

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University “Frères Mentouri”, Constantine 1
Faculty of Letters and Languages
Department of Letters and English

N° ordre: 09/Ds/2019
N° serie : 02/Amg/2019

**The Place of Pronunciation in the Competency- based English
Curricula at the Algerian Middle and Secondary School Level**

**Thesis Submitted to the Department of Letters and English in Candidacy
for the Degree of Doctorat “Es- Sciences” in Applied Linguistics**

By Mrs. BOUCHAIR Zahia

Supervisor: Prof. ABDERRAHIM Farida

Board of Examiners:

Chairman: Prof. BELOUAHEM Ryad, University “Frères Mentouri”, Constantine 1

Supervisor: Prof. ABDERRAHIM Farida, University “Frères Mentouri”, Constantine 1

Examiner: Prof. HAMLAOUI Naima, University “Badji Mokhtar”, Annaba

Examiner: Prof. HAMADA Hacène, Ecole Normale Supérieure, Constantine

Examiner: Prof. MERROUCHE Sarah, University Larbi Ben M'hidi, Oum El Bouagui

Examiner: Dr. CHELLI Madjda, University “Frères Mentouri”, Constantine 1

2018

Dedication

To the memory of my sister *Sonia*.

To my beloved mother and father, who constantly supplied me with care, encouragement, love and unconditional support.

To my caring husband, who has made my life exceptional.

To my adorable son *Oussama*, the candle that has enlightened my life.

To my dear sisters and brothers.

To my nephews and nieces.

To my family-in-law.

To all my beloved friends.

To all those who believed in me, prayed for me and constantly supported me.

Acknowledgments

First and foremost, I would like to express my sincere and eternal gratitude to my supervisor Professor ABDERRAHIM Farida. Without her unmeasured help, valuable guidance, understanding, encouragement and patience, I could never have completed this piece of research. Professor ABDERRAHIM Farida is not only a great supervisor but also a wonderful person. I have always been impressed with her manner of teaching and supervising.

I would also like to extend my special thanks to the honourable members of the board of examiners who have accepted to examine and evaluate this study: Professor BELOUAHEM Ryad, Professor HAMLAOUI Naima, Professor HAMADA Hacène, Professor MERROUCHE Sarah and Doctor CHELLI Madjda.

My special thanks also go to Doctor BOUKEZZOULA Mohammed who took time and effort to contribute to the accomplishment of this research.

My gratitude is also extended to Mrs CHIOUKH Chadia, Mrs NEGHIZ Safia and Mrs KOUIRA Loubna for providing me with assistance when I most needed it.

I would also like to express my deepest gratitude to all the Middle School teachers and the Secondary School teachers for responding to my questionnaires and for showing their willingness to share their ideas. Without their cooperation and support, my research would not have been carried out. Their responses have provided important data for this study.

Last but never least, I would like to thank all those who sustained me directly or indirectly in achieving this work.

Abstract

The present study explores the reality of pronunciation teaching in the Algerian Middle and Secondary schools. More specifically, it investigates the adequacy of the pronunciation materials included in the curriculum documents, the textbooks and the official examinations (the “Brevet d’Enseignement Moyen” and the “Baccalaureate”) and to gauge the degree of their compatibility with the principles of Competency-based Language Teaching, to evaluate the level of the teachers’ preparedness to teach pronunciation, to identify the teachers’ attitudes and perceptions about the pronunciation component teaching in Competency-based Language Teaching and to gauge the degree of compatibility between the teachers’ practices and the Competency-Based Language Teaching principles. The data are collected by means of qualitative analyses of curriculum documents and textbooks of the Middle and Secondary schools and samples of the “Brevet d’Enseignement Moyen” and the “Baccalaureate” examinations and in-class tests. In addition, a questionnaire about the teachers’ preparedness, attitudes and perceptions about the teaching of pronunciation and a questionnaire about the teachers’ practices of pronunciation teaching within the framework of Competency-Based Language Teaching have been designed and administered to 87 Middle and 62 Secondary school teachers. The results of the present study reveal that the way pronunciation is taught, assessed and tested in the documents is not adequate and only partly compatible with the principles of Competency-based Language Teaching, the teaching and assessment practices are not in line with the principles of Competency-based Language Teaching. More importantly, the present study shows that the washback effect of the official tests impacts negatively on both the teaching and assessment practices.

Key words: pronunciation, teaching pronunciation, the Competency-based approach, curriculum documents, textbooks, official exams, internal exams, teaching practices, assessment practices

List of Abbreviations

Act: Activity

BAC: Baccalaureate

BEM: Brevet d'Enseignement Moyen

CA: Communicative Approach

CBA: Competency-based Approach

CBE: Competency based Education

CBLT: Competency-based Language Teaching

CLT: Communicative Language Teaching

EFL: English as Foreign Language

EIL: English as an International Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

IPA: International Phonetic Alphabet

LFC: Lingua Franca Core

L1: First Language

L2: Second Language

MT: Mother Tongue

NNSs: Non Native Speakers

NS: Native Speaker

TL: Target Language

1AM: 1ère *Année* Moyenne (First Year Middle School)

2AM: 2ème *Année* Moyenne (Second Year Middle School)

3AM: 3ème *Année* Moyenne (Third Year Middle School)

4AM: 4ème *Année* Moyenne (Fourth Year Middle School)

1AS: 1ère *Année* Secondaire (First Year Secondary School)

2AS: 2ème *Année* Secondaire (Second Year Secondary School)

3AS: 3ème *Année* Secondaire (Third Year Secondary School)

1. List of Tables

Table 2.1.: Teaching Languages in the Algerian Educational System.....	83
Table 2.2.: Teaching English at the Middle and the Secondary School Level.....	83
Table 2.3.: “Phonetics and Phonology” in Teacher Training Courses.....	85
Table 4.1.: The Evaluation Criteria of the Interactive Competency in the Syllabuses.....	157
Table 4.2.: General Coverage of the Pronunciation Component in “Spotlight on English”, 1AM.....	171
Table 4.3.: Pronunciation Focus areas in “Spotlight on English”, 1AM.....	173
Table 4.4.: Pronunciation Activities in “Spotlight on English”, 1AM.....	176
Table 4.5.: General Coverage of the Pronunciation Component in “Spotlight on English, Book Two”, 2AM.....	182
Table 4.6.: Pronunciation Focus areas in “Spotlight on English, Book Two”, 2AM.....	185
Table 4.7.: Pronunciation Activities in “Spotlight on English Book Two”, 2AM.....	188
Table 4.8.: General Coverage of the Pronunciation Component in “Spotlight on English, Book Three”, 3AM.....	194
Table 4.9.: Pronunciation Focus areas in “Spotlight on English, Book Three”, 3AM.....	196
Table 4.10.: Pronunciation Activities in “Spotlight on English, Book Three”, 3AM.....	202
Table 4.11.: General Coverage of the Pronunciation Component in “On the Move”, 4AM.....	209
Table 4.12.: Pronunciation Focus areas in “On the Move”, 4AM.....	212
Table 4.13.: Pronunciation Activities in “On the Move”, 4AM.....	215
Table 4.14.: General Coverage of the Pronunciation Component in “At the Crossroads”, 1AS.....	225
Table 4.15.: Pronunciation Focus areas in “At the Crossroads”, 1AS.....	227
Table 4.16.: Pronunciation Activities in “At the Crossroads”, 1AS.....	231
Table 4.17.: General Coverage of the Pronunciation Component in “Getting Through”, 2AS.....	239
Table 4.18.: Pronunciation Focus Areas in “Getting Through”, 2AS.....	242
Table 4.19.: Pronunciation Activities in “Getting Through”, 2AS.....	246

Table 4.20.: General Coverage of the Pronunciation Component in “New Prospects”, 3AS.....	255
Table 4.21.: Pronunciation Focus areas in “New Prospects”, 3AS.....	258
Table 4.22.: Pronunciation Activities in “New Prospects”, 3AS.....	262
Table 4.23.: General Coverage of the Pronunciation Component in BEM Exams.....	268
Table 4.24.: Marking the Pronunciation Component in BEM Exams.....	268
Table 4.25.: Pronunciation Focus areas in BEM Exams.....	269
Table 4.26.: Number of the Analysed BAC Exams.....	271
Table 4.27.: General Coverage of the Pronunciation Component in BAC Exams.....	272
Table 4.28.: Marking the Pronunciation Component in BAC Exams.....	272
Table 4.29.: Pronunciation Focus areas in BAC Exams.....	273
Table 5.1.: The Middle Schools Involved in the Study.....	298
Table 5.2.: The Secondary Schools Involved in the Study.....	299
Table 5.3.: The Middle School Teachers’ Degrees.....	303
Table 5.4.: The Middle School Teachers’ Experience	304
Table 5.5.: The Levels Taught by the Middle School Teachers	305
Table 5.6.: Average Number of Students per Class in Middle Schools.....	305
Table 5.7.: Middle School Teachers’ Evaluation of the Pupils’ Overall Pronunciation...306	
Table 5.8.: Medium Used by Middle School Teachers	307
Table 5.9.: Middle School Teachers’ Evaluation of their Pronunciation.....	308
Table 5.10.: Middle School Teachers’ Training in Teaching Pronunciation.....	309
Table 5.11.: Middle School Teachers’ Perceptions of the Adequacy of their Training in Pronunciation Knowledge and Teaching.....	311
Table 5.12.: Middle School Teachers’ Perceptions of the Pronunciation Aspects in Which they Need Training.....	311
Table 5.13.: Middle School Teachers’ Possession of Teachers’ Guides.....	312
Table 5.14.: Middle School Teachers’ Perceptions of the Extent to which the Teachers’ Guides are Helpful with Regards to Pronunciation Teaching.....	312

Table 5.15.: Middle School Teachers’ Perceptions of their Knowledge of the Competency Based Approach.....	313
Table 5.16.: Middle School Teachers’ Like/Dislike of Pronunciation Teaching.....	314
Table 5.17.: Middle School Teachers’ Perceptions of the Importance of Pronunciation/ Teaching Pronunciation.....	316
Table 5.18.: Middle School Teachers’ Attitudes towards the Setting of Goals for Pronunciation Teaching.....	317
Table 5.19.: Middle School Teachers’ Attitudes towards the Pronunciation Model.....	318
Table 5.20.: Middle School Teachers’ Perceptions of Pupils’ Learning of Pronunciation.....	319
Table 5.21.: Middle School Teachers’ Ranking of the Aspects of Pronunciation Necessary for Middle School Learners	321
Table 5.22.: Middle School Teachers’ Perceptions of Whether the Current Teaching/ Learning Conditions are Favourable for Implementing the Competency based Approach	322
Table 5.23.: Middle School Teachers’ Perceptions of the Success of the Competency Based Approach in Improving the Pupils’ Achievement	324
Table 5.24.: Middle School Teachers’ Perceptions of the Influence of the “Brevet d’Enseignement Moyen” Examination on their Teaching of Pronunciation...	325
Table 5.25.: Middle School Teachers’ Perceptions about Assessment of Pronunciation in the Official Examination (BEM).....	327
Table 5.26.: Middle School Teachers’ Perceptions of the Appropriateness of the Pronunciation Content in the Middle School Textbooks.....	328
Table 5.27.: Middle School Teachers’ Perceptions of the Main Obstacles to Pronunciation Teaching.....	332
Table 5.28.: The Secondary School Teachers’ Degrees.....	336
Table 5.29.: The Secondary School Teachers’ Experience	336
Table 5.30.: The Levels taught by Secondary School Teachers.....	437
Table 5.31.: Average Number of Students per Class in Secondary Schools.....	338
Table 5.32.: Secondary School Teachers’ Evaluation of the Pupils’ Overall Pronunciation.....	339
Table 5.33.: Medium Used by Secondary School Teachers.....	340

Table 5.34.: Secondary School Teachers’ Evaluation of their Pronunciation.....	340
Table 5.35.: Secondary School Teachers’ Training in Teaching Pronunciation.....	341
Table 5.36.: Secondary School Teachers’ Perceptions of the Adequacy of their Training in Pronunciation Knowledge and Teaching.....	341
Table 5.37.: Secondary School Teachers’ Perceptions of the Pronunciation Aspects in which they Need Training	342
Table 5.38.: Secondary School Teachers’ Possession of Teachers’ Guides.....	343
Table 5.39.: Secondary School Teachers’ Perceptions of the Extent to which the Teachers’ Guides are Helpful with Regards to Pronunciation Teaching	343
Table 5.40.: Secondary School Teachers’ Perceptions of their knowledge of the Competency Based Approach.....	344
Table 5.41.: Secondary School Teachers’ Like /Dislike of Pronunciation Teaching.....	345
Table 5.42.: Secondary School Teachers’ Perceptions of the Importance of Pronunciation.....	347
Table 5.43.: Secondary School Teachers’ Attitudes towards the Goal of Pronunciation Teaching.....	348
Table 5.44.: Secondary School Teachers’ attitudes towards the Pronunciation Model.....	348
Table 5.45.: Secondary School Teachers’ Perceptions about Pupils’ Learning of Pronunciation.....	349
Table 5.46.: Secondary School Teachers’ Ranking of the Aspects of Pronunciation Necessary for Secondary School Learners.....	351
Table 5.47.: Secondary School Teachers’ Perceptions of whether the Current Teaching/ Learning Conditions are Favourable for Implementing the Competency Based Approach	352
Table 5.48.: Secondary School Teachers’ Perceptions of the Success of the Competency Based Approach in Improving the Pupils’ Achievement.....	353
Table 5.49.: Secondary School Teachers’ Perceptions of the Influence of the “Baccalaureate” Examination on their Teaching of Pronunciation.....	354
Table 5.50.: Secondary Teachers’ Perceptions about Assessment of Pronunciation in the Official Exam (BAC)	356
Table 5.51.: Secondary School Teachers’ Perceptions of the Appropriateness of the Pronunciation Content in the Secondary School Textbooks.....	357
Table 5.52.: Secondary School Teachers’ Perceptions of the Main Obstacles to Pronunciation Teaching.....	359

Table 6.1.: The Frequency of Pronunciation Teaching (Middle School Teachers).....	371
Table 6.2.: Time Devoted to Pronunciation Teaching in Relation to the Time Devoted to a File (Middle School Teachers).....	375
Table 6.3.: Time Devoted to Pronunciation Teaching in General (Middle School Teachers).....	375
Table 6.4.: Teaching Pronunciation Aspects in Non-pronunciation Activities (Middle School Teachers).....	375
Table 6.5.: Teaching Pronunciation as a Reaction to Error (Middle School Teachers)....	376
Table 6.6.: Explaining the Importance of Correct Pronunciation (Middle School Teachers)	377
Table 6.7.: Pronunciation Teaching Materials (Middle School Teachers).....	378
Table 6.8.: Adaptation of Pronunciation Activities in Textbooks (Middle School Teachers).....	380
Table 6.9.: The Pronunciation Content in “Spotlight on English” (1AM) Taught in the Classroom	382
Table 6.10.: The Pronunciation Content in “Spotlight on English, Book Two” (2AM) Taught in the Classroom	382
Table 6.11.: The Pronunciation Content in “Spotlight on English, Book Three” (3AM) Taught in the Classroom	383
Table 6.12.: The Pronunciation Content in “On the Move” (4AM) Taught in the lassroom.....	384
Table 6.13.: The Pronunciation Aspects Taught in 1AM (Middle School Teachers).....	386
Table 6.14.: The Pronunciation Aspects Taught in 2AM (Middle School Teachers).....	387
Table 6.15.: The Pronunciation Aspects Taught in 3AM (Middle School Teachers).....	389
Table 6.16.: The Pronunciation Aspects Taught in 4AM (Middle School Teachers).....	391
Table 6.17.: Encouraging the Pupils to Read the Phonetic Transcriptions in Textbooks (Middle School Teachers)	393
Table 6.18.: Encouraging the Pupils’ to use the Phonetic Alphabets Included in the Textbooks (Middle School Teachers).....	393
Table 6.19.: The Procedure Followed in Dealing with a Pronunciation Activity (Middle School Teachers).....	394

Table 6.20.: Explaining Phonetic Terms (Middle School Teachers).....	396
Table 6.21.: Adjusting the Teacher’s Strategy to the Pupils’ One (Middle School Teachers).....	397
Table 6.22.: Frequency of Catering for the Slow or Less Able Pupils (Middle School Teachers).....	397
Table 6.23.: Responding to Unsuccessful Pronunciation lessons (Middle School Teachers).....	398
Table 6.24.: The Number of Pupils Involved in the Oral Pronunciation Practice (Middle School Teachers)....	399
Table 6.25.: Frequency of Assigning Out-of-Class Pronunciation Activities (Middle School Teachers).....	400
Table 6.26.: Frequency of Assessing Pupils’ Ability to Reinvest the Previously Taught Pronunciation Elements in their Overall Speech (Middle School Teachers)....	401
Table 6.27.: The Use of Phonetic Symbols (Middle School Teachers).....	402
Table 6.28.: The Practice of Phonetic Transcription (Middle School Teachers).....	403
Table 6.29.: Explaining of the Usefulness of the IPA Symbols and Phonetic Transcription (Middle School Teachers).....	404
Table 6.30.: Encouraging Pupils to use Pronunciation Symbols to Highlight Difficult Pronunciations (Middle School Teachers).....	405
Table 6.31.: Encouraging Pupils to Read the Phonetic Transcriptions in Dictionaries (Middle School Teachers).....	405
Table 6.32.: Highlighting Pronunciation Aspects on the Board (Middle School Teachers).....	409
Table 6.33.: Encouraging Pupils to Highlight Pronunciation Aspects on their Copybooks (Middle School Teachers).....	409
Table 6.34.: Drawing Pupils’ Attention to how the Pronunciation Aspects are Highlighted in the Textbooks (Middle School Teachers)	410
Table 6.35: Encouraging Pupils to Use Multi-Media outside the Classroom to Improve their Pronunciation (Middle School Teachers).....	410
Table 6.36: The Pre-Assessment of the Learners at the Beginning of the School Year (Middle School Teachers).....	411

Table 6.37: Responding to the Results of the Pre-Tests (Middle School Teachers).....	411
Table 6.38.: Frequency of the Correction of Pronunciation Errors (Middle School Teachers).....	412
Table 6.39.: Frequency of Giving Scope for Self-Correction (Middle School Teachers)..	413
Table 6.40.: Frequency of Giving Scope for Peer Correction (Middle School Teachers)..	414
Table 6.41.: Frequency of Assessing Pupils’ Understanding of the Pronunciation Points Taught (Middle School Teachers).....	415
Table 6.42.: Asking Pupils to Fill in the Questionnaires in the “Learning Logs” of the Files (Middle School Teachers).....	416
Table 6.43.: Testing Pronunciation (Middle School Teachers).....	417
Table 6.44.: The Frequency of Pronunciation Teaching (Secondary School Teachers)...	420
Table 6.45.: Time Devoted to Pronunciation Teaching in Relation to the Time Devoted to a File (Secondary School Teachers)	421
Table 6.46.: Time Devoted to Pronunciation Teaching in General (Secondary School Teachers).....	421
Table 6.47.: Teaching Pronunciation Aspects in Non-pronunciation Activities (Secondary School Teachers).....	422
Table 6.48.: Teaching Pronunciation as a Reaction to Error (Secondary School Teachers).....	423
Table 6.49.: Explaining the Importance of Correct Pronunciation (Secondary School Teachers)	423
Table 6.50.: Pronunciation Teaching Materials (Secondary School Teachers).....	424
Table 6.51.: Adaptation of Pronunciation Activities in Textbooks (Secondary School Teachers).....	426
Table 6.52.: The Pronunciation Content in “At the Crossroads” (1AS) Taught in the Classroom	428
Table 6.53.: The Pronunciation Content in “Getting Through” (2AS) Taught in the Classroom	429
Table 6.54.: The Pronunciation Content in “New Prospects” (3AS) Taught in the Classroom	430
Table 6.55.: The Pronunciation Aspects Taught in 1AS (Secondary School Teachers)....	431

Table 6.56.: The Pronunciation Aspects Taught in 2AS (Secondary School Teachers)...	433
Table 6.57.: The Pronunciation Aspects Taught in 3AS (Secondary School Teachers)...	435
Table 6.58.: Encouraging the Pupils to Read the Phonetic Transcriptions in Textbooks (Secondary School Teachers)	436
Table 6.59.: Encouraging the Pupils' to use the Phonetic Alphabets Included in the Textbooks (Secondary School Teachers).....	437
Table 6.60.: The Procedure Followed in Dealing with a Pronunciation Activity (Secondary School Teachers).....	438
Table 6.61.: Explaining Phonetic Terms (Secondary School Teachers).....	439
Table 6.62.: Adjusting the Teacher's Strategy to the Pupils' One (Secondary School Teachers).....	440
Table 6.63.: Frequency of Catering for the Slow or Less Able Pupils (Secondary School Teachers).....	440
Table 6.64.: Responding to Unsuccessful Pronunciation lessons (Secondary School Teachers).....	441
Table 6.65.: The Number of Pupils Involved in the Oral Pronunciation Practice (Secondary School Teachers)...	442
Table 6.66.: Frequency of Assigning Out-of-Class Pronunciation Activities (Secondary School Teachers)	443
Table 6.67.: Frequency of Assessing Pupils' Ability to Reinvest the Previously Taught Pronunciation Elements in their Overall Speech (Secondary School Teachers)...	443
Table 6.68.: The Use of Phonetic Symbols (Secondary School Teachers).....	444
Table 6.69.: The Practice of Phonetic Transcription (Secondary School Teachers).....	445
Table 6.70.: Explaining of the Usefulness of the IPA Symbols and Phonetic Transcription (Secondary School Teachers).....	446
Table 6.71.: Encouraging Pupils to use Pronunciation Symbols to Highlight Difficult Pronunciations (Secondary School Teachers).....	446
Table 6.72.: Encouraging Pupils to Read the Phonetic Transcriptions in Dictionaries (Secondary School Teachers).....	447
Table 6.73.: Highlighting Pronunciation Aspects on the Board (Secondary School Teachers).....	448

Table 6.74.: Encouraging Pupils to Highlight Pronunciation Aspects on their Copybooks (Secondary School Teachers).....	448
Table 6.75: Encouraging Pupils to Use Multi-Media outside the Classroom to Improve their Pronunciation (Secondary School Teachers).....	449
Table 6.76: The Pre-Assessment of the Learners at the Beginning of the School Year (Secondary School Teachers).....	449
Table 6.77: Responding to the Results of the Pre-Tests (Secondary School Teachers)...	450
Table 6.78.: Frequency of the Correction of Pronunciation Errors (Secondary School Teachers).....	451
Table 6.79.: Frequency of Giving Scope for Self-Correction (Secondary School Teachers).....	452
Table 6.80.: Frequency of Giving Scope for Peer Correction (Secondary School Teachers).....	453
Table 6.81.: Frequency of Assessing Pupils’ Understanding of the Pronunciation Points Taught (Secondary School Teachers).....	454
Table 6.82.: Asking Pupils to Fill in the Questionnaires in the “Learning Logs” of the Units (Secondary School Teachers).....	454
Table 6.83.: Testing Pronunciation (Secondary School Teachers).....	455
Table 6.84.: General Coverage of the Pronunciation Component in Middle School While-in-Term Tests.....	461
Table 6.85.: Pronunciation Focus Areas in Middle School While-in-Term Tests.....	463
Table 6.86.: General Coverage of the Pronunciation Component in Middle School End-of-Term Tests.....	465
Table 6.87.: Pronunciation Focus areas in Middle School End-of-Term Tests.....	466
Table 6.88.: General Coverage of the Pronunciation Component in Secondary School While-in-Term Tests.....	469
Table 6.89.: Pronunciation Focus Areas in Secondary School While-in-Term Tests.....	470
Table 6.90.: General Coverage of the Pronunciation Component in Secondary School End-of-Term Tests.....	473
Table 6.91.: Pronunciation Focus Areas in Secondary School End-of-Term Test.....	474

List of Figures

Figure 4.1.: a Typical Pronunciation Entry	162
Figure 4.2.: A Sample File Division in “Spotlight on English”, 1AM.....	167
Figure 4.3.: Sequence Structure of “Spotlight on English”, 1AM.....	167
Figure 4.4.: a Sample File Division in “Spotlight on English, Book Two”, 2AM.....	179
Figure 4.5.: A Sequence Structure of “Spotlight on English, Book Two”, 2AM.....	180
Figure 4.6.: A Sample File Division in “Spotlight on English, Book Three”, 3AM.....	191
Figure 4.7.: A Sequence Structure of “Spotlight on English, Book Three”, 3AM.....	192
Figure 4.8.: A Sample File Division in “On the Move”, 4AM.....	207
Figure 4.9.: a Sample Coping Window in “On the Move”, 4AM.....	217
Figure 4.10.: A Sample Unit Division in “At the Crossroads”, 1AS.....	223
Figure 4.11.: A Sample Reminder Box in “At the Crossroads”, 1AS.....	232
Figure 4.12.: A Sample File Division in “Getting Through”, 2AS.....	237
Figure 4.13.: A Sample File Division in “New Prospects”, 3AS.....	253
Figure 4.14.: a Sample Tips Box in “New Prospects”, 3AS.....	263
Figure 7.1.: A suggested Pronunciation Content for First Year middle School Students..	500
Figure 7.2.: Examples of Explicit Pronunciation Strategies in the Model Textbook.....	506

Contents

General Introduction.....	1
1. Statement of the Problem	1
2. Aims of the Study.....	4
3. Research Questions and Hypotheses.....	5
4. Means of Research.....	6
5. Structure of the Thesis.....	7
Chapter One: Teaching/Learning Pronunciation.....	9
Introduction.....	9
1.1. Definition of Pronunciation.....	9
1.2. Elements of Pronunciation.....	11
1.2.1. Segmental Elements.....	11
1.2.2. Suprasegmental Elements.....	12
1.2.3. Pronunciation and the Spelling System.....	16
1.3. Place of Pronunciation in the Main Approaches and Methods.....	17
1.3.1. The Grammar-Translation Approach.....	18
1.3.2. The Direct Method	18
1.3.3. The Reform Movement.....	18
1.3.4. Audiolingualism and the Oral Approach	20
1.3.5. The Cognitive Approach.....	21
1.3.6. The Humanistic Approaches	21
1.3.7. The Natural Approach.....	23
1.3.8. The Communicative Approach.....	23
1. 4. Importance of Pronunciation in Language Teaching/Learning	24
1.4.1. Pronunciation and Communication.....	24

1.4.2. Pronunciation and Communicative Competence.....	27
1.4.3. Pronunciation and Other Language Skills.....	28
1.4.4 Other Benefits of Pronunciation Teaching.....	30
1. 4.5. Rethinking the Role of Pronunciation in the Post-Method Era.....	31
1.4.6. Efficacy of Pronunciation Instruction.....	34
1.5. Factors Affecting Pronunciation Learning	37
1.5.1. The Age Factor.....	37
1.5.2. Motivation and Concern for Good Pronunciation.....	38
1.5.3. Personality.....	38
1.5.4. Attitude and Identity.....	39
1.5.5. The Native Language.....	39
1.5.6. Amount of Exposure.....	40
1.6. Factors Influencing Pronunciation Teaching.....	41
1.6.1. The Teaching Context.....	41
1.6.1.1. The Examination System/ the Washback Effect.....	41
1.6.1.2. Large and Multi-Level Classes	42
1.6.1.3. Time Constraints.....	43
1.6.1.4. Suitability/Unsuitability of Pronunciation Teaching Materials.....	43
1.6.2. Learner-Related Factors.....	44
1.6.3. Teacher-Related Factors.....	44
1.6.3.1 Teachers' Attitudes.....	44
1.6.3.2. Teachers' Pronunciation Competence.....	46
1.6.3.3 Teachers' Knowledge and Training.....	46
1.7. Teacher and Learner Roles in Pronunciation Teaching.....	48
Conclusion.....	50

Chapter Two: The Place of Pronunciation in the Foreign Language Curriculum.....	51
Introduction.....	51
2.1. The English as a Foreign Language Context in the Era of Global English	51
2.1.1. English as a Foreign Language and English as a Second Language	52
2.1.2. English as a Foreign Language and English as a Lingua Franca.....	52
2.1.3. English as a Lingua Franca and English as an International Language.....	55
2.2. Pronunciation in the Language Curriculum.....	56
2.2.1. Specification of the Goals.....	56
2.2.1.1. Setting Intelligibility as a More Realistic Goal.....	56
2.2.1.2. Developing Communicative Ability.....	58
2.2.1.3. Focusing on the Learners' Needs	59
2.2.2. Content Selection and Sequencing	59
2.2.2.1. Incorporating both Suprasegmentals and Segmentals.....	60
2.2.2.2. Focusing on Perception and Production of Intelligible Pronunciation Features....	62
2.2.2.3. Focusing on the Pronunciation/Spelling Relationship	62
2.2.3. Appropriate Methodology for Pronunciation Instruction.....	63
2.2.3.1. Incorporating Deductive and Inductive Modes of Practice.....	64
2.2.3.2. Using a Variety of Techniques	65
2.2.3.3. From More Controlled to More Communicative Practice.....	66
2.2.3.4. Integrating Pronunciation with Listening and Other Language Learning Practices.....	69
2.2.3.5. Promoting Autonomous Pronunciation Learning.....	71
2.2.4. Testing/Assessment of Pronunciation.....	75
2.2.4.1. Diagnostic Evaluation/ Ongoing Evaluation/ Classroom Achievement Testing....	76
2.2.4.2. Production / Perception Tests.....	77
2.2.4.3. Tests of Phonetic Knowledge: Written Tests.....	78

2.3. Pronunciation Teaching and the Algerian Context.....	80
2.3.1. Description of the Algerian Context.....	80
2.3.1.1. The Linguistic Situation in Algeria.....	81
2.3.1.2. English Language Teaching in the Algerian Educational System.....	82
2.3.1.3. Pronunciation in Teacher Education and Training.....	84
2.3.2. The Challenges of Teaching Pronunciation in Algeria.....	86
2.3.3. Pronunciation Difficulties Facing Algerian Learners.....	87
2.3.3.1. Inter-lingual Difficulties	87
2.3.3.2. Intra-lingual Difficulties.....	96
2.3.4. Pronunciation Priorities for Algerian Learners.....	96
Conclusion.....	102
 Chapter Three: Teaching Pronunciation through the Competency-based Approach/Competency- based Language Teaching.....	
	103
Introduction.....	103
3.1. Learning Theories Relevant to the Competency-based Approach	103
3.1.1 Behaviourism.....	103
3.1.1.2. Cognitivism.....	104
3.1.3. Constructivism/Social Constructivism.....	105
3.2. An overview of the Competency-Based Approach.....	112
3.2.1. Defining Competency	112
3.2.2. Origin and Different Conceptions.....	114
3.2.3. The Competency-based Approach and Other Approaches.....	119
3.2.3.1. The Competency-based Approach and Performance-Based Learning.....	119
3.2.3.2. The Competency-Based Approach and Outcome Based Education.....	120
3.2.3.3. The Competency-Based Approach and Mastery Learning/The Objectives Based Pedagogy.....	121

3.2.3.4. The Competency-Based Approach and the Standards Movement.....	123
3.2.4. Advantages/Disadvantages of the Competency-Based Approach.....	124
3.3. Competency-Based Language Teaching.....	125
3.3.1. Definition.....	125
3.3.2 Competency-Based Language Teaching and Communicative Language Teaching..	127
3.3.3. Principles of Competency-Based Language Teaching.....	129
3.3.4. Learner Roles/Teacher Roles in Competency-Based Language Teaching.....	132
3.3.4.1. Learner Roles.....	132
3.3.4.2. Teacher Roles.....	133
3.4. The Competency-Based Approach/Competency-Based Language Teaching in the Algerian Context.....	134
3.4.1. Objectives of Teaching English in the Competency-Based Curriculum.....	135
3.4.2. Key Terms.....	136
3.4.3. The Pedagogy of Integration.....	137
3.4.5. The Learner Roles and the Teacher Roles.....	139
3.4.6. Characteristics.....	141
3.4.7. Implementation Principles.....	142
3.5. Pronunciation Teaching and Assessment within the Framework of Competency- Based Language Teaching.....	145
3.5.1 Rationale for Incorporating Pronunciation in a Competency-Based Language Teaching Model.....	145
3.5.2. Goal of Teaching pronunciation in a Competency-Based Language Teaching Model.....	148
3.5.3. Methodology of Pronunciation Teaching/Testing in a Competency-Based Language Teaching model.....	148
3.5.4. An Example of Teaching Pronunciation in a Competency Based Language Teaching Model: the Sri Lankan Case.....	152
Conclusion.....	154

Chapter Four: The Place of Pronunciation in the Middle and Secondary School

Syllabuses, Textbooks and Official Examinations.....	155
Introduction.....	155
4.1. Pronunciation in the Algerian Middle and Secondary School Curriculum	
Documents.....	155
4.1.1. The Place of Pronunciation in the Curriculum Documents.....	155
4.1.2. Pronunciation Content.....	158
4.1.3. Methodology of Teaching Pronunciation.....	160
4.2. Pronunciation in the Algerian Middle and Secondary School Textbooks.....	161
4.2.1. Pronunciation in the Algerian Middle School Textbooks.....	161
4.2.1.1. “Spotlight on English”, First Year Middle School.....	166
4.2.1.2. “Spotlight on English Book Two”, Second Year Middle School.....	179
4.2.1.3. “Spotlight on English Book Three”, Third Year Middle School.....	190
4.2.1.4. “On the Move”, Fourth Year Middle School.....	205
4.2.2. Pronunciation in the Algerian Secondary School Textbooks.....	221
4.2.2.1. “At the Crossroads”, First Year Secondary School.....	221
4.2.2.2. “Getting Through”, Second Year Secondary School.....	236
4.2.2.3. “New Prospects”, Third Year Secondary School.....	251
4.3. Pronunciation in the Official Examinations.....	267
4.3.1. In the “Brevet d’Enseignement Moyen” Examination	267
4.3.2. In the “Baccalaureate” Examination.....	270
4.4. Overall Analysis of the Results of the Middle and Secondary school	
Teachers’ Curriculum Documents, Textbooks and the Official Exams.....	275
4.4.1. The Compatibility of the Way Pronunciation Teaching is Addressed with the	
Competency Based Language Teaching Principles	275
4.4.1.1. Importance of Pronunciation.....	275

4.4.1.2. The Pronunciation Content.....	276
4.4.1.3. Teaching Methodology.....	278
4.4.2. The Compatibility of the Way Pronunciation Assessment is Addressed with the Competency Based Language Teaching Principles.....	287
4.4.3. The Compatibility of Testing pronunciation with Competency Based Language Teaching.....	290
4.5. A Note on the New Generation Curriculum Textbooks.....	291
Conclusion.....	295
Chapter Five: The Middle and Secondary School Teachers' Preparedness, Attitudes and Perceptions about Pronunciation Teaching.....	296
Introduction.....	296
5.1. Research Design.....	296
5.2. The Teachers' Questionnaire.....	300
5.2.1. Description of the Teachers' Questionnaire.....	300
5.2.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire.....	303
5.2.2.1. The Middle School Teachers.....	303
5.2.2.1. The Secondary School Teachers.....	335
5.3. Overall Analysis of the Results of the Middle and Secondary School Teachers' Questionnaire	362
5.3.1. Teachers' Preparedness for Teaching Pronunciation in the Competency based Language Teaching Model.....	362
5.3.2. The Teachers' Attitudes towards Pronunciation Teaching in the Competency based Language Teaching Model.....	364
5.3.3. The Teachers' Perceptions of the Major Obstacles Faced by the Teachers.....	366
Conclusion.....	367

Chapter Six: Pronunciation Teaching /Testing in Algerian Middle and Secondary

Schools: The Teachers' Practices.....368

6.1. Description of the Middle and Secondary School Teachers' Practices of the Pronunciation Component in the Competency based Language Teaching Questionnaire.....	368
6.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire	371
6.2.1. The Middle School Teachers' Questionnaire	371
6.2.2. The Secondary School Teachers' Questionnaire	417
6.3. The Pronunciation component in the Class Tests.....	456
6.3.1. The Pronunciation Component in the Middle School Class Tests	457
6.3.1.1. The Pronunciation Component in the Diagnostic Evaluation	457
6.3.1.2. The Pronunciation Component in the While-in-Term Tests	458
6.3.1.3. The Pronunciation Component in the End-of- Term Tests.....	461
6.3.2. The Pronunciation Component in the Secondary School Class Tests.....	464
6.3.2.1. The Pronunciation Component in the Diagnostic Evaluation.....	464
6.3.2.2. The Pronunciation Component in the While-in-Term Tests.....	465
6.3.2.3. The Pronunciation Component in the End-of-Term Tests.....	469
6.4. Overall Analysis of the Results of the Middle and Secondary School Teachers' Questionnaire and the Cass Tests.....	473
6.4.1 The Compatibility of Teaching Practices with the Competency-based Approach...	473
6.4.1.1. Importance Assigned to Pronunciation	473
6.4.1.2. Teaching the Pronunciation Content.....	474
6.4.1.3. Teaching Methodology.....	476
6.4.2. The Compatibility of Assessment Practices with the Competency-based Approach.....	479
6.4.3. Testing Pronunciation in Competency based Language Teaching.....	480
6.4.4. Influence of Official Tests on the Teachers' Practices.....	482
Conclusion.....	484

Chapter Seven: Pedagogical implications.....	485
Introduction.....	485
7.1. Educational Authorities.....	485
7.1.1. Teacher Participation in Curriculum Design.....	486
7.1.2. Teacher Education and Training	487
7.1.3. Provision of a Favourable Teaching/Learning Environment	490
7.1.4. Bridging the Gap between Pronunciation Teaching and Testing.....	491
7.2. Curriculum Designers.....	493
7.3. Teachers.....	495
7.4. Overhaul of Teaching Pronunciation in a CBLT Model: Suggested Remedial Materials	498
7.4.1. Guidelines for Designing a Model Textbook	498
7.4.2. A Suggested Pronunciation Training Course for Prospective Middle and Secondary School Teachers.....	509
7.4.3. A Suggested Pronunciation Training Course for In-Service Middle and Secondary School Teachers	516
7.4.4. Suggested CBLT Lesson Plans	519
7.4.4.1. A Suggested Lesson Plan for Teaching Pronunciation to Prospective Middle/ Secondary School Teachers.....	519
7.4.4.2. Suggested CBLT Lesson Plans for Middle/Secondary School Teachers.....	524
7.5. Limitations of the Study.....	533
7.6. Suggestions for Further Research	534
Conclusion	535
General Conclusion.....	536
References.....	543
Appendices	

General Introduction

- 1. Statement of the Problem**
- 2. Aims of the Study**
- 3. Research Questions and Hypotheses**
- 4. Means of Research**
- 5. Structure of the Thesis**

1. Statement of the Problem

Acquiring a threshold level in the mastery of pronunciation is a sine qua non for effective oral communication in any second or foreign language, and hence enhancing learners' mastery of pronunciation should be one of the most important goals of the foreign language curriculum. As far as English as a foreign language in the Algerian context is concerned, two major obstacles render the teaching of pronunciation even more necessary: the notorious discrepancy between the oral and the written forms, and the problem of negative transfer from French, which is learnt as the first foreign language. These two obstacles make the acquisition of a laudable level of English pronunciation even more important for effective oral communication than the overemphasis on grammar and vocabulary which characterize the traditional syllabi. Learners with good pronunciation in English are more likely to be understood even if they make mistakes in other areas like grammar, whereas learners with poor pronunciation will not be understood, no matter how perfect their mastery of grammar and vocabulary is. Those learners may even avoid speaking and participating, and thus experience isolation. Therefore, it is necessary to raise learners' awareness of the importance of pronunciation and to provide them with explicit help in this regard as the overriding majority of learners find English pronunciation difficult to acquire (Morley, 1994; Fraser, 2000).

Yet, despite its importance, pronunciation teaching has long been a neglected element in the Algerian English language curricula at both the middle and secondary school levels. For example, the early experiences in the implementation of the Communicative Approach in the 1980's and 1990's did not integrate pronunciation teaching. As a result, many Algerian learners and even some teachers have reportedly experienced tremendous difficulties in pronouncing English appropriately either at the segmental or suprasegmental levels.

The status of pronunciation, however, has come to occupy a position in the English curriculum, at least, in theory, with the introduction of the Competency-based Approach in the Algerian schools since 2003. The Competency-based Approach was adopted in the national curriculum in view of enabling learners to cope better with the changes of life, equipping them with best-quality education. This shift was based on evidence emanating from worldwide research that highlights the importance of helping learners to make learning meaningful.

As expressed in the Algerian official syllabuses, the Competency-based Approach seeks to help the learners act in real-world contexts effectively and, accordingly, it articulates the link between what students learn in school and the everyday uses of the language. It is worth noting that, at present, the adaption of the Competency-based Approach as a rationale in the design for different subject areas including language teaching has constituted an issue of hot debate in many countries, developed and developing, from different parts of the world. In this regard, Richards (2015: 79) comments that “recently, competency-based frameworks have become adopted in many countries, particularly for vocational and technical education” and that “they are also increasingly being adopted in national language curriculums”. As aforementioned, the rationale behind adopting such an approach is to improve the quality of education. Evidence has shown that it is not sufficient to master some amount of knowledge and to have a command of skills to function successfully in educational, social or professional settings. The Competency-based Approach seeks to provide an operational framework for the achievement of a real shift in focus from acquiring knowledge and skills towards a more emphasis on fostering learners’ ability in using this knowledge and skills in dealing with real life situations. Prior to the implementation of the Competency-based Approach, the focus was on the transmission of knowledge from the resource person, “the teacher”, to the learners without referring to real life situations and problems. In other words,

most of the teaching/learning, which concentrates on knowledge and the theoretical content, was detached from practical real life situations. That is why the Competency-based Approach was introduced in order to bridge the gap between theoretical knowledge and its practical application. That is to say, the Competency-based Approach focuses on the rooting of learning in meaningful situations and raises the pupils' awareness of the usefulness of what they learn.

With regards to language teaching, where a competency based approach is adopted, the term Competency-based Language teaching is widely used. According to Richards and Rodgers (2001, 2014), Competency-based Language teaching is the application of the principles of the competency-based approach to language teaching. Competency-based Language teaching has been designed to improve the quality of students' achievement in the target language and develop their communicative competence. In order to realise this aim, the Competency-based Approach principles and features must be focused on from planning to the implementation phase. The concern of the proponents of the Competency-based Approach with increasing the transferability of skills acquired in the classroom context to real-life uses has contributed markedly to assigning a central role to the teaching pronunciation in English curricula. Consequently, pronunciation has become regarded as a key skill in developing the learners' interactive, interpretive or productive competencies.

Despite this prominent position given, in theory, to pronunciation, there are many indications that the performance of Algerian students is still largely not satisfactory. Students start learning English as a compulsory subject and pronunciation right from the first grade in the middle school when they are about eleven years old, an age which gives them a facility with pronunciation on the basis of the assumption that, at a young age, children are more receptive to pronunciation and are better at imitating it than at later stages in their lives. After four years of study at the middle school and three years at the secondary school, and

especially because the approach adopted is competency-based, students are expected to be able to have a good pronunciation of English.

In spite of the fact the students are provided with instruction in pronunciation for seven years, many students still suffer from low achievement in English pronunciation. Even some motivated and good students in the language and who opt to study English as their main branch of study suffer from this problem. From my personal experience as a teacher of phonetics and other modules at the department of English and according to discussions with colleagues, there is no significant difference between the pronunciation and the phonetic knowledge of the students of the reforms under the competency based approach, in which pronunciation teaching was an innovation and considered as one of the highlights, and the former students who had no instruction in pronunciation before university courses. The observed failure in achieving satisfactory results in pronunciation learning despite the paramount importance assigned to this key component, at least at the theoretical level, raises serious doubts about the effectiveness of the syllabi currently in use and renders a serious evaluation of the current practice in the teaching and assessment of pronunciation primordial and timely so as to diagnose its real causes.

2. Aims of the Study

The present study aims at evaluating the current situation of pronunciation teaching within the framework of Competency based Curriculum at both the theoretical and practical levels in order to determine the real causes of the observed failure in achieving the set curriculum objectives. More specifically, the study aims at

1. Investigating the adequacy of the pronunciation materials included in the textbooks and gauging the degree of their compatibility with the principles of Competency-based Language Teaching.

2. Evaluating the level of teachers' preparedness to teach pronunciation within the CBLT framework.
3. Identifying teachers' attitudes towards pronunciation teaching and CBLT.
4. Gauging the degree of compatibility between teachers' practices at both the middle and secondary school levels with the CBLT principles.

3. Research Questions and Hypotheses

On the basis of what has been stated above, the present study attempts to answer the following major research question:

Is pronunciation teaching within the framework of the competency-based approach in the Algerian middle and secondary schools effective?

In order to gain a full picture of the topic, five subsidiary questions are raised:

1. Is pronunciation instruction presented in the official documents (the syllabi and the textbooks) compatible with the principles of the competency-based approach?
2. Are the teachers sufficiently prepared to teach pronunciation within the framework of the competency-based approach in the Algerian Context?
3. What are the teachers' attitudes towards pronunciation within the framework of the competency-based approach?
4. Are the teachers' pronunciation teaching and assessment practices compatible with the competency-based approach principles?
5. To what extent do the official exams (the Brevet d'Enseignement Moyen and the Baccalaureate) influence the teachers' practices?

As a tentative answer to the above research questions, the following hypotheses have been advanced.

First hypothesis: Pronunciation instruction is not presented adequately in the middle and secondary school curriculum documents, textbooks and official examinations in the sense that they do not provide enough supporting material for the teaching/learning and evaluation of pronunciation in a Competency-based Language teaching model.

Second hypothesis: The teachers are not well prepared to teach pronunciation in a Competency-based Language teaching model.

Third hypothesis: Middle and secondary school teachers have negative attitudes towards teaching pronunciation and towards Competency-based Language teaching.

Fourth hypothesis: The teachers' practices in the English as a Foreign Language classes are not compatible with what was recommended in the curricula.

Fifth hypothesis: The official exams do not influence the teachers' practices.

5. Means of Research

In this research, multiple research methods are used. To begin with, the first research question is answered through qualitative analyses of curriculum documents/syllabi and textbooks of the middle and secondary schools. The second research questions is answered through a questionnaire designed to examine the teachers' preparedness, attitudes and perceptions about the teaching of pronunciation. The third and the fourth research questions are answered through another questionnaire elaborated to explore how teachers practise pronunciation teaching and assessment in their classrooms. In reference to pronunciation assessment, samples of the Brevet d'Enseignement Moyen and the Baccalaureate exams and internal tests and exams are analysed.

6. Structure of the Thesis

The research work is a whole of two parts with a general introduction and a general conclusion. The first part is theoretical while the second one is practical.

The theoretical part, which involves the use of literature review, consists of the first three chapters. The first chapter is entitled “teaching/learning pronunciation”. It defines the term “pronunciation” and discusses its importance, its role in second language acquisition, its features, the factors affecting pronunciation learning/teaching and the efficacy of pronunciation instruction. It also examines how the role of pronunciation is reconsidered in the English as a Lingua Franca era. The second chapter deals with The Place of Pronunciation in Foreign Language Syllabuses. It provides a thorough discussion of current perspectives regarding the integration of pronunciation in the language syllabus, teacher and learner roles, testing/assessment of pronunciation. It also sheds light on the Algerian context in terms of the linguistic situation, the educational system and the place of English language teaching within it, pronunciation in teacher education and training and, most importantly, the pronunciation difficulties of Algerian learners, on the basis of which, pronunciation priorities for Algerian learners are established. The third chapter is devoted to the Competency based approach and Competency-based Language teaching in general and in the Algerian context in particular. It examines interesting issues including learning theories underlying the approach; relationship with other approaches; principles and characteristics of Competency-based Language teaching and the Competency-based Approach/Competency-based Language teaching in the Algerian Context. The last section of the chapter discusses Pronunciation Teaching and Assessment within the Framework of Competency-based Language teaching

The practical part consists of the following four chapters: four, five, six and seven. Chapter four is devoted to the analysis and evaluation of the component of pronunciation in

the Algerian official documents: the syllabuses, the textbooks and the official exams. Chapter five provides the research design in terms of subjects of the study, methods of data collection methods of data analyses while the main focus is the analysis and discussion of the results of the questionnaire “teachers’ preparedness, attitudes and perceptions of pronunciation teaching in a Competency-based Language teaching model”. Chapter six offers the analysis and discussion of the results of the teachers’ questionnaire “The Middle and Secondary School Teachers’ Practices of the Pronunciation Component in Competency based Language Teaching”. The latter provides information about how the middle and secondary school teachers reported their practices of pronunciation teaching and testing. For verification and clarification purposes, this chapter also includes the analysis of a representative sample of the teachers’ class tests. In Chapter seven, the main findings of the study are revisited with regards to their implications for educational authorities, curriculum designers and language teachers. Furthermore, the chapter provides some remedial pronunciation materials consisting mainly of guidelines for designing a model textbook, suggested pronunciation training courses for prospective and for in-service Middle and Secondary School teachers and some Competency based Language Teaching lesson plans. Also included in the chapter are the limitations of the study as well as future recommendations on research in the field.

Chapter One

Teaching/Learning Pronunciation

Introduction

1.1. Definition of Pronunciation

1.2. Elements of Pronunciation

1.2.1. Segmental Elements

1.2.2. Suprasegmental Elements

1.2.3. Pronunciation and the Spelling System

1.3. Place of Pronunciation in the Main Approaches and Methods

1.3.1. The Grammar-Translation Approach

1.3.2. The Direct Method

1.3.3. The Reform Movement

1.3.4. Audiolingualism and the Oral Approach

1.3.5. The Cognitive Approach

1.3.6. The Humanistic Approaches

1.3.7. The Natural Approach

1.3.8. The Communicative Approach

1.4. Importance of Pronunciation in Language Teaching/Learning

1.4.1. Pronunciation and Communication

1.4.2. Pronunciation and Communicative Competence

1.4.3. Pronunciation and Other Language Skills

1.4.4 Other Benefits of Pronunciation Teaching

1.4.5. Rethinking the Role of Pronunciation in the Post-Method Era

1.4.6. Efficacy of Pronunciation Instruction

1.5. Factors Affecting Pronunciation Learning

1.5.1. The Age Factor

1.5.2. Motivation and Concern for Good Pronunciation

1.5.3. Personality

1.5.4. Attitude and Identity

1.5.6. The Native Language

1.5.6. Amount of Exposure

1.6. Factors Influencing Pronunciation Teaching

1.6.1. The Teaching Context

1.6.1.1. The Examination System/ the Washback Effect

1.6.1.2. Large and Multi-Level Classes

1.6.1.3. Time Constraints

1.6.1.4. Suitability/Unsuitability of Pronunciation Teaching Materials

1.6.2. Learner-Related Factors

1.6.3. Teacher-Related Factors

1.6.3.1 Teachers' Attitudes

1.6.3.2. Teachers' Pronunciation Competence

1.6.3.3 Teachers' Knowledge and Training

1.7. Teacher and Learner Roles in Pronunciation Teaching

Conclusio

Introduction

The increasing role that spoken English is playing in international communication in the modern world has constrained language teaching methodology to assign pronunciation teaching a central role. Despite its importance, the role and practice of English pronunciation has witnessed several swings of the pendulum in the past decades as manifested by different approaches and methods. These shifts in the increase and decrease in the importance assigned to pronunciation reflect the tensions among different teaching approaches vis-a-vis the role and place that should be assigned to pronunciation.

1.1. Definition of Pronunciation

There is no agreed upon definition of what pronunciation is. Because Scholars and researchers rely on different criteria, different definitions are provided.

One definition, which is found in the American Heritage Dictionary (1992) says that pronunciation is a “way of speaking a word, especially a way that is accepted or generally understood”. In Oxford Advanced Learner’s Dictionary (2005), it is defined as “the way in which a language or a particular word or sound is pronounced or the way in which a particular person pronounces the words of a language”.

According to Richards and Renandya (2002), pronunciation refers to the role of individual sounds and sound segments, features at the segmental and the suprasegmental levels. A very similar definition is provided by Ur (1996) who defines pronunciation as it includes the sounds of the language, stress, rhythm, and intonation. From these two definitions, it is clear that pronunciation is generally defined in relation to its features.

Other definitions specify the relationship between pronunciation and communication. Schmitt (2002: 219) defines it as “a term used to capture all aspects of how we employ speech sounds for communication”. According to Dalton and Seidlhofer (1994),

pronunciation is more than a matter of production but also of communication. According to them, pronunciation can generally be defined as

the production of significant sounds in two senses. First, sound is significant because it is used as part of a code of a particular language ...in this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to the acts of speaking.

In the same vein, Seidlhofer (2001: 56) defines it as the "perception and production of the significant sounds of a particular language in order to achieve meaning in contexts of language use". Underwood (1989), on his part, defines it by emphasising its oral nature. According to him, pronunciation is an important aspect of the spoken language which makes it different from the written language.

In the current literature, some pronunciation specialists and researchers (e.g. Jones and Evans, 1995; Pennington and Richards, 1986; Kenworthy, 1987) use the term pronunciation teaching and phonetics and phonology as synonyms while others (e.g. Thornbury, 2005) use the terms pronunciation and phonology indistinctively.

On the other hand, Burgess and Spencer (2000: 191) define pronunciation by contrasting phonology and pronunciation when they explain that

The phonology of the target language (TL) consists of theory and knowledge about how the sound system of the target language works, including both segmental and suprasegmental features. Pronunciation in language learning, on the other hand, is the practice and meaningful use of TL phonological features in speaking, supported by practice in interpreting those phono-logical features in TL discourse that one hears.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a language which is accepted or generally understood. This implies that,

pronunciation entails both the production and the reception of speech and that it contributes to the attainment of meaning.

1.2. Elements of Pronunciation

There is no general agreement among pronunciation researchers and specialists on the elements of pronunciation in terms of both content and sequencing. According to Goodwin (2001: 119), the sound system of English has been traditionally described and taught according to the order: Sounds → syllables → phrases and thought groups → extended discourse. However, she suggests a more balanced approach where all features of the sound system work together, starting by the global aspects and addressing the other aspects whenever needed according to the order: Thought groups → prominence → intonation → rhythm → reduced speech → Linking → consonants → vowels → word stress.

Owing to the fact that many pronunciation specialists describe the pronunciation system of English in the traditional way, the present study also adopts the traditional approach and discusses the elements of the sound system in terms of the two main divisions: the segmental elements and the suprasegmental elements. In addition, the relationship between pronunciation and the spelling system is also highlighted.

1.2.1. Segmental Elements

The sound system of a language is made up of phonemes, the units from which words are formed and convey meaning. More specifically, a phoneme is defined as the smallest contrastive unit in the sound system of a language. According to Brown (2014: 6), the segmental elements or the segmentals are “the individual vowel and consonant sound units” that “combine one after the other to form syllables, words and utterances”. So, the segmental elements include the vowels and the consonants.

Vowels are the speech sounds that are produced when the airstream passes freely from the larynx to the mouth. The vocalic sounds are categorised as simple vowels (also referred

to as pure vowels or monophthongs), diphthongs or triphthongs. Firstly, the simple vowels are usually described in terms of the position of the tongue in relation to the roof of the mouth, the part of the tongue which is involved in the articulation and the shape of the lips. Secondly, a diphthong is a speech sound produced as a result of a glide from one vowel to another. Thirdly, a triphthong is a speech sound produced as a result of a glide from a vowel to a second one and then quickly to a third one without interruption.

Consonants, on the other hand, are the speech sounds made by causing an obstruction to the airflow in the mouth. In other words, in the articulation of a consonant, the airstream is obstructed, constricted or restricted in one form or another. They are usually described according to four main dimensions: (a) place of articulation, (b) manner of articulation, (c) voicing (voiced or voiceless) and (d) force of articulation (fortis or lenis). For example, the English consonant /t/ is usually described as an alveolar plosive voiceless Fortis consonant while /m/ is described as bilabial nasal voiced lenis.

Another important feature of consonants is clustering. Consonants may combine to form clusters. For example, in English, a three consonant cluster is possible in word-initial position. In this case, the first consonant must be /s/, the second must be /p, t, k/ and the third is always /l, r, w, j/. Sound combinations, in terms of type and number, vary from one language to another. Accordingly, consonant clusters can pose difficulties for learners.

1.2.2. Suprasegmental Elements

Brown (2014: 6) defines “suprasegmental elements, or simply, suprasegmentals as features that operate over stretches of speech larger than a segment (a consonant or vowel sound)”. They include stress, rhythm, intonation and aspects of connected speech. Chun (1988) stresses the fact that the suprasegmental elements should be taught right from the early stages of learning to avoid the problem of fossilisation at later stages.

Stress refers to the degree of force or emphasis given to certain syllables within words and to certain words within utterances. Accordingly, stress is studied at two different levels: word level (word stress) and sentence level (sentence stress). Word stress refers to the degree of force or emphasis given to words or parts of words. Multisyllabic words can have more than one stressed syllable, but only one stressed syllable, the most prominent, receives primary stress. Ponsonby (1987: 14, quoted in Dalton and Seidlhofer, 1994: 97) explains

In words of more than one syllable, the syllables do not all have equal stress. There is usually one that has particularly strong stress. This means that on this syllable your voice is louder and usually pitched higher, and you hang on to the syllable considerably longer than on the other syllables of that word. Different stressing can change the meaning of a word or make it completely unrecognizable.

Sentence stress refers to the degree of force by which a speaker pronounces words in a sentence. The content words, which are more important for the conveyance of the meaning, tend to be stressed while the function words, which are less important, are usually unstressed. One of these stressed syllables or words is usually more important than the others, and this is called the ‘tonic’. Primary stress is considered as one of the most important features in communication (Haycraft, 1992; Hahn, 2004). In addition to its value in fostering communication, sentence stress is teachable (Dalton and Seidlhofer, 1994).

Another feature that is closely related to stress is rhythm. Kenworthy (1987:30) points out that rhythm “is characterized by the alternation of strong and weak syllables”, which means it is a product of stressing some words and not stressing others. Dalton and Seidlhofer (1994: 108) also put it clear that “Rhythm is seen as a by-product of the alternation of weak and stressed syllables, rather than something which exists independently and in its own right”. Generally speaking, content (or lexical) words are stressed while function (or grammatical words) are not stressed, and, so, pronounced quickly using the weak forms.

This means that instead of pronouncing the function words with the strong vowels, they are reduced in most cases to the most common neutral unstressed weak vowel, the schwa.

According to Ladefoged (1982), the term “stress-timed/syllable-timed” is used to characterize the pronunciation of languages that display a particular type of rhythm. English is a stress-timed language because it has a stress-timed rhythm, which suggests that the time from a stressed syllable to another stressed syllable tends to be the same irrespective of the number of the intervening unstressed syllables (Roach, 2009). In other words, the amount of time it takes to say a sentence in stress-timed language depends on the number of stressed syllables, not on the total number of syllables (Avery and Ehrlich, 1992). This contrasts with syllable-timed rhythm, which implies that the time from a syllable to another syllable, whether stressed or unstressed tends to be the same (Roach, 2009). In other words, the amount of time it takes to say a sentence depends on the total number of syllables in the sentence, not on the number of stressed syllables.

Intonation is also a very important suprasegmental feature. It is widely defined as the melody of speech. For Roach (2009: 3), it is “the use of the pitch of the voice to convey meaning” and for Brown (2014: 6), it denotes “the use of the pitch of the voice in speech”. Moreover, Goodwin (2001: 120) states that intonation, “the melodic line or pitch pattern” is a distinctive feature of each thought group. Thought groups, also referred to as sense groups are the chunks of language between pauses. When we speak, we tend to group words together in chunks that make a complete thought, often bounded by short pauses and are said under a single intonation contour. Within each thought group, there is usually one prominent element referred to as the tonic. This prominent element, as explained by Goodwin (2001) is important because it carries not only the major stress, but also the major pitch change: it changes according to the meaning intended by the speaker. Intonation plays a crucial role in effective communication because it conveys attitudinal or emotional

meanings (Kenworthy, 1987; Chun, 1988; Celce Murcia, Brinton and Goodwin, 1996). Despite the fact that intonation is generally perceived as complex and difficult for EFL learners, it can be practiced and acquired even by learners in the early stages of learning.

Additionally, one noticeable feature of English is that in natural speech, the segmental elements do not occur by themselves and there are few gaps between words. This results in many processes that cause differences between words pronounced in isolation and the same words occurring in connected speech. According to Brown (2014: 8), connected speech processes “describe the way individual segments are affected (changed, omitted, etc.) as a result of the context of surrounding sounds”.

The most common and noticeable of these processes are assimilation, elision and linking (Roach, 2009; Dalton and Seidlhofer, 1994). Assimilation is a process whereby a sound becomes more similar to an adjacent sound. More specifically, assimilation occurs when a sound is influenced by an adjacent sound and so changes to another sound. Elision is a process by which a sound is dropped in a certain context. It is defined by Dalton and Seidlhofer (1994: 118) as “the deletion of sounds in connected speech”. Roach (2009) stresses the usefulness of practicing elisions. Linking is another way to make adjustments in sounds at word boundaries in connected speech. It is the way in which the end of one word is linked to the following sound or the way one sound disappears before another. There are many kinds of linking: vowel to vowel, consonant to vowel, intrusive / r/ and linking / r/.

Moreover, the overall characteristics of a speaker’s voice influences how a speaker’s pronunciation sounds. Whether the speaker’s voice sounds loud, breathy or nasal are instances of voice quality features. The latter refer to “the tendency of the speakers of a particular language to adopt certain habitual positions of articulation in connected speech, resulting in a characteristic voice quality” (Pennington and Richards, 1986:209). For Brown (1991), they “refer to the habitual settings of the vocal apparatus (tongue, lips, larynx, vocal

cords, etc.), which give an overall colouring to the voice”. Brown (2014: 6), defines voice quality as “the overall longterm setting of vocal organs, including the tongue and *vocal cords*”. Voice quality features are considered important in teaching pronunciation for communicative purposes as they are linked to the suprasegmental elements of stress and intonation. In fact, Pennington (1996: 156) includes them among the suprasegmental elements. For her, “voice quality is the most global and longest-term aspect of prosody” since “it spans the longest stretches of speech and underlies all other aspects (...)”.

1.2.3. Pronunciation and the Spelling System

In pronunciation teaching, the sound system is often emphasised while the way the sounds are represented in writing is ignored. Nonetheless, an essential component of pronunciation teaching must be the sound-spelling relationship. As the EFL learners are introduced to English spelling right from the beginning of instruction and because these learners rely on the written form to pronounce words, the sound-spelling relationship must be carefully addressed in order to avoid spelling mispronunciations.

In the view of Pennington (1996: 184), English spelling is not “a reliable indicator of pronunciation in a great majority of cases because of idiosyncratic factors having to do with (a) the history of individual words and (b) the placement of stress”. She (1996: 183) argues that

An emphasis on the written language or the reinforcement of the spoken language by the written language can cause the learner to develop associations of spoken and written forms that are highly misleading. A main problem is the lack of reliability of the written form of a word as a guide to its pronunciation

It has often been claimed that English has an opaque or deep orthography: there is a low correspondence between the sounds and the letters in English. This does not mean that English spelling is totally irregular, but there are not too many one-to-one

spelling/pronunciation correspondences. In this respect, Avery and Ehrlich (2008) describe the basic features of the English spelling system such as:

- one sound may be represented by different letters (to, two, through, and threw)
- one letter can represent different sounds (cake, mat, call, any and sofa)
- Some combinations of letters represent only one sound. (lock, enough)
- One letter stands for more than one sound (use, exam)
- letters may stand for no sounds (bomb, knee, island, could)

To these features, which are also highlighted by a number of professionals, Pennington (1996: 184) emphasises the role of the schwa and stress in making the relationship between English spelling and pronunciation so irregular as she points out that “of particular importance for English in this connection is the large number of reduced vowels which are not pronounced as they are spelled but rather as schwa” and that in many cases “ the placement of stress, which is not at all indicated by spelling...is a critical determinant of the correct pronunciation”.

Because of these orthographic inconsistencies between English pronunciation and spelling, the EFL learners should be made aware of them so that they can correctly predict the pronunciation of a word from its spelling. In fact, the irregular spelling/ sound relationship creates a special problem among EFL learners, who are influenced by the spelling of words and, so, find it difficult to pronounce familiar as well as unfamiliar words. Kenworthy (1987: 97) stresses that “the English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English-speaking children learning to write their language”.

1.3. Place of Pronunciation in the Main Approaches and Methods

The development of pronunciation instruction can be better understood through a review of the place of pronunciation in the most influential approaches to second/Foreign language acquisition: the Grammar Translation Method, the Direct Method, the Reform Movement,

Audiolingualism and the Oral Approach, the Cognitive Approach, the Humanistic Approaches, the Natural Approach and the Communicative Approach.

1.3.1. The Grammar-Translation Approach

The Grammar-Translation Approach, “an extension of the approach used to teach classical languages to the teaching of modern languages” (Celce Murcia, 2001:6), aimed at enabling learners to read the literature and fine arts written in the foreign language (FL) through practice in translation and memorisation. Therefore, pronunciation instruction was not one of its goals: pronunciation was irrelevant in this approach. Larsen-Freeman and Anderson (2011: 18) put it clear that “pronunciation receives little, if any, attention” in this approach.

1.3.2. The Direct Method

The Direct Method emerged in the 19th century as a reaction to the shortcomings of the Grammar-Translation Approach, which failed “to produce learners who could communicate in the foreign language they had been studying” (Celce Murcia, 2001:6). It regards the process of learning a second language (L2) as being the same as that of acquiring a first language (L1). The language lessons consist of conversation sessions about a specific topic, followed by question-answer practice. By listening to an appropriate model, L2 learners are expected to spontaneously acquire pronunciation. Consequently, the methodology for pronunciation instruction focuses on imitating a model who is, usually, expected to be a native speaker (NS) of the TL (Larsen-Freeman and Anderson, 2011). Despite the fact that pronunciation has a prominent status in the Direct Method, the methodology was primitive.

1.3.3. The Reform Movement

At the beginning of the twentieth century, the Reform Movement established important changes in pronunciation instruction. The main principles of the Reform Movement were

that “the spoken form of a language is primary and should be taught first, the findings of phonetics should be applied to language teaching, language teachers must have solid training in phonetics and learners should be given phonetic training to establish good speech habits” (Celce Murcia, 2001: 4) Accordingly, pronunciation is emphasized from the initial stages of language learning, with the classes being mostly taught in the TL (Celce Murcia et. al., 1996). Phonetics plays an important role in teaching foreign languages, and both teachers and learners are provided with phonetic training. Howatt and Widdowson (2004: 202) discuss the role given to phonetics by the Reform Movement using Sweet’s words

Phonetics provides an analytic framework and a practical methodology for the acquisition of an accurate pronunciation, secondly, it offers a more reliable system of sound-notation than traditional orthography, and finally, it serves as the scientific discipline on which a principled approach to the training of language teachers can be built.

This approach rejects the idea that simple imitation leads to good pronunciation, and as a result, pronunciation is explicitly taught, with the aid of the phonetic alphabet. Even in the initial stages, the sentences and texts used in class are written using the phonetic alphabet only, with the hope that learners would develop a more accurate pronunciation of the TL. After the pronunciation of the text or sentence is mastered, the learners move on to question-answer, discussion, and retelling exercises (Howatt and Widdowson, 2004).

The work of the Reform Movement helped to make phonetics well-known. Nevertheless, the practical consequences of phonetics in the teaching of pronunciation were not too positive and gradually, the enthusiasm for phonetics declined notoriously. Learners became tired and confused to achieve an unattainable ideal pronunciation by working on isolated sound and doing exercises to memorise them. Over the years, phonetics practically disappeared from TEFL classrooms and instead has become a university subject or degree.

1.3.4. Audiolingualism and the Oral Approach

Around the mid twentieth century, the Audiolingual Method or Audiolingualism (in the United States) and the Oral Approach (in the United Kingdom) were developed. They both emphasize the oral skills and the achievement of a native-like accent as the ultimate goal. That is why “pronunciation also receives attention right from the beginning of a course” (Larsen Freeman and Anderson, 2011: 30), as it is expected to contribute to the development of oral skills. Typical classes within these methods are based on dialogues and drills which focus on minimal pairs. It is believed that phonemic contrasts contribute to the improvement of learners’ perception and production of sounds. So, in these methods, pronunciation teaching was mostly restricted to the discrimination and production of sounds in order to enable the learners to first perceive and then articulate the sounds correctly and the methodology for pronunciation instruction consists of imitating good models and using minimal pair drills practiced in a language laboratory, an essential resource for these methods. In addition, learners receive some form of phonetic information to help them improve their pronunciation. Thus, the proponents of Audiolingualism and the Oral Approach assume that pronunciation (as well as other linguistic features) is acquired through intense repetition and memorization of controlled sentences and dialogues, which lead to habit formation (Stern, 1983). These beliefs were greatly influenced by Behaviourism.

Despite the fact that Audiolingualism has been criticised, Harmer (2001) points out that it still has some influence in the area of pronunciation teaching in the sense that many pronunciation materials included in many coursebooks are considered as drills and many teachers’ practices focus also on pronunciation drills. This is justified by Harmer (2001) by the fact that the use of drills seems fairly tangible and easy to implement for teachers less secure with the relative freedom of more recent methods such as Communicative Language Teaching (CLT).

1.3.5. The Cognitive Approach

After having a prominent role in the language courses in the years of Audiolingualism and the Oral Approach, many researchers began to question the effectiveness of an instructional focus on pronunciation in the L2 classroom. So, with the emergence of the Cognitive Approach, which rejects the notion of habit formation and the supremacy of oral skills, pronunciation was de-emphasized. Actually, it was believed that native-like pronunciation was an unattainable and an unrealistic goal. The central assumption that guides this approach is that language is governed by rules and that once learners have a deep understanding of these rules, they will be able to use them in meaningful situations (Stern, 1983). Therefore, in the Cognitive Approach, instruction in pronunciation is considered a waste of time, since pronunciation is something that is acquired through practice with meaningful materials (Celce-Murcia et. al., 1996).

1.3.6. The Humanistic Approaches

The 1970's had witnessed the emergence of a number of approaches commonly referred to as the humanistic approaches because they emphasise the role of the learners' affective factors. These approaches encompass the Silent Way, Community Language Learning and Total Physical Response.

First, pronunciation is assigned an important role in the Silent Way. It is worked on from the very beginning and it is important that students acquire the melody of language (Celce Murcia et.al., 1996; Larsen-Freeman and Anderson, 2011). It is taught with the help of tools such as pointers, charts, presenting all the sounds at once, and coloured rods of different lengths. The fact that the students know what they have learned and what they yet need to learn relates to the issue of learner autonomy (Larsen-Freeman and Anderson, 2011: 68). The lesson begins with a focus on the pronunciation of sounds, syllables or words, initially modelled by the instructor, who speaks little, just indicating what the learners are expected

to do. The emphasis on pronunciation continues until the learners achieve a level of pronunciation that allows them to be understood by a NS. So, according to the proponents of this method, the learners are enabled “to sharpen their own inner criteria for accurate pronunciation” (Celce Murcia et.al., 1996: 5).

Second, pronunciation also occupies an important role in Community Language Learning. The main assumptions guiding this method is that private classes are the ideal condition for learning and that learning is optimized when learners take decisions about the course content and “listen” to themselves. According to Larsen-Freeman and Anderson (2011: 101), “particular grammar points, pronunciation patterns, and vocabulary are worked with based on the language the students have generated”. The treatment of pronunciation is done through two main tools, namely the audiotape recorder and the human computer. While the former “captures what is said in the student –generated utterances” and “provides a way for students to distance themselves from what was said so that they can focus on how it was said and compare their pronunciation with that of the counsellor”, the latter “allows the students to initiate pronunciation practice by selecting the item(s) to practice and deciding the amount of repetition needed” (Celce Murcia et.al., 1996: 7). Thus, while the pronunciation content is primarily initiated by the students, the approach followed is intuitive-imitative.

However, in Total Physical Response, where the learners are not obliged to speak until they are ready, pronunciation is de-emphasised. According to Celce Murcia et.al. (1996: 3), the proponents of this method and other naturalistic approaches claim that “the initial focus on listening without pressure to speak gives the learners the opportunity to internalise the target sound system” and that “when learners do speak later on, their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction.

1.3.7. The Natural Approach

According to Krashen and Terrell (1986), the natural approach was founded on traditional approaches to language teaching because its focus was on comprehension and meaningful communication with no use of the L1 and no reference to grammar and syntax. The underlying principle of the Natural Approach was Krashen's view about language acquisition which has had a very strong impact on L2 teaching (Richards and Rodgers, 1986).

Krashen and Terrell (1986) hypothesised that, especially in the beginning stages, pronunciation could depend almost entirely on acquisition rather than on formal learning. They concluded that in order to facilitate acquisition, the emphasis should be placed exclusively on giving learners large quantities of comprehensible input and keeping their effective filter low. Therefore, in the Natural Approach, pronunciation teaching is considered ineffective and correcting students' pronunciation errors causes inhibition and prevents acquisition.

1.3.8. The Communicative Approach

The communicative approach or Communicative language teaching (CLT) expanded all over the world and has dominated the FL teaching field for more than three decades. The goal was to develop what Hymes called "communicative competence". Therefore, CLT acknowledges the importance of pronunciation, which is essential to accomplish the core and the main goal of the approach, communication (Celce-Murcia et.al., 1996).

In the early years of CLT, the focus of pronunciation teaching shifted to "fluency rather than accuracy, encouraging an almost exclusive emphasis on suprasegmentals" (Goodwin, 2001: 117) and how they were used to communicate meaning in discourse, "which proved to be especially efficient when designing short-term pronunciation courses for non-natives" (Celce-Murica et.al., 1996: 10). So, unlike the previous approaches that emphasise

pronunciation instruction, CLT aims at intelligible pronunciation, rather than total accuracy. Because the ultimate goal of language teaching/learning is communication, students should work with language at the discourse or suprasentential level. Thus, the traditional methods of pronunciation instruction are seen as incompatible with the notion that language instruction should be communication-oriented.

Despite recognizing the importance of pronunciation instruction, CLT followers tended to ignore it, or to focus exclusively on the suprasegmental elements. In fact, in the early years of CLT, pronunciation teaching was largely confined to the word level and most of the materials available were rejected on those grounds. At present, the importance of both segmentals and suprasegmentals in the instruction of intelligible pronunciation is generally recognized (e.g., Morley, 1994; Pennington, 1994; Celce-Murcia et.al., 1996).

Although CLT has recognized the necessity of teaching pronunciation, this component is still neglected in many communicative classrooms and materials. Moreover, teachers have found it difficult to teach pronunciation according to the principles of the Communicative Approach.

1.4. Importance of Pronunciation in Language Teaching/Learning

The importance of pronunciation has been discussed by many specialists. For some, it is an important element of communication and an integral component of communicative competence; for others, it is considered important because it is closely related to the other skills, namely listening, reading and also writing. Still, others argue for the importance of teaching pronunciation by discussing other benefits the learners can get from it. So, it is reasonable, then, to acknowledge the importance of pronunciation teaching.

1.4.1. Pronunciation and Communication

Pronunciation is a central component of successful communication. It is one of the most important things that help learners to communicate successfully. The fact that the main goal

of learning a language is to use it as a means of communication makes pronunciation a necessary element. The better the learners' pronunciation is, the more successful they are in communication. Kelly (2003) points out that pronunciation is a vital component in effective communication. The latter requires a certain command of the pronunciation of the TL. In fact, it is regarded as an important aspect in any language course intended to help learners to achieve success in oral communication. According to Seidlhofer (2001), pronunciation has a central role in intelligibility. In the same vein, Jenkins (2003) stresses the importance of pronunciation when she referred to it as the greatest single barrier to successful communication.

Tench (1981:109) also argues that speech is impossible without pronunciation when he says "Pronunciation is not an optional extra any more than grammar, vocabulary or any other aspects of language is.... Speech is much more than pronunciation-but it is impossible without it". In the same line of thought, Gimson (1994:270) emphasises the importance of devoting time to pronunciation, an essential element of speech, in any course of English when he writes:

high adequacy in lexis and grammar can be negated by incompetence in the signalling phase, when the prime medium is speech. Thus unless a learner expects to deal with English only in its written form, there is no escape from the acquisition of at least the rudimentary elements of English pronunciation. Such a conclusion implies that in any course of English a realistic amount of time should be devoted to practice in the spoken language.

While Gimson (1994) discusses the importance of pronunciation in the English language, Setter and Jenkins (2005:2) argue that pronunciation "needs to be addressed in the teaching of all languages, as clearly there is little point in learning a (living) language if one does not mean to communicate with other speakers of that language."

Moreover, pronunciation is also considered an important element of successful oral communication by Nunan (1989) who devoted two characteristics to pronunciation (comprehensible pronunciation of the target language and good use of stress, rhythm, intonation patterns) when he listed the elements involved in successful oral communication. Nunan's two characteristics focusing on pronunciation clearly show that both the segmental and the suprasegmental elements are essential to achieve success in oral communication. For example, if a person mispronounces a word by changing one or more segments by others, s/he is prone to be misunderstood. In the same way, a shift in word or sentence stress can change the meaning of the message originally intended by the speaker and, thus, results in incomprehensibility. Similarly, an incorrect use of intonation can also lead to a misinterpretation of the emotional state of the speaker.

In another list of some factors involved in verbal communication, Dalton and Seidlhofer (1994: 52) highlight six communicative abilities related to pronunciation in general and intonation in particular:

- *Prominence*: how to make salient the important points we make
- *Topic management*: how to signal and recognize where one topic ends and another begins
- *Information status*: how to mark what we assume to be shared knowledge as opposed to something new
- *Turn-taking*: when to speak, and when to be silent, how (not) to yield the floor to somebody else
- *Social meanings and roles*: how to position ourselves *vis-à-vis* out interlocutor(s) in terms of status, dominance/ authority, politeness, solidarity/ separateness
- *Degree of involvement*: how to convey our attitudes, emotions, etc.

In order to help the learners to become effective communicators using the target language, it is important to teach them some rules of pronunciation. Accordingly, it is logical to incorporate pronunciation in any language course intended to help learners to achieve proficiency in the target language in general and in oral communication in particular.

1.4.2. Pronunciation and Communicative Competence

Learning a language involves learning its pronunciation. In fact, it is undeniable that pronunciation plays an important role in mastering a language and that it is an indispensable component of language proficiency as it plays an important role in conveying meaning. Dalton and Seidlhofer (1994: ix) ascertain that “Pronunciation is never an end to itself but a means to negotiate meaning in discourse”. This is a clear evidence that pronunciation has a prominent place within overall communicative competence.

Communicative competence is usually divided into four competence areas including linguistic (or grammatical), discourse competence, sociocultural competence and strategic competence (Canale and Swain, 1980; Savignon, 1983; Savignon, 2001). The four competences are essential and interrelated as argued by Savignon (2001: 19):

Although the *relative* importance of the various components depends on the overall level of communicative competence, each one is essential. Moreover, all components are interrelated. They cannot be developed or measured in isolation as one cannot go from one component to the other as one strings beads to make a necklace. Rather, an increase in one component *interacts* with other components to produce a corresponding increase in overall communicative competence.

Linguistic or grammatical competence is concerned with knowledge of the language itself: its form and meaning. According to Savignon (2001: 17), it “refers to sentence- level grammatical forms, the ability to recognize the lexical, syntactic, and phonological features of a language and to make use of these features to interpret and form words and sentences”. It, thus, involves a command of the rules of usage (e.g spelling, pronunciation, word formation, sentence structure, etc) and the ability to use these rules in the interpretation, expression, or negotiation of meaning (Savignon, 2001). Discourse competence means the ability to perform turns in discourse and to maintain the conversation. It “is concerned not with isolated words or phrases but with the interconnectedness of a series of utterances,

written words, and/ or phrases to form a text, a meaningful whole” (Savignon, 2001: 17). Sociocultural competence is concerned with the ability to apply the social rules of language use. It, thus, involves “an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction” (Savignon, 2001: 17). Strategic competence is generally defined as the ability to use coping strategies to compensate for imperfect knowledge of rules. According to Canale and Swain (1980: 25), it is defined as the ability of “how to cope in an authentic communicative situation and how to keep the communicative channel open”.

To these four competence areas, Bachman (1990) adds fluency in his model. Fluency is “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation” (Hedge 2000: 54).

Accordingly, pronunciation, or more precisely phonological skills, is one component of linguistic competence, but also an essential element that contributes to the attainment of pragmatic competence, strategic competence and fluency. According to Morley (1991:488), “Intelligible pronunciation is an essential component of communication competence”. As expressed above, successful communication cannot take place without adequate pronunciation. If the partners in any communication do not pronounce and/or interpret the message properly, communication inevitably fails. Faerch, Haastrup and Phillipson (1984: 168, quoted in Hedge 2000: 47) maintain that “It is impossible to conceive of a person being communicatively competent without being linguistically competent” and, logically speaking, it is impossible to be linguistically competent without adequate pronunciation skills.

1.4.3. Pronunciation and Other Language Skills

The importance of pronunciation has also been discussed in relation to other skills. As a matter in fact, pronunciation has an effect on other English skills: listening, reading and

writing. Not only does a good pronunciation make learners better speakers, but it also helps them become good listeners, readers and writers. Celce Murcia et.al. (1996: 221) argue that

Efficient communication involving any skill area (listening, speaking, reading, writing), or any combination of skills, depends on the speaker's ability to integrate knowledge of the English sound system (i.e., phonetics and phonology with knowledge of grammar (i.e., morphology and syntax and lexicon...The sound system, a resource for creating meaning and for expressing a variety of functions relates to every other aspect of the language when the learner listens, speaks, reads, and writes.

Pronunciation is an influential element in listening comprehension. Arguably, an awareness of the pronunciation features helps learners improve their speech as well as their listening comprehension (Gilbert, 1984; Pennington, 1996; Harmer, 2001). According to Celce Murcia et.al. (1996: 221), "mastery of listening and speaking presuppose some ability and efficiency in perceiving and producing English sounds, tunes and rhythms".

In oral communication, the listeners expect certain patterns of pronunciation that the speakers need to deploy in order to communicate effectively. If the speakers fail to articulate segments appropriately and/or do not attend to the rules of stress, intonation and pauses adequately, the listeners simply cannot get the meaning. In the same way, if the speaker's pronunciation is adequate and the listener is ignorant of pronunciation rules and patterns, s/he also cannot get the meaning. Hence, learning about pronunciation develops not only the learners' speaking abilities but also their listening comprehension. In this regard, Harmer (2001) argues that being aware of pronunciation features helps learners improve not only their speaking but also their listening skills. According to him (2001:183), being familiar with pronunciation features "will be of immense benefits not only to their own production but also to their own understanding of spoken English". In the same line of thought, Gilbert (1984:1) argues that the skills of listening comprehension and pronunciation are interdependent as he writes that if the learners "cannot hear English well, they are cut off

from the language...If they cannot be understood easily, they are cut off from conversation with native speakers.” In addition, Underwood (1989) comments that teaching pronunciation is very important for the non-native learners who encounter difficulties in listening comprehension. According to him, it is necessary to help learners become familiar with the individual sounds and other patterns of the target language.

Evidence has also shown that good pronunciation skills support good reading skills (Bradley and Bryant, 1983, 1985; Stanovich, Cunningham and Crammer, 1984, all cited in Peterson and Haines, 1992). In addition, good pronunciation has been shown to be predictive of subsequent progress in writing. Celce Murcia et.al. (1996: 221) stress that “mastery of English reading and writing...presupposes knowledge of the writing system (i.e., orthography), which makes the relationship between the sound system and the writing system another crucial intersection”.

In conclusion, pronunciation is regarded as a vital element of effective communication. It does not only enable learners to speak correctly, but also helps them immeasurably to decode messages while listening or reading and to improve their writing skills.

1.4.4. Other Benefits of Pronunciation Teaching

The importance of teaching pronunciation is also discussed in relation to the merits the learners can get from improving their pronunciation. firstly, in today’s world, where English is accepted as a global language or a lingua franca, having a good pronunciation is considered as a crucial element for people who are required to use English for several reasons in different contexts, either locally or globally. In this regard, Celce-Murcia, et.al. (2010: 9) point out that the learners should "surpass the threshold level so that their pronunciation will not detract from their ability to communicate".

Secondly, improving one’s pronunciation is usually conducive to increased confidence and motivation. That is to say, if the learners manage to achieve adequate pronunciation,

they will be more confident and highly motivated to interact with other speakers of the language, NS or non –native speakers (NNS) (Dalton and Seidlhofer, 1994). Lu (2002: 33) comments that incomprehensible pronunciation “will produce psychological nervousness in speakers, which is likely to also block their efforts to seek clarification or to paraphrase using alternative expressions with phonetically different pronunciation and intonation”. This calls for the urgent need to improve the learners’ pronunciation skills; if the learners have adequate pronunciation, they will have more confidence to communicate with other speakers of the language.

1.4.5. Rethinking the Role of Pronunciation in the Post-Method Era

In the last decades, the ultimate goal of language teaching has been to enable the learners to communicate in the target language through attaining communicative competence. Accordingly, using language to communicate should be the focus in classroom instruction. This focus on language as communication and the expanding growth of English as a global language brings renewed interest in pronunciation teaching. Morley (1991) points out that in the late 1980s, there was a reinterest in pronunciation, as a crucial element of communicative competence. As stated above, Celce-Murcia et.al. (1996) argue that there is a threshold level of pronunciation for NNS of English to be effective communicators. This means that if they fall below this critical threshold level, they will have oral communication problems irrespective of their elaborated vocabulary and command of grammar.

Nowadays, there is a general consensus among pronunciation specialists and educators that pronunciation is an essential component that should be incorporated in the language curriculum (Kenworthy, 1987; Brown, 1991; Celce-Murcia et.al., 1996; Pennington, 1996; Fraser, 2000; Jenkins, 2003; Levis, 2005; Celce-Murcia et.al., 2010; Brinton, 2012; Richards, 2015). For example, Pennington (1996: 222) points out to the benefits of attention to phonology for other curricular goals when she says “work on pronunciation, whether in

the form of feedback or in the form of explicit lessons, can help to further other instructional goals in the language curriculum” while Brinton (2012: 255) rightly put it that “in the world of ELT today, pronunciation has come to be rightfully recognised as a critical skill”. Hence, the need for adequate levels of pronunciation has been accentuated in today’s increasingly globalized world marked by the rise of English as a lingua-franca and the unprecedented widespread and extensive use of online communication using information technology.

Furthermore, it is also necessary to teach pronunciation to beginning learners to avoid the problem of fossilisation. The latter, according to Derwing and Munro (2014: 35) is “a term coined by Selinker (1972) to describe the process undergone by a second language (L2) speaker who is unlikely to show improvement in certain forms of the target language, regardless of instruction”.

It is a common belief that if the learners develop bad pronunciation habits from the early stages, it is very difficult to change them later. So, pronunciation should be taught right from the early stages to enable the learners to face pronunciation issues from early stages in order to avoid problems when they reach advanced levels. In this regard, Mackey (1965) points out that it is of paramount importance for the students to form correct language pronunciation habits from the very beginning stages of language learning so that they can consolidate and enhance their oral expression ability. He argues that it is difficult and time-consuming to correct pronunciation that becomes fossilised because of the mistakes made in the early stages that led to establishment of wrong pronunciation habits.

In addition, Yates and Zielinski (2009: 19) point out that “attention to pronunciation should start from day one of learning a language” and that beginners “need pronunciation just as much as advanced learners do, and starting early helps them tackle pronunciation issues throughout their learning”. The same idea is expressed thoroughly and thoughtfully by Baker (1982: 1) as follows:

Often advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate. The long-term answer to this problem of the “fossilised accent” is to begin teaching pronunciation from the first week of a beginners’ course, and to give students so much help in the early stages that pronunciation mistakes are not learned by repetition as they otherwise inevitably are.

In addition to emphasising beginning pronunciation teaching from the beginning, Baker (1982: 1) also stresses that much time should be devoted to pronunciation teaching at the beginning of instruction as she adds

In course planning often little or no time is allocated to pronunciation teaching at beginner level, but more time is allotted as courses progress. This process should in fact be reversed with considerably more time allocated to pronunciation teaching at beginner than at later levels. Better a railing at the top of the cliff than a hospital at the bottom!

In the same vein, Pennington (1996: 220) argues that “a strong focus on pronunciation is justified at a beginning level of instruction” because the most immediate need of beginning students is intelligibility and “no communication can take place without a certain level of mutual intelligibility among speakers”. She also points out

At the intermediate and advance levels...some students will have achieved basic intelligibility in phonology by the time they reach an intermediate level of proficiency in other language skills, whereas for others, problems in phonology may obscure intelligibility even after the student has achieved a relatively high score on a standardised test of English proficiency.

To conclude, it is essential that the learners start learning from the very beginning to be able to develop good pronunciation and to avoid fossilisation. It is too difficult to remedy the learners’ bad pronunciation once fossilized.

1.4.6. Efficacy of Pronunciation Instruction

Recent research has suggested that explicit instruction, which can be defined as encouraging the learners to develop metalinguistic awareness of a rule, is very effective in the sense that it raises awareness in L2 classrooms (Norris and Ortega, 2000; Spada and Tomita, 2010). As a matter of fact, in order to use the language communicatively and effectively, the learners need to master the form of the language. Basturkmen, Loewen and Ellis (2004: 243) point out that “focus on form is a feature of communicative language teaching” and Long (1991; quoted in Basturkmen et.al., 2004: 244) argues that attention to form “promotes language acquisition because it enables learners to notice linguistic elements (grammar, vocabulary, pronunciation, and discourse features) that might otherwise have been missed, and because it is compatible with the learners internal syllabus”. Hence, form-focused instruction or explicit instruction is found to be very beneficial to L2 learners.

Pronunciation is one linguistic element that focus-on-form instruction draws the learners’ attention to. Indeed, the efficacy of explicit pronunciation instruction is a widely debated subject in the field of English language teaching. While some researchers argue that pronunciation instruction makes no difference in improving the learners’ pronunciation, there are studies which confirmed that pronunciation instruction is very effective as it can make noticeable improvement in learners’ pronunciation.

One of the main studies which have shown that pronunciation instruction is ineffective is the one conducted by Purcell and Suter (1980). In this study, the two researchers examined the speech of 61 EFL learners from a variety of first language backgrounds and considered several factors, including age of arrival, length of residence in an English-speaking country, amount of English used in conversation, motivation, aptitude for oral mimicry, strength of concern for pronunciation, amount of general English instruction, and number of weeks focused specifically on pronunciation instruction. They concluded that formal pronunciation

instruction is ineffective as other factors, the most important of which are the first language, aptitude for oral mimicry, period of residence and concern for good pronunciation contribute to pronunciation accuracy.

On the other hand, among the studies which have shown that explicit pronunciation instruction has positive effects on the production of individual phonemes, suprasegmental elements or fluency include Pennington (1998), Derwing, Munro, and Wiebe (1998), Couper (2003), Derwing and Munro (2005), Saito (2011) and Saito (2013).

Pennington (1998) argues that explicit instruction is very beneficial in raising the learners' awareness of their phonological acquisition process and their own pronunciation patterns and problems. Similarly, Derwing, Munro, and Wiebe (1998) examined the effects of segmental and suprasegmental instruction on the pronunciation of ESL students and concluded that students who received 20 minutes per day of instruction in suprasegmentals showed a considerable improvement in intelligibility. More specifically, the results of a post-test conducted after 10 weeks of instruction showed that both types of instruction improved comprehensibility in a controlled speaking task, and that suprasegmental instruction improved comprehensibility in an extemporaneous speaking task as well. In another study carried out by Pennington and Ellis (2000), the findings confirmed that explicit instruction resulted in improving sentence stress production. Couper's (2003) study, which investigates the effectiveness of a pronunciation sub-syllabus through a survey of students' reactions to the syllabus and their beliefs regarding the teaching and learning of pronunciation, also strengthens the positive effect of explicit pronunciation instruction. Moreover, Derwing and Munro (2005) claim that phonological forms should be explicitly taught to students so that they can notice the differences between native speakers' pronunciation and their own pronunciation.

While the previously mentioned studies focused on the short-term effects of pronunciation instruction, Couper (2006) examined the immediate effects as well as the long-term effects. In his study which focused on epenthesis and consonant deletion errors, the results of the first post-test administered immediately after the end of the two week instruction period confirm dramatic positive short-term effects of pronunciation instruction while the results of the second post-test, given twelve weeks later also confirm the long-term effects as it was evident that the gains were retained over time.

There have also been studies which have focused on learners' attitudes toward explicit pronunciation instructions and the effects of individual corrective feedback on pronunciation. For example, Couper's (2003) study revealed that most of the participants had positive attitudes toward pronunciation instruction as they thought systematic explicit instruction in pronunciation was very important. The results of Dłaska and Krekler (2013: 25) also confirmed that individual corrective feedback "is a significantly more powerful teaching tool than listening only activities".

Despite the fact that many studies have confirmed that pronunciation instruction an important role as a tool to help learners gradually acquire the L2 phonological system, some researchers as Purcell and Suter (1980), Leather (1983) and Scarcella and Oxford (1994) point out that pronunciation improvement is a complex process which involves many other variables than instruction, such as age, motivation, aptitude and attitudes.

Even though some have thought that pronunciation instruction is hopeless or useless and, so, rejected any type of form-focused pronunciation teaching, there is now some empirical evidence that pronunciation instruction can exert an overall positive effect on improving students' speech. Nation and Newton (2009: 76) argue that "appropriate attention to form for pronunciation is likely to have the same kinds of good effects as attention to form can have for the learning of vocabulary, grammar or discourse". Nonetheless, it is important

to remember that pronunciation instruction cannot be expected to yield immediate improvement in learners' performance (Pennington and Richards, 1986).

1.5. Factors Affecting Pronunciation Learning

Pronunciation learning can be influenced by a number of factors, namely, the age factor, motivation and concern for good pronunciation, personality, the native language (NL) and the amount of exposure. It is worth mentioning that there is no precise information about which factors have the strongest influence on the acquisition of the sound system of a L2.

1.5.1. The Age Factor

Even though there is no general agreement among the researchers in the field of L2 learning, a common observation is that adult learners' speech is characterised by a foreign accent while young learners are distinguished for their native-like accent pronunciation. McDonough (2002:91) points out that "young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue". Thus, it is assumed that if someone pronounces a L2 like a native, he probably started learning it as a child.

In line with this, Nunan (1999: 105) suggests that "the best time for students to learn a language in order to become as native-like in their pronunciation as possible is before the onset of puberty". The argument in favour of this fact is the critical period hypothesis. This hypothesis means that the language learning abilities decreases significantly as people go older and the brains begin to mature because of the occurrence of what is called lateralization (Thompson and Gaddes, 2005). This suggests that pronunciation should be learnt before the critical period has ended and, so, certain changes in the brain have taken place in order to attain native like pronunciation. According to Flege (1987:162), "speech learning that occurs after the critical period has passed will proceed more slowly, and ultimately be less successful, than learning which occurs before the critical period has ended".

This topic is also discussed by Kenworthy (1987: 5), who concludes, based on the results of numerous researches on the issue, that “learning to pronounce like a native is very difficult for all but the very young”. In fact, young learners are more perceptive to pronunciation and are better at imitating it than older learners.

It follows, then, that the learners should start learning pronunciation, as an important component of the TL, at a young age. This provides them with the opportunity to acquire an adequate pronunciation by making use of the natural sensitivity to the spoken language which is, possibly, active only at a younger age.

1.5.2. Motivation and Concern for Good Pronunciation

Motivation and concern for good pronunciation play an important role in acquiring the sound system of an L2. According to Kenworthy (1987), some learners seem to be more concerned about their pronunciation than others and, accordingly, they are motivated to improve it. Kenworthy (1987: 8) suggests that “the desire to do well [in pronunciation] is a kind of achievement motivation”. With regards to the learners who are unconcerned about their pronunciation, one possible reason could be their unawareness that their speech cause difficulty, irritation or misunderstanding for the listener (Kenworthy, 1987). In such a case, the teacher s role is crucial in helping these learners develop motivation and interest.

1.5.3. Personality

The personality of the learner is also an important factor influencing the learning of pronunciation. Avery and Ehrlich (2008) argue that learners who are confident and willing to take risks probably have more opportunities to practise the pronunciation of the L2 because they are more often involved in interactions with NSs. On the other hand, learners who are introverted, inhibited, and unwilling to take risks lack opportunities for practice.

1.5.4. Attitude and Identity

Attitude and identity are also important factors in learning how to pronounce a L2. Kenworthy (1987:7) argues that “it has been claimed that such factors as a ‘learner’s sense of identify and feelings of affiliation with speakers of the target language’ are strong indicators of the acquisition of accurate pronunciation of a foreign language”.

Kenworthy (1987:8) explains the relationship between learners’ attitudes and pronunciation when she states:

In many studies of attitude and motivation in language learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native – like accents. Those positive feelings have been related to their “integrative motivation; the language learner is willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture.

These two features, according to Celce Murcia et.al. (1996) need to be taken into consideration by teachers who should not expect all learners to achieve the same proficiency level within the same period of time.

1.5.5. The Native Language

Another major factor that influences the acquisition of the sound system of an L2 is the NL (Kenworthy, 1987; Celce Murcia et. al., 1996). It is a common fact that when learning an L2, the sound patterns of the NL may be transferred into the L2. More specifically, the NL may have a facilitating effect on the learners’ pronunciation of L2 if there are similarities between the two languages. Nonetheless, if there are differences, L1 interference or negative transfer may cause a variety of errors for the learners, both at the segmental and suprasegmental level. Kenworthy (1987: 4) points out that “the more differences there are, the more difficulties the learner will have in pronouncing English”. In fact, this idea is based on Lado’s (1957) contrastive analysis hypothesis, one of the predominant approaches used

in the L2 development research which gives an account of L2 learners' phonological development in terms of similarities and differences between speaker's L1 and L2 phonologies.

According to Avery and Ehrlich (2008: 6), the influence of the NL can be seen in three different ways. First, the learners face the problems of the sounds of the L2 that do not exist in the sound system of the NL. They may find it difficult to pronounce new sounds because they have never exercised their mouth in producing these sounds before. Second, they encounter difficulties that arise when the rules of combining sounds are different in the learners' NL. Finally, there are problems resulting from transferring the patterns of stress and intonation from the NL into the L2.

In the same vein, Hammerly (1982, cited in Nation and Newton, 2009) points out that the influence of the NL can be predicted from the types of relationships between the NL and the L2: the NL has an allophone which is not found in the TL, the L2 has an allophone which is not found in the NL, the L2 has a phoneme which is not found in the NL and the learner has to use a phoneme of the NL in a new position. The four relationships provided by Hammerly are ranked from the most difficult to the least difficult (Nation and Newton, 2009).

In addition to these possible problems, the NL may also have a negative effect on the learners' perception of the sounds of the L2. To put it simply, instead of hearing the actual sounds of the L2, the learners will hear the sounds which exist in their native languages.

1.5.6. Amount of Exposure

There is a general consensus that the amount of exposure to the TL the learner receives has an impact on pronunciation learning. It is a common belief that effective language learning takes place when the learner is totally exposed to the TL and the best way to accomplish this is to live in an English-speaking country. Nonetheless, exposure to the TL

can be realised without living in an English-speaking country and living in an English-speaking country does not necessarily mean having a command of the pronunciation. For example, there are some learners who have lived in an English-speaking country for a long time without improving their pronunciation because they spend much of their time at home using their MT. Therefore, what really matters is not exposure itself but rather the learners' motivation and response to whatever is exposed to them. In this respect, Kenworthy (1987: 6) points out that "it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English".

1.6. Factors Influencing Pronunciation Teaching

Based on Celce Murcia et.al. (1996), Celce Murcia et.al. (2010) and Szpyra-Kozłowska (2015), the factors which may influence EFL pronunciation teaching can be divided into the teaching context, learner-related factors and teacher-related factors.

1.6.1. The Teaching Context

The EFL teaching context includes such factors as national language policy, teacher preparation, curriculum materials and teaching and learning resources. These factors, which are beyond the teachers' control, determine to a large extent, the amount of time that can be devoted to the aspect of pronunciation, the teaching materials, and the technical facilities. Of particular importance is the size of language classes and the role of examinations, time constraints, the teaching materials.

1.6.1.1. The Examination System/The Washback Effect

Washback is defined as the effect of testing on teaching and learning (Alderson and Wall, 1993; Bailey, 1996; Hughes, 2003). It seems to be associated primarily with high-stake tests, which are mainly used for making important decisions (Alderson and Wall, 1993; Hughes, 2003). Bachman and Palmer (2010) define high-stake decisions as decisions that are likely to have a major impact on the lives of large numbers of Individuals. High-stake

tests are found to exert strong washback effects on both teaching methodology and testing in the sense that the teachers tend to tailor their practices towards tests (Buck, 1988): they ignore the activities that have little contribution to the passing of the high-stake test and focus on those activities which have the maximum amount of contribution

Many EFL classrooms are characterized as being “test driven” and not “learning driven”. Evidence has shown that one of the reasons why pronunciation teaching is marginalized in ELT is a frequent focus on written language examinations. Some learners tend to focus on preparing for the exam to get a high score while they neglect the elements not included in the exam. In the same way, some teachers are influenced by the exams in the sense that they place excessive emphasis, mainly, on the skills and points needed to answer the exam questions. So, there is a negative washback when the teachers devote considerable time to teaching test taking skills or focus their teaching on the points included in these tests.

1.6.1.2. Large and Multi-Level Classes

As a matter of fact, it is impossible to carry out effective pronunciation teaching in large classes, especially when trying to cater for individual learner’s pronunciation problems. In this regard, Harmer (1991: 5) ascertains that many overcrowded classrooms exist in schools and he stresses that the physical conditions including overcrowded classrooms “have a great effect on learning and can alter a student's motivation either positively or negatively”. In addition, Lazaraton (2001: 110) points out that “large classes are the norm overseas, limiting both student opportunities to talk and teacher opportunities to provide feedback”. The fact of having many pupils in one class will make individualised instruction difficult, if not impossible. It will also hinder pair/ group work as it is very difficult to monitor the learners while working together. The problem of large classes is also associated with the problem of multi-level classes. Not attending to the needs of all learners because of large number of learners results in widening the proficiency levels among the learners.

1.6.1.3. Time Constraints

In classes with few teaching hours, the teachers find it hard to find time to teach pronunciation effectively. There is evidence in the literature that time constraints and covering the syllabus present some barriers to pronunciation teaching in the sense that they have an impact on the time devoted to it. In an EFL context, it was perceived that the teachers felt under pressure to complete the syllabus and this may have a negative impact on the time available to carry out pronunciation activities. This seems particularly relevant in contexts where the students have to sit for high –stake tests, a fact which obliges the teachers to devote much time to teaching test-taking skills.

In some contexts, there also appears to be a perception amongst teachers that they feel under pressure to complete the syllabus and to cover the textbook and this impacts on the time available to teach different elements and activities.

1.6.1.4. Suitability/Unsuitability of Pronunciation Teaching Materials

The success of phonetic instruction largely depends on the selection of good quality pronunciation teaching materials Szpyra-Kozłowska (2015). In many teaching contexts, evidence has shown that the teachers appear to rely exclusively on the coursebook and closely follow the activities found in them. Therefore, it is of paramount importance that the textbook includes sufficient pronunciation practice as well as suitable pronunciation activities. More specifically, the textbook should satisfy the learners' pronunciation needs by paying sufficient attention to the pronunciation features which are particularly relevant for the specific group of learners.

1.6.2. Learner-Related Factors

The learner-related factors are the ones concerned with the learners themselves. They include the learners' age, proficiency level, linguistic and cultural background, prior exposure to the target language, amount and type of prior pronunciation instruction, language aptitude, learning style, previous exposure to a L2, attitude toward the target language and motivation to achieve intelligible speech patterns. Celce-Murcia et. al. (1996: 320) argued that while "the teacher has little or no control over many of these variables... certain of these factors play an important role in the syllabus design process".

It is worth mentioning that these variables affecting pronunciation instruction have been discussed in section 1.5., which focuses on the most critical factors affecting pronunciation learning.

1.6.3. Teacher-Related Factors

The major teacher-related factors which have a strong impact on pronunciation teaching encompass teachers' attitudes and teachers' knowledge and training, quality of teachers' English pronunciation and teachers' involvement in instruction.

1.6.3.1. Teachers' Attitudes

Teachers' views and attitudes play a very important role in the teaching process (Borg, 2006). Attitudes are defined as "the interplay of feelings, beliefs and thoughts about actions" (Rusch and Perry, 1999, quoted in Careless, 2003: 490). Citing Young and Lee (1987), Careless (2003: 490) argues that "when an innovation is incompatible with the teachers' attitudes, some form of resistance or negotiation of the innovation is likely to occur".

With regards to pronunciation teaching, the teachers' attitudes are crucial because everything uttered by the teacher in the classroom has an influence on students' learning of pronunciation, and this occurs even when the teachers are not concentrating on pronunciation teaching but teaching other language learning activities. In every language activity, where

the learners hear the language or try to speak, pronunciation is automatically integrated and the learners are practicing pronunciation implicitly.

Teachers' attitudes toward pronunciation and its teaching are varied: there are teachers who like pronunciation but do not like its teaching, teachers who like pronunciation and like teaching it, there are teachers who like it, like teaching it but find it difficult and there are teachers who dislike it and avoid teaching it in their classes. For example, Jenkins (2006) investigated whether teachers liked pronunciation teaching or not and why. The results revealed that 30% of the participants reported that they did not like pronunciation because they did not really understand phonology and phonetics, including how to use the phonemic chart or how sounds were produced. In this case, teachers liking seemed to be influenced by their confidence in pronunciation teaching.

Moreover, Szpyra-Kozłowska (2015: 43) also points out that teachers "differ with regard to their involvement in the teaching process" and explains that "Those who are more sensitive to their learners' pronunciation problems and are willing to devote some extra time to them will certainly get better results than their colleagues who do not go beyond what is basically required of them".

Finally, Borg (2006) argues that teachers' beliefs are not always seen as relevant in the classroom due to other social, psychological and environmental factors which are beyond their control. In a number of studies which examined the attitudes of teachers to pronunciation teaching, the findings reveal that despite the fact that many teachers thought pronunciation was important, they stated that pronunciation was not strongly emphasized in their classrooms. This fact can be justified by the effects of other influencing factors such as time constraints, the exam system, and learners' low level of proficiency...etc. In other words, these factors could also influence teachers' attitudes and practices in the classroom.

1.6.3.2. Teachers' Pronunciation Competence

In pronunciation teaching, one of the teacher's roles is that of a model. In other words, the teacher is the learner's model of correct pronunciation. There is a general agreement among pronunciation specialists and professionals that pronunciation teachers need to provide a good model for their learners (Rogerson Revell, 2011). For example, Gimson (1977:56) quoted in Rogerson Revell (2011: 10) argues that

For the teacher, however, easy intelligibility is not enough. He has the added responsibility of serving as a model for his pupils, who, if they are young, will imitate equally well a correct or a faulty pronunciation. His aim therefore must be perfection in respect of all aspects of pronunciation.

In the same line of thought, Szpyra-Kozłowska (2015: 43) comments that “much also depends on the quality of teachers pronunciation as those with a good mastery of the English sound system usually pay more attention to teaching it while those whose pronunciation is poor tend to neglect this aspect of language”.

1.6.3.3. Teachers' Knowledge and Training

In order to teach pronunciation successfully, specific competences are required of the language teacher. A number of researchers including Dalton and Seidlhofer (1994), Murphy (1997) and Jenkins (1998) suggest that knowledge of phonetics and phonology is required by a language teacher as a pre-requisite for pronunciation teaching. In fact, phonetics has an important role in raising the teachers' awareness of the need to acquire solid knowledge of the English phonological system as a requirement for effective teaching. Abercombie (cited in Brown 1991: 88) claims that “every language teacher is inevitably a phonetician and needs to have a clear understanding of the English sounds”. Moreover, Burgess and Spencer (2000: 193) stress that knowledge of phonetics and phonology “is the theoretical underpinning of good practice in pronunciation teaching, enabling the teacher to compare

the phonologies of the MT and the target language (TL) and thereby anticipate the problems learners are likely to have with pronunciation”.

In addition to having a solid foundation in phonetic and phonological knowledge, the teachers need to acquire the teaching skills related to the pedagogy of pronunciation (Tench, 1981; Ross, 1992; Celce Murcia et.al., 1996; Burgess and Spencer, 2000; Fraser 2000; Kelly, 2003; Derwing and Munro 2005). Ross (1992: 18) argues that despite of the fact that teachers

may give perfectly clear models themselves when presenting new language, deal ably with the correction of pronunciation in the classroom, indicate rising or falling intonation, mark stress on new lexical items and so on...they do not have any kind of systematic approach to teaching pronunciation as a language area.

