaching Pronunciation



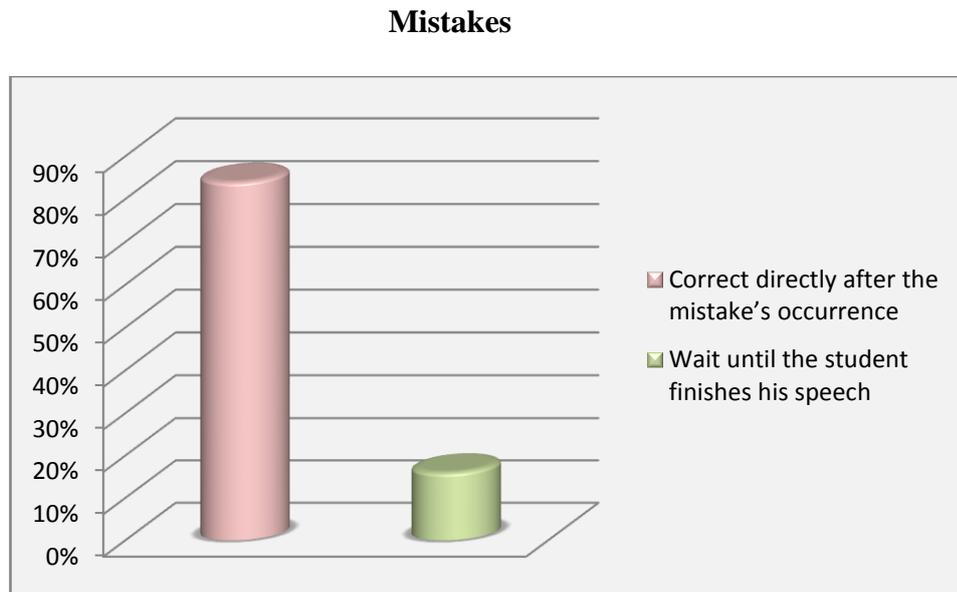
**Question 4:** Do you correct your students’ pronunciation mistakes and WHEN exactly?

This item did not seem to be less significant as it provides information about the feedback given to students when they make pronunciation mistakes. All the teachers had agreed that they correct their students’ mispronunciations but when it came to the appropriate time for the correction, they disagreed; almost all teacher (21) said that they correct straight after their students’ mistakes rather than waiting for their speaking time to be finished so as not to forget it or make students misconceive the mistake as correct speech without their teachers’ feedback. The numbers are presented also in table (3.5):

**Table (3.5): Teachers’ Most Preferable Time for Correcting Pronunciation**

Mistakes		
Suggestions	Frequency	Percentage
Correct directly after the mistake’s occurrence	21	84%
Wait until the student finishes his speech	04	16%
<i>Total</i>	<i>25</i>	<i>100%</i>

**Figure (3.4): Teachers’ Most Preferable Time for Correcting Pronunciation**



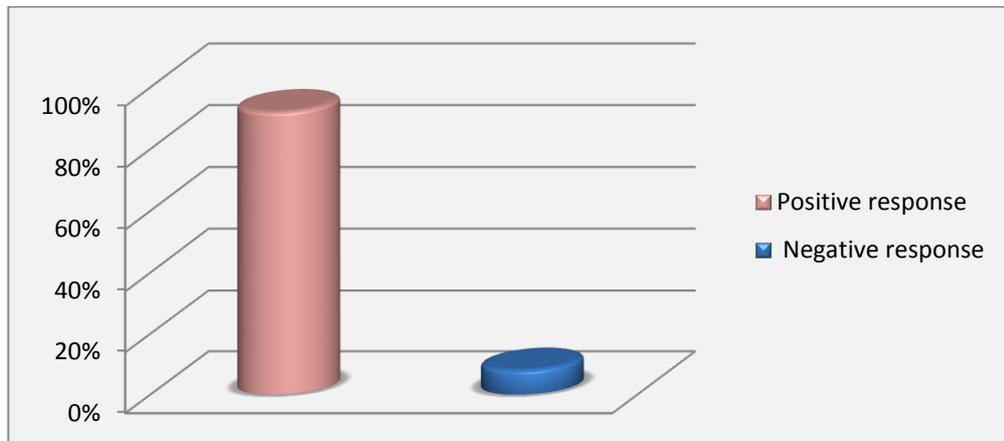
**Question 5:** Do you use phonetic transcription to explain words’ correct pronunciation?

About the issue of using phonetic transcription, more precisely, when explaining the correct pronunciation of segmental and suprasegmental features, it is found that almost all of the teachers (23) do not give approval to the use of any of them as they prefer oral gestures.

**Table (3.6): Teachers’ Use of Phonetic Transcription**

Suggestions	Frequency	Percentage
Yes	03	08%
No	23	92%
<b>Total</b>	<b>25</b>	<b>100%</b>

Figure (3.5): Teachers’ Use of Phonetic Transcription

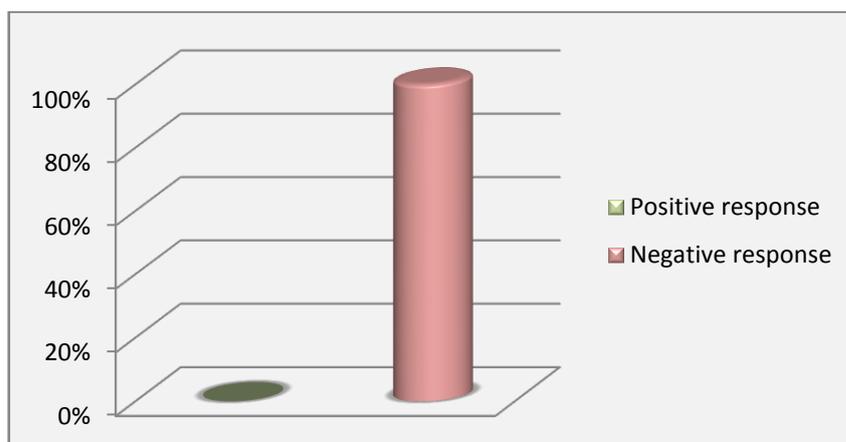


**Question 6:** Do your students find it easy to transcribe words?

Similarly to the above question’ topic, this one was targeted to figure out students’ reactions towards using phonetic transcription of words and to describe their ability to mark stress and classify the correct intonation. As it was expected, all (25) teachers agreed that their students are unsupportive as they dislike them. Subsequently, they are in need to much effort to deal with these skills.

Table (3.7): Students’ Ability of Using Phonetic Transcription

Suggestions	Frequency	Percentage
Yes	00	00%
No	25	100%
<i>Total</i>	25	100%

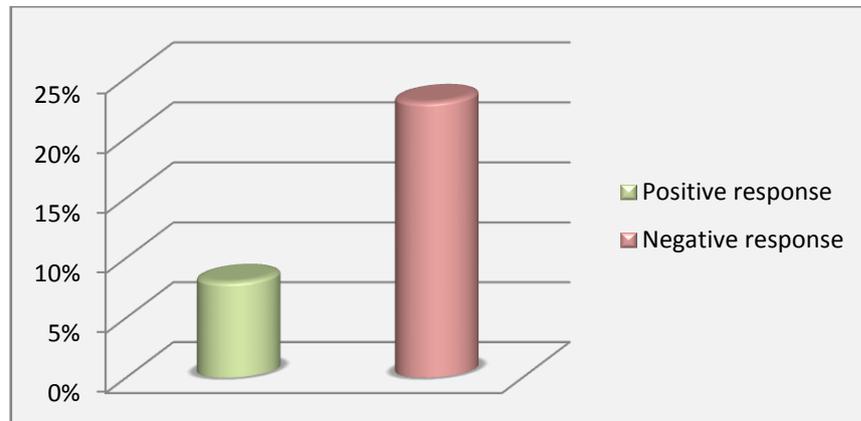
**Figure (3.6): Students' Ability of Using Phonetic Transcription**

**Question 7:** Do you use the teaching equipments (Data Show- Speakers- games...) in pronunciation lessons?

To explore whether teachers utilize the teaching pedagogical materials (speakers and data shows) in pronunciation teaching as they use them in other lessons of grammar, speaking and writing, the data presented describes the clear intolerance with any of these ideas (23) teachers have selected the 'No' suggestion. Conversely, only the two (02) teachers who are inexperienced (having the experience of only two and three years) chose the 'YES' suggestion.

**Table (3.8): Teachers' Use of Pedagogical Materials in Teaching Pronunciation**

Suggestions	Frequency	Percentage
Yes	02	08%
No	23	92%
Sometimes	00	00%
<i>Total</i>	<i>25</i>	<i>100%</i>

**Figure (3.7): Teachers' Use of Pedagogical Materials in Teaching Pronunciation**

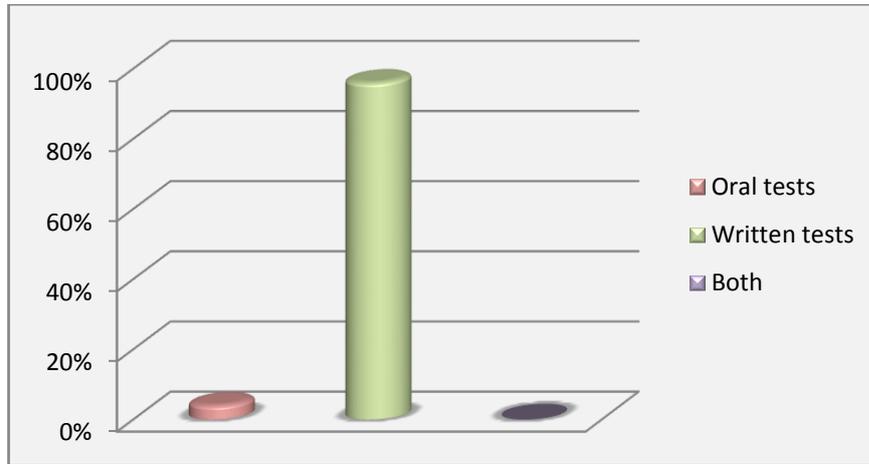
**Question 8:** When evaluating your students' pronunciation in exams, what do you involve?

For the purpose of eliciting information about the nature of evaluating pronunciation in class, the next table (3.9) presents the results which show a low tendency (01 teacher) towards the use of oral expression and oral exams even though it is given an exclusive mark when counting the students' average along with French and Arabic. On the contrary, twenty four teachers (24) showed a negative inclination as they prefer written tests to evaluate the oral ability.

**Table (3.9): Teachers' Involvement of Oral exams**

Suggestions	Frequency	Percentage
Oral exams	01	04%
Written exams	24	96%
Both	00	00%
<b>Total</b>	<b>25</b>	<b>100%</b>

Figure (3.8): Teachers' Involvement of Oral Exams

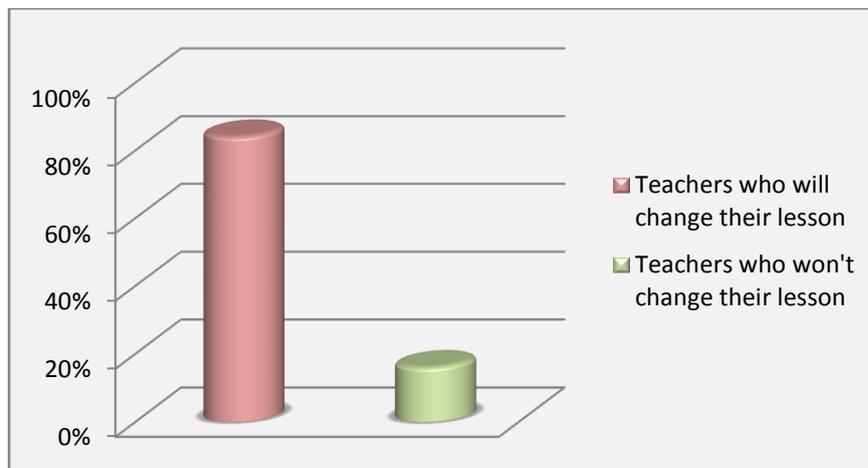


**Question 9:** If the inspector pays you a visit before starting a pronunciation lesson, would you change the lesson?

This question attempts to know how competent and skillful teachers feel when they perform pronunciation lessons, especially if someone superior is observing and judging them like the inspector. Table (3.10) demonstrates these results by an estimated number of twenty one (21) teachers who are willing to change the lesson for the sake of presenting another good one in front of the observer.

Table (3.10): Teachers' Attempt to Change their Pronunciation Lesson

Suggestions	Frequency	Percentage
Yes	21	84%
No	04	16%
<i>Total</i>	<i>25</i>	<i>100%</i>

**Figure (3.9): Teachers' Attempt to Change their Pronunciation Lesson**

**Question 10:** Do you notice any points of lacks in the textbooks concerning pronunciation teaching and evaluating?

This issue was of paramount of importance, for it sought to obtain data with reference to the first-year coursebook's validity of the lessons teaching and evaluating pronunciation skill in the class. Apparently, all teachers (25) were against the textbook as it does not provide this skill with appropriate time load neither to teach it nor to evaluate it. The question here was open-ended so when asked to justify; teachers' responses varied to spot light upon the main issues confronted on a daily basis, they all agreed that the few lessons' design was not very understood by the fact that they are not divided to the four Ps (Preparation, Presentation, Practice, and Production). The second issue was that teachers have noticed that most of the lessons designed for the 'Say It Clear' part are not involved in the BAC exam so why bother teach them to students who have forgotten the basics of phonetic transcription taught in the middle school. Plus, they described the part of evaluation as 'inexistent' and inaccurate.