As a response to the above observation, Burgess and Spencer (2000: 193) highlight that “the pronunciation teaching-methodology aspect should arguably be the dominant concept” in the training and education of language teachers and they suggest that the course entitled phonetics and phonology which is included in many pre-service institutions should be replaced by teaching pronunciation, a more general course through which “the theoretical underpinning phonology should be addressed”.

In the same line of thought, a number of researchers argued that the teachers of English in an EFL context must have knowledge of phonetics and phonology and must receive training in the teaching of pronunciation (Parish, 1977; Tench, 1981; Celce Murcia et.al., 1996; Fraser 2000; Derwing and Munro 2005). Therefore, it is peremptory for teachers to possess relevant pronunciation knowledge and to be well trained in pronunciation teaching so that they can provide their students with a high standard of spoken English. In the same vein, Celce Murcia et.al. (1996: 11) argue that

Only through a thorough knowledge of the English sound system and through familiarity with a variety of pedagogical techniques, many of which should be communicatively oriented, can teachers effectively address the pronunciation needs of their students.

Recently, Brown (2014) ascertains that the teachers need to be trained in both phonetics and phonology and also in pronunciation pedagogy. Brown (2014: 5) provides a definition of the term pronunciation in the context of language teaching and also distinguishes between pronunciation teaching and the academic subjects of phonetics and phonology as he writes:

In language teaching, pronunciation is the term usually given to the process of teaching learners to produce the sounds of a language. Phonetics and phonology... are rather academic subjects that language teachers need to have some knowledge of. Pronunciation teaching, however, is the more practical process of using phonetic and phonological knowledge to identify (potential) problems for learners, and produce sound activities for the classroom and outside, for learners to acquire an acceptable, intelligible accent of the language. It also assumes an understanding of what constitutes good practice in language teaching, factors such as the motivation and attitude of the learners, etc.

Thus, in order for the teachers in a pronunciation course or in general-skill language course to be adequately prepared to teach pronunciation effectively, they should be equipped with a solid foundation in phonetics and phonology (knowledge of the sound system of English and how it works) and a sound knowledge of techniques and approaches for teaching pronunciation (pedagogical content knowledge).

1.7. Teacher and Learner Roles in Pronunciation Teaching/Learning

The teacher and the learner are two important agents in the teaching/learning process. Accordingly, they both play a key role in teaching/learning pronunciation.

The role of the teacher may change according to the type of practice and the pronunciation focus. Generally, the teacher roles consist of presenting and explaining the

new phonological features to the learners, monitoring them while they are working on tasks, correcting them while noticing serious pronunciation errors in their speech and giving them feedback so that they can improve their performance and most importantly of helping them to learn pronunciation independently by developing appropriate learning strategies.

Kenworthy (1987:1-2) explains that the teacher assumes different roles in pronunciation teaching, which are summarized below:

- **Helping learners hear:** Teachers need to check that their learners are hearing and perceiving sounds correctly.
- **Helping learners make sounds:** if the learners face problems in articulating some unfamiliar sounds, the teacher is required to give them some hints and advice on how these sounds are produced.
- **Providing feedback:** the teacher must provide the learners with information about their performance to help them overcome bad pronunciation habits.
- **Pointing out what's going on:** Teachers need to make learners aware of the potential of sounds – the resources available to them for sending spoken messages.
- **Establishing priorities:** Learners need the help of the teacher in establishing a plan of action, in deciding what to concentrate on and when to leave well enough alone. Learners themselves can be aware of some of the features of their pronunciation that are 'different', but they will not be able to tell if this is important or not.
- **Devising activities:** Learning pronunciation is so complicated that the teacher must consider what types of exercises and activities will be helpful. In designing activities for learning, teachers must also keep in mind that certain activities suit the learning styles and approaches of some learners better than others.
- **Assessing progress:** This is a type of feedback - learners find it difficult to assess their own progress so teachers must provide this kind of information.

In addition, Morley (1991: 507) specifies that the role of the pronunciation teacher is that of a “speech coach” or “pronunciation coach”. According to her, the speech coach does not only correct learners errors, but rather s/he “supplies information, gives models, offers cues, suggestions and constructive feedback about the performance, sets high standards,

provides a wide variety of practice opportunities, and overall supports and encourages the learner”.

Kenworthy (1987) also discussed the learner roles. According to her, all what the learners are required to do is to respond. This implies that the learners are required to take action; they need to listen and repeat, to discriminate the different pronunciation features, to practice in controlled, in guided and also in free pronunciation activities, to pay attention to the teacher correction, to develop self-correction to be able to correct their own pronunciation errors as well as their peers and most importantly, to develop their autonomy in learning pronunciation beyond the classroom.

However, it is highly important to emphasize that the learners benefit from pronunciation teaching/ learning only if they are motivated and try to monitor their own efforts to improve their pronunciation and only if they have the willingness to take responsibility for their own learning. Kenworthy (1987: 3) points out that “The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal”.

Conclusion

Pronunciation teaching is a prominent factor in FL teaching. Since sounds play an important role in communication, FL teachers must attribute proper importance to teaching pronunciation in their classes. However, this fact is very much neglected by many foreign language teachers. Arguably, all the students can do well in learning the pronunciation of a FL if the teacher and the learner participate together in the whole teaching/learning process. Success can be achieved if each has specified teaching and learning goals. Pronunciation must be regarded more than correct articulation of phonemes, but it should be viewed as an integral part of communication.

Chapter Two

The Place of Pronunciation in the Foreign Language Curriculum

Introduction

2.1. The English as a Foreign Language Context in the Era of Global English

2.2.3. English as a Foreign Language and English as a Second Language

2.2.4. English as a Foreign Language and English as a Lingua Franca

2.2.5. English as a Lingua Franca and English as an International Language

2.3. Pronunciation in the Language Curriculum

2.3.1. Specification of the Goals

2.3.1.1. Setting Intelligibility as a More Realistic Goal

2.3.1.2. Developing Communicative Ability

2.3.1.3. Focusing on the Learners' Needs

2.3.2. Content Selection and Sequencing

2.2.2.1. Incorporating both Suprasegmentals and Segmentals

2.2.2.2. Focusing on Perception and Production of Intelligible Pronunciation Features

2.2.3.3. Focusing on the Pronunciation/Spelling Relationship

2.2.4. Appropriate Methodology for Pronunciation Instruction

2.2.3.2. Incorporating Deductive and Inductive Modes of Practice

2.2.3.2. Using a Variety of Techniques

2.2.3.3. From More Controlled to More Communicative Practice

2.2.3.4. Integrating Pronunciation with Listening and Other Language Learning Practices

2.2.3.5. Promoting Autonomous Pronunciation Learning

2.2.4. Testing/Assessment of Pronunciation

2.2.4.1. Diagnostic Evaluation/ Ongoing Evaluation/Classroom Achievement Testing

2.2.4.2. Production/Perception Tests

2.2.4.4. Tests of Phonetic Knowledge: Written Tests

2.3. Pronunciation Teaching and the Algerian Context

2.3.1. Description of the Algerian Context

2.3.1.1. The Linguistic Situation in Algeria

2.3.1.2. English Language Teaching in the Algerian Educational System

2.3.1.3. Pronunciation in Teacher Education and Training

2.3.2. The Challenges of Teaching Pronunciation in Algeria

2.3.4. Pronunciation Difficulties Facing Algerian Learners

2.3.4.1. Inter-lingual Difficulties

2.3.4.2. Intra-lingual Difficulties

2.3.4. Pronunciation Priorities for Algerian Learners

Conclusion

Introduction

The rise of English as a lingua franca, the revolution in the means of transport and communication technology as well as globalization have increased the chances of the use of spoken English as the medium of online and offline communication by native and/or nonnative speakers to unprecedented levels. This situation has accentuated the need for pronunciation instruction which is capable of enabling English as foreign language learners to reach an acceptable level of intelligibility. As a consequence, in recent years, increasing attention has been paid to different aspects of pronunciation pedagogy so as to render it more amenable to the achievement of this goal. This has resulted in the emergence of some current instructional perspectives that have brought about interesting innovations concerning the goal, the content and the methodology of pronunciation teaching. The following discussion sheds light on some of these perspectives with specific reference to some contextual variables that should be taken into consideration when integrating the resulting English pronunciation syllabi in the Algerian EFL context.

2.1. The English as a Foreign Language Context in the Era of Global English

A starting point that should be taken into consideration when incorporating pronunciation into the curriculum is the specification of the setting variables. The latter are concerned with constraints emanating from the general context in which a language syllabus is being implemented (Celce-Murcia et al. 1996). The two traditional settings are English as a Foreign Language (EFL) and English as a Second Language (ESL). Over the last decade, there has been an increasing awareness of the significance of the phenomenon of “English as an International Language” (EIL) or “English as a Lingua Franca” (ELF). So, how does EFL differ from ESL? What is the difference between EFL and ELF and between ELF and EIL?

2.1.1 English as a Foreign Language and English as a Second Language

Celce-Murcia et al. (1996) differentiate between the FL setting, where the learners' exposure to native-like pronunciation is often limited, and the SL setting, where the learners have easy access to the TL. In other words, in FL settings, the TL is used only in classes and teachers are not NSs of the TL and are reluctant to focus on pronunciation. Hence, the learners' exposure to native like model of pronunciation is often limited. In addition, most learners in an EFL context are not aware of their pronunciation problems as all the students have the same linguistic background and share the same accent and mispronunciations. Furthermore, unlike the learners in an ESL context who need a good pronunciation to survive in an English speaking community, the learners in an EFL context are interested in learning and practising other things than pronunciation.

Nonetheless, no matter what the context is, English is assumed to be learned to enable the learners from different linguistic backgrounds to communicate effectively with NSs as well as with other speakers of the language. Hence, the goal of teaching pronunciation in an EFL or ESL context is to make the learners intelligible, especially to NSs of the language. To become intelligible, learners in both contexts are required to approximate the NS model as close as possible.

2.1.2 English as a Foreign Language and English as a Lingua Franca

Over the recent years, the increasing widespread of ELF has resulted in numerous publications and researches on the issue, which suggest to reconsider the status of English as a global language in teaching English to L2 learners. However, it seems that the practices of ELT remained largely unaffected by the implications and suggestions of ELF research in the sense that many practitioners do not accept or recognise the importance of the concept of ELF and, so, they focus on a NS model in teaching English to NNSs of English. In this regard, Seidlhofer (2011: 14) explains that "the unchallenged prevalence of NS norms in

ELT/TEFL/TESOL can be attributed to a ‘conceptual gap’ in the consciousness of people where ELF should find its place”.

Accordingly, it is of crucial importance to clarify conceptual confusions in order to recognize the significance of the notion of ELF. Seidlhofer (2011) points out that it is crucial to distinguish between ELF and EFL. According to her, within an EFL perspective, the learners are expected to strive for achieving TL norms by adhering strictly to a NS model, whereas within an ELF perspective, the focus is on what is acceptable in particular ELF encounters between NNSs of different L1s who use ELF.

Accordingly, successful international communication does not necessitate the adherence to NS pronunciation norms; EFL speakers from a variety of L1 backgrounds manage to communicate successfully with one another despite of the fact that their speech is highly accented. In response to this argument, the necessity to achieve a native-like pronunciation, has been seriously questioned and the selection of a pronunciation model has become very complex in the era of global English and the emergence of several different native and non-native accents.

The idea of ELF has been discussed thoroughly by Jenkins, a well-known advocate for teaching pronunciation within EIL, who proposed the Lingua Franca Core (LFC) as a suitable approach for EFL speakers who intend to use English in international communication. According to Jenkins (2000, 2003), it is sufficient for EFL learners to master the core phonological features of the LFC, found to cause miscommunication between NNSs -- NNSs, to achieve intelligibility. In other words, only the core elements of the LFC should form part of a language syllabus for EFL learners. Jenkins (2000: 234) stresses that “the LFC (with possible future refinement) if acquired by EIL speakers will guarantee mutual phonological intelligibility”. It has to be noted that Jenkins’ LFC is derived

from an examination of naturally occurring interactions among NNSs. In other words, it emphasises interaction or communication that takes place between NNSs and NNSs.

This implies that in such an approach, the NS varieties are regarded as models, to which learners can approximate more or less closely according to the needs of specific situations, rather than a norm which has to be imitated independently of any considerations of language use to ideas of absolute correctness (Seidlhofer and Dalton, 1994; Seidlhofer, 2001). In other words, the standard varieties of English, especially RP and GA which have undoubtedly dominated ELT in both ESL and EFL settings for many decades, are adopted as models where approximation rather than absolute correctness is the target to strive for.

Despite of the emergence of EIL, Jenkins (2000: 234) points out that “many pronunciation courses are still based on the premise of “NS-NNS” interaction and neglect the fact that learners are now interacting far more with other L2 speakers”. It has to be noted that Jenkins’ LFC is not without its critics. Firstly, and as mentioned earlier, the LFC is based on interactions between NNSs of different L1 backgrounds. This raises the question of whether it is possible to implement the LFC in an EFL context where learners have the same linguistic background. According to Levis (2005), it is doubtful that the accommodation process which happens between speakers of different mother tongues occur between learners who share the same L1. Secondly, while the LFC may be suitable for some EFL learners, it cannot be generalised to include all EFL learners for three main reasons: EFL learners from many different L1 are not included, the number of EFL learners representing a specific L1 is also limited and many of EFL learners need English to communicate with NSs of English. As a result, the classification of the phonological items as core or non-core elements, based on some learners’ mispronunciations in situations where the interlocutors are NNSs seems questionable. Jenkins (2000: 235) herself stresses the fact that much work is required to confirm or disconfirm the “detailed claims of the LFC” and whether she has “identified

the definite core”. In addition, Walker (2010: 44) points out that the LFC is regarded as an “ongoing empirical description of how NNSs achieve mutual intelligibility”.

Despite these criticisms, Jenkins’ LFC might constitute an approach to pronunciation teaching that helps the learners to achieve intelligibility and, thus, effective communication in international contexts without being obliged to adhere to a NSs model.

2.1.3. English as a Lingua Franca and English as an International Language

Celce-Murcia et al. (2010: 278), citing Jenkins (2000) and Kirkpatrick (2007), point out that “current methodological approaches consider English as an international language, also known as English as a Lingua Franca (ELF), to be a distinct and legitimate context for instruction”. EIL implies that English is used as a primary language for communication between NNSs in international arenas whereas ELF means that English is spoken by people who do not have any other common language to communicate, for L2 learners of English.

As a matter in fact, English has, nowadays, become the first international language due to its widespread use as a ‘lingua franca’. A significant percentage of the world’s population speak language in one form or another: as a MT, as an L2, as a FL, as a lingua franca. In other words, most of the world now is speaking English. The rise of ELF has led Celce-Murcia et al. (2010) to add another distinction, the English as an International Language setting, which differs from the two traditional settings in the sense that nowadays, English is considered as a major means of communication in international contexts, not only between NNSs and NSs but also between NNSs and other NNSs from a variety of L1s (Jenkins, 2000). To put it differently, as a means of global communication, English is used internationally not only among NNSs and NSs but also among NNSs and other NNSs. In other words, English is not spoken only between NNSs and NSs but also between NNSs and other NNSs.

2.2 Pronunciation in the Language Curriculum

Because pronunciation is an integral part of oral communication, its integration in language courses has become a must. Tench (1981) stresses that pronunciation is not an optional extra for the language learner. An acceptable pronunciation is important to understand others and to be understood. Therefore, it is necessary for curriculum designers to give due attention to pronunciation by integrating it in a language course.

An important issue regarding the teaching of pronunciation concerns the way of its integration in the language curriculum. Over the last two decades, pronunciation researchers have provided suggestions and recommendations on how to implement pronunciation instruction in the EFL classroom. Accordingly, in this section, current perspectives regarding the specification of the goals, the selection and the sequencing of the content, and the choice of appropriate methodology for pronunciation instruction have been presented.

2.2.1 Specification of the Goals

The major goals that should be focused on in pronunciation learning/teaching encompass setting intelligibility as a more realistic goal, developing the learners' communicative ability and focusing on the learners' needs.

2.2.1.1 Setting Intelligibility as a More Realistic Goal

An important issue to be considered in learning pronunciation is whether the model for L2 learners should be NS or NNS model. Therefore, it is important to shed light on two extreme goals of pronunciation learning: the nativeness principle (accent-free speech) versus the intelligibility principle (accented but understandable pronunciation). Levis (2005) maintains that whereas the nativeness principle sets a native-speaker goal for learners, the intelligibility principle accepts accents and sets understanding as the goal.

Over the last few decades, there has been no set agreement between English teachers regarding whether learners of English need to acquire a native-like pronunciation or if an

intelligible pronunciation is sufficient. While some teachers believe that native-like pronunciation is unrealistic and unattainable, and even unnecessary, others are in favour of the nativeness principle because of its positive effects not only on the speaking skill but also on the listening skill as well.

In the same context, Gimson (1994), uses different terminologies to refer to the two extreme goals: Minimal General Intelligibility and High Acceptability. The former means that the learner achieves just such a level of pronunciation which enables understanding whereas the latter means that the learner achieves a native-like or a near native-like pronunciation.

Because many learners failed to achieve native-like pronunciation, scholars claimed that the nativeness principle is an inappropriate goal for most learners who will not gain any benefits from acquiring a native-like pronunciation. Instead, they have advocated that intelligibility should be the goal pursued by teachers and students (Kenworthy 1987; Morley 1994; Celce-Murcia et al., 1996, Celce-Murcia et al., 2010; Goodwin, 2001; Derwing, 2003; Derwing and Munro, 2005; Jenkins, 2000; Levis, 2005; Brown, 2014; Richards, 2015). Nonetheless, it is striking that despite the numerous studies which favour intelligibility, as a more sensible goal, over native-like pronunciation, many EFL students reported their wish to attain a native-like or near native-like pronunciation (Derwing, 2003; Derwing and Munro, 2005; Jenkins, 2000; Levis, 2005).

According to Kenworthy (1987: 13) "Intelligibility is being understood by a listener at a given time in a given situation". Intelligibility as a goal, Kenworthy adds, means that we are aiming for 'something close enough' to native like performance. In other words, intelligibility means the ability of a listener to recognise the sounds produced by a foreign speaker effortlessly. Also, Kenworthy (1987: 13) stresses the fact that "the more words a listener is able to identify accurately when said by a particular speaker, the more intelligible

the speaker is". Accordingly, it is obvious that intelligibility means understandability. In connection with this, Derwing, Munro and Wiebe (1998) point out that ESL students must be comprehensible to ordinary people.

In the era of ELF, which is characterised by the emergence of several different native and non-native accents, the relevance of a NS model, such as British English or American English which have dominated English language teaching for many decades, has been seriously questioned. In this respect, Szpyra-Kozłowska (2015) discusses the issue of the relevance of an ELF approach to pronunciation teaching in an EFL context. She comments that "in spite of its initial appeal, ELF suffers from significant shortcomings and cannot be employed in the teaching of the majority of foreign learners" and reached the conclusion that opting for a NS model for the goal of achieving intelligibility that allow the foreign learners to communicate with both native and NNSs of English is fully adequate for foreign learners.

2.2.1.2 Developing Communicative Ability

The main goal of teaching pronunciation is to develop communicative competence. Accordingly, pronunciation should not be an end in itself but it should be considered as a means that helps achieve communicative ability. Dalton and Seidlhofer (1994: IX) point out that "Pronunciation is never an end to itself but a means to negotiate meaning in discourse". As stated earlier, pronunciation carries meaning and is therefore an indispensable component of linguistic competence. A learner who fails to articulate words correctly or to stress the right syllable (s) within words or sentences is likely to be misunderstood, and this inevitably results in communication breakdown.

Thus, it seems logical to make pronunciation an integral component of any EFL curriculum. In other words, learning a FL also involves learning its pronunciation to achieve successful communication. Nevertheless, pronunciation teaching should not be seen as fixing problems but rather as teaching how to speak. Indeed, in a language course targeting pronunciation, the learners should be made aware of the importance of pronunciation in the

process of communication. Goodwin (2001: 117) stress that “ pronunciation instruction needs to be taught as communicative interaction along with other aspects of spoken discourse, such as pragmatic meaning and nonverbal meaning”.

2.2.1.3 Focusing on the Learners’ Needs

Another important goal of pronunciation instruction is to avoid or at least to minimize the effects of L1 or any other language learnt before the TL in the acquisition of the TL phonological system. Hence, pronunciation instruction should respond to the learners’ pronunciation problems and the anticipated difficulties, by taking into account the learners’ L1 or any other language. In this regard, Dalton and Seidlhofer (1994:71) argue that “the teaching of pronunciation should concentrate on the aspects of pronunciation which are likely to present difficulties for particular groups of learners given their linguistic background”. Pronunciation problems triggered by L1 interference or cross-linguistic influence can be identified by referring to available interlanguage phonology (interphonology) research, and by carrying out needs analysis for learners’ pronunciation. Morley (1991:489) stresses that not attending to the learners pronunciation needs, “is an abrogation of professional responsibility”.

2.2.2. Content Selection and Sequencing

When deciding about the content for pronunciation instruction, Celce -Murcia et al. (1996, 2010) point out that there are no fixed rules because there are many variables that should be considered, such as the setting, the learners’ L1, the type of institution and, accordingly, selecting appropriate items to focus on with a specific group of learners can indeed be a challenge for curriculum designers. However, there is a consensus among pronunciation researchers and practitioners that the content should focus on both the segmentals and the suprasegmnetals, both perception and production of intelligible pronunciation features and the pronunciation/spelling relationship.

2.2.2.1. Incorporating both Suprasegmentals and Segmentals

A current trend in pronunciation teaching is the incorporation of both segmentals and suprasegmentals (Brazil, 1997; Celce-Murica et al., 1996). Evidence has shown that the teaching and learning of the pronunciation of a FL equally depends on segmentals and suprasegmentals. Brazil (1997) recognized the interdependence between segmentals and suprasegmentals and maintains that proficiency in both is necessary for effective communication. In addition, Goodwin (2001: 117) argues

Just as ESL teachers have acknowledged that an emphasis on meaning and communicative intent alone will not suffice to achieve grammatical accuracy, pronunciation has emerged from the segmental/ suprasegmental debate to a more balanced view, which recognizes that a lack of intelligibility can be attributed to both micro and macro features. It is clear that their learners whose commands of sounds deviated too broadly from standard speech will be hard to understand, no matter how targetlike their stress and intonation might be.

Brown (2014: 8) also points out that “While segmentals are of obvious importance too, teachers should not overlook the contribution of suprasegmentals (intonation, stress, etc.) in the intelligibility of learners’ speech”.

A controversial issue in pronunciation teaching has been the segmentals/suprasegmentals debate. Prior to the emergence of the Communicative Approach or CLT, the focus of pronunciation teaching was largely confined to the word level by focusing on the articulation of consonants and vowels and the discrimination of minimal pairs and, thus, most of the materials available focused on the segmental elements.

Today, however, pronunciation syllabuses of CLT classes try to integrate the most vital aspects of segmentals and suprasegmentals as well as voice quality setting (Celce-Murica et al., 1996; Derwing and Rossiter 2002; Levis and Grant 2003). Regarding this, Goodwin (2001: 118) explains that “ it is no longer a question of choosing between segmentals and

suprasegmentals but of identifying which features contribute most to lack of intelligibility, and which will be most useful in the communicative situations in which our learners will need to function.

Accordingly, another issue that needs attention is what elements should be prioritized. Brown (2014: 196-197) explains that because teachers are restricted by time, it is important to prioritise and “devote precious class time to those aspects that are considered important for intelligible speech, or those aspects that will give the maximum returns for the time spent, in terms of the intelligibility of their learners”.

There have been a few attempts to determine a hierarchy of priorities for pronunciation teaching. Celce Murcia et al. (2010: 282-284) discussed Jenner’s (1987) common core, Gilbert’s priorities for beginning learners (2001a, 2001b, 2006), Jenkins’ LFC (2000, 2006) and Zelinski’s priorities for NS-NNS Communication (2008) and concluded that teachers, bearing in mind the learners and their specific context, need to prioritize the teaching needs to create a manageable load. Brown (2014) also remarks that there is little overlap between the rankings of Jenner (1987); Bradford (1995), Gilbert (1995), and Jenkins (2000) all cited in Brown, 2014. The same idea is confirmed by Szpyra-Kozłowska (2015) who examined the contents of three influential proposals for English pronunciations priorities, namely Jenkins’ (2000) LFC, Cruttenden’s (2008) Amalgam English and International English and Collins and Mees’ (2003) Error Ranking and concluded that “current research has so far failed to provide a fully fledged, consistent and empirically supported set of phonetic features that could guarantee achieving comfortable intelligibility to EFL learners” (Szpyra-Kozłowska (2015).

It must be noted here that in addition to the difficulty of choosing the elements to be covered in class, another pronunciation teaching challenge reported by Darcy, Ewert and Lidster (2012: 93) is “the general lack of guidance from research in determining level-

appropriate pronunciation activity” as little research has investigated teaching pronunciation at different levels.

2.2.2.2. Focusing on Perception and Production of Intelligible Pronunciation Features

The teaching of pronunciation involves two important features, namely perception and production. Developing intelligibility and communicative ability requires the learners’ ability to produce messages that can be understood by their listeners (Munro and Derwing, 1995) and to understand other people’s utterances. Thus, it is necessary to develop learners’ productive and perceptive skills. More specifically, learners should be able to (a) communicate orally with ease and efficiency, (b) produce the basic contrasts of the target language sound system, and (c) understand fluent speech as produced by NSs (Bowen, 1972).

Because of the importance of these two features of pronunciation, in the processing and acquisition of correct pronunciation, pronunciation instruction should combine both of them. Hence, the learners should be offered practice with perception (input) and production (output) to achieve satisfactory levels of intelligibility and communicability.

2.2.2.3. Focusing on the Pronunciation/Spelling Relationship

Pronunciation specialists agree on the importance of teaching foreign learners the pronunciation/spelling relationship (Kenworthy, 1987; Morley, 1991; Dickerson, 1989, Celce Murcia et.al., 1996). Actually, one of the major sources of many pronunciation problems that is regarded as a major obstacle to achieving intelligibility is spelling and the effect it exerts on learners’ pronunciation.

In this respect, Morley (1991: 501) stresses that “pronunciation/spelling information and analysis tasks help learners unlock some of the mysteries of sound/spelling interpretations help them reduce inaccurate spelling-pronunciation infelicities” and Celce Murcia et.al. (1996: 419) argue that “it is important to minimize the impact of spelling on pronunciation

and to eliminate cases of spelling pronunciation which are frequently detrimental to intelligibility”. Moreover, Pennington (1996: 206) argues that relating orthography to pronunciation in the language lesson is beneficial when she says

Making explicit connections in instruction between phonology and orthography may be of benefit to students who are highly motivated to learn both the written and spoken forms of the language...work on sound-spelling correspondences will expose them to the wide variety of patterns that exist in the English lexicon and so perhaps improve their ability to pronounce individual lexical items.

Spelling-induced pronunciation errors are very common in the speech of EFL learners from different linguistic background. For example, it is common to find many EFL learners with different mother tongues who pronounce the silent letters in words such as *lamb*, *island*, *knock* and *half*. It is also common to find French EFL speakers who pronounce the cognates such as *restaurant*, *approach*, *method* in a way that is more or like similar to the French pronunciation. Such errors occur mainly due to the irregularity of the English sound/symbol relationship and/or the application of the spelling -to-sound rules of L1, or any other previously learned language, to English. Such sound/spelling mispronunciations calls for an urgent need to boost the EFL learners’ awareness of the sound/spelling relationship by teaching them selected letter/sound correspondences.

Due to the occurrence of numerous spelling induced pronunciation errors, the sound/symbol relationship is recognized as one of the top priorities to be focused on in pronunciation instruction.

2.2.3. Appropriate Methodology for Pronunciation Instruction

An appropriate methodology is required in order to make pronunciation teaching a successful and interesting endeavor. So, the teachers should try their best to find out and to use the most appropriate methods that provide the learners with suitable and sufficient modes of practice, namely through incorporating deductive and inductive modes of practice, using

a variety of techniques , providing practice that ranges from more controlled to more communicative, focusing on the relationship between listening and pronunciation, integrating pronunciation with the teaching of other language learning practices and promoting autonomous pronunciation learning.

2.2.3.1. Incorporating Deductive and Inductive Modes of Practice

According to Celce-Murcia et al. (1996), the Analytic-linguistic Approach and the Intuitive-imitative Approach are the two common approaches to the teaching of pronunciation. They explain that the Intuitive-imitative Approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information. Jones and Evans (1995) suggest teachers should take this approach at the beginning of teaching pronunciation. On the other hand, The Analytic-Linguistic Approach explicitly informs the learner of and focuses attention on different pronunciation features. This approach was developed to complement rather than to replace the intuitive-imitative approach (Celce-Murcia et al, 1996).

In connection with these two approaches and referring to the the inductive/deductive approaches to grammar, it is possible to use the terms deductive and deductive approach in discussing pronunciation teaching. In a deductive approach, or also known as rule-driven learning, the pronunciation rule is first presented and followed by examples in which the rule is applied. On the other hand, in an inductive approach, also referred to as rule discovery, the learners are generally given examples and they have to develop an understanding of the rule. According to Thornbury (1999), an inductive approach starts with some examples from which a rule is inferred. Two Different forms of an inductive approach are distinguished: discovery learning or consciousness-raising and an inductive rule-giving approach. In the former, the learners' awareness regarding a specific pronunciation point is raised in order to promote the 'restructuring' (Thornbury, 1999) of the mental phonology. In the second,

an explicit statement of the rule after having worked out the examples: the students work out the rule themselves or they are given the rule.

With regards to the sequencing of elements, there are two common approaches to teaching pronunciation: Bottom-up Approach and Top-down Approach (Tench, 1981; Pennington 1989; Dalton and Seidlhofer, 1994). The former Approach has close relationship with accuracy which should be focused from the very beginning of a course. The sound system is taught starting by individual consonants and vowels to more abstract segments such as intonation and thought group. In contrast, the latter, which is based on contextualization, begins by the larger units including the suprasegmental elements and ends by the smallest units represented by the sounds.

The approaches to pronunciation teaching above have been used worldwide in language teaching. However, it depends on the specific situation, the formal curricula and the teacher to decide which approach to prioritise.

2.2.3.2. Using a Variety of Techniques

In recent years, the idea of using a variety of techniques in order to account for different learning styles (auditory, visual, kinesthetic, and tactile) has been stressed by many researchers. Hence, a variety of techniques have been used in teaching pronunciation.

Celce-Murcia et al. (1996) and Celce-Murcia et al. (2010) list some techniques that have and are still being used despite the fact that most of them do not allow learners to practice at the discourse level but rather emphasize pronunciation instruction at the word level or sentence level in very controlled way: Listen and imitate, Phonetic training, Minimal pair drills, Contextualized minimal pairs, Visual aids, Tongue twisters, Developmental approximation drills, Practice of vowel shifts and stress shifts related by affixation, Reading aloud/recitation and Recordings of learners' production.

At present, a more balanced view today, as represented by Celce-Murcia et al. (1996), is to use traditional pronunciation techniques as a starting point of class and later have students move to more communicative classroom tasks. In addition to the traditional types of pronunciation activities like drills and songs, a wide variety of engaging techniques such as cartoons and drawings, gadgets and props, rhymes, poetry and jokes, drama and kinesthetic activities are currently available for teaching this language area (Celce-Murcia et al., 1996; Celce-Murcia et al., 2010; Goodwin, 2001). It must be noted that drills which are usually viewed as less directly useful than communicative exercises, are still considered useful in pronunciation teaching, especially for beginning learners to master some basic forms of the language being learned (Grant, 1995).

2.2.3.3. From More Controlled to More Communicative Practice

Jones (1997: 106) argues that despite the fact that imitation and discrimination drills are important, they “are at best seen as a step toward more meaningful, communicative practice”. In addition, Nation and Newton (2009: 93) stress that “learners need practice in transferring what they have practiced in controlled situations to unmonitored spontaneous speech”. This implies that effective pronunciation instruction is conditioned by practice that ranges from more controlled to more communicative. As a matter of fact, in order for students to develop their pronunciation skills and to facilitate a carryover from targeted practice into spontaneous, real-word (or at least simulated) communication, it is of crucial importance to teach students how to apply or use the points taught in a more controlled way in more communicative activities (Morley, 1991; Grant, 1995; Celce Murcia et al., 1996)

Morley (1991) argues that “for maximum effect, pronunciation/speech instruction must go far beyond imitation; it calls for a mix of practice activities”. These three modes of practice, which can be included from the very beginning, are imitative practice, as needed

(dependent practice), rehearsed practice (guided self-practice and independent self-practice) and extemporaneous speaking practice (guided and independent self-practice). Moreover, Saito and Lyster (2012: 653) stress that “teaching pronunciation forms embedded in meaningful contexts can enhance learners’ L2 speech performance not only during controlled but also during more spontaneous production”.

Celce-Murcia et al. (1996) and about fifteen years later, Celce-Murcia et.al. (2010) present a communicative model of pronunciation teaching, which is similar to the traditional model of teaching grammatical structures in the sense that it goes from analysis to guided practice to free practice. According to this framework, a pronunciation lesson should ideally go beyond controlled practice; it should provide practice that ranges from more controlled to more communicative. According to Goodwin (2001: 124), the stages of such a model “are similar to a presentation, practice, and production sequence” and she recommends following this framework in lesson planning because it helps teachers “to plan lessons that move the students forward in a principled way, building the foundation for more intelligible spontaneous production.

The model consists of five stages: description and analysis, listening discrimination, controlled practice, guided practice and communicative practice.

(a) **Description and analysis:** in this stage the learners are exposed to a feature, by showing them when and how it occurs. For example, charts that help introduce different speech sounds can be used by the teacher. The rules can also be presented either deductively (e.g the teacher explains the contexts in which inflectional –sor –ed endings are realized differently) or inductively (e.g the teacher provides the learners with examples and ask them to figure out the rule themselves).

(b) **Listening discrimination:** unlike in grammar teaching, this stage is specific to pronunciation teaching, where learners should be able to perceive the phonological features correctly. In this regard, Celce-Murcia et al. (2010: 46) stress that it is important to develop students’ perceptive skills because “it can turn out very frustrating if they are asked to produce features they cannot aurally discriminate”. An Example of listening discrimination

activities is when the teacher asks the learners to listen to a dialogue and then to mark whether the intonation is falling or rising.

(c) Controlled practice: Celce-Murcia et al. (2010) point out that teaching pronunciation requires the teachers to cope with the fact that pronunciation is a motor activity that poses not only cognitive challenges to the learner as in grammar and vocabulary but also sensory and physical challenges as well. As a result, controlled practice aims at making the pronunciation point more automatic by focusing the learners attention almost completely on form.

(d) Guided practice: in this stage, the learners' attention should be focused on meaning, grammar and communicative intent while maintaining control of the pronunciation point. Examples of guided activities include structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature.

(e) Communicative practice: in this stage, less structured, fluency-building activities, such as role plays, debates, interviews and simulations strike a balance between form and meaning.

It follows from this that as the practice extends to more communicative tasks, the focus is increasingly on oral skills in general, which stresses that pronunciation is subsumed into general oral skills. It seems that this framework is very well-suited for advanced learners, but some reorganization of these task-types can be adjusted for low and mid-level learners.

Finally, the teachers should be concerned with how pronunciation fits into communicative language teaching. More specifically, in teaching pronunciation to EFL learners, there should be emphasis on meaningful communication. Nonetheless, it is worth mentioning that in many EFL classes where pronunciation is emphasized, only the first three stages (description and Analysis, listening discrimination and controlled practice) are taught where the stages of guided and free practice are most often ignored.

2.2.3.4. Integrating Pronunciation with the Teaching of Listening and Other Language Learning Practices

Brown (2014: 230) stresses that “listening and pronunciation are two sides of the same coin” and that “pronunciation teachers should therefore not ignore the importance of listening activities”. The pronunciation class should also provide learners with a wide variety of listening practice, including naturalistic or naturalistic-like speech samples. Moreover, learners have to listen to their own speech, so that they can develop self-monitoring and self-correction strategies. They can also gain further practice with these strategies by listening to their classmates and providing them with feedback on their pronunciation. Equally important as having learners listen to NSs’ speech and to identify the target phonological features is giving them enough opportunities and time to practice their own speech. Wong (1987a) and Mendelson-Burns (1987) (cited in Morley, 1991) stress ways of teaching pronunciation through a wide variety of listening activities in order to develop both active listening and pronunciation.

Arguably, the goals of pronunciation instruction are more likely to be achieved if pronunciation is taught in an integrative way (Pennington and Richards, 1986; Murphy, 1991; Stern, 1992, Celce Murcia et al., 1996). This means that pronunciation should be taught in conjunction with other language components, such as grammar and lexis, and should be dealt with in communicative tasks. In fact, the different phonological aspects do not work in isolation but rather work in combination in speech. That’s why it has strongly been recommended, as stated by Chela Flores (2001: 85) citing Major (1987), Pennington and Richards (1986), Pennington (1994) and Yule and McDonald (1994) that pronunciation be integrated “into other language activities from the beginning stages of learning and throughout a complete program”, such an integration “would allow the learner to reach a

stage of phonological development suggested necessary to achieve results for pronunciation training”.

An approach to integrating pronunciation instruction into other language elements is suggested by Chela Flores (2001: 86), who advocates that “instead of first choosing a phonological feature and then finding multiple occurrences to highlight and practice it, we would have to deal with the immediate pronunciation needs found in the aural-oral activities of the language course used”. She discusses several reasons in favour of her integrative approach:

the integration of pronunciation with most of the grammar and vocabulary seen in the course should be mutually reinforcing: practicing pronunciation with similar grammar and vocabulary activities as those found in the course should help to fix lexical and syntactic aspects...Pronunciation errors should lessen and corrections should be easier and more meaningful throughout the course. Both the students and the teacher should see the relevance of the pronunciation instruction to the rest of the course and the student will have a better understanding of the connection between pronunciation and effective aural-oral communication...But perhaps the most important reason ...is the fact that the different phonological aspects can be recycled throughout the whole program... [This] may also give time to adjust to the new sound system.

Chela Flores (2001: 87)

Chela Flores’ integrative approach to pronunciation teaching consists of integrating pronunciation gradually and systematically into the aural-oral activities by teaching it “in the same way vocabulary and grammar are taught, that is, in meaningful chunks”, defined by Brown (1977: 87, quoted in Chela Flores, 2001: 88) as “coherent syntactic structures which the listener must process as units”. In addition, the logical starting point in such an integrative approach is a focus on rhythmic patterns.

Hewings (2004) also suggests an approach of integrating pronunciation for some classes which emphasise other components of language such as grammar and vocabulary

while they ignore pronunciation. The teacher can give pronunciation a prominent role by integrating it with other areas of language work, for example, connecting vocabulary and pronunciation, or the highlighting the links between grammar and pronunciation. In fact, a pronunciation focus can be included in almost any classroom activity. In a listening task, the teacher can focus the learners' attention to specific phonological features. In a speaking task, such as a discussion or a role play, the teacher can insist on the proper application of some phonological aspects in the learners' speech. In reading and writing activities, the spelling-pronunciation relationship can be highlighted.

In sum, it is important to note that pronunciation should not be taught in isolation but rather as an integral part of spoken language. Furthermore, it must be practiced, revised and reinforced all the time. This can only be achieved by integrated pronunciation teaching.

2.2.3.5. Promoting Autonomous Pronunciation Learning

A current trend in pronunciation instruction is the recognition of autonomous pronunciation learning. Admittedly, a language teacher is required to encourage his/her students to learn how to learn and how to improve their pronunciation independently outside the classroom. In this respect, Morley (1991:493, citing Acton, 1984; Wong, 1986; Firth, 1987; Crawford, 1987; Kenworthy, 1987; Yule, Hoffman and Damico, 1987; Dickerson, 1987 and Riggensbach, 1990) points out that "current perspectives on learner involvement in the pronunciation learning/teaching process include an emphasis on speech awareness and self-monitoring. More specifically, she stressed that the learners need to develop "speech monitoring abilities and speech modification strategies for use beyond the classroom" (Morley, 1991:500).

In the same line of thought, Celce-Murcia et al. (1996) point out that the learners should be provided with self-monitoring and self-correction strategies so that they can continue working on their pronunciation outside the classroom. According to them, self-monitoring

is the learners ability to identify errors in their speech, and self-correction is the ability to self-correct the erroneous pronunciations in their speech, producing more accurate target language.

In addition, Hismanoglu (2011: 107) states

In parallel to the emergence of autonomous language learning, many innovative pronunciation teachers have attempted to move towards autonomous pronunciation learning. Such teachers motivate their students to become autonomous learners. Since students cannot always find the chance to ask their language teacher for help in real life contexts, they should be stimulated to come to a stage where they can make their own decisions about their own pronunciation learning.

In an EFL context, where time devoted to foreign languages in general and to pronunciation teaching, if any, in particular is limited, it is crucial to compensate for the lack of practice in the classroom. This can be achieved by teaching the students some pronunciation learning strategies that would help them in improving their pronunciation by themselves out-of-class. In this way, students can learn pronunciation independently and be actively involved in their own learning. Hismangolu (2006: 107) gives some examples of how autonomous pronunciation learning could be enhanced:

If the teacher teaches the students how to transcribe words by using phonetic symbols, students become autonomous to some extent in that they may look up their monolingual dictionaries when not knowing how to pronounce a word in the target language. Moreover, motivating students to use computer-assisted pronunciation teaching programs can lead to autonomous pronunciation learning and hence may contribute to the improvement of the pronunciation of the students in the target language.

There are some strategies and tools that serve the purpose of developing learner autonomy in pronunciation learning. One of these tools that helps the learners to learn independently beyond the classroom and, thus, to enhance their pronunciation skills is the

use of the phonetic notation. Brown (1991: 8) explains two aspects of how phonetic symbols can be of great use in ELT:

The first concerns the use of dictionaries for finding out the pronunciation of an unfamiliar word. All good modern learner dictionaries use phonetic symbols to indicate pronunciation, and learners must therefore be familiar with them... Secondly, there is one sound in English which is very difficult to refer to, and therefore a phonetic symbol may help. It is the so-called *schwa*...

For autonomous learning, it is important to draw the learners' attention to the transcriptions found in their textbooks and in dictionaries as early as possible and to train them from early classes to read phonetic transcriptions. Equally important is the fact that the teacher should explain the usefulness of the IPA symbols and phonetic transcriptions and encourage the learners to, gradually, check the pronunciation of words out in the dictionary. In fact, the dictionary is regarded as a helpful source for EFL learners in the sense that it provides them with the opportunity to know the meaning and the pronunciation of unfamiliar or new words that the learners are obliged to use in trying to be creative and autonomous.

Although many pronunciation specialists and researchers argue that the use of phonetic notation has some disadvantages, the merits that can be gained cannot be ignored. First, it helps the learners remember the pronunciation of words or larger units. The technique of listen and repeat can be backed by phonetic transcriptions of some difficult words or some function words in their strong and weak forms for example. In this case, the students who may forget how a word is pronounced can refer to their textbooks where phonetic transcriptions are highlighted or to the dictionary. Second, the teacher can transcribe each difficult word systematically, helping the learners to pronounce the words correctly and to pay more attention to the spelling/ pronunciation relationship. Therefore, it is a necessity to familiarize the learners with phonetic symbols from early classes and to train them gradually to read phonetic transcriptions.

Lu (2002: 33-34) argues for the importance of teaching phonetic transcription to EFL learners in Hong Kong as he writes:

As a result of learning English words without knowledge of phonetics, the majority of Hong Kong ESL students cannot pronounce or read aloud unfamiliar English words...even when they can identify the words and their meanings in dictionaries. Although the meaning is accessible, the pronunciation remains a riddle. Because learners are unable to make use of phonetic symbols to remember unfamiliar words, they have difficulty developing extensive vocabularies in English, which is also detrimental to effective use of the target language in oral communication.

Another important tool, that is considered as part of phonetic notation, that helps the learners to be autonomous in pronunciation learning, is the use of visual pronunciation markings such as arrows for intonation and capital letters for stressed syllables to mark word or sentence stress. According to Kenworthy (1987: 116), one of the ways in which pronunciation can be integrated into the teaching course is the use of marking activities, “in which learners listen to the spoken material and use symbols or other conventions to indicate aspects of pronunciation”, such as stress, rhythm, aspects of connected speech and intonation. The use of these markings is useful inside the classroom as well as outside the classroom. In other words, it helps the learners practice inside the classroom and it is also beneficial for the learners who are motivated to improve their pronunciation independently. In connection with this, Haycraft (1992: 36-64) , focusing on sentence stress, explains:

The role of the homework must not be underestimated. If the stresses are marked in a sentence, can easily practice saying it at home and experiment with stress on different words. With a cassette player, they can also do various discovery tasks and self dictation.

Another strategy the students can use on their own is what is referred to as Dickerson's Covert Rehearsal. Celce Murcia et al. (1996: 349) explain that Dickerson's (1984, 1987a)

Covert Rehearsal helps the students “practice privately—preparing for interactions, creating conversations, thinking about the accuracy of their utterances, comparing them with their memory of native-speaker models and with the rules of pronunciation they know”.

Autonomous pronunciation learning can be handled by the students if the teachers encourage them to systematically self-monitor outside of class and provide them with the proper guidance or instructions. Added to that, they should be supported by suitable learning resources.

2.2.4. Testing/Assessment of Pronunciation

Very little literature deals with the issue of pronunciation testing/assessment. Celce Murcia et al. (1996: 341) claim that “in the existing literature on teaching pronunciation, little attention is paid to issues of testing and evaluation”. Brown (2014: 231) points out that “if pronunciation is the Cinderella of the English language teaching world, then pronunciation is the Cinderella of the pronunciation teaching world” and he added that pronunciation testing “is a very, very neglected area”.

Generally, pronunciation is considered as a component of oral communication and so it is not tested as a skill per se. It is either tested as a sub-component in a speaking/listening test or it is merely ignored. Brown (2014: 231) comments that “given that applied linguists sweep pronunciation testing under the carpet, it is not surprising that very few teachers of English consider testing pronunciation in any systematic way”.

Based on Celce-Murcia et al. (1996), in which a comprehensive discussion of how pronunciation instruction can be assessed is provided, different types of assessment are highlighted in what follows: diagnostic evaluation/ongoing evaluation/classroom achievement testing, production/perception tests and tests of phonetic knowledge: written tests.

2.2.4.1. Diagnostic Evaluation/Ongoing Evaluation/Classroom Achievement Testing

Celce-Murcia et al. (1996) suggest three types of tests: diagnostic evaluation, ongoing evaluation and classroom achievement testing. Diagnostic evaluation is conducted at the beginning of a course to have a general picture of learners' pronunciation skills: what phonological aspects are already mastered by the learners and what other aspects they lack. The results of the diagnostic test help the teacher identify the learners' needs and plan lessons accordingly. The most common forms of a diagnostic test include the use of a diagnostic passage, in which the learners are required to read a passage designed to contain a variety of features, and a free speech sample, whereby the learners are given prompts to respond to spontaneously.

Ongoing evaluation with feedback raises the learners' awareness of their problems and their progress. This means, it helps the learners to improve and to gradually monitor their pronunciation and their peers. There are three main ways that can be used to provide Ongoing evaluation with feedback: teacher feedback, peer-feedback and self-correction . First, teacher feedback allows for evaluation, individualized instruction, curriculum revision, and feedback on individual progress. The teacher can provide feedback in many different ways: using gestures, pronunciation correction signs, recasts...etc. as far as the types of errors that should be corrected by teachers, Goodwin (2001: 130) suggests that “ rather than overwhelming the student with feedback on every possible error”, the errors that need to be corrected include “Errors which cause a breakdown in communication, errors which occur as a pattern, not as isolated mistakes, errors which relate to the pronunciation points we are teaching”. Second, Peer feedback is also important because it has many advantages. It helps learners benefit from classroom interaction, improve their listening, self-monitoring and self-correction abilities, and put their knowledge of pronunciation into practice. Activities that can be used for peer practice are pair or group activities. For

example, a role play can be recorded on tape and the learners can analyse it, focusing on some pronunciation features (pronunciation of inflectional- ed or –s). in another example, the students can be placed in groups of three or four in a minimal pair activity. One speaker speaks and the others have to mark what they hear. This way, peer feedback is more reliable and convincing. Third, self-monitoring and correction mean that the learners develop the ability to “ self-monitor– notice their own inaccuracies in production– and self correct – produce more target-like language upon recognition of a production error”. (Celce Murcia et al., 1996: 348). In fact, a prerequisite for the learners to correct their pronunciation errors is the ability to recognise that they make errors. There are many ways that can be used to encourage self-monitoring and correction. Some of the most useful methods include gestures, pronunciation correction signs, charts and recording student speech. Whatever type of feedback is given, teachers should remember to provide learners with tools to help them focus on specific pronunciation problems and develop self-monitoring strategies.

Finally, classroom achievement testing assesses learners’ progress according to what has been taught, thus indicating learners’ achievement in relation to the pronunciation content of the course. The tests are more focused than the diagnostic tests, but its tasks should resemble the classroom teaching tasks (Goodwin, 2001). In addition, they can include, if possible, many other task types which require some phonological knowledge (Goodwin et al., 1994).

2.2.4.2. Production/Perception Tests

Pronunciation involves both perception and production. Accordingly, it is considered important that the Testing/Assessment of pronunciation should address perception and production skills.

Perception can be accessed via discrimination tasks, which test the learners ability to distinguish segmental/ suprasegmental features. Some of the examples provided by Celce Murcia et. al (1996: 342-345) include the following:

Consonant –vowel discrimination: mark the word you hear/ mark which one of the two illustrations represents the sentence you hear

Word stress: listen and mark the choice that shows the syllable receiving the main stress

Sentence stress: listen to the following utterances and and mark the coice that best represents the proper stress pattern

Intonation: listen to the following utterances. Check the box that corresponds to the intonation pattern used/ listen to the following statements and choose the one that best represents the meaning of the speaker

Reduced speech: listen to the following recorded whether report and fillin the missing word(s) in each blank.

Assessing production can be done via the reading aloud of a sentence or a passage.

Below are provided examples from Celce Murcia et al. (1996: 355- 357):

- Read the following aloud, paying special attention to linking between words
- Read the following passage, paying special attention to the underlined vowel sounds.
- On tape, you will hear the sentences read by speaker A in the left-hand column below. Read speaker B's responses, paying special attention to sentence prominence.

The learners' pronunciation skills in production can also be assessed via a learner' s free speech if the teachers aims at evaluating the learner's control of pronunciation in a holistic way. Celce Murcia et al. (1996: 357) suggest an oral presentation evaluation form for this purpose.

2.2.4.3. Tests of Phonetic Knowledge: Written Tests

Another type of pronunciation tests is concerned with an evaluation of the learners' phonetic knowledge or awreness. Celce Murcia et.al., (1996: 358) explain that this test format "is appropriate only if rules of the the sound system have been clearly presented and explained". They further add

Learners are asked (as a paper and pen test) to apply rules they have learned. By applying these rules, learners can demonstrate their understanding of how a particular feature operates, even though their ability to perceive and/or produce this feature may still be developing...certainly, testing the application of rules does not replace either tests of perception or tests of production; nonetheless, it reveals one aspect of a learner's proficiency that might not be evident in listening or speaking tests.

Celce Murcia et al., (1996: 358- 359) provide the following examples:

a. Word stress

Directions: Put each word into the proper column according to its stress pattern. One model word is provided for each pattern.

horrible	decision	beautiful
matinee	bicycle	understand
according	instrument	determine
presented	overturn	furniture
0o	o0o	oo0
Talented	Production	guaranTEE

b. Prominence: Read the following dialogue. Then circle the letter of the word that receives prominence in Sam's response.

c. Reduced speech: In the following dialogue, strike through the consonants that would be omitted in consonant cluster configurations in rapid native-speaker speech.

These activities make it clear that the learners are not provided with the opportunity to listen to the teacher or a recorded material while they are required to apply their knowledge of phonological rules. Celce Murcia et al. (1996: 358) remark that "many of the formats used in tests of phonetic knowledge closely resemble those used in tests of perception, with the exception that a taped version of the utterance(s) is not available".

It is extremely vital to add that the use of what Madsen (1983) called "paper and pencil" tests of pronunciation is very common in many EFL institutions because they are convenient. Buck (1989: 54) points out that "conveniencies supposed to be the biggest advantage of

written pronunciation tests, and is probably the main reason why they are used” . Nonetheless, he argues that they are not regarded as reliable and valid tests. In his study, which he conducted to determine the reliability and validity of a number of written pronunciation test items of Japanese college entrance examinations in English by comparing the scores obtained in these tests and the scores of more direct measures of pronunciation, the results revealed that such tests had very low validity and reliability. In the same vein, Harris (1969) stresses that there is no correlation between the students success in the paper and pencil tests and their pronunciation.

Finally, despite the fact that the written pronunciation tests are very convenient and are included in many English examinations in different EFL institutions, it is doubtful whether they they provide a good measure of actual student pronunciation. Such tests which seem to lack both reliability and validity are of a doubtful value indeed.

2.3. Pronunciation Teaching and the Algerian Context

The present study is concerned with the situation of teaching pronunciation in Algerian middle and secondary schools. Therefore, it is necessary to shed light on the Algerian context, the challenges of teaching pronunciation in Algeria, and most importantly, the pronunciation difficulties facing Algerian learners, on the basis of which, pronunciation priorities for Algerian learners are established. Accordingly, this section includes a description of the Algerian context, a discussion of the challenges of teaching pronunciation, an examination of the pronunciation difficulties facing Algerian learners and an attempt to establish the pronunciation priorities for Algerian learners.

2.3.1. Description of the Algerian Context

Dalton and Seidlhofer (1994:71) argue that “the teaching of pronunciation should concentrate on the aspects of pronunciation which are likely to present difficulties for particular groups of learners given their linguistic background”. Therefore, the present sub-

section consists of a description of the Algerian context in terms of the linguistic situation, the place of ELT within the Algerian educational system and pronunciation in teacher education and training.

2.3.1.1. The Linguistic Situation in Algeria

Algeria is characterised by a high degree of multilingualism and, thus, a complex linguistic situation. The latter is marked by Arabic in its two forms (standard Arabic and Algerian Arabic), Tamazight and French.

First, Algerian Arabic, which has no written form, is considered as the MT of Algerians. It is the variety spoken by the majority of the population in their everyday life. It is a mixture of different languages and varieties, namely classical Arabic, Berber, Turkish and French, that's why it is not considered as a pure variety. It is worth to note that there exists different varieties and accents of Algerian Arabic throughout the country.

Second, standard Arabic, being the national and official language, is a modernised version of classical Arabic or "Al Fusha". It can be considered as a second language for Algerians. Actually, standard Arabic, which is taught in schools, is different from the language which is extensively spoken in everyday conversations. Laraba (1992:57) outlines its main features as follows:

Standard Arabic is both oral and written. It is the variety used in mass media of communication and on all formal occasions. What characterizes this variety is the overwhelming wish to speak or write Classical Arabic. Indeed, Standard Arabic is a typical example of many deviations from Classical Arabic norms and much admixture of colloquial Arabic.

Third, Tamazight is spoken by the Berber population in Algeria as a MT. The Berbers are the original inhabitants of North Africa. Abderrahim (1978: 22) points out that there are

four main Berber dialects spoken by the Kabyles, the Chaouia, the M'Zabites and the Touaregs.

Fourth, French is nowadays considered as the first FL. During the years of French colonization, it was given a prominent status as it was regarded as the sole official language. However, after independence, many efforts have been made to bring back Arabic to its original status through the process of Arabisation, and so the role of French was deemphasised. Nonetheless, French is still used in the administration and spoken by the intellectual and educated people who regard it as a highly prestigious language.

Finally, Algeria's linguistic complexity implies the influence of these languages on the learning of any other language, including English. Indeed, the linguistic background of Algerian learners plays a significant role in their learning of English.

2.3.1.2. English Language Teaching in the Algerian Educational System

The current Algerian school system is based on 1+5+4+3 system: one preparatory year, five years of primary education, four years of middle education and three years of secondary education. The first two years are totally taught in Arabic. In the third year (3^{ème} Année Primaire or 3AP), French is introduced as the first foreign language. At the end of the final year of primary education (5AP), the pupils sit for the official Primary School Examination. This examination tests students' proficiency in the Arabic language, mathematics and French. Then, they attend middle schools designed to prepare learners for secondary education. During this cycle, the learners are taught in Arabic, in addition to the subjects of French and English.

English is introduced as the second FL in the first year middle school (1^{ère} Année Moyenne or 1AM) when the learners are aged 11-12. This means that French is introduced 3 years before English as illustrated in Table 2.2. Both languages are taught as subjects until the last year of secondary education, when the learners are aged 17-18.

Cycle	Grade	Learners age	Arabic	French	English
Preparatory	0	5-6	+	-	-
Primary	1AP	6-7	+	-	-
	2AP	7-8	+	-	-
	3AP	8-9	+	+	-
	4AP	9-10	+	+	-
	5AP	10-11	+	+	-
Middle	1AM	11-12	+	+	+
	2AM	12-13	+	+	+
	3AM	13-14	+	+	+
	4AM	14-15	+	+	+
Secondary	1AS	15-16	+	+	+
	2AS	16-17	+	+	+
	3AS	17-18	+	+	+

Table 2.1.: Teaching Languages in the Algerian Educational System

With regards to the time allocated to English, the learners have 3 hours tuition per week in the four years of middle school while time allowance varies according to the different streams in the secondary school as shown on Table 2.3.

Cycle	Grade	Stream (s)	Hours (per week)
Middle	1AM	-	3
	2AM	-	3
	3AM	-	3
	4AM	-	3
Secondary	1AS	Scientific	2
		Literary	3
	2AS 3AS	Experimental sciences/ exact sciences / technology/ Economy and management Letters and human sciences/ letters and philosophy	3
		Letters and foreign languages	4

Table 2.2.: Teaching English at the Middle and the Secondary School Level

As Table 2.3. could suggest, English is taught in the different streams because it is a necessary and useful tool for future professional academic needs. In 3AS, the learners' main goal is to pass the baccalaureate exam in order to have access to tertiary education. In fact, the baccalaureate is regarded as the ticket to university. At the university level, the students

who wish to specialize in English have three years of instruction at the departments of English to get their bachelor degree, referred to as LMD licence d' Anglais. In the other departments, English is taught as a subject.

As a conclusion, both French and English play an important role in the Algerian educational system. Since they are two closely related languages, the influence of French on English learning is expected.

2.3.1.3. Pronunciation in Teacher Education and Training

At present, teachers of English in Algeria are educated and trained in two different institutions: the English departments of the different universities and the ENS (Ecole Normale Supérieure). A bachelor degree is the minimum academic qualification to be considered for a middle or secondary school teaching credential.

An LMD Licence (3 years of instruction) is the minimum requirement for a middle school teacher. The holders of the four-year licence of the classic system from a university, the four-year licence from ENS or the master degree can also postulate for a middle school teacher position. It is worth mentioning that in the past, middle school teachers were trained for two years and then for three years in another type of institution referred to as the ITE (institut technologique).

As concerns the secondary school teachers, they are holders of either a four-year licence of the classic system, a four-year licence from ENS or the master degree. Currently, the master degree is the only academic qualification considered for a secondary school teaching position.

“Phonetics and Phonology” is a required subject in teacher training curricula at Algerian universities and other institutions. More specifically, the module of English phonetics and phonology is incorporated in the different curricula offered in the different types of institutions. Despite the fact that the content is approximately the same, the time devoted to

teaching it differs from one institution to another and also within the same institution offering different degrees.

Degree	Year 1	Year 2	Year 3	Year 4	Year 5
ITE certificate	+				
LMD Licence	+	+			
4-year Licence	+	+	+		
4-year Licence ENS	+	+			
5-year Licence ENS	+	+			
Master Degree	+	+			

Table 2.3.: “Phonetics and Phonology” in Teacher Training Courses

Even though the module of “Phonetics and Phonology” is a compulsory subject on teacher training courses, the courses do not guarantee that the teachers would teach English pronunciation effectively. Arguably, the teachers are exposed to phonetics and phonology courses, which are too theoretical, and not to pronunciation-specific courses that focus on pedagogy or how the phonological knowledge is applied in pronunciation instruction in class.

As a response to the reforms of 2003, the Ministry of Education has organised in-service courses and seminars to meet the demands of the new curriculum. This involved the organisation of training days and seminars with inspectors and local officials from the different educational sectors and directorates. The aim of these in-service courses is to develop the teachers’ understanding of the new curriculum and the approach it is based on, namely the CBA, so that they can adapt to and implement it efficiently. On the whole, these limited opportunities for in-service training do not generally tackle the methodology of pronunciation.

Moreover, Bellalem (2008: 66) points out that “Continuous professional development (CPD) courses have also been organised to ensure teachers gain appropriate qualifications to meet the demands of the new curriculum”. In fact, the Ministry of Education had made it compulsory for primary and middle school teachers without a bachelor degree (the ones who

had been trained in educational institutes referred to earlier) to have one in their specialist areas. The degree courses are run in partnership with Algerian universities, and more particularly the UFCs (Université de la formation continue). This means that those teachers received the same pronunciation training discussed earlier.

2.3.2. The Challenges of Teaching Pronunciation in Algeria

The Algerian context is characterised by a complex linguistic situation where a number languages and language varieties come into play, which, hence, represent the first major challenge to the syllabus designer as far as English pronunciation is concerned. While Algerian Arabic is the MT of the majority of the population and Tamazight is the MT of the Berber population, Standard Arabic, which has no MT speakers, is the official language. French, the language of the former colonizer, is considered officially as the first FL, but this language still enjoys a special status and some, at least, consider it as their L2. Given that negative transfer from the MT is considered as a major problem to learners of English pronunciation, the Algerian syllabus designers face a real dilemma when it comes to the choice of which MT to focus on when deciding about the degree of difficulty of the different aspects of pronunciation to the one-fits-all syllabus they are supposed to design.

Moreover, the special status of French also poses a serious problem. As stated in the previous section, the Algerian learners are exposed to some French due to the social status it plays and in official education, French is introduced in education three years before English. Therefore, it is expected that French has an influence on learning English pronunciation.

Despite this complex linguistic background of EFL Algerian learners, the latter tend to be classified in Error Analysis studies sometimes among the 'speakers of Arabic type and sometimes among the 'speakers of French type (Beghou, 1984; cited in Beghou 2007). However, Beghou's study (2007) has shown that the Algerian learners involved in the error

analysis have linguistic, educational, and cultural backgrounds that are, somehow, mixtures of Arabic and French. In other words, the error analysis carried out by Beghoul (2007) reveals that the learners' phonological interlanguage is not influenced by the learners' MT only. He also ascertains that in pronunciation instruction, French has an influence on the acquisition of English pronunciation in the Algerian context. More specifically, he (2007: 186) argues that it is not only “the result of a straightforward transfer from the mother tongue (Dialectal Arabic) into the target language (English), but it is influenced, to various degrees, by all of their mother tongue, their second standard language, French, and the target language itself, English”.

2.3.3. Pronunciation Difficulties Facing Algerian EFL Learners

Generally speaking, the pronunciation difficulties or problems facing the Algerian learners of English can be grouped into two main categories: inter-lingual problems and intra-lingual ones. The former are specific to the Algerian learners while the latter emanate mainly from the complexity of the English pronunciation and spelling systems.

2.3.3.1. Inter-lingual Difficulties

In order to identify the inter-lingual pronunciation difficulties, expected among Algerian learners of English, it is important to examine the studies focusing on the Arab learners, the French learners and also the influence of the Algerian dialectal varieties.

In the studies aiming at determining the inter-lingual difficulties facing Arab learners of English, a comparison of the sound system of standard English and standard Arabic is made because in this way, the comparison will be controlled because most Arabic speakers who speak dialects of Arabic, that are not mutually intelligible, are familiar with the standard variety (Avery and Ehrlich 1992: 111). In what follows, the major difficulties are summarized:

Segmental difficulties

Vowels

The English vowels constitute a major area of difficulty for Arab learners. Because Arabic has a limited number of vowels (the six vowels æ, a:, ʊ, u:, ɪ, i: and the two diphthongs aʊ, ai, and because of the influence of English spelling, the Arab learners face difficulty in recognising, producing and most importantly confusing different vowels.

According to Kenworthy (1987), the areas of difficulty which are specific to Arab learners include:

- a) Difficulty in the recognition and production of some vowel sounds.
- b) Confusion of some pairs of vowel sounds: / ɪ / and / e /, / ʌ / and / æ /, / ɔ: / and / ɒ: /
- c) The schwa

More specifically, Kenworthy (1987: 125) points out that there is a tendency among Arab learners to “use their relatively small number of vowels to “cover” the larger English vowel system” and she considers the confusion between / ɪ / and / e /, / e / and / æ / and / ʌ /, / ɔ: / and / əʊ / high priorities for Arab learners. In fact, she explains that “some problems learners have need to be given *high priority* because they are vital for intelligibility: others do not affect intelligibility and can be given *low priority*” (1987: 123). She considers the English diphthongs a low priority because they “seem rarely to cause problems” (1987: 125) and she only made a note about the schwa, which is considered as a major difficulty not only for Arab learners but for most EFL learners from different linguistic backgrounds according to many researchers. Kenworthy points out that “the schwa vowel does occur in Arabic in unstressed syllable, as in the first syllable of the name “Mohammed” and she emphasised the fact that it still constitutes a problem for Arab learners because of the several different realisations of this sound. It is worth mentioning that the same priorities are also referred to by Rogerson Revell (2011) but without specifying the degree of priority. Indeed, according to her, the difficulties are:

- /ɪ//e/ confusion as in bit, bet
 - /e//æ//ʌ/ confusion as in pet, pat, put (the intended word is but)
 - /ɔ://əʊ/ confusion as in bought/ bout
 - There are no diphthongs in Arabic
 - Schwa does occur (e.g in Mohammed) but is not so frequent or as varied as in English
- Rogerson Revell (2011:270-271)

According to Swan and Smith (1987: 143, quoted in Beghoul 1997: 176-181), learners with an Arabic linguistic background have the following pronunciation difficulties:

1. /ɪ/ and /e/ are often confused: 'bit' for 'bet'
2. /ɒ/ and /ɔ:/ are often confused: 'cot' for 'caught'
3. Diphthongs /eɪ/ and /əʊ/ are usually pronounced rather short and are confused with /e/ and /ɒ/: 'raid' for 'red'; 'hope' for 'hop'.

Consonants

The English consonants exhibit a lesser difficulty than vowels because the Arabic and the English consonantal systems share many similarities. The most problematic consonants for Arab learners are the ones that do not exist in Arabic and the ones which are characterised by orthographic inconsistencies.

According to Kenworthy (1987), the problems facing Arab learners which need to be given high priority include /p, θ, ð, tʃ/ and consonant clusters and the ones which need to be given low priority include /dʒ, l, r, ŋ/. The inclusion of /θ/ and /ð/ and considering them as consonants which do not occur in Arabic is a clear indication that the variety emphasised in Kenworthy's study is Egyptian Arabic as inferred from the list of sources she relied on.

It seems that Rogerson Revell (2011) paid attention to the previously mentioned note as she adopted and adapted the same problems presented by Kenworthy, except the one about the dental fricatives/θ/ and /ð/:

- /p/ vs /b/ Arabic speakers tend to produce/ p/ with no aspiration so /p/ may sound like /b/ , for example “ bebsi” for “ pepsi”
- No affricates/ tʃ/and / dʒ /- /ʃ/ may be substituted for / tʃ/ (e.g ship rather than chip) and / ʒ / as in pleasure may be substituted for / dʒ / in joke.
- / r/ : Arabic learners will tend to use their native trilled or rolled /r/ when speaking English
- / l/ in Arabic is very clear and is made with the tip of the tongue.

Rogerson Revell (2011: 270-271)

As for Swan and Smith (1987: 127-128, quoted in Beghoul 1997: 176-181), learners with an Arabic linguistic background have the following pronunciation difficulties:

1. The glottal stop is a phoneme in Arabic.
2. Arabic has only one letter in the /g/-/dʒ / area, which is pronounced as /g/ in some regions, notably Egypt, and as /dʒ / in others. Arabic speakers tend, therefore, to pronounce an English /g/, and sometimes even as 'j' in all positions according to their local dialects.
3. /tʃ/ as a phoneme is found only in a few dialects, but the sound occurs naturally in all dialects in junctures of /t/ and /ʃ/.
4. There are two approximations to the English 'h' in Arabic. The commoner of them is an unvoiced harsh aspiration; Arabic speakers tend to pronounce an English 'h' rather harshly.
5. /r/ is voiced flap, very unlike the RP /r/. Arabic speakers commonly pronounce the post-vocalic 'r' as in 'car park'.
6. /p/ and /b/ are allophonic and tend to be used rather randomly: *I baid ten bence for a bicture of Pig Pen
7. /f/ and /v/ are allophonic, and are usually both pronounced /f/.
8. /k/ and /g/ are often confused, especially by those Arabs whose dialects do not include the phoneme /g/.
9. Although / θ / and / ð / occur in literary Arabic, most dialects pronounce them as /t/ and /d/ respectively. The same tends to happen in English.
10. The phoneme / ŋ / is usually pronounced as /n/ or /ng/ or even /nk/.

In addition to these difficulties, Beghoul (2007) points out that these writers also include problems with three and four consonant clusters as the learners tend to break them with a short vowel.

Suprasegmental Elements

Because of the differences between stress, rhythm patterns and intonation in English and Arabic, the Arab learners fail to speak English with correct stress and rhythm and appropriate intonation.

The major difficulties encountered by Arab learners can be summarised as follows:

- a) Word stress difficulties: misplacement of word stress, confusion of some pairs of words (e.g subject for both noun and verb), failure to follow patterns of stress shift
- b) Sentence stress difficulties: failure to adopt the stress-timed rhythm of English, failure to adopt the weak vowels in connected speech, intrusion of the glottal stop /ʔ/ at word boundaries.
- c) Intonation difficulties: Arab students tend to adopt Arabic intonation patterns when they speak English.

According to Kenworthy (1987: 124-125), unlike intonation, the suprasegmental elements of stress and rhythm are highly emphasised while intonation is disregarded. More specifically, all of rhythm, sentence stress, contrastive stress and word stress are considered of high priority. However, she points out that despite the fact that there are some noticeable differences between Arabic and English, “Arabic speakers tend to have relatively minor difficulties with intonation” (1987: 126).

Influence of Spelling on Pronunciation

Swan and Smith (1987: 129, cited in Beghoul 2007: 181) maintain that under the influence of Arabic spelling system, Arabic speakers tend to pronounce English words phonetically. For example, an Arab learner may pronounce the word *sign* as / sign/ and the word *cupboard* as /kʊpbɔ: d /.

In sum, the major pronunciation difficulties facing Arab learners of English include:

- Segmental Elements:

Difficulty in the recognition and production of some vowel sounds, especially mid and central vowels

Confusion of some pairs of vowel sounds: / e /- /æ /- / ʌ / and diphthongs

The schwa

Difficulty in pronouncing consonant clusters: a cluster is broken by a vowel

Confusion of some pairs of consonant sounds: /ʃ/ and /tʃ/, /ʒ/ and /dʒ/, /n/ and /ŋ/

Difficulty in pronouncing some consonants correctly: /ŋ/

- **Suprasegmental Elements:**

Word stress

Sentence stress and rhythm

Intonation

- **Effect of spelling on pronunciation:** pronouncing English words phonetically

In the studies involving the comparison of the sound system of French and English, Standard French is usually the variety dealt with. After presenting the inter-lingual difficulties, the features of French which might facilitate or inhibit the Algerian learners' pronunciation of English are highlighted.

Segmental elements

Vowels

According to Swan and Smith (1987: 127-128, quoted in Beghoul 1997: 176-181), learners with a French linguistic background have the following pronunciation difficulties:

1. French has only one sound in the area of /i:/ and /ɪ/ leading to confusion between pairs like 'live' and 'leave'
2. /ʌ/ is almost pronounced like /ɜ:/, so that 'much' becomes 'mirch'.
3. French has only one sound in the area of /ʊ/ and /u:/ leading to confusion between 'pull' and 'pool'.
4. /ɒ/ is often unrounded, so that, for instance, 'not' is realised something like 'nut'.
5. Both /ɔ:/ and /ɒ/ are moved towards the French /o/, leading to confusion between pairs like 'naught' and 'not'.
6. /æ/ often creates difficulty. Depending on how it is perceived by the French speaker, it may be realised:
 - Very like an English /ʌ/, so that words like 'bank' and 'bunk' are confused.
 - A bit like /ɑ:/, so that, for instance, 'hand' sounds like 'hahnd'.
 - As /e/, causing confusion between pairs like 'pat' and 'pet'.

7. /eɪ/ sometimes becomes /e/, so that, for example, 'paper' sounds like 'pepper'. Since /æ/ can also be realised as /eɪ/, this can lead to confusion like 'mad' and 'made'.

8. Other diphthongs are not usually problematic, but they may be pronounced with equal force and length on the two elements: 'I see now' becomes 'Ah-ee see nah-oo'. (p. 127).

Kelly (2000, cited in Beghoul, 2007: 184) also considered the difficulties facing French learners. They are summarised below:

1. Confusion of different pairs of vowels: /i:/ and /ɪ/, /e/ and /ɛ/, /ɑ:/ and /ʌ/
2. Difficulty in producing some vowels /æ/, /ʌ/, /e/ and the diphthong /ei/
3. The schwa is mispronounced in various ways and final /ə/ may present problems for many in producing the centring diphthongs /ɪə/ and /uə/
4. The diphthong /əʊ/ is mispronounced as /ɔ:/ or /ɒ/

Consonants

According to Swan and Smith (1987: 128-129, quoted in Beghoul 1997: 176-181), learners with a French linguistic background have the following pronunciation difficulties with regards to consonants:

1. /θ/ and /ð/ do not exist in French, and the fact that spoken French does not use the tip of the tongue makes them difficult to learn. /s/, /z/, /f/, /v/, /t/, and /d/ are common realisations of these phonemes. 'think' may be realised as 'sink', 'fink', 'tink'; and 'that' as 'zat', 'vat', or 'dat'.
2. /tʃ/ is often realised as /ʃ/ and /dʒ/ as /ʒ/. So 'church' becomes 'shursh' and 'joke' becomes 'zhoke'.
3. /h/ (which does not exist in French) is often dropped: 'I haven't seen Henry today'.
4. /r/ is pronounced with the back of the tongue in French, and so is likely to be pronounced the same way in English.
5. 'Dark' /l/, as in 'will', does not occur in French, and students may replace it by 'clear' /l/ as in 'lay'.
6. English lengthens vowels in stressed syllables before voiced consonants. In fact, the main way an English speaker hears the difference between words like 'sat' and 'sad' is by hearing the longer vowel before the 'd' of the word 'sad' (the voiced/devoiced) contrast between 't' and 'd' is much less important for perception. French speakers do not generally lengthen

these vowels, leading to confusion between pairs of words like 'sat' and 'sad', 'pick' and 'pig', and so on.

According to Kelly (2000, cited in Beghoul, 2007: 184), the French speakers face the following difficulties in learning the English consonants:

1. Confusion of some consonants: / tʃ / and / ʃ /, / dʒ / and / ʒ /, / v / and / f /, / z / and / s /, / ʒ / and / ʃ /
2. Difficulty in pronouncing the dental fricatives / th / and / θ /. the former is substituted by / s, t, f / and the latter by / z, d, v /
3. Difficulty in pronouncing / r /: it is articulated differently
4. / h / dropped or put inappropriately
5. Difficulty in pronouncing / ŋ /: the sound is followed by / k / or / g /

Another area of difficulty facing French learners at the segmental level is that of consonant clusters. The following difficulties are pointed out by Swan and Smith (1987: 129, quoted in Beghoul 1997: 180):

1. In words ending with consonant + le, the French speaker, may reinterpret the 'dark' / l / as / n l /. Combined with the tendency to stress multisyllabic words on the last syllable, this gives pronunciations like 'terribul', 'littul'.
2. At the end of words like 'realism', French speakers may pronounce / s / plus devoiced / m / rather than changing the 's' to a voiced / z / as in English. An English speaker may hear 'realiss'.
3. One does not find normally a consonant followed by / z / at the end of a French word. So in pronouncing English plurals, French speakers tend to drop the -s after voiced consonants, making mistakes like 'two-tin'.

Suprasegmental Elements

Kenworthy (1987:132) maintains that “French rhythm is quite different from that of English”, and thereby rhythm is a high priority area for French learners of English. Another area at the suprasegmental level is word stress. Kenworthy (1987:133) stresses that “French learners, when listening to English, will expect the stressed syllable too late and will be “surprised” when it falls on the first syllable of the word”. She also points out that “the large number of cognate words in French and English makes this a particularly difficult area for

learners” and that “the mobility of word stress in English is also very problematic”. With regard to intonation and sentence stress, they are rather considered as features deserving optional attention as the differences between intonation in both languages do not affect intelligibility and as there is an equivalent to contrastive stress in French, which has been called “accent d’insistance” (Kenworthy, 1987: 134).

Influence of Spelling on Pronunciation

A number of difficulties concerning the influence of spelling on pronunciation among French learners of English are pointed out by Swan and Smith (1987: 129, quoted in Beghoul 2007: 178):

1. In syllables ending with the letter 'r', this letter is pronounced in French; interference here may cause problems in British English with words like 'hard', 'early', 'garden'. In words like 'sister', French speakers may pronounce the final 'e', giving 'sistair'.
2. 'Ou' may be pronounced /u:/ and 'au' may be pronounced as /o/: 'pronoonce', 'otomatic'.
3. In regular post endings, the students may pronounce final / ɪd/ or /ed/ after all unvoiced consonants: 'warnèd', ' jumpèd'.
4. Final written consonants in French (e.g. plurals) are often not pronounced. This tends to be carried over into English and provokes mistakes like *'differen', *'she stay'.
5. There is a large number of cognates in English and French. It is very common for French students to transfer French stress patterns to these words.

In sum, the major pronunciation difficulties facing French learners of English include:

Segmental elements:

Difficulty in the recognition and production of the vowels that do not exist in French
Confusion of some pairs of vowel sounds especially long and short vowels, / ə / and / e / - /æ / - / ʌ / and the diphthong / eɪ /

Difficulty in pronouncing clusters: syllabic /l/ is pronounced by inserting a strong vowel before /l/ and the -s of the plural is dropped when it follows a voiced consonant

Difficulty in pronouncing the dentals / θ / and / ð /, which do not exist in French.

Confusion of some pairs of consonant sounds: / ʃ / and / tʃ /, / ʒ / and / dʒ /, / n / and / ŋ /

Difficulty in pronouncing the consonant / h /, which does not exist in French.

Suprasegmental elements:

Word stress

Sentence stress and rhythm

Intonation

- **Effect of spelling on pronunciation:** pronouncing a letter which should not be pronounced and dropping a sound which should be pronounced.

2.3.3.2. Intra-lingual Difficulties Facing Algerian Learners

One of the most baffling difficulties Arab learners of English experience is the result of the complexity of English spelling, characterized by many orthographic inconsistencies between the way words are written and the sound correspondences.

In English, there is no one-to-one correspondence between letters and sounds; an English letter or grapheme does not have one sound or phoneme, but is pronounced in several different ways, depending on the word. However, many EFL learners, including Algerians, fail to pronounce English correctly because they either assume that there is a straightforward grapheme-to-phoneme relationship in English or they find it difficult to master the different spellings of a sound. In both cases, the complexity of the English spelling system remains one of the major causes of EFL pronunciation problems.

Accordingly, it is of crucial importance to raise the learners' awareness of the sound/spelling relationship in order to avoid the negative influence of spelling on pronunciation. Wells (2005) points out that spelling induced mispronunciations occur because the sound/spelling relationship is not given due attention in teaching pronunciation.

2.3.4. Pronunciation Priorities for Algerian Learners

While the importance of pronunciation is uncontroversial, not all its features need to be covered equally in class. Certain elements are much more frequent and more important than others. That is why syllabus designers or teachers are required to focus on features of high priority. In this regard, Brown (2014: 196-197) argues that

English language teachers do not have unlimited time to spend on pronunciation (or indeed on any other aspect of language). It is important therefore that they should prioritize, and devote precious classroom time to those aspects that are considered important for intelligible speech, or those aspects that will give the maximum returns for the time spent, in terms of the intelligibility of the learners.

As discussed earlier, there is a general consensus among pronunciation researchers and professionals that the major goal of pronunciation teaching should be intelligibility without agreeing on the the pronunciation features that most contribute to intelligibility.

Despite the fact that setting pronunciation priorities for EFL globally is regarded as difficult, the matter becomes less complicated when it concerns a specific group of learners who share the same L1 or , more accurately, the same linguistic background (clece Murcia et al., 1996). In what follows, an attempt is made to highlight the pronunciation features that should be prioritized in teaching Algerian EFL learners.

The comparisons of the phonological problems facing Arab and French learners of English has revealed that many of them are shared by both groups while only some are specific to each group. Based on Kenworthy (1987), Swan and Smith (1987, cited in Beghoul 2007), Rogerson Revell (2011), Kelly (2000, cited in Beghoul 2007), Beghoul (2007), and taking into account the linguistic background of Algerians and the status of English as a FL and also the pronunciation features prioritized by pronunciation specialists for EFL learners, a number of pronunciation priorities is considered essential for Algerian learners. It must be noted here that the regional varieties are not taken into consideration.

- **Sound/ Spelling Relationship:** Like many other EFL learners, Algerian learners often become puzzled or confused with the complex spelling/sound relationship. In the studies focusing on the pronunciation difficulties and problems facing Arab or French learners of English referred to earlier, it is stated explicitly or implicitly that the

sound/spelling relationship is one major source of such difficulties. In addition, most of the pronunciation errors made by Algerian learners are not articulatory in nature but they are due to the discrepancies between pronunciation and spelling (Beghoul, 2007). More specifically, the Algerian learners are exposed to French before learning English. Because French has “a writing system that is much less phonetic than that of Arabic, the Algerian learners grow used to expecting some exceptions” (Beghoul, 2007: 181). He adds that “this habit is, then, positively transferred to English”. However, in addition to gaining the advantage of being aware of the irregular sound/spelling differences, the learners are likely to be influenced by French spelling induced pronunciations. In other words, the learners pronounce English words in a way that is more like a French pronunciation . As stated earlier if bad pronunciation habits are established from the beginning, the learners continue their biased pronunciation later on. That is why , the sound/spelling relationship is considered a feature of high priority for Algerian learners and for all EFL learners, whose first languages have transparent orthography . Morley (1991: 505-506) stresses that “it is essential that ESL students learn to relate spoken English and written English quickly and accurately if they are to become truly literate in English”.

- **Segmental Priorities:** Schwa, mid and open vowels / e /- /æ /- / ʌ /, diphthongs and consonants / ŋ /, / r / / tʃ / / dʒ / . Kenworthy (1987) points out that the schwa is the most frequently occurring sound in English and both comprehension and production of speech can be influenced by this sound. Accordingly, the learner must be made aware of this sound “at a very early stage in the instruction” (Chela Flores, 2001: 97). Because Arabic has a simple vowel system and French lacks some vowel sounds, a lot of vowel contrasts are neutralized by Algerian learners (e.g. / e /- /æ /- / ʌ and diphthongs). In addition, both Arabic and French lack or show differences in articulating the consonants / ŋ /, / r /, / tʃ /, / dʒ / . It is worth mentioning here that the inability to produce and to perceive certain sounds affects

intelligibility to a large extent. However, it is of paramount importance to emphasise the different spellings of a given sound to make sure that the learners' mispronunciations are not of an articulatory nature.

- **Suprasegmental Priorities:** word stress, sentence stress and rhythm and intonation.

Despite the fact that these are considered as features of high priority for Arab learners while only sentence stress and rhythm are considered so for French learners, it is important to call the Algerian learners' attention to all these features to make sure that the effects of negative transfer from Arabic, French or both are minimised.

First, word stress constitutes a problematic area for Algerian learners. Empirical research has shown that they misplace word stress (Beghoui, 2007; Benrabah, 1997) as a result of transferring Arabic or French habits to English. More specifically, Benrabah (1997) remarks that although the segmental information was –more or less- accurate in most cases, the change of lexical stress, often followed by a lengthening of unstressed syllables, produced a deceptive rhythm alteration and results in misunderstanding among Algerian EFL learners. Second, like many other EFL learners of English, sentence stress and rhythm should be considered as features of high priority for Algerian learners. Because both Arabic and French are considered as syllable-timed languages, Algerian learners tend to assign equal importance to each syllable, whether stressed or unstressed, in a sentence.

The importance of sentence stress is also emphasized by many specialists and researchers. The fact that it is included in Jenkins' (2000) LFC is a clear indication that it is a priority for EFL learners. Haycraft (1992:57) also emphasizes that “sentence stress is like a backbone” and “without it, an utterance is vague and shapeless”. She adds “of all the pronunciation skills to give the learners, sentence stress is probably the most valuable, as it quickly helps them communicate effectively, even with little English”. Hahn (2006) referred to a number of studies that have documented EFL learners' difficulties with sentence stress

(e.g. de Bot, 1986; Watanabe, 1988; Juff, 1990; Wennerstorm, 1994; Hahn, 1999; Ellis, 2000). Hahn (2006) also argues that because sentence stress is an important source of cohesion in spoken English discourse, it seems logical that an ESL language course should include instruction in primary stress.

The rhythm of English also presents an area of difficulty for many learners of English, especially those whose L1 is characterised by a syllable timed rhythm. Accordingly, it is necessary, to draw the learners' attention to the specific rhythm of English by highlighting the importance of the unstressed syllable, and more particularly by deserving special attention to the reduced vowel / ə / which is the most frequently occurring sound in English.

As regards the voice quality features, research suggests that they are not a priority for Algerian EFL learners. Despite the fact that these features are considered as essential tools to "identify meaningful aspects of suprasegmental pronunciation" (Jones and Evans, 1995: 244), they are not addressed in pronunciation materials designed for EFL learners whose goal is to achieve intelligibility and not native-like accent.

As far as intonation is concerned, even though the comparison of intonation in English, Arabic and French suggests that the learners with a French and/or an Arabic linguistic background are likely to encounter minor difficulties with English intonation, empirical research has shown that intonation is a priority area for Arab as well as for French learners. Intonation is viewed as "a powerful and as yet untapped discourse tool which should be developed as part of the communicative competence of the foreign language student" (Chun, 1988: 298). In addition, Wennerstrom (1994: 399) points out that "pronunciation is not just a nice flourish to enhance a non-native accent, but a complex system for the signaling of relationships in discourse". According to Gilbert (2008), intonation is crucial to indicate new information, cohesion and contrast in what is being said as well as how ideas are being connected. That is why "students need to be taught to recognize what is suggested by one's

tone” (Harmer, 2001:194). In this context, Goodwin (2001) ascertains that while “many students are already aware that the voice rises at the end of yes / no questions” and that “often they also know that they can say a sentence (as opposed to a grammatical question) with rising intonation to pose a question confirming a detail”, the “students sometimes struggle to hear all the other intonation patterns”. As a matter in fact, intonation is complex and difficult for EFL learners; nonetheless, some patterns of it can eventually be practiced and acquired even by learners in the early stages of learning.

- **Aspects of Connected Speech** (mainly for perception purposes): Aspects of connected speech constitute a problematic area for Algerian learners. Dalton and Seidhofer (1994: 115) point out that “the fact that knowing about connected speech phenomena facilitates listening is probably uncontroversial”. In the same line of thought, Avery and Ehrlich (1992: 89) stress that “extensive work on the aspects of connected speech...will not only contribute to students ability to produce fluent and comprehensible speech, but also their ability to comprehend the spoken language”. So, despite the fact that producing these aspects is not necessary for intelligibility, the learners fail to perceive them and this results in poor listening skills. That is why, there is a general consensus among pronunciation researchers and practitioners to prioritise the aspects of connected speech features only at the perceptual level (Celce Murcia et al., 1996; Hancock 2003).

As for the pronunciation priorities of different levels of proficiency, although both the segmental and the suprasegmental aspects are necessary , the proportion of each should be arranged differently throughout instruction. At the beginning stages , learning of segmentals should be given more emphasis, and then be de-emphasized gradually. In contrast, learning of suprasegmentals should be given more emphasis as learners’ language proficiency progresses toward more advanced levels. For example, it is unreasonable to exclude sentence stress at beginning stages when many Algerian learners “produce a kind of ‘robotspeak’ even

at an advanced level” (Haycraft , 1992: 60). According to her, “there is no reason why sentence stress should not be presented as part of the sentence in the beginner first week”.

Finally, teaching pronunciation for Algerian learners of English must be well catered for by an adequate teaching of segmentals, supra-segmentals and aspects of connected speech, with a special focus on the sound/spelling relationship. Yet, more empirical research is needed, however, to define a more definite hierarchy of pronunciation elements.

Conclusion

In teaching pronunciation in an EFL context, it is important to set realistic goals, to choose the appropriate content that responds to the needs of a particular group of learners and most importantly to implement an appropriate methodology based on the best techniques and teaching practices that will give the learners the opportunity to gain as much phonological knowledge as possible and to apply this knowledge while speaking and listening to the foreign language. More specifically, more realistic goals of pronunciation instruction should be to achieve a satisfactory level of intelligibility, to develop communicative ability and to focus on the learners’ needs. As regards the pronunciation content, there should be a balance between the segmental and the suprasegmental elements and between perception and production of intelligible pronunciation features and a focus on the pronunciation/spelling relationship. Concerning the appropriate methodology, the teachers should offer the learners appropriate and sufficient modes of practice focusing on both deductive and inductive methods, using a variety of pronunciation techniques, helping learners move from more controlled to more communicative activities, integrating pronunciation teaching with listening and other language components and skills and leading them gradually to autonomous pronunciation learning

Chapter Three

Teaching Pronunciation through the Competency-based Approach/Competency- based Language Teaching

Introduction

3.1. Learning Theories Relevant to the Competency-Based Approach

3.1.1. Behaviourism

3.1.2. Cognitivism

3.1.3. Constructivism/ Social Constructivism

3.2. An overview of the Competency-Based Approach

3.2.1. Defining Competency

3.2.2. Origin and Different Conceptions

3.2.3 The Competency-Based Approach and Other Approaches

3.2.3.1 The Competency-Based Approach and Performance- Based Learning

3.2.3.2 The Competency-Based Approach and Outcome Based Education

3.2.3.3 The Competency-Based Approach and Mastery Learning/The Objectives Based

Pedagogy

3.2.3.4 The Competency-Based Approach and the Standards Movement

3.2.4. Advantages/Disadvantages of the Competency-Based Approach

3.3. Competency-Based Language Teaching

3.3.1. Definition

3.3.2 Competency-Based Language Teaching and Communicative Language Teaching

3.3.3. Principles of Competency-Based Language Teaching

3.3.4. Learner Roles/Teacher Roles in Competency-Based Language Teaching

3.3.4.1. Learner Roles

3.3.4.2. Teacher Roles

3.4. The Competency-Based Approach/Competency-Based Language Teaching in the Algerian Context

3.4.1. Objectives of Teaching English in the Competency-Based Curriculum

3.4.2. Key Terms

3.4.3. The Pedagogy of Integration

3.4.7. Implementation Principles

3.5. Pronunciation Teaching and Assessment within the Framework of Competency-Based Language Teaching

3.5.1 Rationale for Incorporating Pronunciation in a Competency-Based Language Teaching Model

3.5.2. Goal of Teaching pronunciation in a Competency-Based Language Teaching Model

3.5.3. Methodology of Pronunciation Teaching/Testing in a Competency-Based Language Teaching model

3.5.4. An Example of Teaching Pronunciation in a Competency Based Language Teaching Model: the Sri Lankan Case

Conclusion

Introduction

When it was first introduced in the Algerian educational system in 2003, the competency-based approach (CBA) was embraced as a new concept and has become a buzz word not only in the field of English but in all fields of study and in the different levels of educational system. The CBA, also referred to as competency based education or competency based instruction, has received a good deal of attention and support by educational systems of different countries over the last two decades. Indeed, the literature on competency-based education has seen an increase as many studies and discussions of educational reforms in many parts of the world have emphasised the major trend of the adoption of the CBA or the implementation of competency-based curricula. However, what is remarkable is that scholars and educationalists do not agree about one defined conception of the approach. Therefore, it is important to shed light on the different conceptions of CBA in a global context and in the Algerian context in particular. It is equally important to highlight the concept of Competency-based Language Teaching (CBLT) and how some of its principles are also applicable to the teaching of pronunciation.

3.1. Learning Theories Relevant to the Competency-Based Approach

Before discussing the CBA, it is important to shed light on the learning theories that are relevant to it. In fact, the three main theories which have significantly influenced the field of education and pedagogical research since the 1950s are behaviourism, cognitivism, constructivism/socio-constructivism. Each of these learning theories defines how individuals learn and, hence, how teachers can facilitate learning.

3.1.1. Behaviourism

Behaviourism is the major learning theory that dominated the psychology of learning for the first half of the twentieth century (Schunk, 2012). Learning in Behaviourism is viewed a process of connecting responses to stimuli or following responses with

consequences. In other words, it is conditioned by stimuli. Harris, Guthrie, Hobart and Lundberg (1995: 135) point out that

The behaviourist believes that acquiring knowledge is mediated by reinforcement. This means that rewarding someone for producing the correct response (positive reinforcement) will ensure that the behaviour will be continued. Punishing someone (negative reinforcement) for producing incorrect behaviour will ensure that the behaviour is not continued.

So, behaviourists define learning as nothing more than the acquisition of a new observable behaviour. In fact, one of the striking features of this learning theory is the belief that all behaviour can be explained without the need to consider mental states or consciousness (Schunk, 2012; Pritchard and Woollard, 2010). According to Schunk (2012: 114), behaviourism, as expressed in conditioning theories, contends that learning is explained “in terms of environmental events” and that “Mental processes are not necessary to explain the acquisition, maintenance, and generalization of behaviour”. This paradigm of learning is described as teacher-centred.

3.1.2. Cognitivism

Cognitive science focuses on the brain: how human beings process and store information. In other words, it is concerned with mental processes such as reasoning, memory, problem solving and knowledge transfer. The advent of cognitive psychology challenged the claim of behaviourism that stimuli, responses and consequences were adequate to explain learning and placed great emphasis on learners’ information processing as a central cause of learning.

More specifically, the discoveries of cognitive scientists, who view learning as a change in individuals’ mental structures or internal representations, provide valuable information on how humans process information from the environment (Schunk, 2012; Pritchard and Woollard, 2010). In other words, learning is viewed as a change in the mental structures or internal representations of individuals; changes in behaviour reflect what is in people’s

minds. So, learning is not concerned with what learners do only but much more with what they know and how they come to acquire knowledge. In particular, learning is considered an active process which engages learners so that they can use internal thought processes to discover new ways of using past knowledge and new knowledge (Schunk, 2012; Pritchard and Woollard, 2010). According to Harris et al., (1995: 135), “from the cognitive psychologist’ viewpoint, people acquire knowledge by the continuous refinement of schemata” which “are built up, modified and tuned as new information is encountered”.

This learning theory takes into account the individual differences (learning styles, mental models, prior knowledge and motivation) and therefore promote the development of adaptive learning environments. In addition, it focuses on the strategies that involve problem solving, develop learners’ metacognitive processes, and actively engage them in information processing. Anthony and Rubadeau (1970, quoted in Harris et al., 1995) explain that

When we encounter a new situation, we try to understand the situation in terms of what we know already. If the new information can be understood in terms of existing knowledge, we preserve our existing schemata. When new information jars or does not fit our existing plan, new ways of understanding need to be created. This view of knowledge acquisition as a continuous refinement process is also the basis of Piaget’ theory of intellectual development.

Thus, the learner relies on his/her old knowledge and uses an information processing approach to transfer and assimilate new information. This means that learning is viewed as a mental activity that entails internal coding and structuring by the learner. As a result, the learner is viewed as a very active participant in the learning process.

3.1.3. Constructivism/Social Constructivism

Constructivism and its extension, social constructivism, emerged as a reaction to the failure of behaviourism and cognitivism to capture the complexity of learning. Piaget is recognized as the main pioneer of constructivism while the work of Vygotsky on the

historical and cultural context and the role of social mediation in learning led to the rise of social constructivism.

At present, the focus of instruction has shifted from a focus on teaching to a focus on learning. So, instead of talking about how knowledge is acquired, researchers emphasise how it is constructed by the learners themselves. Cross (1998) points out that “students construct knowledge; they do not take it in as it is disseminated, but rather they build on knowledge they have gained previously” (cited in Kaliannan and Chandran, 2012: 50). Hence, the term constructivism has become widely used in educational discussions and settings. According to Schunk (2012), there is a lack of consistency about the meaning of constructivism; it is not a theory but rather an epistemology, or philosophical explanation about the nature of learning.

Nonetheless, despite of the fact that there is no agreed upon definition of constructivism, all constructivists contend that learning is a process of constructing knowledge based on previous knowledge and that behaviour is the result of testing personal hypothesis. This means that learning is viewed as an active process of knowledge construction rather than a process of knowledge accumulation and acquisition (Lefrancois, 1997; Santrock, 2001; Schunk, 2012). A key principle underlying constructivism is that people are active learners and create their own learning as they construct knowledge by themselves.

Santrock (2001: 318) also defines constructivism as a learning theory that “emphasises that individuals learn best when they actively construct their knowledge and understanding”. In other words, people learn by actively constructing their own knowledge based on prior knowledge. In addition, Schunk (2012: 274) also argues that “Constructivist theorists reject the idea that scientific truths exist and await discovery and verification” and adds that “Knowledge is not imposed from outside people but rather formed inside them”.

So, as learners construct their own knowledge through their own experiences by interacting with their environment, constructivists argue that there is no single “worldview”: all individuals interpret reality based on their own knowledge, experience and competencies and according to their frame of reference. In this regard, Schunk (2012: 230) comments

Constructivist theorists reject the notion that scientific truths exist and await discovery and verification. They argue that no statement can be assumed as true but rather should be viewed with reasonable doubt. The world can be mentally constructed in many different ways, so no theory has a lock on the truth...Rather than viewing knowledge as truth, constructivists construe it as a working hypothesis. Knowledge is not imposed from outside people but rather formed inside them. A person’s constructions are true to that person but not necessarily to anyone else.

Moreover, based on Piaget’s ideas, constructivists explain that when learners encounter an experience or a situation that challenges the way they think, they attempt to restore equilibrium or balance by associating new knowledge with what they already know, that is, by making sense of the new information based on existing knowledge. When learners are unable to do this, they use accommodation by restructuring present knowledge to a higher level of thinking.

On the other hand, in social constructivism, the importance of interacting with others to become aware of one’s own actions and thought process is emphasised. In fact, social constructivism stresses that people learn from their social environments. According to Vygotsky (1978), learning is a socially-mediated process and consciousness and thought are not strictly internal characteristics since they develop from external activities performed in a specific social environment. He emphasizes the importance of interacting with others to become aware of one’s own actions and thought process, as well as the essential role of culture in thought formation. In line with this, Schunk (2012: 274) explains

Vygotsky's sociocultural theory emphasizes the social environment as a facilitator of development and learning. The social environment influences cognition through its tools—cultural objects, language, symbols, and social institutions. Cognitive change results from using these tools in social interactions and from internalizing and transforming these interactions. A key concept is the zone of proximal development (ZPD), which represents the amount of learning possible by a student given proper instructional conditions.

Vygotsky (1978) postulates that one's interactions with the environment assist learning. For example, children learn many concepts during social interactions with other people. So, the experiences they bring to a learning situation can greatly influence the outcome. That is why Vygotsky (1978) suggests that in order to facilitate learning, environments should be structured in a way that promotes social interaction. According to Lefrancois (1997), social learning occurs when an observer's behaviour changes after viewing the behaviour of a model. In the same line of thought, Legendre (2005) points out that it is this awareness that determines our ability to take initiative and successfully perform certain activities.

Therefore, one of the main principles of constructivism/social constructivism is that the learners cannot be passive and they remain active throughout this process. In fact, learning is viewed as an active process in which learners, who according to Woolfolk (2010: 314) are not "empty vessels waiting to be filled", negotiate their understanding in the light of what they experience in the new learning situation. If what learners encounter is not consistent with their current understanding, their current knowledge can change in order to accommodate new experience. For Twomey Fosnot (1989), constructivism is defined according to four principles: learning depends on individuals' prior knowledge, new ideas occur as individuals face new situations that lead them to adapt and alter their old ideas, learning involves inventing ideas rather than mechanically accumulating a series of facts and

meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which challenge the old ones.

Another assumption underlying constructivism is that teachers should not teach in the traditional way. Constructivist teaching implies learners' active involvement in construction of meaning and knowledge and the teacher's role of a facilitator or guide who provides the students with opportunities to test the adequacy of their current understandings. Schunk (2012:231) describes a constructivist classroom features as he writes that teachers

should structure situations such that learners become actively involved with content through manipulation of materials and social interaction...Activities include observing phenomena, collecting data, generating and testing hypotheses, and working collaboratively with others. Classes visit sites outside of the classroom. Teachers from different disciplines plan the curriculum together. Students are taught to be self-regulated and take an active role in their learning by setting goals, monitoring and evaluating progress.

Thus, the teacher's central task is to structure the learning environment so that learners can construct understandings. Schunk (2012: 276) adds that in order to do so, "teachers need to provide the instructional support (scaffolding) that will assist learners to maximize their learning in their zone of proximal development" and that his/her role "is to provide a supportive environment, not to lecture and give students answers".

In addition to the teachers, peers also play a prominent role in supporting learning through the concepts of scaffolding, cognitive apprenticeship, tutoring, and cooperative learning and reciprocal questioning (Woolfolk, 2010; Schunk, 2012).

More specifically, Woolfolk (2010: 315-327) identifies five conditions for learning from the constructivist perspectives:

1. Teachers embed learning in complex, realistic and relevant learning environments.
2. Teachers provide for social negotiation and shared responsibility as a part of learning: peer collaboration is valued

3. Support multiple perspectives and use multiple representations of content: complex content requires more than a single explanation or one particular approach
4. Nurture self-awareness and an understanding that knowledge is constructed
5. Encourage ownership in learning.

Moreover, Schunk (2012) discusses many ways that teachers can use to incorporate constructivist teaching into their instruction. He argues that discovery learning, inquiry teaching, peer-assisted learning, discussions and debates and reflective teaching among the instructional methods that fit well with constructivism. They are summarised below.

First, discovery learning according to Bruner (1961, cited in Schunk, 2012), refers to obtaining knowledge for oneself through problem-solving. Discovery learning, also referred to as problem-based, inquiry, experiential, and constructivist learning (Kirschner et al., 2006, cited in Schunk, 2012), involves constructing and testing hypotheses rather than simply reading or listening to teacher presentations. Discovery is a type of inductive reasoning, because students move from studying specific examples to formulating general rules, concepts, and principles. Other constructivist researchers (e.g., Lefrancois, 1997; Mayer, 2004) also postulate that constructivist teaching is inductive and discovery-oriented and that various instructional methods have been developed from this perspective.

Second, inquiry teaching is a form of discovery learning that may follow Socratic principles with much teacher questioning of students (Schunk, 2012). The goals are to have students reason, derive general principles, and apply them to new situations. Appropriate learning outcomes include formulating and testing hypotheses, differentiating necessary from sufficient conditions, making predictions, and determining when making predictions requires more information. In inquiry teaching, the teacher repeatedly questions the student. Rule-generated questions help students formulate general principles and apply them to specific problems.

Third, peer-assisted learning refers to instructional approaches in which peers serve as active agents in the learning process. Peer tutoring, reciprocal teaching and cooperative learning are forms of peer-assisted learning. Peer-assisted learning has been shown to promote achievement.

Fourth, discussions and debates are useful when the objective is to acquire greater conceptual understanding or multiple viewpoints of a topic. The topic being discussed is one for which there is no clear right answer but rather involves a complex or controversial issue. Students enter the discussion with some knowledge of the topic and are expected to gain understanding as a result of the discussion.

Fifth, reflective teaching is thoughtful decision making that considers such factors as students, contexts, psychological processes, learning, motivation, and self-knowledge. Becoming a reflective teacher requires developing personal and professional knowledge, planning strategies, and assessment skills. According to Schunk (2012: 273-274), being a reflective teacher is a skill that requires instruction and practice. He provides some suggestions that help developing this skill: good personal knowledge, professional knowledge, planning and assessing.

To conclude, constructivists believe that learners form or construct their own understandings of knowledge and skills, which means the learner involvement in the learning process. So, constructivism is characterised by a shift in focus from teaching to learning and from the passive delivery of facts and knowledge to the active application of ideas or problems. Perspectives on constructivism differ as to how much influence environmental and social factors have on learners' constructions. While Piaget's theory stresses the process of making internal cognitive structures and external reality consistent, Vygotsky's theory places a heavy emphasis on the role of social interactions in learning.

3.2. An overview of the Competency-Based Approach

3.2.1. Defining Competency

There is no one standard definition of the term “competency”. In the literature, many definitions can be found. Docking (1994, quoted in Richards and Rodgers (2001: 145) defines competency as

An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills.

According to Mrowicki (1986, quoted in Weddle, 2006: 2) the term “competencies” is defined as follows:

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment.

Another definition is provided by Harris et. al. (1995: 16) who postulate that “the term competence focuses attention on learning outcomes. It is what people can do. It involves both the ability to perform in a given context and the capacity to transfer knowledge”.

More recently, Richards (2015: 159) provides approximately the same definition as he writes “competencies are a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities”.

From a constructivist point of view, many authors from French speaking countries have provided different definitions. Le Boterf, (1995, 2000) maintains that a competency is a know-how-to-act since it presupposes that people know how to link instructions and not just apply them in isolation; a competency is the ability to know how to integrate diverse,

heterogeneous knowledge to solve problem situations. Moreover, Perrenoud (1995, 1997, 2004) defines the term competency as a capacity to act effectively in a specified type of situation, a capacity that depends on knowledge. He added that people draw on several complementary cognitive resources they have constructed through experience and education. Another definition is provided by Roegiers (2000, 2001, 2007) and Roegiers and De Ketele (2000) who state that competence is the ability, for an individual, to mobilise in an internalised way an integrated set of resources for the purpose of resolving a family of problem-situations. Jonnaert (2002), for his part defines it as a set of elements (knowledge, know-how and knowing how to be; resources; capacities, etc.) that the subject can mobilise to address a situation successfully.

Central ideas in all of these definitions is that the notion of competency involves not only knowledge, but also skills, attitudes, and values and that it entails the ability to perform successfully in a defined context (education, personal, or professional development) by mobilising adequately a set of resources. Peyser, Gerard, and Roegiers (2006, 37-38) comment that

After decades of wavering with the concept of competence in education, most authors today tend to agree in the definition of competence as the spontaneous mobilization of a set of resources in order to apprehend a situation and respond to it in a more or less relevant way (CRAHAY, 1997 ; DE KETELE, 2000, 2001 ; DOLZ & OLLAGNIER, 2002 ; FOUREZ, 1999 ; JONNAERT, 2002 ; LE BOTERF, 1994 ; LEGENDRE, 2001 ; REY, 1996 ; PERRENOUD, 1997 ; ROEGIERS, 1996, 2000, 2003 ; TILMAN, 2000). This definition indicates that a competence can only exist in the presence of a specific situation, through the integration of different skills, themselves made up of knowledge and know-how. These three elements are essential to develop a competence. For example, to be able “to drive to work”, an individual may have acquired the necessary skills (he/she knows how to shift gears, slow down, assess distances...), but has not attained the required competence because these skills are not integrated. If he/she lacks one of the required

skills, he/she will be equally incompetent. In short, the person may be competent in a specific situation (i.e., driving under normal conditions), but incompetent in a different one (i.e., driving in snow-covered roads).

So a competency is not limited to knowledge; it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values. A competence is the ability to apply learning outcomes adequately in a defined context (education, work, personal, or professional development).

3.2.2. Origin and Different Conceptions

Despite the fact that the CBA has not become so popular until the beginning of the new millennium, the approach and the pedagogical principles upon which it is based can be traced back to many decades ago. In fact, the origin of the CBA is a controversial matter. While it is pointed out by some researchers in the literature that its first traces refer to the philosophy of experimentalism and to the work of John Dewey in the 1920s, many agree that it can be traced back to the 1960s or the 1970s.

The pedagogic principles upon which the CBA is based have been introduced in education for more than 4 decades in the developed countries (the United States of America, Canada, United Kingdom and Australia). The CBA emerged to respond to the urgent needs of immigrants who needed to survive and to work in TL communities (Graves, 1996; Richards and Rodgers, 2001) and, accordingly, CBA has been associated with vocational-related and survival oriented programs in ESL education (Richards and Rodgers, 2001).