**Question 11:** Does the course book give appropriate time to **teach** pronunciation?

This question aim to reveal what the teachers think about the time devoted to teaching pronunciation. Importantly, all teachers, regardless their experience, agreed that the textbook does not support the efficient lessons' of pronunciation that could affect students' oral performance by the fact of existing five lessons only in the whole year, two of them are almost identical, which means that teaching pronunciation is not given the time it deserves within the whole syllabus.

**Table (3.11): Teacher's Opinions about the Time Devoted to Teaching Pronunciation**

Suggestions	Frequency	Percentage
Yes	00	00%
No	25	100%
<b>Total</b>	<b>25</b>	<b>100%</b>

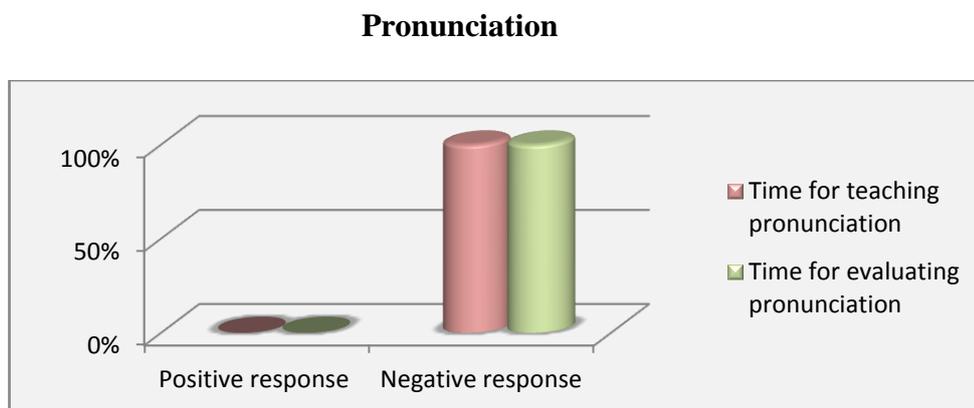
**Question 12:** Does the course book give appropriate time to **evaluate** pronunciation?

This question has a strong relation with the one preceding it as it is special also to describe the time load devoted not to teaching this time but to evaluate and correct students' mispronunciation. Likewise, all teachers agreed again that the evaluation time does not meet their students' to be assessed for remedial work or at least to classify their level as poor, acceptable, or fluent speakers.

**Table (3.12): Teacher's Opinions about the Time Devoted to Evaluating Pronunciation**

Suggestions	Frequency	Percentage
Yes	00	00%
No	25	100%
<b>Total</b>	<b>25</b>	<b>100%</b>

Figure (3.10): Teacher’s Opinions about the Time Devoted to Teaching/Evaluating



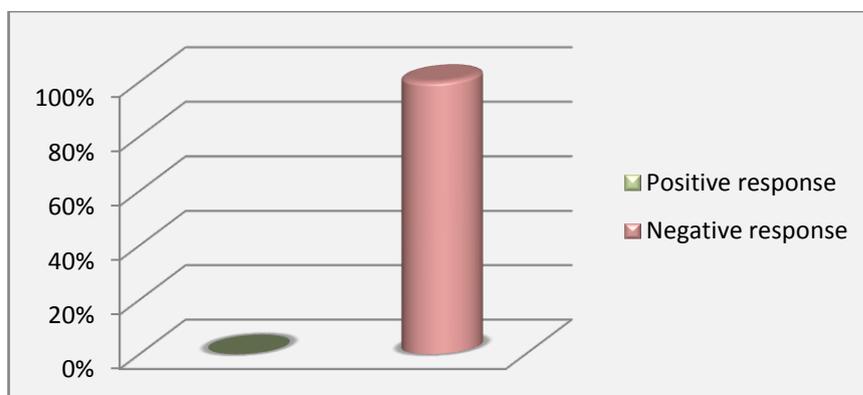
**Question 13:** Do you think the BAC exam has fulfilled the importance of pronunciation aspect?

Since the Algerian secondary school curriculum ends in the fennel of a one national exam to give a certificate for students to be a part of the higher education in the university or to qualify them among other specialties, the English language must be included. This question was targeted to collect data about the teachers’ opinions concerning how pronunciation is presented in the nation exam’s (BAC). As it was expected, all teachers agreed about the neglection of this exam to giving proper attention to this important aspect by the fact that twenty points (20pts) among which only one point (01 pt) is devoted to the evaluation of pronunciation capacity and what the students’ have learned through out three years.

**Table (3.13): Teachers’ point of view about the Involvement of Pronunciation in the BAC Exam**

Suggestions	Frequency	Percentage
Yes	00	00%
No	25	100%
<i>Total</i>	<i>25</i>	<i>100%</i>

**Figure (3.11): Teachers' Point of View about the Involvement of Pronunciation in the BAC Exam**



**Question 14:** Is there anything else you would like to add in relation to teaching and evaluating pronunciation in the Algeria secondary school first-year syllabus?

The last but not least part of the questionnaire was a desire to collect some of the main suggestion from the teachers' perspective since they are the ones in the educational field in front of students on a daily basis. They can provide us with accurate information about many aspects of teaching strategies. In this research particularly, they have focused on many items to be added into the curriculum and more precisely, to the syllabus of the first year. Table (3.14) summarizes their concrete suggestions:

**Table (3.14): Teachers' Suggestions to Develop Pronunciation Teaching and Evaluation**

<b>Suggestions Provided by the Teachers</b>	<b>Number of Supporters</b>
<b>Adding more practical lessons of pronunciation in each unit</b>	<b>24</b>
<b>More attention should be embodied for pronunciation in the BAC exam (more marks)</b>	<b>21</b>

Providing the teachers with an audio book accompanied to the textbook and containing authentic communication tracks and educational videos	14
Enhance the book with more performance tasks evaluated orally	11
Giving the teachers the correct education about how to teach and evaluate pronunciation in the correct manner	07
Providing schools with labs for foreign languages acquisition just like science and mechanics.	06

### 3.3.2.2.Learners' Questionnaire Results

The objective of this instrument is to identify the major causes behind the limitations noticed in students as they perform oral English, more precisely, pronunciation. The conducted questionnaire with the first-year students is analysed in this section.

#### ➤ Identifying the gender of the respondents

In this exploratory study, the questionnaire was conducted with 40 first year students from both literary and scientific streams from 'Chergui Ben Ahmed' secondary school during the school year of 2015- 2016. The sample consisted of the two sexes: 20 females and 20 males; so, this research embodied all the population to collect various data.

**Table (3.15): Students' Gender**

Gender	Numbers	Percentages
Boys	20	50%
Girls	20	50%
<i>Total</i>	<i>40</i>	<i>100%</i>

Figure (3.12): Students' Gender

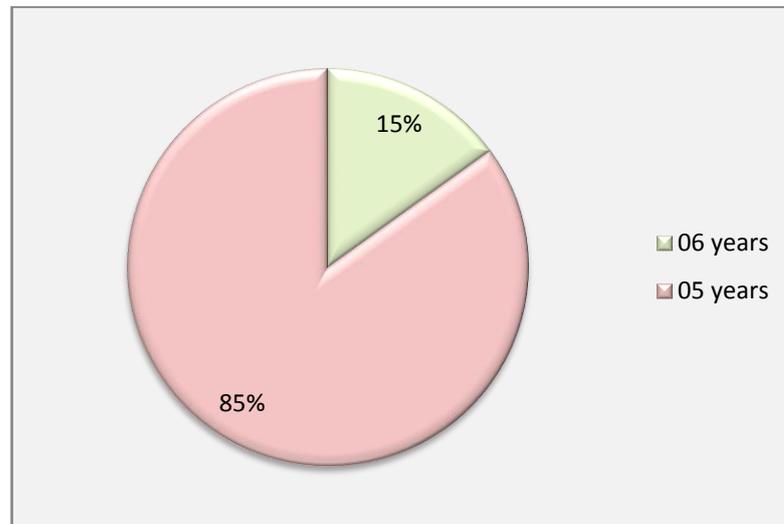


**Question 1:** How long have you been learning English?

To investigate the time spent in learning English, the table below shows that the majority of the respondents (34) have been studying English for five years divided into four years in the middle school and the current (one) year in the secondary school. Only six (06) students have been studying it for 6 years as they repeated one year during their life learning either in the middle or the secondary school.

Table (3.16): Years of Learning English

Years of Studying English	Students	Percentage
05	34	85%
06	06	15%
<i>Total</i>	<i>40</i>	<i>100%</i>

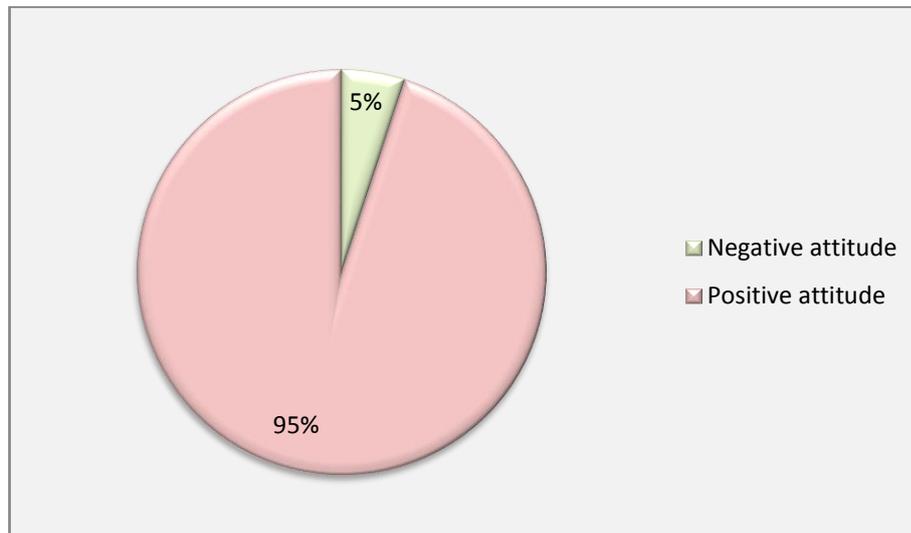
**Figure (3.13): Years of Learning English**

**Question 2:** Do you like learning English? (Or are you learning it just because it is a compulsory subject?)

This question was asked for the purpose of identifying the students' inner motivation towards the English subject. The data shown in the table indicates strongly the positive attitudes towards the learning of this language by the opinions 95% of the students. In addition to that, they expressed in their own words that it is the world's language and they need it for their futures.

**Table (3.17): Attitude towards Learning English**

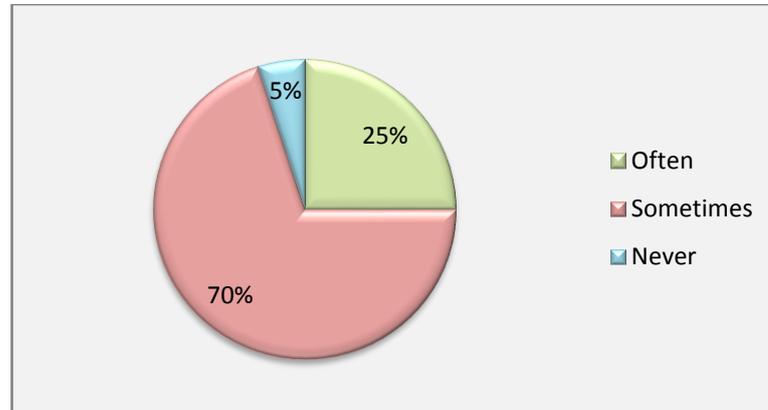
Suggestions	Frequency	Percentage
Yes	23	95%
No	02	05%
<i>Total</i>	<i>40</i>	<i>100%</i>

**Figure (3.14): Attitude towards Learning English****Question 4:** Do you participate in class?

About the description of whether the students participate in class or not, the results revealed that they have varied responses where most of them (28) chose the 'sometimes' suggestions and ten (10) chose the 'often' choice. Finally only two (02) were ineffective students in their classes and they do not participate at all. The following table describes these results clearly:

**Table (3.18): Students' Participation in Class**

Suggestions	Frequency	Percentage
Often	10	25%
Sometimes	28	70%
No	02	05%
<i>Total</i>	<i>40</i>	<i>100%</i>

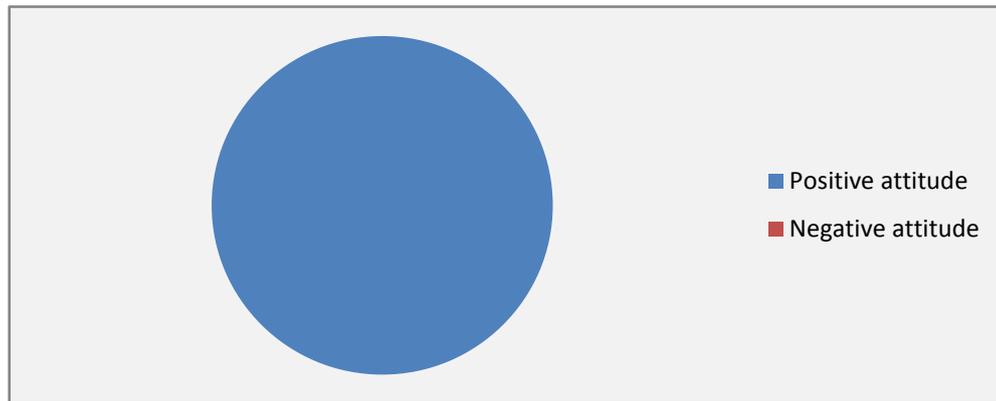
**Figure (3.15): Students' Participation in Class**

**Question 5:** Are you aware of the significance of practising an acceptable pronunciation skill?

This question aims to unveil whether the students are aware of the significance of pronouncing well while speaking or uttering in English. Importantly, the results showed that all the of them regardless their level of proficiency or their participation have responded positively to this point by emphasizing their essential need of oral English since the TL is increasingly the world language used across all nations in many fields. For them, it would be necessary especially for future professional use.

**Table (3.19): Students' Awareness of the Importance of Oral Skills**

Awareness of the importance of oral skills	Frequency	Percentage
Positive attitude	40	100%
Negative attitude	00	00%
<i>Total</i>	<i>40</i>	<i>100%</i>

**Figure (3.16): Students' Awareness of the Importance of Oral Skills**

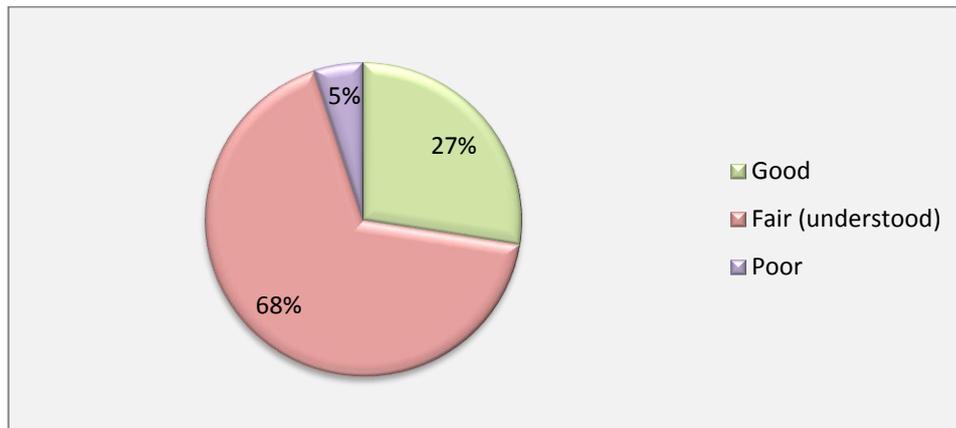
**Question 6:** How would you rate the quality of your teachers' pronunciation of English (good, fair or poor)?

In order to investigate how the students perceive the pronunciation of their teachers as an only source of knowledge about the English language in school, this question presents data associated with the table (3.20) below. Admittedly, more than half of the students (27) understand their teachers' way of speaking and have chosen the 'acceptable' suggestion. At the same time, eleven (11) students selected the 'good' suggestion as they qualify their teachers' pronunciation as accurate and well managed. Conversely, only two (02) students do not understand their teachers' speech.

**Table (3.20): How Students Perceive their Teachers**

<b>Suggested Qualities</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Good</b>	<b>11</b>	<b>27.5%</b>
<b>Fair (understood)</b>	<b>27</b>	<b>67.5%</b>
<b>Poor</b>	<b>02</b>	<b>5%</b>
<b>Total</b>	<b>40</b>	<b>100%</b>

**Figure (3.17): How Students Perceive their Teachers**



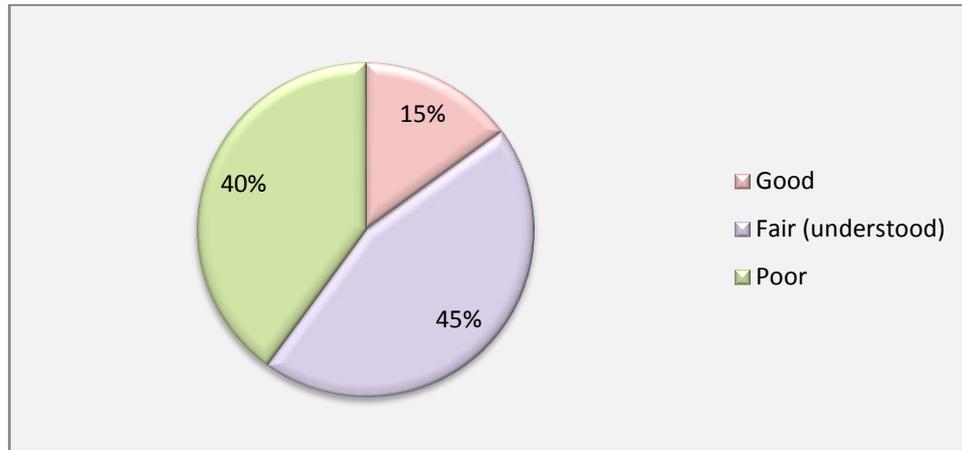
**Question 7:** How would you rate the quality of your own pronunciation of English (good, fair or poor)?

When asked the same question about their own pronunciation’s quality to figure out how they rate their own way of speaking, students had different reactions by the fact that sixteen students (16) have selected the negative choice by being unqualified speakers whereas eighteen (18) have qualified themselves as qualified acceptable speakers and finally, only six (06) have given themselves the quality of good speakers and communicators.

**Table (3.21): How Students Perceive their Own Pronunciation Quality**

Qualities Suggested	Frequency	Percentage
Good	06	15%
Fair (understood)	18	45%
Poor	16	40%
<i>Total</i>	<i>40</i>	<i>100%</i>

**Figure (3.18): How Students Perceive their Own Pronunciation Quality**

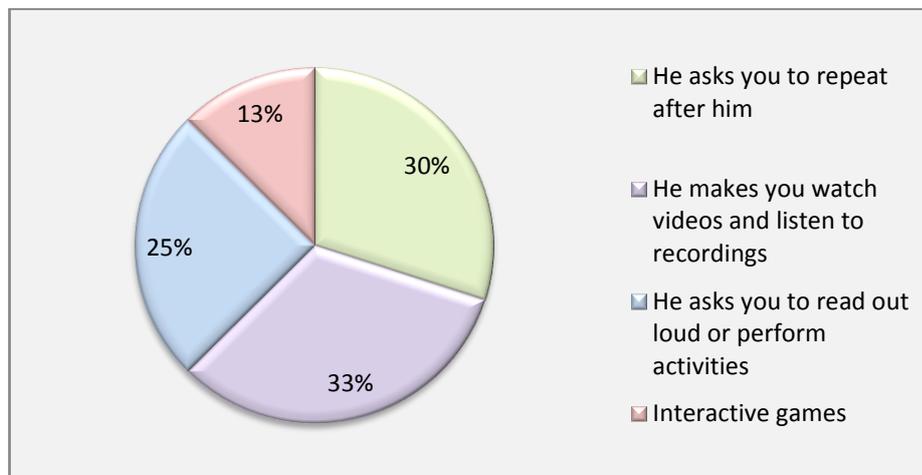


**Question 8:** Which techniques do your teachers use for teaching pronunciation?

To explore the teaching techniques used in class to explain pronunciation lessons, a number of suggestions were given to the students to select what they have experienced at school. Table (3.22) collects these results in terms of numbers and percentages so as to find out what are the most utilized techniques in Algerian secondary schools.

**Table (3.22): Teaching Techniques Used in Pronunciation**

Suggested Techniques	Frequency	Percentages
Your teacher asks you to repeat after him	12	30%
Your teacher makes you watch videos and listen to recordings	13	32.5%
S/he asks you to read out loud or perform activities	10	25%
Interactive games	05	12.5%
Other suggestions?	00	00%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Figure (3.19): Teaching Techniques Used in Pronunciation**

**Question 9:** What kinds of difficulties do you generally encounter as you pronounce English words while reading or speaking?

This question is vital as it spots directly the main issues encountering students as they try to speak. It should be mentioned here that the main interest of the researcher was not the difficulty concerning vocabulary or understanding words' meaning but rather the way of pronouncing or uttering words and sentences. It should be also mentioned that these difficulties were identified by the respondents themselves and the researcher didn't provide them with possible suggestions, so the question was open-ended. These main problems were:

- The pronunciation of long and complicated words.
- The pronunciation of silent letters, vowels and diphthongs.
- Many students (18) wrote that they pronounce English letters by French sounds because they are not used to reading out loud or listening to audio passages and French pronunciation is claimed to be easier.
- The difficulty of marking stress and intonation.

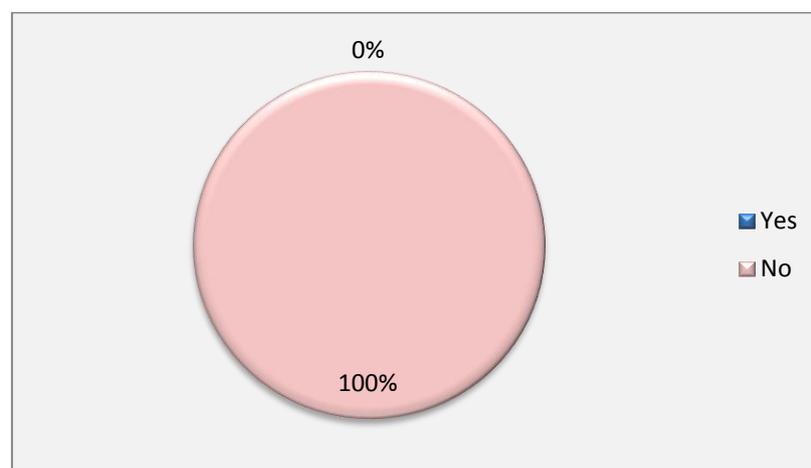
**Question 10:** Does your teacher use the dictionary in class for checking out the correct pronunciation?

This is the first question about the use of phonetic transcription in class by the teacher whether s/he requests the students to search for the correct pronunciation rather than using the dictionary just for vocabulary and meaning issues. As it was expected, all students (40) said that their teachers do not use the dictionary to find the correct stress or the correct pronunciation of words whether in class or out as the table (3.23) represents.

**Table (3.23): The Use of the Dictionary for Pronunciation Purposes**

Suggestions	Frequency	Percentage
Yes	00	100%
No	40	00%
<i>Total</i>	<i>40</i>	<i>100%</i>

**Figure (3.20): The Use of the Dictionary for Pronunciation Purposes**



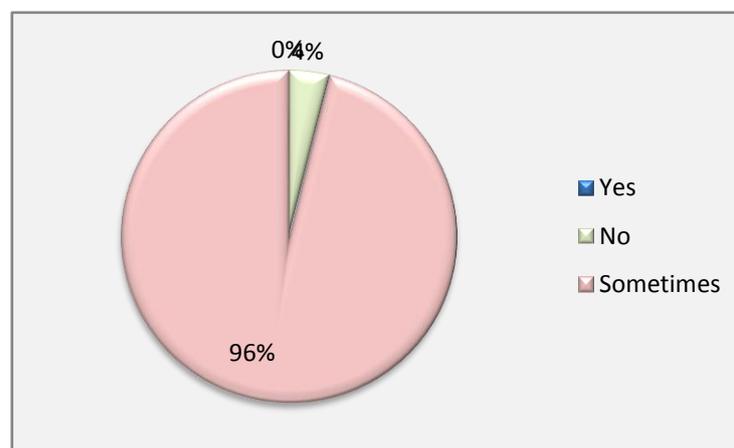
**Question 11:** Does your teacher use phonetic transcription when demonstrating pronunciation lessons?

On the flip side, the second question about phonetic transcription aims at exploring whether teachers use these symbols to explain the accurate and correct pronunciation of the words. Surprisingly, it was not a 100% negative attitude like the previous question, some students (32) responded that their teachers do not explain the correct pronunciation by phonetic transcription, another five (08) said ‘sometimes’ as they wrote also a note referring to using it exclusively in final ‘s’ , final ‘ed’ and to explain some vowel sounds and diphthongs’ pronunciation. The table (3.24) below illustrates clearly what their responses were in percentages:

**Table (3.24): The Use of Phonetic Transcription in Class**

Suggestions	Frequency	Percentages
Yes	00	00%
No	32	80%
Sometimes	08	20%
<i>Total</i>	<i>40</i>	<i>100%</i>

**Figure (3.21): The Use of Phonetic Transcription in Class**

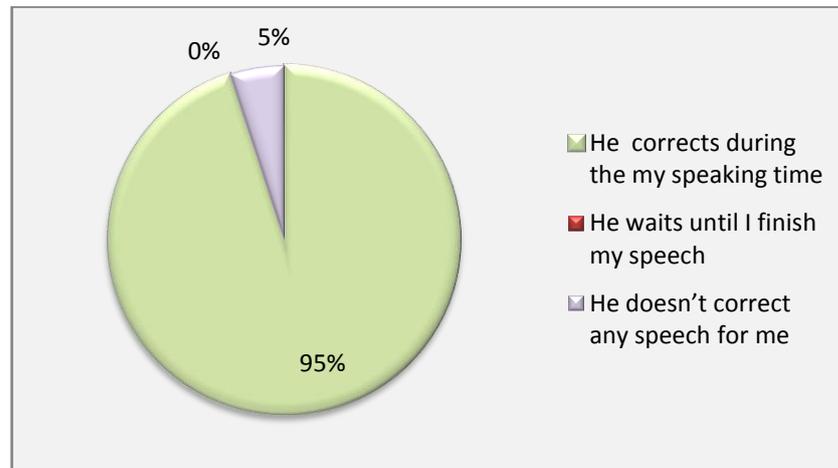


**Question12:** When does your teacher correct your pronunciation mistakes?

The question here is targeted at getting knowledge about the type of feedback provided by teachers towards their students' mistakes and to raise awareness about the issue of the correct time to declare this feedback. The data presented in the table (3.25) shows clearly that the teachers give the words' correction at the same time as the students' speaking time. Thirty eight (38) students have selected the first suggestion which refers to being interrupted by their teachers' correction of pronunciation mistakes, whereas the second suggestion of the time of correction occurring after they finish their speech did not gain any supporters. Finally, with the third suggestion which referred to no correction at all, it was selected by only two (02) students who had already selected the 'good' suggestion when asked about the quality of their pronunciation.