Moreover, there is a general consensus that CBA emerged as a reaction to the shortcomings of the Objectives Based Pedagogy or the Objectives Movement. Nunan (2001: 59) cites Richards (in press) who points out that CBA “developed as an alternative to the use of objectives in program planning”. Lenoir and Jean (2012) also claim that CBA emerged as a reaction to the ineffectiveness of the objectives based pedagogy in fostering learners’

thinking skills and autonomy in the 1970s in developed countries. According to them, this approach, which has strongly been criticised in the 1970s, “has widely been abandoned in favor of what is commonly referred to as the competency based approach (2012: 68). The latter was adopted in developed countries since the 1970s and 1980s. Nonetheless, it was not until the beginning of the new millennium that African countries, including Algeria, opted for the implementation of the CBA, which was considered as “the magic solution” to foster quality education.

Noticeable in the literature on the CBA is the use of a host of names and labels that are used synonymously with the CBA or to refer to programs based on the CBA such as competency based education, competency based instruction, competency based programs, competency based models, competency based frameworks and sometimes, it is even used interchangeably with competency based training.

At present, the CBA is an issue which is much discussed as many countries, developed and developing, from different parts of the world, are implementing competency based curriculums. In this regard, Roegiers (2008: 1) points out that “Today the great majority of educational systems tend to agree about placing competences at the core of curricula”. Richards (2015: 79) also comments that “recently, competency-based frameworks have become adopted in many countries, particularly for vocational and technical education” and that “they are also increasingly being adopted in national language curriculums”.

The rationale behind adopting such an approach is to improve the quality of education for the CBA is “built upon the philosophy that almost all learners can learn equally well if they receive the kind of instruction they need” (Ameziane, 2005 cited in Chelli 2012: 62). Furthermore, evidence has shown that the focus on the pedagogy of transmission of knowledge, which is usually associated with simple memorization and mechanical application is not sufficient to master some amount of knowledge and to have a command

of skills to function successfully in educational, social or professional settings. Rather, what is required is a pedagogy which aims at placing pupils in situations in which knowledge is integrated and the pupils must “construct” that knowledge so that they can mobilise them to solve problem situations at school or in real life.

So, the CBA, characterised mostly by a shift in focus from acquiring knowledge and skills to the ability to use them, enables the learners to act successfully in new problematic situations inside as well as outside the classroom as the CBA stresses the link between learning carried out at school and everyday life.

Throughout its evolution, the CBA has been conceptualised differently. The literature suggests that there are different versions of the CBA that share many similarities and principles. Our review of the literature, both at the national and the international levels, revealed that there is a widespread uncertainty as to what exactly the CBA involves, what it means in theory and in practice. The original version was closely associated with behaviourism while another is interpreted in terms of cognitivism and still a more recent meaning of the approach has stretched to include constructivism and social constructivism.

It has been argued that the theoretical roots of the CBA lie in the behaviourist theory of learning (Harris et. al., 1996). This is based on the view that CBA is about making inferences about competency on the basis of performance. Particularly, the original behaviouristic CBA programs were characterised by a focus on the behavioural aspects of a professional task the students must master to adequately perform the task and also on breaking down skills into specific components resulting into long lists of fragmented behavioural elements which was used as a basis for curriculum development. This version was criticised on the grounds that it failed to enhance problem solving skills and creativity and the approach was deemphasised in the 1980s.

Nevertheless, in more recent perspectives, which regard competency as an integrated performance oriented capability of a person or an organization to reach specific achievements (Mulder, 2001), a holistic rather than the behaviouristic approach to competence-based education was adopted and has become very popular (Biemans, Nieuwenhuis, Poell, Mulder and Wesselink, 2004).

Recent literature on the CBA reveals that most of the current competence-based education programs, which began to develop in the 1980s are linked to constructivism/social constructivism (Roegiers, 2001; Jonnaert, 2002). They are also characterized by learner-centred approaches to teaching and learning in the sense that they tend to emphasise active learning as the learners interests are considered and they are given more opportunities to participate more , to cooperate with classmates, to work on project...etc.

As aforementioned, constructivism is based on the view that knowledge and skills are not the products that can be transferred from teacher to learner rather they are the result of learning activities done by learners themselves individually or in groups. This means that the learners should be involved in an interactive learning process, which should be optimally situated within authentic environments (Seezink, Poell and Kirschner, 2009).

Another way which shows that the CBA is not a one defined concept is concerned with the fact that while some competency based programs are self-paced to allow for the maximisation of the achievement of competencies, others claim adopting the CBA without necessarily making learning self-paced. In fact, the CBA is based on the philosophy that almost all learners can succeed. This goal can be achieved through the rigorous application of the individualised instruction and self-paced instruction. Instruction responds to the needs and learning styles of individual learners. In the CBA, the focus is on the achievement of competencies. If students fail to meet up with expectations, they receive additional instruction, practice and academic support to help them achieve competency. This means

that despite the importance of self-paced learning in the CBA, it is possible to achieve the expected competencies in a competency-based program by resorting to many other strategies such as remediation and reinforcement activities.

However, among the influential versions are the Anglo-Saxon version and the one adopted in French speaking countries (French speaking Belgium and Switzerland, France and Quebec) and many African countries (Tunisia, Algeria, Morocco, Mali, Niger, Mauritania, Cameroon, Tanzania, Ghana, Rwanda, Madagascar...etc.). The Belgian organization BIEF (Bureau d'Ingénierie de l'Éducation et de la Formation), created by De Ketele and Roegiers, began supporting the implementation of curriculum reforms based on the competence-based approach in Africa and elsewhere in 1996.

However, it is worth noting that despite the fact that these countries adopted the CBA, each one of them has interpreted and implemented the approach in its own way.

Despite the fact that the CBA comes in many different guises, the CBA is an approach that aims at enabling the learners to develop the set competencies. All the variants of competence-based approaches differentiate themselves from content-based approaches, focusing instead on what students learn to *do* with rather than on the content itself. Furthermore, all its variants share some characteristics, the most important of which include demonstrated performance, individualised instruction and the concept of mastery which entails providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies, learner-centred approach which focuses on the learners' needs, formative assessment and creating a supportive/favourable environment for learning.

3.2.3 The Competency-Based Approach and Other Approaches

The CBA has been related to different approaches. The most important of these approaches include Performance-Based Learning, Outcome-Based Education, Mastery learning/Objectives Based Pedagogy and the Standards Movement.

3.2.3.1 The Competency-Based Approach and Performance-Based Learning

Because the CBA stresses the learners' performance, it has been used synonymously with Performance-Based Learning (Bowden, 2004). In this regard, competency-based education is defined by The United States Office of Education as "a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society" (Quoted in Savage, 1993: 556).

An example of a competency based model focusing on the learners' performance is the Common European Framework of Reference(CEFR), which "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" and it "also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (Council of Europe, 2001: 1). According to Nunan (2001), "the most ambitious attempt at applying a performance approach to the design and development of language programs" has been conducted by the Council of Europe, which issued in 2001 the Common European Framework for Languages: Learning, teaching, assessment. Richards (2015) points out that the CEFR, which specifies the performance levels that need to be achieved by European students in order to satisfy the European Union educational and professional standards, describes learning outcomes in terms of competencies.

3.2.3.2 The Competency-Based Approach and Outcome-Based Education

The CBA is also regarded as a type of Outcome-based Education because it emphasizes what the learners are expected to perform after instruction. Spady, one authority that has made a significant contribution to Outcome based Education, explains

Outcome-based Education means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure this learning ultimately happens.

Spady (1994: 1)

Citing Glatthorn (1993) and Gusky (1994), Kaliannan and Chandran (2012:52) postulate that Outcome-Based Education emerged as a response to the worries about the traditional educational system, which proved inadequate to prepare students for the challenges of the twenty-first century and, so, “there exists a need for a more effective approach which focuses on the potential and actual abilities of the students after they are trained”. The three main aspects of Outcome based Education consist of the following: “first, the focus on outcomes; second, the curriculum design process which starts from the exit level outcome downwards; and third, the responsibility of the institution and teacher/trainer to supply appropriate learning experiences for the success of all students” (Kaliannan and Chandran (2012:52).

Richards (2015: 80) argues that “the competencies needed for successful task performance are identified and used as the basis for course planning”. In other words, the targeted competencies or the learning outcomes govern the planning and the designing of instructional and assessment practices. Richards and Rodgers (2014: 165) stress that “The most influential example of an outcome and competency-based approach in language teaching is the Common European Framework of Reference (CEFR)”. Furthermore, they

(2014: 168) point out that the “outcome based approaches- whether described as competencies, benchmarks, or standards- are now a well-established tradition in language teaching as well as in other fields of education and training” and that “They are all now a feature of government documents, teaching and assessment guidelines in many countries as well as of current international course books”.

3.2.3.3 The Competency-Based Approach and Mastery Learning/Objectives based Pedagogy

The CBA also supports the concept of mastery learning (Harris et al. 1996) which emphasises constant repetition and practice. They (1996: 138) comment

Because CBA/T supports the concept of mastery learning– that is, the learner attending to a learning process until that learner can demonstrate proficiency in the stated outcomes– the level of retention of what is learnt during the process is potentially high. This repetition and practice can support over-learning which leads to the high level of memory characterized by recall.

Moreover, Assessment lies at the heart of the CBA; it is regarded as an integral part of the process of the development of competencies. Overall, the purpose of assessment is to improve learning, not merely to measure the learners’ achievement. So, like mastery learning which emphasises that a learner must attend to learning process until an acceptable level of proficiency in the stated outcomes is demonstrated, the CBA encourages the pre-test – teach – test – reteach pedagogy, the essence of Mastery Learning.

As stated earlier, the CBA developed as an alternative to the objectives based pedagogy. Nunan (2001: 60) points out that “the competency movement was a repackaging of concepts from the objectives movement”. According to Richards (in press, cited in Nunan, 2001: 59), there are many similarities between the two approaches in the sense that

As with the objectives movement, CBLT focuses on what learners should be able to do at the end of a course of instruction. As with objectives, competencies are concerned with the attainment of specified standards rather than with an individual's achievement in relation to a group. They are therefore criterion- rather than norm-referenced and this is the major difference between the two approaches.

As an example, Nunan (2001: 59) provides the following example of a competency statement:

The learner can negotiate complex/ problematic spoken exchanges for personal business and community purposes. He or she

- Achieves purpose of exchange and provides all essential information accurately
- Uses appropriate staging, for example, opening and closing strategies
- Provides and requests information as required
- Explains circumstances, causes, consequences, and proposes solutions as required
- Sustains dialogue, for example, using feedback, turn taking
- Uses grammatical forms and vocabulary appropriate to topic and register; grammatical errors do not interfere with meaning
- Speaks with pronunciation/ stress/ intonation that does not impede intelligibility
- Is able to interpret gestures and other paralinguistic features

(Adult Migrant Education Service 1993)

He further explains how this sample competency statement has several points of similarity with the objectives, the core of the objectives movement as he writes "it contains a "task" statement and a number of "how well" or standards statements ("achieves purpose of exchange," "provides all essential information accurately," "uses appropriate staging," "errors do not interfere with meaning," "pronunciation does not impede intelligibility" (Nunan, 2001: 59).

3.2.3.4 The Competency-Based Approach and the Standards Movement

According to Richards and Rodgers (2001), the most recent manifestation of competency perspectives is the standards movement. The latter is “the most recent manifestation of performance-based approaches to syllabus design, in the United States at least” (Nunan, 2001: 60). He also claims that the standards movement is a repackaging of concepts from the objectives movement and the competency movement and that the terms “objectives/competencies) are redefined as standards” (Nunan, 2001: 60). A standard refers to Nunan (2007: 428) “what students should know and be able to do” Nunan (2007: 428) and it is “fleshed out in terms of descriptors, progress indicators and classroom vignettes (Nunan (2001: 460) as illustrated in the following example:

Goal: to use English to communicate in social settings

Standard: students will use English to participate in social interactions

Descriptors:

- Sharing and requesting information
- Expressing needs, feelings, and ideas
- Using nonverbal communication in social interactions
- Getting personal needs met
- Engaging in conversations
- Conducting transactions

Sample Progress Indicators:

- Engage learners attention verbally or non-verbally
- Volunteer information and respond to requests about self and family
- Elicit information and ask clarification questions
- Describe feelings and emotions after watching a movie
- Indicate interests, opinions, or preferences related to class projects
- Give and ask for permission
- Offer and respond to greetings, compliments, invitations, introductions, and farewells
- Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
- Read and write invitations and thank you letters
- Use the telephone.

Short et al. 1997(cited in Nunan 2001: 60)

Nunan (2007) asserts that the major difference between competencies and standards is the level of generality and argues that there is no salient distinction between competencies and content standards, except for the fact that “standards movement goes beyond performance statements for learners, and applies behavioural criteria to other aspects of the educational system; most importantly, to the areas of program development and management and to teachers and teacher education”.

The review of literature relating to the CBA and other approaches, namely performance-based learning, outcome-based education and mastery learning, objectives based pedagogy and the standards movement, reveals that there is an overlap. The overlapping of the different approaches implies that one approach may contain some elements of another. This means that it is safe to conclude that one approach can be seen as a continuation and a development of the other rather than a totally different one.

3.2.4. Advantages/Disadvantages of the Competency-Based Approach

There are several advantages of the CBA. According to Richards and Rodgers (2014: 152), “advocates of CBLT see it as a powerful and positive agent of change” and “Competency based approaches to teaching and learning offer teachers an opportunity to revitalize their education”. They cite Docking (1994: 15) who argue that

The benefits of this competency based approach have been recognized by policy makers and influencers in higher education. The Center for American Progress recently released a white paper that found, “competency-based education could be the key to providing quality postsecondary education to millions of Americans at lower cost.

Richards and Rodgers (2001: 146-147) add other advantages of the CBA derived from its philosophy and principles. First, the competencies are specific and practical and can be seen to relate to the learner’s needs and interests. Second, the learner can judge whether the competencies seem relevant and useful. Third, the competencies that will be taught and

tested are specific and public, which means the learner knows exactly what need to be learned. Fourth, competencies can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.

Also referring to benefits of CBE, Norton (1987, cited in Sullivan, 1995) states that in CBE learners' confidence is enhanced because they can achieve competencies required in the performance in real life. Another benefit is that, the instructor in CBE is a facilitator and more training time is devoted to working with learners individually or in small groups rather than presenting lectures. In addition, CBA, promotes responsible and accountable teaching (Findley and Nathan, 1980).

Like all approaches and methods, the CBA is not impervious to criticism. Auerbach (1986) points that teaching overt behaviours seems mechanical and so inhibits critical thinking. Another criticism is that the CBA is considered as a reductionist approach, which means that the sum of the discrete objectives equals the whole language. According to Richards and Rodgers (2014: 169), the approach is based on a theory of learning that sees language as integrated sets of behaviour that are learned through practice and that are made up of individual components that may be learned separately and that come together as a whole to constitute skilled performance". However, the critics argue that this is inaccurate as the essence of the complexity of the whole does not simply mean the sum of the parts. Another disadvantage is concerned with the principle of Task- or performance-oriented instruction which emphasises overt behaviours. In other words, the CBA emphasizes observable outcomes. However, much learning cannot be observed.

3.3. Competency-Based Language Teaching

3.3.1. Definition

With regards to language teaching, where a competency based approach is adopted, the term Competency-based Language teaching (CBLT) is widely used. According to Richards

and Rodgers (2001, 2014), CBLT is the application of the principles of the CBA to language teaching. Docking (1994:16 cited in Richards and Rodgers, 2001, 2014) points out that:

Competency-based language teaching (CBLT) is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment.

That is to say that the CBA considers that learning is mainly achieved through acquiring the competencies and seeks to develop a know-how-to act among learners by means of different functions and skills .To become a competent language user in real-life task, learners must acquire the learning strategies and should be aware of how to possess and use knowledge.

Moreover, Richards (2015: 159) points out that CBLT is “an approach to teaching that focuses on transactions that occur in particular situations and their related skills and behaviors”. The main characteristics of CBLT are highlighted by Richards and Rodgers (2001: 143) as they write:

CBLT is an approach based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes... It also shares with behaviorist views of learning the notion that language can be inferred from language function; that is, certain life encounters call for certain kinds of language... Thus CBLT takes a mosaic approach to language learning in that the “whole” (communicative competence) is constructed from smaller components correctly assembled.

To conclude, CBLT has been designed to improve the quality of students' achievement in the TL and develop their communicative competence. In order to realise this aim, the CBA principles and features must be focused on from planning to the implementation phase.

3.3.2 Competency-Based Language Teaching and Communicative Language Teaching

CBLT shares many characteristics with CLT. That is why Richards and Rodgers (2001) consider it as an extension of CLT. In fact, in their seminal work on approaches and methods in language teaching, they classified CBLT as an outcome based communicative approach.

One of the major features of CBLT is that the ultimate goal is achieving communicative ability as in CLT. According to Richards and Rodgers (2001), the major goal of CBLT is to enable the learners to use English to accomplish tasks which are communicative in nature.

Moreover, Richards and Rodgers (2001) also highlight that in CBLT, the four basic language skills are taught in an integrated manner, emphasis is placed on the productive (speaking and writing), interpretive (reading and listening) and interactive competences (speaking and writing) while linguistic (grammar, vocabulary and pronunciation) and strategic competences are seen as supporting competences since they are just tools used to achieve an end. This makes it closely linked to communicative language teaching. All these characteristics make it clear that CBLT is an extension of CLT.

In addition, the most common teaching model used in CLT is the presentation, practice, production model (PPP Model). According to Richards and Rodgers (2014: 161), the PPP lesson format is compatible with CBLT. In fact, they provide the following example of a CBLT lesson plan:

CBLT Lesson Plan Format

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new warm-up/ review and introduction stage to re-focus students on the learning objective.

Warm-up/ Review

An initial lesson state in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students lunge about a new topic

Introduction

An initial lesson stage in which the teacher states the objectives of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson

Presentation

An initial lesson stage in which the teacher explains, models, and drills the new information, language functions, or language forms that students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided practice

A mini-lesson stage in which the students begin to use the language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative practice

A mini-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analysing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's materials to a new situation or apply their knowledge to complete a new and different activity.

This sample lesson plan is a clear indication that CBLT is an extension of CLT. Moreover, as stated earlier, Richards and Rodgers (2014) point out that the CEFR is the most influential example of an outcome and competency-based approach in language teaching. They (2014: 165) further argue that the CEFR “is often combined with communicative language teaching” because “The outcomes statements contained in the CEFR (known as the “can do” statements in many cases are simply a restatement of some of the language functions contained” in communicative language teaching syllabuses and “The CEFR is but around statements of learning outcomes at different levels of proficiency in relation to the skills of listening, speaking, reading, and writing”.

Chelli (2012: 49) argues “if CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible; i.e, concrete through the realization of projects. It also makes cooperative learning a concrete reality and opens new avenues for action, interaction and the construction of new knowledge”.

Finally, a task-based syllabus, which represents “a particular realization of communicative language teaching” (Nunan, 1989, cited in Nunan, 2001: 62), is also compatible with CBLT. Graves (2001: 185) stresses the fact that CBLT is “a combination of the communicative and task-based approaches and has been used in courses for teaching immigrants, who have immediate needs with respect to functioning in the community and in the workplace”.

3.3.3. Principles of Competency-Based Language Teaching

Richards and Rodgers (2001, 2014) argue that Auerbach (1986) makes a useful account of eight features that are involved in the implementation of competency-based education programs in language teaching:

1. A focus on successful functioning in society: the goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

2. A focus on life skills: rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/ skills required by the situations in which they will function.
3. Task- or performance-oriented instruction: what counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction: language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.
5. The explicit statement of outcomes: outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know what behaviours are expected of them.
6. Continuous and ongoing assessment: Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.
7. Demonstrated mastery of performance objectives. Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours.
8. Individualized, student-centred instruction. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence.

Recently, Richards (2015: 79) highlights that these “eight features which are involved in the implementation of CBLT programmes in language teaching, in its early days...are true of many such programmes today”. However, it is argued that the methodology used in the CBA is not as important as the attainment of the intended competencies. Richards and Rodgers (2001) point out that competency based instruction “shifts attention away from methodology or classroom processes to learning outcomes” and that “in a sense, one can say that with this approach it doesn’t matter what methodology is employed as long as it delivers the learning outcomes”. The same idea is confirmed by Richards and Rodgers (2014: 158) as they write

CBLT is an approach to designing courses but does not imply any particular methodology of teaching. The teacher is free to choose any set of activities or to make use of any methods that will enable the learning outcomes to be achieved and the individual competencies to be acquired.

Other features of the CBA/CBLT are also highlighted by some scholars and researchers.

In fact, they are directly or indirectly linked to the previously mentioned principles.

- Practice followed by feedback. In CBLT, it is assumed that “successful language performance depends upon practice”. It “refers to repeated opportunities to use language over time. Practice is normally accompanied by feedback, allowing the learner to gradually improve his/her performance (De Keyser, 2007 cited in Richards and Rodgers 2014: 154). In addition, Harris et al., (1995: 138) argue that “ CBE/T should be designed to provide for any necessary practice for a learner to demonstrate the mastery of the stated outcomes which leads to a high level of retention”.
- Addressing the learning styles of learners. According to Harris et al., (1995: 137), CBE “is not a “one size fits all” approach” in the sense that

CBE/T is able to make greater provision for the different learning styles and strategies of the participants than is made in many more traditional learning situations, for CBE/T allows for a wide variety of paths to reach the specified destination. It is the very essence of flexible delivery.
- Transfer of learning. In CBE, the learners should be able to transfer what they learn in one situation to new situations inside as well as outside of the classroom. Harris et al., (1995: 138) point out that “ if the CBE/T program provides for realistic learning situations and ultimately the demonstration of a skill or a competency within the real life situation, then this gives scope for high level of transfer of learning.

3.3.4. Learner Roles/Teacher Roles in Competency-Based Language Teaching

In CBLT, which stresses a learner-centred methodology, both the learner and the teacher play active roles.

3.3.4.1. Learner Roles

According to Richards and Rodgers (2001), The learners are required to figure out the rules and patterns of language, to regularly practice the points learned in varied communicative activities, to learn and use strategies that help them learn independently to communicate in the language and ,most importantly, to be able to adapt and transfer knowledge from one situation to another.

Thirteen years later, Richards and Rodgers (2014) redefined the roles of the learners to respond to the increasing importance of the CBA. Accordingly, they (2014: 159) stress that “Learners are active participants in the learning process in CBLT” who assume the following primary roles:

- To monitor their learning in reference to the target competencies. Learners need to develop skills in self-assessment to monitor their learning in relation to the learning targets.
- To develop a range of learning strategies. Successful mastery of target competencies depends upon the ability to use strategies to achieve communication.
- To be able to transfer knowledge and skills to new situations. Learners must be prepared to apply skills learned in the classroom to situations outside of the classroom and hence be prepared to take risks as they seek to apply what they have learned

It is worth mentioning that in connection with the second role, developing a range of learning strategies, Richards and Rodgers (2014) point out that Rubi’s (1975) characteristics of good language learners are applicable to learning within a CBLT framework. Some of these characteristics are:

- They are prepared to attend to form, constantly looking for patterns in the language.
- They practice, and also seek out opportunities to practice.
- They monitor their own speech and the speech of others, constantly attending to how well their speech is being received and whether their performance meets the standards they have learners.
- They attend to meaning, knowing that in order to understand a message, it is not sufficient to attend only to grammar or surface form of a language.

In order to be effective in a competency-based course, Harris et al., (1996: 146) suggest the following skills that the learners need to develop:

- Developing self-directing learning skills
- Ability to plan their learning
- Ability to self-critique
- Ability to manage time
- Knowing when they are competent and how competent they are
- Learners need to develop skills in self-assessment, including
- using self-assessment instruments correctly
- develop the honesty and integrity to use self-assessing instruments effectively
- Identifying and using various sources of feedback
- Learning how to use peers in self-assessment and applying self-assessment to shape further learning.

Finally, it is impossible to develop these learning skills at once. Rather, the learners should be guided to develop them gradually over a sufficient period of time or through the whole learning course.

3.3.4.2. Teacher Roles

According to Richards and Rodgers (2001), the teacher assumes the roles of a facilitator, an organiser, a mentor, a provider of feedback and individualised instruction to support the learners in achieving the target competencies of interaction, interpretation and production of the target language. In addition, Kouwenhoven (2003) points out that the role of the teacher

is that of a ‘cognitive guide’ who facilitates students’ construction of knowledge and development of desired competences.

Recently, Richards and Rodgers (2014: 159) revised these roles and ascertain that “Teachers too have an active role in CBLT, although the role of the teacher will depend on the extent to which the teacher is primarily implementing a CBLT course design that has been developed by others, or developing a course for a specific group of learners”. In particular, they (2014: 168) highlight the following roles:

- Needs analyst: the teacher may be required to conduct a needs analysis of his or her students and is able to select suitable competencies based on the learners’ needs.
- Materials developer materials resource assembler. The teacher may be required to assemble suitable materials- including technology-supported materials to address specific target competencies.
- Assessor. The teacher is engaged in ongoing assessment of the students’ learning and may need to re-teach skills that have not been adequately mastered.
- Coach. The teacher is also expected to guide students towards use of appropriate learning strategies and to provide the necessary guidance and support for this purpose.

So, the roles played by the teacher in the CBLT classroom are very similar to the ones played in the constructivist classroom.

3.4. The Competency Based Approach/Competency-Based Language Teaching in the Algerian Context

In Algeria, the ELT approaches have often been influenced by major developments in L2 teaching and learning theories and approaches. In fact, the CBA is introduced as a replacement of the Objectives Based Pedagogy which dominated teaching for more than two decades. As expressed in the Algerian official syllabuses, the CBA seeks to help the learners act in real- world contexts effectively and, so, it emphasises the link between what students learn in school and everyday uses of the language, so that learning is made meaningful and therefore interesting.

3.4.1. Objectives of Teaching English in the Competency-Based Curriculum

The educational reforms of 2003 led to the redefinition of the aims and objectives of the teaching and learning of English in the Algerian school. A competency- based curriculum was, thus, designed to meet the principles and philosophies that underlie these reforms. In the competency-based syllabuses of the English language, the objectives of teaching English are expressed as follows:

English language teaching should aim to make our society integrated harmoniously into modernity and cope with the current innovations. This entails a comprehensive and entire participation in a linguistic community that makes use of English to perform all types of ‘transactions’. This participation should be based upon the concept of sharing and exchanging scientific, cultural and civilizational ideas and experiences. Hence, this will give the opportunity for everyone to have the access to science, technology, universal culture and ensure the avoidance of being trapped in ‘acculturation’ problem.

Teaching from that perspective implies the development of critical thinking, tolerance and the openness to the outer world. In so doing, a new dynamic will be boosted for English as being a symbol of development and professionalism and “the pupil will be endowed with the prerequisite keys to succeed in the world of tomorrow” (Presidential speech at the launching of the CNRSE).

The more efforts are made to ensure a good mastery of powerful linguistic devices to the pupil, the more this language is mastered, the better he will succeed and progress in the demanding professional and academic world.

4AM Syllabus (2005: 37)

This quotation makes it clear that teaching and learning English aims at enabling the learners to have access to technology and different cultures as well as to produce citizens who are able to succeed in tomorrow’s world. This also implies that the objectives are not solely linguistic, but also methodological, cultural and socio-professional. For example, the objectives in the 4AM syllabus (2005: 39) are expressed as follows:

1. **Linguistic aims:** To consolidate and develop the acquired background in 3rd year AM so as to assist him in accomplishing his studies and prepare him to get ready for starting the upcoming cycle of schooling (high school)
2. **Methodological aims:** To consolidate, develop and refine the learning strategies acquired in 3rd AM, To reinforce working and thinking methods acquired in 3rd AM
3. **Cultural aims:** To contribute to his open-mindedness by exposing him more to diverse English civilizational and cultural contexts.
4. **Socio-Professional aims:** To provide the pupil with a linguistic device that is satisfactorily powerful to enable him integrate into a professional environment (Vocational training centre, traineeship in a company...)

3.4.2. Key Terms

The concept of ‘competence’, the core of the CBA, is defined in the Algerian syllabuses as “a known how-to-act process which integrates a set of capacities, skills, and knowledge mobilized to face problem- situations” 1 AM Syllabus (2003: 44). The term “Capacity” refers to a ‘know-how-to-learn’ process which integrates intellectual, strategic and knowledge while the term “skill” relates to the ‘know-how-to-do’ process which comes into play when facing a problem situation and the term “knowledge” encompasses the sum of data, facts, concepts, rules and laws and principles relating to a given discipline. It follows then that competency is not just skills or knowledge, but rather it represents the learners’ ability to mobilise knowledge, attitudes and skills whenever they are needed to solve problem situations inside as well as in life situations.

Arguably, the Algerian official documents have adopted the same definition of the term competence provided by Perrenoud (1995, 2004), Roegiers (2000, 2007), Roegiers and De Ketele (200), Le Boterf (1995, 2000), Peyser, Gerard and Roegiers (2006) and Tardif (2006), in which the terms integration, mobilisation and problem situations are highlighted. Accordingly, someone is said to be competent if he possesses knowledge, skills and attitudes and if he can mobilise them to solve a problem situation. In other words, the resources are

not valuable unless they enable the learner to cope with problem-solving situations outside the classroom.

According to Le Boterf (1995), the term “resources” refer to everything that should be learned, including knowledge, skills and attitudes, in order to be integrated or mobilised in solving a problem situation. In a similar vein, Roegiers (2007) defines it as a set of knowledge, skills and attitudes that the learners has to mobilise to solve a problem situation. So, the CBA does not deny the importance of knowledge but it stresses the ability to mobilise what the learners learn in new situations.

3.4.3. The Pedagogy of Integration

As mentioned before, at present, in the field of education, the CBA is interpreted as different variants. Among the most influential versions of the CBA is referred to as the Pedagogy of Integration, developed by the team BIEF or more specifically, the Belgian educators Roegiers and De Ketele. Roegiers (2008) argues that the PI is a version among other versions of the CBA.

Under the influence of the influential works of these two researchers and others from French speaking countries, the Pedagogy of Integration is adopted as the methodological framework to put CBA into practice, not only in Algeria but in many other Francophone countries as well. In fact, the examination of the Algerian official documents on the CBA clearly show that the CBA, as defined and operationalised in the Algerian context, is the version referred to as PI. So like many African countries, Algeria adopted the CBA which focuses the principle of integration.

According to Roegiers and De Ketele (2000), the Pedagogy of Integration is a methodological framework to put into practice a curriculum policy and it aims at enabling the learner to solve a complex problem situation by mobilising a set of resources acquired during actual learning. So, instead of transmitting knowledge directly to passive learners, the

latter are placed in front of problem situations to reflect on by mobilising a set of resources, consisting of knowledge, skills and attitudes, to solve the problem. For example, a learner can acquire and master aspects of grammar and pronunciation without being able to mobilise them in a significant situation of communication. However, in Pedagogy of Integration, the learner is placed in a significant situation and invited to integrate what he has learnt to solve it. In this way, the learner becomes motivated because he discovers that what he learns is useful for him. According to Peyser, Gerard and Roegiers (2006: 38), one of the objectives of the Pedagogy of Integration is “making sense of the learning process, by placing the learning process within a meaningful context that makes sense to the student in relation to the real-life situations he needs to face in life, we will come back to this aspect later on”.

The Pedagogy of Integration is also viewed as a constructivist approach to teaching and learning (Roegiers, 2000). Accordingly, one of the teacher’s roles is to urge the learners to construct new knowledge by activating their previously acquired knowledge/skills in solving problem situations. In other words, the learners are urged to use their previously acquired knowledge and skills to construct new ones.

In addition, one of the main principles of the CBA or the Pedagogy of Integration is the transfer of knowledge from a situation to a new one inside or outside the classroom. Therefore, it is of paramount importance for the learners to become aware of the resources they have and how to re-invest them in solving problem-situations they may face inside or outside school.

According to Roegiers (2008, 2010), Pedagogy of Integration consists of two types of learning: traditional learning of resources and integration learning. The learner acquires some resources (knowledge, skills, and attitudes) during the period of punctual learning and then he is required to mobilise them during the integration phase to solve complex problem situations. In other words, in the punctual teaching phase, the learners work on resources

which contribute to the acquisition and development of content necessary to solve problem situations. So, in this pedagogy, traditional teaching is followed by integrative activities, usually referred to as situations of integration (Roegiers, 2008, 2010).

As far as the teaching of resources is concerned, Roegiers (2000, 2010) points out that it can be done in the traditional way, using the pedagogy of objectives, based mainly on transmitting knowledge or by constructivist pedagogies. So, what makes the difference between the PI and the objectives based pedagogy is the need to enable the learners to integrate these resources to solve situations. That is why the CBA can be regarded as an extension of the pedagogy of objectives, which does not contain an integration phase.

Therefore, despite the fact that the CBA, generally, emphasises a learner-centred approach and is based on constructivism, the traditional way of teaching, where the teacher plays a central role, can be used in the phase of teaching resources. This means that the CBA focuses on multiple teaching and learning methods: the traditional practices can be used in the first phase and then they are complemented by other practices in the phase of integration learning and evaluation.

3.4.5. The Learner Roles and the Teacher Roles

As aforementioned, the learners are no more considered as passive receivers of knowledge in the CBA. They are required to construct and mobilize their resources to face a problem-situation successfully. They are also required to negotiate information and to test hypotheses and are encouraged to work with one or several partners (pair and small group-work) in order to construct new knowledge inside or outside the classroom. In an attempt to help the learners become autonomous, the CBA learners are taught learning strategies and are given the opportunity to assess themselves

In the accompanying documents (IAS Support document, 2005: 10), the learner roles are discussed as follows:

The pupil, as a learner, is connected to his teacher, and he makes part of his process of learning and becomes more and more responsible for it. It is no more a fact of absorbing linguistic, cultural and other aspects of knowledge, it is all about learning to learn. Accordingly, he will share, exchange, cooperate and collaborate with the others to solve the faced problems. In classroom settings, he performs various tasks that are of progressive difficulty and that will allow him discover, construct knowledge and make sense of what he does in the classroom. He acquires learning strategies that will progressively evolve with the help and assistance of his teacher and his peers. This will enhance his autonomy in the process of learning.

It seems, then, logical to conclude that the roles to be assumed by the teacher in CBLT as expressed in the Algerian official documents bear much resemblance to the ones discussed by Richards and Rodgers (2001, 2014) in Section 3.4.2.

As for the teacher roles, the CBA brought new roles for language teachers. Rather than simply communicating and transmitting knowledge to the learners, the teachers are required to help and encourage learners to take part in their own learning as they are seen as active participant in the learning process. In addition, the teachers are also asked to help their learners to process information and to teach them the learning strategies that help them build their own knowledge.

In the support document of 1AS, it is stated that “Without neglecting his foremost role, the teacher should no longer get satisfied with the teaching of the content; he should rather guide, help and encourage the learner to be involved in his process of learning”. More specifically, the teacher has to assume the following roles: Guide/ helper, Counsellor, Facilitator, Co-learner, Make the learners participate, Resort to individual teaching when necessary, Develops autonomy in learning.

It can be deduced from these roles that some of the principles of CBLT are emphasised. These include learner centredness by involving learners in learning and making them

participate, individualised instruction by resorting to individual teaching when collective teaching does not account for the needs of the learners and developing learner autonomy.

3.4.6. Characteristics

Ameziane et.al., (2005: 12-13) provides a comprehensive discussion of the characteristics of the CBA as follows:

- The CBA is action-oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.
- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.
- It is social constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.
- Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy (Bloom *et al.*, 1964). They have claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements ...). According to them, cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones.

These characteristics imply that the CBA is an eclectic approach, sharing features of different learning theories. Moreover, in the Algerian context, one of the most distinctive features of the CBA is the integration of the project work as an important activity in the learning process. The Project work is an obligatory task to be done by the pupils of all the educational levels at the end of each file/unit.

A project in the Algerian educational syllabus is defined as “a carefully planned long term undertaking. It is a creative way for learners to apply what they have learnt in class”

(Ameziane et al., 2005: 14). It is also explained in the 2AS teacher's guide (2006) that the project "is one of the undertakings that will promote learning skills and will help students to develop such social skills as designing an action plan, collecting information, sharing information ... The project work can take the form of a few basic tasks which will grow into an accomplished and finalised product (for example, a biography, a poem, a scenario, a legal document, etc). Moreover, it is through carrying project work that the attainment of objectives is made concrete. In other words, the learners show the target competencies are acquired or not during the realisation of a project.

In addition, a project is creative and fosters cooperative learning. It gives the learners the opportunity to face new experiences inside or outside class during the process of action, interaction and the construction of new knowledge. So, in carrying out a project, the learners learn how to mobilise the resources they already learnt to solve a problem situation, to be creative, to work in groups and to feel that they can do something.

3.4.7. Implementation Principles

Many of the CBLT principles discussed earlier are implicitly or explicitly reflected in the Algerian English syllabuses and the corresponding textbooks. The most important ones that are highlighted in the present study encompass: developing communicative ability, individualised instruction and learner-centredness, fostering learner autonomy, diagnostic assessment, formative assessment/self-assessment, integration or mobilisation.

First, it is clearly stated that the goal of English teaching is to enable the learners to develop communicative ability. The syllabuses of the seven grades make it clear that CBLT seeks to develop communicative skills in learners: to enable them use English to express themselves meaningfully, and make themselves understood. More specifically, CBLT aims at establishing three competences in learners: (1) to interact orally in English (Competency1), (2) to interpret authentic, oral or written, documents (Competency 2) and

(3) to produce simple, oral or written, messages (Competency 3). This implies that teachers should focus their attention on language as a tool for communication rather than on language knowledge as an end in itself.

Second, individualised instruction and learner-centredness are highlighted, explicitly and also implicitly. It is clearly stated in the syllabuses that the CBA is characterised by a learner-centred approach to teaching and learning. Thornbury (2000: 27) defines Learner-centeredness as “giving learners more responsibility and involvement in the learning process”. Moreover, the importance of developing learner strategies and different styles of teaching including individual as well as collective teaching, as the most appropriate methodology is also highlighted. In fact, the CBA emphasizes the uniqueness of the learner who should not be treated with the general consideration. This calls for repetitive practices and action for a certain knowledge, skill and value to enhance change in performance.

Third, fostering learner autonomy is also one of the highlighted principles. It is clearly stated in the syllabuses that the goal of teaching is to produce autonomous learners. That is to say, the learners are encouraged to be active participants in the process: they learn how to learn, they learn by doing, they learn to construct their knowledge and they take responsibility for their own learning.

Fourth, diagnostic assessment is also considered. It is viewed the proper starting point for helping the learners achieve the set competencies. So, the teachers are required to diagnose what the learners already have and what they lack.

Fifth, matching with the principles of the CBA is the introduction of formative assessment, consisting mainly of continuous assessment practices. Unlike summative assessment which is “generally to be considered at the end of a course or programme of study in order to measure and communicate pupil performance for purposes of certification and (latterly) accountability”, formative assessment is generally defined “as taking place

during a course with the express purpose of improving pupil learning” (Torrance and Pryor,1998: 8). According to Brown, Rust and Gibbs (1994:12), formative assessment means “teachers using their judgements of children’s knowledge or understanding to feed back into the teaching process and to determine for individual children whether to re-explain the task/concept, give further practice on it, or to move on to the next stage”. In fact, traditional assessment practice in Algeria focused on summative evaluation. The adoption and the implementation of the CBA dictates the use of different assessment practices, the most important of which is formative assessment, which aims at providing teachers and learners with information that guides and adjusts learning on a regular basis. Hence, the latter needs to be incorporated and thoroughly implemented by teachers.

Moreover, self-assessment, regarded a way of giving the pupils a feeling of responsibility for their learning is integrated in the different textbooks through the use of check sections and self-assessment questionnaires or grids (An example is provided in Figure 3.1. below) requiring the students to evaluate their acquisitions that are directly linked to course content and objectives. For example, the textbook designed for fourth year middle school learners, “On the Move” includes an assessment section, referred to as “where do we stand now”. It covers two types of assessment: the progress check and self-assessment. While the former is objective and "aims at assessing the students’ performance at the end of the file in listening and speaking, in vocabulary and sound system (i.e., words and sounds) and in reading and writing”, the latter is less objective and requires the students to self-evaluate their performance by ticking in the appropriate column (very well, fairly well, a little) against the items, which constitute “a summation of the functions, language forms, sound features and skills nominally internalised throughout the file” (4AM Teacher’s Book: 75). The authors also make reference to the use of the portfolio, an important tool in formative assessment when they write that the student must fill in “a photocopy of the

learning log page which s/he will stick in her/his portfolio” to enable the students to “monitor and keep a record of their own progress” (4AM Teacher’s Book: 75). Hence, as stressed by the authors of the teacher’s book, the teachers are recommended to make use of these two important tools to help them “identify all areas/items in the file where remedial teaching is needed”. They strongly suggest that the teachers are required “to take care of that (at whatever pace you think fit) before moving on to the next file”. This is a clear evidence that one of the main principles of CBLT is implemented in the textbook.

In addition to the previously mentioned principles, integration or mobilisation, derived from the pedagogy of integration, is of utmost importance as the CBA in Algeria is equated with the pedagogy of integration. In addition to the situations of integration, the project work represents the most important integrative teaching/learning phase.

3.5. Pronunciation Teaching and Assessment within the Framework of Competency-Based Language Teaching

The review of the literature on the CBA and the pedagogy of integration and more specifically of the principles of CBLT, which is considered as an extension of communicative language teaching on the one hand and the examination of the current perspectives in pronunciation instruction on the other hand revealed that it is possible to establish a link between pronunciation instruction and CBLT. Interestingly, it is found that most of the current perspectives of pronunciation instruction can be aligned with CBLT principles.

3.5.1. Rationale for Incorporating Pronunciation in a Competency-Based Language Teaching Model

Arguably, incorporating pronunciation in a CBLT model aiming at developing the learners’ ability to communicate in the language is a necessity. The CBA focuses on developing the learners’ competencies to function successfully in society and stresses the link between language as it is taught in class and as it is used in real life situations. In CBLT,

the ultimate goal is to enable the learners to achieve communicative competence by focusing on realistic English, of which pronunciation is an indispensable component. Communicative competence involves knowing how to use the grammar, vocabulary and the sound system of the language to achieve communicative goals, and also knowing how to do this in a socially appropriate way. So pronunciation teaching is as necessary as other language aspects to achieve these goals.

As discussed earlier in section 1.2, pronunciation is an important element of communicative competence (Morley, 1991) and “not attending to a student's pronunciation needs is an abrogation of professional responsibility” (Morley, 1991: 489). Moreover, effective communication cannot take place without appropriate pronunciation (Celce Murcia et al, 1996). Additionally, Kenworthy (1992: 16) points out that “a person may eventually understand what someone has said, but if this involved too much frustration and irritation resulting from constant repetitions, rephrasings, or checks on what has been said (i.e. “too much pain”) then the communication cannot be described as efficient. For these reasons, pronunciation should be incorporated in any language course aiming at enabling the learners to communicate effectively in the language.

The Common European Framework of Reference, which describes what the learners “have to learn to do in order to use language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001: 1), acknowledges the vital role of pronunciation within a general foreign language competence. In fact, phonological control is highlighted as one of the sub-competences of linguistic competence, which, in turn, is considered, together with sociolinguistic and pragmatic competences as the three main components of communicative language competences. The CEFR proposes phonological competence as an area which involves the knowledge, skilled perception and production of the sound-units (phonemes) of the language and their

realization in particular contexts (allophones), the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding sentence phonetics (prosody), sentence stress and rhythm, intonation; phonetic reduction, vowel reduction, strong and weak forms assimilation and elision. (Council of Europe, 2001: 116 -117).

Moreover, the CEFR also proposes ways in which this phonological competence could be taught. It is clearly stated that some of the pronunciation activities include “exposure to authentic spoken utterances, imitation, audio and video recorded native speakers, self-study lab work, read aloud, ear training and drilling and the use of phonetically transcribed texts, among others” (Council of Europe, 2011: 153).

In addition to the role assigned to pronunciation teaching, the CEFR also highlights its role in assessment as it considers phonological control among the categories accounted for in oral assessment. More specifically, the Council of Europe has devised a scale for measuring the degree of phonological mastery according to the six competence levels of the CEFR: A1, A2, B1, B2, C1, C2 (Council of Europe 2001: 117). Consequently, it is safe to conclude that pronunciation plays an important role in the learning of a language within this framework. In fact, the main goal of teaching becomes enabling the learners to communicate in a foreign language. It is indisputable that this communicative ability is possible only with the presence of the linguistic competence, of which pronunciation or phonological control is one of its main competence areas.

Finally, because pronunciation is an indispensable component of achieving communicative competence, it needs to be incorporated in CBLT classes, especially in the era of English as a Lingua Franca, where the major goal of instruction is enabling the learners become competent listeners, speakers, readers and writers of the language.

3.5.2. Goal of Teaching Pronunciation in a Competency-Based Language Teaching Model

The goal of pronunciation instruction in a CBLT model should be developing learners' communicative ability. More specifically, instead of teaching pronunciation for the sake of pronunciation, it should be taught for communication purposes. Currently, pronunciation is approached in a communicative way, where the focus should be on enabling the learners to communicate. Since CBLT falls within the umbrella of the communicative approach and since its main goal is to develop the learners' communicative activity, pronunciation should be taught within a communicative framework. In other words, in order to communicate effectively, adequate pronunciation is required and in order to enable the learners develop their pronunciation skills, pronunciation should be taught in a communicative way.

3.5.3. Methodology of Pronunciation Teaching/Testing in a Competency-Based Language Teaching Model

Pronunciation should be taught in a CBLT model through the rigorous application of the CBLT principles. The latter that can be linked to pronunciation instruction and that should thoroughly be implemented in order to ensure that the learners achieve the pronunciation competency encompass fostering learner autonomy, integration/ mobilisation, individualized instruction/ student-centred instruction, diagnostic assessment, formative assessment/ self-assessment and demonstrated mastery of performance objectives. Hence, in order to empower the learners' pronunciation competency in a course which is competency-based, effective pronunciation instruction should fulfill certain criteria:

1. Learner autonomy criteria: the learners in a CBLT model should be enabled to learn and improve their pronunciation independently. This can be realised by
 - developing appropriate pronunciation learning strategies and experiences such as Phonetic notation (and other forms of visual reinforcement) and Self- correction strategies. Phonetic transcription is regarded as an invaluable tool in teaching

English pronunciation to foreign learners (Underhill, 1994; Kelly, 2000). By familiarising the learners with phonetic symbols, the learners are equipped with a very useful tool that help them become autonomous learners who are able to unravel the pronunciation of any word, familiar or unfamiliar, themselves and, so, avoid developing bad habits which require much time and effort to correct them, if possible at all.

- As EFL contexts are characterised by a limited exposure to spoken English, (Szpyra-Kozłowska, 2015) suggests that pronunciation learning should be continued outside the classroom. In fact, the teacher plays an important role in encouraging his students to work on improving their English pronunciation at home, by familiarising them with appropriate self-monitoring and self-correct strategies and techniques (Szpyra-Kozłowska, 2015).
2. Integration/mobilisation criteria: in CBLT, the learners are required to integrate or to mobilise effectively a set of resources, of which pronunciation is one of them, to solve a communicative task or problem. In other words, the learners should integrate or apply the phonological knowledge acquired in pronunciation activities in communication tasks. This can be realised by
- Encouraging the learners to integrate continuously the pronunciation elements taught in their speech, including the projects. In other words, it is important to make the learners reinvest constantly their knowledge in new communicative situations.

In fact, in the first stage in CBLT, the learner is required to acquire knowledge or the language elements. Then, he is required to reinvest his knowledge, together with other skills in problem situations. For example, in a unit, the learners should reinvest the pronunciation

3. Individualised instruction/student-centred instruction: in order to make the objectives attainable in CBLT, it is crucial to stress individualised instruction/student-centred instruction. This can be realised by
 - Varying the types of activities to account for variation in the nature of the students' aptitude and learning styles.
 - Adopting a flexible teaching approach: the teacher varies his/her teaching strategies to fit the learners' ones
 - Catering for slow or less able learners
 - involving learners by making them participate
 - providing them with sufficient practice inside and, if necessary, outside the classroom
 - involving them in pair and group work activities
 - Taking the learners' needs into consideration, especially by focusing on high pronunciation priorities.
4. Diagnostic assessment criteria
 - Assessing the learners' pronunciation at the beginning of a course and automatically responding to the learners' results before and also during instruction to remedy for the weaknesses.
5. Formative Assessment/self-assessment criteria:
 - Assessing learners on a regular basis to gauge if the students have achieved the pronunciation competency
 - Providing them with feedback, self-correction strategies, and peer correction
 - Giving the learners the opportunity to reflect on their pronunciation learning

A further point worth considering in investigating the role of pronunciation in CBLT is the most appropriate way of testing/assessing it. One major principle of CBLT is demonstrated mastery of performance objectives. In connection with pronunciation, effective pronunciation instruction must ensure that the learners achieve adequate pronunciation skills. For this end, pronunciation should be tested through oral tests that genuinely measure pronunciation performance and not just pronunciation knowledge. In this

regard, Allison (1999) argues that rather than using separate tests of knowledge, the learners' command of pronunciation (and also vocabulary and grammar) is more effectively tested within contexts of language performance.

Moreover, in a CBLT model, students are expected to develop their pronunciation skills which will enable them to actively engage in communications and problem-solving situations inside the classroom or in their everyday situations. So, in order to strengthen the learners' pronunciation skills and make the criterion of "adequate pronunciation" attainable, it is necessary to assess the learners through formative and summative tests. More specifically, the learners should be evaluated through various activities on a regular basis as well as through class tests so that the teacher can understand the strengths and weaknesses of students in relation to pronunciation and respond appropriately by remediation.

Furthermore, pronunciation assessment should address both perception and production, not only whether the phonetic knowledge is acquired or not. Arguably, It is useless for a learner to recall phonological knowledge and succeeds in classifying words according to the pronunciation of final -ed and, thus, gets a perfect score in the test item if he does not apply this knowledge in his/her speech. In this regard, Hughes (2003:33) explains that "a test which pretended to measure pronunciation ability but which did not require the test taker to speak (and there have been some) might be thought of to lack face validity". Besides, Green (2014) puts it clear that tests of pronunciation should include both written and spoken parts. Therefore, it is not sufficient to test pronunciation in a CBLT model through written tests that do not really measure the learners' pronunciation proficiency.

To conclude, if CBLT is well implemented, the learners' competencies in interaction, interpretation and production would be much enhanced. Therefore, it seems logical to argue that effective pronunciation instruction in a course which is competency-based is possible to

achieve through appropriate classroom practices that reflect the principles of the competency-based approach and the current perspectives in pronunciation teaching.

3.5.4. An Example of Teaching Pronunciation in a Competency Based Language

Teaching Model: the Sri Lankan Case

Like in many other countries, the CBA is implemented in general education in Sri Lanka. In the teacher's guide of the French language Grade 11, it is clearly stated that the "The first Competency based French Language syllabus for grade 11 which is to be implemented in 2016 has 20 competency levels to be achieved by the students of grade 11". In fact, the 20 competency levels constitute the following eight key competencies:

1. Identifies the sounds of French Language
2. Uses mechanics of writing with understanding
3. Engages in active listening and responds appropriately
4. Uses vocabulary appropriately and accurately to convey precise Meaning
5. Extracts necessary information from written texts
6. Communicate accurately using different syntactic structures
7. Uses French language accurately in written discourse
8. Uses French language accurately in spoken discourse

Focusing on the first competency, it is emphasised that the competency level consists of further developing "the ability to communicate effectively using correct pronunciation" and that the learning outcome is "Students will be able to read and speak simple French using correct pronunciation with more confidence".

The teachers' guide provides the teachers with guidance in the areas of teaching and measurement/evaluation with regards to pronunciation competency. In the instructions for lesson planning, it is stated that

Like in the previous grades, the concentration of the student on his or her correct pronunciation should be maintained in Grade 11 as well. Hence, it is important that the teacher makes references at all times to the correct use

of sounds in French and find time to achieve this objective by introducing different activities in the course of the teaching learning process.

Sri Lanca, Teachers' Guide (2016: 1)

The teacher is also required to "Revise phonological features which some students may not have correctly-acquired yet" Sri Lanca, Teachers' Guide (2016: 1).

As regards assessment and evaluation, it is made clear for the teachers that the 11th graders should be largely in control of the French pronunciation and intonation by the time they reach the end of Grade 11. It is also mentioned that there are two forms of assessment: formative assessment and summative assessment. It is stressed that "Encouraging them [11th graders] to use that knowledge in the class on a regular basis will itself be equivalent to formative assessment" while "The summative assessments can be done at the end of each school term" Sri Lanca, Teachers' Guide (2016: 2).

It is worth mentioning here that despite the fact that the summative assessments used to test pronunciation are not specified in the section related to the pronunciation competency, it can be inferred from the eighth competency "Using French language accurately in spoken discourse", that the use of oral tests is recommended as it is stated that "In addition to formative evaluation, spoken discourse should be a compulsory component of the summative evaluation conducted as school based assessments" (Teachers' Guide, 2016: 21).

The fact that the teacher is required to strengthen the pronunciation competency by helping the learners to focus on their pronunciation, by providing work for formative assessment throughout the year, by catering for the students who failed to develop certain phonological features, by encouraging the learners to apply the phonological knowledge on a regular basis and by including pronunciation in summative tests at the end of each school term is a clear indication that these guidelines reflect the principles of the competency based approach.

Conclusion

The learners' competencies in interaction, interpretation and production would be much enhanced if Competency-based Language Teaching is well implemented. Therefore, it seems logical to argue that effective pronunciation instruction in a course which is competency-based is possible to achieve through appropriate classroom practices that reflect the principles of the competency-based approach and the current perspectives in pronunciation teaching. More specifically, pronunciation should be taught in a Competency-based Language Teaching model through the rigorous application of the Competency-based Language Teaching principles encompassing mainly the following pedagogic features: fostering learner autonomy, integration/ mobilisation, individualized instruction/ student-centred instruction, diagnostic assessment, formative assessment/self-assessment and demonstrated mastery of performance objectives. When applied appropriately to this aspect, the learners are enabled to achieve the pronunciation competency.

Chapter Four

The Place of the Component of Pronunciation in the Algerian Middle and Secondary School Curriculum Documents, Textbooks and Official Examinations

Introduction

4.1. Pronunciation in the Algerian Middle and Secondary School Curriculum Documents

4.1.1. The Place of Pronunciation in the Curriculum Documents

4.1.2. Pronunciation Content

4.1.3. Methodology of Teaching Pronunciation

4.2. Pronunciation in the Algerian Middle and Secondary School Textbooks

4.2.1. Pronunciation in the Algerian Middle School Textbooks

4.2.1.1. “Spotlight on English”, First Year Middle School

4.2.1.2. “Spotlight on English Book Two”, Second Year Middle School

4.2.1.3. “Spotlight on English Book Three”, Third Year Middle School

4.2.1.4. “On the Move”, Fourth Year Middle School

4.2.2. Pronunciation in the Algerian Secondary School Textbooks

4.2.2.1. “At the Crossroads”, First Year Secondary School

4.2.2.2. “Getting Through”, Second Year Secondary School

4.2.2.3. “New Prospects”, Third Year Secondary School

4.3. Pronunciation in the Official Examinations

4.3.1. In the “Brevet d’Enseignement Moyen” Examination

4.3.2. In the “Baccalaureate” Examination

4.5. Overall Analysis of the Results of the Middle and Secondary school Teachers’ Curriculum Documents, Textbooks and the Official Exams

4.4.1. The Compatibility of the Way Pronunciation Teaching is Addressed with the Competency Based Language Teaching Principles

4.4.1.1. Importance of Pronunciation

4.4.1.2. The Pronunciation Content

4.4.1.3. Teaching Methodology

4.4.4. The Compatibility of the Way Pronunciation Assessment is Addressed with the Competency Based Language Teaching Principles

4.4.5. The Compatibility of Testing pronunciation with Competency Based Language Teaching Principles

4.5. A Note on the New Generation Curriculum Textbooks

Conclusion

Introduction

In the Algerian context, due to the fact that English is a 'true' foreign language, textbooks play a central role in the language teaching/learning enterprise because they provide the major source of English input for both teachers and students. Therefore, well-designed textbooks can help teachers provide appropriate instruction and develop in students the skills and competencies they need. By the same token, textbooks that are not well-designed and organised inevitably lead to inappropriate instruction on behalf of the teachers and ,consequently, to poor performance on the part of the learners. As far as English pronunciation teaching in Algeria is concerned, pronunciation materials presented in official ELT textbooks constitute an invaluable source for pronunciation teaching and learning.

Moreover, it is also crucial to highlight the role of pronunciation in the Algerian curriculum documents, and most importantly, in the official exams as the latter might influence the teaching and the learning of this language aspect. Accordingly, while the properties of pronunciation materials are analysed thoroughly in the current Algerian textbooks conceived for the students of the middle school and those of the secondary school, the role of pronunciation in the curriculum documents and in the official exams is also examined to have a clear picture of the issue.

4.1. Pronunciation in the Curriculum Documents

In order to determine the role assigned to pronunciation, the English curricula of the seven grades (1AM, 2AM, 3AM, 4AM, 1AS, 2AS and 3AS) and the accompanying documents were examined to see whether these official documents consider pronunciation as an important skill to develop.

4.1.1. Importance of Pronunciation

The curriculum documents , or as sometimes referred to as syllabuses in the Algerian documents, of the seven grades of English language instruction, originally written in French, outline the three competencies to be developed by the learners as interaction (to interact

orally in English), interpretation (to interpret oral and written messages) and production (to produce oral and written messages). In specifying the link between the three that should be regarded as complementary and interdependent, the documents highlight that the first competency is the key of the curriculum and the basis for the other two competencies.

The three competences developed concurrently are complementary and interdependent. They revolve around the first competency, namely, ‘to interact orally’, which is the key competency of the training programme. This competency, being central to the teaching of English as a foreign language, will serve to be a background to the second and third competencies that demonstrate throughout activities and tasks allowing for more diverse oral and written interaction to take place.

1AM Syllabus (2002: 48) [Translation is mine]

For these three competencies to develop properly, students need to gain supporting competencies. The latter include the linguistic competency, encompassing the pronunciation competency, and learning strategies.

In fact, in the first competency (to interact orally in English), it is inferred that the learners are required to participate in interactions of increasing difficulty and by improving their pronunciation, articulation and intonation gradually. In the first two years of middle school, the learners are familiarised with the pronunciation and the articulation of the language as it is stated in both documents that “He [the learner] will be familiarised with the pronunciation and articulation of the English language. With appropriate support and effective strategies, he is led to participate in interactions inside as well as situations and possibly outside of schools” (1AM syllabus, 2002: 49). In the following two years, the learners are required to improve their pronunciation and articulation and to use efficient strategies to participate in more spontaneous and natural interactions in curricular and extracurricular situations as it is explicitly mentioned in the description of what the first competency entails “by improving his pronunciation and his articulation of the English

language and using effective strategies, he is led to participate in more natural and spontaneous interactions in school and extracurricular situations” (3AM syllabus, 2004: 44-45). In the three years of the secondary cycle, the students are required to produce oral conversations using pronunciation/intonation, structures and vocabulary corresponding to a communication situation. More specifically, it is stated “the student must produce an oral statement, using the pronunciation/intonation, the structures and vocabulary corresponding to a given communication situation”. (1AS, 2AS and 3AS syllabuses).

Moreover, adequate pronunciation is considered as one main evaluation criterion of the first competency in the syllabuses of the seven grades as shown in Table 4.1.

The Middle School Syllabuses	The Secondary School Syllabuses
<ul style="list-style-type: none"> - appropriate verbal/ non verbal reactions - interventions adapted to the situation of interaction - appropriate formulation – adequate pronunciation - proper use of functional language – using appropriate strategies - creation of personalized messages appropriate to the situation. 	<ul style="list-style-type: none"> - appropriate verbal/ non verbal reactions - interventions adapted to the situation of interaction - appropriate formulation – adequate pronunciation - proper use of a functional language - appropriate use of intonation patterns. -proper use of time corresponding to the communication situation. -use of appropriate strategies - -creation of personalized messages appropriate to the situation

Table 4.1.: The Evaluation Criteria of the Interactive Competency in the Syllabuses

The addition of another pronunciation –related criterion “the use of intonation schemes” is noticed in the three syllabuses of the secondary school. This implies that the suprasegmental elements occupy a more prominent role in the secondary school than in the middle school, a fact which is justifiable in the sense that as the learners advance in their studies, they should pay more attention to the suprasegmental features of stress and intonation.

4.1.2. Pronunciation Content

As far as the pronunciation content is concerned, the syllabuses explicitly prescribe the pronunciation features that should be mastered at each grade (Appendix IV). For example, the content in 1AM syllabus encompasses Intonation and pronunciation of the functional language used in the classroom, discrimination between short vowels (/i/ and/e /, /ʊ/ and/ɑ /, /æ /, and/ɜ /, /æ/and/ʌ/etc.), contrast between short vowels and long vowels (/i/ and/i: /, /ʊ/ and/u: /, /ɜ /, and /ɜ: /, etc.), discrimination between vowels and diphthongs (/ i: / and / ai / etc.), stress on 1st and 2nd syllable and rising and falling intonation. On the whole, the 1AM, 2AM and 3AM syllabuses outline only the major pronunciation points, with slight differences between them while 4AM syllabus provides the detailed pronunciation points and reasons for their inclusion. For example, unlike in the 2AM and 3AM syllabuses where only two examples of silent letters (know and write) are provided, the feature of silent letters is presented in 4AM syllabus as follows:

Silent letters

Final b preceded by m: comb, climb, dumb, Lamb, tomb, and few exceptions such as plumbing/plumber,... but bomb embark, member

Final b followed by final t: debt, doubt, but obtain

Initial k followed by n: knife, knight, knock, knowledge, but acknowledgement,...

l followed by K: chalk, folk, talk, walk,... psalm

R followed by K: bark, dark, fork, park... burn, turn

Initial h : hour, honour, honest, to heir . But h is pronounced in him, home, house, behave, Ohio,...

Also introduce the cases of stomach, auroch,...

final n preceded by m: autumn, column, solemn,... but somnolence, omnipresence,....

Others :

gn pronounced [n] : align, design, sign, ... assignment, alignment, but : ignition, ignore, signature ...

pronunciation [ŋ] of the gerund marker {ing}

ps pronounced [s] as in : psychology, psychiatry, ...

pn pronounced [n] as in pneumonia,

gh pronounced [t] as in light, might, right, ...

As for the secondary school syllabuses, the 2AS and 3AS syllabuses present the pronunciation content in totally different way from the 1AS syllabus. In the latter, the pronunciation content is presented briefly under the heading “Phonologie” in the section “savoirs” where other linguistic aspects such as syntax and lexis are included. It is clearly stated that pronunciation in 1AS is based on the consolidation of what the learners have acquired in the middle school cycle. The whole content includes the consonants which do not exist in Arabic, familiarisation with the IPA, sound/spelling relationship, stress on first, second, third syllable in simple as well as in compound words, strong/weak forms (e.g. h-dropping in him), stress in suffix words and intonation (rising/ falling/ rising/falling and falling/rising). In contrast, in 2AS and 3AS syllabuses, the detailed pronunciation content of the different files as presented in the textbooks (see section 4.2.2) is included in the section referred to as “Tableau/ Description du contenu linguistique” or language outcomes. (See Appendix IV).

On the whole, the pronunciation content in the seven syllabuses focuses on both the segmental and the suprasegmental elements and addresses the problems facing Algerian learners in particular. In addition, there is a clear indication that the pronunciation features are to be introduced gradually, recycled and consolidated in the subsequent years. For example, the short vowels are introduced in 1AM and recycled in the following three years of the middle school. In the syllabus of the fourth year, it is mentioned that at this level, the elements of pronunciation acquired in the preceding three years are to be recycled and consolidated by some new elements and that the novelty consists in the simplified introduction of the maximum number of phonetic symbols as the following passage illustrates:

Just like vocabulary and syntax, it is necessary to recycle the points of pronunciation acquired in the previous years and to reinforce them by new elements. The principal innovation consists of the simplified introduction of the maximum number of the phonetic symbols drawn from the International Phonetic Alphabet (IPA). The goal of this introduction is to make it possible for the pupils to recognize the pronunciation of a word as provided in the usual dictionaries.

4AM Syllabus (2005: 69) [Translation is mine]

4.1.3. Guidelines for Methodology

In terms of pronunciation teaching methodology, the syllabuses do not provide any guidelines on the issue. However in the accompanying documents, it can be inferred from the section devoted to “teaching the language aspects”, encompassing grammar, lexis and pronunciation that the latter should be taught inductively as it is articulated in the 1AS support document (2005: 21 [Translation is mine]) that

The linguistic elements include the grammatical and lexical forms and pronunciation. The learning of these elements will always be done in the form of tasks and activities practised within each stage of the project that the pupil will integrate in the final project... it is always concerned with reorienting the learning of English in order to allow the pupil **hypothesise, get information, organize, control**, carry out and **get feedback**.

It is also inferred that the fact the acquired elements should be reinvested in new learning contexts, namely in projects is highlighted. The idea is further stressed as the following quotations show:

For the learning/teaching of these linguistic elements, it is always pivotal to implement pedagogical strategies that are expected to be useful in helping the pupil acquire these linguistic items and be able to reuse and reinvest them in the newly upcoming projects. Hence, the teacher should highlight the relevance of the pertinent uses of these linguistic forms.

In fact, the syllabus aims at supporting these aspects in a global perspective so as to achieve acquiring necessary tools for performing and accomplishing coherent linguistic and cultural projects.

The pupil should realize that taking action is more valuable than grasping forms, and that his process of learning intends primarily at valuing the actions and behaviours performed in the classroom setting.

By grasping the meaning of the language forms and identifying their communicative functions, the pupil will be able to learn more and more how to apply them in undertaking and accomplishing the project (s) that he has to construct.

1AS support document (2005: 21) [Translation is mine]

Accordingly, with regards to pronunciation, it can be inferred that the acquired pronunciation elements should also be integrated and reinvested in new learning contexts, namely in projects so that the pertinence of their appropriate use is assured. This is a clear indication that one of the main principles of CBLT, which is integration of resources, is emphasised.

4.2.Pronunciation in the Algerian Middle and Secondary School Textbooks

In this section, the analytical framework which guides the analysis is provided. In addition to the guide, the methodology used is explained in detail. Finally, the analysis with its findings, implications and limitations constitutes the content of the last sub-section.

4.2.1. Framework of Analysis and Methodology

As a reaction to the reforms of 2003, new textbooks were issued by the ministry of education for all subjects in all levels (primary, middle, secondary levels). All the new ELT textbooks follow the requirements of the adopted approach.

In order to conduct a systematic and objective analysis of the component of pronunciation in the textbooks, a guide was derived from the literature review of different studies and books related to pronunciation teaching (Kenworthy, 1987; Ur, 1991; Kelly, 2000; Celce Murcia et al., 2010) and textbook evaluation (Chambers, 1998; Cunningsworth,

1995; Ellis, 1997; Sheldon, 1998; Tomlinson, 2008). In terms of organisation, the guide is adapted from Merrouche's (2006) textbook evaluation guide. This framework (see Appendix I) will guide the analysis throughout the different textbooks. The analysis will enable us to find out the theoretical role of pronunciation in ELT in Algeria and whether the materials presented in the textbooks align with current methodology in pronunciation instruction and with the principles of CBLT.

As far as the detailed analysis is concerned, a data-driven classification is used. Each textbook was explored to, first, find the pronunciation activities and then to study them thoroughly. The researcher went through each page in order to list every activity that is primarily aimed at pronunciation teaching/learning. This means that the researcher studied the textbooks systematically and collected all the materials that are judged as being clearly connected to pronunciation. More specifically, only the materials which explicitly direct the learners' attention to pronunciation are taken into consideration; other listening and speaking activities in which pronunciation is implicitly acquired are not considered.

For each activity identified, an entry was recorded consisting of the page number and file, the length of the activity in terms of lines, the general focus, a brief description of the activity and any other striking features or comments. Figure 4.1. illustrates a typical entry.

<p>File1 sequence1 Listen and Repeat page 21</p> <p>Approximate length: ½ page</p> <p>General focus: sounds /ai/ and /i/ + stress on the first syllable</p> <p>General description: SS are instructed to listen and repeat the targeted sounds in very short words and the stressed syllable in words the SS already know</p> <p>Comments: the letter/ sound relationship is addressed: letter `i` is pronounced /ai/ or /i/</p>

Figure 4.1.: a Typical Pronunciation Entry

In counting the number of activities, the researcher did not rely on the numbering system used in the textbooks for two main reasons. Firstly, some activities are constructed

in two or more sub-activities or steps. Secondly, different inconsistencies have been noticed within the same textbook or across the different textbooks. Examples are provided below:

(1) In “Spotlight on English”, while “practice stress and intonation” is considered as a step in the activity “pronunciation and spelling” in most sequences, it is presented as a separate activity in two sequences.

(2) In “On the Move”, the activity “listen to the teacher and check” is considered as part of an activity in some cases and as a separate activity in others.

(3) In “At the Crossroads”, the pronunciation activity “the Hidden Message” is numbered only in the last unit.

Therefore, if one and the same activity covers two or more totally different operations, the activity was counted as two or more activities. In other words, each step was recorded and examined as if it were a single activity. This would give us a better picture of the number and types of operations, because each step may be of a different type (e.g. one step may be a non-communicative ear training drill and another a communicative production activity). An example of this is activity 2 page 140 in “On the Move” where the student is asked to listen to a number of adjectives and mark stress (one activity) and then to use some of the adjectives to construct and practise dialogues (another activity). Another example is activity 4 page 38 in “At the Crossroads”: the student is asked first to listen to the teacher and check the answers to the previous exercise (one activity) and then to use the adjectives (of which the student has learnt their stress patterns previously) and play a dialogue with his/her classmate (another activity).

Moreover, the pronunciation activities are grouped according to different principles of classification: non-communicative vs pre-communicative vs communicative, production vs perception, deductive vs inductive practice, individual vs pair/group work

- **Controlled Versus Pre-communicative Versus Communicative Activities**

In terms of communicativeness, Celce Murcia et al.’s (1996) Framework and Littlewood’s (2004) classification of language learning activities are adopted and adapted in

order to classify the pronunciation activities. Based on these two frameworks, the pronunciation activities in the present study are categorised as non-communicative, pre-communicative and communicative. The criteria and examples of activities corresponding to each type are provided below:

Non-communicative activities: focus on the learners' ability to perceive and/or to produce certain features correctly, on highlighted features to raise the learner consciousness and include awareness raising activities. Examples include listen and repeat/ acting out the presented dialogue. Another type of non-communicative activities requires the learners to only be aware of some pronunciation points or to manifest their phonetic knowledge. In other words, they do not involve the students in oral practice. They are referred to in this study as written activities. Examples of such activities include the same activities discussed in tests of phonetic knowledge (Section 1.3.3).

Pre-communicative activities: guided activities which require the learner to monitor for the specified feature (s). Acting out the dialogue with modification (cued dialogues) is an example of this type.

Communicative activities: require the learner to attend to both form and content as in role plays where the learners are asked to act out the dialogue constructed by the pupils.

- **Production Versus Perception**

Perception activities: e.g. listen and note how a specific feature is pronounced, listen to your teacher and mark the intonation

Production activities: e.g. repeat or read aloud the words or the sentences, Act out the dialogue

Both production and perception: e.g. Listen and Repeat

It is worth mentioning that there are other activities which involve neither perception nor production, referred to in the present study as phonetic knowledge/awareness activities such as arrange the words according to diphthongs, transcribe and mark stress, find words in the text which end with consonant clusters, circle what you think is the correct pronunciation.

- **Deductive Versus Inductive Approach**

Deductive activities: an activity is taught deductively if the rule or any other hint (such as the explanation of the phonetic term or the nature of a feature) is given before asking the students to perform the activity.

Inductive activities: within this category, four types are distinguished:

- *Inductive*: No rule is given/ no explanation of terms
- *Inductive (+noticing)*: the students are asked explicitly to notice a specific feature
- *Inductive (+rule)*: the students do the activity then are given a rule/hint to test their hypotheses
- *Inductive (draw the rule)*: the students are led to draw the rule themselves

It must be noted here that this categorisation is based on the way the different activities are instructed in the textbook.

- **Individual/Pair/Group work activities**

Individual activities: require each student to work on his own. E.g. listen and say which form you hear.

Pair /group work: require students to work in pairs or small groups. E.g. act out a dialogue with a partner or partners.

Finally, the general coverage of the component of pronunciation in each textbook is calculated by examining the percentage of the approximate space devoted to pronunciation materials in relation the total teaching content.

4.2.2. Analysis of the Component of Pronunciation in the Middle School Textbooks

The analysis in this section is based on the four middle school textbooks. They are “Spotlight on English”, “Spotlight on English, Book One”, and “Spotlight on English, Book Three” and “On the Move”.

4.2.2.1. “Spotlight on English”, First Year Middle School

- General Descriptive Information

“Spotlight on English” is the textbook designed for 1AM school learners who are supposed to study English for the first time. In other words, these learners are considered as beginners and they are aged 11-12. It was written by Mrs Lakria MERAZGA (Head of project) and the following authors: Mrs Ouahiba GUEDOUDJ, Mrs Ouzna MEKAOUI, Mr Khelifa ACHOUR, Mr Hamid AMEZIANE, Mr Farouk BOUHADIBA, Mr Bouteldja RICHE and Mr Lounis TAMRABET. It has been published in 2003-2004 by the National Authority for School Publications (O.N.P.S: Office Nationale des Publications Scolaires). It comprises 189 pages.

- Structure and Organisation

“Spotlight on English” begins with an introduction, written in Arabic, directed to the learners. It is followed by the table of contents (main sections of the textbook) and then the file contents (detailed contents of the files such as functions, language forms...etc). The body of the textbook comprises seven files and a pre-file which includes the alphabet, useful vocabulary and some basic unit commands, which the teachers are supposed to deal with during the first sessions in order to familiarise the learners with the new FL and also to create their motivation. Noticeable in this textbook is the glossary occupying the last pages (165-189).

According to the textbook authors, each of the seven files covers a specific theme: Hello, Family and Friends, Sports, In and Out, Food, Inventions and Discoveries and Environment. Nevertheless, Merrouche (2006:250) pointed out that “the analysis of each of these files, however, demonstrates that they are not topic- or thematic-based, that is, the cornerstones upon which the units are built are not topics or themes, but structures and functions”.

As far as file structure is concerned, each file covers the main areas of language, namely, vocabulary, grammar and pronunciation and the four language skills through the following eight sections: “Sequence 1”, “Sequence 2”, “Sequence 3”, “Listening Scripts”, “Learn about Culture”, “Reminder”, “Check” and “Your Project”. This division is clearly demonstrated in the Table of Contents page 7 and file 1 is given as an example as all the other files follow the same pattern. This is shown in Figure 4.2. :

File 1: Hello	
Sequence 1	pages 21-23
Sequence 2	pages 24-27
Sequence 3	pages 28-30
Listening scripts	page 31
Learn about culture	pages 32- 35
Reminder	page 36
Check	page 37
Your project	pages 38-39

Figure 4.2.: A Sample File Division in “Spotlight on English”, 1AM

The listening scripts which are used in the listening practices throughout the whole file are provided after sequence 3 as a separate part. In “Learn about Culture”, and as the name suggests, the learners are taught explicitly the FL culture. In “Reminder”, the key elements of vocabulary and grammar and rarely pronunciation in addition to the notions and functions encountered throughout the file are highlighted. The “Check” is an evaluation section which includes a set of exercises that are related to the objectives of the file. Finally, in the last section, “Your Project”, the learners are assigned a project where they are expected to re-invest all what they learned before: language elements, language skills, notions or functions.

Each of the three sequences is divided into three sub-sections: “Listen and Repeat”, “Practice” and “Produce”. From these sections the learners learn, practise and produce the language. The sequence structure is shown in Figure 4.3.:

	Listen and speak
Sequence	Practice
	Produce

Figure 4.3.: Sequence Structure of “Spotlight on English”, 1AM

The sub-section “Listen and Repeat” is particularly interesting for our analysis and will be given the much attention because it encompasses pronunciation teaching/learning.

– **Rationale**

As mentioned earlier, one of the changes brought by the reforms of 2003 is the introduction of English as the second FL in the first year middle school (1AM). In order to foster learners’ autonomy, the competency based approach has been adopted since the academic year 2003/2004. Therefore, the reforms resulted in designing new syllabuses and new textbooks. As stated in the Syllabus of English as a Second FL, 1AM (2003), the final goal of English learning/teaching is to help our society to get harmoniously integrated with modernity. In order to achieve this goal, “Spotlight on English” aims at developing the three following general objectives: linguistic, methodological and cultural.

The approach adopted in “Spotlight on English” is competency-based, which is an extension of communicative language teaching. This means that the method is learner-centred. The goal for pronunciation instruction is implied in one of the three competencies to be developed by learners, namely, to interact orally in English. Finally, the pronunciation component is integrated in the course in all the files as an obligatory element.

- **The Pronunciation Content**
- **General Analysis**
- **Importance Assigned to Pronunciation**

In “Spotlight on English”, the term pronunciation first appears in the introduction, in Arabic, directed to learners. It is stated that the learner “will move from learning English in its different sides (grammar, pronunciation, vocabulary...and through different steps to autonomy” (Merazka et al., 2003: 5 [translation is mine]). Then in the file contents, pages 9-12, a column out of the six columns of the table is devoted to pronunciation. The other columns are devoted to “files/projects”, “ functions/notions”, “language forms”, “learn about

culture”, and “strategies”. A glance at the file contents reveals the important role that the textbook writers gave to pronunciation. And reading through the content of pronunciation (See Appendix IV) strengthens further this role. One striking feature that can be noticed is that the content of pronunciation covers both segmental and suprasegmental elements of pronunciation. A second remark is related to the use of phonetic symbols. These are used only in unit 1, where the two vowels, namely the diphthong /aɪ / and short / ɪ / are used in spite of the fact that they are wrongly written (aɪ and ɪ) and they are also placed between parentheses and not slashes. Another remark is related to the use of specialised phonetic terms such as stress, intonation, tone, aspirated and unaspirated `h`. This seems contradictory because the phonetic symbols of problem consonants as / ʃ /, / ʒ /, / θ /, / ð / are excluded while some specialised terminology as aspirated/unaspirated is included. In connection with this, the textbook writers could have written instead pronounced/silent “h”. It is worth mentioning that the textbook does not include a phonetic alphabet.

In the pre-file, pronunciation is supposed to be introduced to the learners in the first part about the English alphabet. The learners are supposed to listen to and repeat the alphabet (activity b, d). In activity c, the learners’ attention is drawn to similarities between the pronunciation of the letters of the alphabet in English, in Arabic and in French. In the other activities of the pre-file, the pronunciation component is implied in the repetition of some surviving words and useful school commands

In each of the seven files, the pronunciation component is presented in the first subsection of a sequence (See Figure 4.3.). It is included in the step called “Pronunciation and Spelling”, which is divided into four activities: “Listen and repeat”, “Identify”, “Compare” and “Practice stress and intonation” in most of the sequences. Nevertheless, in two sequences, the activity “Practice stress and intonation” stands out as the only pronunciation activity included.

In “Listen and repeat”, the focus is on sounds and on stress with the use of a two-column table, one for sounds and one for stress. In the activity “Identify”, the learners are provided with some lexical items containing the sounds presented in the previous activity. In the step “compare”, the learners are required to compare the two sounds studied previously in other words. The last activity “practice stress and intonation” aims at familiarising the learners with the basic patterns of intonation, namely, falling and rising intonation. In this activity, the learner should understand that sometimes he has to raise the pitch of his/her voice and at other times, he has to lower it.

As indicated in the different activities, the specialised terminology related to pronunciation instruction appears in the different files and right from the first page of file one. However, the terms are not explained.

As far as the number of pronunciation activities in the textbooks, the analysis revealed that the sub-section “Pronunciation and Spelling” is not included in all the sequences of the files. It appears only in two out of three files in file 1, 2, 3, 4, 5 and 6 while it appears only once in file 7. Additionally, “Practice Stress and Intonation” is included as the sole pronunciation activity in sequence 3 of each file 1 and file 2. Accordingly, there are 13 “Pronunciation and Spelling” sub-sections in the whole textbook in addition to the other two “practice stress and intonation” activities. Therefore, it is fair to conclude that there are **54** pronunciation activities (See Appendix V) in the textbook (the 13 “Pronunciation and Spelling” subsection includes four different directions: listen and repeat, identify, compare, practice stress and intonation, so 52 activities, plus two other “practice stress and intonation” activities).

As for the space devoted to pronunciation, about a half-page is dedicated to the component in every sequence of the three sequences of the file. So, we estimated pronunciation content by calculating a half-page for each section of pronunciation in every

sequence of the file. It is worth mentioning that the pronunciation section is missing in sequence3,file3 ; sequence2, file5; sequence 2, file 6 and sequence3,file7.by contrast, a pronunciation activity is included in the sub-section “produce” in sequence 1, file 6.

In the general descriptive information of “Spotlight on English” the number of pages is specified as 189. Nevertheless this number which reveals on the last page of the book is not correct because many pages of the textbook were wrongly numbered. For example, the hard cover page is numbered 1, acknowledgements and introduction directed to the learner in Arabic, which directly follow the cover page are numbered 3 and 5, respectively. There are also many pages that are blank but counted, for example, page 20, 40,41, 60, 62, 80,etc. moreover, the considerable space that is left blank in some pages as page 78, page 95, page127and page 141 is not considered in the calculation. Additionally, the pages belonging to the glossary which appears as an additional part to the textbook and which occupies pages 165-189 were also disregarded. On this basis, the results of this overestimated calculation is revealed in Table 4.2.:

Pronunciation content in pages	Whole content in pages	Percentage
10	134	7.46

Table 4.2.: General Coverage of the Pronunciation Component in “Spotlight on English”, 1AM

This result stresses the importance given to pronunciation instruction to 1AM learners who start learning English as beginners and at a relatively early age compared with the age of learners who studied English before the reforms starting from the second year of the fundamental school or 8AF (minus two years). This reveals the textbook designers are in favour of teaching English pronunciation right from the very early stages of instruction.

– **Integration/Relationship with Other Skills**

As aforementioned, pronunciation practice appears in the sub-section “Pronunciation and Spelling”. Because the latter constitutes a part of “listen and speak”, it is safe to conclude

that pronunciation instruction is integrated with the skills of listening and speaking. Nevertheless, the analysis shows that pronunciation work is not referred to at all when dealing the focus is on other language skills or language components (especially grammar).

– **Medium of Presentation/ Authenticity**

The analysis shows that all the activities are intended to be presented and modelled by the teacher and this raises the central issue of whether the teacher is a good model or not. The absence of a taped material has a negative impact on teaching and learning pronunciation. Needless to say that with a taped material, the teacher feels more self-confident and the learner has the opportunity to further practise and monitor his/her pronunciation.

As regards the authenticity of the pronunciation content, the results reveal that it is neither reprinted from original sources without change, nor reprinted with adaptation. It is rather written specifically for this textbook and its intended audience.

– **Pronunciation Model**

The variety of English used throughout the textbook is British English, and more specifically the standard form “Received Pronunciation”. Despite the fact that this is not stated in the syllabus, it can be deduced easily from the spelling system (e.g. *favourite*) and vocabulary (e.g. *trousers*) used that the model of pronunciation that is supposed to be taught is British English.

– **Complements**

There are some general guidelines compiled by some inspectors to help teachers of 1AM in implementing the content of the textbook. Nevertheless, apart from sketching the English curriculum and “spotlight on English”, the issue of pronunciation teaching is neglected despite the fact that the pronunciation content of the textbook requires teachers

with good pronunciation as they model it for the learners and also with some knowledge in phonetics and phonology.

- **Detailed Analysis**
- **Pronunciation Foci**

Across the textbook, segmental and suprasegmental elements are treated. In order to identify the most frequent foci, the number of occurrences of each focus was examined.

Table 4.3. demonstrates the results.

Pronunciation Focus	Topics	Number	Percentage	
segmental	Vowels	09	10.58	45.88
	consonants	30	35.29	
suprasegmental	Word stress	31	36.47	54.12
	Intonation	15	17.64	
Total		85	100	100

Table 4.3.: Pronunciation Focus areas in “Spotlight on English”, 1AM

Table 4.2 indicates that there is a balance between the activities emphasizing segmental elements and those emphasizing suprasegmental ones. Spotlight on English has only 04 pronunciation foci as shown in the table: vowels, consonants, word stress and intonation.

Segmental elements

Vowels

This pronunciation topic is covered in file 1 and file 5. In file 1, sequence 1, the learners are required to practise two different pronunciations of the vowel `i`. The learners learn that this vowel is pronounced / ai/ in some words and /i/ in other words. In sequence 2 of the same file, learners are supposed to discriminate between /i:/ where the orthographic form is ee (*three, thirteen*) and different realisations of the vowel `e` especially in final position when followed by `n` as in *seven, eleven* and *listen*. So the focus of this activity is /i:n/ vs / ən/. In file 5, sequence 3, the learners are introduced to different spellings of

the most common sound in English, the schwa in words as *sugar* and *dollar* and also to the sound / ə: / in words having the same ending `ar` as bar, car, dinar.

The main conclusion that can be drawn from this presentation is that the textbook designers aim at drawing the learners attention to the discrepancies between English pronunciation and spelling and also at showing them that the pronunciation of English vowels is different from that of French.

Consonants

The topic of consonants is the most frequent in “Spotlight on English” with 30 occurrences. Consonants are introduced and practised throughout the seven files. In all the activities, the sound/symbol relationship is addressed. The following is a summary of the consonants covered in the textbook:

- /g/ spelled with g and /dʒ/ spelled with g or j
- The letter s which is pronounced as /s/ or /z/
- /ʃ/ spelled with sh and /tʃ/ spelled with ch or tch
- The letters th pronounces as /θ/ or /ð/
- /ŋ/ in final position and in medial position with its spelling n+k or n+g
- The pronunciation of final -s as /s/, /z/ or /iz/
- The letter s which is pronounced as /s/ or /ʃ/
- The pronunciation of final `ed` as /d/, /t/ or /id/
- Pronounced /h/ and silent h
- A different spelling of /ʃ/ illustrated in words ending with -tion

It is noticed that the consonants covered do not cause difficulties for Algerian learners of English from an articulatory point of view as there are many similarities between the Arabic and the English consonantal sounds. The only exception is with the velar nasal/n/ and it is introduced in file5. Accordingly, in presenting the consonants, the course designers emphasised the intra-lingual difficulties that an Algerian or any other foreign learner of English would face. As stated earlier these difficulties stem from the fact that there are huge inconsistencies between spelling and sound representations in English. Moreover, the course designers included aspects dealing with inter-language difficulties. This is seen in

the introduction of pronounced /h / and silent h and also in the pronunciation of words ending in –tion. The aim is to eliminate interference from French as the elements presented differ in both languages.

Suprasegmental Elements

Word Stress

Word stress is addressed frequently in “Spotlight on English”. It is the most frequent aspect with 31 occurrences. Word stress is introduced in “listen and repeat” as one column in the table is devoted to it. In the following activities of “identify” and “compare”, stress is emphasised in only a few cases. In the sub-section, “practice stress and intonation”, word stress is highlighted in all the activities. Stress is practised in one-syllable words, two-syllable words and poly-syllabic words as well.

Intonation

Intonation is addressed in the sub-section “practice stress and intonation”, where the learners are supposed to become acquainted with the basic intonation patterns of English (falling/rising). The learners are introduced to intonation in statements, in yes/no questions and WH questions.

All in all, the textbook focus on both the segmental and the suprasegmental elements equally. The elements that are addressed frequently are consonants and word stress while the other elements encompass intonation and vowels. Globally, the activities take into consideration some needs of Algerian learners of English and are suitable to learners’ age and level. However, the content lacks the aspects of sentence stress and rhythm. It is very important to make the learners aware of these aspects from the beginning.

– **Pronunciation Activities**

Table 4.4. summarises the results of the different types of pronunciation activities. The percentages are calculated in relation to the total number of activities, **60 activities** (See Appendix V).

Type	N	%	Type	N	%
Non-communicative	54	100	Deductive (rule given)	0	0
Pre-communicative	0	0	Inductive (draw the rule)	0	0
Communicative	0	0	Inductive (no rule)	54	100
Perception	-	-	Inductive+rule/hints given	0	0
Production	-	-	Inductive (+noticing)	0	0
Perception+Production	54	100	Individual work	54	100
Phonetic knowledge	0	0	Pair/group work	0	100

Table 4.4.: Pronunciation Activities in “Spotlight on English”, 1AM

- **Communicative Practice**

As shown in Table 4.4., all the activities included in “Spotlight on English” are non-communicative activities (100%) where the learners are merely required to listen (to perceive the feature) and to repeat or practise (to produce the feature correctly). While this practice is logical in the first files, it is fair to conclude that it is unreasonable to exclude less controlled activities as the pupils advance through the files.

- **Perception/ Production**

In “Spotlight on English”, all the activities emphasise both perception and activities. In fact, all the pronunciation activities follow the same patterns. Therefore the analysis revealed that both perception and production are addressed in all the activities: “listen and repeat”, “identify”, “compare” and “practice stress and intonation”. Arguably, beginners should be given opportunities to listen to the language as well as to produce or practise it. This means the learners are provided with input which they have to receive and perceive appropriately and then are asked to simply produce the target elements.

- **Deductive Versus Inductive Activities**

As shown in Table 4.4. , pronunciation is taught inductively in all the activities (100%), in the sense that the teacher reads words or sentences so that the learners can perceive the element and produce it correctly. In the activities, the teacher can either teach implicitly without referring to the pronunciation element or can focus the learners' attention on the specific element to raise their awareness.

- **Individual Versus Pair/Group Work**

The analysis reveals that all the activities (100%) are expected to be done by the pupils individually. In other words, the textbook does not include any pair/group work pronunciation activities.

- **Integration/Mobilisation**

There are no activities in which the learners are urged to reinvest their phonological knowledge. In addition, there is no reference to pronunciation in the presentations of projects.

- **Fostering Learner Autonomy**

The textbook does not provide any explicit pronunciation strategies. In addition, the textbook does not introduce phonetic notation as no symbol appears in the whole files. However, it is worth mentioning that the stressed syllables are represented in red either in the practice of stress in isolated words in the table of the sub-section listen and repeat or in its practice in the sub-section of “practice stress and intonation”. Intonation is represented through straight arrows when the pitch is neutral, upward curvy arrows when the pitch is rising and downward curvy arrows when the pitch is falling. This means that visual reinforcement, a helpful tool that can help the learners improve pronunciation on their own, is accounted for.

– **Individualised Instruction/student centredness**

As mentioned above, the activities are grouped into four types which have approximately the same occurrences as the activities follow the same pattern. These types include: listen and repeat, identify, compare and practise stress and intonation. This implies that the most common type is listen and repeat as this practice is also implied in the other types. This is not astonishing since the learners are introduced to the language for the first time and this is the technique which is widely used with beginners especially when they are young learners (11-12 years old). So, the strict adherence to the same pattern reveals hardly any traces of variation: the procedure is restricted to listening and repeating after the teacher. Moreover, the textbook does not account for the learners' strategy since it does not suggest to the teacher to vary his/her teaching strategies according to the type of the learners. Moreover, the textbook does not cater for the slow learners as no reinforcement or consolidation activities are included.

– **Assessment**

Since "Spotlight on English" is the textbook designed for the learners who are introduced to English for the first time, it is clear that there is no diagnostic assessment test. Moreover, the textbook does not provide opportunities to assess the learners' pronunciation on a regular basis nor to assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement: pronunciation is practised only in the section "pronunciation and spelling" and no pronunciation figures out in "check" section, that aims to assess students' progress at the end of a file. In addition, the textbook does not give scope for self-correction nor for peer correction.

4.2.2.2. “Spotlight on English, Book Two”, Second Year Middle School

– General Descriptive Information

“Spotlight on English, Book Two” is designed for 2AM learners, aged 12-13, who have already studied English for a whole academic year. The authors are Mrs Lakria MERAZGA (Head of project), Mr Farouk BOUHADIBA, Mrs Ouahiba GUEDOUDJ and Mrs Zehour TORCHE. It has been published in 2004 by the O.N.P.S (Office Nationale des Publications Scolaires or the National Authority for School Publications) in Algeria. It contains 125 pages.

– Structure and Organisation

“Spotlight on English, Book Two” has a different structure from that of “Spotlight on English”. The introduction directed to the learners in Arabic at the very beginning is followed by “Structure of the Second English Coursebook”, in which the structure of a file, is thoroughly explained. The latter is directly followed by the five teaching files (pages 7-116), a grammar reference focusing on contractions (page 117), spelling (page 118) and verb forms (pages 119-123). The table of file contents is presented at the very end of the book on pages 124-125.

Each file is divided into three sequences. Sequence 3 in each file is followed by “Listening Scripts”, “Learn about Culture”, “Reminder”, “Check” and “Your Project” and ends with “self-assessment”. Figure 4.4. demonstrates the general structure of file 1 as an example:

File 1: A Person’s Profile	
Sequence 1	pages 8-11
Sequence 2	pages 12-15
Sequence 3	pages 16-19
Listening scripts	page 20
Learn about culture	page 21
Check	pages 22-24
Your project	page 25

Figure 4.4.: a Sample File Division in “Spotlight on English, Book Two”, 2AM

According to the “the structure of the second English coursebook” presented on the pages before file 1, each sequence is divided into nine sections: “listen and speak”, “pronunciation and spelling”, “practice stress and intonation”, “practice”, “go forward” “discover the language”, “practice”, “reminder” and “fun”. However, the way of writing titles of sections or sub-sections suggests a different picture. For example, the section “Listen and speak” is written with very big fonts and is centred while the other titles are written in smaller fonts and not centred. This suggests that the latter, constitutes the sub-sections of the former like in “Spotlight on English”. Accordingly, the detailed sequence structure in “Spotlight on English, Book Two” is presented in Figure 4.5.

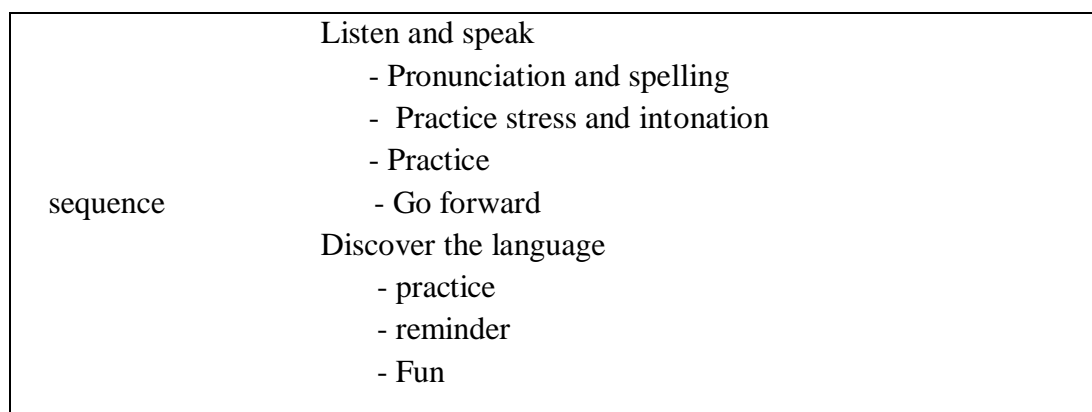


Figure 4.5.: A Sequence Structure of “Spotlight on English, Book Two”, 2AM

– **Rationale**

“Spotlight on English, Book Two” is compiled following the CBA as “Spotlight on English”. So, the goal for pronunciation instruction is implied in the interactive competency to be developed by learners and the pronunciation component is integrated in the course in all the sequences of the files as an obligatory element.

– **Pronunciation Content**

– **General Analysis**

– **Importance Assigned to Pronunciation**

In “Spotlight on English, Book Two”, the term pronunciation does not figure in the introduction. However, it appears first in “the structure of the second English coursebook” where the section pronunciation and spelling is highlighted in a sample file and explained.

Moreover, pronunciation is included in the table of contents. Instead of a six- column table, which is the case in spotlight on English, the table includes another column devoted to sequences in addition to “files/ projects”, “ functions/notions”, “language forms”, “ pronunciation”, “learn about culture”, and “strategies”. In the column devoted to pronunciation, it has been noticed that the only pronunciation elements that are included are consonants, vowels and stress. What is astonishing, then, is the exclusion of the element of intonation in spite of its occurrence in all the sequences in all the files. It is also noticed that some of the phonetic symbols are introduced and are, then, represented between slashes even though some minor mistakes have been noticed. In this book, stress is the only phonetic term used.

As far as the presentation of pronunciation throughout the files, the pronunciation component appears first in the sub-section called “pronunciation and spelling” and then in the subsequent sub-section called “practice stress and intonation” of each sequence of each file (See Figure 4.5.). Unlike the same section in “Spotlight on English”, pronunciation and spelling is divided into three instead of four activities: “Listen and repeat”, “Identify”, “Compare” because “Practice Stress and Intonation” which was the fourth activity in “Spotlight on English” is considered as a separate section in “Spotlight on English Book 2”.

In “Listen and repeat”, the content is presented in a table which either emphasises sounds or syllables. If the focus in the first activity is on sounds, in the activity “Identify”,

the learners are asked to identify words containing the targeted sounds; however, if the focus is on stress, the learners are asked to identify the stressed syllable in every word. The “compare” step aims at consolidating what the learners have just studied.

The second section devoted to pronunciation, “Practice stress and intonation”, has the same aim presented earlier in “Spotlight on English”: making the learners aware of the main patterns of intonation, namely, falling and rising intonation.

Furthermore, the specialised terminology related to pronunciation instruction, namely stress, syllable and intonation, are used throughout the textbook but without any explanation.

In “spotlight on English, Book Two”, the pronunciation component is present in all the sequences of the five files in the rubrics “pronunciation and spelling” and “practice stress and intonation” (A total of 60 activities). It also appears in “Discover the Language” (three activities) and “Check” (two activities) in file 1. Accordingly, “Spotlight on English, Book Two” includes **65** pronunciation activities (See Appendix V).

The space dedicated to pronunciation in the different sequences is not the same, but rather varies from a half page to a three quarters of a page. The space devoted to pronunciation includes about ten pages and a half (10.5) and this gives a percentage of **8.53%** of the whole content which consists of 104 pages. It is worth mentioning that the first page of unit one is mistakenly numbered 8 and that the pages devoted to the file previews (five pages) were not taken into account. The same can be said about the grammar reference and the table of contents occupying pages 117-125. The results are presented in Table 4.5.

Pronunciation content in pages	Whole content in pages	Percentage
10.5	104	10.09

Table 4.5.: General Coverage of the Pronunciation Component in “Spotlight on English, Book Two”, 2AM

The percentage of 10.09 clearly emphasises the fact that pronunciation is considered important in teaching/learning English as a FL. Logically speaking, 2AM learners have

already been introduced to pronunciation in the year before, so the content of “Spotlight on English, Book Two” is only a continuation and or consolidation of the content of “Spotlight on English”, bearing in mind that it is difficult to change or improve fossilized pronunciation in later stages.

– **Integration/Relationship with Other Skills**

As mentioned earlier, pronunciation is addressed in the section “listen and speak” through the sub-sections “Pronunciation and Spelling” and “Practice Stress and Intonation”. This implies that pronunciation is not taught as an isolated element but rather, it is integrated with listening and speaking. Pronunciation is also addressed, though only three times, in conjunction with grammar in “Discover the Language” (act 3 p10, act 4 p 15).

– **Medium of Presentation/ Authenticity**

Like in “Spotlight on English”, the analysis shows that all the activities are intended to be presented and modelled by the teacher who may be competent or not or who may also be self-confident in his/her teaching or not. The unavailability of a recorded material influences the teacher negatively in one way or another. The teacher will either make extra effort, spending much time to handle the pronunciation activities appropriately or will teach the component in a wrong way. As regards authenticity, the pronunciation content is written specifically for this textbook.

– **Pronunciation Model**

Because “Spotlight on English, Book Two” follows the principles of “Spotlight on English”, the model of pronunciation that is supposed to be taught is British English.

– **Complements**

A teacher's guide is available as a reference material to be consulted as a complement to the 2AM textbook. It describes the rationale for the methodology of the course and provides guidance on how to use the textbook effectively through suggestions and hints about

techniques, procedures and evaluation. It also includes the keys to activities and tips on specific difficulties that the teacher may encounter.

As far as pronunciation is concerned, the guide highlights the roles to be assumed by the teacher and it provides some recommendations as illustrated below

Your role is very important at this level because your pupils refer to you as their model. You should therefore make sure that they listen and produce correct utterances, making them aware, from the beginning, of the importance of rhythm and intonation patterns to convey meaning.

Do not make your pupils practice sounds with words they don't know and do not teach phonetic symbols this year.

The pupils listen to get a general idea of the stress, rhythm and intonation used in the message. Get the pupils reproduce correctly what they have learned

2AM Teacher's Guide (2005:10-13)

However, in terms of methodology, the guide does not offer sufficient guidance, especially in what concerns the sub-section of stress and intonation. In fact, the guide explains how to deal with the first sub-sections of "Pronunciation and Spelling", namely "Listen and Repeat" and "Identify" of only the first sequence of the first files while no explanation follows the sub-section "Compare" and only the aim behind including the sub-section "Practice Stress and Intonation" is highlighted. Moreover, the guide includes suggestions for testing (44-45), such as:

- You're going to hear **x** words (give a number of words). Tick the final sound you hear in the corresponding box.
- You're going to hear **x** words (give a number of words). Tick the stressed syllable in the corresponding box.

As the examples illustrate, it is fair to conclude that the suggested tests focus on perception. Assessing production or phonetic knowledge or awareness is totally ignored.

– **Detailed Analysis**

– **Pronunciation Foci**

In “Spotlight on English, Book Two”, too, both segmental and suprasegmental elements are included. In order to identify the most frequent foci, the number of occurrences of each focus was examined. Table 4.6. displays the results.

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Vowels	12	13.79	48.28
	consonants	30	34.48	
suprasegmental	Word stress	30	34.48	51.72
	intonation	15	17.24	
Total		87	100	100

Table 4.6.: Pronunciation Focus Areas in Spotlight on English Book Two, 2AM

Table 4.6. indicates that there is a balance between the activities emphasizing segmental elements and those emphasizing suprasegmental ones. “Spotlight on English, Book Two” has the same pronunciation foci encompassed in “Spotlight on English”, namely, vowels, consonants, word stress and intonation.

Segmental elements

Vowels

Vowels are the least frequent elements included in this textbook. The vocalic elements that are included are the following:

- / ɪ / as in city , / eɪ / as in they and / aɪ / as in my. The target here is to show the learners that the letter `y` is pronounced differently as all the words include `y`.
- /aɪ / , /ɪ / both spelled with the letter `i` and /i:/ spelled with `ee`
- / aɪ / with different spellings (buy, like, crying) and / eɪ / with different spellings (obey, fail, same, Thursday)
- / eɪ / with the spelling `a`, `ey`, `ai` and / ɔɪ / with the spelling `oy` and `oi`

The first observation that can be made is that the phonetic symbols are not totally correct and are not presented in a consistent form. For example, the symbol oi is wrongly used for /ɔɪ / and while [ɪ], [eɪ] and [aɪ] are presented between square brackets in sequence 2, file 2, page 32, the sounds / eɪ / and / ɔɪ / are enclosed between slashes in

sequence 2 , file 5, page 101. Another observation is the introduction of only two pure vowels (/ɪ / and /i: /) and three diphthongs (/eɪ / , /aɪ / and /ɔɪ /), bearing in mind that /ɔɪ / is the only new sound introduced in this book because the other ones are presented in “Spotlight on English”. Finally, the main goal underlying the introduction of these elements is to help the learners reduce the inaccurate spelling-pronunciation infelicities.

Consonants

The topic of consonants occurs 30 times in Spotlight on English, Book Two. This makes it one of the two most frequent topics. In the activities on which the focus is on consonants, either the pronunciation of final `s` or `ed` or the sound/symbol relationship is the target. The consonants covered in the textbook are outlined as follows:

- Third person singular `s` pronounced / s / , / z / or / ɪz /
- The `ed` of the past is pronounced / t / , / d / or / ɪd /
- The sounds / θ / or / ð /
- The semi-vowel / j / spelled with the letter `y` in initial position
- The sounds / ʃ / spelled with sh and the sounds / tʃ / and / k / both spelled with the diagraph `ch`
- / dʒ / spelled with the letter `j` and `g` and / g / spelled with the letter `g`
- / k / and / s / both spelled with the letter `c`

As shown in the summary above, consonants in “Spotlight on English, Book Two” are presented like in “Spotlight on English”. This means that the learners are introduced to the aspects that might cause difficulty not only for the Algerian learner particularly but for all foreign learners of English. The intra-lingual and also inter-language difficulties are considered in this part as it is deduced from the examples. For instance, the learners’ attention is drawn to the fact that the same letter or combination of letters may have different sounds. Likewise, the learners are also trained to develop and awareness of the differences between pronunciation of consonants in English and more specifically French as both languages have the same script and needless to say that French is introduced three years before English. For example, in introducing the consonants / dʒ / and / g / , the learners are

made aware of the sound/symbol relationship and they are also trained to eliminate the negative effect of interference from French by pronouncing the letter /dʒ/ and not /ʒ/ as in French.

Suprasegmental elements

Word stress

Word stress is addressed clearly in the section “pronunciation and spelling” where the learners are asked to listen and repeat a list of words with different patterns of stress. The words are presented in a three-column table where the three columns are devoted to words stressed on the first syllable, the second syllable and the third syllable respectively. A striking feature is the introduction of words that are related to the theme of the file and that are used later but with no clear methodology. This means that in most cases, no rule for stress placement is highlighted.

Intonation

Having been introduced to intonation in 1AM, the learners are supposed to have become acquainted with the basic intonation patterns of English. Intonation is presented in the section “practice stress and intonation”. Falling and rising intonation are practised in contexts and in most cases, they are practised simultaneously. Rising intonation is practised through yes / no questions, in statements of surprise and in ordering (e.g Is he fat? Did she like the bike? Would you like this jacket? An apple a day keeps the doctor away! Tea for two!) Falling intonation is practised in statements as the following: Yes, I played the kid/ no, he isn't/ This is the house that jack built/ You are fat and you stand on your hat.

In sum, the pronunciation content in “Spotlight on English, Book Two” is not very different from that of “Spotlight on English”. It emphasises both the segmental and the suprasegmental elements with the consonants and word stress taking the lion’s share. It also addresses some of the pronunciation priorities of Algerian learners of English,

especially the sound/spelling relationship and the elements of stress and intonation. The same remark about sentence stress and rhythm is observed as well: these two important features are not tackled at all.

– **Pronunciation Activities**

The occurrences of the different types of pronunciation activities in relation to the total number of activities, which is **64** activities (See Appendix V), are summarised in Table 4.7.

Type	N	%	Type	N	%
Non-communicative	65	100	Deductive (rule given)	0	0
Pre-communicative	0	0	Inductive (draw the rule)	0	0
Communicative	0	0	Inductive (no rule)	65	100
Perception	-	-	Inductive + rule/hints given	0	0
Production	-	-	Inductive (+noticing)	0	0
Perception+Production	61	93.85	Individual work	64	98.46
Phonological knowledge	04	06.15	Pair/group work	01	01.54

Table 4.7.: Pronunciation Activities in “Spotlight on English, Book Two”, 2AM

Because the results obtained from the analysis of “Spotlight on English, Book Two” are very similar to the ones obtained from “Spotlight on English”, they are presented globally. All the activities included are non-communicative activities while pre-communicative or communicative ones are totally absent. Moreover, except for the four activities which ask the learners to do written activities highlighting phonetic knowledge, all the other activities (93.85%) emphasise both perception and production. Learners in most activities are given opportunities to listen to the focus areas and then to produce or practise them. Like in “Spotlight on English”, both perception and production are addressed in all the activities: “listen and repeat”, “identify”, “compare” and “practice stress and intonation” of the fifteen subsections of “pronunciation and spelling”, which means a total of 60. The other activity is found in the section “practice” on page 15. In addition, pronunciation is taught inductively in all the activities. In fact, neither specific pronunciation terms are explained nor are rules about pronunciation provided. Furthermore, except for one activity (act 5 page 15), all the activities are expected to be

done by the pupils individually. In other words, the textbook does not include any pair/group work pronunciation activities, or activities that are related to the listening practice.