**Table (3.25): The Time of Teachers' Feedback Occurrence**

<b>Suggestions</b>	<b>Frequency</b>	<b>Percentage</b>
<b>He corrects during my speaking time</b>	<b>38</b>	<b>95%</b>
<b>He waits until I finish my speech</b>	<b>00</b>	<b>00%</b>
<b>He doesn't correct any speech for me</b>	<b>02</b>	<b>05%</b>
<b>Total</b>	<b>40%</b>	<b>100%</b>

**Figure (3.22): The Time of Teachers' Feedback Occurrence**

**Question 13:** What else contributed to your English pronunciation learning? (in/outside school)?

The aim of this question was an attempt to find out the students' external-life effect on their process of English learning and which sources help them acquire the correct pronunciation in a country where the English language is not used in daily conversations and considered as a foreign language. The results provided by students were classified from the most common to the least as follows:

- Most students focused on television as the basic provider of the English language through films and songs.
- The second source emphasized by learners is the social media such as facebook, twitter and instagram where students use the internet to be in contact with foreign friends or be updated with the latest news provided in English.
- The third source was the use of smart phones applications to learn English, play games or to chat with foreigners. It is worthwhile to mention here that most applications and online games are available in English so all users are in constant contact with the language.

- Finally, some students (04) mentioned their relatives such as their sisters, brothers or mothers for learning English.

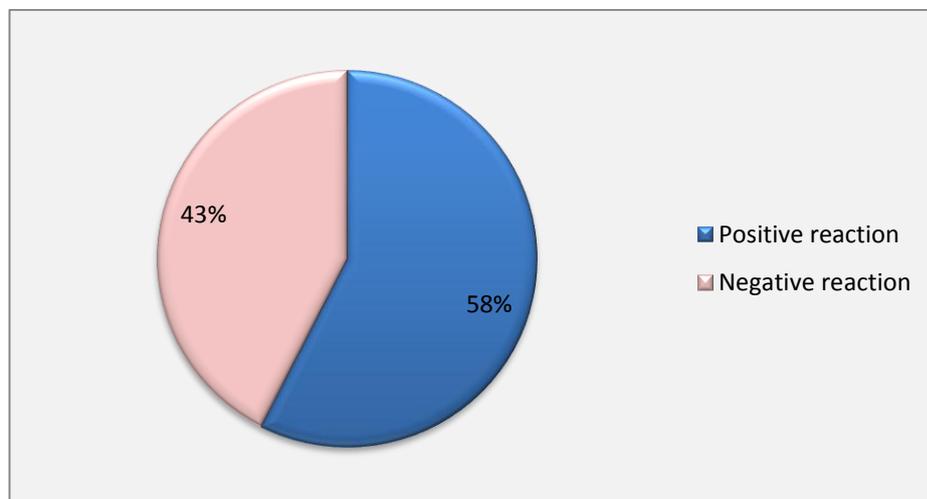
**Question14:** Would you like oral tests in addition to your written tests?

This question was issued to elicit information about whether students prefer to be tested orally in order to evaluate their pronunciation since that it is a spoken skill. The table below gives illustrations that the proposition was welcomed by numerous students (23) who have already mentioned that their pronunciation is either acceptable or good and they feel competent about their way of speaking. However, as expected, those who refused the idea were those students who feel that their pronunciation is unqualified to help them gain marks and will certainly decrease their grades; consequently, they reacted negatively.

**Table (3.26): Students' Responses towards Oral Testing**

Suggestions	Frequency	Percentages
Yes	23	57.5%
No	17	42.5%
<i>Total</i>	<i>40</i>	<i>100%</i>

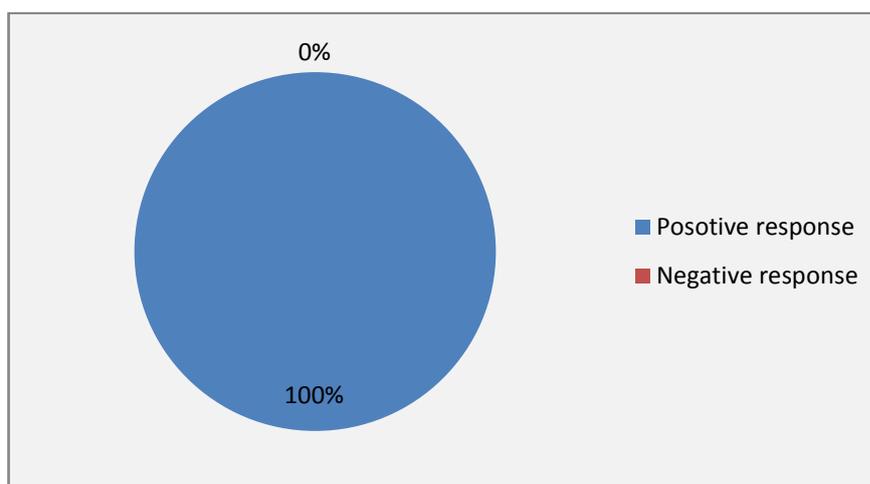
**Figure (3.23): Students' Responses towards Oral Testing**



**Question 15:** Would you like to involve interactive speaking activities to improve your pronunciation learning?

The question was targeted so as to collect opinions about what students think about the introduction of new pronunciation activities and lessons in the current textbook for the purpose of enhancing their oral skills in terms of speaking the language as well as managing the correct pronunciation of segmental and suprasegmental features. Remarkably speaking, the idea was well accepted among students by achieving a 100% positive response. This refers that students are well aware of the significance of pronouncing an acceptable quality of speaking.

**Figure (3.24): Students' Overall Acceptability of Pronunciation Enhancement Activities**



**Question 16:** What do you expect from your teacher to help you improving your English pronunciation?

Similarly to the teachers' questionnaire, the students' was intended to extract noticeable ideas concerning any new strategies teachers can adapt to develop their oral proficiency.

Surprisingly, students focused in their responses on promoting oral conversation in class for the purpose of developing their oral expressions. The following table (3.27) presents the most important ideas provided by the students themselves:

**Table (3.27): Students' Suggestions to Improve their Pronunciation Level**

<b>Ideas Provided by the Students</b>	<b>Number of Supporters</b>
<b>Practice of performance, oral expression and dialogues in class.</b>	<b>19</b>
<b>More pronunciation lessons.</b>	<b>14</b>
<b>Focus on the use of technology (educational videos/ recordings/ songs...)</b>	<b>37</b>
<b>The use of drilling and oral evaluation</b>	<b>13</b>
<b>Interaction through competitive games</b>	<b>23</b>

### **3.4. Conclusion**

The goals of this chapter precisely is to identify the main concerns of students and teachers about how to they perceive the teaching and learning process as well as overseeing their interests in the role which pronunciation enrolls in the EFL context. It provides concrete data interpreted in terms of figures and tables. It should be mentioned here that regardless the unified use of the research instrument (Questionnaires) for both teachers and students, various pieces of information have been collected. Concurrently, their analysis shall be integrated in terms of both of the quantitative and qualitative methods so as to survey different opinions as well as gathering creative suggestions from both sources.

*Chapter Four*

**FINDINGS  
AND  
PEDAGOGICAL  
IMPLICATIONS**

**4.1 Introduction**

From the first impression, pronunciation seems to be the same like any other field of language education where theories and opinions seem to be at variance. In this study, new perspectives will be hopefully born about pronunciation in comparison to other language skills.

This last chapter is related to the previous one as it seeks to interpret the results found from the data collected for the purpose of selecting the most appropriate, helpful, efficient recommendations when it comes to tangible teaching/evaluation of pronunciation. Moreover, it attempts to suggest some practical activities inspired from concrete practices from the textbook itself. This would encourage the teachers to be more creative as far as adapting the coursebook. Concurrently, it will promote the students' awareness to this crucial dress of speech due to the fact that this poor area of research has been suffering for a long time from a serious shortage in practice. This chapter is accompanied by a CD which contains helpful and practical samples of sound tracks and educational videos inspired by the coursebook's units and from the listening scripts themselves. Teachers can use it to present and create better communicative pronunciation lessons.

**4.2. Discussion and Interpretation of the Findings**

The major purpose behind this study is to explore the world of teaching and evaluating pronunciation skill in the Algerian secondary school so as to find out why our students are confronted by issues of difficult pronunciation and why it is mostly neglected by teachers. The findings of this study regarding the difficulties and challenges they usually confront are based on the participants' views and experiences. At the same time some, strategies are suggested to overcome this issue accordingly.

**4.2.1. Discussion in Relation to Sub Question One**

RQ1: How do Algerian teachers establish the Scope of the task of teaching and evaluating pronunciation during the first-year secondary school?

Consistently with the data extracted from the informants about the teaching techniques, both teachers and students have approximately similar responses about many teaching aspects such as the use phonetic transcriptions in class or their points of views towards oral testing. Though they slightly differ in their interpretations of the factors influencing the process of teaching and learning pronunciation according to their experience and level of EFL, it has been noticed that the teaching of pronunciation differs totally from its evaluation within the Algerian context. First, as far as the teaching part is concerned, it has been found that it is still retarded by more than forty years as it underlies in its layers few aspects from a mixture of the Audio-Lingual method and Community Language Teaching methods (referred to earlier in section), i.e. there is a great focus on listening and repeating over and over in forms of drills until the students become fluent with constant observation from the teacher and a quick correction when errors occur to avoid misunderstandings with the absence of explanatory analytic-linguistic instruction and explicit phonetic alphabet. This is mainly due to the spot light being targeted on the accuracy of sounds and structures of the target language. These methods are following the same principles as the Intuitive- Imitative Approach.

#### **4.2.2. Discussion in Relation to Sub Question Two**

RQ2: Why do the first- year students consider the available mechanics of pronunciation in the textbook difficult as they try to find balance between the four skills?

In fact, the data collected both qualitatively and quantitatively has revealed that when dealing with pronunciation in class, the target language will count on various determinants, precisely the learners' attitudes and interests towards the English language which forms the pushing motivator for them to acquire the language. In our case though, it is found that neither teachers nor students are interested in learning how to be accurate and fluent in speaking English. This shall be referred to the main cause which is the areas of limitation spotted in teachers as they neglect pronunciation lessons and not feel competent to perform them, the proof was Question (9) which was about the inspector's visit and them being unable to

produce a coherent pronunciation instruction lesson for the purpose of satisfying both inspectors and students. Furthermore, even the area of pronunciation has been struggling regardless of the progress foreign language teaching research as achieved as Levy (1997) stressed that:

*“SLA research has concentrated primarily on explaining the acquisition of morphology and syntax, a little known about the acquisition of phonology”.*

(Levy, 1997:53)

#### **4.2.3. Discussion in Relation to Sub Question Three**

RQ3: How does the Algerian curriculum evaluate the students' pronunciation abilities so as to test their knowledge in the light of the CBA?

Alternatively, when analysing the evaluation of pronunciation in the Algerian curriculum, it is worthwhile to notify that it is almost deleted when compared to its former teaching process even though teachers and the Authorities do not realize it and try to resemble the teaching techniques to those concerned with evaluation. These last two differ in many aspects. More precisely, evaluation in the Algerian context in particular is similar to that of the Cognitive Approach rather than the official adopted CBA. The Cognitive Approach states that grammar and vocabulary should be favoured on the account of pronunciation teaching as it argued that native-like pronunciation was an unrealistic objective and it could never be achieved. As a consequence, attention ought to be better switched towards more attainable objectives such as grammar structures and individual words (Section 2.2.1.2). In relation to this, Elliott (1995:96) comments in this respect by saying: *“the acquisition of pronunciation has fallen to the wayside and has suffered from serious neglect in the communicative classroom”*. Therefore, not only the teaching but also the evaluation of accurate speaking is inexistent or left to chance in both places; the textbook and the tests oriented in class and ultimately in the national official BAC exam which focuses on grammar and comprehension

more that the accuracy of language, the clear proof for this is the one point (01pt) devoted yearly for this national exam which qualifies the students as good, well-formed graduated speakers (See Appendix Three). This calls for urgent intrusion to be involved so as to fix this desperate situation.

#### **4.3. Important Principles for Teaching Pronunciation (What to Focus On?)**

According to Nunan (1991), any learner cannot be successful and a competent user of any target language unless he has the ability to use it in dialogues and speech exchanges. He points out that *"success is measured in terms of the ability to carry out a conversation in the (target) language."* In relation to this, pronunciation can be an integral part of foreign language learning, it should be taken care of equally to other language skills in order to build communication skills and renew the interest in the role pronunciation has in EFL contexts so as to meet the students' personal and professional needs. Gilakjani (2012:104) here presents some interesting points which should be considered as crucial principles in our Algerian context.

a- Teaching pronunciation ought to be of an essential importance because language is primarily a channel of communication and this communication should be understood by both of the listener and the speaker. If this latter does not make effective efforts for a common pronunciation, he will run the risk of not being understood by the target audience sharing the same language.

b- As far as learning English is concerned, teaching good pronunciation closes to the native accent of English by means of providing the speaker with sufficient confidence to communicate.

c- Teaching pronunciation is of vital importance since this is the main source of understanding and the dress of speech. If people cannot utter the correct version of a word/expression then they will certainly be unable to communicate properly. As a result, confusion and uncomfortableness would take place leading to further difficulties.

d- Teaching pronunciation is a priority for our students. It leads them to a better understanding of native speakers' speech and enhances their ability to communicate. Pronunciation practice ensures for the students more knowledge of how the language works because in any case, if the students recognise the language but cannot communicate with it then it would be a great disappointment.

e- Language comprehensible output and better listening comprehension are mostly the product of a global awareness on pronunciation

f- As speakers utilize English with proper pronunciation, they would not only make their speech intelligible, but also build up proper and positive stereotype in the listeners' point of view about themselves.

#### **4.4. The Call to Raise the Awareness about Pronunciation**

Within the process of teaching/learning the English language in the Algerian educational system, not only the teachers are the ones carrying the responsibility, but also the learners are demanded to construct their oral skills which can be destructed due to their lack of knowledge. In order to fill this hole, they necessitate what Thornbury (2005) named by 'awareness activities'. In his point of view, in order to spread awareness in learners' attention three processes are required; they are attention, noticing and understanding.

##### **4.4.1. Attention**

Attention is about attracting the learners' curiosity and interest by their involvement in various practices so as to notice the features of the targeted skills. When relating this frame on pronunciation teaching in our country, it was noticed that the teachers' neglection to pronunciation affects the students' motivation. Learners throughout the questions also showed that they need to be involved as they practise pronunciation feeling that they are watched by their teachers with a critical listening, they expect to do well using practical, easy tasks connected to their real daily lives and not artificial contexts.

**4.4.2. Noticing**

Noticing is about the consciousness in learners as they observe their areas of limitations needed to be improved, this step is inexistent in the daily lessons our students take. They should have the opportunity to notice well their mistakes and to correct them by themselves by presenting them with proper explanations so as to convey a particular idea. At the same time, they can also notice their differences and compare between their own performances for the purpose of self- evaluation and improvement.

**4.4.3. Understanding**

It refers to the state of recognizing a principle, pattern or a general rule in the same special frame of pronunciation. Both of the Algerian teachers and learners must understand the importance of pronunciation in the class and the effect it has on their academic and professional future because all teachers (question 1) and students (question 3) agreed on the importance English has worldwide and they should take this in consideration when they prepare the lessons.

**4.5. Some Recommendations about the Teaching and Evaluation of Pronunciation in the Algerian Context**

In many English language classrooms in Algeria, both of the teaching and evaluation of pronunciation are granted the least attention. Many teachers take a stand against it claiming the fact that we cannot speak accurately but rather approximately only; so why bother thinking about pronunciation as a whole?

This situation should change by bringing into being some recommendations for teaching pronunciation inspired by the study itself which will describe the bigger frame of the communicative method of teaching English that is employed in most classes worldwide and can be easily adopted in the Algerian context as well.

#### **4.5.1. Possible Recommendations to the Authorities and Textbook Designers**

Along the responses taken from both teachers and students, there was a clear opinion that the textbook does not satisfy their needs for effective teaching and learning. The following suggestions are inspired by those responses to fulfill their needs and the research's objective as well.

##### **4.5.1.1. The Need to Design a Comprehensive Curriculum**

The curriculum and syllabus designs are the frame upon which the process of teaching launches and thereby they should be primer in the eyes of the Ministry of Education. When identifying pronunciation needs in the curriculum, speech functions as well as the contexts in which they might take place. First, the goals and the educational objectives should be realistic, aiming for two main purposes 'intelligibility' and 'communication'. Therefore, they should be the result of a precise analysis, description, and interpretation of the learners' needs in the global realistic frame of the Algerian educational curriculum. Moreover, it is recommended here that the ministry provides the teachers with an audio book accompanied to the textbook and containing authentic communication tracks and educational videos in order to comply with real-life situations to grow self- confidence in the students as they use the language. ( the accompanied CD includes some of the concrete samples of videos and sound tracks which can be used effectively in class to teach the first-year's themes).

##### **4.5.1.2. A Focus on the Segmental and Supra-segmental Features of Pronunciation**

Clearly, pronunciation is evaluated in class by different types of conversational exchange, interview, reading aloud, etc., that go on in the classroom. However, the area of limitation is the insufficiency of evaluating accuracy which means testing to assess the learner's management of specific features, i.e. segmental such as word stress and suprasegmental such as sentence stress and linking. Our current textbook in general and teachers specifically necessitate the involvement of more lessons and activities within a

communicative frame to achieve intelligible pronunciation rather than the native-like competence perceived in the previous traditional approaches adapted previously in Algeria where teachers should give importance to the role of explicit phonological instruction in their classrooms.

#### **4.5.1.3. Encouraging Academic Research and Classroom Practice**

Due to the lack of research existing about pronunciation teaching in the world worldwide and Algeria in particular, there must be an encouragement in regards to the local language system to ease the path for a better teaching and learning

Also, English inspectors should focus on specific items of language in their seminars to be inspired by the teachers who are have the basic contribution in many serious valid studies as well as focusing on their orientation. After all, they are “the ones” in the field face to face with students; consequently, they can provide essential information to researchers of linguistics. Teachers are always experimenting and creating a variety of improvised teaching methods and strategies which fit their students’ learning styles such as clapping to differentiate between stressed and unstressed syllables, the use of visual effects for teaching word stress and the use several videos and audio tracks to accomplish the lesson’s objectives.

#### **4.5.1.4. The Focus on the Improvement of Teachers’ Training**

In order to perform their role correctly, all teachers should be able to receive professional development in pronunciation teaching as part of their teaching courses. They should be in touch to a range of different stories from different pronunciation specialists so as to be more experienced with this fundamental aspect. It is recommended here that the authorities organize conferences including all those who are interested in the area of EFL/ESL pronunciation to discuss a range of issues. An example of that would be the ‘British Council ELT yearly conference’ occurring in numerous countries including Algeria. Personally, those educational conferences are favorable since they adapt new perspectives, present new studies, and teaching techniques. Moreover, it is quite interesting to blend with other teachers and

integrate with a range of existing practices to form coordinated approach to pronunciation teaching.

#### **4.5.1.5. The Use of Teaching Materials for Teachers and Learners**

Teachers, teacher trainers and learners are always experiencing a shortage of suitable teaching materials. Even if they existed, there would be a need to acquire more about their correct usage of how to teach and evaluate pronunciation accompanied with a basis of a well-explained research foundation. In this research, almost all teachers agreed that they do not use those materials to teach pronunciation correctly to meet the objectives of the lesson, pronunciation teaching should be adhered with Computer disks containing, authentic materials and settings from real life conversations as a medium for effective acquisition and teaching. It would be effective also to develop any public information on the media about what sorts of materials are helpful and why. This would serve other teachers to dispel any myths about teaching pronunciation, help them acquire how to evaluate it and attract students and scholars in related fields to the topic of pronunciation.

#### **4.5.1.6. The Focus on Improving the Evaluation of Foreign Languages**

It is unquestionable that the world of teaching necessitates the first priority which is evaluation to allow methods and policies to be classified either efficient or not so as to provide answers to such questions as the amount of possible, or realistic improvement expected. In this research, all teachers focused on the point that the Evaluation on pronunciation items does not satisfy them either in the textbook, their minor tests, or even the official BAC exam (questions 12/13/14). It is also crucial to answer the teachers' questions like whether it is better to focus on testing marking stressed syllables, phonetic transcription (which has never occurred in the BAC exam) or to form oral tests which focus on the communicative objective of the lesson and the goal of the curriculum. It is recommended here that foreign languages should be taken care of just like sports which does not involve written exams but rather practice. Instead, schools should be provided with oral tests designed in a

real life context to involve communicative situations inspired from the students' lives so as to be evaluated by their speaking ability and more precisely their control over specific pronunciation features (the following part will present some concrete samples of how to evaluate the students' pronunciation). Furthermore, the official BAC exam should devote more than one point to evaluate this important aspect

#### **4.5.2. Practical Recommendations for Teachers**

In most topics, the role of the teacher is considered as an aid for the learners to reach what they want to acquire. In pronunciation, however, s/he is the source which students use to perceive and produce any item. The teacher here has a challenging task composed of numerous responsibilities or being a 'speech coach' who can be viewed as a 'mélange' of an acting coach, a voice coach, a music coach or even a mouth sports coach. In relation to the research's findings related to sub-question (01) (mentioned in section 4.2.1 earlier), teachers should supply students with explanatory information and give them models to follow from time to time by offering new teaching cues and techniques, avoiding intensive drills and suggesting communicative practices opportunities as well as providing them with constructive feedback about their performance to avoid that dark negativity about pronunciation lessons.

Apparently, due to the lack of self-development, many teachers suffer from a pedagogical retard as they do not search or read to develop their knowledge and teaching techniques after they start their professional careers. Throughout the study, those questions concerned with sub-question (03) (referred to earlier in section 4.2.3) declare that almost all teachers tend to neglect the evaluation of pronunciation as they claim two reasons; either it resembles the teaching process or they say that this stage does not exist in the textbook as illustrated in the next figure where all of the five lessons of pronunciation existing in the coursebook have the same practice which is to decipher an articulated sentence related to the theme of the unit:

Figure (4.1): An Example of the Evaluation Part in a Pronunciation Lesson

UNIT 3 : SEQUENCE I

**LISTENING AND SPEAKING**

A. Where do you think the people in the picture are?  
 B. What are most of them doing?  
 C. Where do you think they are going?  
 D. Are any of them talking?  
 E. Do people in our country do the same as those in the picture?  
 F. If not, what do they usually do?  
 G. What about you? What do you do when you travel?

**SAY IT CLEAR**

① Match words from column A with words from column B to form compound words.

Column A	Column B	Column A	Column B
NEWS	LINE	BOOK	SHOP
BROAD	SELLER	POST	MAN
HEAD	PAPER	NEWS	CASTER
NEWS	AGENT	SPORTS	WORD
BEST	CAST	CROSS	CARD

② Listen and underline the stressed part of your compound words.  
**Example:** newspaper

③ Listen and circle the stressed syllable of the words in the boxes below.

atom	at <u>o</u> m	drama	dramatic
civil	civilian	grammar	grammarian
colony	colonial	operate	operation
comedy	comedian	proverb	proverbial
curious	curiosity	strategy	strategic

➔

The hidden message

Decipher the message below and use the letters of the alphabet to write it.

/ 'tæblɪdɪz 'ju:ʒəlɪ rɪ'pɔ:t 'skændlɪz ənd ju:z  
 sen'seɪʃənl 'læŋgwɪdʒ /.

(Source: At the Crossroads: 80)

Therefore, it is advisable to improve teachers' appreciation of the pronunciation difficulties faced by learners in their classes and not let them be invisible on the account of other lessons such as grammar. In addition, the planning of those lessons should be similar as they take 'the four Ps' stages of preparation, presentation, practice and production. This latter should include more performance tasks and oral communication. Even the involvement of authentic conversations and the amount of listening to conversations other than the teacher's exclusive voice such as using speakers and data shows in class will familiarize the students with the aspects needed to be adjusted and increase their interest to be more motivated as issued earlier in sub-question (02) (mentioned earlier in section 4.2.2).