– **Integration/Mobilisation**

Like “Spotlight on English”, the textbook does not include any activities in which the learners are urged to reinvest their phonological knowledge and pronunciation is not mentioned at all in the presentation of projects.

– **Fostering Learner Autonomy**

Like “Spotlight on English”, the textbook does not provide any explicit pronunciation strategies. However, the textbook introduces some pronunciation symbols to highlight the pronunciation of some sounds and also the sound/spelling relationship. In addition, the spelling of the vowel or consonant targeted is highlighted in red in all the examples in the first step “listen and repeat”. Similarly, the stressed syllables are represented in red in the practice of stress in isolated words in the step listen and repeat and also in the section of “practice stress and intonation”. As opposed to “Spotlight on English”, no upward straight arrows are used; rising intonation is marked by upward curvy arrows while falling intonation is marked by downward curvy arrows. This indicates that visual reinforcement is implemented in this textbook.

– **Individualised Instruction**

Because “Spotlight on English, Book Two” is very similar to “Spotlight on English” in terms of structure and organisation, the former includes the same type of activities. This means that there are four types of activities, namely listen and repeat, identify, compare and practice stress and intonation. After having a year instruction in English, 2AM learners, who are aged 12-13, are also young and their level of proficiency is far from pre-intermediate. Therefore, repetition, implied in most activities, is a suitable technique to be used in order to avoid fossilized pronunciation. However, it should have been completed by other

techniques, both traditional and modern, in order to account for the different learning styles. Moreover, the textbook does not account for the learners' strategy since it does not suggest to the teacher to vary his/her teaching strategies according to the type of the learners. Finally, the textbook does not cater for the slow learners as no reinforcement or consolidation activities are included.

– **Assessment**

Like “Spotlight on English”, the textbook does not include a diagnostic test. However, it includes an assessment section, “Check” at the end of each file (See Figure 4.5.), where the students are provided with a set of activities in order to check their acquisitions. Nevertheless, pronunciation is not included in the five check sections, except for one activity focusing on the pronunciation of final –ed in file one. This clearly reveals that the textbook does not provide opportunities to assess the learners' pronunciation on a regular basis and to assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement. Finally, the textbook gives scope for neither self-correction nor peer correction.

4.2.2.3. “Spotlight on English, Book Three”, Third Year Middle School

– **General Descriptive Information**

“Spotlight on English, Book Three” is designed for third year middle school learners, aged 13-14, who have already studied English for two academic years. S.A. ARAB is the general editor of this textbook written by H.AMEZIANE, N.KHOUAS, K. LOUADJ and B.RICHE. It was also published by the O.N.P.S (Office Nationale des Publications Scolaires or the national authority for school publications) in 2005 in Algeria. It comprises 188 pages.

– **Structure and Organisation**

“Spotlight on English, Book Three” has a totally different structure from “Spotlight on English” and “Spotlight on English, Book Two”. It consists of four files following the same structure and organisation. Each file begins by “Project Announcement”, which tells the

learners what project they will realise and how they will do so, followed by “starters”, where the learners are introduced to the theme of the file in a funny way. Then, each file is divided into three sequences, followed themselves by “Snapshots of Culture” and “Overview” which is sub-divided into “Activate your English”, “Do the Exercises and Draw the Rules”, “Project Round-up”, “Where do we stand now”. “Activate your English” is a vocabulary-specific section, where pupils learn to build up their vocabulary. In “do the exercises and draw the rules”, the pupils are given the opportunity to discover how language works. The part about the project is called “Project round-up”. Unlike “Check” in “Spotlight on English” and “Spotlight on English book2”, the pupils in “ where do we stand now”, are asked to assess what they have learnt to say, write and do and what they have not in order to communicate the findings to the teacher . Figure 4.6 displays the general structure of file 1 as an example:

File 1: COMMUNICATIONS	pp 11-45
Preview	/
Project announcement	p 12
Starters	p 13
Sequence 1: Hello Again!	p 14-20
Sequence 2: who is calling please	pp 21-28
Sequence 3: what’s on?	p 29-30
Snapshots of culture	p 37
Overview	pp 38-40
Activate your English	pp 38-39
Do the exercises and draw the rules	pp 40-43
Project round-up	p 44
Where do we stand?	p 45

Figure 4.6.: A Sample File Division in “Spotlight on English, Book Three”, 3AM

With regards to the structure of each sequence, all sequences throughout the four files follow the same pattern. Each sequence is divided into three main sections: “Listen and Speak”, “Read and Write I”, “Read and Write II”. “Listen and speak” begins by listening comprehension activities, followed by “Say it Clear”, “Practice” and “Imagine”. In “Say it Clear”, the focus is attributed to pronunciation; in “Practice”, the pupils are invited to interact

with each other and also to act out dialogues. In “Imagine”, the pupils are provided with pictures and texts from which they can identify cues to be used in role plays that imitate real life situations. Through this section, the pupils use or re-invest the functions, the vocabulary, the pronunciation and the grammar they have learnt previously.

Figure 4.7 represents the detailed file structure of a sequence in “Spotlight on English, Book Three”.

Sequence	Listen and Speak	Warm-up Say it clear Practice Imagine
	Read and Write I	Warm-up Practice Write it out
	Read and Write II	

Figure 4.7.: A Sequence Structure of “Spotlight on English, Book Three”, 3AM

– **Rationale**

It is stated in the section “to the teacher” of “Spotlight on English, Book Three” that the latter “builds on the format of Spotlight on English Book Two”. The approach is competency-based and the method is learner centred. Accordingly, this book also follows the principles of the competency based approach. As stated clearly in the syllabus, the goal for pronunciation instruction is to enable the pupils to interact orally in English with appropriate pronunciation and intonation. Finally, like in the two previous textbooks, the pronunciation component is integrated in the course and not treated as supplemental or optional material.

– **Pronunciation Content**

– **General Analysis**

– **Importance Assigned to Pronunciation**

A noticeable difference between the three textbooks relates to the part which includes the contents of the files. In “Spotlight on English”, it is placed before the files and called “file contents”. In “Spotlight on English, Book Two”, it occupies the last two pages of the book without any title. In “Spotlight on English, Book Three”, it occupies the last pages and it is called “Book Map”. In terms of divisions and elements included, this book map is very similar to that of “Spotlight on English, Book Two” except for two noticeable differences. The first difference concerns the division of functions and notions into two sections. The second difference is related to pronunciation as the section is called pronunciation and intonation. This clearly implies that pronunciation in “Spotlight on English, Book Three” is assigned much importance as compared with the previous textbooks.

The term pronunciation does not figure in the introduction. However, it appears first in the structure of the textbook where the section pronunciation and spelling is highlighted in a sample file and explained. The contents of pronunciation as represented in the book map is very rich and interesting as includes various segmental and suprasegmental elements. Some of these elements such as vowels, stress in two syllable words, silent letters and rising/falling intonation are studied at 1AM and 2AM and other elements such as strong/weak forms of auxiliary verbs, contrastive stress, corrective stress and intonations in exclamations and requests are totally new.

Throughout the four files, the pronunciation component is included in “Say it Clear” in each sequence of a file and also in the sub-section “Rhythm’n Sound” in “do the exercises and draw the rules” (See Figure 4.7.). What is remarkable in this textbook is the fact that a whole page is devoted to pronunciation. In the section “Say it Clear”, and as its name

suggests, the learners are required to do some pronunciation exercises in order to train their tongues and lips to speak correctly, but also meaningfully. In the sub-section “Rhythm’n Sound”, the learners are given opportunities to discover rules about pronunciation themselves. The total number of pronunciation activities is **62** (See Appendix V).

Regarding the use of specialised terminology, the textbook includes a rich one if compared to that of “Spotlight on English” and “Spotlight on English, Book Two”. Taken together, the book map and the content of the files encompass these terms: vowel sounds, consonant sounds, rising intonation, falling intonation, stress, comparative stress, corrective stress, weak and strong forms, rhythm, consonant clusters and digraphs.

Because the pronunciation component is present in all the sequences of the four files and also in the sub-section “Rhythm’n sounds” of the four files and because the space dedicated to pronunciation is a whole page per section, the calculation of the coverage of pronunciation is done easily. The space devoted to pronunciation in “Spotlight on English Book 3” includes 16 pages (four pages in each file). In terms of numbering, this book is also numbered in a wrong way. Accordingly, the number of pages used is not the same one used in the general descriptive information (188 pages). Some of the pages were subtracted from the total number and this makes the total number of pages representing the actual content 153 pages. Accordingly, the percentage of pronunciation content in book three is approximately **10.45 %**. Table 4.16 displays the results.

Pronunciation content in pages	Whole content in pages	Percentage
16	153	10.45

Table 4.8.: General Coverage of the Pronunciation Component in “Spotlight on English, Book Three”, 3AM

Pronunciation in this textbook is assigned much more importance than in the previous textbooks. A percentage of 10.45 reveals that pronunciation is considered very important in teaching/learning English as a FL to 3AM students.

Regarding the sequencing of the different pronunciation elements, the analysis reveals that content is sequenced according to the requirements of the files. It is not from easy to difficult because some difficult elements are presented first. It is not from familiar to unfamiliar because some unfamiliar elements are presented before familiar ones. With regards recycling, some of the elements studied in 1AM and 2AM are consolidated (e.g. vowels, stress in two syllable words, silent letters and rising/falling intonation) and the same applies to some elements of the pronunciation content of 3AM (e.g. stress and intonation).

– Integration/Relationship with Other Skills

“Spotlight on English, Book Three” represents an excellent example which shows how pronunciation can easily be integrated with the listening and the speaking skills through the sub-section “Say it Clear”. There are also examples that shows the integration with grammar (act 2 p30, act 1, 2 p134 , act 2 p 135) and also writing (act 3 p 60, act 2 p 119). On the other hand, “rhythm sounds” in the section “do the exercises and draw the rules” provides practice in pronunciation as an isolated skill.

–Pronunciation Model

The “phonetic symbols” on page 183 and the pronunciation of words as represented by phonetic transcriptions right from the very first pages of the textbook (e.g. in activity 2.a. the words sister and brother are transcribed with no final / r/: /sɪstə / and /brʌðə /) stress the fact that the model that is adopted by the course designers and so recommended for teachers is British English.

– Complements

A teacher's manual is available as a complement to the 3AM textbook. It explains very briefly the rationale of the latter, but describes its structure in detail. It also provides suggestions for its effective use in the classroom, and includes key answers to its activities.

Regarding pronunciation, this teacher's guide does not provide any information about the methodology to be followed, especially in teaching the suprasegmental elements.

– **Pronunciation Medium/Authenticity**

Like in “Spotlight on English” and “Spotlight on English, Book Two”, the analysis shows that all the activities are intended to be presented and modelled by the teacher who is derived from the opportunity to have a recorded material accompanying the textbook. The availability of such important resource would facilitate the teachers’ task in dealing with the pronunciation activities appropriately.

– **Detailed Analysis**

– **Pronunciation Foci**

The general analysis has shown that both segmental and suprasegmental elements are included in “Spotlight on English Book 3”. In order to have a clearer idea about the most frequent foci, the number of occurrences of each focus was examined. Table 4.9. demonstrates the results.

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Vowels	14	14.89	20.21
	Consonants	05	04.32	
Suprasegmental	Word stress	14	14.89	79.79
	Sentence stress	11	11.70	
	Intonation	31	32.98	
	Weak forms	16	17.02	
	Linking	01	01.07	
	Contractions	01	01.07	
	Assimilation	01	01.07	
Total		94	100	100

Table 4.9.: Pronunciation Focus Areas in “Spotlight on English, Book Three”, 3AM

Table 4.9. indicates that the major focus is on the activities emphasizing suprasegmental elements with a percentage of 79.79%. Within these elements, intonation is the most emphasised element with a percentage of 32.98%, followed by weak forms with 17.02% and then word stress and vowels with a percentage of 14.89 each while the least frequent elements are assimilation, linking and contractions with 01.07% each.

Segmental elements

Vowels

In “Spotlight on English, Book Three”, vowels are not given the same importance as in “Spotlight on English, Book Two” because the vocalic elements constitute only 14.89% of the whole pronunciation content, yet the content is still important because different vowels are covered. The vowels presented are the following:

- The vowels / ɪ /, / ʌ /, / i: /, / ə / are presented in the phonetic transcriptions of the words *sister*, *brother*, *niece* and *uncle*. In this activity, the major focus is not on vowels but the teacher is recommended to draw the pupils’ attention to the vowels included in the words and which are highlighted in red. The same sounds are highlighted in an activity involving phonetic script.
- The vowels / ʌ / and / ə / : difference in articulation and examples
- Short / ɪ / and long / i: /: sound/symbol relationship
- Discrimination between / æ / and / ɑ: / - / ɒ / / ɔ: /
- / ɜ: / as in *surf*. - / ɒ / in *was* - / e / as in *less*

The first observation that can be made is that vowels are presented in vowel-specific activities as well as in activities where the focus on vowels is secondary. Most of the phonetic symbols are correct and they are always presented following a consistent form. Another observation is the exclusion of diphthongs. In all the transcribed words, no word contains a diphthong in spite of the fact that diphthongs are included in the phonetic symbols on page 189 and three of them were introduced in “Spotlight on English, Book Two”. This implies that “Spotlight on English, Book Three” is not based on “Spotlight on English, Book Two” with regards to diphthongs.

Consonants

The role of consonants in “Spotlight on English, Book Three” is deemphasised as it covers only 04.32 % of the whole content. In this pronunciation aspect, the focus in general is on silent letters and consonant clusters in addition to the introduction of some phonetic consonantal symbols. This aspect is shown as follows:

- Silent letters in final mb, final gn, initial kn, initial wr, l in the words *could*, *should* and *would*, silent t in some words containing st as in *fasten*
- Two-Consonant clusters: gr, br, fr, sl , ...
- All consonant symbols are introduced throughout the book in the transcribed words of which the aim is two-fold: to familiarise the pupils with phonetic symbols and to help them with the pronunciation of some difficult words.
- Discrimination between / θ / and / ð /. Actually, the focus is on the pronunciation of the digraph th as / θ /, / ð / or / t /.
- Pronunciations of the diagraph ph as / f / of / p /
- Pronunciations of the diagraph gh as / f /, / g / or silent

An important remark about the consonantal aspect is related to the fact that most of the activities are placed in the sub-section “Rhythm`n Sounds” in the section “Do the exercises and draw the rules”. As shown above, the presentation of consonants in “Spotlight on English, Book Three” is very different from that of the two previous textbooks. 3AM pupils are introduced to these problematic aspects in an explicit manner. They are given examples and are asked to discover the rules themselves. In addition, after two years of instruction in English and in pronunciation, 3AM pupils are supposed to be able to handle the phonetic symbols of consonants as this makes the students avoid a lot of mispronounced letters or combinations of consonantal letters.

In general, the content with regards to consonants is almost free from errors. The only instances noticed are from page 160. In act 2 the sounds / f / and / g / are represented between slashes. However in the subsequent activity, the sound / θ / and / ð / are not enclosed between brackets. In addition, the consonant diagraph is highlighted in red in activity 1, but the diagraph gh in activity 2 and diagraph th in activity 3 are not highlighted. The other error figures in activity 2 on the same page because it is stated / θ /, / ð / or silent while the correct option is / t /. Moreover, it is sufficient for 3AM pupils to know that “th” is pronounced in most cases either / θ / or / ð / and in a few examples as / t /. The inclusion of words as *breathe* and *breath* in order to deduce the second rule is not important at all for the same reason

presented in the previous sentence and for the fact that there are few words pertaining to the rule. Both the original exercise and a suggested version are provided below:

Listen to the words in the box and write them in the table according to the pronunciation of “th”.

Thermometer	Thames			
Thailand	to breathe(verb)			
Thanks	breath (noun)	teeth		
mouth	thin			
		th	th	silent

Now complete the rule.

A the consonant “th” is usually pronounced / .../ or / .../ . Sometimes it is

B the consonant “th” is usually pronounced /.../ at the end of nouns but it is pronounced

/.../ at the end of verbs. For example:

Act 3 p 160 in Spotlight on English, Book Three (Original Version)

Listen to the words in the box and write them in the table according to the pronunciation of “th”.

Thermometer	Thames			
Thailand	this	that		
Thanks	teeth			
mouth	thin			
		/θ /	/ð /	/ t /

Now complete the rule.

The consonant “th” is usually pronounced / .../ or / .../. In some words, it is .pronounced /.../

Act 3 p 160 Spotlight on English Book Three (Suggested Version)

Suprasegmental elements

Word stress

Unlike “Spotlight on English” and “Spotlight on English, Book Three”, “Spotlight on English, Book Three”, makes the difference between word stress and sentence stress clear. Word stress is covered in different ways. In some activities, the focus is on the placement of stress in two or three syllable words of which a specific pattern is addressed. In other activities, stress is given a primary focus when learners are asked to repeat paying attention

to stress with no specific pattern or it is given a secondary importance when it is highlighted in red in many words throughout the book. In few activities, a rule is given.

The different activities including stress explicitly or implicitly treat the following points:

1. Stress in word-class pairs: verbs and nouns (increase)
2. Stress on the first, second or third syllables (no fixed patterns)
3. Stress in two-syllable words (Monday, headache...)
4. Stressed comparative word `less ` compared with unstressed suffix-less in adjectives and also unstressed –ful.
5. Stress in adjectives ending in many different endings implying stress placement in complex words where stress is on the syllable before the suffix, the second syllable before the suffix,

Overall, word stress is assigned an important role in this textbook through the different activities to be dealt with in class and also through the highlighted stressed syllables which provide the pupils with the ability to practise out of class.

Sentence stress

Sentence stress is addressed as follows:

- Listening and identifying the words stressed in utterances
- Responding to a partner and correcting him by marking the stress
- Acting out dialogues with the right sentence stress

In addition to these activities, of which the main focus is on sentence stress, there are other activities (act 2 page 15 and act 1 page 30) where attention is given to sentence stress by highlighting the stressed words in red in the sentences.

Intonation

Intonation is the most frequently occurring aspect with a percentage of 31.37%. Intonation is first highlighted in the book map as it figures in parallel with the term pronunciation. After two years of instruction in English intonation, 3AM pupils are supposed to have grasped the basic intonation patterns of English. Intonation is presented in the section “say it clear” in every sequence of a file. However, it is not referred to in the section “rhythm`n sounds”. Both Rising and falling intonation are practised in consolidation

activities and also in activities presenting new forms according to the function or functions presented in the files. The detailed content of intonation is presented as follows:

- Consolidation of intonation used in primary functions :greetings, introducing
- Consolidation of rising intonation in yes/no questions
- Consolidation of falling intonation in statements
- Intonation in wh questions
- Intonation in requests
- Intonation in short answers
- Intonation in sentences containing weak forms
- Intonation in verbal questions and wh questions with comparatives and superlatives
- Intonation in exclamations

In “Spotlight on English, Book Three”, intonation is practised in contexts and in most cases, the pupils are asked to identify the pattern of intonation in question and then to act out dialogues in pairs or in small groups.

Weak/strong forms

The strong and weak forms are prioritised with a percentage of 17.02. More specifically, the activities deal with

- Strong and weak forms of can (both perception and production)
- Strong and weak forms of do (both perception and production)
- Strong and weak form of prepositions (both perception and production)
- Strong /weak forms of have (both perception and production)
- Strong/weak forms of was/were (both perception and production)

A striking feature is that the activities do not focus only on the perception of the weak forms but also on their production. As discussed earlier, it is sufficient for EFL learners to have an awareness of the weak forms in connected speech for comprehension purposes.

Other aspects of Connected Speech

In act 1 page 140, where the focus is on linking /r/, the students are asked to listen to the pronunciation of the word *more* in dialogues and to say when they hear /m ɔ:/ and when they hear /m ɔ:r/. The feature of Contractions is addressed in act 1 page 120: the students are asked to read the dialogues and identify the correct sentences or questions (with full forms

or contractions). Assimilation, or more specifically, yod coalescence is treated in act 1 page 30 through introducing the pronunciation of *do you* as /dʒə /.

– **Pronunciation Activities**

Table 4.10 summarises the results of the different types of pronunciation activities. It is worth to mention that the percentages are calculated in relation to the total number of activities, which is **62**.

Type	N	%	Type	N	%
Non-communicative	54	87.10	Deductive (rule given)	01	01.61
Pre-communicative	08	12.90	Inductive (draw the rule)	10	16.13
Communicative	0	0	Inductive (no rule)	51	82.26
Perception	22	35.49	Inductive +rule/hints given	0	0
Production	32	51.61	Inductive (+noticing)	0	0
Perception+Production	-	-	Individual work	35	56.45
Phonetic knowledge	08	12.90	Pair/group work	27	43.55

Table 4.10.: Pronunciation Activities in “Spotlight on English, Book Three”, 3AM

- **Communicative Practice**

As shown in Table 4.10, the textbook includes eight (12.90%) pre-communicative activities and 54 (87.10%) non-communicative activities, a fact which makes this book different from the two previous textbooks. This implies that the textbook writers are aware of the importance of teaching pronunciation communicatively despite the predominance of the non-communicative activities which generally give the learners the opportunity to perceive, discriminate or produce features correctly or raise their awareness of specific or problematic ones.

- **Perception/Production**

The analysis reveals that both perception and production are addressed in the pronunciation activities; nevertheless, the focus is much more on the production activities (51.61 % Vs 35.49%). In almost all the sections of “Say it Clear”, only the first activity from three or four activities involve perception. In all the remaining activities (12.90%), the pupils are required either to do written phonetic knowledge/awareness activities.

- **Deductive Versus Inductive Approach**

As shown in Table 4.10., pronunciations is mostly taught inductively where no rules are worked out (82.26%). What is remarkable in this textbook is the adoption of a rule-discovery approach where rules are not directly given but rather inferred from the examples. In 16.13% of the activities, the students are led to discover the rules themselves. There is only one instance (act 3 p 22) where the students are provided with a hint about intonation in requests before doing the activity. Moreover, some specialised terminology is explained, for example, the term cluster is defined in a simplified form as

“In English, I can pronounce some consonants put together even if there is no vowel between them. This is called a “cluster”. Act 2 Page 119

- **Individual Versus Pair/Group Work**

The analysis reveals that unlike the first two textbooks, “Spotlight on English, Book Three” includes 27 pair/group work activities representing 43.55% while 35 activities (56.45%) are meant to be carried out by each student alone.

- **Integration/ Mobilisation**

The analysis also reveals that there are no activities in which the learners are urged to reinvest their phonological knowledge despite the fact that there are many instances in the textbook where investment of previously taught pronunciation elements would be possible (see 7.4.1. for examples).

- **Fostering Learner Autonomy**

The textbook does not provide any explicit pronunciation strategies. In addition, the inclusion of phonetic transcription is noted. The IPA symbols makes an occasional appearance in random activities which include some difficult words or in cases where it is important for the learners to know how to pronounce a word. By the time the book is finished, the pupils should be quite familiar with all phonetic symbols of consonantal phonemes and some vowels.

Moreover, the elements that are consistently highlighted throughout the textbook include stress and intonation. Stressed syllables are highlighted in red either in single words or to show sentence stress. In an activity about stress on page 79, the difference between stressed and unstressed syllables is shown by means of a scale. As in “Spotlight on English, Book Two”, rising intonation is marked by upward curvy arrows while falling intonation is marked by downward curvy arrows. So, the textbook provides a good opportunity for the students to revise and improve their pronunciation if they take the advantage of visual reinforcement into account.

– **Individualised Instruction**

Unlike “Spotlight on English” and “Spotlight on English, Book Two” which both include the same patterns of the pronunciation activities, “Spotlight on English, Book Three” includes a variety of activities and they are not the same in all the sequences and the files. The analysis has revealed different types: there are oral as well as written activities, there are individual, pair work and group work activities. The various types are summarised according to how they are instructed as follows:

1. Listen and answer the question or listen and do the exercise. (discrimination/identification tasks)
2. Act out the dialogue(mere representation of the presented dialogue(s)
3. Act out the dialogue(s) with modification (e.g replace horror films by)
4. Act out the dialogue(s) constructed by the pupils themselves
5. Do the exercise and draw the rules

These types further support the claim that the production activities are overemphasised over the perception activities. The analysis has also shown that the pronunciation content, be it segmental or suprasegmental, is contextualised in most cases.

Concerning whether the textbook is compatible with individualised instruction, the results reveal that it neither accounts for the learners’ strategy nor caters for the slow learners.

– Assessment

The textbook does not include a diagnostic test, so it is up to the teachers to construct and conduct a diagnostic test or not. As for whether the textbook offers opportunities to assess the learners' pronunciation on a regular basis and to assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement, the analysis revealed that this issue is not accounted for at all. In “test yourself”, the first sub-section of “where do we stand now”, which aims to engage the students in self-assessment through a series of activities, no single pronunciation activity is included. The same can be said about the second sub section, consisting of a self-assessment questionnaire, where the students are asked to rate their performance as not good (-), well (+) or very good (++). All the items included are communicative functions to be accomplished by the end of the file. Other objectives relating to pronunciation performance could have been integrated easily to make the implementation of the assessment criterion possible. Finally, no reference is made to self-correction and peer correction.

4.2.2.4. “On the Move”, Fourth Year Middle School

– General Descriptive Information

“On the Move” is the official textbook designed for 4AM learners, aged 14-15 by S.A. Arab and B. Riche. It has been published in 2006/2007 by the National Authority for School Publications (Office National des Publications Scolaires or O.N.P.S). It consists of 192 pages.

– Structure and Organisation

“On the Move”, which substantiates the English syllabus as laid down by the ministry of education in 2005, begins with contents, followed by “to the student” and “to the teacher” sections in which the authors of the textbook address the students and then the teachers and the book map, where the detailed content of the files is presented in a table. The body of the

textbook consists of six teaching files. At the end of the textbook are the sections “listening scripts”, “grammar reference”, “phonetic symbols”.

As stated in “To the Teacher” of the textbook, “on the move” takes up from Spotlight on English Book Three while developing features of its own” (Arab and Riche, 2006: VIII). One of these features is the division between the two phases of the learning/teaching process: the receptive phase in the section named “Language Learning” and the productive phase in the section “skills Building”.

“On the Move” comprises six files: It’s my Treat, You can Do it, Great Expectations, Then and Now, Dreams, Dreams and Fact and Fiction. This textbook has a totally different structure from that of the previous textbooks. As stated in “To the Teacher” of the textbook, “On the Move” takes up from Spotlight on English Book Three while developing features of its own” (Arab and Riche, 2006: VIII). One of these features is the division between the two phases of the learning/teaching process: the receptive phase in the section named “Language Learning” and the productive phase in the section “skills Building”.

Each file opens with “food for thought” where the learners are provided with two contrasted pictures that warm them up to the theme and content of the file. Then, each file is divided, as aforementioned, into two main sections: language learning and skills building. The former is divided into three main subsections, namely listen and consider, read and consider and words and sounds while the latter includes research and report, listening and speaking and reading and writing. Each file also includes a transitional subsection referred to as “take a break” where the learners are given the opportunity to relax and play games and ends with “project round-up, where do we stand now?” and time for.... Figure 4.8. demonstrates the general structure of file 1 as an example:

File 1: It's my Treat	pp 17-40
Preview	/
Food for Thought	p 17
Language learning	
- Listen and consider	pp 18-20
- Read and consider	p 21-23
- Words and Sounds	pp 24-25
Take a break	p 26
Skills building	
- Reserach and report	pp 27-28
- Listening and speaking	pp 29-31
- Reading and writing	pp 32-34
project round-up	p 35
Where do we stand now?	pp 36-39
Time for ...	p 40

Figure 4.8.: A Sample File Division in “On the Move”, 4AM

–Rationale

Like the first three textbooks, “On the Move” is compiled following the competency-based approach. The goal for pronunciation instruction is implied in one of the three competencies to be developed by learners, namely, to interact orally in English. Finally, the pronunciation component is integrated in the course in all the files as an obligatory element.

–Pronunciation Content

–General Analysis

–Importance of Pronunciation

In “On the move”, the term pronunciation appears first in “to the student” where the authors of the textbook provide an explanation of how the textbook is structured to help the students find their way into its pages. More specifically, it is clearly explained to the students that when they see “words and sounds” section, they “will acquire new vocabulary related to the topic of the file, practice word formation as well as pronunciation, stress and intonation” (Arab and Riche, 2005: v).

In the table of file contents, referred to as “Book Map” in this textbook and presented just before file one, a column is devoted to the sound system. The other columns are devoted

to “functions”, “grammar”, “vocabulary”, “listening”, “speaking”, “reading”, “writing” and “social skills”. The pronunciation content (see Appendix IV) is quite rich as different pronunciation features including vowels, diphthongs, triphthongs, clusters, silent letters, stress, intonation and strong and weak forms are present. In addition, it is noticed that only the phonetic symbols of some vowels are introduced and enclosed between slashes.

Furthermore, the pronunciation content is also included in “Preview” sections at the beginning of each file under the heading “words and sounds”. It is expected that the same content in the book map would appear in the previews; nevertheless, it is found that the content is exactly the same for only files 2 and 3: Pronunciation of suffix –ed is excluded in file 1, the element of triphthongs is replaced by stress shift in file 4, short form of **would** is added in file 5 and weak and strong forms of auxiliary **to be** are excluded from file 6. It is worth mentioning that a thorough examination of the pronunciation tasks in the files revealed that neither triphthongs nor stress shift are addressed in file 4 but two other features, namely, pronunciation of **used to** and rhyme and that there is no pronunciation activity which focuses on short form of **would** in file 5.

As far as the presentation of pronunciation throughout the files, the pronunciation component appears in the section called “words and sounds” of each file, in the section “where do we stand now” of most files and also in the section listen and consider and read and consider and listening and speaking of some files (see Figure 4.8.). The analysis revealed that there are **58** pronunciation activities (see Appendix V).

Concerning the space devoted to pronunciation activities, the analysis revealed that the section “words and sounds” occupies two pages in file 1 and file 3 and one page in each of the remaining files, where more space is devoted to pronunciation practice than to word formation. As aforementioned, other sections also include pronunciation tasks that differ in their length. On the whole, pronunciation practice in “On the Move” covers about 14

pages and this gives a percentage of **11.29%** of the whole content of the files reduced to 154 pages. It is worth mentioning the textbook is numbered in a wrong way: the pages 1-16 do not figure in the textbook. It is also worth to mention that the grammar reference occupying pages 176-190 and the pages devoted to the phonetic alphabet (191) and acknowledgement (page 192) were not counted. In addition, the pages devoted to “preview” at the beginning of each file were not considered, too. The results are presented in Table 4.11.

Pronunciation content in pages	Whole content in pages	Percentage
14	154	09.09

Table 4.11.: General Coverage of the Pronunciation Component in “On the Move”, 4AM

The percentage of 09.09 clearly emphasises the fact that the role of pronunciation is considered important in teaching/learning English as a FL for 4AM students.

– Integration and Relationship with Other Skills

In “On the Move”, pronunciation is addressed mainly in the section “words and sounds”, which constitutes a separate section, independent of the other skills. This means that pronunciation in this section is integrated with morphology only. Moreover, as mentioned above, pronunciation is also addressed in other activities belonging to other section, which implies that pronunciation is also integrated with listening, speaking and grammar (e.g. act 2 p 18, act 2 p 20, act 2 p 31 , act 2 p20 , act 1 p 43).

–Medium of Presentation/Authenticity

The analysis reveals that all the activities, except for one (act 4 p 83), are intended to be presented and modelled by the teacher. Unfortunately, the textbook is not accompanied by a recorded material. In the activity mentioned above, the students are asked to check their answers to the previous exercise by listening to the teacher or by playing the tape of the song. This implies that they can benefit from listening to authentic English spoken by native speakers only if the teacher spends time and effort in trying to bring the tape or CD

of the song. Finally, the pronunciation content in all the remaining activities is not authentic but rather written specifically for this textbook.

–Pronunciation Model

The phonetic symbols presented on page 191 and also the transcription of words throughout the activities (e.g. /kʊkə/, /fɔ:k/ and /tɜ:nɪp/ in act 3 p 24) are a clear indication that the model of pronunciation that is supposed to be taught is British English. Logically speaking, the same model should be adopted in teaching English pronunciation over the different grades of middle school education.

– Complements

4AM teachers are provided by a teacher's book. It provides a detailed description of the different sections and rubrics of a file, suggestions on how to deal with most of the activities included in the textbook and a key to the activities. Furthermore, it includes a sample entry assessment test to 4AM, a revision test for every two files and an exit test. In these tests, pronunciation activities are present.

In the guide, the guide's authors make it clear that pronunciation/intonation should be addressed in listen and consider and in listening and speaking sections. In describing the procedure for "listen and consider", raising awareness about pronunciation and structure that characterise the grammar item under consideration is highlighted as one of the three aims of the section. In explaining what "listening and speaking" section involves, it is clearly stated that "naturally, proper intonation and grammar usage come into play at this stage as well" (4AM Teacher's Guide, 2006: 74).

As regards guidance about pronunciation activities, the guide explains the purpose of each activity (e.g. , the purpose of this activity is to make the students aware that intonation is important to convey meaning in English) provides the teacher with some theoretical information, tips and suggestions (e.g. please remember that in connected speech, the /d/

inflection of the adjective cooked in cooked food is pronounced as / id/) for teaching some activities and includes the key for the activities. A striking feature is drawing attention to pronunciation in activities where the focus is on communication or on any other language skill or aspect (e.g.1 act 1 p21 in the rubric “before you read” in “read and consider”, the teacher is asked to “write the example from the textbook on the board and model the pronunciation for the two types of tag questions [and] to ask the students which intonation pattern they will use in the activity to ask real questions” page 90 / e.g.2 in the activity write it up page 31 which aims to make the students write a note describing an Algerian dish to an American friend of theirs, the teacher is asked to make the students read their short notes and check whether the students pronounce the verb inflection –ed correctly). This is another indication that pronunciation is considered important and should constantly be integrated with other language skills.

On the whole, despite of the fact that the guide emphasises the importance of pronunciation and shows many ways in which pronunciation can be integrated in a language course, it does not seem to be very helpful with regards to the methodological procedures to be followed in teaching the different pronunciation features.

–Detailed Analysis

–Pronunciation Foci

Table 4.12. displays the frequency of each pronunciation focus in “On the Move”.

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Vowels	12	19.35	43.55
	Consonants	05	08.07	
	rhyme	03	04.84	
	Silent letters	07	11.29	
Suprasegmental	Word stress	07	11.29	56.45
	Sentence stress	01	01.61	
	intonation	23	37.10	
	Strong/Weak forms	03	04.84	
	assimilation	01	01.61	
Total		62	100	100

Table 4.12.: Pronunciation Focus Areas in “On the Move”, 4AM

As shown in Table 4.12., the activities emphasizing suprasegmental elements (56.45%) outnumber the ones emphasising segmental ones (43.55%). While the most frequent feature in “On the move” is intonation (23 occurrences, representing 37.10%), followed by vowels (12 occurrences, representing 19.35%), the least frequent elements include sentence stress and assimilation (each occurs only once, representing 01.61%).

Segmental elements

Vowels

“On the Move” treats the following vowels:

- /ɪ/ and /i:/. The aim is to make the learners aware of the difference between these two sounds.
- /ɪ/ and /e:/. The aim is to make the learners aware of the difference between these two sounds.
- /ɒ /-/ ɔ: /-/ ɜ: /-/ ɑ: /- /u: /-/ ʊ /-/ æ /: discriminating different vowels
- All Diphthongs /eɪ /-/ ɔɪ /-/aɪ /- /aʊ /-/əʊ /-/ɪə /- /ʊə / and /eə /

It is noticed that two vowel contrasts, that are liable to cause problems to Algerian learners as expressed by the authors of the teacher’s guide, are introduced: /ɪ / and / i: / and /ɪ/ and /e / in addition to seven pure vowels and the eight diphthongs. In dealing with these elements, the sound/spelling relationship is also highlighted to help the learners avoid spelling-induced pronunciations that characterise the speech of many Algerian learners.

Consonants

The topic of consonants cover the following:

- The `ed` of the past is pronounced / t /, / d / or / Id /
- Consonant clusters

In the activities where the focus is on consonants, either the pronunciation of inflectional –ed ending or the consonant clusters are practised. Other consonants could have been introduced or recycled, especially the ones with symbols that are different from the Latin script such as / ð / and / θ / to help the learners read the phonetic transcriptions of words and to use them to mark the pronunciation of difficult words for revision.

Silent letters

Dealing with silent letters makes the learners aware of the discrepancies between pronunciation and spelling. The words containing silent letters are the following:

*Cooker, fruit, parsley, fork, **knife**, turnip, hamburger, yoghurt, spaghetti, yolk, salmon, salt, stomach, lamb, doughnut, wheat, light, calf, autumn*

It has been noticed that the most common silent letters include r in final position or before a consonant, k before n, h after w, b after m... It is also noticed that some words such as *salt* and *stomach* should not have been included in the activity.

Rhyme

The three activities focusing on rhyme are found in “Reading and Writing” section. In act 2p82, the students are asked to read the lyrics of a song and underline the words that rhyme, then in act 3 p 83, the students are provided with a prose passage and required to find the words which rhyme and then transform the passage into song by writing verses and finally in act 4p 83, they are asked to listen and check their answers in the previous activity. These two activities are outstanding examples illustrating how pronunciation can be easily integrated with reading and writing.

Suprasegmental elements

Word stress

Word stress occurs seven times. It is practiced in

- Prefix words: the aim is to show that the addition of a prefix does not affect stress placement
- Word-class pairs: the aim is to show that the same word can function as a noun with stress on the first syllable or as verb with stress on the second.
- Words ending in –ion: the aim is to show that stress falls on the syllable before –ion

Sentence stress

Sentence stress is addressed in only activity 3p 54. In the latter, the students are asked to listen to the teacher and say which word is stressed most in the speech bubbles. Sentence stress should have been included in many other activities throughout the textbook.

Intonation

The most frequent aspect in “On the Move” is intonation. It is practiced in

- Tag questions asking for agreement and tag questions asking real questions
- Requests
- Asking for permission/ giving permission/ refusing permission
- Wh questions (consolidation)
- Tones expressing different functions such as threat, warning, prediction, offer...

The fact that intonation is addressed in a big number of activities clearly reveals that the students are provided with sufficient practice regarding this topic. A striking feature of the intonation content is that most of the activities focus on rising and falling intonation in tag questions in file one.

Weak/Strong forms

The strong and weak forms, addressed in only 04.84% of the pronunciation content focus on

- Strong and weak forms of *can* (only perception)
- Strong and weak forms of *was*, *were*, *wasn't*, *weren't* (only perception)
- Strong and weak form of *do*, *have*, *can* (only perception)

This finding reveals that the incorporation of this aspect is in line with the recommendations offered by pronunciation specialists: EFL learners must learn to perceive these forms for comprehension purposes rather than to produce them. However, it must be noted that the students require more activities dealing with other function words

Assimilation

Assimilation occurs only once (01.61%). In act 2 p 92, the students are asked to listen to the teacher and note the pronunciation of “used to”. It is worth to mention that assimilation has been introduced to the students in the previous grade only once and at this level, they could have been introduced to more activities.

In sum, “On the Move” incorporates both the segmental and the suprasegmental elements. While intonation takes the lion’s share, other important elements that are important for Algerian learners, including sentence stress, rhythm and aspects of connected speech are not addressed sufficiently.

– Pronunciation Activities

The frequency of the occurrence of the different types of pronunciation activities are summarised in Table below. It must be noted that the percentages are calculated in relation to the total number of activities, which is **58** (See Appendix V).

Type	N	%	Type	N	%
Non-communicative	53	91.39	Deductive (rule/hints given)	0	0
Pre-communicative	04	06.89	Inductive (draw the rule)	0	0
Communicative	01	01.72	Inductive (no rule)	54	93.11
Perception	21	36.21	Inductive + rule/hints given	01	01.72
Production	15	25.86	Inductive (+noticing)	03	05.17
Perception+Production	0	0	Individual work	49	84.48
Phonetic knowledge	22	37.93	Pair/group work	09	15.52

Table 4.13.: Pronunciation Activities in “On the Move”, 4AM

- **Communicative Practice**

As Table 4.13. reveals, most of the pronunciation activities included in “On the Move” are non-communicative activities (91.39%). Moreover, there are four pre-communicative

activities (06.89%) where the learners are guided to construct dialogues themselves and to act them out or to play a game. The textbook includes only one communicative activity (act 2 p 20) where the students are left free to construct dialogues themselves using sentences with tag questions and then to act them out. So, “On the Move” shares the feature of trying to teach pronunciation communicatively, though in a limited way, with “Spotlight on English, Book Three”.

- **Perception/Production**

The analysis reveals that both production activities are not as emphasised as perception activities and other ones where neither perception nor production are the target but rather the awareness of phonological knowledge. More specifically, while production is emphasised in 25.86% of the activities, perception and phonetic knowledge are highlighted in 36.21% and 37.93% of the activities, respectively. It is worth mentioning that most of the activities which targets neither production nor perception are found in the sections “Where do we stand now” meant to assess the students’ achievements.

- **Deductive Versus Inductive Approach**

Table 4.13. also reveals that pronunciation is taught inductively in all the activities. In most activities (93.11%), it is expected that the students deduce the phonological points from the examples as they are neither explicitly led to notice and to deduce the rule nor are specific pronunciation terms are explained. In three activities (05.17%), the students’ attention is focused on noticing some phonological phenomena but without asking them to draw the rules. Still, in one activity (act 3 p 153), after the students are provided with the opportunity to listen to the teacher and mark intonation at the end of questions expressing surprise, they are provided with useful information in the coping window (p 154) that follows the activity:

Coping...

When we take part in a conversation, we listen and react to what other speakers say. To respond sympathetically, we use the following strategies:

1. Show interest in the conversation by asking questions with rising intonation.
Example: A. I went to Belgium. B. **Did you? Is that so?**
2. Show surprise if your interlocutor says something you didn't expect.
Example: A. my uncle lived in America. B. **where did he live? Where did you say he lived?**
3. Re-assure people if they are in embarrassing situation
Example: A. I'm sorry. I broke your ruler
 B. that's ok. **Don't worry it is an old one.**
4. Re-assure people if they lose self-control (in anger, because of fear...)
Example: A. Ouch, it hurts, it hurts! B. **Calm down. Take it easy...**
5. Share the pleasure and the pain of your interlocutors.
Example: A. I have passed my final exam. B. **That's great/ fantastic/ super!**
 A. I have been fired from job. B. **What a pity!**

Figure 4.9.: a Sample Coping Window in “On the Move”, 4AM

It is worth to mention that the coping windows included in “Listening and Speaking” and “Reading and Writing” are meant to help the students to help the students acquire a good command of the language, strategies and social skills as well.

- **Individual Versus Pair/Group Work**

As shown in Table 4.13., the majority of the activities (84.48%) are individual activities whereas a few of them representing (15.52%) are reserved for pair work activities. However, in most of them, the students are not given a real chance to benefit from one another as they are asked to merely act out a dialogue previously presented or modelled by the teacher.

–Integration/Mobilisation

“On the Move” does not include any activities in which the learners are urged to reinvest their phonological knowledge. It is noticed that in the activities in which the learners are asked to pay attention to the pronunciation of some elements in other sections where the main focus is not on pronunciation, new features are addressed. Then, the goal is teaching by drawing the students' attention to some features rather than investment or mobilisation of previously learnt elements in more communicative situations. Nevertheless, in the

teacher's guide there are some instances which are a clear evidence that the principle of investment/mobilisation is highlighted in the authors' views. For example, it is suggested to the teacher to pay attention to the intonation patterns dealt with earlier in act 4 p 68.

Finally, the best place to reinvest the students' acquisition of a file of previous files is during the presentation of projects. Unfortunately, there is no reference about whether the projects should be presented orally or not.

–Fostering Learner Autonomy

“On the Move” does not include any explicit pronunciation strategies: it does not ask them to use the dictionaries to check the pronunciation of difficult words and it does not refer them to the phonetic alphabet on the last page of the book. Nevertheless, the textbook introduces some phonetic symbols, some phonetic transcriptions of some difficult words, and the strong/weak forms of function words and provides phonetic training as well. It can be inferred that the students are expected to help themselves pronouncing the words correctly or checking the pronunciation of difficult words. As far as visual reinforcement is concerned, the textbook does not make use of any marks that might help the students with the stress and intonation of sentences except in the activities where the students themselves are required to mark them.

–Individualised Instruction

Like “Spotlight on English, Book Three”, “On the Move” includes different types of activities which are categorised as follows:

1. Written activities (no oral production) includes two sub-categories: discrimination/identification tasks, in which the students are required to listen and to do a written activity (e.g. listen and mark, listen and underline, listen and classify, listen and note how a certain feature is pronounced, listen and choose the right pronunciation) and phonetic knowledge/awareness written activities, where the students are neither required to listen nor to practise orally, but rather to demonstrate their ability to apply phonetic knowledge (e.g. complete with falling/rising

intonation, mark the intonation, cross out the silent letters, find words that start with the following consonant clusters, find the words that rhyme, arrange the words according to diphthongs).

2. Listen and draw the rule or do the activity and draw the rule. It has to be noted here that these activities are considered as a separate category because a whole section in the each file is dedicated to them and the approach used is different from the other activities.
3. Written activities with phonetic symbols/transcription: transcribe and mark stress, complete the phonetic transcription
4. Activities involving reading aloud or repetition of a word or a sentence: read the sentences aloud/ repeat the words
5. Pair work activities: act /play out the presented dialogue, practise, take turns to ask and answer questions.
6. Pair work activities: play out the dialogue constructed by the pupils themselves (guided).

These different activities also indicate that the traditional techniques such as listen and repeat, phonetic training, discrimination/identification tasks and phonetic ear are emphasised at the expense of modern techniques, necessary to make pronunciation instruction more motivating and rewarding.

The analysis also reveals the absence of any hints or suggestions to implement individualised instruction: the textbook offers neither consolidation /reinforcement activities nor recommendations on how to account for the learners' strategy and how to cater for the slow learners.

–Assessment

As aforementioned, the teacher's guide accompanying "On the Move" includes a diagnostic test, in which a pronunciation activity is present. In this activity which is marked out of 5 from a total of 100, the students are given five lines of words, each containing four

words. The students are required to identify the three words containing silent letters in each line and to cross them out.

The sub-section “progress check” in the assessment section “where do we stand now” provides an opportunity to assess the students’ pronunciation through the following nine activities:

- Act 5 p 36: Mark the intonation on the question tags with appropriate arrows
- Act 1 p 37: Cross out the letter which you don’t pronounce in each of the following words.
- Act 2 p37: Complete the phonetic transcriptions below with a short /ɪ / or /i:/
- Act C p 62: Mark the main stress on the new words (prefix words)
- Act 1.A p 86: Read aloud the underlined sentences and mark the intonation with an arrow.
- Act 1.C p 86: Find four words (in the conversation) which end with consonant clusters
- Act 1.E p 86: find words in the text which contain the following vowel sounds
/ ʊ / / u:/ / ɑ: / / æ /
- Act 2 p 137: mark the intonation on the word yes with an arrow in the dialogue below and say what it expresses. The scene takes place in a big department store.
- Act 2 p 160: say aloud dialogues 1 and 2 below and mark the intonation at the end of the questions with appropriate arrows.

An examination of these activities shows the textbook authors give importance to the pronunciation component in the “progress check”. This fact is further supported by the total number of marks dedicated to pronunciation activities, which counts 14 and also represents 14% of the total marks (100 points: 20 for each “progress check”). Even though the activities are varied and some are interesting, such as the last task, which is a very good example of testing pronunciation in a meaningful communicative way, this assessment is still inadequate for two main reasons: it ignores some important pronunciation points dealt with in the files and it needs to be supported by more tasks where the students pronunciation competency and not phonetic knowledge is assessed.

In the second sub-section, referred to as “learning log”, the students are provided with a questionnaire to fill in and to hand a copy of it to the teacher, who is required to plan

remedies for the objectives not acquired by the students. As mentioned earlier, the questionnaires includes can-do statements focusing on the main objectives of the files. The analysis has shown that there are 100 statements, of which 13 (representing 13%) are concerned with pronunciation features, such as the following: I can use appropriate intonation in tag questions, I can pronounce words containing silent letters, I can pronounce words containing the vowel sounds /i/ and /i:/, I can use appropriate stress in words starting with prefixes, I can distinguish intonation patterns in questions and statements. More specifically, pronunciation is present in the learning logs of file 1 (3/16), File 2 (1/16), file 3 (3/13), file 4 (1/18), file 5 (2/20) and file 6 (3/17). On the whole, this finding is a clear indication that the principle of self-assessment in pronunciation is implemented appropriately: the focus is on the learners performance and not knowledge. However, it is worth mentioning that some pronunciations features are marginalised. Finally, no suggestions are concerned with self-correction nor with peer correction.

4.2.3. Analysis of the Component of Pronunciation in the Secondary School Textbooks

The textbooks included in the analysis in this section are “At the Crossroads”, “Getting Through” and “New Prospects”.

4.2.3.1. “At the Crossroads”, First Year Secondary School

– General Descriptive Information

Published in 2005/2006 by the National Authority for School Publications (Office National des Publications Scolaires or O.N.P.S), “At the Crossroads” is the official textbook designed for 1AS learners, aged 15-16 by S.A. ARAB (General Editor), B. RICHE, H. AMEZIANE, H. HAMI and K. LAOUADJ. It consists of 164 pages.

–Structure and Organisation

The front pages of “At the Crossroads” include “Contents”, “Map of the Book”, “To the Teacher”, “To the Student” and “Phonetic Symbols”. While the main teaching content of the

textbook consists of five units, the last pages are devoted to the listening scripts of the five files.

“At the Crossroads” is divided into five teaching units that share the same outline. Each unit contains four sequences and three sections. The first sequence, “listening and speaking”, comprises four rubrics: “Anticipate” in which the students are encouraged to anticipate before listening, “listen and check” which aims at improving the students listening comprehension and their ability to recognise the sounds of English, “say it clear” which trains the students to pronounce correctly and “your turn” where the students are invited to respond orally or in writing, reproducing what they have learnt previously. The second sequence, “reading and writing” follows the same pattern of sequence one and includes the four rubrics “anticipate”, “read and consider”, “discover the language” and “write it right” the third sequence “developing skills” aims at helping the students to improve their communicative abilities in problem situations such as telephoning or writing an application letter. The first three sequences are followed by “stop and consider” which “provides training in the use of English based on the implementation of **rules** (of grammar, syntax, phonology) that illuminated aspects of the language which the students have come across either in the unit under study or even in the middle school curriculum” (At the Crossroads, 2005:VIII). The fourth sequence, called “extension and consolidation”, aims at encouraging the students to combine knowledge and know-how required to attain a competency. It is divided into “write it out” which focuses on improving the writing skill and “work it out” which gives the learners further practice in the language skills and the linguistic aspects including the sound system. In “project workshop” that follows, the students are given the opportunity to reinvest in an integrative way the knowledge and skills acquired earlier. The unit ends with an assessment section called “check your progress”. A unit division is illustrated in Figure 4.11.:

Unit two: Once upon a Time	pp 35-63
Preview	p 35
Sequence One: Listening and Speaking	pp 36-39
- Anticipate	p 36
- Listen and check	p 37
- Say it clear	p 38
- Your turn	p 39
Sequence Two: Reading and Writing	pp 40-43
- Anticipate	p 40
- Read and check	p 41
- Discover the language	p 42-43
- Write it right	p 43
Sequence three: Developing Skills	pp 44-49
Stop and Consider	pp 51-53
Sequence Four: Consolidation and Extension	
- Write it out	pp 54-55
- Work it out	pp 56-58
Project Workshop	p 59
Check your Progress	pp 60-63

Figure 4.10: A Sample Unit Division in “At the Crossroads”, 1AS

– Rationale

“At the Crossroads” has been designed to comply “with the relevant Ministry of National Education Curriculum as laid down in January 2005” (Arab et. al., 2005: VIII). They also stress that like the middle school EFL syllabus, “At the Crossroads” is based on “the competency based teaching and the learner-centred approach”. Because the major goal is to develop the three competencies of interaction, to interpretation and to production, pronunciation is viewed as an integral part of language learning to achieve the set competencies. Hence, the pronunciation component is integrated as an obligatory element in the textbook.

– Pronunciation Content

– General Analysis

– Importance Assigned to Pronunciation

In the detailed table of unit contents, referred to as “Map of the Book”, a column out of six is devoted to “Phonology”. “Skills”, “Functions” and “Language Forms” occupy the

remaining three main columns whereas the other two are reserved for the file concerned and the project to be carried out. This is the first evidence that pronunciation is considered important for IAS students. An examination of the pronunciation content as represented in the book map reveals that both segmental and suprasegmental elements are covered. The segmental elements focus solely on consonants (pronunciation of final –ed and final -s problem consonants and sound/spelling relationship). In contrast, various suprasegmental elements are included: different word stress patterns, sentence stress and intonation in different contexts. Also included in the content and seems ambiguous and confusing is “pronunciation of /h/ in stressed and unstressed syllables”!

The term pronunciation or phonology also appears in “To the Teacher” and “To the Student” which provide the teachers and the students, respectively with an explanation of the different sections and rubrics of the textbook. In “to the teacher”, the ability of the students to communicate with proper pronunciation, stress and intonation is emphasised. In “to the student” (page x), pronunciation is highlighted when describing the following rubrics:

Listen and check... “will improve your listening comprehension and your ability to recognize the sounds of English”.

Say it clear... “will train you to pronounce correctly, mark stress and use the intonation appropriate to the context”.

In **stop and consider**, “you are given the rules of how the language works in terms of grammar, spelling, sound system, sentence structure”.

Work it out “gives you the opportunity to solve problems related to the sounds of English as well as finding your way out of problem situations”.

It can be inferred, then, that the importance of pronunciation is made clear to the students. It can also be deduced that pronunciation is not given priority in only one section of the textbook but rather, it is to be taught in different sections.

More specifically, in each of the five files, the pronunciation component is included in the section “Say it Clear” in the first sequence of each file, in the rubric “work it out” in the fourth sequence “extension and consolidation” and in “check your progress” of all files (See

Figure 4.7.) However, it occurs only occasionally and inconsistently in the other subsections, namely “Stop and Consider”, “Listen and Check”, and “it’s your turn”. The analysis reveals that there are **79** pronunciation activities in “At the Crossroads” (see Appendix V).

As regards the coverage of the pronunciation component in the textbook, it has been noticed that the space devoted to pronunciation is consistent in only the section “say it clear” which occupies a page in each sequence whereas it varies greatly in the other subsections. The calculation reveals that the space devoted to pronunciation is about 13.5 pages. Subtracting the five “Preview” pages makes the total number of the textbook counts 156.5 pages. Table 4.14 displays the results of the calculation.

Pronunciation content in pages	Whole content in pages	Percentage
13.5	156.5	08.62

Table 4.14.: General Coverage of the Pronunciation Component in “At the Crossroads”, 1AS

Table 4.14 reveals that the pronunciation content covers about **08.62 %** percentage of the whole content. This is a clear evidence that pronunciation has a prominent place in teaching/learning EFL to 1AS students.

As far as the use of specialised terminology, the textbook includes the following terms: intonation, stress, stress shift, primary stress in sentences, corrective stress and problem consonants. Furthermore, the analysis reveals that the sequencing of the pronunciation elements is done according to the requirements of the files and that some of the elements studied in the middle school are recycled and consolidated (e.g. stress in two syllable words, silent letters and rising/falling intonation) .

– Integration and Relationship with Other Skills

Pronunciation instruction is integrated with the listening and speaking skills in the subsection “say it clear” and also in some activities included in the sub-sections “anticipate” and

“listen and check”. Moreover, the integration with reading (act 2 p 8) and grammar in the section “stop and consider” on page 23 is also noted in unit one.

– **Pronunciation Model**

The fact that the authors of this textbook are also authors of the middle school textbooks is a clear evidence that the same pronunciation model, which is British English, is adopted. The phonetic symbols appearing on page XII and XIII represent the inventory of vowels, diphthongs and consonants of British English. Additionally, all the transcriptions included throughout the textbook reflect the British variety. All this suggests that the teachers are recommended to teach British English.

– **Complements**

A teacher's guide is available as a complement to “At the Crossroads”. Despite of the fact that it provides a thorough explanation of the rationale of the textbook and its structure and key answers to the activities, it does not offer much help or guidance on the procedures to be followed when dealing with the activities, subsuming the ones related to pronunciation. Therefore, apart from including the key answers, the 1AS teacher’s is not helpful at all as regards pronunciation teaching methodology.

– **Pronunciation Medium/ Authenticity**

The analysis reveals the absence of a recorded material accompanying “At the Crossroads”. This means that all the activities, encompassing those focusing on listening and pronunciation practice are intended to be presented and modelled by the teacher. Needless to recall that not all teachers can act as good models for their students. As regards authenticity, there are some instances where authentic language is to be comprehended or produced.

– Detailed Analysis

– Pronunciation Foci

The general analysis has shown that “At the Crossroads” incorporates both segmental and suprasegmental elements. In what follows, the frequency of each pronunciation focus is examined, as Table 4.15. displays:

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Consonants	18	22.50	43.75
	Silent letters	07	08.75	
	Rhyme	01	01.25	
	words	09	11.25	
Suprasegmental	Word stress	16	20	50
	Sentence stress	08	10	
	Intonation	11	13.75	
	Elision (h-dropping)	03	03.75	
	Assimilation	02	02.5	
Both	Words/word stress/ weak forms	05	06.25	06.25
Total		80	100	100

Table 4.15.: Pronunciation Focus Areas in “At the Crossroads”, 1AS

Table 4.15. indicates that both segmental and suprasegmental elements are emphasised despite the fact that the activities emphasizing suprasegmental elements (50%) outnumber those emphasizing the segmental ones (43.75%). Noticeable is the fact that the vowels are not addressed at all. Moreover, it must be noted that in the five activities (06.25%) emphasizing both elements, the students are provided with transcribed sentences showing word stress and weak forms. This means that the total percentage of the activities emphasizing the segmental elements is 47.06% (40 from 85) and those emphasizing the suprasegmental elements is 52.94% (45 from 85). Table 4.15. also shows that while the most emphasised elements include consonants and word stress with a percentage of 22.50% and 20%, respectively followed by intonation with 13.75%, the least frequent elements are elision (03.75%), assimilation (02.5%) and rhyme (01.25%).

Segmental elements

Consonants

The topic of consonants which constitutes 22.50 % of the whole pronunciation content covers the following:

- Problem consonants /n, ŋ /. The major aim is to draw the pupils' attention to contextualised minimal pairs with the two nasals.
- Sound/spelling relationship: two different realisations of the diagraph ch are presented: /tʃ/ and /k/ and the pronunciation of a combination of letters such as –tion (/ʃ ə n/ in destruction, pollution, nation) –sion (/ʒ ə n/ and –cean (/ʃ ə n/ in ocean).
- Importance of correct articulation in conveying meaning (clogs or clocks)
- Pronunciation of final –ed
- Pronunciation of final –s

So, the content with regards to consonants focus mainly on two problem consonants and the sound/spelling relationship as the latter cause various problems to EFL learners.

Silent letters

The topic of silent letters covers 08.75% of the whole content. While the focus is on silent r in four activities, different silent vocalic or consonantal letters are targeted in the other three activities.

Rhyme

Rhyme is addressed only once (01.25%) in the whole textbook. In activity 2 p 57, the students are asked to read a poem aloud paying attention to intonation and rhyme.

Words

“At the Crossroads” includes pronunciation activities that focus on the pronunciation of some words. These include functional vocabulary dictated by the theme of the unit (different components of a computer, E-mail addresses, names of climate areas, source of the world climate map) or practiced grammar words (Adverbs of frequency and degree adverbs).

Suprasegmental Elements

Word stress

Word stress is assigned an important role in “At the Crossroads” through the different activities which focus on

- Stress in two syllable words (key words in computer sciences)
- Stress in three-syllable suffix adjectives: stress falls on either the first or the second syllable.
- Stress in compound words: newspaper, broadcast, bestseller ...
- Stress in suffix words: stress shift from the first syllable in simple nouns or adjectives to the penultimate syllable in words ending with –ic, -ion, -ian
- Stress in words ending with unstressed suffixes –ful and –less
- Stress in names of sciences ending with –ology (technology, ecology, geology...) and adjectives derived from names of sciences (technological, ecological, geological...)
- Stress shift from verbs to suffix nouns ending with –ion (pollute—pollution)
- Stress in prefix words where the addition of the prefix does not affect stress placement.

It is also worth to mention that word stress is also highlighted in the “Hidden Message” activities. For example, in the activity on p 130, stress is marked on the transcribed words *emission, pollution, deforestation* and *degradation*.

Sentence Stress

Sentence stress is addressed in 10% of the activities. It is generally covered by asking the students to listen and to identify the words that have the main stress or to guess which word they will hear most in sentences. The perception/recognition activities are followed by production activities where the students are asked to practise the feature in question either alone or in conjunction with intonation.

It is worth to mention that in the hidden message activities, where words of more than one syllable are always stressed, do not give attention to this feature. In fact, key content monosyllabic words are not stressed, which means that sentence stress is not a priority in the hidden message activities.

Intonation

The content of intonation covers what follows:

- Intonation in requests
- Intonation in exclamations
- Rising/falling intonation
- Intonation in the poem “my country”
- Revision of intonation in direct questions
- Intonation in indirect questions
- Intonation in complex sentences (if sentences)
- Rising intonation in yes/no questions

Except for the poem on page 57, intonation is practised in isolated sentences. The pupils are mainly asked to mark the pattern of intonation in question. This practice is not always followed by production. However, it is worth to mention that the students are asked twice to act out dialogues in pairs with correct stress (sentence stress) and intonation.

Aspects of Connected Speech

Elision or more specifically h-dropping is addressed in three activities (03.75%). The main goal is to make the learners aware that unlike the content words (e.g. home, hat, Hamlet) the “h” of the function words can be dropped connected speech in some context in connected speech. As for assimilation, there are two activities (act 03 and 04 p 27) that are concerned with the pronunciation of have to as /hæftə /, had to as /hættə / and has to as /hæstə/. It must be noted here that none of the five activities focusing on aspects of connected speech is dedicated to production. In other words, the students are given the opportunity to notice how the words can change their pronunciations when they combine with other words but not to produce the features in question in their speech. As displayed in Table 4.15., the topic of strong/weak forms is addressed implicitly in the hidden message activities as the function words are transcribed using the weak forms wherever necessary.

– **Pronunciation Activities**

Table 4.16 includes the results of the percentages of different types of pronunciation activities in relation to the total number of pronunciation activities, which is **79**.

Type	N	%	Type	N	%
Non-communicative	77	97.47	Deductive (rule given)	0	0
Pre-communicative	02	02.53	Inductive (draw the rule)	04	05.06
Communicative	0	0	Inductive (no rule)	74	93.67
Perception	27	34.18	Inductive+ rule/hints given	01	01.27
Production	21	26.58	Inductive (+noticing)	0	0
Perception+Production	05	06.33	Individual work	71	89.87
Phonetic knowledge	26	32.91	Pair/group work	08	10.13

Table 4.16.: Pronunciation Activities in “At the Crossroads”, 1AS

- **Communicative Practice**

Table 4.16. reveals that almost all the activities (97.47%) are non-communicative activities. While there is no communicative activity, the textbook includes two pre-communicative ones (02.53%). In act 9 p 23 step c, the students are guided to practise sentence stress and intonation in dialogues constructed by the students who are provided with helpful information. In act 4 p 38, the students are asked to practise word stress by using the adjectives in constructing dialogues of their own. This suggests that the textbook writers ignore the importance of teaching pronunciation communicatively.

- **Perception/Production**

The analysis revealed that that both perception and production are addressed. In five activities (06.33%), both aspects are emphasised simultaneously. In these activities (e.g. act 1 p 4 and act 1 p 10), the students are required to listen to some words and then to repeat them. In the other activities where the focus is on only one aspect, those targeting perception outnumber those focusing on production (34.18% vs 26.58%). Remarkable is the significant percentage of written activities (32.91%) which provide the students with theoretical phonetic knowledge.

- **Deductive Versus Inductive Activities**

As Table 4.16. reveals, an inductive approach to pronunciation, where no rules are given or worked out by the students but inferred from the examples, is adopted throughout the textbook in almost all the instances (93.67%). Nevertheless, in four activities (05.06%), the students are led to draw the rules themselves. Still, in another activity (act 5 p 83), the students are provided with a hint about how the suffixes *-ful* and *-less* are pronounced in the box “Reminder” after doing the activity:

5. Add suffixes “-ful” and “-less” to the nouns in the box below to form adjectives. Then listen to your teacher and note how the suffixes are pronounced.

Nouns	-ful	-less	Nouns	-ful	-less
worth		worthless	beauty	beautiful	
harm			care		
delight	-		success		-
price			truth		
use			hope		

REMINDER

We can build adjectives by adding “*ful*” or “*less*” to some nouns. The suffixes are pronounced /fəl/ and /ləs/, and they are unstressed.

Figure 4.11.: A Sample Reminder Box in “At the Crossroads”, 1AS

It is worth to mention that it is the only box that provides a hint about pronunciation whereas all the other boxes are mostly related to grammar or word formation.

- **Individual Versus Pair/Group Work**

Surprisingly, “At the Crossroads” includes only 08 pair/group work activities representing 10.13%. The vast majority of the activities (89.87%) are dedicated for individual work.

– **Integration/Mobilisation**

The analysis reveals that the principle of investment/mobilisation is totally overlooked in “At the Crossroads”: the students practise a specific pronunciation feature in one activity or in the following activities in the same pronunciation section but they never meet it again later on. In other words, the students are not encouraged to make use of their phonological knowledge acquired in previous activities in new situations (see section 7.4.1. for an example which shows how previously taught pronunciation elements would be reinvested in more communicative situations).

– **Fostering Learner Autonomy**

No pronunciation learning strategies are explicitly presented in “At the Crossroads”. Nevertheless, phonetic training is highlighted. The IPA symbols representing the pronunciation of words appear in some activities, where the students are asked either to transcribe or complete phonetic transcriptions. In other instances, words are accompanied by their phonemic transcriptions to help the students pronounce them correctly. It is assumed, then, that the students at this level have become familiar with the different symbols. Moreover, the phonetic symbols of the 24 consonants, the twelve vowels, the eight diphthongs and the five triphthongs, appear on page 191. However, in no activity are the students referred to them.

Apart from the phonetic symbols/transcription and the stress mark, which could have been used in many other instances to help the students with their pronunciation, no other forms of visual reinforcement are taken into consideration.

– **Individualised Instruction**

The analysis revealed that “At the Crossroads” includes a wide variety of activities:

1. Written activities (no oral production) includes two sub-categories: discrimination/identification tasks, in which the students are required to listen and to do a written activity (e.g. listen and mark, listen and underline, listen and classify,

listen and note how a certain feature is pronounced...etc.) and phonetic knowledge written activities, where the students are neither required to listen nor to practise orally, but rather to demonstrate his/her ability to apply phonetic knowledge (e.g. find the silent letters and cross them out, guess how “s”, “es” are pronounced, classify the words, pick out the words with a silent “r”, read and underline the words with a silent “r”...etc.)

2. Activities involving reading aloud or repetition of a word or a sentence: Listen and repeat, listen and learn to pronounce, listen and pronounce, listen and say aloud
3. Pair work activities: play out the presented dialogue
4. Pair work activities: play out the dialogue constructed by the pupils themselves (guided or free practice)
5. The hidden message: rewrite the phonetic script using the letters of the alphabet or decipher the message
6. Other activities including phonetic script: complete the transcription, write the transcripts using the letters of the alphabet, rewrite the opposites using phonetic script.

It is worth mentioning that the first type take the lion’s share, which is a clear evidence that supports the finding that the perception and phonetic knowledge activities are overemphasised over the production ones.

As regards the implementation of individualised instruction, the textbook does not offer any recommendations on how to account for the learners’ strategy and how to cater for the slow learners.

– **Assessment**

No diagnostic test is included in the textbook. As aforementioned, pronunciation is addressed in other activities where the main focus is not pronunciation. However, in these activities new pronunciation points are integrated within more meaningful practice and, thus, cannot be considered as instances of formative assessment.

Nonetheless, the textbook offers the opportunity to check the learners’ progress in pronunciation in the section “check your progress” of four out of the five units.

- Act 1 p 30 (unit 1): pick out the words with a silent “r” from the text.
- Act 13 p 62 (unit 2): classify the words in the table according to the pronunciation of final –ed.
- Act 9 p 93 (unit 3): find the words ending in “s” and “es”. Say how they are pronounced: /s/, /z/ or /iz/?
- Act 13 p 154 (unit 5): guess how the underlined letters are pronounced: /k/, /tʃ/, /ʃən/ or /ʒən/? destruction erosion pollution chemical nation channel ocean
- Act 14 p 154 (unit 5): rewrite the words which have the /ʃən/ sound using phonetic script.

These five activities clearly show that the focus is on assessing phonetic knowledge rather than perception or production. Moreover, the most important pronunciation points covered in the unit are not assessed at all despite the fact that the authors of the textbook claim that “check your progress” is an opportunity for the students to assess what they “have learnt to understand, to say, to write, to do...through a series of revision exercises which test” them “on most aspects of the unit studied” (Arab et. al. 2005: XI).

In view of the above, it is fair to conclude that the textbook fails to offer sufficient opportunities to assess the learners’ pronunciation on a regular basis and to assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement.

Moreover, the students are provided with a self-assessment questionnaire to fill in and to hand a copy over to the teacher, who “will decide what components of the unit s/he will review” with them (Arab et. al. 2005: XI). The questionnaires have the same format of the one displayed in Figure 4.1. They include can-do statements about the main objectives of the files. In the five questionnaires, 16 can-do statements are related to pronunciation (e.g. I can pronounce two-syllable verbs with the right stress, I can pronounce “ed” in verb endings, I can pronounce compound nouns with an appropriate stress pattern, I can recognise intonation in complex sentences, I can pronounce words ending in “tion” with the correct stress...etc). These statement emphasise pronunciation performance rather than knowledge. However, it must be noted that other important pronunciation objectives are simply ignored.

Finally, self-correction and peer correction are not taken into consideration at all: the learners are neither encouraged to self-monitor and self-correct nor are they advised to take advantage of peer-correction to improve their own pronunciation.

4.2.3.2. “Getting Through”, Second Year Secondary School

– General Descriptive Information

“Getting Through ” is the textbook designed for 2AS students by S.A.ARAB, B.RICHE, M.BENSEMMANE, H.AMEZIANE and H.HAMI. It has been published in 2006-2007 by the National Authority for School Publications (Office National des Publications Scolaires or O.N.P.S) in Algeria. It encompasses 208 pages.

–Structure and Organisation

“Getting Through” includes the following sections: contents (pp 2-3), to the student (pp 4-5), to the teacher (pp 6-7), the book map (pp 8-13), eight teaching units (pp 14- 178), listening scripts (pp 179-186), grammar reference (pp 187-207).

As regards the structure and organisation of the units are concerned, each unit has a specific theme and begins with “think it over” where a set of pictures together with some transcribed words under the headline “ words to say” are introduced and are meant to familiarise the students with the theme of the file. Then, each unit is divided into five main stages. The first part is called “Discovering the language”. It helps the students discover the grammar, spelling, pronunciation and vocabulary as constituents of the language to be dealt with in each unit. Hence, it includes three rubrics: “grammar in context”, “say it loud and clear” and “working with words”. The second part, “Developing skills”, provides the students with the opportunity to build basic language skills as well as intellectual skills (thinking, guessing, anticipating, analysing, synthesizing, etc). It is divided into two rubrics, namely “listening and speaking” and “reading and “writing”. In the third part, “Putting things together”, the students are required to make their learning visible through doing a project.

The fourth part, “Where do we go from here?”, is devoted to the students' self-assessment through filling a checklist and answering a tasks sheet handed out by the teacher. In the last part, “Exploring matters further”, the students are provided with the opportunity to learn more about the topic and the language dealt with through extensive reading. Figure 4.13. displays a sample file division of the textbook.

<u>Unit Three: Waste not, Want not</u>	p 58-77
Unit content	p 58
Think it over and words to say	p 59
Discovering language	pp 60-65
- Grammar in context	pp 60-36
- Say it loud and clear	p 64
- Working with words	p 65
Developing skills	pp 66-68
- Listening and speaking	pp 66-68
- Reading and writing	pp 69-71
Putting things together	p 72
Where do we go from here?”	p 73
Exploring matters further	pp 74-77

Figure 4.12.: A Sample File Division in “Getting Through”, 2AS

–Rationale

“Getting Through” is also designed according to the principles of the competency-based approach. Pronunciation instruction also aims at developing one of the three competencies to be developed by learners, namely, to interact orally in English. Pronunciation is not considered as an isolated skill to be developed on its own but rather as an integral part of the whole course.

–Pronunciation Content

–General Analysis

–Importance Assigned to Pronunciation

In “Getting Through”, the term pronunciation appears first in “to the student”. It is explained to them that at the stage “discovering language”, the learners will learn vocabulary, grammar, spelling, pronunciation and idioms. The importance of the phonetic

transcriptions in helping the students understand and use the language is also highlighted. The role of pronunciation is also implicit in explaining that at the stage “developing skills” helps the learners communicate correctly and fluently. Then, in “to the teacher”, pronunciation, together with vocabulary, spelling and grammar are viewed as the constituents of the language to be dealt with in each unit include vocabulary, spelling, pronunciation and grammar.

In the “Book Map”, Pronunciation is present and gets its own column among “grammar”, “vocabulary”, “functions”, “listening and speaking” and “reading and writing”. The pronunciation content (See Appendix IV) includes different pronunciation features, namely vowels, diphthongs, English and French phonics, homophones , homonyms , comma and full stop pauses, silent letters, sound/spelling links, word stress, sentence stress, strong/weak forms and intonation .

At the beginning of each unit, a whole page is devoted to the content, which is derived from the book map and preceded by “in this unit, you will learn the following”. This means that the content is translated into objectives. Yet, the latter do not fulfil the criteria of writing educational objectives. It has also been noticed that the content in the file introductory pages is not exactly the same as the content in the book map: some points are added while others are excluded. For example, the pronunciation points to be dealt with in file two in the book map include primary stress in connected speech, homophones , homonyms and intonation in requests, whereas, in the introductory page of the file appears pronunciation of abbreviations instead of homophones , homonyms. Still worse than that is the fact that the detailed analysis, as will be shown later, has revealed huge discrepancies between the actual content presented throughout the units.

In each unit, the pronunciation component appears, first, in the section called “words to say”, where the students are provided with a list of words and their transcriptions to prepare

them for the unit. The target feature is highlighted in red. So, in addition to make the learners say the words correctly, their attention is also to the sound/spelling links. “Say it loud and clear” is the main section dedicated to pronunciation throughout the eight units. Other sections where pronunciation is occasionally treated include “Grammar in Context” and “Listening and Speaking” (see Figure 4.12). The analysis has revealed that “Getting Through” encompasses **47** pronunciation activities (see Appendix V).

As regards the space devoted to pronunciation activities, the analysis has revealed that while the space dedicated to the section “say it loud and clear” is fixed as it occupies one page in each file, the space devoted to the pronunciation tasks in other sections (including Words to Say) varies from one task to another. The analysis has shown that the pronunciation component covers about 11 pages, which gives a percentage of **07.31** of the whole content of the units which cover 164 pages. The results are displayed in Table 4.17.

Pronunciation content in pages	Whole content in pages	Percentage
12	164	07.31

Table 4.17.: General Coverage of the Pronunciation Component in “Getting Through”, 2AS

Despite of the fact that the percentage of 07.31 suggests that pronunciation plays a role in “Getting Through”, this finding clearly shows that pronunciation is considered less important for 2AS students than for 1AS students.

It is worth to remember that the 2AS students are “specialising” in different streams (Experimental sciences, exact sciences, technology, Letters and human sciences etc.), so not all the students have the same content. This means while some features are shared for all streams (features in the common units), others are specific to a certain stream (s) but not for others. In other words, the pronunciation content, depending on the units addressed, differs from one stream to another.

– Integration/Relationship with Other Skills

In “Getting Through”, “Words to Say” is a clear evidence that Pronunciation is integrated with vocabulary at the beginning of each unit. Then, as mentioned above, “say it loud and clear”, which is regarded as sub-section of “discovering language” is devoted to pronunciation practice. An examination of this sub-section reveals a lack of integration or relationship with other skills or language components. However, integration with reading (act 2 p 18), grammar (act 2+3 p 62, act 3 p82) and listening and speaking (act 5 p 44, act 6 p 44, act 3 p 66, act 1 p 67) is highlighted, though only occasionally.

– Medium of Presentation/Authenticity

The analysis has revealed that there is no reference to using a recorded material at all in the activities. This clearly indicates that all the pronunciation work is intended to be presented and modelled by the teacher. Like the other textbooks, “Getting Through” is not, unjustifiably, accompanied by a CD or any other recorded material. This implies that the students are deprived from the opportunity to listen to authentic English spoken by native speakers and to monitor and improve their pronunciation, mainly outside school. As regards authenticity, the analysis has revealed that the pronunciation content is not authentic but rather written specifically for this textbook.

– Pronunciation Model

Four of the textbook authors of “Getting Through” are also the authors of “At the Crossroads”. This suggests that the same model is adopted in teaching English pronunciation over the different grades of secondary school education. This is evidenced by using the sounds of British English in the transcriptions of words. Surprisingly, the textbook does not contain a phonetic alphabet.

– Complements

2AS teachers are provided with a teacher's book. It provides a detailed description of the textbook in terms of the rationale, audience, organisation and structure (different sections and rubrics of a unit) and the methodology adopted. In addition to including the keys to the activities, it also provides helpful suggestions on how to deal with the activities. Furthermore, it includes sample assessment tasks to be dealt with in the second sub-section of "where do we go from here?", referred to as "skills check". It is worth to mention that as far as this sub-section is concerned in the textbook, it is only mentioned that the students will be assessed in the tasks sheets the teachers will hand out to them. Another important remark here is that reading and writing are assessed at the expense of listening and speaking.

As far as pronunciation is concerned, the suggestions provided in the guide seem helpful; not only are the objectives explained but also the procedure of how to tackle the activity and theoretical explanations and useful rules are provided. Below are some examples:

1. WORDS TO SAY (p.15) : The aim of this rubric is to revise the pronunciation of words related to the topic. The focus is on vowels and diphthongs. Make sure your students repeat the words. As they do so, try to diagnose possible problem sounds to which you will bring remedy in the **SAY IT LOUD AND CLEAR** rubric

2. Act. One (p.64) The activity illustrates list intonation. We use a falling intonation when we end the listing and a rising intonation when we are still in the process of doing so.

3. Act. Two (p.64) : Discuss with your students and try to single out the sounds which pose pronunciation problems. Then try to find to elaborate a remedial work for these problem sounds.

4. Act. three (p.64) : The problem sounds given in the activity are the most common ones (for Algerian speakers of English). Elaborate another exercise to illustrate other problem sounds if there are any other ones that your students meet and proceed to remedial work.

KEY: Use a dictionary which contains phonetic transcriptions.

5. SAY IT ALOUD AND CLEAR (p.104)

The rule for stress in compound words is as follows.

If the compound word is a noun, the stress goes on the first part; e.g., **greenhouse** - **blackbird**.

If the compound is an adjective, the stress goes on the second part; e.g., **Old-fashioned** - **sweet-tongued**

If the compound is a verb the stress goes on the second part; e.g., understand - overlook
However, in connected speech, compound words are subject to stress shift when a stressed syllable follows closely.

(From Christiane Dalton and Barbara Seidlhoffer, *Pronunciation*, (Oxford University Press 2000, p.103)

6. WORDS TO SAY(p.79) : The focus is on word stress. Most of the words are related to science. Read them aloud as your students follow on the page of the textbook. Mark the stress as appropriate before you make your students repeat the pronunciation of the words.

In addition to assisting the teachers in teaching the pronunciation activities, these examples clearly show that the authors assign an important role to pronunciation as they require the teachers to respond to the learners’ problems and needs by planning remedial work. On the other hand, the guide does not encourage the teachers to integrate or to focus on pronunciation teaching in many other activities where integration would be possible.

– Detailed Analysis

–Pronunciation Foci

The frequency of the different pronunciation foci included in “Getting Through” is displayed in Table 4.18.

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Vowels	03	06.12	30.61
	Consonants	03	06.12	
	Words	04	08.16	
	Sound/spelling link	02	04.08	
	Silent letters	03	06.12	
Suprasegmental	Word stress	09	18.37	69.39
	Sentence stress	09	18.37	
	Intonation	11	22.45	
	Strong/Weak forms	04	08.16	
	assimilation	01	02.04	
Total		49	100	100

Table 4.18.: Pronunciation Focus Areas in “Getting Through”, 2AS

As shown in Table 4.18., most of the activities emphasise suprasegmental elements (69.39%) and only 30.61% address segmental ones. The most frequent features include intonation with a percentage of 22.45%, followed by word stress and sentence stress, each

with a percentage of 18.37%, whereas the least frequent element is assimilation, which occurs only one (02.04%).

Segmental elements

Vowels

Except for one activity (act 2 p 64) that focuses on vowels perceived difficult by the students, the other three cases that deal with the twelve pure vowels and the eight diphthongs are the foci of the section “words to say” presented on page 15. As mentioned above in example 1 extracted from the teacher’s guide, the focus of the first section is on vowels and diphthongs. Introducing the phonetic symbols right from the beginning of the course is very beneficial to the students to refresh their memories and enable them to read the phonetic transcriptions of words. Of particular interest is the activity focusing on problem vowels facing the students. This suggests that the teacher has to take his/her students’ needs into consideration.

Consonants

The features treated within the category of consonants include:

- Pronunciation of final –s
- Pronunciation of final –ed
- All the English consonants and their phonemic symbols in “words to say”, p 59
- consonants perceived difficult by the students (act 2 p 64)

So, the pronunciation of inflectional –ed ending, -s ending is recycled. The focus on all the English consonants together with their phonemic symbols is a good idea to help the learners improve their ability in reading the phonetic transcriptions of words in the textbook or in a dictionary. As regards the last activity, the same remarks stated above about the activity focusing on problem vowels can be said here.

Silent letters

Dealing with silent letters is two-fold: it helps the students to avoid spelling-induced pronunciations and to improve their spelling skill. On page 99, the students are introduced

to words containing different silent letters in “words to say”. These silent letters are written in bold (e.g. *listen*, *write*, *reporter*, *playwright*, *folktale*). In the other two activities, the students are asked to cross out the letters that are not pronounced in dialogues (act 1 p 124) and to find the spelling form of the transcribed words.

A striking feature observed in these activities is the fact that most of the words are very easy and familiar words that the students have learnt for several years. Examples include *listen*, *writing*, *know*, *Wednesday*, *what*, *why*, *doctor*.

Words

Like “At the Crossroads”, “Getting Through” includes pronunciation activities that are concerned with the pronunciation of whole words. One of the activities (act 2 p 20) focuses on the pronunciation of cognates (or French/English phonics in the book map). The aim of this activity, as stated in the teacher’s guide, is “to make the students aware of the major differences between English and French phonics”. The other activities focus on homophones, homonyms and the pronunciation of abbreviations.

Suprasegmental elements

Word stress

Word stress, the second most frequently occurring element with 18.37%, covers the following points:

- Stress in monosyllabic and polysyllabic words
- In suffix words ending in –ion, -ics, -ology..
- In compound words: red-haired, grandmother...
- Stress shift: produce (v), product (n), production, productivity...

Sentence Stress

Sentence stress is assigned the same importance of word stress in “Getting Through”. In other words, it is considered as one of the main features taught to the students. It treats the following points:

- prominence: the word that is most stressed in an utterance
- emphatic stress
- contrastive stress
- corrective stress

Interestingly, this content covers totally new points that have never been addressed before. Moreover, the students are required to practise the features concerned in perception as well as in production activities.

Intonation

Intonation is the most frequently occurring aspect in “Getting Through”. It is practised in the following:

- in requests
- When listing
- In complex sentences
- To show different tones to express suggestion, threat, warning, promise...etc
- In exclamations
- In full statements and incomplete statements
- in the folktale on p 104 (the focus is on different contexts: exclamations, full statements and incomplete statements).

This indicates that both the grammatical and the attitudinal functions of intonation are treated. Moreover, considering the number of the points covered in relation to the total number of activities focusing on pronunciation (11 activities) is an indication that the students are provided with practice in both perception and production of the elements. The conclusion that can be drawn, then, is that the treatment of intonation is adequate not only in terms of quantity but also in terms of quality as well.

Weak/strong forms

The strong and weak forms constitute 08.16% of the whole pronunciation content and address:

- Strong and weak forms of was and were (both perception and production)
- Strong and weak form of the modals: *must be, shouldn't be and can't be, should, can* (both perception and production)

As aforementioned, EFL learners do need to produce these features in their speech but they should be trained to understand other speakers, especially native speakers of English who use them. More activities focusing on the strong/weak forms of other function words could have been included.

Assimilation

Assimilation is addressed explicitly in one activity (act 1 p 12): the students are asked to listen to the teacher and pay attention to how the letter **d** of “used to” is pronounced. The textbooks includes many activities in which this feature could have been invested, though. It is worth mentioning that both assimilation and elision come into play in the pronunciation of the modals shouldn’t be as /ʃɒmbi/ and can’t be as /ka:mbi/ mentioned above.

To conclude, while the pronunciation content in “Getting Through” meets some pronunciation needs some of the Algerian students and prioritises the suprasegmental elements, as recommended by pronunciation specialists, other important elements such as aspects of connected speech (including strong/weak forms) are not addressed sufficiently.

– Pronunciation Activities

The frequency of the occurrence of the different types of pronunciation activities are presented in Table 4.19. below. It is worth remembering that the percentages are calculated in relation to the total number of activities, which is 47 (See Appendix V).

Type	N	%	Type	N	%
Non-communicative	43	91.49	Deductive (rule given)	02	04.25
Pre-communicative	04	08.51	Inductive (draw the rule)	01	02.13
Communicative	0	0	Inductive (no rule)	43	91.49
Perception	13	27.66	Inductive+ rule/hints given	0	0
Production	17	36.17	Inductive (+noticing)	01	02.13
Perception+Production	04	08.51	Individual work	38	80.85
Phonetic knowledge	13	27.66	Pair/group work	09	19.15

Table 4.19.: Pronunciation Activities in “Getting Through”, 2AS

- **Communicative Practice**

Table 4.19. Shows that almost all of the pronunciation activities included in “Getting Through” are non-communicative activities (91.49%). While no communicative activity appears, there are four pre-communicative activities (08.51%) which ask the students to produce, in a guided way, meaningful language of their own, where a pronunciation feature is emphasised. For example, the students are instructed to make requests and reply to them paying attention to practise intonation in requests (act 2 p 42), to make similar dialogues and act them out to practise intonation in complex sentences (act 2 p 84). So, it is fair to conclude that “Getting Through” does not approach pronunciation teaching in a communicative way.

- **Perception/ Production**

As depicted in Table 4.19. production activities are the most emphasised with a percentage of 36.17%. Moreover, perception activities and phonetic knowledge/awareness activities are also highlighted, each with 13 occurrences, representing 27.66%. Nonetheless, the fact that there are activities focusing on both perception and production (08.51%) implies that production comes in first position, perception in second position, whereas phonetic knowledge in third position.

- **Deductive Versus Inductive Approach**

The analysis reveals that, except for the two activities (act 4 and 5 p 20) where the definitions of a homophone and a homonym are made clear to the students before doing them, pronunciation is taught inductively in all the activities (95.75%). While the students are expected to deduce the phonological points from the examples themselves in the overriding majority of the activities (91.49%), noticing a specific point is highlighted in one activity (02.13%). The same can be said about the only instance (act 4 p 84), the students are

led to draw the rule (stress on the penultimate or the antepenultimate syllable in suffix words).

- **Individual Versus Pair/Group Work**

The analysis also reveals that the majority of the activities (80.85%) are intended to be conducted individually. The pair work activities, representing 19.15%, are mainly reproductive activities where the students are simply required to act out a dialogue previously presented or modelled by the teacher.

- **Integration/Mobilisation**

The analysis reveals the absence of any activities which target the reinvestment of previously learnt phonological points. This can be explained by the fact that the pronunciation component is not frequently addressed in other sections of the unit. In the pronunciation activities integrated in listening and speaking or grammar practice sections, the students' attention is drawn to some new features, which means that the focus is not on the investment or mobilisation of previously learnt elements in more communicative situations (Examples include act 2 p18, act 5 p 44, act 6 p 45 and act 2 p 62). It is worth mentioning that the principle of investment/mobilisation is not at all accounted for in the teacher's guide. Still worse, there is no reference about whether the projects should be presented orally or not, which means that this principle is totally ignored in "Getting Through".

- **Fostering Learner Autonomy**

"Getting Through" does not include any explicit pronunciation strategies. No reference to using the dictionary is used throughout the whole textbook. Even in the teacher's guide, while the teachers are requested to check the pronunciation of some words in the dictionary, they are never asked to refer the students to using the dictionary.

As aforementioned, “Getting Through” does not include the phonetic alphabet, in spite of the fact that the two other secondary school textbooks do. It is worth to remember that the sections “words to say” include transcribed words, illustrating all the symbols of vowels, diphthongs and consonants. Nonetheless, they cannot offer the help and guidance a phonetic alphabet does through the simple and familiar words it includes to exemplify the different sounds. Furthermore, some words, especially when addressing word stress or strong/weak forms of function words are accompanied by phonemic transcriptions. On the other hand, the students are provided with transcriptions and asked to spell them out. This means that the students are expected to be able to read transcriptions and take advantage of this useful tool to improve their pronunciation.

As regards other forms of visual reinforcement is concerned, the textbook does not make use of any marks that might help the students with their pronunciation, except for act 2 p 42, in which arrows indicating intonation are inserted.

–Individualised Instruction

The analysis revealed that “Getting Through” encompasses different types of activities which are categorised as follows:

1. Written activities (no oral production) includes two sub-categories: discrimination/identification tasks, in which the students are required to listen and to do a written activity (e.g. listen and mark, listen and underline, listen and classify, listen and note how a certain feature is pronounced, listen and cross out the letters) and phonetic knowledge written activities, where the students are neither required to listen nor to practise orally, but rather to demonstrate his/her ability to apply phonetic knowledge (e.g. pick out the words and classify them, put each of the transcriptions in the correct box, correct the misspellings by replacing them by their homophones, draw the rule, form adjectives and underline the stressed syllables .)
2. Activities involving reading aloud or repetition of a word or a sentence: read the sentences aloud, listen and learn to pronounce the sentences with the appropriate emotive stress, listen and discuss the sound/spelling links

3. Pair work activities: play out the presented dialogue, act out the snippet
4. Pair work activities: play out the dialogue constructed by the pupils themselves (guided)
5. Words to say
6. Other activities including phonetic script: find the spelling form of the transcribed words, correct the mistakes in transcription, put each of the transcriptions in the correct box

Even though the activities are varied, most of the techniques used are traditional: listen and repeat, phonetic training, discrimination/identification tasks and phonetic ear. This suggests that more modern techniques are totally absent.

As regards the implementation of individualised instruction, the textbook does not offer any recommendations on how to account for the learners' strategy and how to cater for the slow learners.

– **Assessment**

Neither "Getting Through" nor the corresponding teacher's guide includes a diagnostic test. So, whether a diagnostic evaluation is conducted or not and whether pronunciation activity is pre-tested or not is not referred at all in both books.

Concerning formative assessment, "Getting Through" does not include any section where the learners' progress in pronunciation or in other elements is checked. Moreover, it is not mentioned whether a project has to be presented orally to the class or not, hence no attention is given to pronunciation as well.

As regards self-correction and peer correction, the analysis reveals that they are totally absent: the learners are encouraged neither to self-correct their pronunciation problems nor to correct one another.

As mentioned earlier, the 2AS students are given an opportunity to practise self-assessment in the rubric referred to as Where Do We Go From Here? (See Figure 4.17.). This section is divided into "Check over the language" and "Skills check". While the former

is meant to self-assess the language components through a learning log questionnaire, the latter focuses on the assessment of the skills.

So, a striking feature is the inclusion of objectives that relate to the language components only (grammar, vocabulary, pronunciation and spelling) in the self-assessment questionnaires. Another feature that makes it different from the self-assessment questionnaires discussed in the analyses of the previous textbooks is the fact that in addition to putting a tick to indicate how well a student knows each of the language points in the checklist, the student is required to illustrate by giving relevant examples in each case.

The examination of the eight self-assessment questionnaires reveals that out of the 59 can-do statements, there are 14 related to pronunciation, which gives a percentage of 23.72%. This is another indication that the textbook authors view pronunciation as an important component of the language.

4.2.3.3. “New Prospects”, Third Year Secondary School

– General Descriptive Information

Published in 2006-2007 by the National Authority for School Publications (Office National des Publications Scolaires or O.N.P.S) in Algeria, “New Prospects” is designed for 3AS learners who are aged 17-18 and who have already had six years of instruction in English. The authors are S.A.ARAB, B.RICHE and M.BENSEMMANE. It contains 270 pages.

– Structure and Organisation

“New Prospects” has approximately the same structure of “Getting Through”. From the front cover to the back cover, it includes the following parts: “contents”, “foreword” (description of the textbook), “book map”, the teaching units, and listening scripts”, “grammar reference” and “resources portfolio”.

The main teaching content of “New Prospects” consists of six thematically-based units: exploring the past, ill-gotten gains never prosper, schools: different and alike, safety first, are we alone? and we are a family. At the beginning of each unit is included project outcome, together with two pictures meant to introduce the theme of the unit.

The two main parts of every unit are “language outcomes” and “skills and strategies outcomes”. The former is divided into two sequences: “listen and consider” and “read and consider”, which they have more or less the same structure: getting started, let’s hear it/taking a close look, grammar explorer(s), vocabulary explorer, pronunciation and spelling and finally the “think, pair, share” rubric that aims at getting the students to reinvest in speaking or writing the thematic and language elements acquired throughout the sequence by foregrounding a particular function. The latter also comprises two sequences: “listening and speaking” and “reading and writing”.

In additions, each file includes a transitional subsection referred to as “Take a break” and ends with “Project outcome”, “Assessment” and “Time for...”. Figure 4.14. demonstrates the general structure of unit one as an example:

Unit one: Exploring the Past	pp 14-44
Project outcome	p 14
Language outcomes	pp 15-29
Listen and consider	pp 15-20
- Getting started	p 15
- Let's hear it	pp 16-17
- Around the text	pp 17-20
Grammar explorer I + II	pp 17-18
Vocabulary explorer	pp 18-19
- Pronunciation and Spelling	p 20
- Think, pair, share	p 20
Read and consider	pp 21-29
- Getting started	p 21
- Taking a closer look	pp 21-23
- Around the text	pp 23-28
Grammar explorer I+II	pp 23-25
Vocabulary explorer	pp 26-27
- Pronunciation and Spelling	p 28
- Think, pair, share	p 29
Take a break	p 30
Skills and strategies outcomes	pp 31-41
Research and report	p 31
Listening and speaking	pp 32-35
Reading and writing	pp 36-41
Project outcome	p 42
Assessment	p 43
Time for...	p 44

Figure 4.13.: A Sample File Division in “New Prospects”, 3AS

– Rationale

In their foreword to “New Prospects”, Arab et al. (2007:4) point out that the textbook “complies with the new English syllabus for **SE3** as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006”. They add that “naturally, the overall approach remains basically competency-based, learner-centred and project-gearred”. Like the textbooks analysed previously, the goal is to develop the three competencies: to interact orally, to interpret and to produce. Nevertheless, the authors of the textbook make it clear that one of the most important features that has been given careful attention in writing the textbook is “the fact that the *baccalaureat* is exclusively of the written mode”. This suggests that the reading and the writing skills are emphasized over listening and speaking skills. However, the latter, including pronunciation are integrated in

the course. The pronunciation component is integrated as an obligatory element in the textbook.

– **Pronunciation Content**

– **General Analysis**

– **Importance Assigned to Pronunciation**

In the “Foreword”, at the very beginning of the textbook, the term pronunciation appears in the discussion of the two sequences of the first part “language outcomes”, which are “listen and consider” and “rread and consider”. It is clearly stated that “The purpose of these two sequences is to work, through the around-the- text rubric, on the language dimension of the texts by the study of grammatical structures, vocabulary, pronunciation and spelling” Arab et al. (2007: 5).

Then , the book map of “New Prospects”, which directly follows “ foreword” , includes seven main columns: “unit”, “topic”, “language outcomes” (divided into “functions”, “grammar” and “vocabulary and sound system”), “skills and strategies outcomes”(divided into “listening and speaking” and “reading and writing”, “learner outcomes” , “intercultural outcomes” and “project”. Under the heading “vocabulary and sound system” appears two columns occupied by “word building” and “pronunciation”. This indicates even though pronunciation is integrated in the textbook, it is assigned a less important role than in the previous textbooks.

As for the pronunciation content presented in the book map, the analysis reveals that although the segmental elements, consisting of pronunciation of final –ed, final –s, the diagraph “ch” and the cluster “ngth” are also addressed, emphasis is put on the suprasegmental elements. While the latter cover different word stress patterns and the weak/strong forms of different function word, other elements as intonation and aspects of connected speech are absent.

As far as the presentation of the pronunciation content throughout the teaching units, the analysis reveals that it is included in the six units. More specifically, the pronunciation component appears in “pronunciation and spelling”, a rubric found in both “listen and consider” and “read and consider” of each file (See Figure 4.13.). However, it occurs only once in the rubric “think, pair, share” on page 172. The analysis reveals that the total number of pronunciation activities in “New Prospects” is **34** activities (See Appendix V).

In connection with the coverage of the pronunciation component in the textbook, it has been noticed that the space devoted to pronunciation in the eleven “Pronunciation and Spelling” sections (the one on page 148 does not address pronunciation), varies considerably: from a fifth of a page to a page and a half. The calculation reveals that about seven pages are dedicated to pronunciation work while the total number of pages which is reduced to 196 pages after the process of subtracting the last pages occupied by “grammar reference” and “resources portfolio”. This results in a percentage of 03.57% as displayed in Table 4.20.

Pronunciation content in pages	Whole content in pages	Percentage
07	196	03.57

Table 4.20.: General Coverage of the Pronunciation Component in “New Prospects”, 3AS

The percentage of 03.57 provides evidence that pronunciation, unlike grammar, has not been foregrounded in this textbook. Assigning such a minor role to pronunciation instruction in the textbook further supports the authors claim that this textbook should respond to the needs of the students to pass the baccalaureate exam, which excludes oral skills.

Concerning the use of specialised terminology, the textbook covers *stress*, *stress shift*, *primary stress in sentences* and *corrective stress*. Furthermore, the analysis reveals that the pronunciation elements are sequenced haphazardly. It is worth noting that most of the elements included have been introduced to the students in the previous grades (e.g.

pronunciation of –ed or final –s , weak/strong forms of was/were, sound/spelling links, word stress in suffix words) .

– **Integration/Relationship with Other Skills**

As aforementioned, pronunciation is practised in the sub-section “Pronunciation and Spelling”. Because the latter constitutes a part of “listen and consider” and “read and consider”, it is safe to conclude that pronunciation instruction is integrated with the skills of listening, speaking and reading. However, throughout the whole units, in no instance is pronunciation work linked to language elements other than spelling, despite the fact that pronunciation could have been addressed in grammar explorers and vocabulary explorers. (see how this integration can be achieved easily in the suggested lesson plan in 7.4.3.3.)

– **Pronunciation Model**

“New Prospects”, written by the same authors of “Getting Through” is the last of a series of the textbooks designed for teaching English to secondary school students. As one would expect, the same pronunciation model is adopted throughout the three grades of cycle. More specifically, the analysis reveals that the phonetic alphabet on page 236 and all the transcriptions included throughout the files represent the British model. No reference is made to the pronunciation model to the differences that exist between British and American for instance.

– **Complements**

“New Prospects” has a teacher’s book. The latter provides a comprehensive description of the textbook: it includes a clear explanation of the pedagogical principles that guide it, a detailed presentation of both a unit and a sequence in addition to a thorough discussion of the project. In terms of the methodology to be followed in teaching the different activities, including the ones focusing on pronunciation, the textbook seems useful in some cases but not in others. Despite of the fact that the textbook is very useful as far as the inclusion of the

key to all the activities, provides the key to the activities, only sometimes does the textbook present the aim of the activities, provide helpful theoretical knowledge and/or useful suggestions and hints about how to conduct them. Provided below are some examples extracted from the guide:

1. **Task 1p 20:** in addition to the key, the teachers are provided with the following remark:
Note: The weak form is used when the auxiliary verb is at the beginning or in the middle of a sentence, and when it is not stressed. The strong form is used when the auxiliary verb is at the end of sentence, or stressed.

2. Task 3 (p.28)

Aim: Sound-spelling links (pronunciation of the letters **ch**)

-Archives, architect, architecture, archipelago, alchemy, archaic, archetype, epoch, archaeology, Archemides, archangel /k/

-Church, coach, archer, archway, archduke, artichoke /tʃ/

3. **Task 4 (p.28):** Follow the instruction. Ask your students to give other examples.

1. Stress in words ending in **-ics** generally falls on the penultimate syllable. E.g. sta**T**istics ...
2. Physics, economics,

4. Pronunciation and spelling (p.57) :

Verb	Nouns	Adjectives
e O nomize	e O nomy eco N omics e C onomist	eco N omic eco N omical Uneco N omical

Shift of stress: verb/noun –to adjective

Stress on penultimate syllable for words ending in **-ic, -ics** and **-ical**.

5. **Pronunciation and spelling (p.81):** Use the weak forms of the modals.

6.Tasks 1 and 2 (p.171)

Sound /h/ in accented words and in initial position.

Henry – heroes – heroines – humanity – history – homeland - heart

Sound /h/ in unaccented words

Honourable – honest- humour

These examples clearly show that the authors have not adopted a clear approach to guide the teachers in dealing with the activities: only the key, the key plus theoretical knowledge, the key plus methodological suggestion, the key plus the aim, the key plus the aim plus methodological suggestion or the key plus the aim plus theoretical knowledge.

It must be noted, at this point, that the guide includes an errata in the textbook. Nevertheless, no attention is given to error in the pronunciation activities, except for one case (p.119 Read **could you get me some flour?** instead of **could you get some flour**

and **the main stress in each of the sentences** instead of **the main stress in the sentences**). Still worse, the same mistake noted earlier about silent and pronounced “h” also appears in the guide as example 6 above illustrates.

Judging from this, despite of the fact that the guide provides keys to the suggested activities, it is fair to conclude that it is not very helpful as far as pronunciation teaching is concerned.

– **Pronunciation Medium/Authenticity**

As expected, the analysis reveals that all the listening and the pronunciation activities in “New Prospects”, are meant to be presented and modelled by the teacher as no reference is made to audio recordings. In fact, the textbook is not accompanied by a taped material. As far as the criterion of authenticity is concerned, the analysis shows that the pronunciation work is far from authentic language in almost all the activities.

– **Detailed Analysis**

– **Pronunciation Foci**

The frequency of each pronunciation focus is examined and the percentages are calculated in relation to the total number of pronunciation foci and not the number of activities. It is worth remembering that in a few activities, two or more pronunciation points are covered. The results are shown in table 4.21.

Pronunciation Focus	Topics	Number	Percentage	
Segmental	Consonants	08	21.62	29.73
	Silent letters	03	08.11	
Suprasegmental	Word stress	11	29.73	70.27
	Sentence stress	05	13.51	
	Intonation	01	02.70	
	Strong/weak forms	09	24.33	
Total		37	100	100

Table 4.21.: Pronunciation Focus Areas in “New Prospects”, 3AS

Table 4.21. indicates that the suprasegmental elements are prioritised over the segmental elements (70.27% vs 29.73%). Another striking feature is the absence of some important features such as vowels and aspects of connected speech. Table 4.21. also shows that the elements emphasised the most are word stress with a percentage of 29.73% followed by strong/weak forms (24.33%) and consonants (21.62%). On the other hand, the least frequent elements include intonation and transcription, each with a percentage of 02.70%.

Segmental elements

Consonants

As aforementioned, the focus in 21.62% of the activities is dedicated to consonants and, more specifically, to the following:

- Sound/spelling relationship: two different realisations of the diagraph ch are presented: /tʃ/ and /k/.
- Sound/spelling relationship: the four letters ngth are pronounced as two sounds
- Pronunciation of final –ed
- Pronunciation of final –s

Thus, this content does not focus on the articulation of consonants but rather emphasises the sound/spelling relationship, the source of many pronunciation problems facing EFL learners from different backgrounds.

Silent letters

08.11% of the whole content is devoted to silent letters. Noticeable is the fact that the three activities focus on the pronunciation of words beginning with the letter “h”: silent or pronounced. In the first activity (act 1 p 171), the students are asked to pick out the words starting with **h** and classify them in a table as follows:

Sound /h/ in accented words and initial position (sounded)	Sound /h/ in unaccented words (silent)
E.g. his /h ɪ z/	E.g. hour / 'aʊə /

When reading the distinction *Sound /h/ in accented words and initial position (sounded)* and *sound /h/ in unaccented words (silent)*, one can notice two major flaws. First, there is no silent sound /h/ but silent letter h. Second, one can only think of h-dropping where the h is silent in unaccented function words and pronounced in content words and function words when they occur in initial position or when accented. However, the aim of the activity is to raise the learners' awareness about the pronunciation of words beginning with h: the letter h is pronounced in *heroes, heroines, have, humour, humanity, history, homeland, human* and *heart* but silent in *honourable, honest, honesty*. Therefore, it is fair to conclude that the activity is not designed appropriately and a revised version of the activity is suggested:

Pronounced h
E.g. his /h ɪ z/

Silent h
E.g. hour / 'aʊə /

In the second activity (act 2 p 171), the students are asked to listen and check their answers to the previous activity above. In the last activity (act 4 p 171, step 2), the students are asked to act out the dialogue and the focus is on the three aspects introduced in the section, of which silent/pronounced h is one of them.

Finally, these activities address a major pronunciation difficulty facing Algerian EFL learners whose phonological knowledge of French influences their pronunciation of such words.

Suprasegmental Elements

Word stress

Word stress is the most frequent element in “New Prospects”. It covers the following:

- Stress in suffix words in words ending with –ic: *statistics, ethics*
- Stress in two syllable verbs: *rotate, believe, transmit, begin...*
- Stress in pair-class words: increase as a noun and as a verb
- Stress shift: verb (*economize*), noun (*economy*), adjective (*economic, economical*)
- Stress shift : verb (educate, instruct) nouns ending with –ion (*education, instruction*)

- Stress shift: verb (*regulate, advertise, publicize*), nouns ending with different suffixes (*regulation, advertisement, publicity*)

It can, then, be deduced that most of these elements do not constitute new teaching points; they are introduced for revision or consolidation purposes.

Sentence Stress

Sentence stress is covered in five activities, representing 13.51%. In four activities appearing on the same page and section, the students are asked to read a dialogue and circle the words they think should be stressed (act 1 p 119), to listen and check their answers (act 2 p 119), to compare and discuss with partners (act 3 p 119, step 1) and finally to act out a dialogue constructed by the pupils themselves (act 3 p 119, step 2). This is a clear indication that this feature is adequately presented: different processes are involved, namely testing phonetic knowledge, listening discrimination, discussion which implies providing hints and rules and finally production of the feature in question. In the fifth activity, corrective stress is treated: the students are, first, asked to listen to the teacher reading short dialogues and to circle the word that carries the main stress in each dialogue and, then, they are required to explain why a word is stressed more strongly than the others.

Intonation

Surprisingly, intonation is addressed only once throughout the whole units. Unlike all the other pronunciation features incorporated in the textbook, intonation is covered in the rubric “think, pair, share”, not in the section “pronunciation and spelling”. In act 4 p 172, the students are explicitly instructed to read aloud the revised version of their letters of advice paying attention to their intonation and the pronunciation of the modals.

Aspects of Connected Speech

Strong/weak forms constitute the second most frequently occurring feature in “New Prospects” with a percentage of 24.33%. The main goal is to familiarise the learners with the

contexts where the strong form is used and the contexts in which the weak form is the normal pronunciation. The function words targeted in the activities include:

- *Was, were, wasn't and weren't*
- *Could and should*
- Modals: *couldn't have, shouldn't have, could have, might have*
- Preposition “*of*”

It must be noted here that the students are generally given the opportunity to recognise the feature and to produce it as well.

– **Pronunciation Activities**

The percentages of the various types of pronunciation activities in “New Prospects” are calculated in relation to the total number of pronunciation activities, which is **34**. The results are displayed in Table 4.22.