#### 4.5.3. Recommendations to Students (Practice, Practice, Practice)

In the light of the fact that pronunciation is practice, tests should devote a part where the tested individuals have the chance to record themselves as they practice the language through many communicative activities, they can use several tools like phone recorders or technology enhanced programmes available to be downloaded and utilized easily such as:

► <http://audacity.sourceforge.net/?lang=es>



► [www.speakpipe.com](http://www.speakpipe.com)



These activities can take several forms, among which:

##### 4.5.3.1. Picture Describing to learn Segmental Features

Students here can read aloud or tell a story from a series of sequential pictures by paying attention to the criteria provided by the teacher as a rubric or complete sentences in order to be given a total score and a constructive feedback about both perception and production just like any language laboratory. Here is an example (web-based pictures):

Figure (4.2): An Example of Picture Describing

**Titanic Worksheet**

1 Why is the Titanic famous ?

2 Where did the Titanic start ?

3 What did it cross ?

4 Where was it going to?

5 What is the sailor doing?

6 What happened ?

7 And then?

8 Who got into the lifeboats ?

9 What happened to many people ?

10 Why didn't they go back to rescue the drowning people ?

Label the pictures with the following vocabulary.

lifeboat, women, afraid, cold, children, drowning  
sailor, iceberg, sinking, sank, right ahead, unsinkable accident, hit, iceberg,

(Source: <http://www.eslflow.com/Titanic-lesson-worksheet.html> )

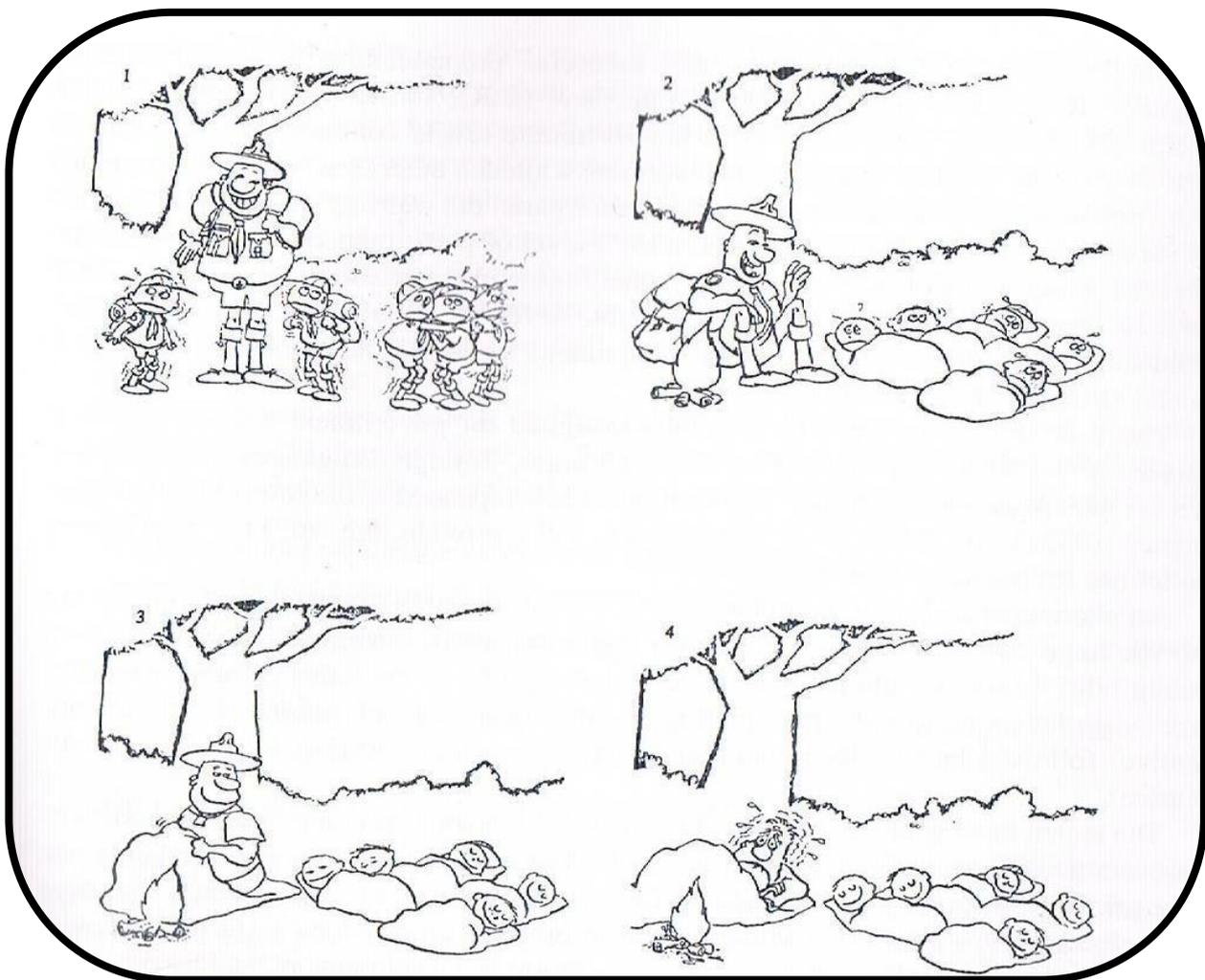
#### 4.5.3.2. Picture Narrating to Learn Suprasegmental Features

Another activity which can be utilized to integrate the testing of pronunciation with speaking skill blended together with grammar in a communicatively performed task is picture narrating to learn suprasegmental features such as types of intonation in questions. Students rely here on several posters and narrate the story taking place in the sequential pictures provided by figures (4.3) and (4.4) that they pay attention to the criteria provided by the

teacher and what they have learned in class about pronunciation. They can also integrate the unit's theme in communicative oral tasks. This type of tests evaluates not only their speaking capacities but also it evaluates their abilities to integrate pronunciation features to promote their meanings as well as produce the ideas of the story correctly. Two examples are provided here:

➤ **Example 01**

**Figure (4.3): Illustrated Story Sequence to Prompt Free Speech**



(Source: *Rhythm and Role Play*, C. Graham and S. Aragonés, JAG publications, 1991 referred to in Celce- Murcia et al., 1996: 347)

➤ Example 02

Figure (4.4): An Example of Picture Narrating to Acquire Types of Intonation

77 (BEG 12.5)

Reporting questions

Tina has left school but she hasn't got a job yet. Yesterday she had an interview for a job at a pet shop. A man and a woman interviewed her. The next day Tina told her friend Sharon what they had asked her. Give Tina's words.

Examples

They asked me how old I was.  
They asked me if I'd had a job before.



Activity A

Think of a job and imagine that you were interviewed for it yesterday. Tell the class what questions you were asked. They have to guess the job.

Activity B

Imagine that you can invite anyone in the world to be your dinner guest. Write down three questions you would like to ask your guest. Tell the other members of your class who you would invite and what you would ask him or her.

( Source: A Basic English Grammar Exercises, Eastwood, J., OUP, 1984:77)

#### 4.6. A Practical Implementation for Evaluating Pronunciation

When examining carefully the teaching process. It does not have the same type of feedback which is a key role in giving students the opportunities to perform and improve their limitations. The first step which should be carved into the students minds is ‘the phonemic chart’ which is believed to be the basis to acquire the correct pronunciation of English. This chart is available at the first pages of the first-year textbook but it is rarely given any importance by the teachers to explain pronunciation items.

Figure (4.5): The Phonemic Chart

ɪ:	I	ʊ	u:	ɪə	eɪ	ɪ:	ɔ:
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

(Source: Macmillan Publishers homepage Macmillan Publishers 2007)

In addition to this, the most effective evaluation is the one which goes hand in hand with the lesson's stages. Personally speaking, the global umbrella of evaluation is provided by Celce- Murcia et al, (1996) who had presented a whole chapter in their book: *Teaching Pronunciation: a reference to teachers of English to speakers of other languages* explaining explicitly stages for evaluating pronunciation as a part of the testing process by means of

many techniques that distinguish them from the teaching techniques. At the same time, they supplement them with many examples some of them are quoted or adapted throughout the next part. These stages are:

#### **4.6.1. Diagnostic Evaluation**

It is primarily a mean of determining the proficiency level of the learners as it is set for two purposes:

- a- Screening: it is about deciding if the learner can perform a certain function or task.
- b- Placement: it is about deciding the appropriate launch level taking in consideration the learners' level of proficiency.

Remarkably, the process of diagnostic evaluation helps the teachers to set his objectives and adjust his initial method according to a specific population i.e. his students' needs. Diagnostic evaluation is a global assessment special for both class and individual learners. It is based on two poles: perception and production

##### **4.6.1.1. Diagnostic Perception**

At the sub stage, there is a set of small listening tests to decide the learner's ability of distinguishing both segmental and suprasegmental features. These tests can be carried out in many ways:

##### **a- Consonant-vowel discrimination**

The objective of this test is to appoint the learner's ability to select correct vowels and consonants. Hence, minimal pair choice discrimination is such an effective exercise. For example:

**Instruction:** mark the word you hear

- Don't (slip/ sleep) on the floor.

- He's gone to (back up/ pack up) the car.

**b- Word stress**

The objective of this test is to make students recognize the correct stress in words or sentences read aloud or recorded by the teacher. For example

**Instruction:** Choose the correct syllable receiving the main stress: (capitals = main stress)

'Philosophy is one of my favorite topics'

- PHIllosophy
- Philosophy
- philoSOpHy

**c- Prominence**

The teacher here tests the learner's ability to perceive the most prominent element which can look like those used for word stress

**Instruction:** listen to the following sentence then select the best choice which presents the appropriate stress pattern

Mary: Hello, I'm Marry Gibson. What's your name?

- Hello, I'm MARRY Gibson. WHAT's your name?
- Hello, I'M Marry GIBson. What's YOUR name?
- Hello, I'M Marry Gibson. What's your NAME?

**d- Intonation**

The objective of this task is to test the learner's ability of discriminating the correct stress pattern:

**Instruction:** listen to the following sentence then mark the intonation pattern used:

Sentences:	↗	↗ ↘
- Joe is gone home	<input type="radio"/>	<input type="radio"/>
- Do you know how to fix that TV	<input type="radio"/>	<input type="radio"/>
- Marry and Joe are twins	<input type="radio"/>	<input type="radio"/>

#### 4.6.1.2. Diagnosing Production

In order to diagnose the learner's production in class, two types of tests are suggested; the learners would read aloud a given standard passage or they would have the chance to give their own free speech for the teacher in order to be evaluated. In other words, the task here can take two forms: guided or semi- guided. These two types can be also complementary and give teachers the ability to confirm the needed extent of knowledge in any particular area of spoken language for their learners.

More explicitly, at this stage, the teacher often uses a written text called 'the diagnostic passage' which is already structured to contain all or most of segmental or suprasegmental features of English to assess the learner's degree of command and accuracy. Furthermore during the evaluation, it is also very beneficial that the teacher should provide the learners with some extent of freedom because they cannot obtain a spontaneous and a natural evidence of understanding the meanings, thus, guided texts do not always confirm the success of the learner. Therefore, the teacher can make the task taking a semi- guided form throughout limiting the instruction from reading a given text to speaking about a familiar topic such as family, hometown, favorite place, ect. The speakers here should feel at ease when talking and that will certainly affect their production.

#### **4.6.2. Formal Oral Proficiency Testing Instruments**

These days, if someone wishes to test their pronunciation, s/he will find various formal oral proficiency tests in the market, and more are found on the internet. Yet, most of these tests provide a global oral proficiency regardless the separate evaluation of the subcomponents; they just spot light on production rather than perception. If we examine tests such as: English Language Testing Services (ELTS), the Royal Society of Arts CUEFL (Communicative Use of English as Foreign Language), it will be noticed that they generalize the evaluation using a scale of target performance features only. Other oral proficiency tests such as: the Ilyin Oral Interview (IOI) qualify the grammatical accuracy without any attention to pronunciation.

#### **4.6.3. Ongoing Evaluation with Feedback**

The ongoing evaluation occurs after diagnosing the level of the learners in order to mark the most important needs that should be addressed by the teacher within the curriculum frame. This process has usually two purposes. Firstly, it is important for the teacher to determine the progress of their learners so as to draw the next line for effective teaching. Secondly, the learner should be provided with continuous constructive feedback to guarantee their improvement. Therefore, this process of ongoing evaluation may take three forms: self-monitoring and correction, peer feedback and teacher correction.

##### **4.6.3.1. Self - Monitoring and Correction**

This part is characterized for the student's capacity to "self –monitor" himself or to notice his own mistakes while pronouncing and "self-correct" them. Many theories disagree about this opinion that learners actually can recognize their mistakes. However, this strategy has a central role in teaching pronunciation because teachers believe that students must be able to see their mistakes and correct them by themselves to have a sense of control over their

improvement. By this technique of self-directed learning, students are encouraged to be more systematic and teachers should generate an atmosphere in class to improve self-correction.

#### **4.6.3.2. Peer Feedback**

The classmates' function here is to become "evaluators" rather than learners too. It is a useful interaction to transform peers to monitors and feedback providers in order to sharpen their own listening skills so that the teacher can elicit the answers from them in case the target learner is unable to self-correct his errors.

#### **4.6.3.3. Teacher Feedback and Correction**

One of the teacher's roles in class is a feedback provider during classroom activities. The teacher should not interrupt his learner while speaking, he should keep an informal written tally to take notes about the errors equally as his learner is speaking for later correction. The teacher should give his learners the opportunity to monitor their own mistakes later by showing them how to apply the rules of pronunciation by using tools in class such as a recording machine to make them peer-correct each other and increase their listening skills too. This technique proved itself to be efficient to help students allocate errors, review the correction, direct learning and eventually progress over time.

#### **4.6.4. Classroom Testing**

This stage is a global final stage to focus on the materials or aspects taught in class so as to indicate the achievements of students whether they reached their learning objectives of the course or not. Testing has been defined by Hartmann (1972) as:

*"...The setting of exercises and tasks to measure either the student's aptitude for a particular subject or his achievement in a particular subject. Tests in language teaching should be related to*

*the aim of the instruction, and ideally all linguistic skills taught should be represented in language examinations.”*

(Hartmann, 1972:236)

Both of the diagnostic and classroom tests are similar when designing. However, classroom tests are much narrower than diagnostic ones since they spot light on the topics emphasized in class only but diagnostic tests generalize their tasks to figure out what the learners have in mind as a basic knowledge to utilize and adjust throughout the teaching process. Also, tests occur at different points of time over the course to measure the learners' achievement of certain aspects. More specifically, they can be divided into tests of perception and others of production similarly to diagnostic evaluation:

#### 4.6.4.1. Tests of Perception

These tests can take various forms which are similar to the diagnostic evaluation phase

- a- **Consonant and vowel discrimination:** it is almost the same as the diagnostic phase.