Type	N	%	Type	N	%
Non-communicative	33	97.06	Deductive (rule given)	01	02.94
Pre-communicative	01	02.94	Inductive (draw the rule)	01	02.94
Communicative	0	0	Inductive (no rule)	22	64.71
Perception	13	38.24	Inductive+ rule/hints given	0	0
Production	08	23.53	Inductive (+ noticing)	10	29.41
Perception+Production	0	0	Individual work	28	82.35
Phonetic knowledge	13	38.24	Pair/group work	06	17.65

Table 4.22.: Pronunciation Activities in “New Prospects”, 3AS

- **Communicative Practice**

As shown in Table 4.22. except for one , all the activities (97.06%) are non-communicative activities. In the only pre-communicative activity that appears on page 119 (act 3, step 2), the students are required to practise sentence stress in dialogues constructed by the students themselves guided by the presented one. This clearly indicates that the criterion of communicativeness of pronunciation activities is not fulfilled.

- **Perception/Production**

Table 4.16. reveals that that perception (38.24) is emphasised over production (23.53%). Nevertheless, phonetic knowledge written activities are also prioritised as they have the same percentage of perception activities, which is 38.42%.

- **Deductive Versus Inductive Approach**

As Table 4.16. reveals, “New Prospects” adopts mostly an inductive approach to pronunciation, where no rules are given or worked out by the students but inferred from the examples, in 64.71% of the activities. In 29.41% of the activities, the students are led to notice the pronunciation feature but they are not explicitly asked to draw a rule as in act 3 page 89 where the students are explicitly instructed to draw the rule for stress in words ending with **-ion** after having noticed the point in question. This raises the question of whether the textbook authors expect the learners to only notice or provide comments on the examples (as shown in the directions of the activities) or to draw rules as well, which in this case means a lack of consistency in the design of the activities. Finally, the deductive approach is suddenly adopted in one section “pronunciation and spelling” on page 119. The students are required to read the tips box as shown in Figure below and then do the following tasks focusing on sentence stress.

TIPS
Sentences contain words which are stressed and words that are unstressed. The stress usually falls on content words rather than on function words, i.e. pronouns, articles, modals, etc. Sentences also contain words which carry the main stress . These words are key words . They give the most important information .

Figure 4.14.: a Sample Tip Box in “New Prospects”, 3AS

It is worth mentioning that the tip boxes appear mostly, though unsystematically, in “Grammar Explorer” and “Vocabulary Explorer”. In addition to the tips box in figure 4.14. focusing on pronunciation, another box appears in another “pronunciation and spelling” section, the one that appears on page 148. However, the tips are concerned with how the

plural is formed drawing the students' attention to the differences in spelling the singular and the plural of nouns, especially the irregular ones. As aforementioned, the four activities included in this section and which occupy a ¾ of a page do not address pronunciation at all.

- **Individual Versus Pair/Group Work**

Like the previously analysed secondary school textbooks, most of the activities (82.35%) incorporated in “New Prospects” are intended to be performed by each student alone.

- **Integration/Mobilisation**

The analysis reveals that, except for one case, the principle of investment/mobilisation of pronunciation points is not implemented at all in “New Prospects”: the students are not encouraged to pay attention to the previously learnt points in their pronunciation when they are asked to perform problem-solving tasks or integration situations. The only exception is act 4 p 172 (in “think, pair, share”), that requires the students to read aloud the revised version of a letter of advice paying attention to intonation and pronunciation of modals. This activity, is a follow-up of a situation of integration: suppose you were an “agony aunt” keeping an advice column in a magazine for teenagers and reply to the letter of a miserable. As mentioned before, the aim of “think, pair, and share” is to get the students to reinvest the previously acquired resources in solving a problem situation. It is worth mentioning that the students are asked to read aloud their pieces of writing in most of these rubrics, but with no reference to pronunciation.

- **Fostering Learner Autonomy**

“New prospects” does not include any explicit pronunciation strategies. Moreover, it does not refer them to the phonetic alphabet on page 236. Apart from including the transcription of difficult words in the reading texts, the present textbook does not provide the students with any markings or advice that would help them improve their pronunciation.

One might think that the students at this level have already become familiar with reading phonetic transcriptions in the textbook or in the dictionary; nonetheless, it is of paramount importance to make sure the students have acquired the strategies needed to be autonomous learners and that they are actually using them.

– **Individualised Instruction**

The analysis has shown that compared to the previous textbooks, “New Prospects” includes less varied types of activities which can be summarised as follows:

1. Written activities (no oral production) includes two sub-categories: discrimination/identification tasks, in which the students are required to listen and to do a written activity (e.g. listen and mark, listen and circle, listen and check, listen and note how a certain feature is pronounced...etc.) and phonetic knowledge written activities, where the students are neither required to listen nor to practise orally, but rather to demonstrate his/her ability to apply phonetic knowledge (e.g. circle what you think is the correct pronunciation, classify the verbs according to the pronunciation of final –s or –ed, read and circle the words you think should be stressed, draw the rule...etc.)
2. Activities involving reading aloud or repetition of a word or a sentence: practise the pronunciation of words, practise saying the modals
3. Pair work activities: play out the dialogue

The first type of the activities, written activities, which do not engage the students in pair/group work are the most frequently occurring activities.

Finally, the textbook does not include any recommendations or suggestions concerning the implementation of individualised instruction. It takes neither the learners’ strategy nor catering for slow learners into consideration.

– **Assessment**

There is no diagnostic test in “New Prospects”. As regards formative assessment is concerned, the textbook does not include any section where the learners’ progress in pronunciation or in all the taught items is checked. Furthermore, as aforementioned

pronunciation is addressed, except in one think, pair, share rubric, only in the pronunciation activities included in “pronunciation and spelling”. This suggests the absence of any form of formative pronunciation assessment.

Like all the analysed textbooks, self-correction is totally absent: the learners are never encouraged to self-monitor and self-correct their pronunciation problems. However, the analysis has shown that the textbook gives scope to peer correction, though implicitly, in two activities (act 3 p 119, step 1 and act 1 p 140, step 2). In these two activities, the students are encouraged to compare and discuss with one another and, thus, are given the opportunity to benefit from one another.

“New Prospects” includes an assessment section (See Figure 4.13.) This section, “Assessment”, is divided, like in “Getting Through” into two parts: in the first part, the students are given the opportunity to self-assess their acquisitions of the language components through a questionnaire, whereas in the second, they are required to take to test assigned to them by the teacher on one of the texts in the resources portfolio, meant to check their progress in terms of skills and strategies. The first part is referred to as “language assessment”. It includes objectives that relate to grammar, vocabulary, pronunciation and spelling. The second is called “skills and strategies assessment”. It mostly focus on the assessment of the reading and writing skills.

Another feature that makes “language assessment” similar to the self-assessment questionnaire of “Getting Through” and different from the ones discussed in the analyses of the other textbooks is the inclusion of another activity accompanying filling the questionnaire. In this activity, the students are required to use examples to illustrate what they can really do with the language items included in the checklist.

The analysis of the six self-assessment questionnaires reveals that there are 12 can-do statements connected to pronunciation while the total number of statements is 78, giving a

percentage of 15.38%. This finding further supports the claim that the textbook authors view pronunciation as a less important component of the language.

4.3. Pronunciation in the Official Examinations

Because testing/assessment is an important element of the teaching process, it is necessary to find out to what extent the learners' pronunciation, their knowledge of this specific language area and how they apply this knowledge to meaningful communicative situations are assessed. According to Fulcher and Davidson (2007), a communicative language testing system requires tests which are devoted to testing not only learners' knowledge of the language and how to use it (competence) but also to what extent learners apply their knowledge to meaningful situations (performance). Similarly, in CBLT, the focus is on demonstrated performance and not merely on what the learners know about the language.

In the Algerian middle and secondary schools, two major types of tests exist: formal/national tests and class tests. The formal /standardised tests, which have a summative nature, are official exams designed by the Ministry of Education and conducted annually nationwide to test the learners' competencies at the end of the final year of the middle and the secondary cycle of the educational system. The two tests are called the BEM and the BAC examinations, respectively.

4.3.1. The pronunciation Component in the Official BEM Test

All the BEM exams conducted after the implementation of the 2003 reforms until 2014 are analysed. In other words, there are 8 exams included in the analysis: 2007, 2008, 2009, 2010, 2011, 2012, 2013 and 2014.

– General Description of the Test Content

The BEM exam consists of two parts, of which part one is divided into two sections. In the first section, "reading comprehension", the students are required to answer questions

relating to the text. This section is out of 7 point. In the second section, which is called “mastery of language”, the focus is on the different areas of language, including grammar, structures and pronunciation. It is marked out of 7 points. Finally, the second part, which is called written expression, requires the students to write a composition on a given topic. This means that this part taps into the students’ knowledge of the language in an integrative way.

– **Coverage/ Importance of Pronunciation Component in the Test Content**

The analysis of the 8 BEM exams reveals that the pronunciation component is present in the form of a written activity in section II, Part one. In fact, the third activity of the second section of part one is related to pronunciation. The only exception is BEM 2012, in which there are four activities in section two, of which the pronunciation activity is the fourth one.

The general coverage of the pronunciation content in the 8 tests is calculated by considering the number of activities. All the tests encompass seven activities except BEM 2012, which includes eight activities. Accordingly, the results of this estimated calculation are revealed in Table 4.23.:

Pronunciation content in activities	Whole content in activities	Percentage
8	65	12.30

Table 4.23.: General Coverage of the Pronunciation Component in BEM Exams

These results stress the importance given to the pronunciation element for middle school learners. This importance is also stressed in the marking system, which devotes 2 points out of 20 to the pronunciation activity in all exams except in BEM 2012, in which only a point is devoted to the pronunciation activity. The results are presented in Table 4.24.

Marks given to pronunciation activities	Marks given to all activities	Percentage
15	160	9.37

Table 4.24.: Marking the Pronunciation Component in BEM Exams

– **Pronunciation Foci**

In order to identify the pronunciation foci included in the BEM Exams, the number of occurrences of each focus was examined. Table 4.18 demonstrates the results.

Pronunciation Focus	Aspect	Number	Year	Percentage
Segmental	Final-ed	3	2007/ 2010/2014	37.5
	Vowels/ diphthongs	4	2008/2009/2011/2013	50
	Silent letters	1	2012	12.5
Total		8		100

Table 4.25.: Pronunciation Focus Areas in BEM Exams

Table 4.25. indicates that all the activities included in the BEM exams emphasise only the segmental elements. The pronunciation aspect which occurs frequently is the vowels and diphthongs with a percentage of 50%, followed by pronunciation of final –ed with a percentage of 37.5%. The silent letters is the least frequently occurring aspect with a percentage of 12.5%.

– **Pronunciation Activities**

The examination of the pronunciation activities shows that they test phonetic knowledge. This kind of testing focuses only on the knowledge of the formal linguistic system for its own sake rather than on the way such knowledge is used to achieve communication (Mc Namara, 2000). Below are some examples taken from different BEM exams.

Example 1: Classify the following words according to the pronunciation of the final “ed”:

Called - decided - stopped - wanted
 / t / / d / / ɪ d /

From BEM 2007

Example 2: Find in the text words that have the following sounds:

/ aɪ / (five) / ɪ / (sit)

From BEM 2008

Example 3: Find in the text words that have the following sounds

/ eɪ/ (say)

/ aɪ/ (write)

From BEM 2009

Example 4: In each list, pick out the word with a different vowel sound:

- a. Same - day - was- place
- b. Walk- stay- saw- all
- c. Like- time- nice- with
- d. Far- had- and -at

From BEM 2011

Example 5: Circle the silent letters in the following words:

Listen - would - while - work

From BEM 2012

The examples above clearly show that the pronunciation activities included in the BEM exams are easy and highly susceptible to guessing. Therefore, these types of activities do not measure the students' achievement in pronunciation. A student who has a poor pronunciation can provide correct answers simply by guessing. Moreover, the activities also lack one major criterion of a good test, which is content validity.

4.3.2. The Pronunciation Component in the Official BAC Exam

As already mentioned, all the BEM exams conducted after the implementation of the 2003 reforms until 2014 are analysed. Similarly, all the BAC Exams conducted after the implementation of the new curriculum were included in the analysis. However, the number of these exams is much greater than that of the BEM exams because of two main reasons. Firstly, the BAC exams vary from one branch to another; for example, two BAC exams exist for the literary streams: a BAC Exam specific to the students of letters and foreign languages and another specific to the students of letters and philosophy. Secondly, the students are provided with two exams and asked to choose one of them. Accordingly, the number of the analysed BAC exams amounts to 42 as illustrated in Table 4.26.

	2008	2009	2010	2011	2012	2013	2014	Total
Foreign Languages	02	02	02	02	02	02	02	14
Letters and Philosophy	02	02	02	02	02	02	02	14
Experimental sciences / economy & management / mathematics	02	02	02	02	02	02	02	14
Total	06	06	06	06	06	06	06	42

Table 4.26.: Number of the Analysed BAC Exams

- General Description of the Test Content

All the BAC exams are built on the same pattern: part one, named “reading”, consists of two sections, namely “comprehension” and “text exploration” and part two, named “written expression”. In the “comprehension” section, the students are required to answer questions relating to the text. This section is out of 7 points. In the “text exploration” section, the activities are related to the different areas of language, including grammar, structures and pronunciation. It is marked out of 8 points. Finally, the written expression part requires the students to choose one topic from the two provided ones and to write a composition on the chosen one. Indeed, this part taps into the students’ knowledge of the language in an integrative way. Five points are assigned to this task.

– Coverage/ Importance of Pronunciation Component in the Test Content

The analysis of the 42 BAC exams reveals that all of them include a pronunciation activity in the section named text exploration. In fact, the fourth activity, or the fifth in a very few cases, of the second section of part one is a pronunciation activity.

The general coverage of the pronunciation content in the 42 tests is calculated by considering the number of activities. All the tests encompass ten to thirteen activities though the most frequent number is eleven. Table 4.20. illustrates the results according to the different branches.

	Pronunciation content in activities	Whole content in activities	percentage
Foreign Languages	14	161	8.69
Letters and Philosophy	14	151	9.27
Experimental sciences/ economy & management/ mathematics	14	154	9.09
Total	42	466	9.01

Table 4.27: General Coverage of the Pronunciation Component in BAC Exams

These results show that the pronunciation component has a role in the BAC exam as it represents a percentage of about a tenth (9.01%) of the whole exam. It is worth mentioning that there are no significant differences between the results of the three branches. As far as the marking system is concerned, the pronunciation activity in the exams is marked out of 1 or 1.5 point. The results are displayed in Table 4.28.

	Marks given to pronunciation activities	Marks given to all activities	percentage
Foreign Languages	15.5	280	5.53
Letters and Philosophy	14.5	280	5.17
Experimental sciences/ economy & management/ mathematics	16.5	280	5.89
Total	46.5	840	5.53

Table 4.28.: Marking the Pronunciation Component in BAC Exams

As can be seen from Table 4.28., the pronunciation component in the BAC exam with a percentage of 5.53 is less important than in the BEM exam, in which 9.37% of the points are devoted to the pronunciation activity.

– **Pronunciation Foci**

Like in the BEM Exams, the number of occurrences of each pronunciation focus included in the BAC exams was examined. The results are shown in Table 4.22.

Pronunciation Focus	Aspect	Foreign Lges		Letters and Philosophy		Experimen tal Sciences		Total	
		F	%	F	%	F	%	F	%
Segmental	Final-ed	02	14.28	06	42.86	03	21.43	11	26.19
	Final -s	04	28.57	04	28.57	05	35.71	13	30.95
	Silent letters	03	21.43	01	07.14	0	0	04	09.52
	Number of syllables	04	28.57	02	14.28	04	28.57	10	23.81
	Rhyme (Sounds)	0	0	0	0	02	14.28	02	04.76
Supra-segmental	Stress	01	07.14	01	07.14	0	0	02	04.76
Total		14	100	14	100	14	100	42	100

Table 4.29.: Pronunciation Focus Areas in BAC Exams

Table 4.29. indicates that all the activities included in the BAC exams, except for one about stress, emphasise the segmental elements. The most frequently occurring aspects are the pronunciation of final-s with a percentage of 30.95 %, the number of syllables in words with a percentage of 28.57% and pronunciation of final –ed with a percentage of 21.43 %. The remaining aspects, namely the silent letter, rhyme and stress are assessed three times, twice or only once respectively.

– Pronunciation Activities

A striking feature emerging from the examination of the pronunciation activities in the BAC exams is that they do not differ from the ones included in the BEM exams. In other words, the activities test phonetic knowledge. In other words, the focus is on the knowledge of the formal sound system and the recall of information rather than on the way such knowledge is used to achieve communication. Below are some examples taken from different BAC exams:

Example 1: Classify the following words according to the pronunciation of the final “ed”:
believed - attended - developed - memorized - worked - educated

/ t /

/ d /

/ɪ d /

From BAC 2008 (L&PHIL Stream: subject 1)

Example 2: Underline the silent letters in the following words:

- a) write b) high c) know c) psychology

From BAC 2008 (L&PHIL Stream: subject 2)

Example 3: Underline the stressed syllables in the following words:

Corruption - public - capacity - extortion

From BAC 2009 (L&PHIL Stream: subject 1)

Example 4: Classify the words according to the number of their syllables.

Schooling - policy - affected - smoke

One syllable

Two syllables

Three syllables

From BAC 2014 (FL Stream: subject 1)

Example 5: Classify the following words according to the pronunciation of the final “s”.

boys - warriors - barracks - businesses

/ s /

/ z /

/ ɪ z /

From BAC 2014 (L&PHIL Stream: subject 2)

Example 6: Match pairs that rhyme.

A

1. Three
2. health
3. money
4. labour

B

- a. Honey
- b. favour
- c. free
- d. wealth

From BAC 2010 (SC/ GE/ MATH Streams: subject 1)

As can be seen from the examples above, the pronunciation activities included in the BAC do not measure the students’ achievement in pronunciation after three years of additional instruction in the secondary school. The activities are also very easy and highly susceptible to guessing. In addition, there is not much difference between the BAC and the BEM activities. A student who has a poor pronunciation can provide correct answers simply by guessing and a middle school learner can provide correct answers as s/he is familiar with the aspects tested. Therefore, the activities lack two major criteria of a good test, which are content validity and reliability, and this might have negative influence on the teachers’ practices with regards to pronunciation teaching.

To conclude, the nature of the official standardised tests (BEM and BAC) ignore the oral skills and so the learners' pronunciation. Despite the fact that pronunciation activities are included in these test, they do not really test the learners' achievement in pronunciation.

4.6. Overall Analysis of the Results of the Middle and Secondary school Teachers' Curriculum Documents, Textbooks and the Official Exams

The main findings of this chapter, obtained mainly from the analysis of the textbooks in addition to other official documents comprising the curriculum documents and the official BEM and BAC examinations, revealed some positive as well as negative issues as regards the degree of the compatibility of the way pronunciation teaching and testing are addressed with the CBLT principles.

4.4.1 The Compatibility of the Way Pronunciation Teaching is Addressed with the CBLT Principles

4.4.1.1. Importance of Pronunciation

The results stress that the importance given to pronunciation instruction in the curricula documents is translated, though with varying degrees, in the different textbooks. A glance at the file contents reveals the important role that the textbook writers gave to pronunciation and reading through the content of pronunciation in the analysed textbooks clearly strengthens the role assigned to pronunciation. Furthermore, the pronunciation component is integrated in the course in all the sequences of the files/units as an obligatory element. The percentage of the pronunciation materials in "Spotlight on English" designed for 1AM learners who start learning English as beginners and at a relatively early age (minus two years) compared with the age of learners who studied English before the reforms starting from 8AF is 7.81%. This reveals that the textbook designers are in favour of teaching English pronunciation right from the very early stages of instruction.

The analyses also reveal that the levels where pronunciation is highly emphasised include 2AM, 3AM, 4AM and 1AS. While pronunciation is also emphasised at 2AS, it is deemphasised at 3AS, the level marked by the lowest percentage of pronunciation coverage. To put it differently, while the textbooks giving much attention to pronunciation are “Spotlight on English, Book Two” (2AM), “Spotlight on English, Book Three” (3AM), “On the Move” (4AM) and “At the Crossroads” (1AS), pronunciation receives the least attention in “New Prospects” (3AS).

In addition, It must be noted that the importance increases from one level to the following level at the middle school and then decreases gradually, starting from the fourth grade of the middle schools upwards. The percentage noted for “Spotlight on English” (1AM), 07.46%, increases to 10.09% in “Spotlight on English, Book Two” (2AM), to 10.45% in “Spotlight on English, Book Three” (3AM). Then, starting from “On the Move” (4AM), the percentage decreases to 09.09%, to 08.62% in “At the Crossroads” (1AS), to 07.31% in “Getting Through” (2AS) and finally to 03.57% in New Prospects (3AS).

These findings are in harmony with what has been recommended by pronunciation specialists: it is important to introduce pronunciation right from the early stages of instruction, to intensify its teaching later, and then to deemphasise it at more advanced levels where the learners experience less pronunciation problems. Celce Murcia et al., (2010) argue that pronunciation is taught to high proficiency level students if the goal is to achieve a native-like pronunciation. The fact that pronunciation in “New Prospects “ (3AS) receives only scant attention is justifiable on the grounds that the major goal at this level is to prepare the students for the Baccalaureate examination, which is of a written mode.

4.4.1.2. The Pronunciation Content

The results reveal that the content of pronunciation covers both segmental and suprasegmental elements, despite the fact that these elements are treated with varying

degrees across the different levels. In “Spotlight on English”, (1AM) and “Spotlight on English, Book Two” (2AM), “On the Move” (4AM) and “At the Crossroads” (1AS), there is, more or less, some balance between the activities emphasizing segmental elements and those emphasizing suprasegmental ones (54.12% vs 45.88%, 48.28% vs 51.72%, 43.55% vs 56.45% and 47.06% vs 52.97%, respectively). However, in the remaining textbooks, the suprasegmental elements are prioritised. More specifically, 79.79%, 69.39% and 70.24% of the activities address the suprasegmental features in “Spotlight on English, Book Three” (3AM), “Getting Through” (2AS) and “New Prospects” (3AS), respectively.

These findings imply that the textbooks of the first three grades and the last two ones show a logical progression from emphasising both elements at the beginning to shifting focus to the suprasegmental elements later. As discussed earlier, it is generally assumed that as the learners advance in their learning, their pronunciation and articulation of the segmental elements are improved. However, the textbooks of grades four (“On the Move”) and five (“At the Crossroads”) spoils this progression, which is an indication that these textbooks do not fulfil the segmental/suprasegmental sequencing criterion.

Within the category of segmentals, is also included the sound/spelling relationship. As discussed before, because many of the pronunciation problems of EFL learners result from sound/letter discrepancies, it is of crucial importance to prioritise this area in pronunciation instruction. The analysis reveals that the seven textbooks treat this pronunciation priority of Algerian EFL learners: different pronunciations of the same letter or letters (letter i as /aɪ/ or /ɪ/ , diagraph ph as /p/ or /f/, th as / θ / r / ð /, ch as / ʃ /or / k / ...) , different spellings of the same sound (/ʃ /in *shark, nation, ocean*), pronounced/unpronounced h, pronounced/unpronounced r, pronunciation of final –s and final –ed , silent letters... etc.

The results also show that the content focuses on both perception and production. In the textbooks of the first two grades (“Spotlight on English”, 1AM and “Spotlight on

English, Book Two”, 2AM), there is a balance between activities emphasising perception and activities emphasising production. Undoubtedly, beginners should be given opportunities to listen to the language as well as to produce or practise the language. This means the learners are provided with input which they have to receive and perceive appropriately and then are asked to provide an output or simply to produce the targeted elements. In the remaining textbooks, either the production activities where the pupils are required to do repetitive drills or to act out dialogue (3AM and 2AS) or the perception activities (4AM, 1AS and 3AS) are prioritised. In addition to the activities emphasising perception and production, a number of phonetic or awareness activities are included starting from the third grade textbook of the middle school. That is to say, these activities are found in “Spotlight on English, Book Three” (3AM), “On the Move” (4AM), “At the Crossroads”, “Getting Through” (2AS) and “New Prospects” (3AS).

Even though the textbooks exhibit cases of lack of progression as far as the division segmental/suprasegmental is concerned and of consistency regarding the perception/production dichotomy, it is fair to conclude that the pronunciation content, taken globally without considering the particular needs of Algerian learners, meet the criteria of including both segmental and suprasegmental elements, the sound/spelling relationship and both perception and production.

4.4.1.3. Teaching Methodology

– Developing Communicative Competence

The results revealed that the pronunciation component is addressed differently in the seven textbooks and, so, the extent to which pronunciation is taught for communication purposes differs from one textbook to another. Overall, the pronunciation component is addressed in a non-communicative way, a typical feature of audiolingualism. Nonetheless, in the three textbooks designed for 3AM, 4AM, and 2AS, there are at least some guided

activities that give the learners the ability to focus on both the pronunciation points and meaning. It must be noted that “On the Move”, includes the only communicative activity revealed from the analysis of the seven textbooks. On the other hand, the four remaining textbooks (1AM, 2AM, 1AS and 3AS) do not meet the criteria of communicativeness: all or almost all (from 97% to 100) of the activities are non-communicative activities.

These findings imply that there is an attempt to make the practice ranges from controlled to more communicative activities in the three books designed for 3AM, 4AM, and 2AS. As for the other textbooks designed for 1AM, 2AM, 4AM and 3AS, all the activities are non-communicative, where the learners are just required to listen and repeat words, sentences or to act dialogues out. Nevertheless, a considerable number of these activities are meaningful activities. Added to that, the pronunciation content is provided in a structured way: the individual sounds are presented in meaningful words, word stress is practised in isolated words and also in context and intonation is sometimes introduced in meaningful and real contexts that the learner may encounter in real life.

As far as the approach followed in teaching pronunciation, it has been noticed that pronunciations is mostly taught inductively where no rules are worked out and where the students attention is not explicitly drawn to a given feature (the percentages range from 100% in the textbooks of the first two years of the middle school, “Spotlight on English” and “Spotlight on English, Book Two”, to 64.71% in the last textbook of secondary education, “New Prospects”). In the other instances, the approach followed differs from one textbook to another, which makes it evident that the textbooks have not been designed according to a clear approach to pronunciation teaching.

As discussed in 2.2.3.1. , the approach to pronunciation teaching varies across different proficiency levels and according to the learners age: the approach most suitable for young beginners is the inductive implicit approach while a rule-discovery approach, where the

students are led to discover the rules themselves or even a deductive approach is useful at later stages. A close examination of the findings reveal a lack of continuity and coherence across the different levels. While only a deductive implicit approach is adopted in the first two years, a rule discovery approach where the students are asked to draw the rules themselves is highlighted in 16.13% of the activities in the following grade .i.e., 3AM. One would expect the same approach to be even emphasised at later stages. However, the results reveal just the opposite: the approach is adopted in 0%, 05.06%, 02.13% and 02.94% of the activities at the following four levels, respectively .i.e., 4AM, 1AS, 2AS and 3AS. It must also be noted, at this juncture, that in 05.17% (4AM), 02.13 % (2AS) and 29.41% (3AS) % of the activities, the students' are asked to notice some phonological phenomena but without asking them to draw the rule. The fact that this approach is not highlighted at all at 1AS and receives considerable attention at 3AS is another evidence that pronunciation instruction is incorporated in a random way and not according to a definite plan. This claim is further strengthened by the fact that while the deductive approach where the students are provided with a hint about or a definition of a specific feature before doing the activity is used only once (01.61%) in "Spotlight on English, Book Three" (3AM), not used at all in the following two textbooks and then used in 04.25% and 02.94% of the activities in "Getting Through" (2AS) and "New Prospects", respectively.

So, the approach adopted in one and the same textbook and across the different textbooks does not offer a good opportunity for the learners to develop their pronunciation competency. The issue of whether pronunciation instruction is implemented in the same way that it is presented in the textbook will be examined in chapter 6.

Regarding the integration of pronunciation or its relationship with other skills, the results reveal that, pronunciation is, generally, not taught as an isolated skill, but rather through an integrative approach. There are activities that are related mainly to listening and speaking

and there are some instances where pronunciation is taught in conjunction with other language elements and skills, namely vocabulary, grammar, reading and writing. The textbook which illustrates how an integrative approach can be effectively adopted in pronunciation instruction include “Spotlight on English, Book Three” (3AM). “On the Move” (4AM) and “At the Crossroads” (1AS) also highlight an excellent integration of pronunciation instruction with the other skills, but which is limited to only the first file/unit of each textbook. An integrative approach is also noted, though occasionally, in “Getting Through” (2AS) and “New Prospects” (3AS). The pronunciation content could have been made more communicative by adopting an integrative approach where a focus on pronunciation is linked to other language elements and skills in more activities.

As a conclusion, the textbook, with varying degrees, meet partly some features of teaching pronunciation for communication purposes. While the pronunciation context covers both the segmental and the suprasegmental elements, highlights the sound/spelling relationship and emphasise both perception and production, the analysis revealed a somehow weak design of the activities. Most of the activities are non-communicative activities and only in three textbooks there is an attempt to make the practice ranges from more controlled to more communicative. In addition, the textbooks have not been designed according to a clear approach to pronunciation that takes into consideration the learners age and the different proficiency levels into consideration. The textbooks, though in a different way, show a tendency to highlight an inductive approach and the comparison of the different levels indicate the lack of a logical, coherent, continuous approach. furthermore, while pronunciation is taught in an integrative way, usually in connection with listening and speaking or in relation with other language elements and skills in some cases, it is also taught as a separate skill in others.

– **Individualised Instruction/Learner Centredness**

Except for the first two middle school textbooks in which the format of the pronunciation activities followed a repetitive format, mainly *listen and repeat*, *identify*, *compare* and *practice stress and intonation*, the remaining textbooks include a wide range of different activities. The most frequent type consists of written activities which involves no oral production. These activities can be categorised into discrimination/identification tasks, in which the students are required to listen and to do a written activity (e.g. listen and mark, listen and underline, listen and classify, listen and note how a certain feature is pronounced, listen and choose the right pronunciation) and phonetic knowledge/awareness written activities, where the students are neither required to listen nor to practise orally, but rather to demonstrate their ability to apply phonetic knowledge (e.g. complete with falling/rising intonation, mark the intonation, cross out the silent letters, find words that start with the following consonant clusters, find the words that rhyme, arrange the words according to diphthongs). Other types include the activities involving reading aloud or repetition of a word or a sentence (e.g. read the sentences aloud or repeat the words, repetitive pair work activities (e.g. play out the presented dialogue or take turns to ask and answer questions), meaningful pair work activities (e.g. play out the dialogue constructed by the pupils themselves either in a guided way or freely) and activities including phonetic symbols/transcription.

This variety makes the learners motivated and interested in learning pronunciation. However, in all the activities, only the traditional techniques, including ear training, listen and repeat, phonetic training, reading aloud, discrimination tasks, identification tasks, and dialogues are emphasised. This implies that the pronunciation activities are not varied enough to sustain the learners' interest.

The analysis also reveals that the textbooks do not include activities of reinforcement or consolidation to cater for the slow learners. All the activities are designed for all the

students: proficient students and less able students. It must be noted, at this juncture, that the textbook designers appear too ambitious at times and less ambitious at others. While some activities seem to be very difficult at a particular grade, others are of such simplicity that they could be solved by students from lower grades.

Another feature which is analysed is the form of social interaction involved in carrying out the exercise. The results also show that except for the first two grades textbooks where only individual work is emphasised, the remaining ones also include activities involving learners in pair work. The textbook with the highest number of pair/group work is “Spotlight on English, Book Three” (3AM) with a percentage of 43.55. In the other textbooks (4AM, 1AS, 2AS and 3AS), the percentages range from 10.13% to 19.15%. Normally group or pair activities involve communication; nonetheless, most of the pair work activities included involve no more than the repetition of dialogues.

Considering whether the textbooks take into account the Algerian learners’ needs or not, the results, taken globally, revealed that the pronunciation activities focus on many pronunciation priorities of Algerian learners. At the segmental level, it was revealed that the textbook designers aim at drawing the learners attention to the discrepancies between English pronunciation and spelling to help them reduce inaccurate spelling-pronunciation infelicities and also at showing them that the pronunciation of some English sounds is different from that of French. In presenting the consonants, the course designers emphasised the intra-lingual difficulties that an Algerian or any other foreign learner of English would face. As stated earlier these difficulties stem from the fact that there are discrepancies between spelling and sound representations in English. Moreover, the course designers included aspects dealing with inter-language difficulties, such as the articulation of /ŋ/ and the pronunciation of words beginning with silent/pronounced “h”. At the suprasegmental level, the learners are introduced to stress and intonation right from the beginning. These

important elements are recycled across all levels and aspects of connected speech are also gradually, but also in a limited way, introduced. Within the suprasegmental elements, intonation and word stress are the most emphasised elements while the least frequent ones are assimilation and linking.

Nevertheless, the way of selecting and sequencing the pronunciation content over the different grades is not appropriate. The results obtained from the analyses of the seven textbooks revealed that pronunciation is not incorporated according to a well-organised definite plan that fulfils the criteria of content selection and organisation. Despite of the fact that different elements are covered in each textbook, the overall content falls short of supplying the needs of Algerian learners. The major shortcomings are summarised below:

- Only four vowels are introduced in the first year (ɪ, i:, ə, ɑ:). Surprisingly, the number is reduced to two in the second year (ɪ, i: are recycled) and then increases to nine in the third year (ɪ, i:, ɑ: are recycled + ʌ, æ, ɒ, ɔ: and ɜ:) and to 11 in the fourth year (all except / ʌ/). More vowels should have been included in the first two years, especially the ones causing difficulty to Algerian learners (mainly the contrast: e, ʌ, æ) and then recycled consistently.
- It is not logical to introduce only one diphthong (/aɪ/) at 1AM, three (/aɪ/, /eɪ/, /ɔɪ/) at 2AM, none at 3AM and then to expect the students to acquire the eight diphthongs at once through one activity at 4AM.
- Delaying the introduction of consonant clusters until 3AM and 4AM is not justifiable. They should have been included before to avoid the fossilisation of epenthesis.
- Homophones and homonyms are taught only at 2AS. As important techniques used in training the learners improve both their pronunciation and spelling skills, they could have been used from the beginning to raise the learners' awareness of the complexities of the sound/letter relationship in English.
- The treatment of sentence stress is fairly limited: totally absent in the first three years, tackled only one at 4AM and 1AS, and then it receives attention at 2AS and 3AS. So, the pronunciation content regarding this problematic area is not sufficient). The strong and the weak forms are not addressed in the first two years, highly emphasised

- in the third year and recycled in the fourth year. Then, 1AS makes an exception as no activity is concerned with this feature, which is also emphasised at 2AS and 3AS.
- Rhythm, which should have been given special attention, is totally absent in the seven textbooks.
 - Intonation is the most frequently occurring element in the textbooks. In the first two textbooks, however, it is sometimes, unnecessarily, overemphasised. For example it is presented in a redundant way in “Spotlight on English, Book Two”, where the first five “practice stress and intonation” and many other sections are, unjustifiably, dedicated to intonation in yes/no questions and short answers.

These findings are a clear evidence that in spite of the fact that the pronunciation content covers different pronunciation points, the fact that some important points are lacking and that some elements are not sequenced and organised adequately make it unable to help the Algerian learners achieve good pronunciation skills. No matter how much pronunciation activities are present in a textbook, no gains would be expected from instruction if the criteria of content selection and organisation are not fulfilled.

– **Integration/Mobilisation**

The results show that despite the fact that there are many activities in which the learners can reinvest their phonological knowledge, the instructions of the activities do not explicitly require the learners to focus on or to pay attention to some pronunciation elements taught before. In other words, only rarely are the students urged to reinvest their phonological knowledge despite the fact that there are many instances in the textbook where investment of previously taught pronunciation elements would be possible. The only textbooks showing the presence of this principle is “Spotlight on English, Book Three” (3AM), “On the Move” (4AM) and “New Prospects” (1AS) where the learners are asked, for example, to pay attention to intonation in non-pronunciation activities. Moreover, the teacher’s guide of “On the Move” (4AM) includes several instances where the teachers are asked to pay attention to their learners’ pronunciation and intonation. Finally, there is no emphasis on the

integration of the pronunciation points taught in a file/unit in the oral presentations of the projects of all the textbooks.

– **Fostering Learner Autonomy**

The results reveal that the textbooks do not provide the learners with explicit pronunciation strategies. For example, a very important minimal strategy, which is the use of the dictionary, is not referred at all in the analysed textbooks. However, some implicit strategies that provide the learners with self-noticing and self-correction strategies have been noted.

One of the most important of these strategies is the use of phonetic notation. The latter is present in all the textbooks, except for “Spotlight on English” (1AM), where no phonetic symbol is used. Arguably, introducing a very limited number of phonetic symbols (especially the symbols of consonants that differ from the roman script such as / ð, θ, ʃ, ʒ / and the schwa /ə /) from the early stages could be advantageous for the learners to highlight the regular as well as the irregular sound/spelling relationship. By contrast, in “Spotlight on English, Book Two” (2AM), a wide range of phonetic symbols of vowels, diphthongs and consonants are introduced. In “Spotlight on English, Book Three” (3AM), some phonetic symbols taught previously are recycled and new ones are also introduced. It is worth mentioning that the phonetic symbols are used to highlight important phonological aspects such as the strong/ weak forms of auxiliaries (/wɒz/ or /wəz/, /hæv/ or / (h)əv/), assimilation (/du:/ or /dʒə/), linking (/mɔ:r/ or /mɔ:/) and unstressed suffixes (fəl, ləs). Most interesting in this textbook is the inclusion of phonetic transcription. The IPA symbols makes an occasional appearance in random activities which include some difficult words or in cases where it is important for the learners to know how to pronounce a word. By the time the book is finished, the pupils should be quite familiar with all phonetic symbols of consonantal phonemes and some vowels. This contradicts the claim made in the “On the Move” (4AM)

syllabus that the main novelty consists in the simplified introduction of the maximum number of IPA phonetic symbols. In this textbook, a number of activities involving phonetic transcriptions are noted and all the phonetic symbols are used. However, the aim of these activities is to help the learners pronounce the words correctly by relying on themselves. In this regard, it is mentioned in 4AM syllabus that the aim of the introduction of IPA symbols is to help the learners know the pronunciation of a word as provided in the usual dictionaries. As far as the secondary school textbooks are concerned, all of them make use of phonetic notation and also phonetic transcription.

With regards to the use of visual highlighting that might help the learners in learning and improving their pronunciation in an autonomous way, the results reveal that only the first three middle school textbooks fulfil this criterion. “Spotlight on English” (1AM), “Spotlight on English, Book Two” (2AM) and “Spotlight on English, Book Three” (3AM) encompass examples where the spelling of the vowel or consonant targeted is highlighted in red, the stressed syllables are represented in red, intonation is represented in through upward curvy arrows when the pitch is rising and downward curvy arrows when the pitch is falling. Except for these three textbooks, the other textbooks do not emphasise the visual highlighting of pronunciation points and, so, do not provide them with the ability to practise out of class.

4.4.2. The Compatibility of the Way Pronunciation Assessment is Addressed with the CBLT Principles

– Diagnostic Assessment

The results show that there are no diagnostic tests in the textbooks. This means that all the language skills and competencies, including pronunciation, are not pre-tested at the beginning of a course. Apart from the teacher’s guide of “On the Move” (4AM), all the guides do not include a diagnostic test and do not even suggest to the teachers to devise their own tests. This implies that one main principle of CBLT is not implemented appropriately

in the textbooks. In the diagnostic test mentioned earlier (4AM teacher's guide), a written pronunciation activity is included. In this activity, the learners are required to underline the silent letters in four words. It is clear that the test designers are influenced by the type of pronunciation activities included in the official BEM exam. However, a more appropriate assessment of pronunciation competency should be done through oral tests. For example, the teachers could be advised to test the learners speaking' skills, without neglecting adequate pronunciation and intonation.

– **Formative Assessment/Self-Assessment**

The analysed textbooks do not provide opportunities to assess the learners' pronunciation on a regular basis. Actually, even though the pronunciation activities included in the textbooks are considered as both teaching and assessment activities, only the ones that assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement can be considered as activities of formative assessment. Moreover, the different textbooks give scope for neither self-correction nor peer correction.

Apart from "Spotlight on English" (1AM), the analysed textbooks devote a section to self-assessment, referred to as *self-assessment* in "Spotlight on English, Book Two" (2AM), *where do we stand now* in "Spotlight on English, Book Three" (3AM) and "On the Move" (4AM), *check your progress* in "At the Crossroads" (1AS), *where do we go from here?* in "Getting Through" (2AS) and *Assessment* in "New Prospects" (3AS). The pronunciation component figures in almost all the self-assessment sections, except for "Spotlight on English, Book Three" (3AM), where all the statements are related to communicative functions. In the other textbooks, one to three can-do statements in each assessment questionnaire are concerned with pronunciation. Thus, the principle of self-assessment with regards to pronunciation is accounted for.

As a conclusion, while some of the principles of the CBLT are partly accomplished, other principles are not implemented at all.

4.4.1.4. Other General Remarks

Despite the importance assigned to pronunciation in the textbooks, the analysis shows that all the activities in the seven textbooks are intended to be presented and modelled by the teacher. The unavailability of a recorded material complicates the teaching situation for the teachers who may themselves suffer from pronunciation problems. In addition, it deprives the students from the opportunity to listen to good pronunciations and to improve their pronunciation through extra practice outside the class.

In connection with the use of recorded materials arises the issue of the pronunciation model. Despite of the fact that the official documents do not explicitly adhere to one model, the analysis reveals that British English, which has always been the model taught in Algeria since the beginning of EFL teaching in Algeria, is still the model preferred by the syllabus designers and the textbook writers despite of the widespread American model among many young learners and teachers today. It seems that the emergence of English as an international language and the many controversial issues it raises such as the world 'Englishes' and what the model to adopt in EFL contexts are still non-existent in the ELT discussions in Algeria.

Added to that, a number of pronunciation activities contain inaccurate information or mistakes. Examples include using the wrong arrows to indicate some intonation contours, ambiguous information or explanations such as aspirated/unaspirated h, pronunciation of "th" as silent, incorrect information in the activity about silent and pronounced h in "New Prospects" (3AS) in addition to some mistakes in the transcriptions provided.

Concerning the issue of whether the textbooks are accompanied by helpful teacher guides with regards to pronunciation teaching, the analysis reveals that the guides are either moderately helpful or not helpful at all (1AM, 2AS, 3AM, 3AS) or somehow helpful (4AM

and 1AS, 2AS). In the former category, only the keys to the activities and some humble suggestions are provided whereas the latter provides some guidance with regards to methodological procedure to be followed.

4.4.3. The Compatibility of Testing pronunciation with CBLT

As discussed in 3.5.3., in CBLT, the focus is on demonstrated performance. Pronunciation performance can only be tested through aural/oral tests that give an accurate evaluation of a learner's pronunciation, both from a perception and a production point of view. Arguably, an ideal way to test pronunciation performance is through an integrative testing approach where pronunciation is integrated with listening and speaking.

In the curriculum documents, no reference is made to the testing of pronunciation. however, it can be inferred from the section focusing on evaluation in general that all teaching resources, pronunciation is one of them, are intended to be evaluated through the different types, namely diagnostic, formative and summative evaluation.

As regards the textbooks, all of them do not include any pronunciation tests. However, as mentioned above, only the 4AM teacher's guide comprises samples of different types of tests: a sample entry assessment test to 4AM, a revision test for every two files and an exit test. In these written tests, pronunciation activities are present and the focus is on silent letters, intonation and vowels/diphthongs. However, the teachers are not encouraged to carry out any oral tests to test the oral skills, except in the exit test where the students are asked to narrate their experience to the class in two or three minutes.

In addition to the curriculum documents and the textbooks, pronunciation testing in the official exams is examined. Prior to the analysis, the fact that the official standardised tests (BEM and BAC) are exclusively of a written mode makes it clear that the oral skills, subsuming the learners' pronunciation, are ignored. However, the analysis shows that pronunciation has a role in these exams through including pronunciation activities and

assigning marks to them. The analysis also reveals that there is no difference from the activities included in both tests and that only some redundant features are tested, namely pronunciation of final –ed or final –s , silent, consonants, vowels/diphthongs (in BEM exams only) and the number of syllables (in BAC exams only). Furthermore, these activities, especially the ones included in the BEM exams, are easy and highly susceptible to guessing. Therefore, students’ performance in these tests is not indicative of their pronunciation abilities.

In conclusion, testing the pronunciation component in the official exams is a total failure. The inclusion of written pronunciation activities only stresses the importance given to pronunciation in the curriculum. Regardless of the fact that these activities can never test the learners’ pronunciation performance, they cannot assess their achievement regarding phonetic knowledge, neither for they lack both content validity and reliability. Still worse, the overemphasis of certain features, to the extent, for example, that pronunciation teaching in Algeria is equated with pronunciation of final –s and final –ed may imply the negative impact of these tests on the teachers’ instructional as well as assessment practices with regards to pronunciation teaching.

4.5. A Note on the New Generation Curriculum Textbooks

The beginning of the academic year 2016-2017 witnessed the implementation of a new curriculum, which is a revision and an improvement of the 2003 curriculum. This curriculum, referred as the new generation curriculum, is also based on the CBA. It brings new reforms in the Algerian educational system consisting mainly of designing new syllabuses and textbooks for the primary and middle school levels. As regards ELT, the improvement resulted in changing the English textbooks used for the first and second year middle school learners “Spotlight on English” and “Spotlight on English, Book Two” by the new textbooks “My Book of English, Year One” and “My Book of English, Year Two”. The

rationale for adopting the new textbooks is to make learners play a more active role in their own development and make them responsible for their own learning. Moreover, the new textbooks also aim at equipping the learners with the necessary competencies to function appropriately in different real life situations; these competencies are taught in an integrated way as they are used so in real life situations.

Therefore, it was crucial to shed light on the role of pronunciation in the current textbooks in order to see whether the way pronunciation is addressed has improved or worsened. To this end, the two new textbooks “My Book of English, Year One” and “My Book of English, Year Two” were also subjected to a thorough analysis. On the whole, the results reveal that apart from giving a role to pronunciation in the textbooks, the way pronunciation is addressed is not adequate in the sense that the weaknesses are the overwhelming characteristic.

While Pronunciation plays a role in “My Book of English, Year One”, it receives considerable attention in “My Book of English, Year Two”. More specifically, “My Book of English, Year One” includes 13 pronunciation activities, covering 06.80% of the whole content, whereas, the number increases to 72 activities, covering 11.67% of the content in “My Book of English, Year Two”. So, from a quantitative point of view, pronunciation is adequately presented.

Nonetheless, the analysis also reveals that the pronunciation content included in the textbooks does not align with current perspectives in pronunciation content selection and sequencing. Aside from highlighting the sound/symbol relationship, the pronunciation content included is restricted to the segmental elements in “My Book of English, Year One”, in addition to the strong/weak forms, the only suprasegmental aspect, in “My Book of English, Year Two”. Moreover, while both perception and production are addressed

simultaneously through the technique listen and repeat in the presentation phase activities, perception is emphasised at the expense of production in other activities.

The results also reveal that the two textbooks do not fulfil the criteria of teaching pronunciation for communication purposes. All the activities, except for two in “My Book of English, Year Two”, are non-communicative activities and only a few activities involve learners in pair/group work. Moreover, while the inductive approach is exclusively adopted in “My Book of English, Year One”, the deductive approach is the tendency in “My Book of English, Year Two”. Added to that, pronunciation is taught as a separate skill in both textbooks. It neither integrated with listening nor related to other language elements and skills. In fact, all pronunciation activities are included in the section called “I pronounce”, which, according to the textbooks’ authors, aims at training the learners to pronounce correctly and to differentiate between the sounds and their orthographic representations.

Moreover, the analysis has also shown that the CBLT principles of individualised instruction/learner centredness, integration/mobilisation and formative assessment are not accomplished at all in both textbooks. Despite of the fact that the two textbooks include a variety of activities, all the techniques used are traditional as they are typical of Audiolingualism lessons. It must be noted here that some pronunciation activities are associated with pictures, unnecessarily occupying considerable space, to motivate the learners. Added to that, the activities do not take into consideration the learner’s strategy and different learning styles: there are no reinforcement or consolidation activities. As regards the suitability of the content to the needs of Algerian learners, it is fair to say that the content does not respond to many pronunciation problems of Algerian learners of English. The fact that the all the suprasegmental elements of word stress, sentence stress, rhythm and intonation are excluded is not justifiable. Also, there is no logical explanation behind restricting the content to the 06 vowels (i, e, i:, ə, ʌ, ɔ:), the three diphthongs (ei, ai, au) and

the consonants (θ, ð, h, s, z, ʒ, ʃ, j, dʒ, g) in “My Book of English, Year One” while covering pronunciation of final –s, weak forms of can, cant, must, mustn’t, should, shouldn’t and silent letters (h and d) in “My Book of English, Year Two”. Another point worth mentioning is the abrupt shift from a deductive approach to a deductive approach is not suitable for 2AM learners who have studied English for only one academic year and for whom a rule discovery approach is recommended. Still worse, the rules provided and the language used in the pronunciation tools do not meet the criterion of learnability. In fact, some of the pronunciation rules and phonetic knowledge included cannot be learned by secondary school learners, not alone by middle school learners. As far as integration/mobilisation is concerned, in no activity are the learners given the opportunity to reinvest the pronunciation elements taught before. It must be noted here that this principle is explicitly highlighted in the two textbooks through the section “I integrate”. Finally, there are no sections devoted to assess the learners’ progress and, so, there are no activities that are meant to assess the learners’ pronunciation abilities for improvement purposes.

On the other hand, the results reveal that the principles “fostering learner autonomy” and “self-assessment” are partially fulfilled. Introducing the phonetic symbols right from the beginning and providing the students with detailed pronunciation rules is a clear indication that the textbook designers have attempted to provide the learners with strategies to become autonomous learners and rely on themselves later on to improve their pronunciation. However, the way of introducing the phonetic symbols for 1AM learners and the pronunciation rules for 2AM learners is not adequate in the sense that no practice opportunities are provided. For example, the symbols / dʒ, ʒ, j, g and ʃ / are all introduced at once in one activity and / ʃ, v, ɔ: and au/ in another. Still worse, rather than associating the sounds with simple words the students can easily remember later, the sounds / dʒ, ʒ, j, g and ʃ / are introduced through pictures of flags denoting different countries. In addition,

while self-correction is not highlighted, peer-correction plays a role in “My Book of English, Year Two” as the students are explicitly asked to correct each other’s pronunciation while acting out dialogues in some activities. As for “self-assessment”, self-assessment questionnaires are included at the end of each unit. Pronunciation can do statements are present, covering 08.33% and 13.33% of the whole statements in “My Book of English, Year One” and “My Book of English, Year Two” , respectively.

Thus, the pronunciation content in the new textbooks, “My Book of English, Year One” and “My Book of English, Year Two”, that are currently used is not addressed adequately. More specifically, these textbooks seem to overlook what is currently known in SLA, the current perspectives of pronunciation instruction and the principles of CBLT, altogether. Thus, it is fair to say that, rather than overcoming the shortcomings of the first generation curriculum textbooks and moving a step forward, the new generation curriculum textbooks pushed pronunciation instruction many steps back.

Conclusion

This analytical chapter was devoted to the analysis of the pronunciation component in the Algerian official documents, namely the syllabuses of the seven grades of middle and secondary school education, the textbooks currently used and the official standardised examinations. A number of positive and negative factors emerged from the analyses. Interestingly, the qualitative and the statistical analysis revealed that despite the fact that pronunciation seems to play a role in these documents, pronunciation is not incorporated thoroughly in the syllabuses, not addressed effectively in the textbooks, especially in the first two textbook of middle school education and the third year secondary education and it is not evaluated appropriately in the official exams.

Chapter Five

The Middle and Secondary School Teachers' Preparedness, Attitudes and Perceptions about Pronunciation Teaching

Introduction

5.1. Research Design

5.2. The Teachers' Preparedness, attitudes and perceptions' Questionnaire

5.2.1. Description of the Teachers' Questionnaire

5.2.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

5.2.2.1. The Middle School Teachers

5.2.2.2. The Secondary School Teachers

5.3. Overall Analysis of the Results of the Middle and Secondary School
Teachers' Questionnaire

5.3.1. Teachers' Preparedness for Teaching Pronunciation in the Competency
based Language Teaching Model

5.3.2. The Teachers' Attitudes towards Pronunciation Teaching in the
Competency based Language Teaching Model

5.3.3. The Teachers' Perceptions of the Major Obstacles Faced by the Teachers

Conclusion

Introduction

In order to understand the issues related to teaching pronunciation, it is important that the teachers' attitudes towards pronunciation teaching, their preparedness to teach this component as well as their opinions about important issues such as the pronunciation materials, the needs of the learners and the encountered problems should be investigated. Hence, the teachers' questionnaire used to investigate the teachers' preparedness, attitudes and perceptions about the teaching of pronunciation in a Competency based Language Teaching model aims at providing answers to the second and third research questions, namely are the teachers sufficiently prepared to teach pronunciation within the framework of the CBA in the Algerian Context? And what are the teachers' attitudes towards pronunciation within the framework of the CBA?

5.1. Research Design

The main concern of this research is to investigate the role of pronunciation in Algerian Middle and Secondary Schools. Therefore, it is necessary to investigate the teachers' preparedness, attitudes and perceptions about the teaching of pronunciation in a Competency based Language Teaching model. The research design opted for to attain this aim is a descriptive one. There is a general agreement among researchers that the descriptive design is appropriate to find out the existing conditions, practices, or beliefs prevailing in a certain situation (Gall, Borg and Gall, 1996). Accordingly, the descriptive design was found to be fitting to reflect the teachers' preparedness, attitudes and perceptions about the teaching of pronunciation in the Algerian School. Hence, both qualitative and quantitative methods were used for the organization and the analysis.

For the purpose of gathering satisfactory information to find the answer to the second and third research questions of this study, namely, how well the teachers are prepared to teach pronunciation in the framework of CBLT and what are the teachers' attitudes and

perceptions about pronunciation teaching, a questionnaire is devised, based on Cohen, Manion and Morrison's (2000) practical considerations in questionnaire design, with two different forms: one for the Middle School teachers and the other for the Secondary School teachers.

The participants in the present study are Middle and Secondary School teachers from the Wilaya of Jijel. The selection of the district was purposive as it is more favourable for the researcher because she lives there. In addition, the cooperation of colleagues and acquaintances was expected. So, convenience sampling, which is about the ease of access from the researcher point of view, is the sampling method used.

According to data obtained from the teaching direction of the Wilaya of Jijel in the academic year 2013-2014, the total number of Middle School teachers is 327 (distributed in 108 Schools) and the total number of Secondary School teachers is 202 (distributed in 40 Secondary Schools). From these, 69 Secondary School teachers and 109 Middle School teachers were selected.

In the wilaya of Jijel, there are 11 educational sectors: Jijel, Taher, Chekfa, Al-Ansar, Al-Milia, Sidi Maarouf, Al Aouana, Ziama Mansouria, Texenna, Djimla and Settara. Six educational sectors were selected, namely, Jijel, Taher, Chekfa, Al-Ansar, Al Aouana and Texenna.

Tables 5.1 and 5.2 show the different Middle and Secondary Schools involved in the present study.

Educational Sector	Town/Area	Middle School	Number of Teachers
AL Aouana	AL Aouana	Djennas Mohamed	04
	AL Aouana	Debbez Med Cherif	02
Jijel	Jijel	Fridja Slimane	03
	Jijel	Amira Moussa	04
	Jijel	Zazoua Ahmed	04
	Jijel	Amiour Ammar	04
	Jijel	Zekkout Ismail	02
	Jijel Village Moussa	Moustafa Al Ouali	04
	Jijel Camp Chevalier	Bouzekria Boudjemaa	03
	Jijel Tab Zerara	Assila Tayeb	03
	Jijel Village	Iyad Abdelkader	03
	Rabta	Rabta	02
	Al Haddada	Gherbi Mohamed	03
	Herrathan	Al Moussalaha	04
Texenna	Texenna	Bouchaieb Ammar	03
	Al Ghariana	Boudjoudjou Ahmed	02
	Kaoues	Zormani Rabeh	04
	Beni Ahmed	Bouider Ferhat	03
Taher	Taher Central	Bilal	03
	Taher Boucherka	Yahi Ammar	04
	Taher Garre	El Irchad	04
	Taher Ouled Souissi	Labiad Mohamed	05
	Taher Ouled Souissi	Malek Ibn Nabi	04
	Tassoust	Bouhlas Messaoud	03
	Tassoust	Zidane Salah	04
	Dekkara	Tarek Ibn Ziad	03
	Oudjana	Mekircha Derradji	03
	Bazoul	Al Djadida	02
	Khoula	Medjdoub Said	02
	Emir Abdelkader	Mezreg Cherif	03
	Thar Ouassaf	Boumlit Ali	03
Chekfa	Chekfa	Ibn Al-Haithem	03
	Sbet	Lazaar Rabeh	02
	Djimar	Boulakrinat Ferhat	03
	Al Kennar	Abdellouche Bachir	03
	Sidi Abdelaziz	Boukzia Ahmed	03
Al Ansar	Al Ansar	Al Ansar 2	03
	El Djemaa	El Djadida	03
	El Djemaa	Rouibah Hocine	03
	Al Meharka	Hammani Ahcene	02
	Oued Adjoul	Kehlouche Ahcene	02

Table 5.1.: The Middle Schools Involved in the Study

Educational Sector	Town/area	Secondary School	Number of Teachers
AL Aouana	AL Aouana	Cheraitia Youssef	05
Texenna	Texenna	Bourezzak Ahmed	05
	Kaoues	Zeyn Med Ben Rabah	04
Jijel	Jijel	Terkhouche Ahmed	08
	Jijel	Kaoula Tounis	05
	Jijel	Draa Med Sadek	04
	Harrathan Jijel	Harrathan	03
	jijel	Les 40 Hectares	04
Taher	Taher Boucherka	Laabeni Ahmed	06
	Taher Garre	Boumendjel Ahmed	05
	Tassoust	Tassoust	05
	Emir Abdekader	Mati Ahcene	05
Chekfa	Chekfa	Bouhrine Cherif	04
	Al Kannar	Al Kannar	03
	Sidi Abdelaziz	Francisse Ahmed	04
Al Ansar	Al Ansar	Boudrioua Mekhlouf	04
	Belghimouz	Hilal Abdellah	05

Table 5.2.: The Secondary Schools Involved in the Study

As can be seen from Tables 5.1. and 5.2., the number of teachers is 113 Middle School teachers and 79 Secondary School teachers while the number of the distributed questionnaires is 109 and 69 respectively. One reason is that the supply teachers are not included in the present study because it is assumed that most of them lack experience and, consequently, they cannot answer some questions. Another reason is that a number of teachers from the Schools included in Table 5.1. and Table 5.2. refused to fill in the questionnaires. For example, the two Secondary Schools *Bouherine Cherif* and *Draa Med Sadek* were not included in the study at first, but because of the previously mentioned reasons, it was necessary to compensate for the gap.

In total, 109 Middle School teachers' questionnaires and 69 Secondary School teachers' questionnaires were handed out personally or with the help of acquaintances and friends. Out of these, 96 Middle School teachers' questionnaires and 66 Secondary School teachers' questionnaires were returned. Nevertheless, the number of questionnaires was

reduced to 87 Middle School teachers' questionnaires and 62 Secondary School teachers' questionnaires after eliminating the incomplete ones; a few teachers returned the questionnaires in which (a) whole page(s) or whole sections are not answered.

Before administering the questionnaires, the researcher piloted them in an attempt to see how good they were for the purpose of the study. Five Secondary School teachers participated in the pilot. As a result, some items were modified. For example, the question about the teachers' perceptions of whether the guides are helpful with regards to pronunciation teaching (Question 12) was initially a yes/no question (Is the teacher's guide helpful with regards to pronunciation teaching?: yes or no) but modified to show different degrees of helpfulness (To what extent is the teacher's guide helpful: extremely, significantly, moderately, not at all). Another example is the question about the teachers' perceptions of the main obstacles to pronunciation teaching (Question 24). The modification is concerned with highlighting the main obstacles in bold in the question (In your opinion, what are **the main obstacles** encountered in teaching/ learning pronunciation in the Algerian Middle/ Secondary Schools? Please, rank them from most important to least important, starting with number 1 for the most important obstacle). These modifications were made in order to make sure that the respondents were provided with clear questions. As far as the administration of the final questionnaires is concerned, the 109 copies and 69 copies were distributed to 40 Middle Schools and 17 Secondary Schools, respectively in the period from March 2014 to May 2014.

5.2. The Teachers' Preparedness, Attitudes and Perceptions Questionnaire

5.2.1. Description of the Teachers' Questionnaire

In order to explore the teachers' preparedness, attitudes and perceptions about the component of pronunciation teaching in the framework of CBLT, a teachers' questionnaire, which was handed in two different forms, one adapted to Middle School teachers and another

adapted to Secondary School teachers, has been devised (see Appendix II). It is worth mentioning that the two questionnaires (the Middle School teachers' questionnaire and the Secondary School teachers' questionnaire) are presented as one questionnaire in the Appendix with a specification of Middle School teachers and Secondary School teachers where appropriate.

The aim of the research work, namely to investigate the teachers' preparedness, attitudes and perceptions about pronunciation teaching, and its significance, namely that the information collected would serve to make recommendations that would help the teachers in pronunciation teaching, were explicitly explained in the introduction of the questionnaire.

The questionnaire consists of 25 questions, based on the literature review described in the theoretical part of the present study. In order to gather much information on the issues under investigation, the questionnaire combines different types of questions: closed questions, open questions, ranking order questions and questions that require responding to statements on a five-point Likert scale. Citing Oppenheimer (1992), Basturkmen, Loewen and Ellis (2004: 250) point out that "open-ended items have the added advantage of eliciting ideas expressed in the respondents own words".

The twenty-five questions are organized into five sections: "General Information", "Teachers' Preparedness for Teaching Pronunciation in a CBLT Model", "Teachers' Attitudes towards Pronunciation Teaching and CBLT", "Teachers' Perceptions of the Main Obstacles to Pronunciation Teaching" and "Further Suggestions".

Section One consists of six questions that elicit some general information about the respondents, namely their degrees (Question 1), their teaching experience (Question 2), the levels they have taught (Question 3), about the learners pronunciation (Question 4) and about the teaching context (Question 5 and Question 6).

Section Two covers the Teachers' preparedness for teaching pronunciation in a CBLT model and includes six questions aimed at obtaining information about the teachers pronunciation competence (Question 7), the teachers training in teaching pronunciation (Question 8), the adequacy of the training they had received (Question 9), the pronunciation aspects about which they need more training (Question 10), their possession of the teacher's guide (Question 11) , their perceptions of whether the guides are helpful with regards to pronunciation teaching (Question 12) and their understanding of the CBA (Question13).

Section Three is aimed at eliciting the teachers' attitudes towards pronunciation and CBLT through investigating teachers like or dislike to pronunciation teaching (Question 14), their perceptions of pronunciation and pronunciation importance and other related issues (Question 15), of the aspects they think are necessary for their learners (Question 16), of whether the current teaching/learning conditions are favourable for implementing the CBA (Question 17 and 18) and of whether the CBA has succeeded in improving the learners achievement (Question 19).

Section Four is about the teachers' perceptions of the main obstacles to pronunciation teaching. Specific problems were addressed separately in the first four questions (the problem of the examination system in Question 20, 21, 22 and the problem of the suitability of the textbooks in Question 23). Question 24 focuses, in contrast, on a number of obstacles that the teachers were requested to rank in terms of importance.

Finally, Section Five is for further suggestions. Enough additional comments space is provided after Question 25 in order to identify any other additional views that the teachers might have about pronunciation teaching which may capture comments that the researcher did not anticipate.

5.2.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

The data used in the analysis were all collected from 87 Middle School questionnaires and 62 Secondary School questionnaires. Each question or sub-question was examined separately. For every question, all options mentioned in the questionnaires were listed and then all questionnaires with the same answer were collected. The results are expressed both in terms of frequency or number (N) and in percentage (%). For clarification purposes, the results are displayed in tables.

5.2.2.1. The Middle School Teachers

Section One: General Information

1. What is your highest degree?

- a. ITE Certificate
- b. ITE Certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- f. Master Degree

Options	N	%
a	14	16.09
b	10	11.49
c	52	59.77
d	02	02.30
e	07	08.05
f	01	01.15
No answer	01	01.15
Total	87	100

Table 5.3.: The Middle School Teachers' Degrees

Table 5.3. shows that a considerable number of teachers with a percentage of 59.77% have a bachelor degree granted after four years of study. Among the 26.58 % who reported to have an ITE certificate, 11.49% stated that they have a bachelor degree granted by the UFC after three years of study. In addition, seven teachers constituting 08.05% have a

bachelor degree from the ENS, two teachers have LMD Licence while one teacher has a master degree. This means that the different degrees are included in the study.

2. How long have you been teaching English at the Middle/ Secondary School?

Years of teaching	N	%
1 year	01	01.15
2-3 years	07	08.05
4-5	06	06.90
6-10	20	22.99
11-14	20	22.99
15-18	08	09.20
20-24	20	22.99
27-34	04	04.60
No answer	01	01.15
Total	87	100

Table 5.4.: The Middle School Teachers' Experience

As can be seen from Table 5.4., the teachers' experience ranged from inexperienced (01 year) to highly experienced (34 years). The table clearly shows that there is a kind of balance between the number of teachers who are at the beginning, at the end of their teaching career and in midway teaching experience. Table 5.4. shows that the majority of teachers (73 teachers representing 83.91%) have taught for more than five years. This means that most teachers are experienced enough in teaching in the Middle School and that they are well acquainted with the syllabuses, the objectives and the textbooks. It is worth noting that the teacher who did not answer this question was included in the 73 teachers mentioned above because s/he reported to have an ITE certificate, which means that s/he has taught more than 20 years in the Middle School.

One further aspect worth mentioning is that while 60.92 % taught English before and after the reforms of 2003, 39.08% of teachers have taught only according to the CBA. This suggests that a considerable number of teachers currently teaching in Middle Schools can

make a comparison between teaching before and after the implementation of the CBA, underlying the 2003 curriculum.

3. What levels have you taught?

- a. 1AM
- b. 2AM
- c. 3AM
- d. 4AM

Options	N	%
a+ b	02	02.30
a+c	03	03.45
a+d	03	03.45
b+c	02	02.30
b+d	01	01.15
a+b+c	05	05.75
a+c+d	04	04.60
a+b+c+d	67	77.01
Total	87	100

Table 5.5.: The Levels taught by the Middle School Teachers

It was important to determine the number of teachers in each level because some of the questions included in the questionnaires are level-specific. Table 5.5. reveals that the majority of teachers have experience with teaching the four levels. It can be deduced from the table that the number of teachers varies from one level to another: **84** in **1AM**, **77** in **2AM**, **81** in **3AM** and **75** in **4AM**.

4. How many pupils do you have per class in average?

Number of pupils per class	N	%
15	02	02.30
24-25	02	02.30
27-28	08	09.20
30-32	30	34.48
33-35	16	18.39
36-38	16	18.39
40	10	11.49
No answer	03	03.45
Total	87	100

Table 5.6.: Average Number of Students per Class in Middle Schools

The aim of this question is to determine whether one of the main conditions of a favourable teaching/ learning environment is fulfilled. In fact, in CBLT, where interaction in its various forms is sought, a small class is recommended because large classes make the situation difficult, if not impossible at all, for interaction and for involving learners in learning. As Table 5.6 shows, except in a few cases, most classes include from thirty to thirty-eight pupils. This means that the classes are neither small nor large ones.

5. How would you rate your pupils' overall pronunciation in English? (Please, fill in the gaps with All, Many, A few or None)

- of my pupils have excellent pronunciation.
- of my pupils have good pronunciation.
- of my pupils have acceptable pronunciation.
- of my pupils have poor pronunciation.
- of my pupils have very poor pronunciation.

Options	Very good		Good		Acceptable		Poor		Very poor	
	N	%	N	%	N	%	N	%	N	%
All	0	0	0	0	0	0	01	01.15	02	02.30
Many	02	02.30	07	08.04	30	34.48	59	67.82	43	49.42
A few	38	43.68	70	80.46	53	60.92	22	25.29	32	36.78
None	43	49.42	06	06.90	0	0	01	01.15	06	06.90
No answer	04	04.60	04	04.60	04	04.60	04	04.60	04	04.60
Total	87	100	87	100	87	100	87	100	87	100

Table 5.7.: Middle School Teachers' Evaluation of their Pupils Overall Pronunciation

This question aims at identifying how the teachers evaluate their students' overall pronunciation skills. As clearly shown in the table, while 43.68% reported that a few of their students have very good pronunciation, about a half of them (49.42%) reported that none of them have very good pronunciation. As far as the pupils having good pronunciation, most of the teachers with a percentage of 80.46% claimed that only a few of their pupils had good pronunciation. While 60.92% reported that a few of their pupils have acceptable pronunciation, 34.48% chose the option "Many". Furthermore, most of the teachers thought that their pupils' pronunciation is poor (67.82% chose "many" and 25.29% chose "A few")

or very poor (49.42% chose “Many” and 36.78% chose “A few”). It is worth mentioning that four teachers (04.60%) did not answer this question.

On the whole, these results clearly confirm that the most of the teachers are not satisfied with their pupils’ pronunciation skills despite the fact that some of them evaluated their pupils’ pronunciation positively. This may suggest that these teachers focused their evaluation on the brilliant pupils with whom they usually interact during class work. Broadly speaking, this finding is no at all surprising since it is observed and also confirmed by some studies (for example Beghoul, 2007) that many students enrolled in a university degree, in which English is the main specialisation, also encounter serious pronunciation problems, both at the segmental and the suprasegmental levels.

6. When you teach pronunciation, do you rely on:

- a. Yourself**
- b. A taped material**

Options	N	%
a	63	72.42
b	10	11.49
a+b	12	13.79
No answer	02	02.30
Total	87	100

Table 5.8.: Medium Used by Middle School Teachers

To teach pronunciation adequately and effectively, authentic materials should be available. A taped material is undoubtedly important to provide the learners with a realistic context and with the opportunity to listen to native speakers. To find out whether the teachers rely on a taped material or only on their own voice, question 6 was asked.

As shown in Table 5.8., it was found that when the teachers taught pronunciation, the majority of them reported that they relied on themselves. In other words, most of the teachers relied on their own voice even though 11.49% reported using a taped material in addition to their voice. However, 13.79 % claimed that they relied solely on a taped material. This is surprising since the textbooks are not accompanied by taped materials. A possible explanation

could be the fact that these teachers, relying on their personal efforts, tried to solve the problem of the unavailability of a taped material. In addition, some teachers could use pronunciation materials from sources other than the textbooks (see the response to Question 6 in The Teachers' Practices of the Pronunciation Component in the Competency based Language Teaching Questionnaire, Chapter Six).

Section Two: The Teachers' Preparedness for Teaching Pronunciation in a Competency based Language Teaching Model

This second section of the teachers' questionnaire is composed of three questions aimed at identifying the teachers' preparedness for teaching pronunciation in a CBLT model. More specifically, it focuses on the teachers' pronunciation competence, their knowledge and training in pronunciation teaching as well as in CBLT.

- 7. How would you rate your pronunciation overall?**
- a. Very poor**
 - b. Poor**
 - c. Acceptable**
 - d. Very good**
 - e. Excellent**

	N	%
a	0	0
b	02	02.30
c	66	75.86
d	17	19.54
e	02	02.30
Total	87	100

Table 5.9.: Middle School Teachers' Evaluation of their Pronunciation

The aim of this question is to know how teachers rate their pronunciation. In fact, the teachers' evaluation of their pronunciation reflects their confidence about their pronunciation competence itself and also about pronunciation teaching. In other words, the teachers' confidence could influence not only their liking of pronunciation teaching but also their practices in the classroom.

As can be seen from Table 5.9., none of the teachers described their pronunciation as very poor or poor, only one teacher (01.61%) considered his/her pronunciation to be excellent and another teacher (01.61%) did not answer this question. However, 23 teachers with a percentage of 37.09 % assumed that their pronunciation was very good while more than half of them (59.69 %) thought that they had acceptable pronunciation. These results clearly show that the majority of teachers are not very confident about their pronunciation

8. Have you received any training on teaching pronunciation (not knowledge about pronunciation presented in the module of “English Phonetics and Phonology”) as

- a. A pre-service teacher**
- b. An in-service teacher**
- c. None**

Option	N	%
a	14	16.09
b	13	14.94
c	54	62.07
a+b	03	03.45
No answer	03	03.45
Total	87	100

5.10.: Middle School Teachers’ Training in Teaching Pronunciation

This question is intended to see whether the teachers had received training on teaching pronunciation as the latter plays a significant role in shaping both the teachers’ attitudes and their practices inside the classroom. As previously mentioned, teachers’ lack of training might be one of the problems influencing pronunciation teaching in the Algerian context.

As it is apparent from Table 5.10., a considerable number of teachers (62.07%) claimed that they received no training on teaching pronunciation. The fact of having this considerable percentage confirms that these teachers might experience difficulties in teaching pronunciation. Table 5.10 also shows that the number of teachers who reported that they had training on teaching as pre-service teachers (16.09%) is approximately the same as the number of teachers who reported that they had training on teaching as in-service teachers

(14.94%) while only 3.45% claimed that they received training as pre-service and also as in-service training.

9. Do you think that you had enough training in pronunciation knowledge and teaching?

- Yes
- No

	N	%
Yes	17	19.54
No	70	80.46
Total	87	100

5.11.: Middle School Teachers' Perceptions of the Adequacy of their Training in Pronunciation Knowledge and Teaching

For the sake of eliciting data on whether the teachers perceive their training in pronunciation knowledge and teaching as adequate question 9 was asked. As an answer to this question, the vast majority of teachers (80.46%) thought that they did not have enough training in pronunciation knowledge and training and only 19.54% thought the opposite. Accordingly, it would be fair to conclude that this issue might have an influence on the teachers' practices with regards to this component.

10. If "No", do you think you need training with respect to:

- a. Consonants**
- b. Vowels**
- c. Phonetic script**
- d. Word Stress**
- e. Sentence stress**
- f. Rhythm**
- g. Intonation**
- h. Aspects of connected speech (strong and weak forms, assimilation, linking, elision)**

Aspects	N	%
a	05	07.14
b	06	08.57
c	16	22.85
d	48	68.57
e	50	71.42
f	32	45.71
g	53	75.71
h	40	57.14
Total	70	100

Table 5.12.: Middle School Teachers' Perceptions of the Pronunciation Aspects in which they Need Training

In order to elicit information about the aspects the teachers lack training about, this question was designed. It is clearly seen from Table 5.12. that a high number of teachers thought they needed training in different aspects of pronunciation. The aspects which were chosen by most of the respondents were intonation (75.71%), sentence stress (71.42%), and word stress (68.57%). Aspects of connected speech and rhythm were also marked by 57.14% and 45.71% respectively while phonetic script was marked by only 22.85%. On the other hand, the aspects “consonants” and “vowels” were chosen by only few respondents (07.14% and 08.57% respectively). Taking these results into consideration, it can be concluded that most of the teachers find the suprasegmental aspects, especially intonation and stress, difficult. This implies that they might face difficulties in teaching them. Evidence for this is revealed by correlating the teachers’ answers to this question and the previous one (Question 9) which asked them whether they thought they had enough training in pronunciation knowledge and training and to which most of the respondents answered negatively.

11. Do you have a teacher’s guide?

- **Yes**
- **No**

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	15	17.86	27	35.06	15	18.52	41	54.67
No	69	82.14	50	64.97	66	81.48	34	45.33
Total	84	100	77	100	81	100	75	100

Table 5.13.: Middle School Teachers' Possession of Teachers' Guides

This question aims to know if the teachers have the teacher's guide or not. According to the results obtained and shown on table 5.13., most of the respondents of 1AM (82.14%), 2AM (64.97%) and 3AM (81.48%) do not have a teacher's guide. As for 4AM, the results reveal that more than half of the teachers (54.67 %) have a teacher's guide. This means that most of the teachers are deprived from the opportunity to be guided not only in teaching the component of pronunciation but also in teaching the language with all its aspects and complexities.

12. If "Yes", to what extent do you think it is helpful with regards to pronunciation teaching?

- a. Extremely
- b. Significantly
- c. Moderately
- d. Not at all

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	01	06.67	01	03.71	01	06.67	03	07.32
b	02	13.33	02	07.41	01	06.67	07	17.17
c	04	26.67	12	44.44	04	26.66	08	19.51
d	08	53.33	11	40.74	04	26.66	08	19.51
No answer	0	0	01	03.71	08	19.51	01	02.44
Total	15	100	27	100	15	100	41	100

Table 5.14.: Middle School Teachers' Perceptions of the Extent to which the Teachers' Guides are Helpful with Regards to Pronunciation Teaching

To account for the extent to which the teachers' guides were helpful with regards to pronunciation teaching, the teachers were asked this question. The results are displayed in Table 5.14. Out of the teachers who reported that they had a teacher's guide, only a few teachers thought that the guides are extremely helpful (the percentages range from 03.71 to

07.32) or significantly helpful (the percentages range from 06.67 to 17.07). This means that only a minority thought that the guides were helpful with regards to pronunciation teaching. In other words, most of the respondents thought that the guide is moderately helpful or not helpful at all. One, therefore, is inclined to conclude that the teachers have negative attitudes towards the teacher's books.

13. To what extent do you think you are knowledgeable about the CBA?

- a. Extremely**
- b. Significantly**
- c. Moderately**
- d. Not at all**

	N	%
a	03	03.45
b	25	28.73
c	53	60.92
d	06	06.90
Total	87	100

Table 5.15.: Middle School Teachers' Perceptions of their knowledge of the CBA

To see whether the teachers are knowledgeable about the CBA, this question was formulated. As shown in Table 5.15., it was found that most of the teachers (60.92%) thought that they were knowledgeable about the CBA only moderately. Surprisingly, only 28.73% and 3.45% of the teachers thought that they were knowledgeable about the CBA significantly or extremely. Interestingly, 6.90 % of the teachers reported that they are not knowledgeable about the CBA at all. It is worth mentioning that there is no correlation between knowledge of the CBA and the teachers' experience. Of the 25 teachers who selected the option "significantly", there are experienced as well as inexperienced teachers. This may suggest that these inexperienced teachers who thought that they were knowledgeable about the CBA were exposed to the latter in their graduation years in the module of TEFL, in in-service training, or through personal efforts.

The results reveal that the CBA is still ambiguous to many teachers, which means that they are not well equipped to implement the principles of the CBA effectively and successfully.

Section Three: Teachers' Attitudes towards Pronunciation Teaching and Competency based Language Teaching

14. Do you like teaching pronunciation?

- Yes
- No

	N	%
Yes	66	75.86
No	21	24.14
Total	87	100

Table 5.16.: Middle School Teachers' Like /Dislike of Pronunciation Teaching

The main reason for asking this question is to see whether the Middle School teachers are motivated to teach pronunciation or not. To answer this question, the teachers were given only two options “Yes” or “No”. Options specifying degree of like/ dislike and the “I do not know” option were not included deliberately as the researcher wanted to categorize all the answers as either “I like pronunciation teaching” or “ I do not like pronunciation teaching”.

Unexpectedly, most of the teachers with a percentage of 75.86 % reported that they liked pronunciation teaching. This finding is contrary to many other research findings which showed that EFL teachers of pronunciation were not motivated to teach this language component.

15. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD).

Statements	SA	A	U	D	SD
a. Teaching pronunciation helps pupils to improve their pronunciation					
b. Pronunciation is important in teaching pupils to speak in English					
c. Pronunciation is important in teaching pupils to understand English					
d. Pronunciation is important in teaching pupils English spelling					
e. Pronunciation is practically irrelevant for communication; fluency is what really matters					

f. Pronunciation needs no explicit teaching: learners achieve good pronunciation with exposure and practice					
g. Pronunciation only depends on personal aptitude like having a “good ear”, memory...etc.					
h. Pupils are not required to speak as native speakers: they should speak so as to be intelligible					
i. My Pupils are influenced by the American model in their pronunciation					
j. I think the British model should be replaced by the American model of pronunciation in our schools					
k. I think my pupils enjoy learning pronunciation					
l. I think my pupils find pronunciation learning difficult					
m. I think it is necessary to teach pronunciation right from the early stages					

Question 10 was constructed using a number of attitudinal statements relating to pronunciation and pronunciation teaching, using response categories on a five point Likert scale. More specifically, Question 10 is composed of 13 statements (a →m) categorised into four groups:

a→f: Importance of Pronunciation

g: Goal settings of Pronunciation

h, i: Pronunciation Model

j→ l: Pupils’ Learning of Pronunciation

When analysing the data, the answers were collapsed into three categories in order to identify the answers as either being “agree”, “disagree” or “undecided”. This means that the answers chosen as strongly agree or agree were categorised as an agree answer and disagree and strongly disagree were categorised as a disagree answer.

– **Importance of Pronunciation**

Statements **a**, **b**, **c**, **d**, **e** and **f** addressed the issue of the importance of pronunciation and its teaching:

Statements		SA	A	U	D	SD	Total
a	N	50	32	03	01	01	87
	%	57.47	36.78	03.45	01.15	01.15	100
b	N	51	28	04	03	01	87
	%	58.62	32.18	04.59	03.45	01.15	100
c	N	15	45	12	10	05	87
	%	17.24	51.72	13.79	11.49	05.74	100
d	N	23	36	19	08	01	87
	%	26.43	41.37	21.83	09.19	01.15	100
e	N	06	15	13	39	14	87
	%	06.89	17.24	14.94	44.83	16.09	100
f	N	10	16	08	37	16	87
	%	11.49	18.39	09.19	42.53	18.39	100

Table 5.17.: Middle School Teachers' Perceptions of the Importance of Pronunciation/Teaching Pronunciation

These findings demonstrate that the teachers are very positive in their perceptions of the importance of pronunciation and pronunciation teaching. Almost all teachers (90.80%) strongly agreed or agreed that pronunciation is important in teaching pupils to speak in English while most of them (68.96% and 67.73%) agreed that pronunciation is important in teaching pupils to understand English or in teaching them English spelling. Conversely, many teachers (60.92%) disagreed or strongly disagreed with the statement that pronunciation is practically irrelevant for communication and that fluency is what really matters. It is worth mentioning that apart from statement **a** and **b**, for which only three (03.45%) or four (04.59%) teachers were unable to decide, a considerable number of teachers (12 for statement **c**, 19 for statement **d** and 13 for statement **e**) chose the option “undecided”. This may suggest that the teachers are more aware of the relationship between pronunciation and the speaking skill than the relationship with the other skills, namely listening comprehension and spelling.

Concerning the teachers' perceptions of the importance of teaching pronunciation, almost all of them strongly agreed or agreed that teaching pronunciation helps pupils to

improve their pronunciation (94.25%) while the majority (60.92%) disagreed or strongly disagreed that pronunciation needs no explicit teaching and that learners achieve good pronunciation with exposure and practice. This suggests that there are a few teachers who hold contradictory points of view regarding the importance of teaching pronunciation: on the one hand these teachers agreed that teaching pronunciation helps pupils to improve their pronunciation and on the other hand they agreed that pronunciation needs no explicit teaching. Nevertheless, the results, globally, indicate that a substantial majority of the teachers are in favour of pronunciation teaching.

– **Goal Settings of Pronunciation**

Statement **g** was about the teachers’ attitudes towards the setting of goals for pronunciation. More specifically, it aims at determining whether they aim for native-like pronunciation or intelligible pronunciation.

Option	N	%
SA	14	16.09
A	57	65.51
U	03	03.45
D	11	12.64
SD	02	02.30
Total	87	100

Table 5.18.: Middle School Teachers’ Attitudes towards the Setting of Goals for Pronunciation Teaching

As can be seen from Table 5.18., it is clear that most of the teachers agreed or strongly agreed (81.60%) that their pupils were not required to speak as native speakers but they should speak so as to be intelligible. This suggests that most of the teachers adhere to what is currently regarded as the main goal of pronunciation teaching, namely intelligibility.

– **Pronunciation Model**

The issue of pronunciation model included statements **h** (whether the teachers think that their pupils are influenced by the American model in their pronunciation) and **i** (whether

they think that the British model should be replaced by the American model of pronunciation in our Schools). Table 5.19. represents the results.

Statements		SA	A	U	D	SD	Total
h	N	03	22	14	36	12	87
	%	03.45	25.28	16.09	41.37	13.79	100
i	N	07	15	21	27	18	87
	%	08.04	17.24	24.13	31.03	20.68	100

Table 5.19.: Middle School Teachers' Attitudes towards the Pronunciation Model

Statement **h** was about the probable influence of the American model on the pupils' pronunciation. The aim behind including this statement was to determine whether the pupils try to improve their proficiency in the English language by watching American films and series outside the classroom and whether the pupils' pronunciation could be attributed to factors other than classroom instruction. The results revealed that over half of the teachers (55.16%) disagreed with the statement while only about a quarter of them (28.73%) agreed with the idea. This means that, on the whole, the pupils rely on classroom instruction. However, because some teachers reported that their students were influenced by the American model is an evidence that there are at least some pupils who are interested in improving their proficiency in the English language using external resources such as TV programs, the internet and extra courses at private language Schools.

As far as statement **i** is concerned, it was addressed to highlight Middle School teachers' preference of the pronunciation model that should be taught in Algeria. In general, the teachers appeared to favour the British model of pronunciation as 51.71% of the respondents disagreed with the idea that the British model should be replaced by the American model of pronunciation in our Schools and only 25.28% chose agree (17.24%) or disagree (8.04%). The last proportion, representing about a quarter of the teachers (24.13%) chose the option "undecided". These results showed that this statement was an uncertain issue in spite of the

fact that the number of the teachers agreeing with the statement was as twice as the number of those disagreeing or those who were unable to decide.

– **Pupils’ Learning of Pronunciation**

The teachers were required to determine their perceptions about their Pupils’ Learning of Pronunciation in statements **j**, **k** and **l**. In particular, Statement **j** and **k** examined the teachers’ perceptions about whether their pupils enjoy learning pronunciation and whether they find pronunciation learning difficult, respectively and statement **l** was about the teachers’ perceptions of whether it is necessary to teach pronunciation from the beginning. The results are shown in Table 5.20.

Statements			SA	A	U	D	SD	Total
j		N	15	37	20	14	01	87
		%	17.24	42.52	22.98	16.09	01.15	100
k		N	05	48	11	21	03	87
		%	05.74	55.17	12.64	24.13	03.45	100
l		N	19	35	12	13	08	87
		%	21.83	40.22	13.79	14.94	09.19	100

Table 5.20.: Middle School Teachers’ Perceptions of Pupils’ Learning of Pronunciation

As Table 5.20. shows, the results reveal that 59.76% of the teachers considered that their pupils enjoyed learning pronunciation. On the other hand, only 17.24% disagreed (16.09%) or strongly disagreed (01.15 %) with the idea. Surprisingly, a significant number of teachers (22.98%) found it difficult to decide on the issue. One possible explanation could be the fact that these teachers felt that it is too difficult to generalise the idea on all the pupils.

As a response to statement **k**, it is also found that a significant percentage (60.93%) of the teachers indicated that they thought their pupils find pronunciation learning difficult while 27.58% disagreed. Noticeable in the responses to these two statements is the number of teachers who chose the option “undecided”. Unlike in statement **j**, where 20 teachers (representing 22.98%) expressed their inability to decide, in statement **k**, the number is

reduced to 11 teachers (representing 12.64%). This may suggest that the teachers are more confident in expressing their thoughts about the pupils' difficulty in pronunciation learning than about their liking of it.

As far as statement I is concerned, Table 5.20. shows that while 62.05% agreed that it is necessary to teach pronunciation right from the beginning (1AM) , only 24.13% disagreed with the idea. The rest, 13.79%, were unable to decide. This means that early pronunciation instruction is valued by most of the teachers.

On the whole, these results show that the teachers thought that their pupils enjoyed pronunciation learning and that they found it difficult. This implies that the pupils are motivated to learn pronunciation and that there are factors other than motivation which make pronunciation learning difficult for these pupils. The results also clearly show that most of the teachers are with the introduction of pronunciation instruction from the early stages. This is another indicator that the teachers have positive attitudes toward pronunciation and pronunciation teaching.

16. Please, rank the aspects of pronunciation you think are necessary for Middle School learners according to their importance using the scale 1→5 (1: extremely important; 2: very important; 3: fairly important; 4: little important; 5: not important at all)

- | | |
|---------------------------------|--|
| a. Consonants | j. Assimilation |
| b. Vowels | k. Elision |
| c. Diphthongs | l. Pronounced and unpronounced `r` |
| d. Triphthongs | m. Clear and dark / l / |
| e. Word stress | n. Inflectional -s endings/ -ed endings |
| f. Sentence stress | o. Homophones/ homonyms |
| g. Rhythm | p. Sound/ spelling relationship |
| h. Intonation | q. Phonetic symbols |
| i. Strong and weak forms | |

The aim behind asking this question is to find out whether the teachers consider pronunciation as important or not and also to identify the most important aspects. The results are displayed in Table 5.21.

Aspect \ Level	1AM		2AM		3AM		4AM	
	N	Rank	N	Rank	N	Rank	N	Rank
a	01.72	2	01.80	2	01.93	3	01.95	5
b	01.69	1	01.64	1	01.71	1	01.82	4
c	02.36	5	02.09	4	02.14	6	01.78	2
d	04.43	16	04.26	16	03.95	13	03.87	14
e	02.15	4	02.11	5	01.96	4	01.98	6
f	02.60	7	02.51	7	02.31	7	02.04	7
g	03.15	9	03.11	9	02.83	10	02.80	10
h	02.52	6	02.43	6	01.96	4	01.78	2
i	03.63	10	03.58	10	03.17	12	03.03	11
j	04.38	15	04.24	15	04.11	15	04.13	16
k	04.19	13	04.15	14	04.15	16	03.91	15
l	03.96	11	03.93	11	03.82	9	03.60	12
m	04.07	12	03.94	13	03.99	14	03.82	13
n	02.14	3	01.93	3	01.91	2	01.71	1
o	04.46	17	04.42	17	04.30	17	04.45	17
p	02.93	8	02.70	8	02.66	8	02.73	9
q	04.35	14	03.73	12	02.89	11	02.53	8

Table 5.21.: Middle School Teachers' Ranking of the Aspects of Pronunciation Necessary for Middle School Learners according to their Importance

The results reveal that the teachers thought that most of the aspects are important for Middle School learners, especially for 3AM and 4AM learners. Interestingly, the results also reveal that despite the fact that the level of importance as well as the ranking of each aspect varies from one level to another, the most important aspects that the teachers thought they were necessary for Middle School learners are vowels, consonants, diphthongs, inflectional -s endings/-ed endings, intonation and word stress. Conversely, the least important aspects ranked by the teachers were homophones/homonyms, triphthongs, assimilation, elision, pronounced/unpronounced r and clear /dark l. As far as the phonetic symbols are concerned, it seems that the teachers are in favour of teaching them as the pupils' level increases. They thought that they are not important for 1AM learners, little important for 2AM, fairly important for 3AM and 4AM.

In answering this question, it is possible that the teachers drew heavily on their teaching practices. In addition, it is obvious that the teachers are influenced by the standardised exams and also by the pronunciation content in the textbooks.

17. Are the current teaching / learning conditions favourable for implementing the Competency-based Approach?

- Yes
- No

	N	%
Yes	08	09.19
No	74	85.07
No answer	05	05.74
Total	87	100

Table 5.22.: Middle School Teachers’ Perceptions of Whether the Current Teaching/Learning Conditions are Favourable for Implementing the CBA

The purpose of this question is to figure out the teachers’ perceptions of whether the current teaching/learning conditions are favourable for implementing the CBA or not. As shown in Table 5.22, the majority of teachers (85.07 %) considered that the current teaching/learning conditions were not favourable for implementing the CBA while only 09.19% answered positively. The rest (05.74%) did not answer the question. So, it is clear that the overriding majority of teachers are convinced that the CBA could not be implemented effectively and successfully in the Algerian context due to the unfavourable teaching/learning conditions. This may imply that the teachers have negative attitudes towards the implementation of the CBA in the Algerian context.

18. Please, explain why.

Four teachers out of the eight teachers who thought that the current teaching/learning conditions were favourable for implementing the CBA in the Algerian context justified their point of view by highlighting the availability of all the aids and equipment needed, the most important of which is the internet. A teacher commented that that the pupils are familiarised

to work in groups. Another teacher stated that, though the comment is not an answer to the question, “the CBA has become a privileged topic in curriculum discourses and the learners should mobilise the values, knowledge, skills, attitudes and behaviours in an independent way”.

On the other hand, out of the 70 teachers who answered “No” to the previous question, 54 teachers highlighted the following main reasons: large classes, long/overloaded syllabi, lack of materials, lack of training in the CBA, multi-level classes, lack of pupils’ interest and motivation, insufficient time allocated to English teaching. Some of the teachers’ comments can be found below:

“Because of large classes as well as the syllabus which is too long.”

“Lack of technological means and other resources necessary for effective teaching (internet, computers and even expeditions...”

“Implementing CBA cannot be successful in large classes.”

“Because of the length of the syllabus, the large number pupils in most classes and the different levels of pupils in the same class, but we manage to make it possible”.

“Because the teachers themselves are ignorant of the principles of CBA and we need more and more training sessions with the inspectors”.

“Lack of materials, big number of pupils, bad classrooms—badly-equipped classrooms”.

“It is quite impossible to implement CBA with classrooms of 30 or more pupils in addition to the lack of materials”.

“The CBA approach is not fairly explained or clear enough to be put into practice”.

“The number of pupils is too large; we need more group work”.

“The problem is not with the CBA itself as an approach but it is because of the length of the syllabus, mixed-ability pupils in classes, the time is not enough...”

“The pupils are not interested at all. They are passive, they don’t make any effort”.

“because the CBA needs well trained teachers and more materials and a less number of pupils in the class for group work”

“such approach can be successful in countries where the conditions are appropriate, but here in Algeria, neither pupils nor teachers are prepared for such an approach”

“the CBA concentrates on the learner, so the pupil must be the centre of the teaching/learning process, but our pupils are not qualified enough and if we rely on them, we just waste time”.

- 19. After about a decade of implementing the CBA, to what extent, do you think, it succeeded in improving the pupils' achievement with regards to English teaching?**
- a. Extremely**
 - b. Significantly**
 - c. Moderately**
 - d. Not at all**

	N	%
a	02	02.30
b	10	11.49
c	55	63.22
d	14	16.09
No answer	06	06.89
Total	87	100

Table 5.23.: Middle School Teachers' Perceptions of the Success of the Competency Based Approach in Improving the Pupils' Achievement

This question is also intended to figure out the teachers' attitudes toward the CBA. In particular, it aims at identifying the extent to which the teachers thought the CBA succeeded in improving the pupils' achievement with regards to English teaching after about a decade of implementing it in Algerian Middle Schools.

As shown in Table 5.23., most of the teachers (63.22%) opted for the option "moderately". In addition, 11.49% and only 02.30% chose the options "significantly" and "extremely", respectively. Another 16.09 % thought that the CBA did not succeed at all in improving the pupils' achievement and 06.89% (06 teachers) did not answer this question. It is worth mentioning that the last category of teachers (who did not answer) includes only inexperienced teachers, who may felt that the answer to this question can only be given by comparing teaching before and after the reforms. However, it was also found that the experience factor was not influential in shaping the teachers' perceptions.

In general, the results clearly show that the majority of teachers are not satisfied with the outcomes of teaching according to the CBA. This finding can be linked to the results obtained from the previous question, which showed that the majority of teachers viewed the

current teaching/learning conditions unfavourable to the implementation of the CBA. The teachers' feeling of dissatisfaction may also imply that the teachers have negative attitudes toward the CBA.

Section Four: Teachers' Perceptions of the Main Obstacles to Pronunciation Teaching

In order to look at the actual situation of pronunciation teaching in Algerian EFL classes, potential obstacles to implementing pronunciation teaching in Algeria were also asked about. First of all, the teachers were asked about the influence that the BEM exam might have on the teachers' practices. Second, they were invited to express their perceptions about the assessment of pronunciation in the official exam. Third, they were asked about the appropriateness of the teaching materials, namely the textbooks. Finally, they were provided with a set of obstacles which might be encountered in pronunciation teaching and were asked to choose the five most important ones and then to rank them according to their order of importance.

20. Does the pronunciation activity in the BEM Examination have any influence on your teaching of pronunciation?

- Yes
- No

	N	%
Yes	27	31.04
No	58	66.66
No answer	02	02.30
Total	87	100

Table 5.24.: Middle School Teachers' Perceptions of the Influence of the "Brevet d'Enseignement Moyen" Examination on their Teaching of Pronunciation

Question 20 examined the teachers' perceptions of whether the official exam, the "Brevet d'Enseignement Moyen" Examination, has any influence on their teaching practices. The results in Table 5.24. show that the majority of teachers representing 66.66% answered negatively while 31.04% answered positively and 02.30% did not provide any answer. This means that most of the teachers thought that they were not influenced by the

official exam in their teaching of pronunciation. This suggests that the teachers do not teach only for testing.

21. If “Yes”, please, explain how.

24 teachers out of the 27 teachers who answered the previous question affirmatively provided an explanation to their answers. Some of the teachers’ comments are provided below:

“Since pronunciation is implemented as a written activity in the BEM, we give it much importance”.

“It’s the teachers’ duty to prepare pupils to face any kind of activity for BEM exam, including those dealing with pronunciation”

“In the BEM exam, a whole activity is devoted to pronunciation, so we must teach all the points concerned”.

“I often emphasise the points given in the BEM”.

“I always focus on what will be assessed in the BEM exam”.

“We often work on similar activities to make them familiar to our pupils”.

“ the pronunciation activity in the BEM sometimes limits the type and number of activities taught”

“ we usually adjust teaching pronunciation according to the aspects existent in the exam”

“ I used to give more complicated and more difficult activities than those given in the BEM, but I personally decided to make my activities easier”.

Even though some teachers explained that the influence of the BEM exam is manifested in the fact that they give much importance to pronunciation teaching, most of the teachers’ comments clearly indicate that the BEM exam has an influence on teaching the pronunciation content as well as on the methodology used. In other words, the teachers emphasise mainly the aspects included in the official exam through written activities similar to the ones present in the BEM.

22. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD)

Statements	SA	A	U	D	SD
a. After four years of pronunciation instruction, I think the pronunciation activity in the BEM Exam is appropriate to assess pupils' achievement					
b. I think the form of the BEM Exam, which ignores the oral skills, is a barrier to pronunciation teaching					

For the sake of eliciting data on how teachers perceive the way pronunciation is assessed in the official exam, Question 22 was asked. Statements **a** and **b** examined the teachers' perceptions of the appropriateness of the pronunciation activity included in the BEM exam in assessing pupils' achievement and whether the official exam is a barrier to pronunciation teaching, respectively. The teachers' responses are illustrated in Table 5.25.

Statements		SA	A	U	D	SD	Total
a	N	05	23	06	36	17	87
	%	05.75	26.44	06.89	41.38	19.54	100
b	N	11	38	16	21	01	87
	%	12.64	43.67	18.39	24.13	01.15	100

Table 5.25.: Middle School Teachers' Perceptions about Assessment of Pronunciation in the Official Examination (BEM)

As Table 5.25. shows, a significant percentage of the respondents (60.92%) disagreed or strongly disagreed with the statement that after four years of pronunciation instruction, the pronunciation activity in the BEM Examination is appropriate to assess pupils' achievement (statement **a**) while 32.19 % agreed or strongly agreed and 06.89% were unable to decide. This means that the majority thought that the assessment of pronunciation was not adequate.

In response to the second statement where the teachers were asked about whether they thought that the official exam was a barrier to pronunciation teaching (statement **b**), the results revealed that 25.28% disagreed or strongly disagreed (only one teacher) with the statement while 56.31% agreed or disagreed. In other words, while quarter of the respondents believed that the form of the official exam was not a barrier to pronunciation

teaching, more than half thought the opposite. Surprisingly, 18.39% of the teachers were unsure about their perceptions. These results clearly indicate that the official exam constitutes an obstacle to pronunciation teaching.

23. Do you think the pronunciation content is appropriate to the pupils in the following textbooks, and please explain why?

Textbook Options	Spotlight on English		Spotlight on English Book Two		Spotlight on English Book Three		On the Move	
	N	%	N	%	N	%	N	%
Yes	30	35.71	27	35.06	36	44.44	52	69.33
No	39	46.43	36	46.75	30	37.04	08	09.87
No answer	15	17.86	14	18.19	15	18.52	15	20
Total	84	100	77	100	81	100	75	100

Table 5.26.: Middle School Teachers’ Perceptions of the Appropriateness of the Pronunciation Content in the Middle School Textbooks

This question is intended to find out the teachers’ perceptions of the appropriateness of the pronunciation content in the textbooks. In response to this question, a considerable number of teachers (14 in 2AM and 15 in the other levels) did not provide an answer to this question. In addition, except for 4AM, where the majority of teachers (69.33%) thought the pronunciation content is appropriate and only 09.87% thought it is not, only a small difference between the percentages of those who answered positively and those who answered negatively is noticed. Nevertheless, on the whole, there are more teachers who thought that the pronunciation content is not appropriate to the pupils’ level in “Spotlight on English” (46.43%) and “Spotlight on English, Book Two” (46.75%) than those who thought the opposite (35.71% and 35.06%) while the opposite is true for “Spotlight on English, Book Three”, where 44.44% chose “Yes” and 37.04% chose “No”.

Taking into account the respondents’ answers which showed that most of them thought that the pronunciation content was appropriate to the pupils in “On the Move”, it is safe to

conclude that the pronunciation content at this level does not constitute a major obstacle to teaching pronunciation.

Only 38 teachers of 4AM commented on their responses. On the one hand, the main reasons of the 24 teachers who answered positively were as follows:

- 1) Pronunciation content is sufficient (11 teachers)
- 2) Pupils are old enough to learn different aspects of pronunciation/ students can grasp what is taught to them (07 teachers)
- 3) The textbook includes different pronunciation points (06 teachers)

From the above categorisation, it was clear that the teachers found the pronunciation content suitable to the learners level in terms of quantity and quality. One of the teachers reported “at this level, the pupils recognise that this language needs to be spoken fluently, so teaching pronunciation is the only way to speak the language correctly and, of course, fluently”. Another commented “ the textbook contains various elements of pronunciation that go with the pupils needs”. More specifically, one teacher mentioned that the pupils have already acquired basic knowledge and competency in the language so they are able to assimilate different pronunciation points that help them improve their pronunciation and their understanding as well.

On the other hand, the 14 teachers who reported that the pronunciation content was not appropriate gave the following reasons:

- 1) not enough (08 teachers)
- 2) not sequenced appropriately (03 teachers)
- 3) not accompanied by other materials (02 teacher)
- 4) no relationship between the pronunciation lessons of this textbook with the previous ones (01 teacher)

These comments show that the main reason was that the content is not sufficient as there are some elements that are necessary to be taught and that it is not sequenced appropriately.

Regarding the pronunciation content in the other three textbooks, it seems that the teachers found it appropriate in “Spotlight on English, Book Three” but inappropriate in

“Spotlight on English” and “Spotlight on English, Book Two”. The main reasons provided by the teachers are summarised below:

- “Spotlight on English”: 49 teachers commented on their responses:

Positive reasons:

- 1) the pronunciation lessons are suitable to beginners (12 teachers)
- 2) most of it is easy and explicit (03 teachers)
- 3) It focuses on vowels and consonants (05 teachers)

Negative reasons:

- 1) Not enough (03 teachers)
- 2) not accompanied by other materials (02 teachers)
- 3) not sequenced appropriately (02 teachers)
- 4) some lessons are beyond the learners level e.g stress and intonation (07 teachers)
- 5) Pupils are just beginners. They do not need these pronunciation points (08 teachers)
- 6) some aspects are too difficult for the learners (stress and intonation) (04 teachers)
- 7) the pupils have nothing about the English language (01 teacher)
- 8) it focuses on stress at the expense of other pronunciation points (02 teachers)

Interestingly, there were more reasons for finding the content inappropriate than for finding it appropriate.

- “Spotlight on English, Book Two”: 42 teachers commented on their responses.

Positive reasons:

- 1) The textbook contains final –s/final –ed
- 2) The pupils can see the differences between pronunciation and spelling
- 3) Pronunciation content goes with the pupils needs
- 4) The pupils must learn different vowels, consonants, stress and intonation
- 5) It suits the level of the learners
- 6) It contains the necessary points that should be learned at this level: vowels, consonants, stress and intonation/ it is sufficient
- 7) They have already acquired some phonetic knowledge so they can assimilate at this level

Negative reasons:

- 1) No relationship between the lessons: all of them should be revised
- 2) Not enough/not sufficient/ many aspects are not included

- 3) not accompanied by other materials (02 teachers)
 - 4) it is not adjusted to the pupils level
 - 5) they are just beginners; they do not need such pronunciation points
 - 6) stress is emphasised
 - 7) too difficult
 - 8) not ordered appropriately
 - 9) lack of practice: the length of the pronunciation lesson is not sufficient
 - 10) it generally repeats the same pronunciation points included in book 1
 - 11) beyond the learners level
- “Spotlight on English, Book Three”: 40 teachers commented on their responses.

Positive reasons:

- 1) It is sufficient/ it includes various elements of pronunciation
- 2) Their level allows them to study different pronunciation points
- 3) Each sequence contains pronunciation points. They are related to the theme of the file, the language forms...
- 4) It includes strong and weak forms, stress, intonation
- 5) Content goes with the pupils needs
- 6) The sequencing is reasonable and appropriate

Negative reasons:

- 1) Not enough
- 2) Based only on stress and intonation
- 3) Emphasises strong and weak forms of auxiliaries and there are no exact rules to be taught
- 4) Not interesting
- 5) The pronunciation lessons should be extended: more practice
- 6) The pupils need to listen to native speakers
- 7) Beyond the pupils’ level

24. In your opinion, what are the main obstacles encountered in teaching/ learning pronunciation in the Algerian Middle/ Secondary Schools? Please, rank them from most important to least important, starting with number 1 for the most important obstacle.

- a. Time constraints in the classroom (long syllabi)
- b. Time constraints for preparation (it requires time to handle the pronunciation content)
- c. Unsuitability of the pronunciation content
- d. Large classes
- e. Lack of materials
- f. Low proficiency level of pupils

- g. The complexity of the English pronunciation system**
- h. Lack or insufficient teacher training in pronunciation teaching**
- i. Poor or fossilized pronunciation of pupils in prior classes**
- j. The examination system which minimises the role of pronunciation**

In this question, the teachers were provided with a set of obstacles which might be encountered in pronunciation teaching and were asked to choose the five most important ones and then to rank them according to their order of importance. During the process of collecting data from the questionnaires, it was observed that 6 teachers did not answer this question while 17 other teachers just chose the most important aspects and did not rank them. Accordingly, the part of the question concerned with ranking the obstacles was dropped. In other words, the main obstacles and their relative importance were identified by considering the number of times each obstacle is chosen. Then the different obstacles were ranked accordingly. The teachers' classification yielded the results displayed on Table 5.27.

Options	N	Rank
a	66	2
b	32	6
c	22	8
d	68	1
e	58	3
f	51	4
g	22	8
h	33	5
i	21	10
j	27	7
Total	87	--

Table 5.27.: Middle School Teachers' Perceptions of the Main Obstacles to Pronunciation Teaching

As shown in Table 5.27., the obstacles which have been considered by many teachers as being the most important were: large classes (selected by 68 teachers) and time constraints in the classroom due to long syllabi (selected by 66 teachers). In the third and fourth positions, came lack of materials and low proficiency level of pupils, both were considered as being very important by fifty-eight and fifty-one teachers, respectively. In the fifth

position, came Lack or insufficient teacher training in pronunciation teaching (selected by 33 teachers), followed by time constraints for preparation (selected by 32 teachers) and then the examination system which minimises the role of pronunciation (selected by 27 teachers). On the other hand, the obstacles considered the least important include poor or fossilized pronunciation of pupils in prior classes (selected by 21 teachers), followed by unsuitability of the pronunciation content and the complexity of the English pronunciation system (both selected by 22 teachers).

On the whole, these results clearly show that the teachers are confronted with many obstacles to pronunciation teaching, the most important of which are the ones that are out of the teachers' control: large classes, time constraints in the classroom due to long syllabi, lack of materials and low proficiency level of pupils.

Section Five: Further Suggestions

25. Please, add any other suggestion or comment in general or in particular as far as pronunciation teaching under the CBA in the Algerian Middle Schools is concerned.

Only 31 teachers responded to this question and most of them provided long comments. Some of the teachers' comments are provided below:

“Pronunciation is really important. I personally like teaching it to my pupils. These latter enjoy learning pronunciation, too. They can cope with the majority of the lessons. They practice and they understand. We don't really have problems in teaching pronunciation. However, time devoted to pronunciation teaching is insufficient”.

“In order to achieve good results, we have to try to avoid teaching in large classes as well as to reduce the syllabus provided to our pupils”.

“Teachers should have enough training in pronunciation knowledge and teaching before they teach pronunciation...”.

“The textbook should be accompanied with a CD for the scripts to practice the weak/strong forms, the stress...and to listen to a native speaker of English. – The examination gives

more importance to the written form than the oral one - we should teach songs whenever possible. - the examination should include an activity about phonetic transcription”.

“this aspect of language is not taken into consideration. It needs to be given special care as it is essential for learners to acquire good pronunciation”.

“I think we need regular training day sessions to help us to apply this method in our schools...”.

“Pupils like learning pronunciation. They find it enjoyable and even funny especially when uttering sounds and practising intonation, weak forms...etc. however, the time devoted to pronunciation is not sufficient at all. As a result, it doesn't allow efficient practice, considering that the pupils (1AM/2AM) are positively deaf to the English sound system. In 1AM/2AM/3AM levels, pronunciation is taught as an item of a lesson (a listening and speaking lesson) which lasts not more than 15 minutes. In addition to this, it is not easy matter to deal with pronunciation in large classes”.

“to teach pronunciation well, it's better to provide teachers with a guide to help them accomplishing their tasks...large classes, pupils mentality as far as foreign languages are concerned prevent teachers to succeed to have good results. The low proficiency of pupils, the insufficient teacher training in pronunciation teaching, our real conditions in general stand as main obstacles to succeed in teaching English”.

“For me, teachers need more training to work under CBA. As I have seen in my classes, the approach is successful only with active pupils. But with slow pupils, I don't see any improvement...English in the middle school still gives the lowest results in BEM exams. So, we need to improve it”.

“Songs and games should be a part of the course...learning through playing especially in 1MS and 2MS should be a priority. (more games, less functions/grammar lessons)...”

“The influence of the French language ...cause a problem in learners' pronunciation because pupils intend to pronounce words in French. Teaching all the aspects of pronunciation is not an easy matter. It needs many things such as training in teaching pronunciation, enough time, materials, small number of classes, a syllabus...”.

“CBA has been introduced in the Algerian classes only by theory. Many teachers need to have at least a vision of how a pronunciation lesson should be taught appropriately, a model

of lesson for example. Otherwise, everyone would do it his/her own way which may or may not be a good way to achieve the pronunciation target”

“...students are in dire need of practice. They also should be exposed to authentic English (that of native speakers) and to get their pronunciation and, most importantly, their intonation right”.

“It’s very useful to teach pps the phonetic symbols from 1AM till 4AM. This will make pupils accustomed to the phonetic symbols (vowel sounds/diphthongs...). Pupils will pronounce words correctly and the English language will become easier for them”.

As these extracts reveal, the teachers’ comments emphasise some of the previously obtained findings. Some teachers highlight the importance of pronunciation teaching, others stress some of the major obstacles discussed earlier, including insufficient teacher training, time constraints, lack of resources, low level and demotivation of pupils, the influence of the French language and large classes were mentioned as obstacles to teaching pronunciation effectively. To overcome these problems, Some teachers suggested the provision of a recorded material accompanying the textbooks, including songs and games, increasing the time devoted to pronunciation, including more activities in the examinations, exposing learners to authentic English and most importantly, guiding teachers through sample lesson plans. Other teachers’ comments also highlight the ineffective implementation of the CBA.

5.2.2.2. The Secondary School Teachers

Section one: General Information

1. What is your highest degree?

- a. Bachelor Degree (four-year licence)**
- b. Bachelor Degree (LMD Licence)**
- c. Bachelor Degree (ENS Certificate)**
- d. Master Degree**
- e. Magister Degree**

Degree	N	%
a	41	66.14
b	03	04.83
c	11	17.74
d	07	11.29
e	0	0
Total	62	100

Table 5.28.: The Secondary School Teachers' Degrees

According to the results obtained, 66.14% reported to have a B.A degree obtained after four years of study at the university. Other 17.74% reported to have a B.A degree obtained after five years of study at the ENS while 11.29% have a master degree and the rest (04.83%) have an LMD bachelor degree, granted after three years of instruction. This means that all the teachers are holders of a Bachelor degree in English and that the majority of teachers (95.17 %) were educated/trained for four or five years of study.

2. How long have you been teaching English at the Middle/ Secondary School?

Years of teaching	N	%
1 year	01	01.61
2-3	17	27.42
4-5	08	12.90
6-7	09	14.52
9-10	03	04.84
13-14	02	03.23
19-20	06	09.68
21-25	11	17.74
25-34	04	06.45
No answer	01	01.61
Total	62	100

Table 5.29.: The Secondary School Teachers' Experience

As can be seen from Table 5.29., the teachers' experience ranged from 01 year to 34 years. The table clearly shows that a considerable number of teachers are either at the beginning (61.29%) or at the end (25.80%) of their teaching career whereas only 12.91 % are in midway teaching experience. These results clearly show that despite the fact that the

teachers' experience ranged from inexperienced to highly experienced, most teachers are experienced enough in teaching in the Secondary School. It is worth noting that one teacher (01.61%) did not answer this question.

One further thing worth mentioning is that while 38.70 % taught English before and after the reforms of 2003, 61.29% of teachers have taught only according to the competency based approach. This suggests that only about a third of teachers currently teaching in Secondary Schools can make a comparison between teaching according to the communicative approach, which was adopted before the implementation of the 2003 curriculum and the competency based approach underlying the 2003 curriculum.

3. What levels have you taught?

- a. 1AS Please, specify the stream(s):
- b. 2AS Please, specify the stream(s):
- c. 3AS Please, specify the stream(s):

Level	N	%
a+b	09	14.52
a+c	05	08.06
b+c	01	01.61
a+b+c	47	75.81
Total	62	100

Table 5.30.: Levels taught by Secondary School Teachers

As mentioned above, some of the questions included in the questionnaires are level-specific, so it was important to determine the number of teachers in each level. Table 5.30. reveals that the majority of teachers have experience with teaching the three levels. It can also be deduced from the table that the number of teachers varies from one level to another: **61 in 1AS, 57 in 2AS and 53 in 3AS.**

In addition to the levels taught, it was important to ask the teachers to specify the streams they have taught because the pronunciation content differs, though slightly, according to each stream as discussed in section 4.3.2. This piece of information will be exploited in the

analysis of the responses to question 9 in the teachers' practices of teaching and testing pronunciation' questionnaire. The results reveal that 14 teachers did not respond to the sub-question. Of those who answered, the majority of them were acquainted with the different streams. More specifically, among the 1AS teachers, 37 taught both streams, 07 taught only scientific streams and 03 have taught only the literary streams. This means that 44 teachers have taught scientific streams and 40 literary streams. As for the 2AS, it was found that 35 teachers have taught scientific streams, 36 literary streams, 32 foreign languages streams and 27 management streams. Concerning 3AS, teachers, 42 and 35 teachers have taught scientific streams and literary streams, respectively.

4. How many pupils do you have per class in average?

Number of Pupils per Class	N	%
34-36	10	16.13
37-39	09	14.52
40-42	31	50
43 and more	12	19.35
Total	62	100

Table 5.31.: Average Number of Students per Class in Secondary Schools

As the above table illustrates, all the classes in the Secondary Schools are large classes since the minimum number of students mentioned by the respondents is 34. More importantly, most of the classes are overcrowded as 69.35% reported to have cases of 40 or more than 40 students per class in average. This finding is not at all surprising since all the studies targeting the Secondary School level highlight the fact that overcrowded classes is a reality that most teachers, if not all, always complain about.

5. How would you rate your pupils' overall pronunciation in English? (Please, fill in the gaps with All, Many, A few or None)

- of my pupils have excellent pronunciation.
- of my pupils have good pronunciation.
- of my pupils have acceptable pronunciation.
- of my pupils have poor pronunciation.
-of my pupils have very poor pronunciation.

Options	Very good		Good		Acceptable		Poor		Very poor	
	N	%	N	%	N	%	N	%	N	%
All	0	0	0	0	0	0	01	01.61	01	01.61
Many	0	0	03	04.84	19	30.65	51	82.26	41	66.13
A few	43	69.36	52	83.87	42	67.74	09	14.52	13	20.97
None	18	29.03	06	09.68	0	0	0	0	06	09.68
No answer	01	01.61	01	01.61	01	01.61	01	01.61	01	01.61
Total	62	100	62	100	62	100	62	100	62	100

Table 5.32.: Secondary School Teachers' Evaluation of their Pupils' Overall Pronunciation

As shown in Table 5.32., the teachers' responses were mainly characterised by the option "many" or "a few" and "none" in some cases. More specifically, the overriding majority of teachers opted for "many" with students having poor (82.26%) or very poor (66.13%) pronunciation and for "a few" with students having very good (69.36%), good (83.87%) and acceptable (67.74%) pronunciation. The table also shows that a considerable percentage thought that none of their students have very good pronunciation (29.03%) or even good pronunciation (09.68%) while a minority (04.84%) thought that many of their students have a good pronunciation. the results also show that the option " all" was not opted for by any teacher and that one teacher representing 01.61% did not provide an answer to this question. These results clearly show the negative teachers' evaluation of their students' pronunciation. This implies that the number of the Secondary School students with a good or at least an acceptable pronunciation is limited. Hence, this finding is the first indicator that pronunciation instruction provided to Secondary School learners within the framework of a CBLT model is not effective.

6. When you teach pronunciation, do you rely on:

- a. Yourself**
- b. A taped material**

Options	N	%
a	44	70.97
b	03	04.84
a+b	15	24.19
Total	62	100

Table 5.33.: Medium Used by Secondary School Teachers

In answering this question, 70.97% of the teachers said that they relied on their voice when teaching pronunciation, 24.19% said that they relied on both their own voice and a taped material while solely 04.84% chose “a taped material”. This means that the overriding majority rely on their own voice and do not resort to other materials and aids that would make pronunciation teaching easier and more fruitful.

Section Two: Teachers’ Preparedness for Teaching Pronunciation in a Competency based Language Teaching Model

7. How would you rate your pronunciation overall?

- a. Very poor**
- b. Poor**
- c. Acceptable**
- d. Very good**
- e. Excellent**

Options	N	%
a	0	0
b	0	0
c	37	59.69
d	23	37.09
e	01	01.61
No answer	01	01.61
Total	62	100

Table 5.34.: Secondary School Teachers’ Evaluation of their Pronunciation

As can be seen from Table 5.34., none of the teachers described their pronunciation as very poor or poor, only one teacher (01.61%) considered his/her pronunciation to be excellent and another teacher (01.61%) did not answer this question. However, 23 teachers with a percentage of 37.09 % assumed that their pronunciation was very good while more

than half of them (59.69 %) think that they have acceptable pronunciation. These results clearly show that the majority of teachers are not confident about their pronunciation.

8. Have you received any training on teaching pronunciation (not knowledge about pronunciation presented in the module of “English Phonetics and Phonology”) as

- a. A pre-service teacher
- b. An in-service teacher
- c. None

Option	N	%
a	04	06.45
b	04	06.45
c	52	83.87
a+b	02	03.23
Total	62	100

Table 5.35.: Secondary School Teachers’ Training in Teaching Pronunciation

As it is apparent from Table 5.35., four teachers, representing 06.45% reported that they had received training as pre-service teachers. Of these four teachers, three of them have a B.A degree obtained after five years of study at the ENS. Another 06.45% claimed that they had received training as in-service teachers while 03.23% chose both options (i.e. they received training as pre-service and as in-service teachers). On the other hand, the solid majority of teachers (83.87%) claimed that they received no training on teaching pronunciation. The fact of having this considerable percentage confirms that most of the teachers might experience difficulties in teaching pronunciation.

9. Do you think that you had enough training in pronunciation knowledge and teaching?

- Yes
- No

	N	%
Yes	16	25.81
No	46	74.19
Total	62	100

Table 5.36.: Secondary School Teachers’ Perceptions of the Adequacy of their Training in Pronunciation Knowledge and Teaching

The analysis of the results generated by this question has shown that about three quarters of the teachers (74.19%) reported that they lack training in pronunciation knowledge and teaching against a quarter (25.81%) who were satisfied with the training they had. Out of these, three teachers justified their choice and explained that pronunciation knowledge is acquired through experience despite the fact that they were not asked to justify their choice. Noticeable here is the fact that these teachers have five, six and twelve years of teaching experience.

10. If “No”, do you think you need training with respect to:

- a. Consonants**
- b. Vowels**
- c. Phonetic script**
- d. Word Stress**
- e. Sentence stress**
- f. Rhythm**
- g. Intonation**
- h. Aspects of connected speech (strong and weak forms, assimilation, linking, elision)**

Aspect	N	%
a	01	02.17
b	04	08.69
c	06	13.04
d	15	32.60
e	23	50
f	20	43.47
g	35	76.08
h	34	73.91
Total	46	100

Table 5.37.: Secondary School Teachers’ Perceptions of the Pronunciation Aspects in which they Need Training

As shown in Table 5.37., most of the teachers thought that they needed training in “intonation” (76.08%) and “aspects of connected speech” (73.91%). In addition, half of the teachers (37.09%) opted for “sentence stress” and 43.47% opted for “rhythm”. “Word stress” was also chosen by about a third of the teachers (32.60%). However, the other aspects, namely the vowels, the consonants and the phonetic script were opted for by only a limited

number of teachers (one, four and six teachers, respectively). From this, it can be inferred that a high proportion of teachers feel that they lack training in almost all the suprasegmental aspects.

11. Do you have a teacher’s guide?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	49	80.33	48	84.21	48	90.57
No	12	19.67	09	15.79	05	09.43
Total	61	100	57	100	53	100

Table 5.38.: Secondary School Teachers’ Possession of Teachers’ Guides

As can be seen from Table 5.38., the answers generated by this question show that the majority of teachers in the three levels claimed that they had teachers’ guides: 80.33 % in 1AS, 84.21% in 2AS and 90.57% in 3AS. These results may suggest that most teachers are aware of the contents of the guides.

12. If “Yes”, to what extent do you think it is helpful with regards to pronunciation teaching?

- a. Extremely
- b. Significantly
- c. Moderately
- d. Not at all

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	03	06.12	02	04.16	02	04.16
b	15	30.61	14	29.16	11	22.92
c	22	44.90	24	50	23	47.92
d	08	16.32	07	14.58	12	25
No answer	01	02.04	01	02.08	0	0
Total	48	100	48	100	48	100

Table 5.39.: Secondary School Teachers’ Perceptions of the Extent to which the Teachers’ Guides are Helpful with Regards to Pronunciation Teaching

As Table 5.39. indicates, out of the teachers who possess teachers' guides, about half of them in the three levels (44.90% in 1AS, 50% in 2AS and 47.92% in 3AS) thought that the guides were not helpful with regards to pronunciation teaching. As for the other half, it seems that the 1AS and 2AS guides are more valued than the 3AS guide: while 36.73% and 33.32% opted for "extremely" and "significantly" against 16.32% and 14.58% for "not at all" in 1AS and 2AS, respectively, more teachers in 3AS (25%) thought that the guides were not helpful at all. It is worth mentioning that one and the same teacher in both 1AS and 2AS did not answer this question. This may suggest that this teacher either possesses the guides, but has no idea about what is included in them or simply was not sure about the answer. On the whole, these results are a clear indication that only a limited number of teachers benefit from the teachers' guides in teaching pronunciation.

13. To what extent do you think you are knowledgeable about CBA?

- a. Extremely**
- b. Significantly**
- c. Moderately**
- d. Not at all**

Options	N	%
a	03	04.84
b	31	50
c	24	38.71
d	04	06.45
Total	62	100

Table 5.40.: Secondary School Teachers' Perceptions of their knowledge of the CBA

As shown in Table 5.40. half of the teachers (50%) thought that they were knowledgeable about the CBA significantly and only a tiny minority (04.84%) chose the option "extremely". In addition, 38.71% of the teachers thought that they were knowledgeable about the CBA moderately. The rest, representing 06.45 % of the teachers, reported that they were not knowledgeable about the CBA at all. Like in the analysis of the Middle School teachers' questionnaires, the results also reveal a lack of correlation between

knowledge of the CBA and the teachers' experience: there are experienced as well as inexperienced teachers among the teachers who opted for "a", "b" or "c". This may suggest that, on the one hand, the inexperienced teachers who thought that they were knowledgeable about the CBA were exposed to the latter in their graduation years in the module of TEFL, in in-service training, or through personal efforts and that, on the other hand, the experienced teachers who reported that they were knowledgeable about the CBA only moderately still find it somehow ambiguous despite the fact that they are supposed to teach according to the principles of the CBA. It is also worth mentioning that the four teachers who chose "d" are inexperienced teachers.

On the whole, the results reveal that unlike the middle School teachers, the Secondary School teachers reported that their knowledge of the CBA is adequate, a fact which may suggest that they are more equipped to implement the principles of the CBA effectively and successfully.

Section Three: The Teachers' Attitudes towards Pronunciation Teaching and Competency based Language Teaching

14. Do you like teaching pronunciation?

- Yes
- No

	N	%
Yes	52	83.87
No	10	16.13
Total	62	100

Table 5.41.: Secondary School Teachers' Like /Dislike of Pronunciation Teaching

Unexpectedly, most of the teachers with a percentage of 83.87% reported that they liked pronunciation teaching. This finding, which contradicts many other research findings which showed that EFL teachers of pronunciation do not like teaching this language component and are reluctant to teach it, is encouraging and optimizing. Hence, it is motivating to know

that the majority of the teachers like pronunciation teaching, a fact which suggests that this motivation might have a positive effect on the teachers' practices.

15. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD).

Statements	SA	A	U	D	SD
a. Teaching pronunciation helps pupils to improve their pronunciation					
b. Pronunciation is important in teaching pupils to speak in English					
c. Pronunciation is important in teaching pupils to understand English					
d. Pronunciation is important in teaching pupils English spelling					
e. Pronunciation is practically irrelevant for communication; fluency is what really matters					
f. Pronunciation needs no explicit teaching: learners achieve good pronunciation with exposure and practice					
g. Pronunciation only depends on personal aptitude like having a "good ear", memory...etc.					
h. Pupils are not required to speak as native speakers: they should speak so as to be intelligible					
i. My Pupils are influenced by the American model in their pronunciation					
j. I think the British model should be replaced by the American model of pronunciation in our schools					
k. I think my pupils enjoy learning pronunciation					
l. I think my pupils find pronunciation learning difficult					
m. I think it is necessary to teach pronunciation right from the early stages					

– **Importance of Pronunciation**

Statements		SA	A	U	D	SD	Total
a	N	39	20	02	01	0	62
	%	62.90	32.26	03.23	01.61	0	100
b	N	37	22	02	01	0	62
	%	59.68	35.48	03.23	01.61	0	100
c	N	20	25	09	07	01	62
	%	32.26	40.32	14.52	11.29	01.61	100
d	N	17	25	12	07	01	62
	%	27.42	40.32	19.35	11.29	01.61	100
e	N	01	10	11	27	13	62
	%	01.61	16.13	17.74	43.55	20.97	100
f	N	05	11	04	31	11	62
	%	08.07	17.74	06.45	50	17.74	100

Table 5.42.: Secondary School Teachers’ Perceptions of the Importance of Pronunciation

As shown in Table 5.42., the results reveal that nearly all teachers strongly agreed or agreed that pronunciation is important in teaching pupils to speak in English (95.16%) or to understand English (72.58%) while most of them agreed that pronunciation is important in teaching pupils English spelling (67.74%). In addition, most of the teachers (64.52%) disagreed or strongly disagreed with the statement that pronunciation is practically irrelevant for communication and that fluency is what really matters. Noticeable here is the big number of teachers (17.74%) who chose the option “undecided”. On the whole, these results confirm that the teachers held positive attitudes toward pronunciation.

As regards the teachers’ attitudes toward the teaching of pronunciation, the findings are a clear indication that the teachers were very positive in their perceptions of the importance of pronunciation teaching. As Table 5.42. also displays, almost all the teachers strongly agreed or agreed (95.16%) that teaching pronunciation helps pupils to improve their pronunciation while most of them (67.74%) thought that pronunciation needs no explicit teaching and that learners achieve good pronunciation with exposure and practice.

– **Goal Settings of Pronunciation**

Option	N	%
SA	05	08.06
A	35	56.46
U	09	14.52
D	11	17.74
SD	02	03.23
Total	62	100

Table 5.43.: Secondary School Teachers’ Attitudes towards the Goal of Pronunciation Teaching

As can be extracted from Table 5.43., 64.52% thought that that their pupils were not required to speak as native speakers but they should speak so as to be intelligible while only 20.97% believed the opposite. The rest, 17.74%, were not sure about their answers. Hence, broadly speaking, it seems that most of the teachers are aware that the goal of pronunciation that should be pursued by the pupils is intelligibility and not native-like pronunciation.

– **Pronunciation Model**

Statements		SA	A	U	D	SD	Total
h	N	10	20	14	17	02	62
	%	16.13	32.26	22.58	27.42	03.23	100
i	N	07	10	18	24	03	62
	%	11.29	16.13	29.03	38.71	04.83	100

Table 5.44.: Secondary School Teachers’ attitudes towards the Pronunciation Model

As outlined in Table 5.44., the results obtained from the responses to statement **h** revealed that about half of the teachers (48.39%) agreed with the statement while only less than a quarter of them (30.67%) agreed with the idea. It is noticeable that a high number of teachers (22.58%) chose the option “Undecided”. This may suggest that either those teachers are unaware of the differences between British and American varieties or they do not give the pupils enough opportunities to speak in the classroom. Broadly speaking, these results clearly show that most teachers believed that their students were influenced by the American

model, which is a clear indication that there are pupils who are motivated to speak by relying on external resources such as TV programs, the internet and extra courses at private language Schools.

As a response to statement **j**, the results revealed that more teachers (29.03%) were unsure about their answers. In addition, while 43.54% disagreed with the statement, 27.42% agreed with it. Despite the fact that these results show a division among the teachers, it is safe to conclude that most of the teachers seem to favour the British model of pronunciation since the number who thought that the British model should not be replaced by the American model of pronunciation outnumber those who thought it should.

– **Pupils’ Learning of Pronunciation**

Statements		SA	A	U	D	SD	Total
j	N	05	32	08	14	01	62
	%	08.06	51.62	12.90	22.58	01.61	100
k	N	07	28	08	17	02	62
	%	11.29	45.16	12.90	27.42	03.23	100
l	N	33	24	03	02	0	62
	%	53.23	38.71	04.83	03.23	0	100

Table 5.45.: Secondary School Teachers’ Perceptions about Pupils’ Learning of Pronunciation

As a response to statement **j**, it can be extracted from Table 5.45. that while 59.68% agreed that their pupils enjoyed learning pronunciation, only 24.11% disagreed and another 12.90% chose “Undecided”. Hence, broadly speaking, it seems that most of the Secondary School teachers believe that their pupils enjoy learning pronunciation. This finding is quite positive since it may indicate that the learners hold positive attitudes towards pronunciation learning.

As regards statement **j**, Table 5.45. also reveals that the number of the teachers who agreed with the statement is about twice the number of those who disagreed (56.45% vs

30.67%) while the remainder, 12.90%, found it difficult to decide on the issue. This means that most of the teachers think that their pupils find pronunciation learning difficult.

As for statement **k**, the results clearly reveal that the overriding majority of teachers agreed that it is necessary to teach pronunciation right from the early stages. Statistically speaking, 91.94% agreed while 03.23% disagreed with the idea. It is worth mentioning that none of the teachers chose “strongly disagreed” and only 03 teachers, representing 04.83%, were not able to decide. This may suggest that the teachers were very confident in expressing their thoughts about the appropriate age to begin pronunciation learning than about the pupils’ attitudes toward it.

The results obtained clearly show that the teachers thought that their pupils, who generally enjoyed pronunciation learning even though they find it difficult, should begin pronunciation learning from the beginning.

16. Please, rank the aspects of pronunciation you think are necessary for Secondary School learners according to their importance using the scale 1→5 (1= extremely important; 2= very important; 3= fairly important; 4= little important; 5= not important at all)

- | | |
|---------------------------------|--|
| a. Consonants | j. Assimilation |
| b. Vowels | k. Elision |
| c. Diphthongs | l. Pronounced and unpronounced `r` |
| d. Triphthongs | m. Clear and dark / l / |
| e. Word stress | n. Inflectional -s endings/ -ed endings |
| f. Sentence stress | o. Homophones/ homonyms |
| g. Rhythm | p. Sound/ spelling relationship |
| h. Intonation | q. Phonetic symbols |
| i. Strong and weak forms | |

Aspect \ Level	1AS		2AS		3AS	
	N	Rank	N	Rank	N	Rank
a	01.51	4	01.74	4	01.34	2
b	01.31	1	01.39	1	01.95	5
c	01.65	6	01.78	5	02.06	6
d	02.42	10	02.38	8	02.91	10
e	01.35	3	01.56	2	01.28	1
f	02.72	12	02.54	11	02.81	11
g	03.25	15	02.95	12	03.28	14
h	02.29	7	02.41	10	02.62	9
i	02.55	11	02.38	8	02.32	8
j	03.65	16	03.25	15	03.25	13
k	03.80	17	03.60	17	03.39	15
l	02.36	9	02.95	12	03.54	17
m	02.86	14	03.29	16	03.39	15
n	01.51	4	01.89	6	01.68	3
o	02.77	13	03.18	14	03.04	11
p	02.29	7	02.35	7	02.30	7
q	01.31	1	01.63	3	01.88	4

Table 5.46.: Secondary School Teachers' Ranking of the Aspects of Pronunciation Necessary for Secondary School Learners according to their Importance

As shown in Table 5.46., the results reveal that the Secondary School teachers thought that most of the aspects are important, though with varying degrees, for Secondary School learners. More specifically, the results reveal that the most important aspects that the teachers thought they were necessary for Secondary School learners are vowels, consonants, diphthongs, Inflectional -s endings/ -ed endings, word stress and phonetic transcription. By contrast, the least important aspects ranked by the teachers were homophones/homonyms, triphthongs, assimilation, elision, clear /dark /l/ and rhythm. However, it is worth mentioning that while most of the aspects are ranked differently in the different levels, there are instances where one and the same aspect received the same or approximately the same rank in the three levels. For example, the aspect "Sound/ spelling relationship" is ranked 7 in the three levels with very slight variation in the average of importance (02.29 in 1AS, 02.35 in 2AS and 02.29 in 3AS) which can be interpreted as a very important aspect. Conversely, there are aspects that are ranked differently in the three levels. An example of

this is the aspect of pronounced/ unpronounced r. While this aspect is considered very important for 1AS pupils (02.36) and ranked 9, it is considered fairly important for 2AS pupils (02.95) and ranked 12 and considered little important for 3AS pupils (03.54) and ranked 17.

These examples may suggest that like the Middle School teachers, the Secondary School teachers are also influenced in their teaching practices, by the official exams and most importantly, by the pronunciation content in the textbooks.

17. Are the current teaching / learning conditions favourable for implementing the Competency-based Approach?

- Yes

- No

	N	%
Yes	10	16.13
No	49	79.03
No answer	03	04.84
Total	62	100

Table 5.47.: Secondary School Teachers’ perceptions of whether the current teaching/learning conditions are favourable for implementing the CBA

Like the Middle School teachers, the Secondary School teachers widely shared the view that the current teaching / learning conditions were not favourable for implementing the Competency-based Approach (79.03%). Table 5.47. also reveals that while 16.13% chose the option “Yes”, the rest (04.84%) did not answer the question. This may suggest that most of the secondary school teachers have negative views regarding the successful implementation of the CBA in the Algerian context, where the teaching/learning conditions are unfavourable.

18. Please, explain why

As aforementioned, among the ten teachers (16.13%) who thought that the current teaching/learning conditions were not favourable for implementing the Competency-based Approach, only two teachers provided the following weird explanations:

“CBA, theoretically, as I know, does not need much equipment and many means. It needs teachers understanding and nicety in applying it”.

“because it makes pupils rely on themselves and not on the teacher only”.

On the other hand, out of the 49 teachers (79.03%) who answered the previous question negatively, 19 teachers provided justifications which are summarised as follows:

Overcrowded/large classes

Multi-level classes (multi-intelligent classes)

Lack of teaching materials and equipment

Disciplinary problems/ problem students

Unsuitability of the content

Time shortage (especially for first year classes)/long syllabi

Lack of training for teachers (teachers are not qualified enough to use CBA)

Low level of pupils (especially literary streams)

It is worth mentioning that teachers’ justifications provided below are not considered as appropriate responses to the question:

“only the excellent pupils”

“our learners are not evaluated according to CBA”

“No intergration of the four skills”.

19. After about a decade of implementing the CBA, to what extent, do you think, it succeeded in improving the pupils’ achievement with regards to English teaching?

- a. Extremely**
- b. Significantly**
- c. Moderately**
- d. Not at all**

	N	%
a	02	03.23
b	07	11.29
c	42	67.74
d	10	16.13
No answer	01	01.61
Total	62	100

Table 5.48.: Secondary School Teachers’ Perceptions of the Success of the CBA in Improving the Pupils’ Achievement

The results in Table 5.48. show that the majority of the teachers, representing 67.74% reported that they thought that the CBA succeeded only moderately in improving the pupils' achievement. The results also reveal that the teachers who opted for the option "not at all", representing 16.13% outnumber those who opted for "significantly" and "extremely" together, representing 14.52% and that one teacher (01.61%), an inexperienced one, did not answer this question. It is worth mentioning that it was also found that all the teachers who thought that the CBA did not succeed at all in improving the pupils' achievement were experienced teachers who also taught before the reforms of 2003. As for the remaining experienced teachers, they thought that the CBA succeeded only moderately. This means that experience was an important factor in shaping the teachers' perceptions.

Overall, the results clearly show that the majority of teachers, especially the experienced ones, are not satisfied with the outcomes of teaching according to the CBA and, hence, have negative attitudes toward it.

Section Four: Teachers' Perceptions of the Main Obstacles to Pronunciation Teaching

20. Does the pronunciation activity in the Baccalaureate Examination has any influence on your teaching of pronunciation?

- Yes
- No

	N	%
Yes	37	59.68
No	22	35.48
No answer	03	04.84
Total	62	100

Table 5.49.: Secondary School Teachers' Perceptions of the Influence of the "Baccalaureate" Examination on their Teaching of Pronunciation

As shown in Table 5.49., while 59.68% of the respondents reported that they were influenced by the official exam in their teaching of pronunciation, over a third of them (35.48%) claimed the opposite and 04.84 % did not provide any answer. This means that

most of the teachers thought that they were influenced by the official exam in their teaching of pronunciation. This is a clear evidence that those teachers teach pronunciation not for the sake of improving the learners' pronunciation but rather they teach it to prepare them for tests.

21. If “Yes”, please, explain how

Twenty-four teachers of the ones who answered the previous question provided approximately similar explanations to their answers. Some of the teachers' comments are provided below:

“I focused on the elements included in the BAC exam”.

“Learners know that pronunciation activities have little influence on their success or failure in exams. So I adjust to the situation. I don't give importance to things most people consider unimportant.”

“Since it [pronunciation] is included in the BAC, I should/must teach it”.

“I rely only on the activities given in the official exam”.

“Much work on word segmentation into syllables, final –s/ -ed, silent letters and stress where there are rules”.

“Teachers focus on the pronunciation activities which students may encounter in the BAC”.

“We generally focus on pronunciation points that the students may encounter in tests and exams”

“I give more time to teach pronunciation aspects”

“Since pp [pupils] will be marked on such activities, I give much importance to learning pronunciation rules”.

“I teach only stress, number of syllables, final “s”, “ed” because they ask questions about these aspects in the bac”

“I teach stress, number of syllables, final ed/s pronunciation, rhyme, silent letters and ignore other parts not making part of BAC exam subjects”.

These comments make it clear that that the BAC exam has an influence on teaching the pronunciation content. In other words, the teachers emphasise mainly the aspects included in the official exam.

22. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD).

Statements	SA	A	U	D	SD
a. After four years of pronunciation instruction, I think the pronunciation activity in the Bac Exam is appropriate to assess pupils' achievement					
b. I think the form of the Bac Exam, which ignores the oral skills, is a barrier to pronunciation teaching					

The teachers' responses are illustrated in Table 5.50.

Statements		SA	A	U	D	SD	Total
a	N	05	20	07	20	10	62
	%	08.06	32.26	11.29	32.26	16.13	100
b	N	12	31	04	12	03	62
	%	19.35	50	06.45	19.35	04.83	100

Table 5.50.: Secondary Teachers' Perceptions about Assessment of Pronunciation in the Official Exam (BAC)

As shown in Table 5.50., the same percentage of the respondents (32.26%) agreed or disagreed with the statement that after three years of pronunciation instruction, the pronunciation activity in the BAC Exam is appropriate to assess pupils' achievement. However, there are more teachers who disagreed (16.13%) than those who agreed (08.06%) and there are also seven teachers, representing 11.29% who were unsure about their perceptions. This means that the issue of the assessment of pronunciation in the BAC exam is not clarified; the percentages obtained by those who agree or disagree with the statement and those who disagree or strongly disagree are very close to each other.

As for the second statement which asked the teachers whether they thought that the official exam was a barrier to pronunciation teaching, the findings revealed that that 06.45% chose the option "undecided", about a quarter of the teachers 24.18% disagreed or strongly disagreed with the statement, 50% of them agreed and another 19.35% strongly agreed.

This means that most of the respondents believed that the form of the official exam, which ignores the oral skills, was a barrier to pronunciation teaching.

23. Do you think the pronunciation content is appropriate to the pupils in the following textbooks, and please explain why?

Textbook \ Options	At the Crossroads		Getting Through		New Prospects	
	N	%	N	%	N	%
Yes	40	65.57	33	57.89	27	50.94
No	18	29.51	21	36.84	23	34.39
No answer	03	04.92	03	05.26	03	05.66
Total	61	100	57	100	53	100

Table 5.51.: Secondary School Teachers' Perceptions of the Appropriateness of the Pronunciation Content in the Secondary School Textbooks

The results generated by this question revealed that the teachers who thought that the pronunciation content in the textbooks is appropriate outnumbered those who thought it is not. This might suggest that the teachers do not consider the pronunciation content included in the textbooks as a major obstacle to teaching pronunciation at the secondary school. In addition, Table 5.51. shows that the teachers are satisfied with the content in “At the Crossroads” (65.75% chose “Yes” while 29.51% chose “No”) more than the other textbooks (57.89% and 50.94% chose “Yes” while 36.84% and 34.39% chose “No”). It is worth mentioning that 03 teachers did not provide an answer to this question at each level (04.92%, 05.26% and 05.66%).

In response to the sub-question which asked the teachers to provide explanations, while many teachers teaching different levels provided the same answer, a few teachers varied their responses. On the whole, the main reasons provided by the teachers who answered positively were as follows:

- 1) the lessons are varied. They have relationship with each other (1AS)
- 2) the lessons are given in the BAC exam (1AS)
- 3) because it enables pupils to pronounce correctly (1AS)

- 4) the textbooks contain a variety of tasks among which some of them are quite interesting and really improve pupils' pronunciation (1AS+2AS)
- 5) they train pupils on the most important features of pronunciation (2AS)
- 6) It (getting through") helps pupils to pronounce the items and to improve their English (2AS)
- 7) It [New Prospects"] concentrates on the matters that most facilitate intelligibility (3AS)

On the other hand, the main reasons provided by the teachers who are not satisfied with the content of the textbooks with regards to pronunciation teaching are summarised below:

Common reasons:

- 1) "weak planning of activities"
- 2) "activities are not graded"
- 3) "transcription not given importance"
- 4) "insufficient exemplification"
- 5) "irrelevant tasks"
- 6) "confusion and mistakes"
- 7) "pronunciation rules are unclear"
- 8) "insufficient activities"

Level-specific reasons:

1AS:

- 1) "Because pupils are not well trained in the middle school"
- 2) "Pupils are taught in a wrong way in the middle school, that's why phonetics is too difficult for them"

2AS:

- 1) "I myself do not master intonation and transcriptions do not match with their level"
- 2) "because the content has been taught in the previous year"

3AS:

- 1) "It (new prospects") includes few/rare transcriptions"
- 2) "Most of the tasks included are not included in the BAC exam so both teachers and students lose interest in teaching/learning them"
- 3) "there's nothing new".

From these comments, it is clear that most of the teachers found the pronunciation content suitable to the learners level in terms of quantity and quality. Only a few teachers reported that the textbooks are inappropriate due mainly to the insufficient content, the problem of sequencing the activities and most importantly, the students' poor pronunciation skills they acquired at the middle school.

24. In your opinion, what are the main obstacles encountered in teaching/learning pronunciation in the Algerian Secondary Schools? Please, rank them from most important to least important, starting with number 1 for the most important obstacle.

- a. Time constraints in the classroom (long syllabi)
- b. Time constraints for preparation (it requires time to handle the pronunciation content)
- c. Unsuitability of the pronunciation content
- d. Large classes
- e. Lack of materials
- f. Low proficiency level of pupils
- g. The complexity of the English pronunciation system
- h. Lack or insufficient teacher training in pronunciation teaching
- i. Poor or fossilized pronunciation of pupils in prior classes
- j. The examination system which minimises the role of pronunciation

Options	N	Rank
a	41	3
b	10	10
c	11	9
d	53	1
e	45	2
f	37	4
g	12	8
h	24	7
i	27	6
j	33	5
Total	62	--

Table 5.52.: Secondary School Teachers' Perceptions of the Main Obstacles to Pronunciation Teaching

Like in the analysis of the Middle School teachers' questionnaires, the part of the question concerned with ranking the obstacles was omitted because some teachers failed to

answer the question as required. Accordingly, the main obstacles and their relative importance were identified by considering the number of times each obstacle is chosen. Then the different obstacles were ranked accordingly. The teachers' classification yielded the results displayed on Table 5.52.

According to the teachers, the main obstacles to pronunciation teaching include large classes (chosen by 53 teachers), followed by lack of materials (chosen by 47 teachers), time constraints in the classroom (chosen by 41 teachers), low proficiency level of pupils (chosen by 37 teachers) and the examination system which minimises the role of pronunciation (chosen by 33 teachers).

Section Five: Further Suggestions

25. Please, add any other suggestion or comment in general or in particular as far as pronunciation teaching under the CBA in the Algerian Secondary Schools is concerned.

Twenty-five teachers responded to this question. While a few teachers highlighted some points succinctly, most of them wrote lengthy comments. Provided below are illustrative comments:

“Teaching pronunciation is not done properly; English teachers need training as to teach it in a very effective way”

“CBA is a total failure. It failed where it first started. All the countries that first adopted it have left it. They accept failure because they consider it the starting point of success! I wonder why Algeria's government still inside on this dead-born approach (CBA) though everybody acknowledges its complete failure”.

“I think what we really need as teachers is training and not here in Algeria because such training has nonsense, but in an English speaking country you know why? That's because we need to develop first our pronunciation skill to be able to teach then to our PPs. then large class, it's very hard to teach this generation and what generation 45 PPs per group too much!!”.

“Pronunciation is just an aspect of a language, but an important one. As far as the CBA is concerned, learners should be made aware of their roles and duties, which is not the case now in Algerian schools!...”

“This aspects of pronunciation is totally underestimated. It needs to be given special care as it is essential for learners to acquire good pronunciation”.

“Teaching pronunciation needs appropriate teaching materials that are mostly unavailable in our schools. Large classes or crowded ones are also a handicap in teaching pronunciation”.

“...A successful approach or method should stem from our society by understanding its peculiarities and responding to its needs and hopes. This at least prevents negative attitudes, rejection, minimization and lack of motivation teachers encounter in their classrooms”.

“- training courses for teachers, because many of them are poor. This is a fact that cannot be ignored. – reducing syllabi so that the teachers will find time for teaching pronunciation”.

“Pronunciation has a great importance in learning any foreign language in general and English in particular, but the conditions afforded aren’t adequate to do the task (large classes, lack of materials...).

“There should be language laboratories in each secondary school to develop the pronunciation level of pupils”

“Need of laboratories for teaching pronunciation+ training teachers”.

“Before we speak about pronunciation, we should speak about the language itself (TEFL); most of pupils don’t care about learning English. So. How are they going to improve their pronunciation especially in the secondary schools...”.

“I think that the CB approach is very difficult to be implemented in the Algerian secondary schools for many reasons. Why? Because most of the teachers do not have enough knowledge about this approach and how it should be implemented. Second, the conditions are not appropriate to implement it (very low level of pupils, overcrowded classes, too long programs...”

These comments from different teachers centre around five main issues. First, the teachers acknowledge that pronunciation is important and that it should be given a prominent role in English language teaching. Second, they are not satisfied with the conditions of teaching, including amount of time devoted to the teaching of this area of language in their

EFL classes at high-School, unavailability of resources. Third, they provide suggestions to improve the situation, the most important of which consist of increasing the time allowance for English teaching in general and for pronunciation teaching in particular, providing materials (language labs and recorded materials, training teachers, reducing the number of students in classes and slimming down the syllabi. Fourth, they expressed negative attitudes toward the process of curriculum innovation and the ineffective implementation of the CBA approach in Algeria. Finally, lack of motivation and low level of students were also raised as obstacles.

5.3. Overall Analysis of the Results of the Middle and Secondary School Teachers' Questionnaire

The results obtained from the questionnaires can be taken to point to the poor quality and ineffectiveness of pronunciation teaching in schools. According to the teachers participating in the study, many of their pupils have poor pronunciation while only a few have acceptable or good pronunciation. This clearly confirms that pronunciation instruction in the competency based curricula is ineffective as it brings unsatisfactory results. The reasons of this situation are discussed below.

5.3.1. Teachers' Preparedness for Teaching Pronunciation in the Competency based Language Teaching Model

The results reveal that the teachers are ill-prepared to teach pronunciation in a CBLT model. First, the majority of Middle School teachers and a considerable percentage of Secondary School teachers are not satisfied with their pronunciation. When asked to rate their own pronunciation, only a few claimed that their pronunciation is good or very good while the majority opted for the option "acceptable". These findings confirm that despite taking a course on English phonetics and phonology as a part of their pre-service training, the teachers still seem to lack confidence in their pronunciation.

Second, they do not have enough pronunciation knowledge and training. Most of the teachers, who said that they did not get opportunity to receive any pre- or –in service training related to teaching pronunciation, showed their willingness for an additional training to enhance both their pronunciation and their teaching skills. The aspects that the teachers thought they needed more training about were mainly the suprasegmental levels of stress (word stress and sentence stress), rhythm and intonation and in a lesser degree the aspects of connected speech. These findings imply that not only does teacher education fail to provide them with enough training to learn and improve their pronunciation, but it also ignores addressing pronunciation pedagogy. Consequently, one could question whether these teachers can teach these aspects effectively if they, themselves, do not master them, and if they do, they do not have the appropriate methodology to do so.

Moreover, the teachers also reported that they either did not have the teachers' guides or expressed negative attitudes towards them. While most of the Middle School teachers reported that they did not possess the guides, most of the Secondary School teachers claimed that that they possessed them. However, of the teachers of both cycles who reported their possession of the guides, the majority believed that the guides are moderately helpful or not helpful at all. This is another indication which confirms that the teachers are not equipped with the necessary materials to teach pronunciation effectively.

In addition, the teachers are not knowledgeable enough about CBLT principles. It is inferred from the teachers' responses that the approach and, particularly, how to implement it is still ambiguous to many teachers. This suggests that they lack the knowledge and training that would enable them to teach pronunciation in CBLT effectively.

5.3.2. Teachers' Attitudes towards Pronunciation Teaching and Competency based Language Teaching Model

The results clearly showed that the teachers were interested in pronunciation teaching and were convinced of its importance for the learners. Unexpectedly, most of the teachers (75.86% of Middle School teachers and 83.87% of Secondary School teachers) reported that they liked pronunciation teaching. This finding is contrary to many other research findings which showed that many EFL teachers of English pronunciation were not motivated to teach this language component and found it difficult (Burgess and Spencer, 2000).

Similarly, the responses reflected overall an agreement on the importance of pronunciation. Almost all teachers strongly agreed or agreed that pronunciation is important in teaching pupils to speak in English or to understand English while most of them agreed that pronunciation is important in teaching pupils English spelling. Conversely, many teachers disagreed with the statement that pronunciation is practically irrelevant for communication and that fluency is what really matters.

Concerning the teachers' perceptions of the importance of teaching pronunciation, almost all of them strongly agreed that teaching pronunciation helps pupils to improve their pronunciation while they disagreed that pronunciation only depends on personal aptitude like having a "good ear", memory...etc. Nevertheless, over half of the teachers thought that pronunciation needs no explicit teaching and that learners achieve good pronunciation with exposure and practice. Overall, these findings clearly show that the Middle and Secondary School teachers have positive attitudes towards pronunciation and pronunciation teaching.

With regards to the teachers' perceptions of their students' learning of pronunciation, most of the teachers thought that their students enjoyed learning pronunciation. In terms of difficulty, more than half of the teachers replied that their pupils found pronunciation learning difficult. This is a clear indication that motivation is only one factor among many

other factors that come into play when learning pronunciation. In addition, the teachers expressed strong support for early pronunciation teaching. This can be interpreted as the respondents generally consider age an important factor in pronunciation learning.

As far as the teachers' perceptions of the aspects of pronunciation that are necessary for the learners in the different levels, Middle School teachers thought that most of the aspects are important for Middle School learners, especially for 3AM and 4AM learners and Secondary School learners regarded most of the aspects necessary for their learners in the different levels. This further stresses the fact that the teachers have positive attitudes towards teaching the important aspect of pronunciation to achieve the goal of effective communication.

Although the teachers generally hold positive attitudes towards pronunciation and its importance, they seem to have negative attitudes towards CBLT. Most of the teachers emphasised that the current teaching/learning conditions are not favourable to implement the CBLT. They considered large classes, lack of materials and resources, low proficiency level of pupils and teachers insufficient knowledge and inadequate training in the CBLT as the main impediments to the implementation of the CBLT. In fact, they are convinced that the CBLT could not be implemented effectively and successfully in the Algerian context. Moreover, most of the teachers claimed that the CBLT succeeded only moderately or did not succeed at all in improving the learners' achievement with regards to the English teaching. This implies that they are not satisfied with the outcomes of teaching according to the CBLT and, hence, have negative attitudes toward it.

5.3.3. Teachers' Perceptions of the Main Obstacles Faced by the Teachers

The teachers emphasised the fact that they faced obstacles in teaching pronunciation. The Middle School teachers regard large classes, time constraints, lack of materials, low proficiency level of students and lack or insufficient teacher training in pronunciation teaching as the major obstacles they face in pronunciation teaching. As for the Secondary School teachers, they, globally, share the same views with Middle School teachers. What is different is that they regard the examination system, which minimises the role of pronunciation (ranked 5), more important than Lack or insufficient teacher training in pronunciation teaching (ranked 7). In addition, lack of materials (ranked 3 by Middle School teachers) is regarded as the second major obstacle.

On the whole, both Middle and Secondary School teachers agree on four major obstacles:

- Large classes
- Time constraints in the classroom (long syllabi)
- Lack of materials
- Low proficiency level of pupils

Some of the ineffective teaching practices can be attributed to the influence of the contextual factors of large classes, time constraints and lack of materials. The results obtained from the questionnaires support the fact that Algerian EFL classes are overcrowded and that the Secondary School classes are more overcrowded than Middle School ones. In addition, it is also inferred from the results that the classes are ill-resourced. The resources used by the teachers are very limited since they mainly use their own voices and rely solely on the textbooks, the materials which are easily accessible for them. The teachers also stress their inability to cover all the pronunciation lessons because of time constraints.

As mentioned above, both Middle and Secondary Schools consider low proficiency level of students as a major obstacle. In fact, one of the major constraints to the implementation of the competency based approach is the low proficiency level of the students. This is a clear indication that the CBLT as implemented in Algeria failed to provide quality education. More specifically, the teaching / learning environment is not favourable to the implementation of the CBLT.

Middle School teachers also regarded lack or insufficient teacher training in pronunciation teaching as another major obstacle while the Secondary School teachers highlighted negative impact of the examination system, which minimises the role of pronunciation. Unlike the middle school teachers who do not seem to be greatly influenced by the BEM exam, the secondary school teachers thought that they were influenced by the official BAC exam in their teaching of pronunciation. This is a clear evidence that those teachers teach pronunciation not for the sake of improving the learners' pronunciation but rather they teach it to prepare them for tests.

Conclusion

The results obtained from the teachers' preparedness, attitudes and perceptions' questionnaire revealed that despite the fact that the teachers hold positive attitudes towards pronunciation and its teaching, they are not adequately prepared to teach it in a CBLT model. They have negative attitudes towards the approach. Moreover, the results revealed that they were not well prepared to teach it, as many teachers were not confident about their pronunciation competence, lacked training in pronunciation knowledge and methodology and felt they were not knowledgeable enough about CBLT and its principles. Finally, the teachers highlighted that the major obstacles they faced in teaching pronunciation encompassed large classes, time constraints in the classroom (long syllabi), lack of materials and low proficiency level of pupils.

Chapter Six

The Middle and Secondary School Teachers' Practices of Teaching and Testing Pronunciation

- 6.1. Description of the Middle and Secondary School Teachers' Practices of the Pronunciation Component in the Competency based Language Teaching Questionnaire
 - 6.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire
 - 6.2.1. The Middle School Teachers' Questionnaire
 - 6.2.2. The Secondary School Teachers' Questionnaire
 - 6.3. The Pronunciation component in the Class Tests
 - 6.3.1. The Pronunciation Component in the Middle School Class Tests
 - 6.3.1.1. The Pronunciation Component in the Diagnostic Evaluation
 - 6.3.1.2. The Pronunciation Component in the While-in-Term Tests
 - 6.3.1.3. The Pronunciation Component in the End-of- Term Tests
 - 6.3.2. The Pronunciation Component in the Secondary School Class Tests
 - 6.3.2.1. The Pronunciation Component in the Diagnostic Evaluation
 - 6.3.2.2. The Pronunciation Component in the While-in-Term Tests
 - 6.3.2.3. The Pronunciation Component in the While-in-Term Tests
 - 6.4. Overall Analysis of the Results of the Middle and Secondary School Teachers' Questionnaire and the Cass Tests
 - 6.4.1 The Compatibility of Teaching Practices with the Competency-based Approach
 - 6.4.1.1. Importance Assigned to Pronunciation
 - 6.4.1.2. Teaching the Pronunciation Content
 - 6.4.1.3. Teaching Methodology
 - 6.4.2. The Compatibility of Assessment Practices with the Competency-based Approach
 - 6.4.3. Testing Pronunciation in Competency based Language Teaching
 - 6.4.4. Influence of Official Tests on the Teachers' Practices
- Conclusion

Introduction

In order to gather satisfactory information to find the answer to the fourth and fifth research questions of this study, namely, how is pronunciation taught and assessed in the EFL classrooms and to what extent are the teachers' practices compatible with the principles of CBLT? and to what extent do the official exams influence the teachers practices?, a second questionnaire, the Middle and Secondary School Teachers' Practices of the Pronunciation Component in the Competency based Language Teaching Questionnaire, is also devised with two different forms: one for the middle school teachers and the other for the secondary school teachers. The two questionnaires provide information about how the teachers report their practices of pronunciation teaching and testing. For verification and clarification purposes, a representative sample of the teachers' class tests are also analysed.

6.1. Description of the Middle and Secondary School Teachers' Practices of the Pronunciation Component in the Competency based Language Teaching Questionnaire

The second questionnaire is directed to the same sample referred to in chapter five: the 87 middle school teachers and the 62 secondary school teachers. Besides, the same procedure from piloting to administering the questionnaire is followed. As the questionnaires were unanimous, the two questionnaires, enclosed in an envelope, were handed out to the teachers who were not required to fill in them immediately. Rather, all the teachers were given sufficient time (at least 1 week) to answer the questions.

A great effort is made to make the questionnaire exhaustive and sufficient for providing insights into what is being covered in class and how the teachers actually teach the pronunciation component. The questionnaire contains thirty-one questions, based on the literature review described in the theoretical part of the present study and some of them

contain sub-questions (e.g. Question 22). In addition, they are of different types combining open and closed questions.

The first section, Importance Assigned to Pronunciation, containing five questions, explores the importance the teachers attach to pronunciation teaching in their classes. It is concerned with the frequency of teaching pronunciation (Question 1), the average time devoted to pronunciation teaching (Question 2), the frequency of drawing the learners attention to aspects of pronunciation in non-pronunciation activities (Question 3), the frequency of teaching pronunciation as a reaction to error (Question 4) and whether the teachers explain to their pupils the importance of pronouncing correctly (Question 5).

The second section, Teaching the Pronunciation Content in the Different Textbooks, with its five questions focuses on teaching the pronunciation content in the different textbooks: whether middle school teachers relied solely on the textbooks or used other materials while teaching pronunciation (Question 6), whether the teachers adapt some pronunciation activities included in the textbooks (Question 7), how much of the pronunciation activities included in the textbooks the teachers teach (Question 8), whether they taught all the pronunciation aspects supposed to be taught in a specific level (Question 9), whether they encourage their pupils to read the phonetic transcriptions in their textbooks (Question 10) and whether they encourage their pupils to use the phonetic alphabets included in their textbooks (Question 11).

The third section, the Methodology of Pronunciation Teaching in a CBLT Model, encompasses eleven questions. By and large, these questions aimed at finding out about the procedure followed in dealing with a pronunciation activity (Question 12), whether the teachers explain phonetic terms (Question 13), whether they always teach pronunciation in the same way or they try to adjust their strategies to the pupils' ones (Question 14), how

often they cater for the slow or less able pupils (Question 15), how they respond when they notice that many pupils do not benefit from a pronunciation activity (Question 16), the number of the pupils involved in the oral practice of pronunciation teaching (Question 17), whether the teachers assign pupils out-of-class pronunciation activities, aiming at fostering the elements taught in class (Question 18), how often they assess the pupils' ability to reinvest the previously taught pronunciation elements in their overall speech (Question 19), whether they use the phonetic symbols in their teaching (Question 20) and whether they practice phonetic transcriptions with their pupils (Question 21) and some other pronunciation issues (Question 22).

Section four, Testing Pronunciation and CBLT Principles, contains eight questions focusing on whether the teachers test their pupils' pronunciation skills at the beginning of the school year (Question 23) and whether they respond to the results of the pre-test (Question 24), the frequency of correcting pronunciation errors (Question 25), the frequency of giving scope for self-correction (Question 26), the frequency of giving scope for peer-correction (Question 27), the frequency of assessing the pupils' understanding of the pronunciation points taught (Question 28), whether they ask the pupils to fill in the questionnaire in the "learning log" of each unit/file (Question 29) and whether they test pronunciation and how (Question 30).

Section five, which contains only one question (Question 31), is devoted to further suggestions. Like in the first questionnaire, after Question 31 (the last question), enough space is provided in order to identify any other additional views that the teachers might have about pronunciation teaching which may capture comments that the researcher did not anticipate.

6.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

Like in the analysis of the first questionnaire, the data used in the analysis of the second questionnaire were all collected from the 87 middle school questionnaires and 62 secondary school questionnaires. Firstly, each question or sub-question was examined separately. For every question, all the options mentioned in the questionnaires were listed and then all questionnaires with the same answer were collected. The results, expressed both in terms of frequency or number and in percentage, are displayed in tables. As far as the analysis of the open questions is concerned, the teachers' responses were summarised and classified under common themes or ideas.

6.2.1. The Middle School Teachers' Questionnaire

Section One: Importance Assigned to Pronunciation

1. How often do you teach pronunciation?

- a. In every lesson
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	05	05.95	05	06.50	12	14.82	13	17.33
b	10	11.90	21	27.27	34	41.97	45	60
c	49	58.33	53	68.83	30	37.04	14	18.67
d	18	21.43	04	05.20	04	04.94	02	02.67
e	01	01.19	0	0	0	0	0	0
No answer	01	01.19	01	01.30	01	01.23	01	01.33
Total	84	100	77	100	81	100	75	100

Table 6.1.: The Frequency of Pronunciation Teaching (Middle School Teachers)

The target behind this question is to find out the extent to which the teachers assigned importance to pronunciation in their classes. Table 6.1. reveals that most teachers teach pronunciation "often" or "sometimes". None of the respondents selected the option "never",

except one teacher at 1AM and only a minority reported they taught pronunciation rarely. The results also reveal that a few teachers taught pronunciation in every lesson. Hence, it is fair to conclude that pronunciation plays an important role in middle schools.

2. How much time on average do you devote to a whole file and to pronunciation in a file?

The aim of this question was to know how much time teachers devoted to pronunciation in a file. The respondents were given a table, in which they were supposed to fill in two columns (time devoted to a whole file + time devoted to pronunciation in a file) according to the four levels (1AM + 2AM + 3AM + 4AM). However, it was apparent that not all the teachers answered this question as required because only 37 (1AM and 4AM), 38 (2AM) or 39 (3AM) teachers did (**group 1**). As for the remaining teachers, while some specified only the time devoted to pronunciation in a file (**group 2**: 25 in 1AM, 19 in 2AM, 22 in 3AM and 19 in 4AM), others did not provide any answer at all (**group 3**: 20 in 1AM, 20 in 2AM, 20 in 3AM and 19 in 4AM).

Accordingly, the results are calculated and analysed according to:

1. The time the teachers devote to pronunciation in relation to the time they devote to a whole file (group 1). The average was calculated in the following way:
 - the pronunciation time stated by a teacher was multiplied by the number of similar answers , the resulting figures were added together and divided by the number of all answers, i.e. 39 in 1AM, 38 in 2AM, 39 in 3AM and 37 in 4AM.
 - The time devoted to a file as stated by a teacher was multiplied by the number of similar answers , the resulting figures were added together and divided by the number of all answers, i.e. 39 in 1AM, 38 in 2AM, 39 in 3AM and 37 in 4AM.
 - The percentage is then calculated.

Example: the percentage of the time devoted to pronunciation in relation to the time devoted to a file in 1AM is calculated as follows:

- $1+15mn+30mn+1+1.30+2+1+1+1+2+3+3+45mn+1.30+3+3+1.30+45mn+2+10mn+1+1+2+2+3+3+3+30mn+45mn+1+1+1.30+20mn+10mn+1.30+1.15+1+2+45mn = 51.40$ (51 hours and 40 minutes = 3460 minutes) .

Average time devoted to pronunciation = $3460 / 39 = 88.71$ minutes

- $12+8+12+8+12+12+12+11+9+9+12+10+15+12+11+11+18+15+12+11+9+10+13+13+12+15+10+12.30+12+12+9+14+10+10+12.30+12+12+10+12 = 453$ hours = 27180 minutes.

Average time devoted to a file = $27180 / 39 = 696.92$ minutes

- The percentage of 88.71 in relation to 696.92 is **12.72**

2. The time the teachers devote to pronunciation without taking into account the time devoted to a whole file (group 1+ group 2). The average was calculated in the following way:

- the time by a teacher was multiplied by the number of similar answers
- the resulting figures were added together and divided by the number of all answers, i.e. 64 in 1AM, 57 in 2AM, 61 in 3AM and 56 in 4AM.
- stated **Example:** the average of time spent on pronunciation in 1AM is calculated as follows:

Group 1: (39 teachers)

$1+15mn+30mn+1+1.30+2+1+1+1+2+3+3+45mn+1.30+3+3+1.30+45mn+2+10mn+1+1+2+2+3+3+3+30mn+45mn+1+1+1.30+20mn+10mn+1.30+1.15+1+2+45mn = 51.40$ (51 hours and 40 minutes)

Group 2: (25 teachers)

$1.30+1+3+1+1+2+2+1+30mn+3+1+2+2+2+2+1.30+4+1.30+1+2+1.30+15mn+1.30+30mn+2 = 40.45$ (forty hours and forty-five minutes)

Both groups (64 teachers): $51.40 + 40.45 = 92.25$

Average: $92.25 = 5545$ minutes / 64 = **86.64**

So, the average time spent on pronunciation teaching in 1AM according to the teachers who answered the whole question (group 1) and those who answered the part pertaining to pronunciation time approximates 87 minutes or 01 hour and 27 minutes (01.27).

As can be deduced from the examples above, the average figures and percentages can be somehow misleading, therefore, it is considered very important to note some observations noticed in the teachers' responses to this question.

A closer look reveals that there are great individual differences between some respondents. For example, it can be seen from the answers of those who specified only the time devoted to pronunciation in a teaching file that the answers range from an estimated 15 minutes to 04 hours in 1AM, from 30 minutes to 4 hours in 2AM, from 30 minutes to 03 hours in 3AM and from 01 hour to 04 hours in 4AM. So, while some teachers stated that they taught pronunciation for only 15 minutes, others answered that they spent a considerable amount of time on it (up to 05 hours). The same situation can be seen in the range of answers of those who specified both the time devoted to a file and to pronunciation in a file.

The variety of answers appeared not only in the time spent on pronunciation (from 10 minutes to 03 hours in 1AM, from 10 minutes to 04 hours in 2AM, from 15 minutes to 05 hours in 3AM and from 10 minutes to 4 hours in 4AM), but also in the average time they devoted to a teaching file (from 08 to 20 hours in all levels). Nonetheless, the results also show that the majority of teachers spent from 10 to 13 hours in 1AM and 2AM, from 12 to 18 in 3AM and from 12 to 15 in 4AM. In addition, they also show that in many instances, there are correlations between the time spent on pronunciation and the time devoted to a file, on the one hand, and the responses to other questions on the other hand.

For example, while a teacher who claimed that s/he teaches pronunciation only rarely, stated that s/he spent only 10 minutes on pronunciation in a nine-hour file (01.85%), another teacher who stated that s/he taught pronunciation in every lesson devoted 05 hours to pronunciation in a twenty-hour file with a percentage of (25%). These two examples indicate the two extremes of the responses which might, unfortunately, affect the reliability of the

average percentage of the whole respondents. Table 6.2. and Table 6.3. summarise the results of this question.

	Average time devoted to a file (in minutes)	Average time devoted to a Pronunciation in a file (in minutes)	%
1AM	696.92	88.71	12.72
2AM	718.42	104.97	14.61
3AM	813.84	145.89	17.92
4AM	771.08	117.02	15.17

Table 6.2.: Time Devoted to Pronunciation Teaching in Relation to the Time Devoted to a File (Middle School Teachers)

	Average Time in minutes	Average Time in hours and minutes
1AM	86.64	01hour and 27 minutes
2AM	103.04	01hour and 44 minutes
3AM	133.65	02hours and 14 minutes
4AM	116.11	01 hour and 56 minutes

Table 6.3.: Time Devoted to Pronunciation Teaching in General (Middle School Teachers)

Considering the time allocated to pronunciation in general or in relation to a whole file in the different levels, it is fair to conclude that it is important and, accordingly, pronunciation teaching plays a prominent role in the EFL middle school classes.

- 3. How often do you draw your pupils' attention to aspects of pronunciation in other activities where the focus is not on pronunciation?**
- a. Always**
 - b. Often**
 - c. Sometimes**
 - d. Rarely**
 - e. Never**

Options	N	%
a	08	09.20
b	29	33.33
c	33	37.93
d	14	16.09
e	01	01.15
Total	87	100

Table 6.4.: Teaching Pronunciation Aspects in Non-pronunciation Activities (Middle School Teachers)

This question was about how often the teachers drew the pupils' attention to aspects of pronunciation in other activities where the focus was not on pronunciation. It aims to determine whether pronunciation teaching is always planned or it is also incidental. It also aims to confirm the extent to which pronunciation teaching is considered important by middle school teachers.

As can be seen in Table 6.4., only 08 teachers with a percentage of 09.20% indicated that they always drew their pupils' attention to aspects of pronunciation in other activities where the focus is not on pronunciation. However, most of the teachers (62 teachers representing 71.26% reported that they often or sometimes did. The remaining ones indicated that they rarely (14 teachers representing 16.09%) did. The option "never" was selected by one teacher (01.15%). These results signify that pronunciation is assigned extra importance by most of the teachers, who emphasised the role of pronunciation in achieving good oral proficiency in the target language.

4. How often do you teach pronunciation as a reaction to error?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a	05	05.75
b	29	33.33
c	27	31.03
d	22	25.29
e	0	0
No answer	04	04.60
Total	87	100

Table 6.5.: Teaching Pronunciation as a Reaction to Error (Middle School Teachers)

In this question, the teachers were asked to say how often they teach pronunciation as a reaction to error. Like in Question 7, the aim of this question is also linked to the importance assigned to pronunciation teaching by middle school teachers.

As can be seen in Table 6.5., it is very obvious that most of the teachers do teach pronunciation as a reaction to error. While 05 teachers (05.75%) reported that they always taught pronunciation as a reaction to error, 29 (33.33%) and 27 (31.03%) responded by choosing the options “ often” and “ sometimes” respectively. 04 teachers (04.60%) did not answer the question and the rest of the respondents representing 25.29% (22 teachers) answered by selecting the option “ rarely”.

All in all, these results demonstrate that the middle school teachers of English do not limit their teaching of pronunciation to only the pronunciation activities included in the textbooks, but they rather teach it whenever necessary. In other words, the teaching of pronunciation is both planned and incidental. This implies that the component of pronunciation teaching is regarded very important by middle school teachers. This is in line with the teachers’ positive attitudes towards pronunciation and pronunciation teaching.

5. Do you explain to your pupils the importance of pronouncing correctly?

- Yes
- No

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	53	63.10	55	71.43	57	70.37	57	76
No	25	29.76	17	22.08	17	20.99	11	14.67
No answer	06	07.14	05	06.49	07	08.64	07	09.33
Total	84	100	77	100	81	100	75	100

Table 6.6.: Explaining the Importance of Correct Pronunciation (Middle School Teachers)

The purpose of this question is to see whether the teachers explain the importance of pronouncing correctly. In fact, this question serves two aims: to determine whether the teachers consider pronunciation as an important skill to be developed by the learners and to see whether the latter are sensitised about the importance of pronunciation in order to do their best to improve it inside as well as outside the class. The answers generated from this question showed that most of the teachers at all levels answered affirmatively. More

specifically, 63.10%, 71.43, 70.37 and 76% reported that they explained to their pupils in 1AM, 2AM, 3AM and 4AM, respectively the importance of pronouncing correctly. It has to be noted that from 05 to 07 teachers, with a percentage ranging from 06.49% (2AM) to 09.33% (4AM) did not answer this question. These results indicate that a big number of teachers regard pronunciation as an important skill and may suggest that they assume the role of motivating the learners to strive for a good pronunciation.

Section Two: Teaching the Pronunciation Content in the Different Textbooks

6. Do you teach only the pronunciation activities included in the textbook (s)?

- Yes
- No

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	67	79.76	59	76.62	61	75.31	54	72
No	14	16.67	16	20.78	18	22.22	18	24
No answer	03	03.57	02	02.60	02	02.47	03	04
Total	84	100	77	100	81	100	75	100

Table 6.7.: Pronunciation Teaching Materials (Middle School Teachers)

This question was addressed to figure out whether middle school teachers relied solely on the textbooks or used other materials while teaching pronunciation. The target behind this question is to investigate the extent to which the teachers follow the textbooks. The results, displayed on Table 6.7., reveal that most of the teachers at all levels relied heavily on the textbooks with regards to pronunciation teaching. 79.76 %, 76.62%, 75.31% and 72% of the teachers reported that they taught only the pronunciation activities included in the textbooks in 1AM, 2AM, 3AM and 4AM respectively. The results also reveal that 02 to 03 teachers at each level, representing from 02.67 % to 04%, did not answer this question. The last proportion, representing a minority of the teachers (16.67% in 1AM, 20.78% in 2AM, 22.22% in 3AM and 24% in 4AM) answered negatively, meaning that these teachers use pronunciation materials from sources other than the textbooks.

*** If “No”, please explain what other activities you teach**

The teachers who answered “no” were requested to specify what other pronunciation materials they used. Only 06 (1AM), 08 (2AM), 13 (3AM and 4AM, each) teachers provided comments, which can be summarised as follows:

1) Other pronunciation materials: Using different activities from other books and from the internet

2) Types of activities:

1AM: cross the odd word, classify the words in the table, pick out from the text words containing some sounds, listen to the words then classify

2AM: sort out the words from a passage, cross out the word with a different sound, which sound you hear, classify the words, and pick out from the text

3AM: listening and repeating authentic English, crossing the odd word with a different vowel, tongue twisters, find words that have the same pronunciation, crosswords, songs, classify the words in the boxes, which syllable is stressed

4AM: activities focusing on connected speech, crossing the odd one, tongue twisters, find words that rhyme, games, crosswords, poems, which diphthong do you hear

An examination of these activities shows that most of them are similar to the ones contained in the textbooks and in the official exams. Noticeable is the use of different pronunciation techniques, such as games, songs, poems and tongue twisters in 3AM and 4AM. However, these activities, as stated earlier, are used by a tiny minority of teachers, who felt that the pronunciation content in the textbooks was limited and so resorted to extra activities from other sources to improve their pupils' pronunciation, as explained one teacher: “pronunciation activities in the textbooks are limited or not suitable to my pupils level, that's why I use extra activities to reinforce their pronunciation”.

7. Do you adapt some pronunciation activities included in the textbooks?

- Yes
- No

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	18	21.43	19	24.67	24	29.63	27	36
No	63	75	56	72.73	54	66.67	45	60
No answer	03	03.57	03	03.89	03	03.70	03	04
Total	84	100	77	100	81	100	75	100

Table 6.8.: Adaptation of Pronunciation Activities in Textbooks (Middle School Teachers)

The purpose of this question is to see whether the teachers adapt some pronunciation activities included in the textbooks. As Table 6.8. indicates, the majority of teachers (from 60% to 75%) do not adapt the activities. Also noticeable from the table is the fact that there is a parallel increase among the number of teachers who adapt the activities and the different levels. More specifically, while only 21.43% and 24.67% answered affirmatively in 1AM and 2AM, 29.63% and 36% did in 3AM and 4AM, respectively. These results may suggest that pronunciation teaching is assigned more importance in later stages than in early ones. They may equally suggest that these teachers are not satisfied with the pronunciation content and practice provided in the official textbooks. It is also worth mentioning that 03 or 04 teachers at each level, constituting from 03.57% to 04%, did not provide an answer to this question.

All in all, the results indicate that the majority of teachers follow the pronunciation content as it is provided in the textbooks while only a minority adapted some of the activities.

*** If “Yes”, please explain**

As for the second part of the question, 06 (1AM), 06 (2AM), 11(3AM) and 18 (4AM) teachers who answered positively the question provided different reasons as justifications for their responses. It is worth mentioning that the teachers responded differently. For example, while it is found that a teacher provided different justifications for the different

levels, another provided the same justification for all levels. The different reasons are summarised as follows:

1AM: providing more practice, adjusting the activities to the pupils' level and needs, simplifying the lessons that are ambiguous

2AM: providing more practice, adjusting the activities to the pupils' level and needs, simplifying the lessons that are ambiguous, changing words given by other words that the pupils know or are familiar with, replacing difficult words by easy ones

3AM: providing more practice, adjusting the activities to the pupils' level and needs, including other examples, changing words given by other words that the pupils know or are familiar with, replacing difficult words by easy ones, including words which have a relationship with the file (e.g. /n / with present continuous), changing words that are incorrect, using short and easy sentences in teaching intonation

4AM: providing more practice, adjusting the activities to the pupils' level and needs, including other examples, changing words given by other words that the pupils know or are familiar with, replacing difficult words by easy ones, including words which have a relationship with the file (e.g. /n / with present continuous), changing words that are incorrect, using short and easy sentences in teaching intonation, changing the wording of the questions, adapting long or difficult activities.

On the whole, one of the most important reasons for adapting some pronunciation activities is that the latter are not appropriate to the pupils' level and needs: they are long, do not provide sufficient practice or are beyond the learners' abilities. One of the teachers commented "the teacher should not be a slave to his/her textbook; the teacher should adapt the activities at the different levels and also from one class to another according to his/her learners' level and needs".

8. How much of the pronunciation activities included in the following textbooks do you teach?

In this question, the teachers were asked how much of the pronunciation activities included in the textbooks they taught. The aim behind asking this question is to elicit pieces of information from the teachers about the pronunciation content actually taught in the

classrooms. In fact, it is of crucial importance to investigate whether the teachers teach the different pronunciation activities and whether they follow the different stages involved.

Tables 6.9, 6.10, 6.11 and 6.12 represent the results of the teachers' responses.

Spotlight on English, Book One

- a. Listen and Repeat
- b. Identify
- c. compare
- d. Practice Stress and Intonation

Options	a		b		c		d	
	N	%	N	%	N	%	N	%
All	35	41.67	27	32.14	25	29.76	05	05.95
Most	41	48.81	36	42.86	25	29.76	13	15.48
Some	06	07.14	16	19.05	27	32.14	18	21.43
None	0	0	01	01.19	02	02.38	42	50
No answer	02	02.38	04	04.76	05	05.95	06	07.14
Total	84	100	84	100	84	100	84	100

Table 6.9.: The Pronunciation Content in “Spotlight on English” (1AM) Taught in the Classroom

Spotlight on English, Book Two

- a. Listen and Repeat
- b. Identify
- c. compare
- d. Practice Stress and Intonation

Options	a		b		c		d	
	N	%	N	%	N	%	N	%
All	39	50.65	29	37.66	28	36.36	03	03.89
Most	29	37.66	28	36.36	22	28.57	16	20.80
Some	07	09.09	14	18.18	21	27.27	21	27.27
None	0	0	02	02.30	21	27.27	33	42.85
No answer	02	02.30	04	05.19	04	05.19	04	05.19
Total	77	100	77	100	77	100	77	100

Table 6.10.: The Pronunciation Content in “Spotlight on English, Book Two” (2AM) Taught in the Classroom

Interestingly, the results provided by 1AM and 2AM teachers are quite similar. A considerable number of the teachers reported that they taught all or most of the activities

“Listen and Repeat”, “Identify” and “Compare”, although the number is higher in the first two activities than the third one. As stated earlier, in the “Listen and Repeat” activity, the focus is on individual speech sounds, sound/ spelling relationship or word stress. In “Identify”, the learners are given the opportunity to check their understanding of the pronunciation point taught and in “compare”, the pronunciation points are further highlighted. These results imply that the teachers do not follow all the stages involved in a pronunciation lesson. Added to that, a significant percentage of the teachers (50% in 1AM and 40.25% in 2AM) reported that they did not teach “Practice Stress and Intonation” while only a minority claimed teaching some or most of these activities. It is also worth to mention that the number of teachers who do not teach stress and intonation decreases from 1AM to 2AM. This implies that there are teachers who do not teach this activity in 1AM while they teach it in 2AM.

Spotlight on English, Book Three

- a. **Listen and answer the question or listen and do the exercise**
- b. **Act out the dialogue: repetition of the presented dialogue(s)**
- c. **Act out the dialogue(s) with modification: pupils are asked to substitute some words**
- d. **Activities requiring oral production or involving pair work: Read out the words/ sentences or Act out the dialogue(s)**
- e. **Do the exercise and draw the rules**

Options	a		b		c		d		e	
	N	%	N	%	N	%	N	%	N	%
All	11	13.58	08	09.88	02	02.47	02	02.47	13	16.05
Most	53	65.43	20	22.99	15	18.52	09	11.11	45	55.56
Some	13	16.05	49	60.49	45	55.56	38	46.91	19	23.45
None	0	0	0	0	14	17.28	23	28.40	03	03.70
No answer	04	04.94	04	04.94	05	06.17	09	11.11	04	04.94
Total	81	100	81	100	81	100	81	100	81	100

Table 6.11.: The Pronunciation Content in “Spotlight on English, Book Three” (3AM) Taught in the Classroom

Table 6.11. clearly shows that the activities preferred by most of the teachers are the activities which do not require the pupils to practice orally (Listen and answer the question

or listen and do the exercise) and the activities involving discovering the rules (do the exercise and draw the rule). Furthermore, most of the teachers reported that they taught only some of the activities in which the pupils were required to repeat dialogues. Even worse, a significant number of the teachers claimed that they taught only some or none of the activities requiring the pupils to practice either in a guided way or freely. These results indicate that the pupils are deprived of the opportunity to practise and to consolidate the pronunciation points taught. In addition, they are also deprived of learning other important points that are simply not emphasised or not taught at all by the teachers.

On the Move

- a. Written activities (no oral practice)**
- b. Activities involving phonetic symbols / transcription**
- c. Listen and draw the rule or do the activity and draw the rule**
- d. Activities requiring oral production or involving pair work: Read out the words/ sentences or Act out the dialogue(s)**
- e. Activities requiring oral production: Act out the dialogue(s) constructed by the pupils themselves**
- f. Activities in “ Where do we Stand Now”**

Options	a		b		c		d		e		f	
	N	%	N	%	N	%	N	%	N	%	N	%
All	08	10.67	16	21.37	09	12	01	01.33	01	01.33	03	04
Most	36	48	10	13.33	21	28	17	22.67	08	10.67	22	29.33
Some	22	29.33	41	54.67	36	48	40	53.33	43	57.33	44	58.66
None	02	02.67	04	05.33	04	05.33	13	17.34	18	24	02	02.67
No answer	07	09.33	04	05.33	05	06.67	04	05.33	05	06.67	04	05.33
Total	75	100	75	100	75	100	75	100	75	100	75	100

Table 6.12.: The Pronunciation Content in “On the Move” (4AM) Taught in the Classroom

As Table 6.12. indicates, only a very limited number of the teachers reported that they taught all the pronunciation activities. It is also found that, except for the activities which do not require the pupils to practise orally and the activities involving discovering the rules, most of the teachers reported that they taught only some or none of them. It is worth

noting that from 04 to 07 teachers did not provide answers for each type of activities. The results also reveal that the least favoured activities are the ones involving acting out dialogues, especially the ones that the pupils are required to construct themselves.

The results clearly show that the teachers' responses varied from one level to another and from one activity type to another and that a few teachers did not provide answers to this question or to some parts of it. Interestingly, the teachers do not teach all the pronunciation content included in the textbooks. More specifically, the results show that most of the teachers teach most of the activities involving discovering the rules or practicing through written activities and only some of the activities which require the pupils to practise orally. Even worse, most of the teachers of 1AM and 2AM do not teach the activities focusing on the suprasegmental elements of stress and intonation while 3AM and 4AM teachers do not focus on the activities involving acting out dialogues, especially the ones that the pupils are required to construct themselves. This implies that most of the activities taught are mechanical drills while the communicative activities or even the pre-communicative ones in some cases are ignored.

9. Do you teach the following pronunciation aspects in the following levels?

- **Yes**
- **No**

In Question 9, the teachers were asked whether they taught the pronunciation aspects supposed to be taught in a specific level or not. The target behind this question is to investigate whether the pronunciation content is really addressed in the classroom. The results generated from this question are presented in tables 6.13, 6.14, 6.15 and 6.16.

Level: 1AM

- | | |
|-----------------------------------|------------------------------------|
| a. Vowels | e. Inflectional –ed endings |
| b. Diphthongs | f. Word stress |
| c. Consonants | g. Sentence stress |
| d. Inflectional –s endings | h. Intonation |

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	70	83.33	09	10.72	05	05.95	84	100
b	31	36.91	48	57.14	05	05.95	84	100
c	72	85.72	07	08.33	05	05.95	84	100
d	77	91.67	02	02.38	05	05.95	84	100
e	31	36.91	47	55.95	06	07.14	84	100
f	28	33.33	51	60.72	05	05.95	84	100
g	04	04.76	74	88.10	06	07.14	84	100
h	10	11.91	68	80.95	06	07.14	84	100

Table 6.13.: The Pronunciation Aspects Taught in IAM (Middle School Teachers)

As shown in Table 6.13., the results reveal that the aspects that are taught by the majority of 1AM teachers include vowels (83.33%), diphthongs (57.14%), consonants (85.72%) and inflectional s-endings (91.67%). The results also reveal that only 36.91% and 33.33% reported that they taught inflectional –ed endings and word stress respectively. Another striking finding is that the overriding majority of the respondents said that they did not teach sentence stress (88.10%) and intonation (80.95%). It is worth to mention that 05 (05.95%) or 06 (07.14) did not provide any answer.

The reasons provided by the teachers who said “No” and who responded to the second part of the question are the following:

Diphthongs: (too) difficult, not included in the syllabus, pupils are not ready to learn them, beyond the pupils’ level, pupils cannot make a difference between vowels and diphthongs, not important, too complicated.

Consonants: not important, a little bit difficult.

Inflectional –ed endings: not included (in the slimming down program), the pupils do not deal with the past in 1AM.

Word stress: too difficult, useless, omitted in the new programs, pupils are not ready, not included, dropped, rules seem to be difficult to memorise at this age, because of the new instructions given by the inspector.

Sentence stress: too difficult, useless, not included (at all), pupils are not ready, beyond the pupils' level, too complicated, we are not asked to do so, not important, rules seem to be difficult to memorise at this age.

Intonation: too difficult, useless (we do not teach such difficult things at this level), they all hate this language, omitted in the new program, pupils are not ready, difficult for the teacher, not included, beyond the pupils level, because of the new instructions given by the inspector.

Overall, these results clearly indicate that most of the teachers emphasise the segmental levels, mostly vowels and consonants, and disregard the suprasegmental levels, especially sentence stress and intonation because they think that they are difficult and are not appropriate to 1AM pupils.

Level: 2AM

e. Vowels

f. Diphthongs

g. Consonants

h. Inflectional –s endings

e. Inflectional –ed endings

f. Word stress

g. Sentence stress

h. Intonation

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	64	83.12	08	10.39	05	06.49	77	100
b	37	48.05	35	45.46	05	06.49	77	100
c	67	87.02	05	06.49	05	06.49	77	100
d	70	90.91	02	02.60	05	06.49	77	100
e	70	70.91	02	02.60	05	06.49	77	100
f	28	36.36	35	45.46	06	06.49	77	100
g	08	10.39	63	81.82	06	06.49	77	100
h	16	20.78	54	70.13	07	09.09	77	100

Table 6.14.: The Pronunciation Aspects Taught in 2AM (Middle School Teachers)

The results displayed in Table 6.14 show that the percentage of the teachers who reported that they taught the diphthongs is slightly higher than those who reported that they did not (48.05% Vs 45.46%). It is also revealed that all the segmental aspects, including vowels, consonants, inflectional –s endings and inflectional –ed endings are taught by the

solid majority of teachers (83.12%, 87.02%, 90.91% and 70.91%, respectively). As far as the suprasegmental levels are concerned, most of the teachers said that they did not teach sentence stress (81.82%) and intonation (70.13%) while those who claimed that they did not teach word stress (45.46%) outnumbered those who answered affirmatively (36.36%). Noticeable is that 05(06.49%) to 07 (09.09%) teachers did not answer the question.

As far as the second part of the question, which asked the teachers who answered negatively to justify their answers, most of the reasons provided are similar to the ones presented above: while some teachers considered the aspects as too difficult and above the pupils level, others claimed that they are not included or dropped from the new slimming down syllabus. This raises a very important question: if the aspects of stress and intonation are dropped in the new syllabus, why some teachers justified not teaching them due to the difficulty associated with them? and more importantly, why are some teachers still teaching them? There are, presumably, two possible reasons for this: either these teachers were not informed of the new slimming down syllabus or they were very much interested in pronunciation teaching.

Level: 3AM

- | | |
|--|--|
| <ul style="list-style-type: none"> a. Vowels b. Diphthongs c. Consonants d. Consonant clusters e. Silent letters f. Word stress g. Comparative stress act 2 p 60 h. Corrective stress act 1+2 p68 i. Stress in short comparatives and short superlatives j. Intonation in WH questions | <ul style="list-style-type: none"> k. Intonation in yes/no questions l. Intonation in statements m. Intonation in short answers n. Intonation in requests o. Intonation in exclamations p. Strong/ weak forms of <i>have, has</i> q. Strong/ weak forms of <i>was, were</i> r. Strong/ weak forms of <i>can</i> s. Pronounced / unpronounced `r` t. Assimilation : /d /+/j /=/dʒ / |
|--|--|

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	72	88.89	03	03.70	06	07.41	81	100
b	69	85.18	06	07.41	06	07.41	81	100
c	70	86.42	05	06.17	06	07.41	81	100
d	36	44.44	39	48.15	06	07.41	81	100
e	71	87.66	04	04.94	06	07.41	81	100
f	33	40.74	40	49.38	08	09.88	81	100
g	21	25.93	50	61.73	10	12.34	81	100
h	24	29.63	49	60.49	08	09.88	81	100
i	23	28.40	49	60.49	09	11.11	81	100
j	69	85.18	05	06.17	07	08.64	81	100
k	65	80.25	09	11.11	07	08.64	81	100
l	50	61.73	23	28.40	08	09.88	81	100
m	55	67.90	18	22.22	08	09.88	81	100
n	50	61.73	21	25.93	10	12.34	81	100
o	43	53.09	28	34.57	10	12.34	81	100
p	61	75.31	14	17.28	06	07.41	81	100
q	61	75.31	14	17.28	06	04.41	81	100
r	55	67.90	19	23.46	07	08.64	81	100
s	37	45.68	35	43.21	09	11.11	81	100
t	25	30.87	49	60.49	07	08.64	81	100

Table 6.15.: The Pronunciation Aspects Taught in 3AM (Middle School Teachers)

As shown in Table 6.15., it was found that the teachers most commonly reported teaching vowels (88.89%), diphthongs (85.18%), consonants (86.42), silent letters (87.66%), intonation in WH questions (85.18%), intonation in yes/no questions (80.25%), and the strong/weak forms of *have, has, was, were* (75.31%). Other frequent items include intonation in statements (61.73%), intonation in short answers (67.90%), intonation in requests (61.73%) and strong and weak forms of *can*. On the other hand, the least favourite aspects were the ones related to stress, namely comparative stress (61.73%), corrective stress, stress in short comparatives and short superlative and assimilation (60.49% for each). The analysis also showed that a considerable number of teachers do not also teach consonant clusters (48.15%), word stress (49.38%), intonation in exclamations (34.57%) and

pronounced/unpronounced r. Noticeable is the number of teachers who did not respond to the question: the number differs from one aspect to another.

Of the teachers who answered “No”, only a few teachers provided justifications for their answers. The main reasons are concerned with the fact that the pupils have already become familiar with some aspects (vowels, consonants), the aspects are not important, not included or difficult for the pupils and/or the teacher.

Overall, the analysis reveals that some of the pronunciation aspects are taught by most of the teachers, other aspects are taught by less than half of the teachers and still other ones are taught by only a tiny minority. It also reveals that the treatment of the same pronunciation feature in different instances varies considerably. For example, there were more teachers who taught intonation in WH questions and yes/no question than those who taught intonation in requests and exclamations.

Level: 4AM

- | | |
|--|--|
| a. Vowels | k. Sentence stress |
| b. Diphthongs | l. Intonation in WH questions |
| c. Triphthongs | m. Intonation in tag questions |
| d. Consonants | n. Intonation in yes/no questions:
query, doubt, assertion |
| e. Consonant clusters | o. Intonation in questions expressing
surprise and interest |
| f. Silent letters | p. Strong/ weak forms of <i>was</i> , <i>were</i> |
| g. Stress in simple words | q. Strong/ weak forms of <i>do</i> , <i>does</i> |
| h. Stress shift in words such as
increase as V and as N | r. Strong/ weak forms of <i>can</i> |
| i. Stress shift in words ending with
suffix -ion | s. strong/ weak forms of <i>has</i>, <i>have</i> |
| j. Stress in words starting with prefixes | t. Strong/ weak forms of <i>be</i> |

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	64	85.33	05	06.67	06	08	75	100
b	63	84	06	08	06	08	75	100
c	26	34.67	43	57.33	06	08	75	100
d	60	80	08	10.67	07	09.33	75	100
e	64	85.33	02	02.67	09	12	75	100
f	65	86.67	03	04	07	09.33	75	100
g	38	50.67	30	40	07	09.33	75	100
h	18	24	49	65.33	08	10.67	75	100
i	39	52	28	37.33	08	10.67	75	100
j	38	50.67	29	38.66	08	10.67	75	100
k	04	05.34	64	85.33	07	09.33	75	100
l	61	81.33	06	08	08	10.67	75	100
m	42	56	24	32	09	12	75	100
n	40	53.33	26	34.67	09	12	75	100
o	27	36	38	50.67	10	13.33	75	100
p	56	74.67	11	14.66	08	10.67	75	100
q	47	62.67	19	25.33	09	12	75	100
r	52	69.33	14	18.67	09	12	75	100
s	53	70.67	12	16	10	13.33	75	100
t	38	50.67	25	33.33	12	16	75	100

Table 6.16.: The Pronunciation Aspects Taught in 4AM (Middle School Teachers)

Like in 3AM, Table 6.16. clearly shows that the different pronunciation features are not taught by all the teachers. The ones that are taught by the majority of them include vowels (85.33%), diphthongs (84%), consonants(80%), consonant clusters (85.33%), silent letters (86.67%), intonation in WH questions (81.33%), strong and weak forms of was/were (74.67%), of do/does(62.67%), of can (69.33%)and of has/have (70.67%). In addition, the aspects that are taught by about or over half of the participants are stress in simple words (50.67%), stress shift in words ending with suffix-ion(52%), stress in words starting with prefixes (50.67%), intonation in tag questions (56%), intonation in yes/no questions (53.33%) and strong and weak forms of *be* (50.67%). Triphthongs, stress shift in words such as increase (as a verb and as a noun), sentence stress, and intonation in sentences expressing surprise and interest are the aspects that were taught by only a very limited number of teachers (34.67%, 24%, 05.34%, and 36%, respectively). It is also worth to note that the

number of teachers who did not provide answers increases from one level to another (more teachers did not answer in 4AM than in 3AM) and varies from one aspect to another (from 08% to 16%).

As regards the reasons provided by the teachers who responded to this part of the question, it is noticed that they are very similar to the ones provided in the other levels. The main ones are summarised below:

Vowels and consonants: they studied them before

Diphthongs: higher than their level, difficult, impossible for the pupils to master them

Triphthongs: not included, not mentioned, difficult for the teacher to teach them, too complicated, impossible for the pupils to master them

Word and sentence stress: difficult, it leads to confusion, too complicated, not important. Interestingly, a teacher wrote “not important for pupils to know stress in order to communicate in English; fluency is what really matters” and another commented “the inspector told us not to teach stress because it is difficult”.

Intonation in tag questions: deleted from the program (out of the program, tag questions are dropped from the syllabus this year)

Intonation in other cases: difficult, complicated, not included, not important

Strong and weak forms: not included, not important

In general, these results confirm that only a proportion of the pronunciation content is actually taught by most of the teachers. This means that the teachers’ practices are different: there are teachers who emphasise the teaching of most of the aspects, except those they thought were not included in the syllabus or those that were difficult and there are other teachers who teach only some of the aspects.

10. Do you encourage your pupils to read the phonetic transcriptions in their textbooks?

- **Yes**
- **No**

Options	3AM		4AM	
	N	%	N	%
Yes	17	20.99	22	29.33
No	53	65.43	42	56
No answer	11	13.58	11	14.67
Total	81	100	75	100

Table 6.17.: Encouraging the Pupils to Read the Phonetic Transcriptions in Textbooks (Middle School Teachers)

The purpose of this question is two-fold: to see whether the phonetic transcriptions included in the textbooks are valued by the teachers or not and whether the learners are given the opportunity to benefit from this important tool or not. It is worth mentioning that the textbooks designed for 1AM and 2AM do not include any phonetic transcriptions, that's why only two levels (3AM and 4AM) are considered in this question. The answers generated by this question revealed that only 20.99% (in 3AM) and 29.33% (in 4AM) of the teachers reported that they encouraged their pupils to read the phonetic transcriptions. 13.58% (3AM) and 14.67% (4AM) did not answer this question. This clearly shows that most of the teachers deprive the learners from a very useful tool that would help them in improving their pronunciation.

11. Do you encourage your pupils to use the phonetic alphabets included in their textbooks?

- Yes
- No

Options	3AM		4AM	
	N	%	N	%
Yes	20	24.69	29	38.67
No	49	60.49	35	46.66
No answer	12	14.82	11	14.67
Total	81	100	75	100

Table 6.18.: Encouraging the Pupils' to use the Phonetic Alphabets Included in the Textbooks (Middle School Teachers)

Like question 10, this question was addressed to see whether the phonetic alphabets included in the textbooks are valued by the teachers or not and whether the learners are given the opportunity to benefit from this important tool or not. As shown in Table 6.18., 14.82%

and 14.67% did not answer this question. The majority of 3AM teachers (60.49%) answered negatively while 24.69% did affirmatively. Moreover, the number of 4AM teachers in response to this question who chose “No” outnumbered those who chose “yes” (46.66% vs 38.67%). This indicates that the teachers tend to focus more on the phonetic transcriptions and alphabets in 4AM than in 3AM. However, these results clearly show that many teachers ignore the important role of the phonetic alphabets included in the textbooks.

Section Three: Methodology of Teaching Pronunciation in a CBLT Model

12. How do you usually deal with a pronunciation activity?

- a. I present the example and ask the pupils to practise (orally or in writing).
- b. I present the example, ask them to deduce the rule and then to practise.
- c. I explain the rule and ask them to practise.
- d. It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim.
- e. I follow the procedure presented in the teacher’ book.

This question tries to find out whether the teachers adopt an inductive and/or a deductive approach to pronunciation teaching. It also investigates whether the teachers strive for successful pronunciation lessons or whether they are not interested at all.

	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	38	45.24	22	28.57	11	13.58	16	21.33
b	18	21.43	29	37.66	32	39.51	22	29.33
c	02	02.38	06	07.79	07	8.64	08	10.67
d	10	11.90	07	09.09	16	19.75	11	14.67
e	2	02.38	01	01.29	01	01.23	02	02.67
a+b	04	04.76	06	07.79	0	0	0	0
a+d	04	04.76	0	0	0	0	0	0
b+c	0	0	0	0	06	07.41	06	08
d+e	02	02.38	1	01.29	02	02.47	0	0
a+b+c	0	0	0	0	01	01.23	05	06.67
a+c+d	01	01.19	0	0	0	0	0	0
a+d+e	0	0	0	0	02	02.47	01	01.33
b+d+e	0	0	1	1.29	0	0	0	0
a+b+c+e	0	0	0	0	01	01.23	02	02.67
No answer	03	03.57	04	05.19	03	03.70	02	02.67
Total	84	100	77	100	81	100	75	100

Table 6.19.: The Procedure Followed in Dealing with a Pronunciation Activity (Middle School Teachers)

On the whole, the results indicate that while most of the teachers answered by selecting only one option, a minority selected two, three or even four options. This implies that the majority of teachers teach pronunciation activities in a fixed way. Moreover, the results also revealed that “I present the example and ask the pupils to practise (orally or in writing)” and “I present the example, ask them to deduce the rule and then to practise” are the options chosen by most teachers, followed by the option “It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim”. On the other hand, the two remaining options, “I explain the rule and ask them to practise” and “I follow the procedure presented in the teacher’ book” were not regarded as main teaching practices in comparison to the other options. It is worth mentioning that 02 to 04 teachers did not provide answers to this question.

In particular, at 1AM, the most common method used by the teachers is the implicit one, where the teacher just presents the pronunciation point and asks the pupils to practise either orally or in writing (47 scores), followed by the rule discovery method where the teacher presents the example, asks the pupils to deduce the rule and then to practise (22 scores) and the method implied in the textbooks which the teachers are supposed to follow (17 scores). This implies that middle school teachers are in favour of teaching pronunciation implicitly with no reference to the rules or teaching it by making the pupils discover the rules themselves. Additionally, it seems that the teachers who reported that they just followed the instructions of the textbook verbatim are not very motivated to teach pronunciation.

Nevertheless, at 2AM, 3AM and 4AM, the picture is different. Unlike 1AM level, the most common method usually used in pronunciation teaching is the rule-discovery method (36 scores at 2AS, 40 scores at 3AS and 35 scores at 4AM) followed by the implicit method (28 scores at 2AM, 15 scores at 2AM and 24 scores at 4AM). In addition, the option “It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim” is also marked by some teachers, especially 3AM ones where the score was 20.

13. Do you explain phonetic terms?

- Yes
- No

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	14	16.67	18	23.38	45	55.56	47	62.67
No	68	80.95	57	74.02	34	41.97	26	34.67
No answer	02	02.38	02	02.60	02	02.47	02	02.66
Total	84	100	77	100	81	100	75	100

Table 6.20.: Explaining Phonetic Terms (Middle School Teachers)

The aim behind this question is to find out more about the methodology they adopt in pronunciation teaching. As Table 6.20. shows the majority of 1AM (80.95 %) and 2AM (74.02%) teachers do not explain phonetic terms, which means that pronunciation is taught using the intuitive-imitative approach. However, the number of teachers who answered positively outnumbered those who answered negatively in 3AM (55.56% Vs 41.97 %) and 4AM (62.67% Vs 34.67%). In addition, two teachers from each level did not provide an answer to this questions. These results make it clear that there is a correlation between the approach used and the learners' level of proficiency. More specifically, in the beginning stages, the teachers favour more the intuitive-imitative approach or the inductive approach; as the learners advance in their studies, the teachers seem to follow the analytic approach or the deductive approach.

14. When you teach the same pronunciation activity to different classes, do you

- a. Always teach it in the same way
- b. Adjust your strategy to the pupils' one

In this question, the teachers were asked whether they always taught pronunciation in the same way or they tried to adjust their strategies to the pupils' ones. The aim behind asking this question is to confirm whether pronunciation in EFL classes is taught according to the principles of the CBA or not. As discussed earlier, in such an approach, the learners' needs

are emphasised and the teacher should change his/her teaching strategies according to his/her pupils' ones. The results of this question are displayed in Table 6.21.

Options	N	%
a	40	45.98
b	47	54.02
Total	87	100

Table 6.21.: Adjusting the Teacher's Strategy to the Pupils' One (Middle School Teachers)

The results show that while (54.02%) reported that when they taught the same pronunciation activity to different classes, they adjusted their strategies to the pupils' ones, (45.98 %) said that they always taught the same activity in the same way. This means that those who are aware that the learners' needs are a priority in the CBA outnumber those who are not. However, the results of this question, in general, imply that a considerable number of teachers do not implement one of the principles of the CBA in their teaching practices.

15. How often do you cater for the slow or less able pupils?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a	03	03.45
b	31	35.63
c	32	36.78
d	17	19.54
e	0	0
No answer	04	04.60
Total	87	100

Table 6.22.: Frequency of Catering for the Slow or Less Able Pupils (Middle School Teachers)

This question was addressed to know how often the teachers cater for the slow or less able pupils as catering for this specific category of pupils is highly emphasised in the CBA. As it is shown in Table 6.22., only 03 teachers (03.45%) replied by choosing the option

“always”. While (35.63%) reported that they often catered for this category of learners, (36.78%) replied that they sometimes did and 19.54% answered that they rarely did. In addition, the option “never” was not selected at all by the teachers and four of them (04.60%) did not answer this question. These results clearly show that more than half of the teachers do not give enough attention to the slow and the less able pupils. This implies that this category of pupils is deprived, in many cases, of the opportunity to receive assistance from the teacher. Hence, these learners will eventually fail to achieve the specified competencies.

16. When you notice that many pupils do not benefit from a pronunciation activity, you:

- a. Teach it again and then you move on to the next point.**
- b. Teach it again until mastery is shown.**
- c. Ignore the matter and move on to the next point**

This question was addressed to know how the teachers respond when they notice that many pupils do not benefit from a pronunciation activity. The aim behind asking this question is to investigate whether the teachers give equal opportunities to the pupils who are all expected to master the targeted competencies. In other words, this question sought to know whether the principles of the CBLT are implemented or not.

Options	N	%
a	63	72.41
b	15	17.24
c	09	10.35
Total	87	100

Table 6.23.: Responding to Unsuccessful Pronunciation lessons (Middle School Teachers)

Most of the teachers (72.41%) indicated that they taught the activity again and then moved on to the next point while a minority (10.35%) said that they ignored the matter and moved on to the next point. The rest (17.24%) answered that they taught the activity until mastery was shown. This implies that the teachers understand that their role is to help the pupils achieve the objectives of the lesson. However, the fact that only 17.24% reported that

they taught a pronunciation point again until mastery is shown could be explained by some unavoidable contextual factors, the most important of which are time constraints and the class size.

17. When you teach pronunciation, how many pupils on average do you usually involve in the oral practice?

	N	%
All	15	17.24
Most	11	12.64
About half	22	25.28
About a third	15	17.24
About a fourth	10	11.49
A few students (≤ 6)	11	12.64
No answer	04	04.59
Total	87	100

Table 6.24.: The Number of Pupils Involved in the Oral Pronunciation Practice (Middle School Teachers)

This question was set to enquire about the number of the pupils involved in the oral practice of pronunciation teaching. The target behind asking this question was to determine whether the teachers involve a considerable number of learners in the practice. In fact, in CBLT, and in order to make sure that the learners benefit from instruction and attain the intended competencies, the teachers should involve all the learners in the practice. In other words, there is a tendency of involving as many students as possible in the practice.

The results shown on Table 6.24. demonstrate that while some teachers usually involve a considerable number of the pupils in the oral practice, others only involve a small number. Fifteen teachers with a percentage of 17.24% and eleven teachers with a percentage of 12.64% reported that they involved all the pupils or most of them respectively. This implies that not all the learners have the opportunity to benefit from the practice of the pronunciation points that are taught. About a quarter of the teachers (25.28%) indicated that they involved about a half, 17.24% reported that they involved about a third. The rest responded that they

involved only a few students. This suggests that many pupils do not benefit from instruction and this results in the failure of these pupils to achieve the pronunciation competency.

18. How often do you assign pupils out-of-class pronunciation activities, aiming at fostering the elements taught in class?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

The purpose of this question is to see whether the teachers assign pupils out-of-class pronunciation activities, aiming at fostering the elements taught in class. Because the learners need to practice in a CBLT, the teacher can compensate for the limited class time by assigning out-of-class activities. The results are displayed in Table 6.25.

Options	N	%
a	01	01.15
b	05	05.75
c	22	25.28
d	39	44.83
e	20	22.99
Total	87	100

Table 6.25.: Frequency of Assigning Out-of-Class Pronunciation Activities (Middle School Teachers)

As shown in Table 6.25., the results reveal that the majority of the teachers (67.81%) reported that they rarely (44.83%) or never (22.99%) assigned pupils out-of-class pronunciation activities. In addition, 25.28%, 05.75% and 01.15% chose the options “sometimes”, “often” and “always”, respectively. These results may suggest that the learners practise pronunciation only in the classroom. In connection with the previous question, it is clearly inferred that many pupils are not given the opportunity to practise inside as well as outside the classroom.

19. How often do you assess your pupils’ ability to reinvest the previously taught pronunciation elements in their overall speech?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

This question was addressed to know how often the teachers assess their pupils’ ability to reinvest the previously taught pronunciation elements in their overall speech. As stated before, in the CBLT, it is of crucial importance that the teacher check whether the points taught to the learners are constantly reinvested by the learners in new situations. The results are shown in Table 6.26.

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	05	05.95	02	02.60	06	07.41	07	09.33
b	07	08.33	11	14.29	10	12.34	11	14.67
c	18	21.43	18	23.38	26	32.10	14	18.66
d	38	45.24	35	45.45	24	29.63	33	44
e	10	11.91	06	07.79	10	12.34	05	06.67
No answer	06	07.14	05	06.49	05	06.17	05	06.67
Total	84	100	77	100	81	100	75	100

Table 6.26.: Frequency of Assessing Pupils’ Ability to Reinvest the Previously Taught Pronunciation Elements in their Overall Speech (Middle School Teachers)

As shown in Table 6.26., the results reveal that the options opted for by the majority of the respondents are “rarely” and “sometimes”. More specifically, the highest percentages are obtained from those who chose “rarely” in 1AM (45.24%), 2AM (45.45%) and 4AM (44%) and those who chose “ sometimes” in 3AM (32.10%), followed by those who chose “sometimes” in 1AM (21.43%), 2AM (23.38%), 3AM (18.66%) and “rarely” in 3AM (29.63%). The rest of the responses show a division between “always”, “often”, “never” and “no answer”. These results are a clear indication that only a limited number of the teachers assess regularly their pupils’ ability to reinvest the previously taught pronunciation elements in their overall speech.

20. Do you use phonetic symbols?

- Yes
- No

One useful tool that helps the learners to learn pronunciation on their own is the ability to use and read phonetic symbols. Indeed, it is the teacher's task to introduce gradually the phonetic symbols to the pupils. The purpose of this question is to see whether the teacher uses the phonetic symbols in his/her teaching. The results are displayed in Table 6.27.

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	25	29.76	30	38.96	48	59.26	58	77.33
No	52	61.91	41	53.25	26	32.10	09	12
No answer	07	08.33	06	07.79	07	08.64	08	10.67
Total	84	100	77	100	81	100	75	100

Table 6.27.: The Use of Phonetic Symbols (Middle School Teachers)

As shown in Table 6.27., the number of teachers using the phonetic symbols increases with the level of the pupils. In 1AM, most of the teachers (61.9%) answered negatively while 29.76% did positively. In the following year, it is noticed that more teachers (38.96% compared to 29.76% in 1AM) reported that they used the phonetic symbols while 53.25% reported the opposite. The picture is reversed in the following two years. While 59.26% claimed that they taught the symbols in 3AM, 77.33% contended they did in 4AM. It is worth mentioning that a six to eight teachers (07.79% to 10.67%) did not answer this question.

These results are in accordance with the results of the previous question, which implies that the teachers assign more explicit teaching of pronunciation in later stages than in beginning stages. It can also be inferred from these results that the beginning learners are deprived of an important tool that would help them to become autonomous learners and to improve their pronunciation themselves.

21. Do you practise phonetic transcription?

- Yes
- No

This question is closely related to the previous one. In fact, the ability to read the phonetic transcriptions in textbooks or dictionaries is considered as a very useful tool that helps the learners to be autonomous in trying to improve their pronunciation. The aim of this question was to know whether the teachers practised phonetic transcriptions with their pupils or not.

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	02	02.38	03	03.90	17	20.99	35	46.67
No	76	90.48	69	89.61	58	71.60	35	46.67
No answer	06	07.14	05	06.49	06	07.71	05	06.66
Total	84	100	77	100	81	100	75	100

Table 6.28.: The Practice of Phonetic Transcription (Middle School Teachers)

As Table 6.28. shows, the overriding majority of 1AM (90.48%), 2AM (89.48%) and 3AM (71.60%) teachers responded negatively and some teachers (from five to six) did not answer the question. As far as 4AM teachers are concerned, they were divided: 46.67% opted for “yes” and 46.67% opted for “no”. The remaining 06.66 % did not provide an answer to this question.

These results clearly indicate that the use of phonetic transcription is ignored by the majority of middle school teachers in the first three years and by a significant number in the fourth year. This means that the majority of middle school learners are not made aware of the importance of phonetic transcription and do not benefit from this useful tool when trying to improve their pronunciation.

22. Please, respond by “Yes” or “No” to the following statements:

- Yes
- No

Question 22 was constructed in such a way that it includes a number of statements to which the teachers were required to choose either “yes” or “no” in order to reduce the length of the questionnaire. In particular, the statements focus on whether the teacher explains the usefulness of the IPA symbols and phonetic transcription (Statement a), encourages the pupils to use pronunciation symbols to highlight some difficult pronunciations (Statement b), encourages the pupils to read the phonetic transcriptions in dictionaries (Statement c), highlights the pronunciation points presented on the BB (Statement d), encourages the pupils to highlight the pronunciation points on their copybooks (Statement e), encourages the pupils to use multi-media outside the classroom to improve their pronunciation (Statement f).

Statement a: I explain the usefulness of the IPA symbols and phonetic transcription

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	0	0	03	03.89	13	16.05	27	36
No	75	89.29	66	85.71	60	74.07	42	56
No answer	09	16.71	08	10.39	08	09.88	06	08
Total	84	100	77	100	81	100	75	100

Table 6.29.: Explaining the Usefulness of the IPA Symbols and Phonetic Transcription (Middle School Teachers)

As Table 6.29. reveals, the majority of the teachers opted for “No”. Statistically speaking, 89.29% (in 1AM), 85.71% (in 2AM), 74.07% (in 3AM) and 56% (in 4AM) reported that they did not explain the usefulness of the IPA symbols and phonetic transcription. Noticeable is the fact that the number of teachers who chose the option “yes” increases from one level to another: 0% in 1AM, 03.89% in 2AM, 16.05% in 3AM and 36% in 4AM. The remainder of the participants (from 08% to 10.39%) did not respond to this statement.