Here is an example:

**Instruction:** in each line of four words, circle the word that has different initial sound

- sock    sun    Sugar    city
- Cure    church    kite    car
- there    then    Thigh    this

#### b- Word stress

**Instruction:** listen to the following words as they are read aloud then mark the stressed syllable.

Examples: de•mon•stra•tion    -    pho•to•gra•phy    -    pho•no•lo•gi•cal

**c- Prominence**

Circle the answer that best corresponds to the meaning of the speaker: (students listen to a recording then do the task)

- She likes THIS garden...
- But I don't.
- She really thinks it's interesting.
- But not the other park.

**d- Intonation**

**Instruction:** listen to the following conversation then mark the intonation of each line.

**A:** What are you doing Jena?

**B:** I am preparing for our picnic, would you like to come with us?

**A:** Sure, just let me get my car.

**e- Reduced speech**

**Instruction:** read the conversation as you listen to the recording then fill in the blanks with the missing words.

A: I wondered if I -----borrow your vehicle----- a while.

B: Sure, ----- I ask what ----- need ----- for?

A: of-----, I want to pick up----- from the airport .

B: Ah.... Okey then, ----- are the -----.

**4.6.4.2. Test of Production**

Production test also focus on what has been taught in class as the teacher presents various designed short passages for the students to read aloud and be recorded as well. The students should have the chance to rehearse before the read the passage in order to be familiarized with it. Also for the purpose of giving them the time to think about the suitable pronunciation features and the appropriate rules to apply. There are many examples to choose from. This one is designed by Adelman, M. B. and Levine, D. R. (1982) and referred to in Gerhisser & Wrenn, 2007:3)

**SILENCE**

“Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don’t appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into the middle of someone’s sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are taught explicitly not to interrupt.”

**4.7. A Sample of a Pronunciation Lesson’s Modification from the Textbook**

Teachers can adapt textbook lessons and change them into interesting communicative ones framed within appropriate tasks related to their capacities. These tasks are targeted to stimulate students to acquire the correct pronunciation and have the opportunity to wipe up that shallowness and boredom covering pronunciation lessons available in the textbook. Here

is an example of an adaptation of the fifth lesson in the fifth unit ‘Once upon a Time’ for the purpose of teaching students how to pronounce final ‘ed’:

Figure (4.6): Final ‘ed’ in the First-Year Textbook

**LISTENING AND SPEAKING**

**UNIT 2 : SEQUENCE 1**

**SAY IT CLEAR**

1 Tick (✓) in the right box to show how the final **-ed** of the verbs in the tables below is pronounced.

Verbs	/t/	/d/	/ɪd/	Verbs	/t/	/d/	/ɪd/
travelled				started			
sailed				landed			
stopped				climbed			

2 Now, listen and check your answers to exercise 1 above. Then take turns to pronounce the verbs.

(Source: At the Crossroads: 50)

The new modified lesson plan has the three stages of every lesson which are: Pre-listening, while listening and post listening all gathered in one worksheet:

## Pre- listening

**Task:** Re- order the following pictures to get a coherent story.

**Aim:**

- Interpreting a set of pictures.
- Guessing the content of the story only through pictures.

Figure (4.7): A Web Based Series of Pictures to Use in a Listening Lesson



## The Listening Script

- The teacher reads aloud the listening script while the students reorder the pictures

“One hot day, an ant was searching for some water. After walking around for some time, it came to a spring. To reach the spring, it had to climb up a blade of grass. While making its way up, it **slipped** and fell into the water.

The ant could have almost **drowned**. However, a dove up a nearby tree had seen it. Seeing that the ant was in trouble, the dove quickly **plucked** off a leaf and **dropped** it into the water near the struggling ant. The ant **moved** towards the leaf and **climbed** up there. Soon the leaf **carried** it safely to dry ground.

Three days later, a heartless hunter was about to shoot the sleeping dove, hoping to hunt it. Guessing what he was about to do, the ant quickly bit him on the toe. Feeling the pain, the hunter shot and **missed** the dove. Then, he dropped his rifle. Hearing the bang, the dove quickly woke up and flew away to safety.”

**The Moral:** One good turn deserves another.

## While listening

**Task One:** Listen to the teacher reading the story and check your answers to the previous task.

**Task Two:** Listen again carefully and circle the right answer

**Aim:** Listening for the gist / Pronouncing the key words accurately.

1- The title of the story is: the ant and .....

a) The dog                                      b) the serpent                                      c) the dove

2- The writer of the story is: .....

a) Grimm’s Brothers                      b) Aesop                                      c) Dickens

3- There were .....characters.

a) five    b) Two    c) Three

4- The ant was .....for water.

a- sleeping

b) searching

c) digging

5- the ant .....into water.

a) fell

b) jumped

c) looked

**Task Two:** listen to the teacher reading the second and the third paragraphs and answer the questions below:

**Aim:** Developing their listening abilities / Listen for specific information

1- Who saved the ant from drowning and how?

2- Was the hunter a good man? Why?

3- Who helped the dove this time? How?

**Key:**

1- It was the dove who helped the ant. The dove plucked off a leaf and dropped it into the ant. The latter tried to climb up there and slowly the leaf moved the ant to dry ground.

2- No, he was not because he tried to shot the sleeping dove with his rifle.

3- This time the ant saved the dove by biting the hunter's toe. Feeling the pains, he missed the shot and hearing the bang of the rifle, the dove flew away to a safe place.

**Task Three:** listen to the teacher reading the story again and classify the following words according the pronunciation of their final 'ed'.

**Aim:** Identifying the pronunciation of final -ed

Slipped – drowned – plucked – dropped – moved – climbed – carried – missed– waited

Table (4.1): Key to Final 'ed' Activity

/t/	/d/	/id/
Slipped – plucked – dropped- missed	Downed- moved – climbed- carried	waited

## Post listening

**Task:** what have you learned from this story? Give examples. (Don't forget to use the past simple tense)

**AIM:** Re- investing what they have learned before/ Developing their critical thinking abilities/ Speaking as final product.

### 4.10. Conclusion

Generally speaking, the issue of evaluating pronunciation is a crucial one among the bigger frame of teaching this important aspect of speaking the English language as many teachers blend them both sides due to their similarities. However, when evaluating, it is vital to diagnose the students' basic knowledge and their listening abilities in order to select appropriate fitting curriculum that develops their cognitive skills when teaching the dress of speech whether it is integrated or separated from the other skills. Even the type of feedback given to students by their teacher, their peers or themselves should follow a criterion so as to turn it to constructive rather than destructive and to enhance students to be more autonomous, not only to pronounce well but also for the benefit of their learning as a whole.

This chapter has tried to interpret the findings of the study and tie them to what has been focused on earlier in the theoretical part. Accordingly, it has presented some tasks for general

evaluation of pronunciation that are recommended to be included in the textbook as well as a sample of a lesson's modification which is already in the textbook. Therefore, it is recommended by teachers to observe their learners, provide well-constructed feedback and try to improve their communication.

# **GENERAL CONCLUSION**

## **General Conclusion**

For some decades, language pronunciation had been an unfortunate topic away from any theoretical interest and practical relevance when investigating the world of teaching ESL/EFL, several disappointing adjectives are to be used to describe its status since that it is currently less than optimally effective, and certainly no one is blameful, whether students, teachers, researchers, or academics.

In this exploratory study, the researcher's main interest attempts to spot the main causes underlying the weak effectiveness of the teaching and learning of pronunciation in the Algerian secondary school context, more precisely, the first-year level and thereby affecting negatively their achievement in oral communicative skills using English; in spite of the length spent along their studying of the TL and efforts made by the authorities to foster their oral proficiency, it has been concluded that various determinants lead to this issue, among which:

- The ineffectiveness and neglect of the textbook to teach and evaluate this aspect in modern methods.
- The unmotivated students and teachers who focus on other aspects of language due to the difficulty of addressing this 'almost mathematical' aspect away from any communicative frame.
- the general negativity, shallowness and boredom surrounding pronunciation lessons including the way it is tested by both teachers in their yearly exams and the official BAC exam in terms of giving one point out of twenty to mere final 'ed', final 's' or syllable division repeatedly on the roll.

The findings of this study bring us to the overall conclusions that pronunciation is more important than it seems to be and has always been acknowledged that it is a fundamental part of any speaker's oral ability in the target language. It must be viewed as more than correct production of individual sounds or isolated words. Nonetheless, English pronunciation

instruction must be perceived as a crucial part of communication or the dress of speech that should be incorporated into classroom activities basically by means of the students' need of intensive contact with good pronunciation models in the beginning of any TL learning process.

Moreover, the goal of teaching pronunciation should be corrected into enabling our students to become not perfect pronouncers of English but rather intelligible, communicative and confident users of spoken English for whatever purposes they need considering it an essential component of communicative competence in the CBA. Teachers, acting as a 'speech coaches', can also help students by not only highlighting elements such as sounds, syllables, stress and intonation but also encourage the students' actual production actively by building pronunciation awareness, encouraging them repeatedly to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom.

With the teachers' accurate marking of the feedback given to the student, learners will certainly be encouraged to improve their performance along with the emphasis of the authorities on pronunciation improvement in class tuition rather than just a mere check or a blind shallow look. If these criteria are met, all learners, within their learning unique objectives, can be expected to be stimulated to maintain nice communicative atmosphere and interested to experience success in the duration of learning the *lingua franca*.

# APPENDICES

## Appendix One

## The Teachers' Questionnaire

*Dear teachers,*

This questionnaire is about the evaluation of teaching and learning pronunciation in the secondary school. Please fill in this questionnaire by choosing your preferences (we hope you give us helpful information).

*Questions*

► How long have you been teaching English?

.....

1- How far is teaching pronunciation important in your English classroom? Please, mark the answer that applies to you:

- Very important                      - Important                      -Not important

2- Are your students interested in pronunciation lessons as much as their interest in others (grammar, writing, speaking...)?

- Yes                      - No

► If no, can you explain why in few words please?

.....

3- What are the techniques you usually use when introducing a new item of pronunciation e.g. Stress?

- Gestures.
- Tongue manipulations.
- Present it as it is in the course book.
- Involve more activities in order to clarify the item.

Others?.....

.....

4- Do you correct your students' pronunciation mistakes and **WHEN** exactly?

- Yes                      - No

► when?.....  
.....

5- Do you use the phonetic to explain words' correct pronunciation?

- Yes                      - No

6- Do your students find it easy to transcribe words?

- Yes                      - No

7- Do you use the teaching equipments (Data Show- Speakers-...) in pronunciation lessons?

- Yes                      - No

8- When evaluating your students' pronunciation in exams, what do you involve?

- Oral tasks                      - written tasks                      - Both

9- If the inspector pays you a visit before starting a pronunciation lesson, would you change the lesson?

- Yes                      -No

10- Do you notice any points of lacks in the textbooks concerning pronunciation teaching and evaluating?

- Yes                      -No

► If yes, mention some please:.....

11- Does the course book give appropriate time to teach pronunciation?

- Yes                      -No

12- Does the course book give appropriate time to evaluate pronunciation?

- Yes                      -No

13- Do you think the **BAC exam** has fulfilled the importance of pronunciation aspect?

- Yes                      -No

**14-** Is there anything else you would like to add in relation to teaching and evaluating pronunciation in the Algeria secondary schools?

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

*Thank you so much for your participation*

## Appendix Two

## The Learners' Questionnaire

*Dear Students,*

This questionnaire is about a study special for the teaching and evaluation of pronunciation in the secondary school. Please fill in this questionnaire by choosing your preferences. (We hope you give us helpful information).

أعزائي التلاميذ

هذا الاستجواب خاص بدراسة حول تعليم و تقييم طريقة تدريس النطق الصحيح للكلمات في مادة اللغة الإنجليزية في المستوى الثانوي. نرجو منك الإجابة على الأسئلة باختيار ما يناسبكم من الاقتراحات المقدمة. يمكنكم إضافة أي معلومة تفيد البحث . و لكم جزيل الشكر.