Statement b: I encourage my pupils to use pronunciation symbols to highlight some difficult pronunciations

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	12	14.29	13	16.88	28	34.57	36	48
No	66	78.57	58	75.32	47	58.02	33	44
No answer	06	07.14	06	07.79	06	07.41	06	08
Total	84	100	77	100	81	100	75	100

Table 6.30.: Encouraging Pupils to use Pronunciation Symbols to Highlight Difficult Pronunciations (Middle School Teachers)

According to the answers obtained, most of the teachers in 1AM (78.57%), 2AM (75.32%) and 3AM (58.02%) reported that they did not encourage their pupils to use the pronunciation symbols to highlight difficult pronunciations. As far as 4AM is concerned, while the respondents who answered positively outnumbered, though slightly, those who answered negatively (48% vs 44%); the rest of the respondents (from 07.14% to 08%) did not provide an answer to this question. The respondents' answers, then, indicate that only a limited number of teachers, though the number increases with the level, help their pupils to improve their pronunciation by relying on themselves.

Statement c: I encourage my pupils to read the phonetic transcriptions in dictionaries

Options	3AM		4AM	
	N	%	N	%
Yes	25	30.86	33	44
No	50	61.73	36	48
No answer	06	07.41	06	08
Total	81	100	75	100

Table 6.31.: Encouraging Pupils to Read the Phonetic Transcriptions in Dictionaries (Middle School Teachers)

As Table 6.31. indicates, the results reveal that 07.41% and 08% did not respond to this statement. In addition, while 61.73% of 3AM teachers answered negatively, half this percentage (30.86) answered positively. This means that only a limited number of teachers of 3AM teachers encourage their pupils to read the phonetic transcriptions in dictionaries.

As regards 4AM teachers, the results also show that those who answered negatively slightly outnumber those who answered positively (48% vs 44%).

Statement d: I highlight the pronunciation points presented on the BB (e.g. arrows to show intonation, stress mark...)

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	16	19.05	18	23.38	30	37.04	30	40
No	61	72.62	54	70.13	46	56.79	39	52
No answer	07	08.33	05	06.49	05	06.17	06	08
Total	84	100	77	100	81	100	75	100

Table 6.32.: Highlighting Pronunciation Aspects on the Board (Middle School Teachers)

The results displayed in Table 6.32. reveal that most of the teachers said that they did not highlight pronunciation aspects on the BB. It is also found that there is a positive correlation between the number of those who answered positively and the different levels: more teachers reported that they highlighted pronunciation aspects on the BB as the level increases (19.05% in 1AM, 23.38% in 2AM, 37.04% in 3AM and 40% in 4AM). The results also reveal that a number of teachers (from 06.17% to 08.33%) did not respond to this statement.

Statement e: I encourage my pupils to highlight pronunciation points on their copybooks

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	10	11.91	14	18.18	22	27.16	21	28
No	65	77.38	54	70.13	51	62.96	47	62.67
No answer	09	10.71	09	11.69	08	09.88	07	09.33
Total	84	100	77	100	81	100	75	100

Table 6.33.: Encouraging Pupils to Highlight Pronunciation Aspects on their Copybooks (Middle School Teachers)

As Table 6.33. indicates, the results reveal that the majority of teachers responded negatively to this statement (77.38% in 1AM, 70.13% in 2AM, 62.96% in 3AM and 62.67% in 4AM). The results also reveal that despite the fact that the number of teachers who

answered positively increased from 11.91% in 1AM to 18.18% in 2AM and then to slightly over 27% in both the following levels, the number of those teachers remains very limited. The rest, 10.71% in 1AM, 11.69% in 2AM, 09.88% in 3AM and 09.33% in 4AM did not respond to this statement.

Statement f: I draw my pupils' attention to how the pronunciation aspects are highlighted in the textbooks

Options	1AM		2AM		3AM	
	N	%	N	%	N	%
Yes	12	14.28	17	22.08	18	22.22
No	61	72.62	51	66.23	51	62.96
No answer	11	13.09	09	11.69	12	14.82
Total	84	100	77	100	81	100

Table 6.34.: Drawing Pupils' Attention to how the Pronunciation Aspects are Highlighted in the Textbooks (Middle School Teachers)

According to the answers obtained, most of the teachers at the three levels reported that they did not draw their pupils' attention to how the pronunciation aspects are highlighted in the textbooks (67.62%, 66.23% and 62.96%). Noticeable is the big number of those who did not answer (11.69% to 14.82%). The respondents' answers, then, indicate that only a limited number of teachers, help their pupils to notice the highlighted pronunciation features.

Statement g: I encourage my pupils to use multi-media outside the classroom to improve their pronunciation

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	46	54.76	47	61.04	57	70.37	55	73.33
No	31	36.91	24	31.17	19	23.46	15	20
No answer	07	08.33	06	07.79	05	06.17	05	06.67
Total	84	100	77	100	81	100	75	100

Table 6.35.: Encouraging Pupils to Use Multi-Media outside the Classroom to Improve their Pronunciation (Middle School Teachers)

As it can be seen in the above table, a number of teachers did not answer this part of the question: 08.33% in 1AM, 07.79% in 2AM, 06.17% in 3AM and 06.67% in 4AM. It is also found that a significant percentage of teachers answered positively in the different levels:

over half of the teachers (54.76%) in 1AM, 61.04% in 2AM, 70.37% in 3AM and 73.33% in 4AM. So, as the level increases, more teachers claimed that they encourage their pupils to use multi-media outside the classroom to improve their pronunciation.

Section Four: Testing Pronunciation and CBLT Principles

23. Do you test your pupils' speaking skills (including pronunciation) at the beginning of the school year?

- **Yes**
- **No**

This question is concerned with one important principle of the CBA, which is concerned with the need to pre-assess the learners at the beginning of instruction. Table 6.35 represents the results.

	N	%
Yes	35	40.23
No	49	56.32
No answer	03	03.45
Total	87	100

Table 6.36.: The Pre-Assessment of the Pupils at the Beginning of the School Year (Middle School Teachers)

The results indicate that only 40.23 % of the teachers claimed that they tested their pupils' pronunciation skills at the beginning of the school year while over half of the participants (56.32%) answered negatively. The remaining 03.45%, representing 03 teachers, did not answer this question. Thus, it could be inferred from these results that one main principle of the CBA is not implemented effectively in the classroom.

24. If "Yes", do you respond to the results of the pre-tests?

- **Yes**
- **No**

	N	%
Yes	22	62.86
No	11	31.43
No answer	2	5.71
Total	35	100

Table 6.37.: Responding to the Results of the Pre-Tests (Middle School Teachers)

As shown in Table 6.37., of the teachers who reported that they tested their pupils' pronunciation skills at the beginning of the school year, about a third of them (31.43%) responded negatively to this question while about two thirds (62.86%) responded positively. This means that the majority of the teachers who pre-test their pupils' pronunciation and respond to the results of the pre-tests are aware of the importance of diagnostic assessment in improving the performance. As regards the second group of teachers, who pre-test but do not respond to the results of the tests, the results may suggest that they teach for the sake of teaching and they pre-test because they are asked to do so without understanding the real aim behind conducting diagnostic evaluation.

Combining the results obtained from this question and the previous one, it is fair to conclude that only a limited number of teachers (22 teachers with a percentage of 25.28) assume their role in diagnosing the learners strengths and weaknesses at the beginning of instruction and, hence, in remedying the weaknesses.

25. How often do you correct pronunciation errors?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	14	16.67	10	12.98	12	14.81	10	13.33
b	13	15.48	16	20.78	12	14.81	08	10.67
c	44	52.38	39	50.65	41	50.62	38	50.67
d	11	13.09	10	12.98	14	17.29	16	21.33
e	0	0	0	0	0	0	0	0
No answer	02	02.38	02	02.60	02	02.47	03	04
Total	84	100	77	100	81	100	75	100

Table 6.38.: Frequency of the Correction of Pronunciation Errors (Middle School Teachers)

As it can be seen from Table 6.38., the most selected option is “sometimes” with more or less the same percentage in the different levels (slightly over 50%). The results also reveal that there is a slight difference between the percentages of the other options in the different levels; the number of teachers who opted for “ always” and “ often” tend to decrease, though not significantly, as the level increases (32.15 in 1AM, 33.73% in 2AM, 29.28% in 3AM and 24% in 4AM). In addition, more teachers claimed that they rarely corrected the pronunciation errors in 4AM (21.33%) than in 3AM (17.29%) and the first two levels (about 13%). It is quite interesting that none went for the option “never”. This further stresses the conclusion that pronunciation is assigned a role in middle school classes. The remaining 02 or 03 teachers in each level did not provide an answer to this question.

26. How often do you give scope for self-correction?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	02	02.38	02	02.60	06	07.41	10	13.34
b	04	04.76	04	05.20	07	08.64	10	13.34
c	15	17.86	20	25.97	22	27.16	23	30.66
d	36	42.86	31	40.26	31	38.27	17	22.66
e	21	25	14	18.18	07	08.64	07	09.34
No answer	06	07.14	06	07.79	08	09.88	08	10.66
Total	84	100	77	100	81	100	75	100

Table 6.39.: Frequency of Giving Scope for Self-Correction (Middle School Teachers)

As shown in Table 6.39., the analysis showed that the option “rarely”, with a percentage of 42.86%, 40.26% and 38.27%, was the most frequent response made by the teachers in 1AM, 2AM and 3AM, respectively. While the option “never” was the second frequent answer in 1AM with a percentage of 25%, the option “sometimes” was in 2AM (25.97%) and in 3AM (27.16%). As far as 4AM is concerned, the most frequent options are

“sometimes” with a percentage of 30.66%, followed by “rarely”, with a percentage of 22.66%. It is also found that a minority chose the option “never” in 2AM (18.18%), 3AM (08.64%) and 4AM (09.34%). Noticeable is the percentage of teachers who did not answer this question: 07.14% in 1AM, 07.79% in 2AM, 09.88% in 3AM and 10.66% in 4AM.

On the whole, these results indicate that despite the fact that the number of teachers who give scope for self-correction increases from one level to the next level, the percentage of those who regularly do remains small (07.14% in 1AM, 07.80% in 2AM, 16.05% in 3AM and 26.68% in 4AM). This means that the teachers do not emphasise one of the main tools that help the learners to be autonomous.

27. How often do you give scope for peer-correction?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	02	02.38	02	02.60	05	06.18	03	04
b	04	04.77	03	03.89	06	07.40	11	14.67
c	08	09.52	08	10.39	17	20.99	12	16
d	35	41.67	31	40.26	28	30.56	26	34.67
e	28	33.33	26	33.76	17	20.99	14	18.66
No answer	07	08.33	07	09.10	08	09.88	09	12
Total	84	100	77	100	81	100	75	100

Table 6.40.: Frequency of Giving Scope for Peer Correction (Middle School Teachers)

As can be seen from Table 6.40., it is obvious that that the most selected options are “rarely” in all levels (41.67% in 1AM, 40.26% in 2AM, 30.56% in 3AM and 34.67% in 4AM), followed by the option “ never” in 1AM (33.33%) and 2AM (33.76%) and the options “ never” and “ sometimes” in 3AM (20.99% for each) and 4AM (18.66% and 16%). It is also noticed that there is a correlation between the scores obtained and the

different levels; the percentages of the option “rarely” decrease as the level increases while the ones of the options “often” increases, though only slightly. Interestingly, a significant number of teachers (07 in both 1AM and 2AM, 08 in 3AM and 09 in 4AM) did not answer this question. These findings imply that some teachers vary their practices from one level to another.

28. How often do you assess your pupils’ understanding of the pronunciation points taught?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
a	03	03.58	03	03.90	11	13.58	10	13.33
b	08	09.52	13	16.88	15	18.52	13	17.33
c	34	40.48	29	37.66	28	34.57	32	42.67
d	32	38.09	25	32.47	23	28.39	16	21.33
e	03	03.58	03	03.90	0	0	0	0
No answer	05	05.95	04	05.19	04	04.94	04	05.34
Total	84	100	77	100	81	100	75	100

Table 6.41.: Frequency of Assessing Pupils’ Understanding of the Pronunciation Points Taught (Middle School Teachers)

Table 6.41. shows that the options chosen most often are “ sometimes” (selected by 40.48% at 1AM, 37.66 at 2AM, 34.57 at 3AM and 42.67 % at 4AM) , followed by “rarely” (38.09% at 1AM, 32.47 at 2AM, 28.39 at 3AM and 21.33 % at 4AM). The results also show that 13.1% at 1AM, 22.78% at 2AM, 32.1% at 3AM and 30.66 % at 4AM always or often assess their pupils understanding of the pronunciation points taught. It is also noticed from the table that 04 or 05 teachers, representing 04.94% and 05.95% did not provide an answer to this question in the different levels, that 03 teachers representing 03.58% in 1AM and 03.90% in 2AM and 0% in 3AM and 4AM opted for “never”. In sum, it is safe to conclude

that only a limited number of teachers usually assess their pupils' understanding of the pronunciation points taught.

29. Do you ask your pupils to fill in the questionnaire in the “learning log” of each unit (I canVery well/ Fairly well/ A little)?

- Yes
- No

Options	3AM		4AM	
	N	%	N	%
Yes	11	13.58	10	13.33
No	58	71.60	53	70.67
No answer	12	14.82	12	16
Total	81	100	75	100

Table 6.42.: Asking Pupils to Fill in the Questionnaires in the “Learning Logs” of the Files (Middle School Teachers)

This question was addressed to find out whether the teachers ask their pupils to fill in the questionnaires in the learning logs of the files. The aim behind this question is to investigate whether the teachers provide the learners with the ability to self-assess or not. As explained before, self-assessment is one of the main principles of the CBLT. The results displayed in Table 6.41. reveal that the majority of teachers in 3AM representing 71.60% and in 4AM representing 70.67% answered negatively while only a small minority, representing slightly over 13% in both levels answered affirmatively. Interestingly, those who provided no answer (14.82% and 16%) outnumbered those who answered affirmatively. Accordingly, it can be concluded that most of the respondents did not ask their pupils to fill in the questionnaires in the learning logs of the files, which suggests that one of the principles of the CBA, namely, self-assessment is not implemented effectively.

30. Do you test pronunciation?

- Yes
- No

Options	1AM		2AM		3AM		4AM	
	N	%	N	%	N	%	N	%
Yes	70	83.33	65	84.42	69	85.19	68	90.66
No	11	13.10	09	11.68	07	08.64	04	05.34
No answer	03	03.57	03	03.90	05	06.17	03	04
Total	84	100	77	100	81	100	75	100

Table 6.43.: Pronunciation Testing (Middle School Teachers)

The purpose of this question is to see whether the teachers assign a role to pronunciation in their testing or not. As shown in Table 6.43., a substantial majority answered “Yes”. More specifically, 83.33%, 84.42%, 85.19% and 90.66% claimed they did in 1AM, 2AM, 3AM and 4AM, respectively. It can also be seen in the table that the number of teachers who answered negatively slightly decreases from one level to the following level: 13.10%, 11.68%, 08.64% and 05.34% in 1AM, 2AM, 3AM and 4AM, respectively. The rest did not provide an answer to this question: 03.57% in 1AM, 03.90% in 2AM, 06.17% in 3AM and 04% in 4AM. On the whole, these findings are a clear indication that most of the teachers assign a role to pronunciation in their tests.

In the second part of the question, the teachers were asked to specify how they tested pronunciation and what aspects they usually tested. The findings generated by these sub-questions are summarised as follows:

1) Type of tests :

1AM/2AM/3AM: the majority of the teachers who provided comments claimed that they tested pronunciation through written activities included in tests (while-in-term tests) and exams (end-of-term tests). Moreover, a few teachers also reported that they tested pronunciation orally, mainly through repetition words or reading aloud. Only three teachers referred to projects presentation.

4AM: Almost all teachers said that they tested pronunciation through written activities in tests and exams.

2) Pronunciation aspects tested:

1AM/2AM: Final-s, silent letters, vowels and consonants

2AM: Final-s, final -ed, silent letters, vowels and consonants

3AM: Final-s, final -ed, silent letters, stress, strong/weak forms, intonation

4AM: Final-s, final -ed, silent letters, stress, intonation

As seen from the above, most of the teachers ignore testing pronunciation orally. This means that the teachers test the pupils' phonetic knowledge only and not their performance. Despite the fact that a few teachers at 1AS and 2AS test more aspects of pronunciation such as marking intonation and transcription, the overriding majority focus on the aspects usually given in the official BAC exam.

Section Five: Further Suggestions

31. Please, add any other comment or suggestion.

Only 38 teachers responded to this question. Provided below are some of the teachers' comments:

"Pronunciation is very important in teaching English as a foreign language in our schools but unfortunately, the time allowance devoted to teaching English is insufficient...we teach vocabulary, grammar, pronunciation...etc. it is not enough".

"...the ministry of education must provide teachers with tools for teaching English (taped materials)".

"Pronunciation teaching requires sufficient teacher training...we have to take into consideration the role of pronunciation in oral examinations from 1st year till 4th year".

"...the time devoted to pronunciation is not sufficient ...I think that it's better for pupils to learn the phonetic symbols from 1AM this will make them accustomed to it and it'll be much easier in learning. As teachers, we try to choose what to teach to make the process of learning English easy for them".

"I think our pupils don't need pronunciation or even to learn it because they are communicating in a written way. All their needs is to have a good mark on the papers and not to have a "good" English".

"the syllabus should include some songs for kids that encourage the pps' [pupils'] pronunciation...the teacher should encourage the pps to talk/use the English language outside/ at home/ in the streets as much as possible."

“...getting the students sufficiently exposed to authentic English and practice are the keys to a better teaching of the English pronunciation”.

“CBA has been adopted in teaching English as a foreign language in order to prepare learners to be competent in their real life tasks and to attain a level that makes them rely on themselves and compete other people around the world either in field of work or in other situations, but I think a large number of teachers are just using new books and ignore all about CBA objectives of using such approach”.

“I think it’s not important to teach pronunciation in classes because the pupils are not tested or assessed orally. The tests and the exams are based on the written activities only...in addition to this, our pupils can’t assimilate easily all the aspects of pronunciation and practice them, especially in low levels. It is too much for them”.

“Teaching pronunciation in English is very difficult because the pupils are influenced by the French pronunciation”.

“- pronunciation scoring in tests and exams should be raised to five points/two exercises at least. - Pupils should have an audio tape/CD at home related to the textbook (or) the textbooks texts, dialogues, exercises + extra ones.- the national television should broadcast series related to English teaching as well as news, documentaries...etc.)

From the teachers’ comments, it could generally be seen that the teachers agree that pronunciation is an important component in developing the language proficiency. However, they emphasised the fact that they faced obstacles in teaching pronunciation. On the whole, they regarded time constraints, the influence of the French pronunciation, limited pronunciation materials, lack of understanding of the CBA and the students’ lack of motivation to learn the language for communication purposes as major obstacles facing pronunciation teaching. Moreover, some teachers criticised the way pronunciation was tested, confirming the negative washback effect of exams. So, these comments seem to agree with the results of the previous sections and the literature review. Added to that, the teachers provided some practical suggestions to improve pronunciation teaching. They consist mainly of the provision of audio recordings, including more modern techniques such as songs and

chants, giving a role to the English language in the Algerian media such as the television, introducing the phonetic symbols from the beginning, improving the quality of teacher education and revising the way pronunciation is assessed and tested.

6.2.2. The Secondary School Teachers' Questionnaire

Section One: Importance Assigned to Pronunciation

1. How often do you teach pronunciation?

- a. In every lesson
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	06	09.84	05	08.77	05	09.26
b	18	29.51	13	22.81	09	16.67
c	24	39.34	28	49.12	16	29.63
d	13	21.31	11	19.30	22	40.74
e	0	0	0	0	01	01.85
Total	61	100	57	100	53	100

Table 6.44.: The Frequency of Teaching Pronunciation (Secondary School Teachers)

As displayed in Table 6.44., the results of the first two levels (1AS and 2AS) are very similar while those obtained from 3AS are different. The most selected options in 1AS and 2AS were “sometimes” (39.34% and 49.12%), followed by “often” (29.51% and 22.81%) and then “rarely” (21.31% and 19.30%). None of the respondents selected the option “never”. Nevertheless, the most selected option in 3AS was “rarely” with a percentage of 40.74%, followed by “sometimes” with a percentage of 29.63% and then “often” representing 16.67%. In addition, 09.26% opted for “always” and one teacher, representing 01.85% opted for “never”. These results clearly show that pronunciation is assigned an important role in the teaching of English language at secondary school classes, especially in the first two years.

2. How much time on average do you devote to a whole unit and to pronunciation in a unit?

Like the middle school teachers, some SS teachers did not answer this question as required or did not answer it at all. More specifically, six 1AS (9.84 %) and six 2AS (10.52 %) and four 3AS (5.66%) teachers did not provide an answer to this question. Moreover, 18 1AS (29.51%), 16 2AS (28.08%) and 20 3AS (37.73%) teachers specified only the time devoted to pronunciation in a file. This means that the number of the teachers who answered this question as required is 37 teachers of 1AS (60.65 %), 35 of 2AS (61.40%) and 29 teachers of 3AS (54.71%).

Consequently, the results are calculated according to the same procedure described in the analysis of Question 2 of the MS teachers' questionnaire. They are summarised in Table 6.45. and Table 6.46.

	Average time devoted to a file (in minutes)	Average time devoted to a Pronunciation in a unit (in minutes)	%
1AS	1117.2	126.96	11.36
2AS	1162.2	115.64	9.95
3AS	1281	103.35	8.06

Table 6.45.: Time Devoted to Pronunciation Teaching in Relation to the Time Devoted to a File (Secondary School Teachers)

	Average Time in minutes	Average Time in hours and minutes
1AS	123.81	2hours and 4 minutes
2AS	114.70	1hour and 55 minutes
3AS	107.75	1hours and 48 minutes

Table 6.46.: Time Devoted to Pronunciation Teaching in General (Secondary School Teachers)

As shown in Table 6.45. and Table 6.46., the results reveal that pronunciation plays a role in EFL secondary school classes. However, it is noticed that this role is more prominent in 1AS classes and less prominent in 3AS classes. This can be explained in relation to the role assigned to pronunciation in the textbooks. A comparison of the results show a positive

correlation between the results generated from this question and the ones obtained from the calculation of the pronunciation coverage in the textbooks. Another possible explanation could be the fact that 3AS teachers focus on preparing the learners for the BAC exam.

3. How often do you draw your pupils’ attention to aspects of pronunciation in other activities where the focus is not on pronunciation?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	N	%
a	06	09.68
b	09	14.52
c	23	37.1
d	17	27.41
e	07	11.29
Total	62	100

Table 6.47.: Teaching Pronunciation Aspects in Non-pronunciation Activities (Secondary School Teachers)

As can be seen in Table 6.47., the most common option was “sometimes” with 23 respondents (representing 37.1%), followed by “rarely” with 17 respondents (representing 27.41%). Moreover, 09 teachers with a percentage of 14.52%, 07 teachers representing 11.29% and 06 teachers with a percentage of 09.68% indicated that they often, never or always drew their pupils’ attention to aspects of pronunciation in other activities where the focus is not on pronunciation. This means that most of the teachers (38 teachers representing 61.29% reported that they usually (24.2%) or sometimes (37.1%) did. Hence, it is fair to conclude that the role of pronunciation is emphasised by most of the teachers, who also draw the pupils’ attention to aspects of pronunciation in non-pronunciation activities.

4. How often do you teach pronunciation as a reaction to error?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a	05	08.06
b	09	14.52
c	18	29.03
d	23	37.1
e	03	04.84
No answer	04	06.45
Total	62	100

Table 6.48.: Teaching Pronunciation as a Reaction to Error (Secondary School Teachers)

As shown in Table 6.48., only 05 teachers with a percentage of 08.06% and 09 teachers with a percentage of 14.52% indicated that they always or often taught pronunciation as a reaction to error, respectively. However, a larger proportion of the teachers (18 teachers representing 29.03%) reported that they sometimes did. This means that over half of them (51.61%) claimed that they usually or sometimes taught pronunciation incidentally. The remaining ones opted for “rarely” (23 teachers representing 37.1%) and “never” (03 teachers representing 04.84%) or did not provide an answer at all (04 teachers representing 06.45%). These results signify that the role assigned to pronunciation is also emphasised as a considerable number of teachers claimed to teach it as a reaction to error.

5. Do you explain to your pupils the importance of pronouncing correctly?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	49	80.33	45	78.94	41	77.36
No	06	09.84	06	10.53	08	15.09
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.49.: Explaining the Importance of Correct Pronunciation (Secondary School Teachers)

As can be noticed from Table 6.49., it is very obvious that most of the teachers reported that they explained to their pupils the importance of pronouncing correctly at the different levels (80.33% at 1AM, 78.94% at 2AM and 77.36% at 3AM) while only a tiny minority (09.84% at 1AM, 10.53% at 2AM and 15.09% at 3AM) reported that they did not. The rest of the respondents (09.84% at 1AM, 10.53% at 2AM and 07.55% at 3AM) did not answer this question. Therefore, it can be safely concluded that the vast majority of the teachers consider pronunciation as an important skill for the learners to develop.

Section Two: Teaching the Pronunciation Content in the Different Textbooks

6. Do you teach only the pronunciation activities included in the textbook (s)?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	50	81.97	44	77.19	41	77.35
No	11	18.03	13	22.81	12	22.65
Total	61	100	57	100	53	100

Table 6.50.: Pronunciation Teaching Materials (Secondary School Teachers)

The answers generated from this question, displayed in Table 6.50., showed that in teaching pronunciation, most of the teachers at all levels (81.97% at 1AS, 77.19% at 2AS and 77.35% at 3AS) answered that they relied solely on the pronunciation materials included in the textbooks while only a minority (18.03% at 1AM, 22.81% at 2AM and 22.65% at 3AM) answered negatively. It has to be noted that all the teachers responded to this question, which suggests that all of them were sure about their responses. These results indicate that most of the pronunciation teaching practiced by a big number of teachers is confined to the pronunciation materials included in the textbooks, the resource that is available to all teachers. The results also suggest that the minority of teachers, who thought that the pronunciation content in the textbooks was insufficient or inappropriate, might resort to extra activities from other sources to improve their pupils' pronunciation.

*** If “No”, please explain what other activities you teach**

In a sub-question, the teachers who responded negatively to the question were asked to explain what other pronunciation materials they used. It has to be noted that most of the teachers provided the same comments for the different levels. This suggests that there is no difference in the teachers’ practices as far as this point is concerned. The results obtained from the 09 (1AS), 08 (2AS) and 07(3AS) teachers who responded to this sub-question are summarised as follows:

1) Other pronunciation materials:

While some teachers specified that they used different activities from other books and from the internet, one teacher explained that he relied on his/her own resources and another mentioned external resources, without any further explanation.

2) Types of activities:

activities with pictures, activities that are simple and explicit, activities that fit the pupils level, transcription activities, extra activities to make a pronunciation point clearer, audio activities, songs/games/audio activities (1AS/2AS), activities about phonetic symbols/ syllables/stress (2AS/3AS), activities about final -s/-ed (2AS/3AS), activities that are not included in the textbook but which are expected in the BAC exam (3AS).

It can be noticed from the respondents’ comments that a limited number of teachers relied on other resources to give the pupils an opportunity to better understand the pronunciation points taught and to have more practice, especially the ones that are included in the official exam. It is also noticed that a teacher referred to other pronunciation techniques, namely games and songs at 1AS and 2AS and a few referred to the use of audio activities, which confirms that these teachers do not only rely on their own voice, but on audio materials as well.

7. Do you adapt some pronunciation activities included in the textbooks?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	15	24.59	16	28.07	12	22.64
No	45	73.77	40	70.17	40	75.47
No answer	01	01.64	01	01.76	01	01.89
Total	61	100	57	100	53	100

Table 6.51.: Adaptation of Pronunciation Activities in Textbooks (Secondary School Teachers)

As shown in Table 6.51., the results generated from this question reveal that most of the teachers at all levels do not adapt some of the pronunciation activities included in the textbooks. More specifically, 73.77% at 1AS, 70.17% at 2AS and 75.47% at 3AS answered negatively while 24.59% at 1AS, 28.07% at 2AS and 22.64% at 3AS answered affirmatively. It is worth mentioning that one teacher did not answer this question. Then, it is fair to conclude that the largest proportion of teachers, representing the majority, use pronunciation materials as presented in the textbooks without any adaptation. This may also suggest that the majority of them do not prioritise the learners' needs when teaching pronunciation.

* If "Yes", please explain

As regards the teachers' responses to the sub-question, 10, 08 and 07 teachers provided comments. It is noticed that most of them gave similar comments at the three levels. The explanations the teachers gave to support their answer are as follows:

1AS/2AS: adding more examples, simplifying examples (e.g. using familiar words), modifying the way the questions are asked, simplifying or upgrading difficult activities, making instructions clearer and skipping fine unnecessary details, marking stress and intonation, adapting the activities according to the levels of my pupils, modifying activities with mistakes

3AS: adding more examples, simplifying examples, changing the symbols, simplifying or upgrading difficult activities, making instructions clearer, adapting the activities according to the levels of my pupils

In sum, the few teachers who reported that they adapted some pronunciation activities in the textbooks commented that they did so when they noticed that the activity is insufficient, difficult or not suitable to the pupils' level. Interestingly, one teacher wrote "the discovery-based approach followed by the CBA applies to high ability pupils only. We therefore should cater for all by presenting the points first and then open room for practice. Here, also, we have to shorten the activities". Another teacher commented "we adapt tasks according to the branch of study (literary or scientific)". Another one said "for example, I may follow a passive voice lesson with pronunciation of final -ed, so I may modify the activity because the verbs included are not frequent ones". The same teacher, who had an experience with teaching the three levels, added "there are some mistakes in the textbooks and I have to change the words after drawing the pupils' attention to the mistakes".

8. How much of the pronunciation activities included in the following textbooks do you teach?

At the Crossroads

- a. Written activities (no oral production)**
- b. Activities involving reading aloud or repetition (of a word, a sentence, a poem...)**
- c. Pair work activities : Play out the presented dialogue**
- d. Pair work activities: play out the dialogue constructed by the pupils themselves (guided or free practice)**
- e. The hidden message**
- f. Other activities including phonetic symbols**

Options	a		b		c		d		E		f	
	N	%	N	%	N	%	N	%	N	%	N	%
All	04	06.56	04	06.56	06	09.84	03	04.92	32	52.45	05	08.19
Most	26	42.62	29	47.54	17	27.87	06	09.84	09	14.76	13	21.31
Some	23	37.70	21	34.42	27	44.26	27	44.26	16	26.33	28	45.90
None	04	06.56	03	04.92	06	09.84	19	31.14	0	0	09	14.76
No answer	04	06.56	04	06.56	05	08.19	06	09.84	04	06.56	06	09.84
Total	61	100	61	100	61	100	61	100	61	100	61	100

Table 6.52.: The Pronunciation Content in “At the Crossroads” (1AS) Taught in the Classroom

The results displayed in Table 6.52. reveal that the most common options marked for all the activities, except the hidden message, are “most” and “some”. There were more teachers who taught most of the written activities (42.62%) and activities involving reading aloud or repetition of a word, a sentence, a poem...(47.54%) than those who taught only some of them (37.70% and 34.42%). On the other hand, the teachers who reported that they taught some of pair work activities (44.26) and activities involving phonetic transcription (45.90) outnumbered those who opted for most (27.87% and 21.31%). Noticeable is that over half of the participants claimed that they taught all the activities “the hidden message” while none of them went for the option “never”. It is worth mentioning that 04 to 05 teachers, representing between 06.56% and 09.84%) did not respond to the items.

These results clearly indicate that the teachers teach only some of the activities. More teachers focus on mechanical activities which do not consume time, the awareness raising activities and activities involving phonetic transcription.

Getting Through

- a. Words to say (on the first page of each unit)
- b. Written activities (no oral production)
- c. Pair work activities : Play out the presented dialogue
- d. Pair work activities: play out the dialogue constructed by the pupils themselves (guided or free practice)
- e. Activities including phonetic symbols

Options	a		b		c		d		e	
	N	%	N	%	N	%	N	%	N	%
All	25	43.86	03	05.26	03	05.26	03	05.26	10	17.54
Most	09	15.79	19	33.33	17	29.83	09	15.79	07	12.28
Some	13	22.81	30	52.64	26	45.62	26	45.62	20	35.09
None	06	10.52	02	03.51	05	08.77	14	24.56	16	28.07
No answer	04	07.02	03	05.26	06	10.52	05	08.77	04	07.02
Total	57	100	57	100	57	100	57	100	57	100

Table 6.53.: The Pronunciation Content in “Getting Through” (2AS) Taught in the Classroom

In response to this question, and as displayed in Table 6.53., only a very limited number of the teachers reported that they taught all the pronunciation activities. As displayed in Table 6.52., while about a half of the participants (43.86%) and another 15.79% reported that they taught all or most of the activities “words to say”, only 10.52% chose “none”. This implies that these activities are prioritised by the teachers. Moreover, unlike the activities which do not require the pupils to practise orally and the ones involving discovering the rules, most of the teachers reported that they taught only some or none of the pre-communicative pair work activities or the one including phonetic symbols. It must be noted that from 04 to 06 teachers did not provide answers for each type of activities. Thus, these results reveal that the most favoured activities are “words to say”, written activities and the ones involving repetition of dialogues, the least favoured activities are the ones including phonetic symbols and the ones involving acting out guided dialogues.

New Prospects

- a. **Written activities (no oral production)**
- b. **Activities involving reading aloud or repetition (of a word. a sentence. a poem...)**
- c. **Pair work activities : Play out the presented dialogue**
- d. **Pair work activities: play out the dialogue constructed by the pupils themselves (guided practice)**
- e. **Activities including phonetic symbols**

Options	a		b		c		D		e	
	N	%	N	%	N	%	N	%	N	%
All	02	03.77	04	07.55	03	05.66	02	03.77	05	09.44
Most	15	28.30	11	20.75	17	32.08	07	13.21	08	15.09
Some	29	54.72	30	56.60	24	45.29	17	32.08	21	39.62
None	02	03.77	04	07.55	05	09.44	21	39.62	15	28.30
No answer	05	09.44	04	07.55	04	07.55	06	11.32	04	07.55
Total	53	100	53	100	53	100	53	100	53	100

Table 6.54.: The Pronunciation Content in “New Prospects” (3AS) Taught in the Classroom

As displayed in Table 6.54., the results clearly show that the activities preferred by most of the teachers are the activities which do not require the pupils to practise orally. Furthermore, while a significant number reported that they taught most of the written activities or the repetitive drills, a significant number of the teachers reported that they taught only some of the activities involving phonetic symbols or those engaging pupils in more communication. It is worth mentioning that another number of teachers did not answer.

9. Do you teach the following pronunciation aspects in the following levels?

In analysing this questions, the total number of teachers in each level is not the same for all the aspects. In addition, only the responses of the teachers whose streams are specified were considered. It is worth to remember that not all the pronunciation aspects are common to the different streams as mentioned in 4.3.2. Accordingly, in the analysis of the responses to this question, the different streams that are taught by the teachers are taken into consideration. It is also worth mentioning that during the process of collecting data, it was found that a number of teachers who did not answer the sub-question about the streams indirectly specified the streams they taught when they justified why they did not teach specific features. For example, a teacher who reported that s/he did not teach intonation in the poem “my country” at 1AS justified by stating “not for scientific streams” and another who claimed that s/he did not teach the pronunciation of *used to* explained “I do not teach

literary streams”. As a result, there are slight differences between the number of teachers in the following tables and in the results obtained from the sub- question of Question 3, Questionnaire I.

Level: IAS

- a. Vowels
- b. Diphthongs
- c. Triphthongs
- d. Consonants
- e. Silent letters act 1 p88
- f. Inflectional –s endings/ -ed endings
- g. word stress
- h. Sentence stress act 5+6 p 27
- i. Intonation in polite requests act 1+2 p6
- j. Intonation in indirect questions act 2 p100 *
- k. Intonation in Yes / No questions act 4 p139
- l. Intonation in complex sentences (with “ if”) act 1+2 p130
- m. Intonation in the poem “ My country” p57 *
- n. Unpronounced `h` in function words eg. Tell him / give her
- o. Devoicing of /v /, /d / and /z /e.g. you have to go (/v / changes to /f /) act 3+4 p27

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	50	81.97	06	09.83	05	08.20	61	100
b	47	77.05	09	14.75	05	08.20	61	100
c	14	22.95	42	68.85	05	08.20	61	100
d	52	85.25	03	04.92	06	09.83	61	100
e	53	86.89	02	03.28	06	09.83	61	100
f	56	91.80	0	0	05	08.20	61	100
g	41	67.21	15	24.59	05	08.20	61	100
h	14	22.95	39	63.94	08	13.11	61	100
i	42	68.86	13	21.31	06	09.83	61	100
j	25	53.19	19	40.42	03	06.39	47	100
k	39	63.94	15	24.59	07	11.47	61	100
l	24	39.35	29	47.54	08	13.11	61	100
m	03	07.5	34	85	03	07.5	40	100
n	31	50.82	24	39.35	06	09.83	61	100
o	12	19.67	43	70.50	06	09.83	61	100

Table 6. 55.: The Pronunciation Aspects Taught in IAS (Secondary School Teachers)

The results displayed in Table 6.55. reveal that the majority of teachers teach the segmental aspects, except the triphthongs which are taught by only 22.95%. Of these aspects,

inflectional –s endings /–ed endings come first by a percentage of 91.80%, followed by silent consonants (86.89%) and consonants (85.25%). This means that the teachers assign more importance to the consonants than to the vowels (81.97%) and diphthongs (77.05%). The results also reveal that while word stress is taught by 67.21%, sentence stress is not taught by the majority of teachers (63.94%). Moreover, it is also found that the points related to intonation are dealt with differently by the teachers: intonation in polite requests is taught by 68.86%, intonation in yes/no questions is taught by 63.94% while intonation in complex sentences is taught by only 39.35%. More than half of the teachers of the scientific streams (53.19%) teach intonation in indirect questions while the overriding majority of the teachers of the literary streams (85%) do not teach intonation in the poem “My country”. In addition, half of the respondents (50.82%) reported that they taught elision (of / h / in function words) while the vast majority (70.50%) claimed that they did not teach assimilation of voicing. It is also worth mentioning that from 05 to 08 teachers did not answer some or all of the items of the question.

In the sub-question, the teachers who answered “no” were asked to justify why they did not teach some aspects. A few teachers provided comments: some responded to all the items whereas others responded to only some of them. The main reasons are concerned with the fact that the pupils have already become familiar with some aspects (vowels, consonants), the aspects are not important, not included or difficult for the pupils and/or the teacher.

In sum, the aspects that are taught by most of the teachers are the ones included in the official exams such as inflectional –s/-ed endings, silent letters, word stress or the ones that do not constitute a difficulty for the pupil and/or the teacher such as vowels and diphthongs. Another example which further stresses the idea is the teaching of intonation: most teachers reported that they taught intonation in polite requests while only a limited number claimed that they taught pronunciation in complex sentences. This could only be explained by the

fact that the teachers found it easier to teach the first point than the second. Other aspects are not taught by the majority of the teachers such as sentence stress and assimilation.

Level: 2AS

- | | |
|---|---|
| <ul style="list-style-type: none"> a. Vowels b. Diphthongs c. Triphthongs d. Consonants e. Silent letters f. Inflectional –s /-ed endings g. Homophones/ Homonymes h. English/ French phonics i. Pronunciation of abbreviations j. Word stress in compound words k. Stress in words ending in –gy, | <ul style="list-style-type: none"> l. Emphatic stress with operators <i>do</i> and <i>did</i> m. Sentence stress n. Comma and full stop pauses o. Intonation in requests and replies p. Intonation in complex sentences (with <i>If</i>) q. Intonation when listing r. Pronunciation of <i>used to</i> as / ju:st / s. Pronunciation of <i>was/were</i> in the passive t. Pronunciation of <i>must be</i> as / m sbi:/, <i>can't be</i> as / ka:mbi:/ and <i>shouldn't be</i> as / mbi:/ |
|---|---|

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	42	73.68	11	19.30	04	07.02	57	100
b	17	53.12	13	40.63	02	06.25	32	100
c	21	36.84	31	54.39	05	08.77	57	100
d	37	67.91	15	26.32	05	08.77	57	100
e	53	92.98	0	0	04	07.02	57	100
f	53	92.98	0	0	04	07.02	57	100
g	19	59.37	11	34.38	02	06.25	32	100
h	13	40.63	16	50	03	09.37	32	100
i	35	61.40	15	26.32	07	12.28	57	100
j	36	63.16	15	26.32	02	06.25	32	100
k	42	73.69	02	15.79	02	06.25	32	100
l	11	34.38	15	46.87	02	06.25	32	100
m	05	08.77	46	80.70	06	10.52	57	100
n	11	34.38	18	56.25	03	09.37	32	100
o	21	36.84	29	50.88	07	12.28	57	100
p	10	31.25	20	62.5	02	06.25	32	100
q	17	29.82	33	57.90	07	12.28	57	100
r	23	71.87	07	21.88	02	06.25	32	100
s	38	66.67	13	22.81	06	10.52	57	100
t	39	68.43	12	21.05	06	10.52	57	100

Table 6. 56: The Pronunciation Aspects Taught in 2AS (Secondary School Teachers)

As Table 6.56. indicates, among the aspects common to all streams, the ones that most of the teachers reported they taught were the silent letters (92.98%), inflectional –s/-ed endings (92.98%), consonants (67.91%), pronunciation of *was/were* in the passive (66.67%) and pronunciation of *must be* as / məsbi:/, *can't be* as / ka:mbi:/ and *shouldn't be* as /ʃʊd mbi:/ (68.43%) and pronunciation of abbreviations (61.40%). On the other hand, the aspects that were taught by only a limited proportion of teachers include triphthongs (36.84%), intonation in requests and replies (36.84%) and intonation when listing (29.82%). Sentence stress was taught by only 08.77%.

With reference to the aspects that are included in the textbook but are not common to all streams, only the responses of the teachers of foreign languages stream were taken into consideration. This was due to the fact that it is the stream in which the pupils are supposed to deal with all the pronunciation aspects (except unit 8 which includes sound/spelling links in the poem, which is intended only for pupils of management streams). As shown in Table 6.55, the aspects that were taught by most teachers include pronunciation of *used to* (71.87%), word stress in words ending in –gy, -ical, -ics (73.69%), stress in compound words (63.16%). Diphthongs and homophones/homonyms were taught by 53.12% and 59.37%, respectively. Less teachers reported that they taught emphatic stress with operators *do* and *did* and comma and full stop pauses (34.38% each) and intonation in complex sentences (with If) (31. 25%).

All in all, these results clearly indicate that only some features are taught by a large proportion of teachers. These features are generally the ones that are included in the exams (e.g. silent letters word stress and inflectional –s/-ed endings) and the ones the teachers find easy to teach (strong/weak forms, vowels, diphthongs). However, many other aspects are ignored by the majority of the teachers (triphthongs, sentence stress, emphatic stress, comma and full stop pauses).

Level: 3AS

- a. Vowels
- b. Diphthongs
- c. triphthongs
- d. consonants
- e. Sound /spelling links (e.g Pronounced/unpronounced `h`)
- f. Inflectional –s endings/ -ed endings
- g. Consonant cluster `ngth` in words such as strengthen
- h. Stress in words ending in suffixes (-ics/-ion)
- i. Stress shift in words such as increase as a V and as N
- j. Stress shift in words such as Advertise (V)---adVERTisement (N)
- k. Sentence stress p 119
- l. Corrective stress p140
- m. Intonation
- n. Strong/ weak forms of *was ,were*
- o. Strong/ weak forms of preposition *of*
- p. Strong/ weak forms of modals: *might have and could have*

Focus	Yes		No		No answer		Total	
	N	%	N	%	N	%	N	%
a	09	16.98	36	67.92	08	15.10	53	100
b	06	11.32	39	73.58	08	15.10	53	100
c	04	07.54	41	77.36	08	15.10	53	100
d	14	26.41	29	54.72	10	18.87	53	100
e	31	58.49	13	24.53	09	16.98	53	100
f	44	83.02	0	0	09	16.98	53	100
g	12	28.57	24	57.14	06	14.29	42	100
h	38	71.70	07	13.20	08	15.10	53	100
i	30	71.43	06	14.29	06	14.29	42	100
j	26	61.90	10	23.81	06	14.29	42	100
k	04	09.52	30	71.43	08	19.05	42	100
l	04	09.52	29	69.05	09	21.43	42	100
m	03	05.66	40	75.47	10	18.87	53	100
n	20	52.63	13	34.21	05	13.16	38	100
o	24	45.28	20	37.74	09	16.98	53	100
p	14	26.41	29	54.72	10	18.87	53	100

Table 6.57.: The Pronunciation Aspects Taught in 3AS (Secondary School Teachers)

As shown in Table 6.57., the answers generated from this question reveal that the aspects that were taught by most of the teachers are inflectional-ed/-s endings(83.02%) and stress placement in words ending in –ics/-ion (71.70%) and also stress shift in words such as increase as a V and as a N (71.43% of scientific streams only). Sound /spelling links and

stress shift in words such as advertise (V)-- adVERTisement (N) (only for scientific streams) are both taught by 58.49% and 61.90%, of the participants respectively. In addition, 52.63% and 45.28% reported that they taught strong and weak forms of *was/were* (only for literary streams) and of the preposition *of*, respectively. The table also shows that only 28.57% of the scientific streams teachers taught consonant cluster `ngth` in words such as *strengthen* and approximately the same percentage of all teachers (26.41%) taught consonants and strong and weak forms of modals: *might have* and *could have*. On the other hand, the aspects that are taught by only a very limited number of teachers include vowels (16.98%), diphthongs (11.32%), triphthongs (07.57%), sentence stress and corrective stress for the scientific streams (09.52%) and intonation (05.66%). It is worth to mention that a considerable number of teachers responded to only some of the items included in this question or did not answer at all.

On the whole, these results are a clear indication that most of the pronunciation content included in the textbook is not taught by a large proportion of the teachers. The results also imply that the teachers focus on the items that are usually included in the official exams and/or the ones they find easy (inflectional-ed/-s endings, sound/spelling links such as silent letters and word stress) while they ignore the other items.

10. Do you encourage your pupils to read the phonetic transcriptions in their textbooks?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	41	67.22	30	52.63	17	32.07
No	10	16.39	15	26.32	23	43.40
No answer	10	16.39	12	21.05	13	24.53
Total	61	100	57	100	53	100

Table 6.58.: Encouraging the Pupils to Read the Phonetic Transcriptions in Textbooks (Secondary School Teachers)

As Table 6.58. indicates, the majority of 1AS teachers (67.22%) over half of 2AS teachers (52.63%) answered affirmatively while only a minority did negatively (16.39% at 1AS and 26.32% at 2AS) . As for 3AS, the picture is different: there were more teachers who answered negatively (43.40%) than those who responded affirmatively (32.07%). Noticeable is the number of the teachers who did not provide an answer to this question; 16.39% at 1AS, 21.05% at 2AS and 24.53% at 3AS. These results indicate that there is a difference between the teachers’ practices with regard to this point at the first two years of secondary education and at the third year. While the majority of the teachers at 1AS and 2AS encourage their pupils to read the phonetic transcriptions in their textbooks, only a minority did at 1AS. This may suggest that pronunciation performance is not among the main concerns of 3AS teachers.

11. Do you encourage your pupils to use the phonetic alphabets included in their textbooks?

- Yes
- No

Options	1AS		3AS	
	N	%	N	%
Yes	39	63.94	13	24.53
No	10	16.39	25	47.17
No answer	12	16.67	15	28.30
Total	61	100	53	100

Table 6.59.: Encouraging the Pupils’ to use the Phonetic Alphabets Included in the Textbooks (Secondary School Teachers)

In asking this question, 2AS is not included because a phonetic alphabet is inexistent in ‘*Getting Through*’, the textbook designed for 2AS pupils. The results displayed in Table 6.59. reveal that while he majority of teachers at 1AS (63.94%) chose the option “ yes”, only a minority (24.53%) did at 3AS. It has to be noted that like in the responses of the previous question, a considerable percentage of teachers did not answer this question (16.67% at 1AS and 28.30% at 3AS). These results indicate that the teachers tend to focus

more on the phonetic transcriptions and alphabets in 1AS than in 3AS. They equally show that a number of teachers, especially at 3AS, do not make the learners benefit from the important role of the phonetic alphabets included in the textbooks.

Section Three: Methodology of Teaching Pronunciation in a CBLT Model

12. How do you usually deal with a pronunciation activity?

- a. I present the example and ask the pupils to practise (orally or in writing).
- b. I present the example, ask them to deduce the rule and then to practise.
- c. I explain the rule and ask them to practise.
- d. It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim.
- e. I follow the procedure presented in the teacher's book.

	1AS		2AS		3AS	
	N	%	N	%	N	%
a	08	13.11	6	10.53	07	13.21
b	22	36.07	20	35.09	19	35.85
c	03	04.92	04	07.02	03	05.66
d	14	22.95	15	26.31	11	20.75
e	03	04.92	03	05.27	03	05.66
a+b	02	03.27	01	01.75	0	0
b+c	01	01.64	01	01.75	01	01.89
b+d	0	0	0	0	02	03.77
d+e	01	01.64	02	03.51	02	03.77
a+b+c	02	03.27	01	01.75	01	01.89
a+b+d	01	01.64	0	0	01	01.89
a+c+e	01	01.64	01	01.75	01	01.89
a+c+d+e	01	01.64	01	01.75	0	0
No answer	02	03.27	02	03.51	02	03.77
total	61	100	57	100	53	100

Table 6.60.: The Procedure Followed in Dealing with a Pronunciation Activity (Secondary School Teachers)

As depicted in Table 6.60., the most common option was “I present the example, ask them to deduce the rule and then to practise” with 36.07% at 1AS, 35.09% at 2AS and 35.85% at 3AS of the respondents. The second was “It depends on how the activity is

instructed in the textbook: I just follow the instruction verbatim” with 22.95% at 1AS, 26.31% at 2AS and 20.75% at 3AS, followed by “I present the example and ask the pupils to practise (orally or in writing)” with 13.11% at 1AS, 10.53% at 2AS and 13.21% at 3AS. Only a tiny minority selected “I explain the rule and ask them to practise” (04.92% at 1AS, 07.02% at 2AS and 05.66% at 3AS) and “I follow the procedure presented in the teacher’s book” (04.92% at 1AS, 05.27% at 2AS and 05.66% at 3AS). It is worth mentioning that 02 teachers at each level, representing over 03% did not answer this question. The rest, representing a minority (14.75% at 1AS, 12.28% at 2AS and 15.1% at 3AS), showed a division between two, three or all of the four options. This means that the majority of teachers at all levels teach pronunciation in a fixed way. The results also show that the most common procedure used by the teachers at all levels is the rule discovery method where the teacher presents the example, asks the pupils to deduce the rule and then to practise, followed by the procedure presented in the textbooks. It has to be added that no significant difference is noted between the teachers’ practices at the three levels.

13. Do you explain phonetic terms?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	39	63.93	29	50.88	20	37.74
No	17	27.87	24	42.10	29	54.72
No answer	05	08.20	04	07.02	04	07.54
Total	61	100	57	100	53	100

Table 6.61.: Explaining Phonetic Terms (Secondary School Teachers)

The results displayed in Table 6.61. reveal that while the majority of 1AS (63.93 %) and half of 2AS (50.88%) teachers reported that they explained phonetic terms, 27.87% at 1AS and 42.10% at 2AS claimed that they did not. Nevertheless, at 3AS, over half of the respondents (54.72%) stated that they did not explain the phonetic terms while 37.74% said

they did. The rest, representing 08.20% at 1AS, 07.02% at 2AS and 07.54% at 3AS, did not provide any answer to this question. These results indicate that as the level increases, less teachers explain phonetic terms.

14. When you teach the same pronunciation activity to different classes, do you

- a. Always teach it in the same way
- b. Adjust your strategy to the pupils' one

Options	N	%
a	44	70.97
b	18	29.03
Total	62	100

Table 6.62.: Adjusting the Teacher's Strategy to the Pupils' One (Secondary School Teachers)

As shown in Table 6.62., the results reveal that while most of the teachers (70.97%) reported that when they taught the same pronunciation activity to different classes, they always taught the same activity in the same way, 29.03% claimed that they adjusted their strategies to the pupils' ones. This implies that only a limited number of teachers considered the learners' needs as a priority in their teaching practices and, hence one of the principles of the CBA is not implemented by the majority of the teachers.

15. How often do you cater for the slow or less able pupils?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a	03	04.84
b	07	11.29
c	17	27.42
d	21	33.87
e	10	16.13
No answer	04	06.45
Total	62	100

Table 6.63.: Frequency of Catering for the Slow or Less Able Pupils (Secondary School Teachers)

As Table 6.63. shows, the most common option is “rarely” with a percentage of 33.87%. The second option is “sometimes” with a percentage of 27.42%. The third was “never” with a percentage of 16.13%. The option “often” was chosen by 07 teachers representing 11.29% and the option “always” was chosen by only 03 teachers representing 04.84%, which makes it the least favourite choice. The rest, 06.45%, did not answer this question. These results are a clear indication that only a limited number of teachers (16.18%) usually cater for the slow or less able pupils, which means that individualised instruction, one principle of the CBA, is not emphasised by the majority of the teachers. This entails that these slow or less able pupils will never achieve the set competencies.

- 16. When you notice that many pupils do not benefit from a pronunciation activity, you:**
- a. Teach it again and then you move on to the next point.**
 - b. Teach it again until mastery is shown.**
 - c. Ignore the matter and move on to the next point.**

Options	N	%
a	29	46.78
b	12	19.35
c	21	33.87
Total	62	100

Table 6.64.: Responding to Unsuccessful Pronunciation lessons (Secondary School Teachers)

The results reveal that option a “*Teach it again and then you move on to the next point*” was the mostly preferred option among the respondents with a number of 29 teachers (46.78%), followed by option c “*Ignore the matter and move on to the next point*” with 21 teachers (33.87%). The rest, 19.35%, chose option b “*Teach it again until mastery is shown*”. As can be concluded from these results, Most of the teachers (80.65%) claimed that they taught the activity again and then moved on to the next point or they ignored the matter and moved on to the next point while a minority said that they taught the activity until mastery is shown. This implies that most of the teachers do not assume their role in making

sure that most of the pupils understand what is being taught. A possible explanation for this unfavourable behaviour could be the unavoidable contextual factors such as time constraints, large classes, mixed-ability classes and low proficiency level of pupils.

17. When you teach pronunciation, how many pupils on average do you usually involve in the oral practice?

	N	%
All	03	04.84
Most	09	14.52
About half	07	11.29
About a third	08	12.60
About a fourth	10	16.13
From 05 to 08	14	22.58
Less than 5	11	17.74
Total	62	100

Table 6.65.: The Number of Pupils Involved in the Oral Pronunciation Practice (Secondary School Teachers)

As shown in Table 6.65., the results demonstrate that 22.58%, 17.74%, 16.13% of the teachers usually involve from 05 to 08 pupils, less than 05 pupils or about a fourth of the pupils, respectively in the oral practice of pronunciation. The remaining teachers claimed that they involve most (14.52%), about a third (12.60%), about half (11.29%) or all (04.84%). Others only involve a small number. One is, therefore, inclined to conclude that most of the teachers include only a limited number of the pupils in the oral practice of pronunciation. This implies that a significant percentage of the pupils are deprived of the opportunity to benefit from the practice of the pronunciation points that are taught, a fact which, presumably, contributes to the development of poor pronunciation among the pupils.

18. How often do you assign pupils out-of-class pronunciation activities, aiming at fostering the elements taught in class?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	N	%
a	0	0
b	06	09.68
c	11	17.74
d	23	37.1
e	22	35.48
Total	62	100

Table 6.66.: Frequency of Assigning Out-of-Class Pronunciation Activities (Secondary School Teachers)

As Table 6.66. displays, the results reveal that the two most common options were “rarely” with a percentage of 37.1%, followed by the option “never” with a percentage of 35.48%. The results also reveal that 17.74% and 09.68% chose the options “sometimes” and “often”, respectively and that none went for the option “always”. This makes it clear that most of the teachers rarely assigned pupils out-of-class pronunciation activities or did not do it at all. This implies that the pupils are also deprived of the opportunity to further practise outside the classroom the points taught in class for the sake of improving their pronunciation.

19. How often do you assess your pupils’ ability to reinvest the previously taught pronunciation elements in their overall speech?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	02	03.27	02	03.50	01	01.89
b	07	11.48	06	10.53	02	03.77
c	29	47.55	33	57.90	18	33.96
d	12	19.67	06	10.53	11	20.75
e	08	13.11	07	12.28	17	32.08
No answer	03	04.92	03	05.26	04	07.55
Total	61	100	57	100	53	100

Table 6.67.: Frequency of Assessing Pupils’ Ability to Reinvest the Previously Taught Pronunciation Elements in their Overall Speech (Secondary School Teachers)

The answers generated from this question show that “sometimes” was the mostly preferred option among the respondents at the three levels: 47.55% at 1AS, 57.99% at 2AS and 33.69% at 3AS. The results also reveal that while the options “never” and “rarely” are chosen by 32.78% at 1AS, 22.81% at 2AS and 52.83% at 3AS, the options “always” and “often” are opted for by only 14.75% at 1AS, 14.03% at 2AS and 05.66% at 3AS. The remaining 03 at both 1AS (04.92%) and 2AS (05.26%) or 04 teachers at 3AS (07.55%) did not answer this question. These results lead to the conclusion that most of the teachers, especially at 3AS, do not usually assess their pupils’ ability to reinvest the previously taught pronunciation elements in their overall speech. This may suggest that the teachers are not aware that in the CBA, the learners are always required to mobilise what they learn in solving problem situations or that they are unable to implement the principle of mobilisation due to the contextual factors referred to above.

20. Do you use phonetic symbols?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	45	73.77	35	61.40	17	32.08
No	12	19.67	18	31.58	33	62.26
No answer	04	06.56	04	07.02	03	05.66
Total	61	100	57	100	53	100

Table 6.68.: The Use of Phonetic Symbols (Secondary School Teachers)

As demonstrated in Table 6.68., most of the teachers at 1AS (73.77%) and 2AS (61.40%) claimed that they used phonetic symbols while 19.67% and 31.58% indicated that they did not at 1AS and 2AS, respectively. The results generated by the teachers’ responses at 3AS were different; while 32.08 answered affirmatively, 62.26% answered negatively. 04 (06.56 % at 1AS and 07.02% at 2AS) or 03 (05.66% AT 3as) teachers did not provide an answer to this question. Overall, these results imply that most teachers at 1AS and 2AS

provide their pupils with the opportunity to benefit from the use of phonetic symbols, a useful tool to achieve autonomy in pronunciation learning. However, the results also reveal that most of the teachers do not use phonetic symbols. This could be due to the fact that the teachers at this level are more interested in teaching for testing rather than teaching for learning.

21. Do you practise phonetic transcription?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	44	72.13	33	57.89	16	30.19
No	15	24.59	22	38.60	35	66.04
No answer	02	03.28	02	03.51	02	03.77
Total	61	100	57	100	53	100

Table 6.69.: The Practice of Phonetic Transcription (Secondary School Teachers)

The results displayed in Table 6.69. reveal that the majority of 1AS (72.13%) and 2AS (57.89%) answered “yes”, a minority (24.59% at 1AS and 38.60% at 2AS) answered “ no” while 02 teachers at both levels (03.28% and 03.51%) did not respond at all. It has to be noted that more teachers claimed that they practised phonetic transcription with their pupils at 1AS than at 2AS. Like in the analysis of the previous question, the picture is reversed at 3AS. That is to say, while most of the teachers (66.04%) answered negatively while only 30.19% answered affirmatively. It is worth to note that 02 teachers (03.77) did not answer the question. One is, therefore, inclined to conclude that the use of phonetic transcription is much favoured at 1AS, less favoured at 2AS and ignored at 3AS by the majority of the teachers. This implies that less teachers focus on the practice of phonetic transcription as the learners advance toward a higher level.

22. Please, respond by “Yes” or “No” to the following statements:

- Yes
- No

Statement a: I explain the usefulness of the IPA symbols and phonetic transcription

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	31	50.82	31	54.39	24	45.28
No	24	39.34	20	35.08	25	47.17
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.70.: Explaining of the Usefulness of the IPA Symbols and Phonetic Transcription (Secondary School Teachers)

As Table 6.70. indicates, the results reveal that 09.84% at 1AS, 10.53% at 2AS and 07.55% at 3AS did not respond to this statement. In addition, while 50.82% and 54.39% of teachers at 1AS and 2AS, respectively, answered “yes”, 39.34% and 35.08% answered “no”. This means that only a considerable number of teachers explain to their 1AS and 2AS pupils the usefulness of the IPA symbols and phonetic transcription. As regards 3AS, the results show that the teachers, in response to this question, showed a division, in the sense that the “Yes” and the “No” options are chosen by approximately the same number of teachers (45.28% and 47.15%, respectively). The remaining 07.55% did not provide answers. According to the results obtained, despite the fact that a significant percentage of the teachers, especially at 1AS and 2AS claimed that they explained the usefulness of the IPA symbols and phonetic transcription, the proportion of those who claimed they did not still remains considerable.

Statement b: I encourage my pupils to use pronunciation symbols to highlight some difficult pronunciations

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	31	50.82	31	54.39	14	26.42
No	24	39.34	20	35.08	35	66.04
No answer	06	09.84	06	10.53	04	07.54
Total	61	100	57	100	53	100

Table 6.71.: Encouraging Pupils to use Pronunciation Symbols to Highlight Difficult Pronunciations (Secondary School Teachers)

As it can be noticed from the above table, a number of teachers did not answer this part of the question: 09.84% at 1AS, 10.53% at 2AS, 07.54% at 3AS. It was also found that a significant percentage of teachers answered positively at 1AS (50.82%) and 2AS (54.39%) but negatively at 3AS (66.04%). conversely, less teachers answered affirmatively at 3AS (26.42%) but negatively at the other first two levels (39.34% at 1AS and 35.08% at 2AS). So, a considerable number of teachers claimed that they encouraged their pupils to use pronunciation symbols to highlight difficult pronunciations at the first two years of secondary education, whereas only a minority claimed they did at 3AS.

Statement c: I encourage my pupils to read the phonetic transcriptions in dictionaries

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	38	62.29	35	61.40	15	28.30
No	17	27.87	16	28.07	34	64.15
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.72.: Encouraging Pupils to Read the Phonetic Transcriptions in Dictionaries (Secondary School Teachers)

As Table 6.72. displays, the results reveal that most of the teachers at 1AS (62.29%) and 2AS (61.40%) responded negatively to this statement. Conversely, only 27.87% (at 1AS) and 28.07% (at 2AS) did affirmatively. The remaining 09.84% at (1AS) and 10.53% (at 2AS) did not provide an answer. With reference to 3AS, most of the teachers (64.15%) chose “No”, (28.30%) chose “Yes” (43.40 %) and the rest (07.55%) did not respond at all. The results, then, reveal that while most of the teachers encouraged their pupils to read the phonetic transcriptions in dictionaries at 1AS and 2AS, only a minority did at 3AS.

Statement d: I highlight pronunciation points on the BB

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	22	36.06	17	29.82	07	13.21
No	33	54.10	34	59.65	42	79.24
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.73.: Highlighting Pronunciation Aspects on the Board (Secondary School Teachers)

As Table 6.73. reveals, a minority of teachers opted for “Yes”. Statistically speaking, 36.06% (at 1AS), 29.82% (at 2AS), 13.21% (at3AS) reported that they highlighted the pronunciation points on the BB. Noticeable is the fact that the number of teachers who chose the option “No” increases from one level to another: 54.10% at 1AS, 59.65% at 2AS and 79.24% at 3AS. The remainder of the participants (09.84% at 1AS, 10.53% at 2AS and 07.55% at 3AS) did not respond to this statement.

Statement e: I encourage my pupils to highlight the pronunciation points on their copybooks

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	18	29.51	12	21.05	11	20.75
No	37	60.66	39	68.42	38	71.70
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.74.: Encouraging Pupils to Highlight Pronunciation Aspects on their Copybooks (Secondary School Teachers)

According to the answers obtained, most of the teachers at the three levels reported that they did not highlight the pronunciation points on the BB. Statistically speaking, 60.66%, 68.42% and 71.70% opted for “No” at 1AS, 2AS and 3AS, respectively, whereas, 29.51% (at 1AS), 21.05% (at 2AS) and 20.75% (at 3AS) opted for “ Yes”. The rest of the respondents (from 07.55% to 09.84%) did not provide an answer to this question. The respondents’ answers, then, indicate that only a limited number of teachers highlight the pronunciation points on the BB.

Statement f: I encourage my pupils to use multi-media outside the classroom to improve their pronunciation

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	47	77.05	41	71.93	40	75.47
No	08	13.11	10	17.54	09	16.98
No answer	06	09.84	06	10.53	04	07.55
Total	61	100	57	100	53	100

Table 6.75.: Encouraging Pupils to Use Multi-Media outside the Classroom to Improve their Pronunciation (Secondary School Teachers)

The results displayed in Table 6.75. reveal that while the vast majority of the teachers (77.05% at 1AS, 71.93% at 2AS and 75.47% at 3AS) said that they encouraged their pupils to use multi-media outside the classroom to improve their pronunciation, only a tiny minority (13.11% at 1AS, 17.54% at 2AS and 16.98% at 3AS) claimed they did not. The results also reveal that a number of teachers (09.84% at 1AS, 10.53% at 2AS and 07.55% at 3AS) did not respond to this statement.

Section Four: Testing Pronunciation and CBLT Principles

23. Do you test your pupils' speaking skills (including pronunciation) at the beginning of the school year?

- **Yes**
- **No**

Options	N	%
Yes	37	59.68
No	22	35.48
No answer	03	04.84
Total	62	100

Table 6.76.: The Pre-Assessment of the Learners at the Beginning of the School Year (Secondary School Teachers)

The results indicate that only 59.68 % of the teachers claimed that they tested their pupils' pronunciation skills at the beginning of the school year while over a third of the participants (35.48%) answered negatively. The remaining 04.84%, representing 03 teachers, did not answer this question. Thus, it could be inferred from these results that one main principle of

the CBA is not implemented effectively in the classroom as a considerable percentage of teachers do not pre-assess their pupils at the beginning of instruction.

24. If “Yes”, do you respond to the results of the pre-tests?

- Yes
- No

	N	%
Yes	19	51.35
No	17	45.95
No answer	01	02.70
Total	37	100

Table 6.77.: Responding to the Results of the Pre-Tests (Secondary School Teachers)

The results displayed in Table 6.77. show that slightly over half of the teachers who reported that they tested their pupils’ pronunciation skills at the beginning of the school year (51.35%) opted for “Yes” and 45.95% opted for “No”. This means that, despite the fact that there was not a big difference between the two percentages, there were more teachers who answered affirmatively than those who answered negatively. Nevertheless, the results also reveal that those who pre-tested but did not respond to the results of the tests still constitute a considerable percentage, which may imply that these teachers conducted diagnostic evaluation without even realising the goal behind it.

Relating the results of this question to the ones provided in the aforementioned one, it can be concluded that only a minority (19 teachers with a percentage of 30.64) of the teachers implement “diagnostic assessment”, a principle of the CBA, in their practices. It has to be noted that there is no guarantee that those teachers who assume their role in diagnosing the learners’ strengths and weaknesses at the beginning of instruction really implement diagnostic assessment effectively and succeed in remedying the weaknesses

25. How often do you correct pronunciation errors?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	08	13.12	06	10.53	03	05.66
b	15	24.59	11	19.30	07	13.21
c	18	29.50	20	35.09	18	33.96
d	17	27.87	17	29.82	22	41.51
e	0	0	0	0	0	0
No answer	03	04.92	03	05.26	03	05.66
Total	61	100	57	100	53	100

Table 6.78.: Frequency of the Correction of Pronunciation Errors (Secondary School Teachers)

As shown in Table 6.78., the analysis showed that at 1AS and 2AS, the option “sometimes”, with a percentage of 29.50% and 35.09% was the most frequent response, followed by the option “rarely” with a percentage of 27.87% and 29.82% and then by the option “often” with 24.59% and 19.30. The option “Always” was chosen by 13.12% and 10.53% and the rest (04.92% and 05.25%) did not answer this question. As far as 3AS is concerned, the most frequent options are “rarely” with a percentage of 41.51%, followed by “sometimes” with a percentage of 33.96%. The options “always” and “often” were selected by 05.66% and 13.21%, respectively. Another 05.66% did not answer this question. Noticeable is the fact that none of the teachers went for the last option “never”.

On the whole, these results indicate that only a minority of teachers frequently corrected pronunciation errors while the majority sometimes or rarely did. It has to be noted that at 3AS level, more teachers rarely correct pronunciation errors while less teachers often or sometimes did. This means that the teachers at 3AS assign less importance to error correction compared to the first two levels of secondary education.

26. How often do you give scope for self-correction?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	04	06.55	02	03.50	02	03.77
b	07	11.48	06	10.53	05	09.44
c	13	21.32	17	29.83	08	15.09
d	22	36.03	19	33.33	20	37.73
e	12	19.67	10	17.54	15	28.30
No answer	03	04.92	03	05.27	03	05.66
Total	61	100	57	100	53	100

Table 6.79.: Frequency of Giving Scope for Self-Correction (Secondary School Teachers)

As outlined in Table 6.79., it is obvious that that the most selected options are “rarely” at all levels (36.03% at 1AS, 33.33% at 2AS and 37.73% at 3AS), followed by the option “sometimes” at 1AS (21.33%) and 2AS (29.83%) and the option “never” at 3AS (28.30%). The third option is “rarely” at 1AS (19.67%) and 2AS (17.54%) and “sometimes” at 3AS (15.09). Only a very limited number at the three levels chose “often” (11.48% at 1AS, 10.53% at 2AS and 09.44% at 3AS) or “always” (06.55% at 1AS, 03.50% at 2AS and 03.77% at 3AS). Three teachers at each level, representing from 04.92% to 05.66%) did not answer this question. These results indicate that most of the teachers at the three different levels do not give scope for self-correction. It has to be noted that there is no significant difference between the scores obtained from the different levels, which implies that almost all teachers practise in the same way as regards giving the learners the opportunity to self-correct.

27. How often do you give scope for peer-correction?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	04	06.56	02	03.50	01	01.88
b	05	08.20	05	08.77	03	05.66
c	18	29.50	15	26.32	08	15.09
d	20	32.78	21	36.85	21	39.63
e	10	16.40	10	17.55	16	30.19
No answer	04	06.56	04	07.01	04	07.55
Total	61	100	57	100	53	100

Table 6.80.: Frequency of Giving Scope for Peer Correction (Secondary School Teachers)

As it can be seen from Table 6.80., the most selected option is “rarely” 32.78% at 1AS, 36.85% at 2AS and 39.63% at 3AS. While the second option is “sometimes” at 1AS (29.50%) and 2AS (2.32%), it is “never” at 3AS (30.19%). Conversely, the third option is “never” at 1AS (16.40%) and 2AS (17.55%) while it is “sometimes” at 3AS. Only a very limited number of teachers opted for “always” and “often” (14.76% at 1AS, 12.27% at 2AS and 07.54% at 3AS). 04 teachers at each level (from 06.55% to 07.55%) did not provide an answer to the question. The results indicate that the majority of 3AS teachers and a considerable number of 2AS and 3AS ones rarely gave scope for peer-correction or never did. It has to be noted that less teachers frequently gave the learners the opportunity to correct their peers’ errors as the learners advance from one level to the following level. This is another clear indication that the learners are deprived of the opportunity to develop self-correcting strategies that would help them self-monitor and self-correct their pronunciation for the sake of improving their overall pronunciation skills.

28. How often do you assess your pupils’ understanding of the pronunciation points taught?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
a	08	13.11	06	10.53	05	09.43
b	08	13.11	05	08.77	02	03.78
c	21	34.43	21	36.84	10	18.87
d	18	29.51	18	31.58	21	39.62
e	02	03.28	04	07.02	12	22.64
No answer	04	06.56	03	05.26	03	05.66
Total	61	100	57	100	53	100

Table 6.81.: Frequency of Assessing Pupils' Understanding of the Pronunciation Points Taught (Secondary School Teachers)

As shown in Table 6.81., the results reveal that the options chosen most often are “rarely” and “sometimes”. More specifically, the most common option is “sometimes” at 1AS and 2AS (selected by 34.43% and 36.84%, respectively) and “rarely” at 3AS (39.62%). Conversely, the second option is “sometimes” at 3AS (18.87%) and “rarely” at both 1AS (29.51%) and 2AS (31.58%). The results also show that only 26.22% at 1AS, 19.30% at 2AS and 13.21% at 3AS opted for “always” or “often”. 03 or four teachers did not provide an answer to this question at the different levels. These results lead to the conclusion that most of the teachers, especially at 3AS, do not frequently assess or do not assess at all their pupils’ understanding of the pronunciation points taught.

29. Do you ask your pupils to fill in the questionnaire in the “learning log” of each unit (I canVery well/ Fairly well/ A little).

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	18	29.51	12	21.05	07	13.21
No	36	59.02	35	61.40	37	69.81
No answer	07	11.47	10	17.55	09	16.98
Total	61	100	57	100	53	100

Table 6.82.: Asking Pupils to Fill in the Questionnaires in the “Learning Logs” of the Units (Secondary School Teachers)

As revealed in Table 6.82., the results demonstrate that while a minority (14.76% at 1AS, 21.05% at 2AS and 13.21% at 3AS) reported that they asked their pupils to fill in the questionnaires in the learning logs of the files, the majority (59.02% at 1AS, 61.40% at 2AS and 69.81% at 3AS) said they did not. Interestingly, a considerable percentage of learners provided no answer (11.47% at 1AS, 17.55% at 2AS and 16.98% at 3AS). Accordingly, one is inclined to conclude that most of the respondents do not stimulate their pupils to implement self-assessment, one of the main principles of the CBA. It has to be noted that only a few teachers vary this practice according to the teaching level.

30. Do you test pronunciation?

- Yes
- No

Options	1AS		2AS		3AS	
	N	%	N	%	N	%
Yes	54	88.52	45	78.95	40	75.48
No	07	11.48	12	21.05	13	24.52
Total	61	100	57	100	53	100

Table 6.83.: Testing Pronunciation (Secondary School Teachers)

As Table 6.83. displays, all the teachers answered this question; the vast majority of the teachers at all levels responded affirmatively while only a minority did negatively. Statistically speaking, while 88.52%, 78.95%, and 75.48% chose “yes”, at 1AS, 2AS and 3AS, respectively, only 11.48%, 21.05%, and 24.52% chose “No”. It has to be noted that the number of those who chose “no” slightly increases from one level to the following one. In sum, these findings stress the fact that most of the teachers assign a role to pronunciation in their tests.

As regards to teachers’ responses to how they tested pronunciation and what aspects they usually tested, most of the teachers provided explanations. However, some of them did not provide full explanations as required (for example, a teacher specified only how pronunciation is tested) or did not respond to all the levels s/he taught (for example, a teacher

provided explanations at 1AS but not at 3AS, which s/he also taught). The findings generated by these sub-questions are summarised as follows:

1) Type of tests:

1AS: Most of the teachers who provided comments claimed that they tested pronunciation through written activities included in tests (while-in-term tests) and exams (end-of-term tests). In addition, a few teachers also referred to oral testing such as reading aloud words or sentences, practising dialogues and presentation of homework or projects.

2AS: The same as above, except for the fact that less teachers reported they tested pronunciation orally. Interestingly, one teacher wrote “I test pronunciation through written activities except for 2nd year foreign languages stream pupils, who should be tested through both orally and through written activities”.

3AS: All the teachers reported that they relied solely on written activities.

2) Pronunciation aspects tested:

Aspects reported by most of the teachers at all levels:

Final-s, final -ed, silent letters, stress

Aspects reported by teachers at different levels:

1AS: transcription of words, the hidden message, intonation, diphthongs (tested by many teachers) and pairs that rhyme, transcription of sentences (tested by only one or two teachers)

2AS: intonation, transcription of words, number of syllables ((tested by many teachers) and transcription of sentences, diphthongs (tested by only one or two teachers)

3AS: number of syllables (by only three teachers)

It is clearly seen from the above that most of the teachers ignore testing pronunciation orally. This means that the teachers test the pupils’ phonetic knowledge only and not their performance. Despite the fact that a few teachers at 1AS and 2AS test more aspects of pronunciation such as marking intonation and transcription, the overriding majority focus on the aspects usually given in the official BAC exam.

Section Five: Further Suggestions

31. Please, add any other comment or suggestion.

Only 27 teachers responded to this question: some commented briefly while others wrote detailed comments. The following teachers' comments are illustrative.

“Overcrowded classes, lack of resources, low level of the learners”.

“It's high time some serious work in this field has to be immediately done. Pronunciation is the last concern of the syllabus we are implementing”.

“Honestly, I do not give importance to pupils' pronunciation; what I generally do is correcting their pronunciation mistakes. Sometimes, when we are late or we do not have time to end up the unit, I tend to omit all the lessons which are related to pronunciation, except those lessons which are included in the BAC exam, like stress...”

“I think that pronunciation is given no (or a little) importance in the official exams since they have written examinations, not oral. So, pupils neglect it and do not respond”.

“Using language labs and evaluating pronunciation through dialogues, interviews. Using the communicative approach and doing a lot of group work”

“Overcrowded classes, lack of pedagogical materials, mixed ability classes as well as the low level of the learners make it difficult to teach pronunciation. On the other hand, since this aspects of language is not formally tested, learners and teachers are demotivated”.

“As long as pronunciation, except for some limited rules, is not included in official exams, it will keep being secondary both for the teacher and the learner”.

“Most pupils like studying pronunciation, but in the exams, they are given just one activity out of 1/20 or 1.5/20 about word stress, final (ed) or(s), the number of syllables or the silent letters”.

“Teaching pronunciation is very important for our learners to develop their “aural” skills. Thus, the teachers as well as the inspectors should give more importance to these lessons and forget about the BAC Exam. They should focus on pupils' skills in general and not limit their teaching for just the BAC Exams”.

“Teaching phonetics/pronunciation is not a matter of “filling gaps” in a syllabus (this is the case nowadays)... There should be a change in what/how to teach...there should be selectiveness, seriousness (material/time) and teaching/learning pronunciation is a process, part of which is outside school”

“Pronunciation teaching under the CBA will be fruitful if we limit the number of pupils to 20 and provide materials which facilitate both the teacher’s and the pupils’ tasks”.

“I suggest to work harder and more effectively to let these researches see the light of reality because what we have to do and what we are doing are really two different things”.

“I think the whole strategy of teaching English in Algeria should be reconsidered, redefined (why not the CBA itself?) and the objectives should be rethought. Teachers of English should undergo cyclical training in all aspects of the language teaching process. They should be confronted at English in use, preferably in an English speaking country”.

On the whole, the teachers’ comments concentrated heavily on the necessity to give more importance to pronunciation in the syllabus and to improve the teaching/learning conditions by reducing the number of pupils in classes, devoting more time to teaching English and so pronunciation and providing adequate materials and resources such as language labs. The comments also highlighted the negative washback that the official exam has on the teaching of pronunciation and suggested that the latter should be tested through oral tests. One teacher commented by making reference to the importance of teaching/learning pronunciation outside the school. Another teacher emphasised that there is a gap between what is expected from the teachers and what the teachers are really doing. Still, another teacher commented by stressing the fact that teachers lack training in all the aspects of English teaching and suggested that radical changes should be done as far as the whole process of teaching English in Algeria is concerned.

6.3. The Pronunciation Component in the Class Tests

In the Algerian school, two major types of tests exist: formal/national tests and class tests. Unlike the formal tests which are designed to test the learners' competencies after three (BAC examination) or four (BEM examination) years of instruction, the class tests are conducted throughout an academic year not only to assess the learners, but also to remedy their failure to achieve the expected competencies. They include three different types: diagnostic evaluation or test, while-in-term test and end-of-term test.

The diagnostic test or evaluation is conducted at the beginning of every school year. It aims at evaluating what the learners bring with them to the course. In other words, it provides the teacher with a general picture of the learners' current level and whether they are ready for the test. In fact, assessment of entering behaviour is an essential element of the teaching process and also one of the main principles of the CBLT. In such an approach, the teacher should test the learners before instruction and should respond to the results of the pre-test.

The while-in-term test is a test conducted once every trimester by the class teacher. Its content is up to the teachers to decide from the materials they focus on during the term. It is generally a written test; however, if required, teachers can include oral parts in the test. Accordingly, there is no rigid test format to follow as different teachers design while-in-term tests differently.

The end-of-term test is also conducted once every trimester, which means that the learners have three tests per year. Its content is prepared by the teachers of the same level in every school. With regards to the format of the test, it is usually very similar to that of the official tests. In addition, the end-of-term exams are managed more formally and marked in a uniform way by all the teachers of the subject teaching the same level.

The average of the subject in each trimester is calculated based on the formula: **While-in-term test** × 1 + **End-of-term test** × 2 = **subject average**. This formula shows that the

End-of-term test is more important than the While-in-term test. In fact, it includes the testing of more knowledge and skills.

3.3.1. The Pronunciation Component in the Middle School Class Tests

In this section, the three types of tests namely, the diagnostic tests, the while-term-tests and the end-of-term tests are analysed according to the different levels of middle school education.

6.3.1.1. The Pronunciation Component in the Diagnostic Evaluation

In the first level of the middle school (1AM), no diagnostic evaluation takes place as it is the learners' first year in English instruction. As for the remaining three levels, only five tests per level were analysed.

In 2AM, while three tests include pronunciation activities, the other two tests do not. The three activities test the learners' pronunciation of final "s". The students are required to classify five or six words in a three-column table representing the three pronunciations of final "s".

In 3AM, only two tests include pronunciation activities. While a test includes one activity about the pronunciation of final -ed, the other test encompasses two activities aiming at testing the students pronunciation of final s or final -ed.

In 4AM, pronunciation activities are existent in all five tests, in which two of them comprise two activities each. So, there are seven activities, of which four test the pronunciation of final -ed and the three remaining ones test the pronunciation of final -s, silent letters and the distinction between the vowels / i: / and / I /.

To sum up, the analysis reveals that not all the teachers carry out a diagnostic evaluation. However, if done, the teachers generally include some pronunciation activities despite the fact that the scope of activities is limited. Undoubtedly, the teachers' tests show

how the format of the official BEM test has an influence on the construction of tests. Finally, it is worth mentioning that a teacher is required to diagnose the students speaking, listening and pronunciation skills orally and what matters more than the diagnosis itself is whether the teacher responds to the results of the diagnosis or not.

6.3.1.2. The Pronunciation Component in the While-in-Term Tests

In this section, 30 tests for each level are analysed, which means a total of 120 tests. The 208 collected tests were initially classified according to the four levels. Then, the tests of each level were classified according to the three terms. Finally, 10 tests were randomly chosen from each term.

As aforementioned, this test has no rigid format as different teachers, even those teaching the same level(s) in the same school, construct tests differently either in terms of form or content. For example, while some tests follow the same or approximately the same pattern of the official BEM exam, which means that the students are provided with a text followed by three sections as explained above, other tests consist of activities only. Moreover, there is no fixed marking system for such tests.

– Coverage/ Importance of Pronunciation Component in the Test Content

The analysis of the 120 tests reveals that the pronunciation component is present in the form of a written activity in some tests but not in others. What is worth of mentioning is that no test includes two or more pronunciation activities. In other words, a test either encompasses only one activity or no activity at all.

The general coverage of the pronunciation content in the 120 tests is calculated by considering the number of the pronunciation activities in relation to the total number of activities included in all the 120 tests. Table 6.83 summarises the results.

	Pronunciation content in activities	Whole content in activities	%
1AM	09	131	06.87
2AM	19	147	12.92
3AM	24	192	12.5
4AM	27	247	10.93
Total	79	717	11.01

Table 6.84.: General Coverage of the Pronunciation Component in Middle School While-in-Term Tests

As can be noticed from the Table 6.84., in contrast to 1AM, in which pronunciation is minimally tested, in 4AM pronunciation is tested maximally with 27 activities. Nevertheless, the percentage of the pronunciation activities in relation to the whole activities is lower than that of 2AM and 3AM because of the wide range of activities included in 4AM tests. Actually, many 4AM tests include 08, 09 or even 10 activities.

Overall, the results show that, with the exception of 1AM, the pronunciation component plays a significant role in Middle School teachers' tests.

– **Pronunciation Foci**

The number of occurrences of each focus included in the analysed while-in-term tests was examined. Table 6.85 demonstrates the results.

	Pronunciation Focus	Aspect	N	%
1AM	Segmental	Pronunciation of final-s	03	33.33
		Vowels/ diphthongs	04	44.45
		Consonants	02	22.22
	Total		09	100
2AM	Segmental	Pronunciation of final –s	02	10.52
		Pronunciation of final-ed	06	31.58
		Vowels/ diphthongs	06	31.58
		Consonants	05	26.32
	Total		19	100
3AM	Segmental	Pronunciation of final -s	02	08.33
		Pronunciation of final-ed	06	25
		Vowels/ diphthongs	05	20.84
		Consonants	05	20.84
	Supra-segmental	Stress	01	04.16
		Intonation	03	12.5
		Strong/ weak forms	02	08.33
	Total		24	100
4AM	Segmental	Pronunciation of final -ed	08	29.62
		Vowels/ diphthongs	13	48.14
		Consonant clusters	01	03.71
		Silent letters	01	03.71
	Supra-segmental	Stress	02	07.41
		Intonation	02	07.41
		Total		27	100

Table 6.85.: Pronunciation Focus Areas in Middle School While-in-Term Tests

Table 6.85 reveals that while the activities included in the while-in-term tests emphasise only the segmental elements in 1AM and 2AM, they also test minimally the suprasegmental elements in 3AM and 4AM. Moreover, it can be seen that the most frequently occurring aspects are the vowels and diphthongs with a frequency of 29 followed by pronunciation of final –ed with a frequency of 19.

– **Pronunciation Activities**

Like in the BEM test, the different pronunciation activities in the while-in-term tests illustrate phonetic knowledge testing. In the activities where the same aspects included in the BEM exam are tested, the same instructions or directions are used. For example, in most activities focusing on the distinction between vowels, the learners are provided with a two-column, a three-column or a four column table in order to classify the given words according

to the vowel sounds. In other activities, they are asked to pick out from the text words containing two to four vowel sounds.

Example 1: classify the following words according to their long vowel sound

Called - schools - teaching - values

/ i: /

/ : /

/ u: /

From 4AM Test

Example 2: classify the following words according to the pronunciation of final –s

/ s /

/ z /

/ ɪz /

From a 1AM Test

Example 3: give words starting by the following clusters:

Sc...../ bl...../ spr.....

From 4AM Test

Example 4: Classify the words according to the pronunciation of the letters “ch”

Chemicals/ machine/ cholera / cheap

From 2AM Test

6.3.1.2. The Pronunciation Component in the End-of-Term Tests

Like in the previous section, a total of 120 end-of-term tests representing equally the three terms were analysed. These tests were randomly chosen from 252 collected tests.

Unlike the while-in-term test, the end-of –term test has a similar format of the official BEM test except in some first-term 1AM tests, where students are required to answer some discrete activities. Therefore, the test is divided into two parts, of which part one is divided into two sections: reading comprehension and mastery of language. The second part which requires the students to write a composition on a given topic is called differently in the different tests. It is called written expression, integration phase, written expression (integrated situation) or situation of integration.

Another point worth noting here is the inclusion of the marking system in the different end-of -term tests. In fact, the three sections are marked similarly in the BEM exam and in

the end-of-term test. In other words, both reading comprehension section and mastery of language section are out of 7 points and written comprehension is out of 6 points.

– **Coverage/ Importance of Pronunciation Component in the Test Content**

The analysis of the 120 end-of-term tests reveals that a pronunciation activity is present in section two, Part one in some tests of 1AM and 2AM and in most tests in 3AM and 4AM. This implies the important role assigned to the pronunciation component in these tests.

As far as the general coverage of the pronunciation content is concerned, it is calculated by considering the number of pronunciation activities in relation to the total number of activities. The latter varies from one level to another and also within the same level. For instance, in 4AM, the pronunciation component is present in all tests except one (29 tests), 27 tests encompass seven activities, two tests encompass eight activities and surprisingly, one test includes ten activities, of which none of them is a pronunciation activity. The results are represented in Table 6.86.

	Pronunciation content in activities	Whole content in activities	%
1AM	11	174	06.32
2AM	16	206	07.76
3AM	26	217	11.52
4AM	29	215	13.48
Total	82	812	10.22

Table 6.86.: General Coverage of the Pronunciation Component in Middle School End-of-Term Tests

Table 6.86. clearly illustrates that, whereas pronunciation is tested minimally in 1AM and 2AM, pronunciation testing plays a significant role in 3AM and 4AM. Therefore, these results imply that the pronunciation component has a role in middle school teachers' end-of-term tests.

– **Pronunciation Foci**

Table 6.87. demonstrates the results of the pronunciation focus areas included in the end-of-term tests.

	Pronunciation Focus	Aspect	N	%
1AM	Segmental	pronunciation of final-s	05	45.45
		Vowels/ diphthongs	06	54.55
	Total		11	100
2AM	segmental	pronunciation of final –s	01	06.25
		pronunciation of final-ed	07	43.75
		Vowels/ diphthongs	05	31.25
		Consonants	03	18.75
	Total		16	100
3AM	segmental	pronunciation of final-ed	12	46.15
		Vowels/ diphthongs	09	34.61
		Consonants	05	19.24
	Total		26	100
	segmental	pronunciation of final –ed	10	34.48
		Vowels/ diphthongs	13	44.83
4AM		Consonant clusters	02	06.89
		Silent letters	04	13.80
	Total		29	100

Table 6.87: Pronunciation Focus areas in Middle School End-of-Term Tests

It can be seen from the table that all the pronunciation activities included in the end-of-term tests of the four levels test the segmental elements while the suprasegmental elements are totally absent. This implies that the teachers are influenced by the official BEM test, where the suprasegmental levels are not tested. It can also be seen that the most frequently occurring aspects are the vowels and diphthongs and the pronunciation of final –ed with a frequency of 34 and 29 respectively.

– **Pronunciation Activities**

Apart from the activities about stress and intonation included in the while-in-term tests, the different pronunciation activities are very similar to the ones included in the BEM test and in the while-in-term tests. The same aspects are emphasised and the same instructions are used. What is different is the inclusion of a wide range of vowels in the tests and the use of correct phonemic symbols.

6.3.2. The Pronunciation Component in the Secondary School Class Tests

In this section, the tests are analysed according to the three levels of secondary school education.

6.3.2.1. The Pronunciation Component in the Diagnostic Evaluation

The number of the diagnostic tests analysed was limited to only five tests per level. While some teachers admitted that they did not conduct any diagnostic evaluation, others claimed that they just dealt with some revision activities which they wrote on the blackboard.

In 1AS, the five tests include pronunciation activities which test the learners' pronunciation of final "s" (02 activities) and pronunciation of final "ed" (03 activities). It is worth mentioning that the tests consist of discrete activities focusing on grammar, vocabulary, punctuation and capitalisation and the sound system. In addition, only one test includes the grading system and the pronunciation activity in which the students are required to classify the four words *added, claimed, wanted, talked* according to the pronunciation of their final "ed" is marked out of 04 points!

In 2AS, while four tests include a test which is followed by activities, one test includes just activities. Moreover, pronunciation activities are present in only three of the five tests. These activities test the students' pronunciation of final -s or final -ed and ability to read phonetic symbols. The pupils are asked to decipher a message: / ein nt pi:pl ju:zd dr mz t send nd risi:v mesid iz/. It is also worth to mention that only two tests include the marking system. Deciphering the message is marked out of 01 point and the classification of six words according to the pronunciation of final "s" is out of 01.5 point.

In 3AS, each of the five tests comprises a pronunciation activity. While three test the pronunciation of final -ed, the remaining two test the pronunciation of final -s and silent letters.

To sum up, the analysis reveals that the teachers generally include pronunciation activities in their diagnostic tests. Moreover, these activities are very similar to the ones

included in the official exams. This clearly shows that the teachers are influenced by the official exams in the construction of their own tests. Finally, it is worth mentioning that at the beginning of every school year, a teacher is required to diagnose the students' abilities in the language, including speaking, listening and pronunciation skills. The effective way to test these skills is via oral tests and some teachers do so though in a very limited way. Nevertheless, the goal behind carrying out the diagnostic evaluation and whether the teacher responds to the results of the diagnosis or not are considered more important than the diagnosis itself.

6.3.2.2. The Pronunciation Component in the While-in-Term Tests

The same number of the tests analysed in the middle school level and the same procedure of random sampling is followed. Accordingly, in this section, 30 tests for each of the three levels are analysed, giving a total of 90 tests. 252 tests were collected from different schools, with the help of some teachers and some students. The tests, also, represent the different branches almost equally. Then, they were classified according to the three levels and the tests of each level were classified according to the three terms. Finally, 10 tests were randomly chosen from each term.

Even though the while-in-term test has no rigid format as teachers may construct tests differently either in terms of form or content, most of the analysed tests proved to be very similar especially in terms of form. Most of them follow the same or approximately the same pattern of the official BAC exam, which means that the students are provided with a text followed by three sections as explained above. The exceptions are concerned with the exclusion of the writing activity or the inclusion of only grammar, vocabulary and pronunciation activities. It is also worth mentioning that because the tests are constructed differently by teachers, there is no fixed marking system for such tests.

– Coverage/ Importance of Pronunciation Component in the Test Content

The analysis of the 90 tests reveals that the pronunciation component is present in the form of a written activity in most of the tests. What is worth of mentioning is that three tests include two pronunciation activities each. This implies that while some teachers emphasise the pronunciation component in their teaching and in their tests, others do not.

The general coverage of the pronunciation content in the 90 tests is also calculated by considering the number of the pronunciation activities in relation to the total number of activities included in all the 90 tests. The results are displayed in Table 6.88.

	Pronunciation content in activities	Whole content in activities	%
1AS	24	230	10.43
2AS	24	253	09.48
3AS	21	261	08.04
Total	69	744	09.27

Table 6.88.: General Coverage of the Pronunciation Component in Secondary School While-in-Term Tests

Overall, the results show that the pronunciation component plays an important role in secondary school teachers' tests. With a percentage of 10.43%, pronunciation activities are highly emphasised in 1AS. In 2AS tests, the percentage decreases to 9.48% because the tests include a larger number of activities in spite of having the same number of pronunciation activities. Unexpectedly, the percentage of 3AS is the lowest and it is even lower than that obtained from the BAC exams (9.01%). Actually, a few tests comprise no pronunciation activity and some others include up to 13 activities.

– Pronunciation Foci

The number of occurrences of each focus included in the analysed while-in-term tests was examined. Table 6.89 demonstrates the results.

	Pronunciation Focus	Aspect	N	%
1AS	Segmental	Number of syllables	06	25
		Silent letters	03	12.5
		Phonetic transcription	10	41.67
	Supra-segmental	Stress	05	20.83
	Total		24	100
2AS	Segmental	pronunciation of final –s	07	29.17
		pronunciation of final-ed	03	12.5
		Phonetic transcription	03	12.5
		Silent letters	06	25
		Number of syllables	04	16.67
	Supra-segmental	Stress	01	04.16
	Total		24	100
3AS	Segmental	Pronunciation of final –s	03	14.28
		Pronunciation of final –ed	05	23.81
		Number of syllables	02	09.52
		Silent letters	03	14.28
	Supra-segmental	Stress	08	38.09
	Total		21	100

Table 6.89.: Pronunciation Focus Areas in Secondary School While-in-Term Tests

As demonstrated in Table 6.89, the pronunciation activities included in the while-in-term tests emphasise both the segmental and the suprasegmental elements. In 1AS, the most frequently occurring aspect is the phonetic transcription with a percentage of 41.67%. Actually, the students are asked to decipher a sentence which is transcribed phonemically using the letters of the alphabet. Moreover, the number of syllables and stress are also emphasised with a percentage of 25% and 20.83% respectively while the aspect of the silent letters is the least frequent one with a percentage of 12.5%. What is noticeable about these results is that the pronunciation of final-ed and final –s are not included at all in the analysed tests.

In contrast to 1AS, in 2AS and 3AS the pronunciation focus areas included in the while-in-term tests are the same areas included in the BAC exams, except for the inclusion of phonetic transcription in 2AS. Another distinguishing feature between the two levels is that while stress is the most frequently occurring aspect in 3AS (38.09%), it is the least frequent in 2AS (04.16%).

Regardless of the differences that exist between the three levels, stress is emphasised with 14 occurrences, followed by phonetic transcription with 13 occurrences and by silent letters and number of syllables with 12 occurrences each. This implies that while some teachers are influenced by the format of the official BAC exam, others certainly are not, especially in 1AS and 2AS.

– **Pronunciation Activities**

Like in the BEM test and the BAC test, the different pronunciation activities in the while-in-term tests reflect phonetic knowledge testing. In the activities where the same aspects included in the BEM or the BAC exam are tested, the same instructions or directions are used. For example, in the activities focusing on stress, the learners are asked to underline the stressed syllables or to put the stress mark on the stressed syllables and in the activities relating to the number of syllables, they are provided with a three-column or a four -column table in order to classify the words according to the number of their syllables. What follows are examples of pronunciation activities included in the while-in-term tests.

Example 1: Underline the stressed syllables:

Sociology- sociological - sociologist

From a 1AS test

Example 2: Classify the following words according to the number of their syllables:

Site – navigate – message – electronic – surf – internet – technology - teacher

1 syllable 2 syllables 3 syllables 4 syllables & more

From a 1AS Test

Example 3: Choose the right phonetic transcription, “ a, b or c”:

Message	a) / misædz /	b) / mesidz/	c) /misæg/
Garden	a) / gɑ:dn /	b) /d ʒ a:dn/	c) / gi:dn/
Quickly	a) / kwecli /	b) /kwikli	c) /kwicli/

From a 1AS Test

Example 4: Decipher the following message:

/ du: ɔ:dənri weɪvz vaɪbreɪt kwɪkə ðən leɪzə wʌnz/

From a 1AS Test

Example 5: Underline the silent letters in the following words:
Neighbour - honour - walk - bomb

From a 2AS Test

Example 6: Underline the stressed syllable in each word:

- a) Statistics b) economy c) ecology d) physics

From a 3AS Test

These examples illustrate that while some activities are similar to the ones included in the official BAC test, other activities, especially in 1AS tests are different. This implies that some teachers test what they teach without being influenced by the official exam. In other words, these teachers' tests, which include other aspects of pronunciation that are taught and not tested in the BAC test, have content validity.

6.3.2.2. The Pronunciation Component in the End-of-Term Test

Similar to the previous section, 30 end-of-term tests representing the three terms of a school year of each level were analysed. The 90 tests were randomly chosen from 307 collected tests.

In terms of form, the end-of-term test is very similar to the official BAC. Indeed, it is divided into two parts: reading and written expression. The former is divided into two sections: comprehension and exploration.

It is worth noting that the marking system is included in the different end-of-term tests. In addition, the teachers follow the same system used in the official BAC exam, which means that the Comprehension section is scored out of 07 points, Exploration is out of 08 points and Written Expression is out of 05 points.

– Coverage/Importance of Pronunciation Component in the Test Content

The analysis of the 90 end-of-term tests reveals that a pronunciation activity is present in section two, Part one in most tests of the three levels. This clearly suggests that the pronunciation component plays an important role in teachers' tests.

Like in the previous sections, the general coverage of the pronunciation content, is calculated by considering the number of pronunciation activities in relation to the total number of activities. In these tests, too, the number of activities varies from one level to another and also within the same level. For example, in 1As, the pronunciation component is present in all tests and among them ; two tests encompass two pronunciation activities each, whereas, in 3AS, it is present in 28 tests, of which one of them contains two pronunciation activities. Additionally, the number of activities varies from 07 to 12 in 1AS, from 09 to 11 in 2AS and, surprisingly, from 08 to 14 in 3AS. The results are represented in Table 6.90.:

	Pronunciation content in activities	Whole content in activities	%
1AS	32	288	11.11
2AS	27	296	09.12
3AS	29	303	09.57
Total	88	887	09.92

Table 6.90.: General Coverage of the Pronunciation Component in Secondary School End-of-Term Tests

The results reveal that the pronunciation component plays a significant role in 1AS with a percentage of 11.11%. The results also reveal that there is no significant difference between the importance of pronunciation testing in 2AS and in 3AS. Actually, pronunciation testing in 3AS (09.57%) is slightly more important than in 2AS (09.12). Nevertheless, these results also show that the pronunciation component has a more important role in secondary school teachers' end-of-term tests (09.92%) than in the while-in-term tests (09.27) and in the official BAC tests (09.01%).

– **Pronunciation Foci**

The different pronunciation focus areas included in the end-of-term tests are examined and summarised in Table 6.91.

	Pronunciation Focus	Aspect	N	%
1AS	Segmental	pronunciation of final –s	04	12.5
		pronunciation of final-ed	06	18.75
		Phonetic transcription	03	09.37
		Silent letters	03	09.37
		Number of syllables	10	31.25
	Supra-segmental	Stress	05	15.62
		Intonation	01	03.12
	Total		32	100
2AS	Segmental	pronunciation of final –s	12	44.44
		pronunciation of final-ed	02	07.41
		Phonetic transcription	01	03.70
		Silent letters	06	22.22
		Number of syllables	02	07.41
	Supra-segmental	Stress	04	14.82
	Total		27	100
	Segmental	pronunciation of final –s	09	31.04
		pronunciation of final-ed	05	17.24
		Silent letters	04	13.79
		Number of syllables	06	20.69
3AS	Supra-segmental	Stress	04	13.79
		Strong/ weak forms	01	03.45
	Total		29	100

Table 6.91.: Pronunciation Focus Areas in Secondary School End-of-Term Tests

Table 6.91 shows that the pronunciation activities included in the end-of-term tests of the three levels emphasise the segmental elements, but also test the suprasegmental elements, though minimally. Additionally, most of the activities included in the three levels (82 activities) are similar to the ones included in the BAC test. The exceptions consist of the 4 activities focusing on phonetic symbols (03 in 1AS and 01 in 2AS), the activity on intonation (2AS) and the activity on strong/ weak forms (3AS). This is a clear evidence that the majority of teachers are influenced by the official BAC tests. It can also be seen that the most frequently occurring aspect is the pronunciation of final –s with a frequency of 25, followed by the number of syllables with 18 occurrences. The same frequency (13) is noted for the pronunciation of final –ed, the silent letters and stress.

Unlike the while- in-term tests in which teachers test some pronunciation aspects other than the ones included in the official BAC exam, the end-of-term tests constructed by the

teachers are generally analogous to the BAC exams. Nonetheless, it is worth noting that apart from the pronunciation of final –s, which was found as the most frequently occurring aspect in both the BAC tests and while-in-term tests, the other pronunciation aspects are ranked differently. For example, while the pronunciation of final –ed, the silent letters and stress are equally emphasised in the end-of-term test, pronunciation of final –ed with 12 occurrences is emphasised more than the number of syllables with 10 occurrences, which is in turn emphasised more than stress which occurs only once in the BAC exams.

– **Pronunciation Activities**

Almost all the activities included in the end-of-term tests are very similar to the ones included in the BAC tests. The same aspects are emphasised and the same instructions are used. What is different is the inclusion of less or more words in some activities. For example, in the activities focusing on the pronunciation of final –s, final –ed, the silent letters and the number of syllables, the students are asked to classify two, four, six or even eight words. Provided below are the activities included in the end-of-term tests but not in the BAC tests.

Example 1: Mark the intonation at the end of the following sentences:

1. Don't go near the dog!
2. Would you mind handing me the salt?
3. I must go with you now.

From a 1AS Test

Example 2: Rewrite the following words using letters of the alphabet

/ hed / / / /

From a 2AS Test

Example 3: Say how the auxiliary “to be “ is pronounced in the dialogue below (the strong form or the weak form):

- A: I was thinking about past civilizations.
 B: were you?
 C: we were carrying out a research about the Greek civilization. What about you?
 D: No, I wasn't.

From a 3AS Test

These activities test intonation, students' ability to read the phonetic transcription and also the sound/spelling relationship and the use of strong and weak forms, which never figure out in the official exams. This is a clear indication that there are teachers who are not influenced by the content of the official exam.

6.3. Overall Analysis of the Results of the Middle and Secondary School Teachers' Questionnaire and the Class Tests

The main findings of this chapter, based on the views of 87 middle and 62 secondary school teachers and the analysis of a representative sample of teachers' class tests, indicate that there are positive as well as negative factors emerging from the teachers' practices with regard to teaching, assessing and testing pronunciation in EFL competency-based classes. The results are summarised below.

6.3.1. The Compatibility of Teaching Practices with the Competency-based Approach

6.3.1.1. Importance Assigned to Pronunciation

The results show that many teachers assign a considerable role to pronunciation in their classes as almost all the teachers teach pronunciation in the English language classrooms. Overall, most of the teachers, except for 1AM and 3AS, devote reasonable time to pronunciation teaching, even though the time devoted to pronunciation differs from one teacher to another. The time, also, varies across the different levels: 12.71% (1AM), 14.61% (2AM), 17.92% (3AM), 15.17% (4AM), 14.92% (1AS), 11.46% (2AS) and 05.68% (3AS). This implies that, except for 3AS, the teachers emphasise pronunciation in all levels. A possible explanation might be the minimal attention assigned to pronunciation in the textbook designed for 3AS learners as compared to the other textbooks or by the fact that 3AS students are expected to prepare for the BAC Exam, which does not test the oral skills of speaking, listening and pronunciation.

In addition, apart from 3AS where 40.74 % reported that they rarely taught pronunciation, a significant percentage of teachers reported that they often or sometimes instructed pronunciation. Noticeable is that pronunciation is highly emphasised in 3AM and 4AM as there were more teachers who chose the option “often” (41.97% in 3AM and 60% in 4AM) than those who chose “sometimes” (37.04% in 3AS and 18.67% in 4AM). Furthermore, it is also found that a number of teachers across the different levels usually (42.53% of middle school teachers and 24.2% of secondary school teachers) or sometimes (37.93% of middle school teachers and 37.1% of secondary school teachers) draw pupils’ attention to aspects of pronunciation in other activities where the focus is not on pronunciation. In addition, some teachers also usually or sometimes teach pronunciation as a reaction to error (70.11% of middle school teachers and 51.61% of secondary school teachers).

These results clearly shows that it is likely that pronunciation plays a role in the classroom. These results are in harmony with the fact that the English syllabuses and textbooks emphasise pronunciation teaching.

6.3.1.2. Teaching the Pronunciation Content

The results reveal that most of the teachers at all levels relied heavily on the textbooks in teaching pronunciation. 79.76 %, 76.62%, 75.31%, 72%, 81.97%, 77.19% and 77.35% of the teachers reported that taught only the pronunciation activities included in the textbooks in 1AM, 2AM, 3AM, 4AM, 1AS, 2AS and 3AS respectively. This means that most of them teach only the activities included in the textbooks. This implies that the textbook is the only resource used by the teachers. As for the few teachers who answered negatively, they reported that they relied on other resources, the most important of which is the internet and some pronunciation books. They used, as well, other types of activities such as tongue twisters, songs and games. With regards to the issue of whether the teachers adapt

pronunciation activities in the textbooks, only a minority claimed that they did, especially when they found the activities too difficult for the learners. This is another evidence of the teachers' total reliance on the textbook.

Another interesting finding is that the teachers do not teach all the pronunciation activities but rather select some of them. The activities that are taught the least are the pre-communicative and the communicative activities and the ones involving phonetic symbols. By contrast, the teachers focus on awareness raising activities, especially the written ones which involve no oral production. These activities which make each pupil notices the pronunciation features individually take less time to be taught. For example, a considerable number of 1AM and 2AM teachers reported that they taught all or most of the activities "Listen and Repeat" (the focus is on individual speech sounds, sound/ spelling relationship or word stress), "Identify" (the learners are given the opportunity to check their understanding of the pronunciation point taught) and "Compare" (the pronunciation points are further highlighted) while most teachers claimed teaching only some or none of the activities "Practice Stress and Intonation", while only a minority claimed teaching some or most of these activities. The activities preferred by most of 3AM and 4AM teachers are the ones which do not require the pupils to practise orally (Listen and answer the question or listen and do the exercise) and the activities involving discovering the rules (do the exercise and draw the rule). In addition a significant number of these teachers claimed that they taught only some or none of the activities requiring the pupils to practise either in a guided way or freely.

Surprisingly, the results also reveal that not only are all the activities taught but also some pronunciation features are ignored by a significant number of teachers. The most important of these include intonation (for all levels though a number of secondary school

teachers reported that while they taught some intonation lessons, they ignore others), sentence stress and aspects of connected speech.