Number of Question	Questions in English	الأسئلة باللغة العربية
	How long have you been learning English? .....	لكم من الوقت و أنت تتعلم اللغة الإنجليزية؟ .....
1	Do you like learning English? (Or are you learning it just because it is a compulsory. .....	هل تحب تعلم اللغة الانجليزية؟ أم أنك تدرسها لأنها مادة إجبارية؟ .....
2	Do you participate in class? • Never • Sometimes • Often	هل تشارك في القسم؟ • في معظم الأحيان • أحيانا • أبدا
3	Are you aware of the significance of practising an acceptable pronunciation skill? • Yes • No	هل أنت واع بأهمية التحدث باللغة الإنجليزية بطريقة مقبولة و نطق واضح؟ • نعم • لا

4	How would you rate the quality of your teachers' pronunciation of English)?	كيف تقيم نوعية نطق اللغة الإنجليزية لأستاذ المادة الخاص بك؟
	<ul style="list-style-type: none"> <li>• Good</li> <li>• fair</li> <li>• poor</li> </ul>	<ul style="list-style-type: none"> <li>• جيدة</li> <li>• مقبولة</li> <li>• غير مفهوم</li> </ul>
5	How would you rate the quality of your own pronunciation of English?	كيف تقيم نوعية نطقك أنت للغة الإنجليزية؟
	<ul style="list-style-type: none"> <li>• Good</li> <li>• Fair</li> <li>• Poor</li> </ul>	<ul style="list-style-type: none"> <li>• جيدة</li> <li>• مقبولة</li> <li>• سيئة</li> </ul>
6	Which techniques for teaching pronunciation did your teachers use?	ماهي التقنيات التي يستعملها أستاذ اللغة الإنجليزية لتعليمك الكيفية الصحيحة لنطق الكلمات؟
	<ul style="list-style-type: none"> <li>• He asks u to repeat after him</li> <li>• He makes you watch videos and listen to recordings</li> <li>• He asks you to read out loud or perform activities</li> <li>• Interactive games</li> <li>• Other suggestions ?</li> </ul> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <li>• يطلب منك تكرار الكلمة بصوت مرتفع بعده</li> <li>• يجعلك تشاهد فيديوهات تعليمية و تستمع إلى مقاطع صوتية باللغة الإنجليزية</li> <li>• يطلب منك تأدية تمارين و قراءة التمارين و الإجابات بصوت مرتفع</li> <li>• يجعلك تتفاعل في ألعاب تعليمية باللغة الإنجليزية</li> <li>• اقتراح آخر؟</li> </ul> <p>.....</p> <p>.....</p>
7	What kinds of difficulties do you generally encounter as you pronounce English words while reading or speaking?	ماهي الصعوبات التي تواجهها عندما تنطق الكلمات باللغة الإنجليزية أثناء القراءة او الحوار؟
	.....	.....

8	Does your teacher use the dictionary in class for checking out the correct pronunciation?  • <b>Yes</b> • <b>No</b> • <b>Sometimes</b>	هل يستخدم أستاذك القاموس الإنجليزي من أجل التحقق من النطق الصحيح للكلمة  • <b>نعم</b> • <b>لا</b> • <b>أحيانا</b>
9	Does your teacher use phonetic transcription when demonstrating pronunciation lessons?  • <b>Yes</b> • <b>No</b> • <b>Sometimes</b>	هل يستخدم أستاذك الرموز الخاصة بالنطق ليصحح أو يوجهك الى النطق الصحيح للكلمة؟  • <b>نعم</b> • <b>لا</b> • <b>أحيانا</b>
10	Does your teacher correct your pronunciation mistakes at once or not?  • <b>While I speak</b> • <b>After I finish Speaking</b> • <b>My teacher doesn't correct any of my speech</b>	هل يصحح لك الأستاذ أخطاءك أثناء كلامك ام بعد أن تكمل؟  • <b>أثناء كلامي</b> • <b>بعد أن أنهى كلامي</b> • <b>لا يصحح لي أي كلام</b>
11	What else contributed to your English pronunciation learning? (at/ outside school) .....	أذكر بعض الأماكن أو المصادر من حياتك اليومية التي تتعلم منها النطق الصحيح للكلمات الإنجليزية غير القسم؟ .....
12	Would you like oral tests in addition to your written tests?  • <b>Yes</b> • <b>No</b>	هل تفضل الامتحانات الفصالية للغة الإنجليزية أن تتضمن امتحانا شفويا خاصا بالنطق أم تفضلها كلها كتابية؟  • <b>نعم</b> • <b>لا</b>
13	Would you like to involve interactive speaking activities to improve your pronunciation learning?	هل تفضل شمول تمارين التحدث و الحوار على قسم يركز على النطق من أجل تنمية مستواك في النطق الفصيح للغة الإنجليزية؟

- Yes
- No

- نعم
- لا

14 What do you expect from your teacher to help you improving your English pronunciation? ما هي توقعاتك و اقتراحاتك لأستاذك من أجل تحسين مستواك في نطق الكلمات بطريقة صحيحة؟

.....

*Thank you for your cooperation*

## Appendix Three

## A BAC Sample

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

دورة: جوان 2009

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: علوم تجريبية - رياضيات - تقني رياضي - تسيير و اقتصاد

المدة: ساعتان ونصف

اختبار في مادة: اللغة الانجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: READING (15points)

Chinese consumers are losing confidence in their country's dairy industry after the latest contaminated milk products scandal. Almost 6,500 babies and children have become ill and four have died. Several hundred infants now have kidney problems. Many children need operations to remove stones from their kidneys. The reason for this tragedy is the poisonous compound added to the milk to increase the level of protein in it. The country's biggest dairy company admitted finding the deadly melamine chemical in its baby powder. The same chemical has also been found in liquid milk. Supermarkets are clearing their shelves of domestic milk products.

The Chinese government has ordered emergency checks on all dairy products. 10% of the items it tested contained melamine. Officials have promised to punish those responsible for the scandal. The crisis has spread beyond China's borders, with Malaysia, Singapore and Japan banning Chinese milk imports. A famous coffee company in China has reacted quickly. Hundreds of its coffee shops have stopped serving drinks with milk. This measure is affecting its business.

A. COMPREHENSION (8points)

1. Say whether the following statements are true or false according to the text. Write T for true and F for false next to the sentence letter.
  - a) The contaminated milk affected essentially babies and children.
  - b) The contamination of milk was a natural phenomenon.
  - c) The Chinese officials have taken measures to check all milk products.
  - d) The milk scandal has affected other countries.
2. In which paragraph is it mentioned that...
  - a) the Chinese officials have taken measures to punish the criminals?
  - b) melamine is the cause of the contamination?
3. What/Who do the underlined words in the text refer to?
  - a. their (§1)
  - b. its (§2)
4. Answer the following questions according to the text.
  - a) What happened to many babies and children who had drunk the contaminated milk?
  - b) Why did some dishonest milk producers add melamine to milk?

B. TEXT EXPLORATION (07 points)

1. Match the words with their meanings.

WORDS	MEANINGS
1. contaminated (§1)	a. well-known
2. tragedy (§1)	b. infected
3. banning (§2)	c. catastrophe
4. famous (§2)	d. prohibiting

2. Combine the following pairs of sentences using the correct connector in brackets.

- a) Many parents are furious at their country's dairy products industry. Their children have been contaminated by poisoned milk. (so that / because)
- b) The authorities have warned people not to consume the contaminated milk. Some people still buy that milk. (though / since)

3. Complete sentence b. so that it means the same as sentence a.

- 1 a. He warned his children not to buy expired milk.  
b. ".....expired milk," he said.
- 2 a. Many people regret having bought that contaminated milk.  
b. Many people wish.....

4. Classify the following words according to the pronunciation of their final 'ed'.  
ordered — promised — admitted — contained



/t/	/d/	/id/

5. Imagine what A says and complete the following dialogue.

- A: .....
- B: Almost 6,500 children fell ill.
- A: .....
- B: Because of the poisonous substance found in milk.
- A: .....
- B: A company producing milk.
- A: .....
- B: The police arrested the company manager and removed the products from the market.

PART TWO: WRITTEN EXPRESSION (05 points)

Write a composition of about 80 words on ONE of the following topics:

Choose

Either

Topic 1: You have been asked to write an article for your school magazine about fraud and the consequences of fake goods and uncontrolled import.

You may use the following notes:

- unethical/immoral/illegal business
- affects people's health / economy of the country.
- loss of money /taxes not paid...

Or

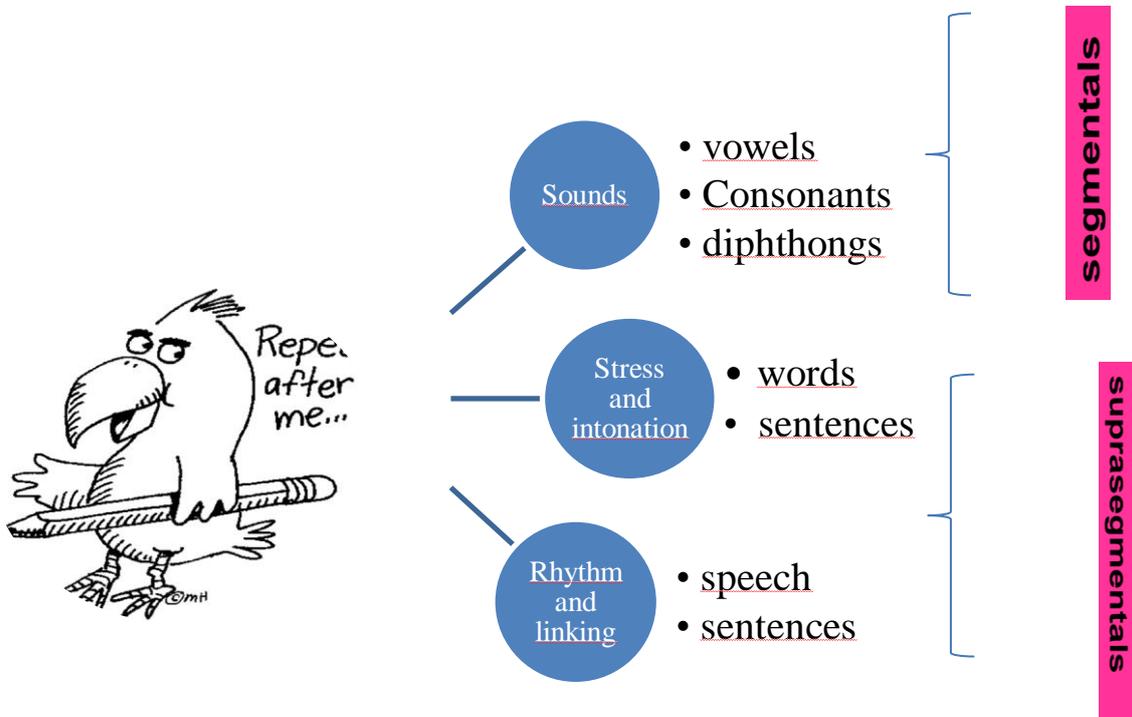
Topic 2: The story you have read (reading text) is one of fraud and tragedy that took place in China. What is your opinion about the scandal of the contaminated milk? Make suggestions on what should be done so that this will never happen again.

سؤال 2 من 4

# **ANNEXES**

Annex One

Features of Pronunciation



(Source : <http://www.btinternet.com/~ted.power/phono.html>)

## Annex Two

## Phonetic Symbols

## Phonetic symbols

Consonants		
1	/p/	as in <b>pen</b> /pen/
2	/b/	as in <b>big</b> /bɪg/
3	/t/	as in <b>tea</b> /ti:/
4	/d/	as in <b>do</b> /du:/
5	/k/	as in <b>cat</b> /kæt/
6	/g/	as in <b>go</b> /gəʊ/
7	/f/	as in <b>four</b> /fɔ:/
8	/v/	as in <b>very</b> /'veri/
9	/s/	as in <b>son</b> /sʌn/
10	/z/	as in <b>zoo</b> /zu:/
11	/l/	as in <b>live</b> /lɪv/
12	/m/	as in <b>my</b> /maɪ/
13	/n/	as in <b>near</b> /nɪə/
14	/h/	as in <b>happy</b> /'hæpi/
15	/r/	as in <b>red</b> /red/
16	/j/	as in <b>yes</b> /jes/
17	/w/	as in <b>want</b> /wɒnt/
18	/θ/	as in <b>thanks</b> /θæŋks/
19	/ð/	as in <b>the</b> /ðə/
20	/ʃ/	as in <b>she</b> /ʃi:/
21	/ʒ/	as in <b>television</b> /'telɪvɪʒn/
22	/tʃ/	as in <b>child</b> /tʃaɪld/
23	/dʒ/	as in <b>German</b> /'dʒɜ:mən/
24	/ŋ/	as in <b>English</b> /'ɪŋɡlɪʃ/

Vowels		
25	/i:/	as in <b>see</b> /si:/
26	/ɪ/	as in <b>his</b> /hɪz/
27	/i/	as in <b>twenty</b> /'twenti/
28	/e/	as in <b>ten</b> /ten/
29	/æ/	as in <b>stamp</b> /stæmp/
30	/ɑ:/	as in <b>father</b> /'fɑ:ðə/
31	/ɒ/	as in <b>hot</b> /hɒt/
32	/ɔ:/	as in <b>morning</b> /'mɔ:nɪŋ/
33	/ʊ/	as in <b>football</b> /'fʊtbɔ:l/
34	/u:/	as in <b>you</b> /ju:/
35	/ʌ/	as in <b>sun</b> /sʌn/
36	/ɜ:/	as in <b>learn</b> /lɜ:n/
37	/ə/	as in <b>letter</b> /'letə/

Diphthongs (two vowels together)		
38	/eɪ/	as in <b>name</b> /neɪm/
39	/əʊ/	as in <b>no</b> /nəʊ/
40	/aɪ/	as in <b>my</b> /maɪ/
41	/aʊ/	as in <b>how</b> /haʊ/
42	/ɔɪ/	as in <b>boy</b> /bɔɪ/
43	/ɪə/	as in <b>hear</b> /hɪə/
44	/eə/	as in <b>where</b> /weə/
45	/ʊə/	as in <b>tour</b> /tʊə/

(Source : New Headway Pre-Intermediate SB (Soars et al. 2007, SB and WB))

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