All in all, these findings are a clear indication that there is a discrepancy between the pronunciation content in the textbooks and the teachers' real practices in the classroom. As a result, the students are deprived of the opportunity to practise and to consolidate the pronunciation points taught. In addition, they are also deprived of learning other important points that are simply not emphasised or not taught at all by the teachers. The findings also stress the fact that the teachers neither teach pronunciation for communication purposes nor do they follow a learner-centred methodology.

6.3.1.3. Teaching Methodology

– Developing Communicative Competence

The results presented in the previous subsection stress the fact that the teachers do not teach pronunciation for communication purposes. First, a significant percentage of the teachers reported that they did not teach pre-communicative or communicative activities. This means that most of the practice in the pronunciation lesson is controlled, focusing mainly on the repetition of words, sentences or dialogues. Second, it is deduced that most of the teachers teach about pronunciation but they do not teach students to pronounce. Third, many teachers admitted that they ignored the suprasegmental features of intonation, sentence stress and aspects of connected speech because they thought that they were difficult to teach, difficult for their pupils or unnecessary to them.

– Individualised Instruction/Learner Centredness

Globally, the teachers' practices are not in line with the principle of individualised instruction. First, the majority of teachers did not usually involve a considerable number of pupils in the pronunciation oral practice. Only 29.69 % of middle school teachers and 19.36 % of secondary school teachers claimed they usually did. This means that the learners lack

enough opportunities to practise the pronunciation features taught. Second, the majority also reported that they did not assign pupils out-of-class pronunciation activities, aiming at fostering the elements taught in class (67.81% and 72.58%). Third, the method used by many teachers is monotonous as the majority of the secondary school teachers always taught the same pronunciation activity in the same way and did not take the learners needs into consideration. There are even some teachers who admitted that they taught pronunciation depending on how the activity is instructed in the textbook, which means that they just followed the instruction verbatim. However, some teachers adjusted their strategies to the learners' one. In other words, they taught the same pronunciation activity in different ways depending on the learners' needs. Furthermore, while most of the teachers (82.76 % and 80.65 %) reported that, when noticing that many pupils did not benefit from a pronunciation activity, they ignored the matter and moved on to the next point or taught the activity again and then moved on to the next point. The number of teachers claiming that they taught the activity until mastery is shown is very limited (18.24% and 19.35%). Added to that, only a very limited number of teachers reported they used other types of pronunciation tasks in the classroom as songs, games, poems and tongue twisters to support their teaching of pronunciation. It must be noted here that this practice is restricted to 3AM, 4AM, 1AS and 2AS only. This implies, that the teachers implement only the traditional techniques in their classes.

Moreover, the results presented in the previous section (4.2.2) also stress that the teachers' methodology is not student centred. Actually, it can be deduced from the teachers' responses that pair/group work pronunciation activities are disregarded. One cause might be the time constraints or focusing on other elements other than pronunciation features in these pair/group work activities. Also, the neglect of the suprasegmental features of intonation, sentence stress and aspects of connected speech makes teaching ineffective in the sense that

not all the pronunciation priorities of the Algerian learners are focused on. In other words, the teachers do not respond to the learners' needs.

– **Integration/Mobilisation**

The results show that the teachers do not frequently assess their pupils' ability to reinvest the previously taught pronunciation elements in their overall speech, including projects. This implies that they do not focus on whether the pupils integrate the pronunciation points taught earlier in subsequent lessons or not. This means that the pupils do not mobilise all the resources required to solve a task or a problem.

– **Fostering Learner Autonomy**

The results reveal that in spite of the fact that a considerable number of teachers explain to pupils the importance of pronouncing correctly and encourage them to use multi-media outside the classroom to improve their pronunciation, not many teachers provide learners with strategies that help them self-notice, self-correct and most importantly, learn and improve pronunciation independently.

Two important strategies that are focused on in the present study are the use of phonetic notation and visual reinforcement. As for the former, while most of the teachers, except for 1AM and 2AM, claimed that they encouraged their students to use pronunciation symbols to highlight some difficult pronunciations, the teachers' other practices differed from one level to another. Although there was not an agreement among the teachers of the different levels, most 4AM, 1AS and 2AS teachers reported that they encouraged their students to read the phonetic transcriptions in their textbooks and in dictionaries. Moreover, Phonetic transcription, which is hardly ever used by 1AM, 2AM teachers and rarely used by 3AM and 3AS teachers, was used by 72.13% of 1AS teachers, 57.89 % of 2AS teachers and by 46.66% of 4AM teachers. In addition, most of the teachers who claimed that they explained the usefulness of the IPA symbols and phonetic transcription are 4AM, 1AS and 2AS teachers.

Judging from these results, it seems that middle school teachers are against introducing the phonetic symbols and transcription in the first levels of instruction. In addition, it seems that the teachers are influenced by the content of the textbooks, which does not emphasise the use of the phonetic transcription. Contrary to the practices of the middle school teachers, secondary school teachers emphasise the use of phonetic transcription in the first two years but not in the final year. This can be justified by the fact that 3AS teachers focus on preparing the learners for the BAC exam.

With regards to the use of visual reinforcement that might help the learners in learning and improving their pronunciation in an autonomous way, the results reveal that only some teachers highlight the pronunciation points presented on the BB, encourage their students to highlight the pronunciation points on their copybooks and draw the learners' attention to how the pronunciation aspects are highlighted in the textbooks. This suggests that most of the teachers do not emphasise the visual reinforcement of pronunciation points and so do not provide them with the ability to practise out of class.

6.3.2. The Compatibility of Assessment Practices with the Competency-based Language Teaching Principles

– Diagnostic Assessment

Assessment of entering behaviour is an essential element of the teaching process and also one of the main principles of the competency based approach. In such an approach, the teacher should test the learners before instruction and should respond to the results of the pre-test. The results indicated that only 40.23 % middle school teachers and 59.68% secondary school teachers claimed that they tested their pupils' pronunciation skills at the beginning of the school year, of which 62.86% middle school teachers (representing 25.87% of the total number of teachers) and 51.35% secondary school teachers (representing 31.14%

of the total number of teachers) confirmed that they responded to the results of the pre-tests. Thus, it could be inferred from these results that one main principle of the CBA is not implemented effectively in the classroom.

– **Formative assessment/Self-Assessment**

The results revealed that most of the teachers did not regularly assess their students' understanding of the pronunciation points taught. In addition, only a few teachers claimed that they regularly corrected pronunciation errors while most of them chose the option "sometimes". The number of teachers who usually give scope for self-correction and peer-correction is also limited. This is another indication that the focus in pronunciation teaching is to cover the syllabus or to prepare for the official exams and not to improve the learners' pronunciation competency.

In addition, a solid majority of teachers admitted that they did not ask their students to fill in the grid or the questionnaire of each file/ unit that gives the learners the opportunity to assess their acquisitions. For example, only about 13% of teachers asked the pupils to do so in 3AM, 4AM and 3AS. In 2AS and 1AS, more teachers (21.05% and 29.51%, respectively) claimed that they did. However, this implies that not only the learners are deprived of a very useful tool to become autonomous learners, but the teachers also skip a very necessary step that might help the learners recognize their weaknesses and to remedy them.

6.3.3. Testing Pronunciation in Competency Based Language Teaching

In CBLT, the focus is on demonstrated performance and not merely on what the learners know about the language. That is why oral tests are the most appropriate and effective way to test pronunciation. According to the teachers' responses, not all the teachers test pronunciation as there are some of them who answered negatively, especially at 2AS

(24.56%) and 3AS (39.62%). However, the results stress that most of the participants assign a role to pronunciation in their tests.

As far as the nature of the tests is concerned, the findings indicate that only a very limited number of teachers (less than 8 % for all levels) test pronunciation through oral tests while most of them use written activities included in tests (while-in-term tests) and exams (end-of-term tests). More specifically, at the middle school level, a few teachers who reported that they tested pronunciation orally, mainly through repetition words or reading aloud at 1AM, 2AM and 3AM but not at 4AM and only three teachers referred to projects presentation. At the secondary school level, unlike 3AS, where all the teachers reported that they relied solely on written activities, a limited number of teachers also referred to oral testing such as reading aloud words or sentences, practising dialogues and presentation of homework or projects.

As far as the aspects tested are concerned, they consist mainly of segmental elements of vowel sounds, pronunciation of final-s or final -ed, silent letters and word stress (except 1AM and 2AM) and number of syllables (exclusively for 1AS, 2AS and 3AS). . Other aspects tested by only a few of the students include strong/weak forms (only at 3AS), intonation (at 3AS and 4AS, and number of syllables), word stress, Nevertheless, a few teachers highlighted transcription of words, the hidden message, intonation, diphthongs and pairs that rhyme at 1AS and 2AS.

It is, then, fair to say that most of the teachers ignore testing pronunciation orally and instead of testing the pupils' pronunciation performance or actual pronunciation abilities, they test the pupils' phonetic knowledge. Despite the fact that a few teachers, at 3AM, 4AM, 1AS and 2AS test more aspects of pronunciation such as strong/weak forms, marking intonation and transcription, the overriding majority focus on the aspects usually given in the official BEM and BAC exams.

6.3.4. Influence of Official Tests on the Teachers' Practices

The official exams ignore the oral skills and so the learners' pronunciation. Despite the fact that there are pronunciation activities included in these tests, they do not really test the learners' achievement in pronunciation because they are easy and highly susceptible to guessing (see section 4.4.3.). The analysis of the teachers' preparedness, attitudes and perceptions about the teaching of pronunciation in Competency based Language Teaching questionnaire (section 5.3.3.) uncovered the reality that the examination system is considered as major obstacle impacting on pronunciation teaching for secondary school teachers only. Moreover, while most of the middle school the teachers thought that they were not influenced by the official BEM exam, most of the Secondary School teachers revealed that they were influenced by the BAC exam in their teaching of pronunciation.

The results obtained from the questionnaire and the analysis of the representative sample of both the official tests and the teachers in-class tests reveal that the nature of the official standardised tests (BEM and BAC), especially the high-stake BAC Exam, influences the teachers' instructional practices and their testing of pronunciation as well.

On the one hand, the findings discussed in section 6.3.1. and 6.3.2. above indicate many instances in support of the presence of the washback effect of the official exams, especially the BAC exam. First, a considerable number of teachers reported that they did not teach some elements at all such as sentence stress and intonation, which are never tested in these tests. The fact that only a proportion of the pronunciation content included in the textbook is taught, that the items included in these official exams are always overemphasised whereas other items can be disregarded confirm the teachers self-reported perceptions about the influence of these exams. Another fact that supports this claim is that there are teachers, especially at the secondary school level, who reported teaching the same feature(s) for 1AS and 2AS but not for 3AS students. Second, the negative washback effect might be seen in

the teachers' neglect of the pair/group work activities and the communicative ones. The results revealed that less teachers dealt with these activities at 3AS students in comparison with the other levels. In addition, the neglect of using phonetic symbols or phonetic transcription and the avoidance of asking the students to fill in the self-assessment questionnaires at only 3AS is another indication of the washback effect.

On the other hand, the nature of the official tests also influences the teachers' assessment practices. As discussed in section 3.3.3. above, there is a tendency among the teachers to test pronunciation through only written activities that focus on the pronunciation areas that are generally tested in the official tests and ignore the areas that are never included. A very good example consists of sentence stress, which is never tested. Other examples include intonation and aspects of connected speech that are ignored by the solid majority of both middle and secondary school teachers. First, only a very limited number of teachers test pronunciation through oral tests. The effect of the official exam is seen in the exclusion of oral tests at both 4AM and 3AS. The fact that the same teacher teaching different levels tests some pronunciation aspects at 3AM but not at 4AM, or at 1AS and 2AS but not at 3AS can only emanate from the influence of the official exams. This implies that the teacher varies his/her teaching practices according to the requirement of the grade: more than teaching the language for the sake of communication, the teacher is inevitably required to prepare the students for the official tests. Second, the teachers' tests include pronunciation activities that are very similar to the ones included in the official tests, either in terms of focus or type: the same aspects are emphasised and the same instructions are used.

Finally, it has to be noted that there are teachers at both level who do not seem to be influenced by the official exams. These teachers did not show any differences in their practices. Some teachers teach and test aspects other than the ones included in the official exams, making their teaching more effective and their testing more reliable and valid.

Conclusion

The results of the present study have demonstrated that although some role is usually given to pronunciation inside the English language classroom, pronunciation teaching and assessment practices in the Algerian middle and secondary schools are not compatible with the principles of the competency-based approach. This discrepancy concerns practically all the defining features articulated by the approach: communication purposes, learner-centeredness, individualised instruction, learner autonomy, and integration/mobilisation. As regards assessment, the discrepancy with the competency-based approach lies in the fact that the teachers do not assess their students' pronunciation skills on a regular basis and that they totally neglect the role of self-assessment. Another finding is that the teachers' inclination to prioritise the pronunciation features that are generally focused upon in the official tests has a negative influence on both the teaching and assessment practices. This anomalous situation does not only impact negatively the effectiveness of pronunciation teaching, but it also deprives Algerian syllabus designers of the opportunity to evaluate the real strengths and weaknesses of this pedagogic innovation, and hence the ability to develop more adequate research-based local alternatives.

Chapter Seven

Pedagogical Implications and Recommendations

Introduction

7.1. Educational Authorities

7.1.1. Teacher Participation in Curriculum Design

7.1.2. Teacher Education and Training

7.1.3. Provision of a Favourable Teaching/Learning Environment

7.1.4. Bridging the Gap between Pronunciation Teaching and Testing

7.2. Curriculum Designers

7.3. Teachers

7.4. An Overhaul of Teaching Pronunciation in a CBLT Model: Suggested Remedial Materials

7.4.1. Guidelines for Designing a Model Textbook

7.4.2. A Suggested Pronunciation Training Course for Prospective Middle and Secondary School Teachers

7.4.3. A Suggested Pronunciation Training Course for In-Service Middle and Secondary School Teachers

7.4.4. Suggested CBLT Lesson Plans

7.4.4.1. A Suggested Lesson Plan for Teaching Pronunciation to Prospective Middle/Secondary School Teachers

7.4.4.2. Suggested CBLT Lesson Plans for Middle/Secondary School Teachers

7.5. Limitations of the Study

7.6. Suggestions for Further Research

Conclusion

Introduction

The results of the present study were reported and analysed in order to answer the main research question: Is pronunciation teaching within the framework of the competency-based approach in Algerian middle and secondary schools effective? And the five subsidiary questions, namely, (1) Is pronunciation instruction presented in the official documents (the syllabi and the textbooks) compatible with the principles of the CBA? (2) Are the teachers sufficiently prepared to teach pronunciation within the framework of the CBA in the Algerian Context? (3) What are the teachers' attitudes towards pronunciation within the framework of the CBA? (4) Are the teachers' pronunciation teaching and assessment practices compatible with the CBA principles? And (5) To what extent do the official exams (BEM and BAC) influence the teachers' practices? The results of the present study highlighted the teachers' preparedness for pronunciation teaching in a CBLT model, their attitudes and perceptions. The results also provided a vision of what kind of pronunciation teaching takes place in the classroom. In this chapter, the findings are revisited with regards to their implications for EFL teachers, educational authorities and curriculum designers. Furthermore, remedial materials are suggested as an overhaul of teaching pronunciation in a CBLT model. The limitations of this study as well as future recommendations on research in the field will also be discussed.

7.1. Educational Authorities

The findings on the role of pronunciation in the competency based curricula at the Algerian middle and secondary level suggest that the study could inform the Ministry of Education about what is happening in the EFL classrooms. It is important to make the educational authorities in Algeria aware that there exists a huge gap between the intended curriculum and the enacted one, and that there must be a more empowering plan to ensure the successful implementation of any innovation. In other words, much effort should have

been put into the human and material resources before implementing the competency based curricula to warrant the success of the whole process of language teaching/learning. It emerged from the study that there are some issues that need to be given due attention. Among these are teacher participation in curriculum design, teacher preparation and provision of resources.

7.1.1. Teacher Participation in Curriculum Design

Teachers constitute one of the most important agents in curriculum implementation. White (1988: 116) stresses that “an educational organisation is operated by the persons who are themselves the instruments of change” and “Without their willingness and participation, there will be no change”. In the present study, it was realised that some teachers felt quite alienated from the process of curriculum development and change and would like to be part of decision-making regarding the choice of the approach to be used and many other teaching/learning issues in EFL classes. In this regard, Careless (2003: 485) points out that “teachers are frequently required to implement pedagogic innovations developed by external agents who may or may not be familiar with the teachers’ view points of the specific classroom context in which the innovation is to be implemented” and argued that “if the teachers’ views are not sufficiently taken account of, the already challenging nature of implementing something new may be exacerbated”. Therefore, policy-makers need to increase the opportunities of teacher participation in curriculum development and to improve the communication of curriculum ideas.

In addition, there is an urgent need to know what is happening in the classroom for further implementation decisions and consider the implementers’ views before the launch of any innovation. More specifically, since the teachers are the implementers of the syllabus in the classroom, their opinions regarding their needs and suggestions should be regularly asked and taken into consideration. Moreover, involving teachers more in the curriculum

development process can develop their sense of ownership in curriculum implementation and enhance the predictability of the curriculum reform initiatives.

7.1.2. Teacher Education and Training

One of the main requirements of effective pronunciation instruction is well-trained and competent teachers. The examination of the phonetic knowledge and training of the teachers working in some middle and secondary schools in Jijel revealed that many teachers lack sufficient training and training opportunities, which means they are inadequately equipped to deal with the many facets of pronunciation teaching. This suggests an urgent need for teacher preparation in order to develop their confidence to teach pronunciation appropriately. Hence, the teacher education needs to provide the teachers with sufficient knowledge and training in pronunciation and pronunciation pedagogy. Arguably, having a good pronunciation is not enough to be able to teach pronunciation properly. Burgess and Spencer (2000) found that the ESL teachers are not well trained to teach pronunciation and emphasised that there is a need for more pronunciation training for teachers in Britain where instruction should not be limited to the study of phonetics and phonology but rather should focus on the teaching methodology. In the same vein, Celce Murcia et. al. (1996) and Celce Murcia et. al. (2010) devised a teaching framework that divides pronunciation teaching into what teachers themselves need to know about the sound system (phonetics and phonology), and how the pronunciation aspects can be presented to learners in a given lesson (pronunciation teaching methodology).

So, one of the major implications of this study is to give more attention to pronunciation teaching in various teacher training programmes, which should aim at providing the teachers with adequate pronunciation skills as well as the appropriate methodology to teach them. In other words, teacher training courses must be equipped with better pronunciation pedagogy.

Arguably, students can benefit from pronunciation instruction only if the teachers possess the necessary competencies which allow them, for instance, to analyse diagnostic speech samples, to identify and impart relevant information, and to design and implement appropriate instruction. Additionally, the teachers should be equipped specifically with training which stresses an approach that is compatible with the principles of CBLT. In this respect, Murphy (1997:753) suggests relating “pronunciation teaching to the state-of-the art conceptions of L2 teaching and learning...including those currently moving the field of TESOL beyond the familiar frameworks of communicative language teaching”.

Because the current teacher training courses proved to be unresponsive to the teachers’ needs and emerging challenges of the present time, it is recommended to make some adjustments. As aforementioned, prospective teachers are required to acquire theoretical as well as practical competencies in a weekly “Phonetics and Phonology” session during the first two years. Then, it is more than advisable to redesign the curriculum for teacher education where the time allotted to pronunciation teaching, subsuming phonology, may be extended from one session to two sessions per week, or where the pronunciation related subject is also incorporated in the third year. Moreover, it is suggested to involve pre-service teachers in genuine teaching experiences. Murphy (1997) argues that the teacher students should be provided with opportunities for involving them in the classrooms. Hence, the training practice, forming an essential component of teacher education at the ENSs, can be generalised to include the teacher training courses offered by the university as a way to “situate learning about teaching within authentic contexts” (Johnson, 1996, quoted in Murphy, 1997).

The teachers prepared through effective pre-service need to develop and update their knowledge, skills, attitudes and values to develop their teaching skills in light of recent trends in ELT and to follow their profession in a more efficient manner, through periodical in-

service teacher education, consisting mainly of short term courses, seminars workshops and training days from time to time. Accordingly, in addition to pre-service training, the related authorities should provide a chance for the in-service teachers to help them brush up their knowledge of English phonetics and phonology and make them familiar with the best methodology to practice pronunciation instruction in their classes. This can be realised by conducting in-service training in the form of training workshops and seminars for teachers. This would enable them to update and improve their teaching strategies and feel more empowered in their delivery of the curriculum in actual classroom settings. Furthermore, in-service training also provides teachers with the ability to learn more about how the CBLT can be operationalised in the classroom: how to adopt a learner-centred methodology, how to provide support to learners who are experiencing difficulties, how to involve as many pupils as possible, how to make sure that the pupils make use of what they are learning...etc. It was realised in this study that the teacher participants were not knowledgeable enough about the CBA and some of them did not appreciate what they learnt from the training organised by the inspectors. It was also realised that there is a lack of common practices of the CBA principles such as individualisation, learner autonomy, integration of resources...etc. Therefore, it is necessary to provide training that guides the teachers in implementing the policy effectively.

In CBLT and in pronunciation teaching, individual student's needs should be considered. Students in one class may have different competency levels and learn differently. Each student should be regarded as an individual with his/her own special needs and problems. The teacher can conduct a needs analysis to prompt the students to reflect upon their learning strategies, needs, learning enjoyment, motivation, and pronunciation strengths and weaknesses. Then, s/he can adapt the teaching materials and tasks to the learners' needs so that the learners may overcome their difficulties and learn successfully. In other words, being

aware of the special needs and problems of each student, the teachers can help them work out a practical way of improving their pronunciation. One possible way to cater for the less able or slow students is by providing remedial work and more individual assistance.

7.1.3. Provision of a Favourable Teaching/Learning Environment

In order to promote effective teaching and learning, a favourable teaching/learning environment is badly needed. A number of instructional resources and smaller classes would be beneficial in making the implementation of CBLT with regards to English teaching in general and pronunciation teaching in particular a success. Identifying the main obstacles to pronunciation teaching in middle and secondary school classes is one of the objectives of this study. The awareness of these barriers and their effects on teaching/learning may offer a fascinating insight for education authorities to help them consider what could help teachers and learners to improve their teaching/learning skills and abilities.

The Findings obtained illuminated the overwhelming obstacles facing teachers when tackling pronunciation lessons. In particular, it was found that lack of resources and materials and large classes constitute the major impediments to the effective implementation of the CBA and the effectiveness of pronunciation instruction. As for the former, this problem can be solved if the Ministry of Education instructs the textbook designers to complement their textbooks with audio, visual and audio-visual materials, like most of materials designed to teach EFL/ESL learners of English (such as the series of New Interchange, designed by J.C. Richards) or those meant to prepare for international tests (such as the IELTS and the TOEFL). All the dialogues, the listening passages, the materials included in pronunciation activities and even reading passages could be (video) recorded on DVDs for practice not only inside but also outside the classroom. In addition to providing the students with the opportunity to listen to authentic accurate pronunciation, the learners can also replay the materials to train their ears and to produce the language correctly. Another advantage would

be that if the students are accustomed to listening to the audio/video recordings, they will be able to use recordings to self-correct through the rehearsed cohort system.

Concerning the problem of large classes, the teachers indicated an urgent need for smaller classes so that they can provide more individual assistance to the learners. In connection with this problem is the low proficiency level of the students. It is possible to minimize the disastrous effects of this obstacle that not only hinders the implementation of CBLT, but renders it impossible by offering remedial work and empowerment sessions. While assistance is supplied to the less able students in the former, individualised instruction can easily be achieved in the latter. A more ambitious solution consists of appointing teachers to accompany the less able students by remedying their weaknesses in extra tutorial sessions to help them keep pace with their peers in their ordinary classes.

7.1.4. Bridging the Gap between Pronunciation Teaching and Testing

Until and unless a more adequate official examination that tests English oral skills is devised, the aims and objectives of the curriculum can never be attained. It is true that the Ministry of Education has attempted to change the whole process of teaching/learning English to make it more communicative and competency-based by designing new syllabuses and new textbooks to achieve the set competencies. However, little has been changed at the level of official examinations. Negative washback is impacting negatively on the teachers' practices. More specifically, the teachers tend to emphasise the elements included in the exams and disregard many of the other elements that are necessary for intelligibility and successful communication.

In fact, the current English education system is still exam-oriented. Results of this study showed that the teachers are influenced by the official exams, especially the high-stakes BAC examination. It seems that the fundamental problem is concerned with the unsuitability

of the testing methods. Data obtained from the analysis of a representative sample of the official exams and internal or class tests designed by the teachers themselves and the results of the questionnaires revealed that pronunciation is tested by means of a written activity focusing on very simple phonological rules, which makes it neither valid nor reliable.

In view of the current situation, the teachers should be encouraged to employ a combination of formative assessment and summative assessment in class in order to get a better view of the students' comprehensive language ability to use the language. With regards to pronunciation, teachers need to use multiple measures of assessment to evaluate the learners' phonological knowledge as well as pronunciation performance.

Furthermore, a balance should be reached between assessment of the oral skills and the written skills. In this respect, it can be suggested that both formative and summative assessment of the English language include an oral part. As far as formative assessment is concerned, different types of assessment should be conducted and marks should be allocated. Pronunciation, with these varied tools of assessment, can be assessed easily by the teachers and can result in motivating students to take care of their oral skills subsuming pronunciation. As regards summative assessment, the students' speaking and listening skills together with pronunciation should be part of all end-of-term tests. Additionally, it is also possible to overcome or at least to minimise the negative washback effect of the official exams by dividing the examination of the English language into two parts: oral test and written test. While the latter presents no problem, the former can take place days before the BAC examination at the level of the students' schools, but the testers should be appointed by the directorate of education to minimise the effects of subjectivity. This suggestion can also be applicable to other foreign languages, namely, French for all streams and Spanish, German or Italian for foreign languages streams.

The educational authorities are the ones who are capable of bringing significant changes to the current English language teaching in general and pronunciation teaching practice in particular. If they put much effort to involve teachers, to improve teacher education and training, to make the teaching/learning environment more appropriate, and to bridge the gap between teaching and testing, pronunciation teaching/ learning will be a much easier and a more enjoyable experience for both language teachers and learners.

7.2. Curriculum Designers

In the current educational system, the teaching of pronunciation is included right from the first year of English education and much room is provided for classroom practice in the syllabuses. However, the results obtained from the analyses of the syllabuses, the textbooks and the teachers' responses revealed the existence of some negative factors. More specifically, it was found that the teachers in this study rely almost exclusively on the prescribed textbooks, but the latter do not seem to provide sufficient support. The results also revealed that the pronunciation content in the first two years is unsatisfactory as most of the practice is monotonous and of a mechanical nature. In the following years, the results also revealed that even though some materials are provided to teach pronunciation in some of the classes at different levels of education, it is not at all sufficient for teaching and learning pronunciation. The results revealed that there is no general pronunciation syllabus devised for the whole years of instruction, but rather the pronunciation content is arbitrarily incorporated.

Accordingly, there is an urgent need to adjust the component of pronunciation in the syllabuses of English at all levels of education and make it compatible with the current perspectives in pronunciation teaching and also with the principles of CBLT. Curriculum designers and material writers should design suitable materials that help the learners achieve accurate pronunciation and not just some limited phonetic knowledge that the learners fail

to make use of in real communication. Arguably, there is little purpose in having students only repeat or practise certain pronunciation features in isolated activities while distorting the pronunciation of the same features in more communicative activities.

There are many ways that can make the above-mentioned goal attainable. Firstly, it is essential to design appropriate textbooks that incorporate pronunciation adequately (see the suggested guidelines for designing a more appropriate textbook in section 7.4.1. below).

Secondly, it is highly recommended that a detailed section devoted to pronunciation teaching be included in the teachers' books. The proposed section should provide them with more extended descriptions, explanations, suggestions and clear guidelines on how to tackle pronunciation in the competency-based classrooms. For example, it should offer tips and suggestions on what to do with a stronger or a weaker class (suggestions for mixed-ability classes), or under time pressure, on where and how s/he can assess the learners' pronunciation on a regular basis and can see whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement. Moreover, it should also include tips for incorporating technology into classes, different pronunciation rules, phonetic transcription of difficult words and other pronunciation markings of stress and intonation. The teachers should be encouraged to adapt or to use various supplementary materials other than those included in the textbook to suit their learners' needs and styles. To this end, a number of Internet sites and books can be suggested. Needless to say that the section should incorporate detailed sample pronunciation lessons and the keys to the activities. In connection with this, it is also suggested to accompany the textbook with a workbook for the students, where additional activities complement the ones present in the textbook.

Thirdly, as discussed in section 7.3.1. above, it is the textbook designers' responsibility to complement the textbooks with audio, visual and audio-visual materials. The dialogues,

listening passages and even reading passages could be recorded on CDs or DVDs for classroom activities and much more for home practice.

In addition, as the results revealed a non-coherent series of textbooks as a result of being designed by different teams, the coordination and cooperation between teams of textbook designers is highly recommended. Equally important is the collaboration between the course designers and pronunciation specialists to make sure that the pronunciation materials are addressed adequately and accurately. The findings reveal that the pronunciation content addressed in some textbooks is not adequate. Good examples include “Spotlight on English” (1AM) and “Spotlight on English, Book Two” (2AM) which, unnecessarily, overemphasise intonation while ignoring many other essential points needed by Algerian EFL learners. The findings also reveal that some of the pronunciation materials include inaccuracies and mistakes as shown in 4.2.3 and the best examples include the use of wrong arrows to indicate intonation in “Spotlight on English” (1AM) and “Spotlight on English, Book Two” (2AM) and the exercise about silent/pronounced h in “New Prospects” (3AS) (see 4.2.3.3.).

Finally, consistency is an important criterion that the course designers should implement in the textbooks. The analysis revealed several inconsistencies in the numbering of the activities and a lack of correspondence between the content that appears in the book map or the unit/file previews and the actual content presented throughout the unit on the one hand, and the latter with the self-assessment activities and the can-do statements in the self-assessment questionnaires on the other hand.

7.3. Teachers

Results from the empirical study indicate that most of the teachers have positive attitudes towards pronunciation and pronunciation teaching. Pronunciation teaching was considered by teachers as important although individual teachers put different degrees of emphasis when tackling pronunciation lessons and activities. Moreover, the results revealed that

pronunciation did not seem to have been well-integrated into the lessons, the teachers mostly follow the textbooks, they sometimes focused on curriculum coverage as opposed to developing learners' competencies, that pronunciation was taught as something quite separate from communicativeness and that the main principles of CBLT are not implemented at all by many teachers. On this basis, it is of crucial importance to make the teachers aware of their role in warranting the successful implementation of pronunciation teaching within the framework of CBLT.

To begin with, the teachers themselves need to realize that positive attitudes are not sufficient to guarantee effective teaching. They need to attend teacher training programmes and other such teacher development programmes so that they can effectively put the innovations into practice inside their respective classrooms. They should also increase their awareness about their ability to make changes in their teaching methodology. They should put more emphasis on communicativeness in their teaching practices so that the learners manage to put what they have learned in pronunciation lessons into practice. Needless to recall that in many occasions, students acquire some phonological knowledge but are unable to make use of it when they speak (lack of carry-over). So, it is highly recommended that the teachers emphasise the integration and mobilisation of all what the learners have learned. More specifically, the teachers should concentrate on the continuing development of creative and effective practice experiences in the speech of the students. Daily teacher/learners or learners/learners interactions would help the teachers quantify changes and improvements in the learners' pronunciation and then respond accordingly. It is worth remembering that pronunciation cannot be taught in isolation because it is linked to other aspects and skills of language. So, whenever possible, pronunciation should be taught with listening, speaking, reading, grammar and vocabulary. In addition, the teachers are required to support their instruction by using audio and/or video materials.

Moreover, the teachers need to make a conscious effort to foster the students' autonomy in pronunciation learning. Student self-learning of pronunciation should be encouraged to save the class time. For example, the teachers can ask the students, as homework, to use poetry and songs outside the class, to make repetitive practice of sounds, rhythm and intonation more natural and meaningful. However, the first step to do so is to make the learners understand the importance of pronunciation in communication and so the necessity to learn and improve it as much as they could. For example, the teachers should encourage the learners to make use of various types of learning materials provided on television or on the Internet. With the wide use of computers in language teaching, the use of computerized materials for pronunciation learning has been shown to be a promising area. Additionally, the teacher's dedication can also spur learners on to greater effort. The teacher attitudes and practices often have a strong influence. When the students see that the teacher cares and is concerned and interested enough to react and respond to their pronunciation, they will make earnest efforts to improve. Consequently, it is the teacher's role to make the learners understand the importance of pronunciation and phonological knowledge in being able to use English for communication purposes both locally and for international intelligibility. Admittedly, being aware of the importance of pronunciation in communication can encourage students to improve their pronunciation. Another important strategy that the teachers should help their learners acquire is self-monitoring. The teachers need to help the students develop the habit of careful listening to encourage self-monitoring strategies. In this respect, they have to expose students to phonetic symbols and other clear visual cues, such as underlining, using bold or capitals, circling or using ticks, clapping or tapping the relevant stress ...etc. The teachers also need to provide opportunities for students to consciously monitor their speech and the speech of others. That is why self-correction and peer-correction should be attributed more importance by the teachers.

Additionally, assessment procedures also need some improvement as most of the teachers do not actually evaluate students' performance in pronunciation. Regular evaluation of phonetic knowledge and pronunciation performance of the students using different testing measures would be necessary to enhance students' achievement of accurate pronunciation skills.

To conclude, teachers should employ effective pronunciation teaching methods to help students develop a sound foundation for English pronunciation. The teachers should actively raise the students' pronunciation awareness, develop confidence through effective teaching and assessment practice in class, and encourage them repeatedly to monitor their own pronunciation as much as possible in and outside the classroom.

7.4. An Overhaul of Teaching Pronunciation in a CBLT Model: Suggested Remedial Materials

The findings of the study suggest that there must be a change to be operated at the level of both the textbooks of English and the delivery of instruction. As aforementioned, a change has already taken place with the recent reform of 2016, which brought the second generation curriculum. However, the new textbooks also suffer major limitations as far as pronunciation teaching/learning is concerned. In this section are suggested guidelines for designing a more appropriate textbook, a pronunciation training course for prospective middle and secondary school teachers, and sample CBLT lesson plans.

7.4.1. Guidelines for Designing a Model Textbook

The results obtained from the analysis of the textbooks suggest how pronunciation can easily and successfully be integrated in a competency-based textbook. To this end, the weaknesses that emerged from the different textbooks should be resolved and the positive issues should be accounted for in one textbook. The latter should be devised in accordance with the following criteria:

–Adequate Pronunciation Instruction in Terms of Quantity

The analysis revealed that the textbooks receiving the most attention among the analysed textbooks include “Spotlight on English, Book Three” (3AM), “On the Move” (4AM), “At the Crossroads” (1AS) and “My Book of English, Year Two”. Likewise, pronunciation should be given an important role in the suggested textbook. Moreover, in order to avoid fossilisation and to train the learners develop their pronunciation learning strategies, it is recommended that pronunciation instruction should be maximised in the first years of instruction.

– Adequate Pronunciation Content

The sound/spelling relationship is highlighted in all the analysed textbooks, which implies that this area is recognised as one of the top pronunciation priorities for Algerian learners of English. Nevertheless, unlike the second generation curriculum textbooks, the balance between the segmental/suprasegmental elements and the focus on both perception and production are well accounted for in the first generation curriculum textbooks. So, it is recommended to follow the same principles of the latter as far as this point is concerned. However, it is also suggested to adjust the phonetic knowledge activities by targeting production whenever possible to make sure that the students not only understand (competence), but also make use of this knowledge (performance). For example, marking the stressed syllables may be helpful in knowing which syllable is stressed, but it is always better to accomplish this activity with saying the words aloud as pronunciation is about practising the words and sentences orally.

– Teaching Pronunciation for Communication Purposes

As overstated throughout the present study, pronunciation should not be taught as a system of rules or stand-alone body of knowledge, but it should be taught as a means to an end, to help the learners improve their pronunciation skills. Bowen (1972) points out that

pronunciation instruction should be contextualized and connected to the communicative functions to maximise its relevance for learners. In the same vein, Celce Murcia et. al. (2010: 284) stress that the pronunciation content should be devised according to the communicative needs of the learners because “learners are motivated by practicing language that is useful or meaningful to them to them”. They add that samples of authentic language should be used to illustrate and practice specific pronunciation features. For example, in the first case study they provided to illustrate the decision making process as it is carried out in a one-on-one instruction of a Japanese business executive context, pronunciation is integrated in the communicative functions covered in each session. In case study two, a beginner -level class of thirty-five 12-year-olds in an Italian middle class, pronunciation points are also derived from the communicative functions of each lesson. Drawing on this case study which can be applied in the Algerian context, a part of the pronunciation content that can be prioritised for 1AM students is shown in Figure 7.1. below:

Communicative functions	Language forms	Pronunciation forms
Greetings and introductions	Hello. Hi Good morning My name is ... Nice/glad to meet you	intonation in short statements / ɪ/ and /ə/
Introducing oneself	What's your name My name's sally/ I'm sally I'm 13. I'm Algerian	Intonation in WH questions and short statements (recycled) / θ/
Introducing people	this is my father, brother... That is my sister	/ ð // ə/ word stress
Talking about nationalities	Are you Russian? Yes, I am. No, I am not.	Intonation in yes/no questions and short answers
Identifying classroom objects	What's this? It's a book What's that? It's a ruler, a pencil, a sharpener...	/ ə/ (recycled) word stress (recycled)
Asking for information	What's your job? I'm a carpenter. Where do you live?	Sentence stress Word stress

Figure 7.1. A Suggested Pronunciation Content for First Year Middle School Students

As shown in Figure 7.1., sentence stress is also included in addition to the other important suprasegmental elements, namely, word stress and intonation. Chela Flores (2001: 85) argues that “instruction is suggested in meaningful units or tone groups rather than with isolated segments or words, even for beginner-levels” and that “a focus on meaningful chunks ...should not be hard on beginners, provided the pronunciation instruction integrates most of the grammatical structures and vocabulary seen in the language course”. In addition, it is necessary to train the learners on the schwa from the beginning (see section 2.3.4.). One useful way for introducing the schwa and its effects on stress and rhythm is through comparison of cognate words and names in English and French (e.g., doctor, actor).

Moreover, it is more than advisable that the sequence of activities needs to be extended to include more pre-communicative and communicative activities in the textbook in order to overcome the problem of the lack of carry-over of apparent improvement in controlled activities (Bowen, 1972; Firth, 1987; Morley, 1991; Celce-Murcia, et.al., 1996). Bowen (1972) points out that very often, students who succeed with a given pronunciation feature practised in controlled contexts fail to make use of it when they attend to meaning. So, only when more communicative pronunciation activities are incorporated will the learner be adequately prepared for employing an intelligible pronunciation in a fluent and automated fashion. A good example to illustrate how practice can range from more controlled to more communicative is found in “Spotlight on English, Book Three” in the subsection “Practice”, page 134. Thus, this kind of practice should be maximised in the suggested model textbook.

In addition, a clear approach to pronunciation should be adopted. For beginners, an inductive approach, where the target is noticing how a pronunciation feature is pronounced without giving any rules, is preferred. At later stages, the combination of an inductive approach where the learners are guided to work out the rules themselves and a deductive approach is more appropriate. Darcy, Ewert and Lidster (2012: 96) argue that at lower levels,

“Metalinguistic descriptions are avoided, as learners do not know the necessary vocabulary to understand metalinguistic descriptions” , in mid-level instruction, instruction awareness raising activities can be incorporated in addition to the use of meaning-based activities, and “only in high-levels does pronunciation start to be taught independently, incorporating more metalinguistic knowledge”. Drawing on this, it is suggested that in the first two years (1AM and 2AM), the inductive approach followed in the first textbooks “Spotlight on English” (1AM) and “Spotlight on English, Book Two” (2AM) is suitable, in the following three years (3AM, 4AM and 1AS), the approach of “Spotlight on English, Book Three” (3AM) is suitable and in the last two years (2AS and 3AS), the deductive approach adopted in the new generation curriculum “My Book of English, Year Two” (2AM, the new textbook) is suitable.

–Individualizing Instruction/Stressing Learner Centeredness

In response to the shortcomings observed in the analysis of the textbooks, greater priority in change should be given to the techniques used. The Textbook should cover modern pronunciation techniques such as songs, gadgets, cartoons and role plays. Furthermore, in order to individualize instruction, the textbook can encompass activities of increasing difficulty, labelled as easy, average or difficult. This can be made feasible by including a section in the textbook, the student workbook or the teacher’ guide, dedicated to additional or extra practice, so that the teachers can choose the activities that suit the individual needs of their students: the good students can be asked to do the difficult activities while the less able students should be asked to do the less difficult ones. In addition, there must be more pair/group activities which encourage collaborative learning and promote social interactions among the students. It is suggested that in addition to the repetitive pair work activities included in “Spotlight on English, Book Three” (3AM) and “On the Move” (4AM), more

activities which involve the students in genuine communication and interaction be incorporated.

In addition, it is recommended that the pronunciation materials be enriched with authentic language and the model textbook be supplemented with additional materials that focus on pronunciation for different levels of proficiency (easy/average/difficult). These activities can be included in a workbook for further practice or self-study. Students can, indeed, practice on their own if proper guidance and instructions as well as suitable learning resources are available.

As far as the principle of responding to the learners' needs is concerned, the pronunciation syllabus, covered over the seven years of middle and secondary school education, should focus on the pronunciation priorities of Algerian learners. While intensifying pronunciation instruction in the first years, recycling previously taught pronunciation elements while introducing new complex features is recommended at later stages. Stern (1992, cited in Chela Flores, 2001) stresses the necessity of introducing pronunciation instruction right from the beginning because at an intermediate or advanced level, instruction indicates that pronunciation has fossilized at lower levels and, thus, considered as a kind of remedial training. As discussed in section 4.4.1., the pronunciation content does not seem to bring sufficient training for Algerian students, as some of the most problematic ones are not addressed adequately. As the content included in the new textbooks is deemed far more deficient (for example, the total exclusion of the suprasegmental elements), it is suggested to revise the pronunciation content of the first generation curriculum textbooks to make it more appropriate.

–Integrating/Mobilising Pronunciation Knowledge

The analysed textbooks appears to have a major limitation in relation to the integration/mobilisation of resources. Thus, it is recommended that pronunciation, as one

of the acquired resources, should be integrated when solving problem situations. In fact, the latter are a good way to bridge the gap between what the pupils know about pronunciation (phonetic knowledge) and what they can perform (pronunciation performance). “New Prospects” (3AS) is the only textbook that shows, though only once, how this principle can successfully be implemented (See section 4.2.3.3.) and the teacher’s guide accompanying “On the Move” (4AM) also provides evidence that the authors, in some instances, take this principle into consideration (see section 4.2.2.4.). In a similar way, the students in the suggested textbook can be encouraged to make use of their phonological knowledge acquired in previous activities in new situations. Actually, the analysed textbook could be improved as far as this principle is concerned. Examples which show how previously taught pronunciation elements would be reinvested in more communicative situations include the following:

1. “Spotlight on English, Book Three” (3AM): The best rubrics where this can be realised is in “practice” and “imagine” and most importantly while presenting the projects. To do so, it is sufficient to include “pay attention to the pronunciation of X feature” in the direction of the activity. For example, intonation in requests introduced in “say it clear”, page 53 could be reinvested effectively in the communicative activity (act 1 page 55) on page 55 where the learners are asked to look at pictures and play roles, making and answering offers, requests, suggestions and offering help.

2. “On the Move” (4AM): The activities which could be used to apply this principle include the activities in the “Practice”, “It’s your turn” and “Write it up” rubrics. The example below (write it up activity, p 45) shows how a situation of integration can be used to urge the students to reinvest previously learnt pronunciation elements:

Original activity

Group work. Imagine you are a teacher. Use the table below to make notes. Then write a small school report about a student of yours. You are supposed to read this report to your colleagues on class assessment day.

Suggested activity

Group work. Imagine you are a teacher. Use the table below to make notes. Then write a small school report about a student of yours. You are supposed to read this report to your colleagues on class assessment day. Make sure you pronounce the modals with the correct forms: strong or weak forms.

3. “At the Crossroads” (1AS): An example which shows how previously taught pronunciation elements would be reinvested in more communicative situations consists of act 4 p 72. The latter could provide a good opportunity to practice h-dropping in a more communicative way by simply making a reference to the feature in question.

4. “New Prospects” (3AS): the way in which the principle is effectively implemented in the example provided above can be generalised over most of the ““think, pair, share” rubrics, which aim at getting the students to reinvest the previously acquired resources in solving a problem situation, by asking the students to read aloud their pieces of writing.

As these examples illustrate, the principle of integration can be implemented in the suggested textbook either in integration situations or during the oral presentation of the projects, the best place to reinvest the students’ acquisition of a teaching unit of previous units.

–Fostering Learner Autonomy

Learning strategies are an important way of helping students to learn individually and to optimize their learning. Moreover, Harmer (2001: 304) points out that “coursebooks also provide material which students can look back at for revision”. Therefore, it is more than advisable to promote pronunciation learning strategies in the model textbook. The latter should include explicit as well as implicit pronunciation learning strategies. As for the former, small boxes can be used to enable the students to develop pronunciation strategies to learn pronunciation on their own. Examples are provided in Figure 7.2. below:

Learning to Learn

- Make a pronunciation section in your notebook. Use it for special pronunciation points.

Learning to Learn

- Make a list of the phonetic symbols you have learnt so far with illustrative examples. Refer to the symbols when you face difficulty reading a word or to highlight the pronunciation of words where the letter (s) can be pronounced differently.

Learning to Learn

- Mark stress in new or difficult words. Use the same system in marking the stressed syllables (e.g. underlining). Pay attention to these marks when you revise your lessons

Learning to Learn

Use the dictionary to check how the words are pronounced.

Figure 7.2. Examples of Explicit Pronunciation Strategies in the Model Textbook

In addition to the explicit pronunciation strategies, the use of the phonetic symbols/transcription and other visual markings must also be emphasised in the model textbook. The analysis revealed that despite of the fact that the analysed textbooks assigned a role to phonetic symbols/ transcription, the way of introducing them is not adequate. Accordingly, Lee's (2002: 35-36) strategies with some adaptation, are suggested in the model textbook:

1. Make analogies from the known to the unknown: the textbook begins with sounds that are common in Arabic and in English (or in French and in English).
2. Teach unfamiliar sound symbols: the emphasis should be placed on those sounds that are unique to English.
3. Include some common letter combinations and show the students the normal way to pronounce them.
4. Have students practice phonetic symbols communicatively.

5. Challenge learners to look for words spelled with selected sounds, some letter combinations that represent more than one sound...etc.

As for visual highlighting, the graphic system used in “Spotlight on English” (1AM) and “Spotlight on English, Book Two” (2AM) is useful and effective in the sense that it might play a huge role in grasping the pronunciation, especially for understanding the suprasegmentals. Accordingly, it is suggested to use a consistent coherent unobtrusive system of graphical presentation not only in pronunciation activities but also in other activities with pertinent pronunciation features. For example, a consistent system to mark stress (by using capital letters, highlighting in bold...etc) in both words and sentences throughout the textbook would be highly beneficial. The same applies to intonation and other features.

Equally important, the textbook can make use of technology to help the students to practise and improve their pronunciation outside the classroom. For example, the students can be asked in the pronunciation learning strategies tips to have access to a number of CDs that teach different features of pronunciation, to pronouncing dictionaries (e.g. Jones 2003) or to podcast resources widely used nowadays.

Finally, both self- and peer-correction can be implemented in the model textbook. The new generation curriculum textbook “My Book of English, Year Two” is the only textbook that implements peer-correction as regards pronunciation. Therefore, it is recommended to adopt the same procedure and adapt it to highlight self-correction as well, in the model textbook. This can be achieved by asking the students to play a dialogue out, helping each other to notice and to correct their mistakes (self-correction) or correcting each other’s pronunciation (peer-correction).

– Supporting Diagnostic Evaluation

“On the Move” (4AM) provides a good example of how this principle can be implemented. Its corresponding teacher’s guide includes a sample entry assessment test to 4AM students. However, the way pronunciation is assessed is not adequate because it includes one written activity focusing on silent letters. Drawing on this, the model textbook, or its accompanying teacher guide, should begin with a diagnostic test. However, the test should also contain an oral part where pronunciation is also targeted.

–Promoting Formative Assessment/Self-Assessment

Like “Spotlight on English, Book Three” (3AM), “On the Move” (4AM), “At the Crossroads” (1AS), the model textbook should include a section where the learners’ progress in the language, subsuming pronunciation, is checked. However, to overcome the inadequacy of restricting the assessment of pronunciation to the phonetic knowledge of only one or two points, it is suggested to include oral activities, assessing all the important pronunciation points covered in the unit in a meaningful communicative way. This can be realised by asking the students to record themselves while performing the activities. This practice should also be beneficial to the teachers in the sense that it saves the precious class time and it provides them with the ability to assess their pupils’ oral skills, including pronunciation, to decide which aspects need remediation.

Another important instance showing how formative assessment can be implemented is the project. It is more than advisable to ask the students to present their projects orally, paying attention to the most important pronunciation points covered in each teaching unit.

The results revealed that the principle of self-assessment in pronunciation is implemented appropriately in all the textbooks, except “Spotlight on English” (1AM), by providing the students with self-assessment questionnaires, containing can-do statements focusing on the main objectives of the units, to fill in and to hand a copy of them to the

teachers, who are required to plan remedies for the objectives which have not been achieved by the students. So, self-assessment can also be implemented in the model textbook through similar self-assessment questionnaires. However, two important suggestions are worth mentioning: the pronunciation points making part of the objectives to be covered in the unit should also be included and the *I can-do* statements and should focus on performance rather than on knowledge.

– Applying a More Appropriate System for Testing Pronunciation

One of the immediate implications of the present study concerns the need to use a new test which addresses the oral features of the language. In order to minimize the negative washback effect of the official tests, the model textbook, like “On the Move”, should also include revision tests for every one or two units and an exit test. An oral part, aiming at testing the students’ oral skills and pronunciation, should form part of these tests.

Finally, following these principles will motivate the learners while giving them the tools they need to achieve the pronunciation competency that enables them to communicate effectively in real-life situations, the major principle underlying CBLT.

7.4.2. A Suggested Pronunciation Training Course for Prospective Middle and Secondary School Teachers

Jenkins (2000: 199) points out that "the major obstacle to the modernizing of English pronunciation teaching in recent years has been the failure to educate teachers". The present study finds out that many teachers desired more training in pronunciation knowledge and teaching. The respondents also indicated a need for more materials and pronunciation-related material development. As stated earlier, students’ pronunciation skills can be improved if the teachers possess a comprehensive knowledge of the English sound system and are familiarised with a variety of pedagogical techniques, many of which should be communicatively oriented. It can be inferred from the results of the present study that

pronunciation teaching materials used in teacher training programmes fall short in adopting the suggested characteristics of pronunciation teaching content that match to current perspectives in pronunciation pedagogy on the one hand and the principles of CBLT on the other. So, it is of paramount importance to strengthen the skills of the teachers to enable them to teach pronunciation effectively. In what follows is suggested a pronunciation course for prospective teachers to assist them in tackling pronunciation teaching within the framework of CBLT confidently and effectively. The nature of the suggested course puts into perspectives the emerging challenges presented by teachers in this study and address how teachers can integrate theory into their practices.

– **Module 1: Pronunciation Competency : Phonological Study**

Many researchers (such as Brown, 1991; Dalton and Seidlhofer, 1994; Underhill, 1996; Celce Murcia et.al., 1996; Murphy, 1997; Rogerson-Revell 2011) argue that phonetic and phonology knowledge is necessary for teachers.

Rationale

The results of the present study revealed that the middle and the secondary school teachers lack sufficient knowledge of the sound system of the language, especially the suprasegmental features and that some of them are not satisfied with their own pronunciation. Thus, it is of crucial importance to empower the teachers with a very specific kind of theoretical knowledge and background in applied English phonetics and phonology that gives detailed attention to suprasegmentals and their functions in addition to segmental features.

Competencies:

By the end of the course, the students should be able to develop the following competencies:

1. Defining and differentiating between phonetics and phonology
2. Developing an awareness of theoretical phonological knowledge.
3. Gaining control over the different pronunciation features (segmental and suprasegmental). For example, the student should be able to gain command of the stressed-timed rhythm of English or conscious control over specific vowel sounds.

4. Increasing comprehension of spoken English
5. Improving their pronunciation skills

Content:

Provided below are the main areas that should be focused upon in the English phonetics and phonology course in teacher education:

1. Introducing the field of phonetics with its different branches/contrasting phonetics and phonology/providing definitions of useful phonological terms such as phone, phoneme, allophone.
2. The production of speech: speech mechanism/ organs of speech
3. Detailed description followed by sufficient perceptive and productive practice of each individual vowel. Problem vowels receive more attention.
4. Detailed description followed by sufficient perceptive and productive practice of each individual diphthong. Problem diphthongs receive more attention.
5. Detailed description followed by sufficient perceptive and productive practice of each individual triphthong.
6. Detailed description followed by sufficient perceptive and productive practice of each individual consonant. Problem consonants receive more attention.
7. Phonetic symbols/transcription: every teacher should be equipped with the competency to look up pronunciation autonomously in the dictionaries.
8. Sounds in combination: allophonic variation of English vocalic and consonantal phonemes.
9. Detailed description, in-depth explanation and useful rules followed by sufficient perceptive and productive practice of word stress (in simple words, in affix words, in compound words...)
10. Introducing and practicing strong/weak forms of function words
11. Detailed description, in-depth explanation and useful rules followed by sufficient perceptive and productive practice of sentence stress and rhythm.
12. Introducing the main aspects of connected speech: assimilation, elision and linking
13. Detailed description, in-depth explanation and useful rules followed by sufficient perceptive and productive practice of intonation and its functions

Despite of the fact that Celce Murcia et.al. (1996:327) claim that “No pronunciation course can teach everything”, it is of paramount importance to provide prospective teachers with comprehensive theoretical knowledge as well as practical pronunciation practice.

Presentation:

It is suggested that a CBA be adopted by the university teachers in order to enable the prospective teachers develop the required competencies. (A sample lesson plan is provided in 7.4.3.1. below). All the CBLT principles should be implemented.

In addition to the principles that are easily implemented (see the sample lesson plan below), consisting of adopting a communicatively based approach that also highlights features of individualised instruction and learner centeredness; other principles, namely, diagnostic evaluation, integration/mobilisation, fostering learner autonomy, formative assessment/self-assessment can successfully and easily be accomplished.

First, the principle of diagnostic assessment can be achieved by conducting a diagnostic evaluation, both written and oral, at the beginning of the course or prior to the targeted lesson. In the written part, the students’ theoretical phonetic knowledge about given points, sentence stress and rhythm is one of them. In the oral part, the teacher asks the students to respond to a topic orally, and then analyses their recorded speech, focusing on different elements of pronunciation, of which is correct stress and rhythm. As a response to the test results, the teacher plans his/her instruction. For example, based on the students’ performance in the test, the teacher may decide either to deal briefly with a specific point or to provide detailed comprehensive explanations, followed by intensive practice.

Second, the principle of integration /mobilisation can be reinforced by the teacher by making sure the students make use of what they have learnt in a specific lesson in their speech in subsequent lessons.

Third, in order to foster the learner autonomy, the teacher can resort to different pronunciation learning strategies. The teacher can explicitly teach them some strategies, for example, marking stress in texts, using the phonetic symbols/transcription to highlight difficult or confusing pronunciations. As the students are highly motivated advanced learners, Dickerson’ (1987 a) Covert Rehearsal (see section 2.2.3.6.) is of utmost importance. The teachers should train the students to work on their own recorded speech. Equally important, the students can be asked to keep a separate section of their folder or notebook in which to note how the lesson or and/or the activities are presented. This,

according to Ross (1992: 19), “provides them with a bank of techniques to refer to and expand on in their future teaching”.

Third, it is possible to fulfil the criterion of formative assessment by regularly considering whether the students have acquired the targeted competency or not. In addition, the teacher should give scope for self-assessment and peer correction inside and outside class, through emphasising the cohort rehearsal strategy that not only does allow the students to learn and improve pronunciation autonomously, but also helps them with developing the skills of monitoring and self-correction. As for self-assessment, the teacher can give the students the opportunity to assess themselves by directly asking them whether a specific competency is fully acquired, partly acquired, or not acquired.

Based on the results obtained from both formative and self/assessment, the teacher is required to conduct remedial work in case the targeted competency is not yet mastered. Bearing in mind that the LMD system is the current teaching system, it is possible to make this practice attainable by dedicating one extra session per week or one per two weeks to remediate the weaknesses of less able students.

– **Module 2: Pronunciation Teaching/Assessment Methodology**

The participating teachers' views and perceptions of how they practise pronunciation teaching and assessment in their classes are significant in framing a proposal for incorporating pronunciation teaching methodology in the teaching English as a foreign language (TEFL) course, which all prospective teachers undertake.

Rationale

The proposal can appropriately prepare pre-service teachers and provide professional development for current practicing teachers to tackle pronunciation teaching effectively within the framework of CBLT.

Objectives and Content

In addition to the different lessons usually included in the TEFL course such as learning objectives, content selection and organisation, material and media in language teaching, approaches and methods in language teaching, lesson planning, teaching the language skills, teaching vocabulary and grammar, the teachers training teachers should prioritise the CBA both theoretically and practically. For example, it is essential to train the prospective teachers

on how to design competency-based lesson plans. Then, in the part devoted to pronunciation teaching methodology, it is also highly important to raise the teachers' awareness of some pronunciation issues such as:

1. Importance of pronunciation in language learning.
2. Emphasising the importance of phonetic symbols/transcription and other pronunciation markings as strategies fostering learner autonomy.
3. The importance of focusing on the sound/spelling relationship.
4. Assessing the learners' pronunciation needs. It is useful for the student teachers to learn about the typical pronunciation mistakes that Algerian EFL learners make and to examine the main contrasts between the Arabic, French and English sound systems.
5. Teaching pronunciation within a communicative framework.
6. Developing instructional plans for pronunciation teaching by resorting to many resources/providing samples of lesson plans for teaching the pronunciation component.
7. Using multiple pronunciation teaching strategies/techniques during instruction.
8. Designing incidental pronunciation learning activities for class instruction. Although planned pronunciation instruction is very useful, one cannot deny the importance of incidental pronunciation teaching. In other words, pronunciation should also be addressed as a reaction to error. One way of fitting pronunciation into a course is dealing with "pronunciation errors as they occur." (Nation and Newton, 2009: 93).
9. Recycling pronunciation points in new contexts, and the way to integrate them into the teaching of other language skills and aspects. As aforementioned, pronunciation should also be addressed when dealing with other language macro or micro skills.
10. Explaining how other principles of CBLT can be applied to pronunciation instruction: individualised instruction, self-assessment, integration/mobilisation
11. Incorporating diversified formative assessment tools into the teachers' practices with a special focus on the use of portfolios to record and track students' progress and to make suitable follow-up instructional plans.
12. Developing learning skills of self-monitoring and self-correction.
13. Providing instruction in emerging technologies. Murphy (1997: 753) argues that "instructors should guide prospective teachers in making the most of emerging

technologies (e.g., computer software, World Wide Web resources) while assisting them in recognizing both the promises and the limitations of such innovations.”

Kenworthy (1987), Kelly (2000) and, most importantly, Celce Murcia et. al. (2010) are outstanding resources that can assist the teachers engaged in teacher training of prospective teachers. They provide a wealth of ideas and activities for guiding teachers while teaching pronunciation in an engaging and effective manner.

Presentation

In order to enable the prospective teachers develop the required competencies, the CBA model is also advisable.

It is important to note, at this juncture, that an integration of pronunciation teaching methodology and phonology study can be achieved in one framework as suggested by Burgess and Spencer (2000). These two researchers, guided by the objective of designing a more adequate initial-training course, elaborated their strategic pedagogical model, which argues for a strongly integrated approach to the relationships between pronunciation teaching and phonology in TELT (Training and Education of Language Teachers) and SFLT (Second- or Foreign- Language Learning and Teaching). Burgess and Spencer (2000: 207) argued that “phonology should not be taught to trainees and practicing teachers in a way that separates it from approaches to teaching pronunciation but at least alongside and preferably through them...” and that trainees should be treated “as learners in an initial lesson in an unknown language”. In addition to pronunciation teaching methodology, pronunciation assessment can also be integrated and approached in a similar way.

7.4.3. A Suggested Pronunciation Training Course for In-Service Middle and Secondary School Teachers

In-service training can potentially reduce the gap left by inadequate pre-service training. Celce Murcia et.al. (2010: 302) included an in-service course in teaching pronunciation for Egyptian teachers of English (Case Study 5) and suggest that “this case study can best be applied to in-service training programs.” Drawing on this course, it is strongly advisable that Algerian middle and secondary school teachers be engaged in government-sponsored summer in-service training at universities, preferably in English speaking countries. It must be noted here that the in-service training is not necessarily restricted to pronunciation teaching methodology, but also includes a number of courses in methodology and other problematic areas facing the teachers. The suggested course presented below is also based on an in-service course in teaching pronunciation for Egyptian teachers of English (Celce Murcia et.al., 2010: 299-302).

Learners/Instructor

This course is for Middle and secondary school teachers who are extremely motivated both by a desire to be a good model for their students and to learn more about the English language including its sound system. It is worth mentioning that these teachers have been taught to speak British English. As for the instructor, a native speaker of English is advisable whether the training takes place in Algeria or abroad. Otherwise, an Algerian teacher with a good pronunciation and with a strong interest in pronunciation pedagogy is the alternative solution.

Rationale

The aim of the course is to provide an overview of current methods of teaching pronunciation communicatively, geared to the background level of the participants as well as their goal to be good models of spoken English for their students. The course also aims at remediating the teachers’ pronunciation.

Pronunciation Objectives

By the end of the course, the trainees should be able to

1. examine the main contrast between the Arabic, French and English sound systems.
2. expand the participants knowledge about the methods of teaching pronunciation communicatively and within a CBLT framework.
3. acquire the ability to analyse diagnostic speech samples, in particular those of Arabic speakers of English.
4. acquire the ability to recognise and highlight selected patterns of stress, intonation and connected speech in taped samples of authentic spoken English.
5. prioritise pronunciation teaching points for students learning English in the Algerian middle/secondary school system.
6. analyse a personal diagnostic speech sample in consultation with the instructor.
7. develop a personal plan for improvement targeting specific areas of difficulty.

Selection of Teaching Points

The pronunciation features to be presented are selected from four sources:

1. Individual diagnostic speech samples.
2. The major contrasts between the Arabic, French and English sound systems.
3. Typical classroom discourse and the basic communicative patterns of English routinely taught to Algerian middle/secondary school students.
4. The prescribed curriculum and textbooks for these students.

Potential teaching points include vowel contrasts, word stress, sentence stress and rhythm, intonation and aspects of connected speech.

Sequencing of Teaching Points

Because the trainees are highly motivated experienced teachers with strong personal goals, the syllabus is generated by distributing a questionnaire on the first day to allow the trainees themselves to select and sequence the pronunciation features they wish to cover in the course. The resulting consensus is based on a balance among the following factors:

1. An in-depth treatment of the sound system, targeting areas of personal interest and/or difficulty.
2. Exposure to a variety of communicative techniques for teaching pronunciation.
3. The practical application of the first two factors to the participants own teaching situation.

Presentation

Initially, the trainers are introduced to several pronunciation diagnostic instruments and are given the opportunity to analyse their own pronunciation in consultation with the inspector. Once the scope and sequence of the course have been defined, sessions are organised as follows:

Awareness stage: multiple examples of spoken discourse containing the pronunciation feature are presented either on audio- or –videotape for trainees to analyse (e.g., Describe the intonation pattern of the tag questions in this conversation. Which ones rise? Which ones fall? What is the communicative function of the rises and the falls?).

Analysis stage: the rule or pattern is presented and illustrated using a written transcript of the taped example along with other several contexts. If appropriate, visual representations of the feature or pattern are discussed and used to mark the transcript.

Experiential stage: a variety of contextual and communicative activities (listening; controlled, guided, and free practice) are presented with trainees acting as the learners. In addition, the teacher tries to implement the CBLT principles. Afterward, the trainees discuss each activity in terms of difficulty, enjoyment, and the appropriateness and practicality of the activity for the Algerian middle/secondary school context. They also discuss how to make pronunciation teaching/assessment compatible with CBLT principles.

Materials development stage: In groups, trainees adapt these activities for their own students to work on creating new ones of a similar type. Outside of class, trainees are encouraged to collect authentic samples of spoken discourse to use as a basis for further materials development. In addition, the trainees are encouraged to devise unit plans showing how pronunciation can be implemented communicatively and also according to the CBLT principles.

Sample material: Tutoring an Algerian learner of English

Trainees are shown a video recording of a tutoring session with an Algerian learner of English. Before watching the segment, the Algerian trainees receive three guide questions to focus their attention:

1. What errors does the learner make? How do these errors compare with the predicted errors of Algerian EFL learners?
2. What techniques does the instructor use to help this learner improve his pronunciation?

3. What have you learned from watching this video that you could adopt to your own learners?

After reviewing the segment, the trainees work in small groups to share answers. Groups then share answers with the larger group.

Finally, it has to be noted that the course is delivered according to the CBA principles to make sure the trainees achieve the set competencies.

7.4.4. Suggested CBLT Lesson Plans

Based on the findings of the present study, sample CBLT lesson plans are suggested. This section includes a suggested lesson plan for teaching pronunciation to prospective middle and secondary school teachers, a suggested lesson plan for middle school teachers and a suggested lesson plan for secondary school teachers.

7.4.4.1. A Suggested Lesson Plan for Teaching Pronunciation to Prospective Middle/ Secondary School Teachers

The suggested CBLT lesson plan is drawn from Roach (2000), from Richards and Rodgers (2014) CBLT lesson plan format (see section 3.3.2.), from Celce Murcia et.al.,' s (2010) communicative pronunciation teaching framework (See Section 2.2.3.3.) and from Burgess and Spencer's (2000) model for integrating pronunciation and phonology in TELT and SFLT (see Section 7.4.2. above). Moreover, a discovery approach is followed wherever possible as suggested by Ross (1992) in her teacher training model for introducing phonetics and phonology to prospective teachers.

Guided practice: (05 minutes)

T asks the students to read aloud sentences, paying attention to the stressed words:

1. Her father cleaned the basement.
2. It's better to hide it from John.
3. We needed to call them at ten.
4. I think that he's doing it wrong.

(T pays attention to the SS's pronunciation. T gives scope for self-correction, peer correction or corrects him/herself. In addition to their use of sentence stress, the students' command of strong/weak forms, learnt in a previous lesson, is assessed).

Introduction:

Now, let's deal with a pronunciation feature that is closely related to sentence stress, which is rhythm.

Presentation: (20 minutes)

Using examples (the beating of a heart, the sounds of a clock, the strokes of a swimmer, the flashing of a light, different rhythmic patterns resulting from knocking on the board...etc), T leads the students to infer the meaning of rhythm: rhythm involves some noticeable event happening at regular intervals of time.

T also explains that rhythm is very noticeable in poetry and music, but it less common in languages.

T writes on the board:

Walk down the path to the end of the canal.

T asks the students to mark the stressed syllables in the sentence.

Using the example, T explains that in English, the time from a stressed syllable to another is approximately the same.

'Walk 'down the 'path to the 'end of the ca'nal.

S S N S N N S N N N S

T explains that English has a stress-timed rhythm and introduces the comparison between stress-timed rhythm and syllable-timed rhythm. She uses the following examples:

Stress-timed rhythm (e.g. English)

syllable-timed rhythm (e.g. French)

The books are on the desk.

Les livres sont sur la table.

N S N N N S

N S N N N S

Using the examples, T explains that the sentence in English, which has the same number of syllables, takes more time to be pronounced than the sentence in French.

T explains that in stress-timed languages, the time from a stressed syllable to another stressed syllable tends to be the same, irrespective of the number of the intervening unstressed syllables whereas in syllable-timed languages, the time from a syllable to stressed or not, tends to be the same.

Using the same example, the T introduces the notion of “foot”.

'Walk 'down the 'path to the 'end of the ca'nal.

S S N S N N S N N S

T leads the students to divide the sentence into five units and to infer the definition of the term “foot”.

T provides the definition: a foot is a unit of rhythm that begins with a stressed syllable and includes all the following unstressed syllables up to the next stress.

Comprehension Check: (08 minutes)

T asks the students the following questions:

1. What does rhythm involve?
2. What is the difference between stress-timed rhythm and syllable-timed rhythm?
3. What is a foot? How many feet are there in the sentence *The books are on the table*?
4. How many feet are there in the sentences?

The books are on the table.

John will have finished by now.

When does he leave the factory?

5. T Provides the following example and makes sure the students grasp sentence stress and rhythm in English.

'Cats	'chase	'mice.
The 'cats	have 'chased	'mice.
The 'cats	will 'chase	the 'mice.
The 'cats	have been 'chasing	the 'mice
The 'cats	could have been 'chasing	the 'mice.

The SS should show their understanding that the time needed to say each sentence is roughly equivalent because they have the same number of stressed syllables despite of the fact that they differ in their length (differ in the number of syllable).

Guided practice: (10 minutes)

T hands out cards with professions written on them.

SS practise the following model dialogue and do a survey of class members.

A. 'What do you 'do?

B. I'm a 'doctor and I 'work in a 'hospital.

B. 'What do 'you 'do? (addressing C).

C. I'm a pro'fessor and I 'lecture at the uni'versity.

(T pays attention to the SS's pronunciation. T gives scope for self-correction, peer correction or corrects him/herself).

In this manner, T can reinforce the idea that the words carrying the most meaning in English (usually the content words) are those that receive stress. In addition, the SS are provided with the opportunity to speak English with correct rhythm.

T gives scope for self-correction and peer correction

Communicative practice: (15 minutes)

T asks SS to perform a role-play activity modelled after the late-night talk show format.

For this activity, SS are paired, with each receiving a turn both as host and as guest.

When it is their turn to be the guest, they receive a role card with an identity on it. (See Appendix VIII).

T monitors rhythm and accurate placement of stress, giving appropriate feedback after the practice.

T gives scope for self-correction and peer correction.

In addition to sentence stress and rhythm, T can assess whether the students integrate previously taught elements, such as pronunciation of final –ed, word stress, intonation in WH questions) in their speech.

Evaluation: (10 minutes)

T asks SS to divide some sentences up into feet

T asks them to read the sentences aloud.

Application:(Homework)

Imagine you are a teacher. Adapt today's lesson for your middle/secondary school teachers.

It must be noted here that the other CBLT principles which are not highlighted in the sample lesson plan can successfully and easily be accomplished as discussed in section 7.4.2.

In a nutshell, the principle of diagnostic assessment can be achieved by including sentence stress and rhythm in the diagnostic evaluation, consisting of testing both the students' theoretical phonetic knowledge about sentence stress and rhythm and the degree to which the students distort the features in their speech. Moreover, the principle of integration

/mobilisation can be reinforced by the teacher paying attention to whether the students make use of what they have learnt in the sentence stress and rhythm lesson in their speech in subsequent lessons. In addition, the teacher can assist the students in learning the aspect in an autonomous way by encouraging them to mark stressed words in different contexts for revision purposes and by allowing the students to record their speech so that they are enabled to analyse their own pronunciation, preferably with their teacher or with a more proficient person. Outside of class, the teacher can ask the students to rely on Roach's (2000) recorded activities to enhance both their perception and production of sentence stress and rhythm. It is more than advisable to encourage the students to record themselves to develop self-correction skills. Equally important, the students are also encouraged to work in pairs to correct each other's. Finally, in addition to the teachers continuous observation of students speech and other formal tests constructed to test the students' performance as regards this feature, the teacher also invites the students to discuss their strengths and weaknesses to have a comprehensive picture of the students' performance to see whether remediation is needed or not.

7.4.4.2. Suggested CBLT Lesson Plans for Middle/Secondary School Teachers

In order to show how pronunciation can be taught in accordance with the CBLT principles, three lesson plans, together with a number of suggestions for improvement, are presented. They are concerned with Unit Two, "you can do it", of the (4 AM) textbook, "On the Move" (see Appendix VII).

As discussed in section 4.2., there is a discrepancy between the pronunciation content that appears in the book map and the file "preview" on the one hand and the actual content in the textbook on the other: there are no activities that focus on the weak forms *was/were* throughout the whole file. As a result, the pronunciation content is slightly adjusted to make it compatible with the objectives expressed in the "Preview" and more suitable to the

communicative functions expressed in the unit. While the content presented throughout the activities of the textbook covers strong/weak forms of the auxiliaries *can, could, have, do* and stress in words starting with prefixes, the new content includes strong/weak forms of the auxiliaries *can, could, was/were, have, do*, stress in words starting with prefixes and emphatic stress. As far as the latter is concerned, it would be more appropriate to teach emphatic stress when expressing agreement and disagreement using expressions such as ***So can I*** and ***Neither have I*** as the major teaching point while also integrating the pronunciation of the modals. Provided below are the lesson plans, devised according to Richards and Rodgers' (2014) CBLT lesson plan format (see section 3.3.2.), which show how pronunciation can easily be integrated and sequenced in communicatively-based classrooms.

Lesson plan 2:

Textbook: On the Move

File Two Lesson One: Listen and Consider Timing: 55 minutes

Objectives: by the end of the lesson, students should be able to

- use the modals *can, can't, could, could*
- pronounce the weak/strong forms of the modals

Stage One: Pre-Listening (03 minutes)

Warm up:

The activity before you listen, page 43.

Introduction:

Today, you are going to listen to an interview and to learn how *can, can't, could, couldn't* are pronounced.

Stage Two: During-Listening(25 minutes)

Pronunciation focus(20 minutes)

Presentation:(05 minutes)

T: listen to me and underline the form of the modal can you hear in the snippets of the dialogue in the box (As you listen, page 43).

T uses phonetic transcriptions of the modals:

Can you help me?	I can play	yes, I can	no, I cant
/kən/	/kən/	/kæn/	/kɑ:nt/

Comprehension check: (02 minutes)

T leads the students to draw the rule. He asks:

What do you notice?

When is /kæn/ used?

When is /kən/ used?

Guided practice:(04 minutes)

T: ask and answer questions about what your friend(s) can or can't do. (here the T encourages the students to practice using different pronouns by asking S1 to ask S2, s2 to ask s3 about s4...etc)

(T gives scope for self-correction, peer correction or corrects him/herself)

Communicative practice:(04 minutes)

T: ask and answer questions to find out what different people (doctors, teacher, singers...) can or can't do.

(T gives scope for self-correction, peer correction or corrects him/herself)

Evaluation: (04 minutes)

T asks SS to do the activity: strong/weak?

T asks SS to read aloud the sentences.

(T gives scope for self-correction and peer correction)

Listening activity:(05 minutes)

T: listen again and answer the questions (act 2 p 44)

Stage Three: Post listening(26 minutes)

Grammar focus

Introduction:

Now, you are going to learn the uses of can and could to express ability

Presentation: (04 minutes)

T refers the student to the grammar Window

Consider sentences a-d and answer questions 1 and 2

a- Can you spare a moment?

b- I can play the guitar.

c- Can I take part in the contest?

d- When I was young, I couldn't do anything I wanted with my free time.

1. Which sentence expresses present ability? Underline the auxiliary in the sentence.
2. Which sentence expresses permission and which expresses past ability?

Comprehension Check: (02 minutes)

SS are led to draw the rule.

T: which modal is used to express present ability?

T: Which modal is used to express past ability?

Pronunciation focus: (07 minutes)

Introduction:

Now, you are going to learn how could/couldn't are pronounced.

Presentation: (05 minutes)

T: can people drive cars now? (T pays attention to SS' use of strong/weak forms).

T: How about in 1800? Could people drive cars then? SS: No, they couldn't.

T: Can people take photographs now? SS: Yes, they could.

T: Could people take photographs in the 1950s? SS: Yes, they could.

T: Could people take photographs in the 17th century? SS: No, they couldn't.

(T uses phonetic transcriptions of modals: /kʊd and /kəd/)

Comprehension check:(02 minutes)

SS are led to draw the rule.

T: what do you notice?

T:When is /kəd/ used?

T: When is /kʊd/ used?

Grammar and Pronunciation Focus

Guided practice: (06 minutes)

T: ask and answer questions about what people couldn't do one thousand years ago but which they can do today. (act 1 p 45)

(T pays attention to the students' pronunciation of modals. T gives scope for self-correction, peer correction or corrects him/herself).

Communicative practice:(07 minutes)

T: ask and answer questions about what you and your friends could and couldn't do.

Evaluation: (as homework)

T asks SS to do the activity: Fill in the gaps with *could/couldn't/ can /can't*

(T encourages SS to use the transcriptions of modals or W/S: Weak/Strong)

T asks the students to practice aloud the sentences (T gives scope for self-correction, peer correction or corrects him/herself).

Lesson plan 3:

Textbook: On the Move

File Two Lesson Two: Practice Grammar Lesson Timing: 55 minutes

Objectives: by the end of the lesson, students should be able to use the modals *will be able* and *was/were able*

Warm up: (05 minutes)

T corrects the homework. s/he asks the students to read aloud the sentences to assess their pronunciation of the modals.

Introduction:

Today, you are going to learn the use of *will be able* and *was/were able*.

Presentation: (04 minutes)

T reminds the students of the sentences of the interview dealt with in the previous lesson.

I was able to convince them.

When will you be able to come and register for the contest?

T explains by referring to *can* and different tenses.

Comprehension Check: (02 minutes)

T leads the students to draw the rule.

T asks: what does *was able to* express? SS: past ability

T explains that *was able to* replaces *can* in tenses of the past.

What does *will be able to* express? SS: future ability

Pronunciation focus: (06 minutes)

Introduction:

Now, you are going to learn how *was/were* are pronounced.

Presentation: (04 minutes)

T asks questions to elicit answers with strong and weak forms of *was/were*.

T: Who was able to convince her parents? SS: Wendy was.

T: What did she say? SS: I was able to convince them

T: Was Wendy able to convince her parents? SS: yes, she was.

T: Were able to do revise your lessons yesterday? SS: yes, I was/ No, I wasn't

(T uses phonetic transcriptions of modals)

Comprehension check: (02 minutes)

SS are led to draw the rule.

T: what do you notice?

T: When is /wɒz/ used? When is /w əz/ used?

T: When is /wɜːz/ used? When is /wə/ used?

Guided practice: (12 minutes)

T asks students to do act 2 and 3 p 45.

(T pays attention to the SS's pronunciation of *was/were*. T gives scope for self-correction, peer correction or corrects him/herself).

Communicative practice: (05 minutes)

T: Ask and answer questions about things you were able to do in the past and things you will be able to do in the future.

(T gives scope for self-correction, peer correction or corrects him/herself)

Evaluation: (04 minutes)

T asks SS to do the activity: Complete with forms of *be able*?

T asks SS to read aloud the sentences (to check their pronunciation of modals).

Application:(15 minutes)

Situation of integration: Imagine you are a teacher. Use the table below to make notes. Then write a small school report about a student of yours. You are supposed to read this report to your colleagues on class assessment day. Make sure you pronounce the modals with the correct forms: strong or weak forms.

These two lessons are followed by lesson three “Read and Consider” and lesson four “Practice”. They are designed following the same format above. As for the following lesson as presented in the textbook “words and sounds”, which focuses on prefix words and their pronunciation, it can be presented in two different ways. First, pronunciation is, together with vocabulary, taught in a separate lesson or it can be integrated with reading in the post-reading stage of the “reading lesson” dealing with the text on page 57. In the latter case, the teacher builds his/her presentation on the sentences included in the text: *Robots are capable of doing many difficult and dangerous jobs* and *It is impossible for them to be man's rivals*.

Lesson plan 4:

Textbook: On the Move

File Two

Lesson five “Words and Sounds” Lesson

Timing: 55 minutes

Objectives: by the end of the lesson, students should be able to form, use and pronounce prefix words.

Warm up: (05 minutes)

T corrects the homework.

Introduction:

Today, you are going to learn how to form, use and pronounce prefix words.

Presentation: (04 minutes)

T reminds the students of the sentences of the interview dealt with in the previous lesson.

Wendy was able to convince her parents.

T asks: so, was it possible for Wendy to convince her parents?

T says John was not able to solve the task and then asks

Was it possible for John to solve the task?

T elicits the prefix word impossible. So, it was impossible for John to solve the task.

T provides other examples: correct/incorrect - regular/irregular - definite/indefinite

T explains that we can form opposites by adding prefixes

Comprehension Check: (02 minutes)

T asks: what is the opposite of possible? How is it formed?

What is the opposite of correct? How is it formed?

What is the opposite of regular? How is it formed?

Pronunciation focus: (06 minutes)

Introduction:

Now, you are going to learn how prefix words are pronounced.

Presentation: (04 minutes)

T pronounces the simple word and then the prefix word

'Possible im'possible

'Regular ir'regular

Cor'rectincor'rect

A'greedis a 'gree

(T stresses both the simple and the prefix words)

Comprehension check: (02 minutes)

SS are led to draw the rule.

T: what do you notice?

T: does stress change in prefix words? Are prefixes stressed?

T asks the students to repeat the words.

Guided practice: (12 minutes)

T asks SS to do act 1 p 50.

T asks to read aloud the simple words and the prefix words

(T gives scope for self-correction, peer correction or corrects him/herself)

(T encourages SS to highlight the stressed syllables using the stress mark)

Communicative practice: (05 minutes)

T: Ask and answer questions using prefix words in context

(T gives scope for self-correction, peer correction or corrects him/herself)

Evaluation: (04 minutes)

T asks SS to do act 4 page 50.

(T encourages SS to highlight the stressed syllables using the stress mark)

T asks SS to read aloud the sentences (to check their pronunciation of prefix words)

(T gives scope for self-correction, peer correction or corrects him/herself).

Application:(15 minutes)

Situation of integration: Imagine you are a teacher. Use the notes below, without using “not” to tell your friend about your ideas. Make sure you pronounce the prefix words correctly.

Feel/ Not satisfied/ when a student/ not treat well other students

It is/not legal/ to cheat in exams

Not possible / to let students cheat

Feel/ not happy / when students provide answers that are not correct

Do not like students/ not responsible/ not polite/ not obey my orders

Homework:

T asks SS to do act 2 p 45: rewrite the new (prefix) words using phonetic script.

T asks SS to add six prefix words to the list, to transcribe them (SS encourages them to use the dictionary), to put them in illustrative sentences and then practice the pronunciation of these words in context.

T asks the students to add the rule about the pronunciation of prefix words in the pronunciation section in their notebooks.

As can be depicted from the above lesson plans, many of the current perspectives in pronunciation instruction and the CBLT principles are highlighted:

1. Pronunciation is taught communicatively: pronunciation is integrated with other skills; pronunciation features are contextualised, and practice ranges from more controlled to more communicative.
2. The students work individually as well as in pairs. They are thus given the opportunity to engage in social interaction and to learn from one another.
3. Practice inside the class is linked to the students' real life situations (e.g., they are asked to ask and answer questions about themselves, to solve problem situations).
4. An inductive approach where the students are guided to draw to discover the rules themselves (discovery learning) is used. So, the students are guided to construct their knowledge themselves. It is worth mentioning here that, at later stages (for example at 2AS and 3AS), a deductive approach to pronunciation teaching can be used.
5. Autonomous pronunciation learning is promoted both in class and outside class. The students are encouraged to self-monitor and to self-correct and to learn from each other. Through the homework, the students are urged to use the dictionary, the phonetic notation, and other visual markings. They are also given the opportunity for extra practice.
6. The teacher continuously assesses his/her students' pronunciation of the feature(s) taught.

In addition to the above, other CBLT principles can be implemented throughout the whole unit or only in a specific section as shown below:

1. The pronunciation of the modals *can/can't/could/couldn't* can be reinvested in subsequent sections, namely, act 3 p 49 and also in "reading and writing", p 57.
2. The pronunciation of the modals *can/can't/could/couldn't* should be assessed in the project. The teacher should ask the students to present their projects (p 62) orally to make sure they pronounce the modals correctly.
3. The pronunciation points should form part of the self-assessment section "check your progress". Instead of the only activity (act C p 62) asking the students to mark the main stress on four prefix words, act 1 and 2 p 61 could be improved by adding *Read aloud the sentences* to test the students oral performance in pronunciation of the modals (act 1) and emphatic stress and pronunciation of modals (act 2). As aforementioned, other oral activities could be added. If time does not allow in class, the teacher can ask the students to record their answers to be out of class time.

4. Instead of the only can-do statement included in the self-assessment learning log (I can use appropriate stress in words starting with prefixes), more statements should be included: I can pronounce the modals *can/can't/could/couldn't/have/do* correctly and I can pronounce sentences as *so do I* and *neither have I* with correct stress.

5. Based on the results obtained from the teachers' continuous assessment (through observation or more formal assessment activities) and student self-assessment, the teacher may decide to explain a point again to the whole class or to individual students as part of remediation/ regulation.

6. The pronunciation points can be tested orally or through written activities. Because it is impossible to cover all the points taught in a lesson in one test, different points can be tested with different classes over different school years. In other words, the teacher should vary both the content and the type of the activities. This practice not only contributes to the attainment of the set objectives, but it also minimises the negative washback effect of not alone the official tests but also of the internal tests conducted by the teachers on the students learning.

7.5. Limitations of the Study

The present study cannot claim to be free from limitations. To begin with, one cannot claim that the findings gained are complete for sure. The present study focuses on the use of questionnaires which might not have been the best one, or at least not the only method. As a sole method in gathering data, the questionnaire has its limits in validating what the informants say. If observation of the informants in class was included as another method, the validity could have been maximised to a great extent. Still, the questionnaires, which drew mainly on quantitative methods but also include qualitative analyses, have provided valuable information and insights into the teachers' preparedness, attitudes and also practices in teaching pronunciation. Another limitation is that the generalisation of findings is not possible due to the relatively small sample size of the teachers and schools involved in the study. The length of the questionnaires constitutes another limitation of the study. The questionnaires were possibly too lengthy, the consequence of which was a substantial

amount of non-completed responses in the analysed questionnaires. It is worth remembering that a number of the returned questionnaires was excluded from the analysis for the same reason (see section 5.1.).

7.6. Suggestions for Further Research

There are some aspects that would have been interesting to pursue further as important research in the field of English pronunciation teaching in Algeria. Firstly, inclusion of students' views and perceptions would make this type of investigation more complete. The present study was conducted from a teacher's perspective; however, it could be of high value to investigate students' views on pronunciation, pronunciation instruction and many other related issues. As the learners are the target of instruction and an important component of the teaching/learning process, their responses can further extend and strengthen the finding of the research.

Secondly, this study was carried out as a case study in order to investigate the role of pronunciation in some middle and secondary schools in the Wilaya of Jijel, and the number of participants in the study is relatively small, which, to some extent, restricts the generalisability of the findings. Future research in this area might cover a wider range of schools throughout Algeria and/or enlarge the sample size in order to yield a more comprehensive picture of how pronunciation is perceived and approached. Therefore, it is highly recommended that an extensive study be conducted on a larger scale, covering the whole country.

Thirdly, the present study exclusively drew on the use of questionnaires, so it would be intriguing to conduct classroom observations to examine how teachers actually implement pronunciation instruction in their classes and/or individual personal interviews with a small subset of the participating teachers in order to examine in depth their attitudes and practices of pronunciation teaching. Combining a triangulation of different data collection methods

would provide a clearer picture than any conclusions obtained from one single method alone. Another interesting aspect of future research concerns how teacher education prepares prospective teachers for the teaching of this subject matter. The teachers in this study were middle and secondary school teachers, so it would be interesting to know the different practices of teachers at the tertiary level.

Conclusion

Because poor pronunciation is a problem that seriously limits language use and the communicative abilities of the learners, pronunciation is a competency that should receive more attention than it currently does. Thus, educational authorities, curriculum designers, materials developers and teachers need to equip the learners with the means to use English for intelligibility and for effective and wider communication. This chapter revealed several areas for improvement with regard to English pronunciation teaching practice within the framework of CBLT that should be considered by the stake holders concerned. It also covered an attempt to incorporate current instructional perspectives together with the main principles of CBLT in the materials for teaching pronunciation to middle and secondary school teachers in in-service teacher training programmes. With well-trained teachers, well-designed pronunciation materials, and well equipped and smaller classes, pronunciation teaching within the framework of CBLT can be implemented in Algerian middle and secondary schools more successfully.

General Conclusion

Pronunciation is a key component of the learning of oral skills in a second or a foreign language and an essential element of effective communication. Not only is pronunciation practice important in helping learners to upgrade their oral production, but it also results in improving their listening comprehension. In the Algerian context, pronunciation has received scant attention, if any, in the English language curricula of middle and secondary schools. However, the status of pronunciation has supposedly witnessed a remarkable change in the competency-based curriculum implemented in Algerian schools since 2003.

Despite this prominent position given to pronunciation, there are many indications that the performance of Algerian students has generally remained far from being satisfactory. Hence the present study has attempted to uncover the reasons behind the learners' apparent failure to achieve an appropriate level in pronunciation, which is an essential asset to effective communication. More specifically, the study aimed at evaluating the current situation of pronunciation teaching within the competency based curriculum in terms of theory and practice in order to determine the degree of their compatibility.

In order to achieve the aims of the present study, the pronunciation component in the Algerian official documents, comprising the syllabuses, the textbooks and the official tests were analysed. Moreover, two questionnaires were designed and administered to 87 Middle School teachers and 62 Secondary School teachers. A representative sample of internal in-class tests was also analysed.

The results of the present study indicate that the teachers were generally unprepared both at the levels of knowledge and training to teach pronunciation following the Competency-based Language Teaching model. The aspects that the teachers thought they needed more training about were mainly the suprasegmental levels of stress (word stress and sentence

stress), rhythm and intonation and, to a lesser degree, the aspects of connected speech. This alarming situation puts into question these teachers' ability to deal with these aspects effectively. In addition, the responses revealed that these teachers do not have an adequate level of knowledge of the principles of the Competency-based Language Teaching approach.

Equally important, although the teachers generally hold positive attitudes towards pronunciation and its importance, they seem to have negative attitudes towards Competency-based Language Teaching. In fact, most of the teachers agreed on the importance of pronunciation and its teaching. They considered pronunciation important in teaching pupils to speak in English or to understand English, to spell English words correctly. They also emphasise that teaching pronunciation helps students to improve their pronunciation despite the fact that over half of them thought that pronunciation needs no explicit teaching and that learners achieve good pronunciation with exposure and practice. Moreover, most of the teachers expressed their adherence to the more realistic goal of pronunciation teaching, which is intelligibility, as they believed that their pupils were not required to speak as native speakers, but they should speak so as to be intelligible. Concerning the teachers' perceptions of their pupils' learning of pronunciation, most of the teachers thought while their students enjoyed learning pronunciation, they found it difficult. This is a clear indication that motivation is only one factor among many other factors that come into play when learning pronunciation. In addition, the teachers expressed strong support of early pronunciation teaching. As for the teachers' perceptions of the aspects of pronunciation necessary for the learners in the different levels, middle school teachers thought that most of the aspects are important for middle school learners, especially for third year and fourth year middle school learners, and secondary school teachers considered most of the aspects to be necessary for their learners at different levels.

Moreover, the analysis of the pronunciation component in the official documents, namely, the curricula documents, the textbooks and the official examinations revealed more negative than positive points, implying that pronunciation is not addressed adequately in these documents. The main strength is that pronunciation is assigned an important role in the curriculum documents, a role which is translated in the different textbooks. Except for the textbook designed for the last year of secondary education, pronunciation receives considerable attention, seen in the big number of the pronunciation activities and the general coverage of the pronunciation component in relation to the whole content in all the textbooks. While the curriculum and textbook designers tried to take into account some current trends in pronunciation research and pedagogy, which are also compatible with the principles of Competency-based Language Teaching, they failed to account for some other essential trends.

On the one hand, the principles that are partly implemented include developing communicative competence, individualised instruction/student centeredness, fostering learner autonomy. First, the textbooks, with varying degrees, meet partly some features of teaching pronunciation for communication purposes. While the pronunciation context covers both the segmental and the suprasegmental elements, highlights the sound/spelling relationship and emphasises both perception and production, the analysis revealed a somehow weak design of the activities: the predominance of non-communicative activities, the overemphasis of an inductive approach together with lack of a clear approach to pronunciation that takes into consideration the learners age' and the different proficiency levels into consideration and the insufficient integration of pronunciation with other skills. Second, only some criteria of the principles of individualised instruction and learner centeredness are accomplished. Except for the textbooks designed for the first two grades in the middle school, all the textbooks include a wide range of different activities, where only

the traditional techniques are employed. Moreover, social interaction and catering for the slow learners are not well accounted: the number of the pair/group work activities is very limited and the reinforcement/consolidation activities are totally absent. Added to that, despite of the fact that several different elements are covered in the textbooks, the overall content falls short of supplying the needs of Algerian learners. Third, the textbooks partly fulfil the principle of “fostering learner autonomy”. No explicit pronunciation strategies are provided. However, the presence of phonetic notation in the textbooks and other forms of visual highlighting in some of them and the fact that the textbooks provide the learners with the opportunity to self-assess themselves through the self-assessment questionnaires included in the textbooks provide the learners with the implicit strategies of self-noticing and self-correction strategies that enable them to learn pronunciation on their own.

On the other hand, the other principles, namely, integration/mobilisation, diagnostic assessment and formative assessment are not implemented. First, never are the students urged to reinvest their phonological knowledge in the presentation of projects and only rarely are they asked to do so in other activities. Second, no diagnostic tests, except for one in the fourth year middle school teacher’s guide, are included. Third, the analysed textbooks do not promote opportunities to assess continuously the learners’ pronunciation for the sake of improvement and they give scope for neither self-correction nor peer-correction.

Concerning pronunciation testing, the results revealed that the way it is addressed in the official tests is not adequate. Apart from the fact that pronunciation plays a role in these tests, the way of testing it, especially in the high-stake baccalaureate exam, is inappropriate in the sense that the criteria of validity and reliability are not fulfilled. Not alone do the activities fail to test the students’ pronunciation performance as they are exclusively of a written mode, but they also fall short of testing the students’ phonetic abilities.

More importantly, the analysis of the results generated by the second questionnaire revealed that many of the teachers' instructional practices are not compatible with the principles of the approach in question. Firstly, pronunciation is not taught for communication purposes but rather, it is taught for the sake of pronunciation. Secondly, the methodology adopted is not learner-centred as the majority of teachers do not engage learners in pair or group work activities, nor do they take the learners' needs into consideration. Thirdly, the teachers do not individualise instruction: only a limited number of the students are involved in pronunciation practice, which means that most of the learners lack enough opportunities to practice the pronunciation features taught, the method used by many teachers is monotonous as they always teach the same pronunciation activity in the same way and do not take the learners' needs into consideration, and there are even some teachers who admitted that they taught pronunciation depending on how the activity is instructed in the textbook, which means that they just follow the instruction verbatim. Fourthly, many teachers do not provide the learners with strategies that help them become autonomous learners, such as phonetic notation and visual reinforcement. Moreover, the principle of integration/mobilisation is ignored by most teachers who do not give importance to the reinvestment of the pronunciation points taught in the learners' overall speech.

Another striking finding of the study is that the teachers' assessment practices are not adequate. The teachers do not diagnose the students' pronunciation competency at the beginning of each school year. Moreover, they do not assess their students' pronunciation skills on a regular basis. In addition, self-assessment is totally ignored by most of the teachers who admitted that they do not ask their students to fill in the self-assessment questionnaires or the "learning log" questionnaires of each file/unit.

The study has also brought to light the negative washback effect of the official tests (Brevet d'Enseignement Moyen and the Baccalaureate) on both the teaching and assessment

practices. Even in the classroom based tests, the same pronunciation features included in the official tests are generally prioritised. In addition, most of the teachers tested or assessed their students' pronunciation through written activities while only a few stated that they tested them orally. Noticeable here is that almost all the teachers do not test the students' pronunciation when they presented their projects, which are supposed to be the best measurement of learners' ability in demonstrating the competencies, including pronunciation, intended by the different files/units.

Last but not least, the teachers confirmed that they faced obstacles in pronunciation teaching. The major ones include large classes, time constraints, lack of materials, and low proficiency level of students. In fact, some of the ineffective teaching practices can be attributed to the influence of the contextual factors of large classes, time constraints and lack of materials. Because of the big number of the pupils in classes, the teachers are obliged to work with only a limited number. The results revealed that there is a correlation between the number of pupils in the class and the number of pupils involved in pronunciation teaching. This is clearly seen in the results reported by the teachers of the two cycles. Because the secondary school classes are more overcrowded than middle school ones, less students are involved in pronunciation teaching. Moreover, the teachers' ineffective practices can also be the result of time constraints, a factor which is closely related to the previous one. Both the middle and the secondary school teachers perceive that pressure of time presents a major barrier to the teaching of pronunciation. The teachers cannot involve all or most pupils because time is insufficient. In addition, it is inferred from the results that the classes are ill-resourced. The resources used by the teachers are very limited since they mainly use their own voices and rely on the textbooks, the materials which were easily accessible for them. Both middle and secondary schools consider low proficiency level of students as a major obstacle. In fact, one of the major constraints to the implementation of the competency based

approach is the low proficiency level of the students. This is a clear indication that competency-based approach as implemented in Algeria failed to provide quality education. More specifically, the teaching/learning environment is not favourable to the implementation of competency-based approach. Moreover, the middle school teachers also regarded the lack or insufficient teacher training in pronunciation teaching as another major obstacle while the secondary school teachers highlighted negative impact of the examination system, which minimises the role of pronunciation.

Finally, the problem in teaching pronunciation in Algerian middle and secondary schools does not seem to be the result of the teachers' wrong perceptions or negative attitudes; it rather emanates from the inadequate way of addressing pronunciation in the teaching materials and the teachers' failure to make their practices compatible with the Competency Based Language Teaching principles. Hence, it is legitimate to conclude that the presentation and the teaching/evaluation practices of pronunciation in Algerian middle and secondary schools are in total dissonance with the principles of Competency Based Language Teaching. The flawed implementation of the approach does not only render the teaching of pronunciation ineffective, but it also prevents both the syllabus designers and the practitioners from all possibility of conducting any serious evaluation of this innovation itself in view of improving it or replacing it with a more adequate alternative.

References

- Abderrahim, F. (1978). A Study of Error Analysis (Arabic/English) and its Relevance to the Teaching of English as a Foreign Language in Algeria. M.A Dissertation. University College of Wales.
- Abercrombie, D. (1991). Teaching Pronunciation. In A. Brown (ed.), *Teaching English Pronunciation: A Book of Readings*. Routledge, New York.
- Achour, K. (2003). *Teacher's handbook for 1st year middle school*. Algiers: ONPS.
- Alderson, J. C., and Wall, D. (1993). Does Washback Exist? *Applied Linguistics*, 14(2): 115-129.
- Allison, D. (1999). *Language Testing and Evaluation: An Introductory Course*. Singapore University and World Scientific.
- American Heritage Dictionary of English Language, Third Edition. (1992). Boston: Houghton-Mifflin
- Ameziane, H., Hami, H. and Louadj, K. (2005). *At the Crossroads, Secondary Education/ Yea One: Teacher's Book*. Algiers: The National Authority for School Publications.
- Auerbach, E. R. (1986). Competency-Based ESL: One step forward or two steps back? *TESOL Quarterly*, 20 (2): 411-430.
- Avery, P and Ehrlich, S. (1992). *Teaching American English Pronunciation*. Oxford: Oxford University Press.
- Avery, P. and Ehrlich, S. (2008) *Spelling and Pronunciation. Teaching American English Pronunciation*. Oxford: Oxford University Press.
- Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Bachman, L. F., and Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.

- Bailey, K. M. (1996). Working for Washback: A Review of the Washback Concept in Language Testing. *Language Testing*, 13(3): 257-279.
- Baker, A. (1982). *Introducing English Pronunciation*. Cambridge University Press.
- Basturkmen, H., Loewen, S. and Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25: 243-272.
- Beghoul, Y. (2007). The Phonological Interlanguage of the Undergraduate Students of English at the University of Constantine. Unpublished doctoral thesis. Mentouri University, Constantine.
- Biemans, H., L. Nieuwenhuis, R. Poell, M. Mulder and R. Wesselink (2004). Competence-based VET in The Netherlands: backgrounds and pitfalls. *Journal of Vocational Education and Training*, 56(4): 523-538.
- Bellallem, F. (2008). An exploration of foreign language teachers' beliefs about curriculum innovation in Algeria: a socio-political perspective. University of London
- Benrabah, M. (1997). Word-stress: A Source of Unintelligibility in English. *IRAL*, 35(3): 157-165.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
- Bowden, J. A. (2004). Competency-based learning. In *Connotative Learning: The Trainer's Guide to Learning Theories and Their Practical Application to Training Design* (pp. 91-100). Kendall Hunt Publishing.
- Bowen, J. (1972). Contextualizing Pronunciation Practice in the ESOL Classroom. *TESOL Quarterly*, 6 (1): 83-97.
- Brazil, D. (1997) *The communicative value of intonation in English*. New York: Cambridge University Press.

- Breitkreutz, J, Derwing, T and Rossiter, M. (2002). Pronunciation Teaching Practices in Canada. *TESL Canada Journal*, 19: 51-61.
- Brinton, D. M. (2012). Pronunciation instruction. In A. Burns and J. C. Richards (Eds.). *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* (pp. 246-257). Cambridge University Press.
- Brown, A. (1991). *Teaching English Pronunciation: A Book of Readings*. London: Routledge.
- Brown, D. (2007). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. USA: Pearson Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Longman
- Brown, A. (2014). *Pronunciation and phonetics: A Practical Guide for English Language Teachers*. London: Routledge.
- Brown, S. Rust, C. and Gibbs, G. (1994). Involving students in the assessment process, in *Strategies for Diversifying Assessments in Higher Education*, Oxford: Oxford Centre for Staff Development.
- Buck, G. (1988) Testing listening comprehension in Japanese university entrance examinations. *JALT* (10).
- Buck, G (1989) Written tests of pronunciation: do they work? *ELT Journal*, 43: 50-56.
- Bowen, J. D. (1972). Contextualizing Pronunciation Practice in the ESOL Classroom. *TESOL Quarterly*, 6: 83-94.
- Burgess, J. and S. Spencer. (2000). Phonology and Pronunciation in Integrated Language Teaching and Teacher Education. *System* 28 (2): 191–215.
- Canale, M., and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1: 1-47.

- Carless, D. (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 31(4): 485-500.
- Celce-Murcia, M. (1987). Teaching Pronunciation as Communication. In J Morley (ed.), *Current Perspectives on Pronunciation*. TESOL, Washington D. C: 5-12
- Celce-Murcia, M. (2001) *Teaching English as a Second or foreign Language*. Heinle & Heinle Publisher, Boston.
- Celce-Murcia, M., D.M. Brinton and Goodwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press.
- Celce-Murcia, M., D.M. Brinton, J.M. Goodwin and Griner, B. (2010). *Teaching Pronunciation. A Course Book and Reference Guide*. Cambridge University Press.
- Chambers. (1997). Seeking Consensus in Course Book Evaluation. *ELT Journal*, 51(1): 29-35
- Chela-Flores, B. (2001). Pronunciation and language learning: An integrative approach. *International Review of Applied Linguistics*, 39: 85–101.
- Chelli, S. (2012). The effects of the Competency-Based Approach on learners' writing Achievement: case study of first year students at Biskra (Unpublished doctoral dissertation). Mohamed kheider, Biskra, Algeria.
- Chun, D. M. 1988. The neglected role of intonation in communicative competence and proficiency. *The Modern Language Journal*, 72(3):295-270.
- Cohen, L., Manion, L., and Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
- Council of Europe (2001). *Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.

- Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. *Prospect*, 18(3): 53-70.
- Couper, G. (2006). The Short and Long-term Effects of Pronunciation Instruction. *Prospect*, 21: 46-66.
- Cunningsworth, A. (1995). *Choosing Your Course book*. Oxford: Heineman
- Dalton, C., and Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press
- Darcy, I, Ewert, D and Lidster, R. (2012). Bringing Pronunciation Instruction Back into the Classroom: An ESL Teachers' Pronunciation Toolbox. In Levis, John and LeVelle, Kimberly (eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University, 93-108.
- Derwing, T.M. (2003). What do ESL students say about their accents? *Canadian Modern Language Review*, 59: 547–567.
- Derwing, T. M., and Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3): 379-397.
- Derwing, T. Munro, M and Wiebe, G (1998). Evidence in Favour of a Broad Framework for Pronunciation Instruction. *Language Learning*, 48: 393- 410.
- Derwing, T. and Rossiter, M. (2002). ESL Learners' Perceptions of Their Pronunciation Needs and Strategies. *System*, 30 (2): 27-39
- Djebbari, Z. (2013). Phonetic Awareness to Enhance Learners' Speaking Confidence: The Case of EFL Algerian Learners. *English for Specific Purposes World*, 13.
- Dickerson, W. B. (1989). *Stress in the speech stream: The rhythm of spoken English*. Urbana: University of Illinois Press
- Blaska, A. and Krekeler, C. (2013). The short-term effects of individual corrective feedback on L2 pronunciation. *System*, 41: 25–37.

- Firth, S. (1987). Developing self-correcting and self-monitoring strategies. *TESL Talk*, 77(1): 148-152.
- Ellis, R. (1997). The Empirical Evaluation of Language Teaching Material. *ELT Journal*, 51(1): 36-41.
- Findley, C. A, and Nathan, L. A. (1980). Functional based ESL language objectives in a competency curriculum. *TESOL Quarterly* 14(2): 221-231.
- Flege, J. 1987. A critical period for learning to pronounce foreign languages? *Applied Linguistics* 8(2): 162-77.
- Fraser, H (2000). *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. Canberra: DETYA (ANTA Innovative Project).
- Fraser, H (2001). *Teaching Pronunciation: A Handbook for Teachers and Trainers. Three Frameworks for an Integrated Approach*. Canberra: Department of Education, Training and Youth Affairs.
- Gall, M. D., Borg, W. R., and Gall, J. P. (1996). *Educational research: An introduction*. White Plains, NY, England: Longman Publishing.
- Gilbert, J. (1984). *Clear speech*. New York: Cambridge University Press.
- Gilbert, J. B. (2008). *Teaching pronunciation using the prosody pyramid*. New York: Cambridge University Press.
- Gimson, A. C. (1994). *Gimson's Pronunciation of English*. London: Edward Arnold
- Goodwin, J. (2001). Teaching Pronunciation in M. Celce-murcia (Ed.), *Teaching English as a second or foreign language* (p.p 117-137). Boston: Heinle and Heinle.
- Goodwin, J., Brinton, D.M and M. Celce-Murcia (1994). Pronunciation assessment in the ESL/EFL curriculum. In J Morley (ed). *Pronunciation, pedagogy and theory: New views, new directions*. Alexandria, Virginia: TESOL Inc.

- Grant, L. (1995). Creating pronunciation-based ESL materials for publication. In P. Byrd (Ed.), *Material writer's guide* (pp. 107-123). Boston, MA: Heinle & Heinle.
- Grant, L. (2010). *Well said*. Boston: Heinle and Heinle.
- Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action*. London: Routledge.
- Hancock, M. (1998). *Pronunciation games*. Cambridge: Cambridge University Press.
- Graves, K. (2001). A Framework of Course Development Processes. In Hall, D.R. and Hewings, A. (eds.) *Innovation in English language teaching*. London: Routledge
- Hahn, L.D. (2004). Primary stress and intelligibility: research to motivate the teaching of suprasegmentals. *TESOL Quarterly* 38: 201-223.
- Hancock, M. (2003). *English Pronunciation in Use, Intermediate*. Cambridge: Cambridge University Press.
- Harris, D. P. (1969). *Testing English as a Second Language*. New York: McGraw-Hill Book Company.
- Harmer, J. (1991). *The practice of English language teaching* . London: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Longman.
- Harris, R., Guthrie, H., Hobart, B. and Lundberg, D. (1995) *Competency-based Education and Training: between a Rock and a Whirlpool*. Melbourne: Macmillan.
- Haycraft, B (1992) Sentence stress—for more meaningful speech. In Adam Brown (ed.), *Approaches to Pronunciation Teaching*, pp. 57–72. London: Macmillan.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: OUP.
- Hewings, A. (2004). *Innovation in English language teaching*. London: Routledge.
- Hismanoglu, M. (2006). Current perspectives on pronunciation learning and teaching. *Journal of Language and Linguistic Studies*, 2,101-110.

- Hismanoglu, M. (2011). Current Perspectives on Pronunciation Learning and Teaching. *Journal of Language and Linguistic Studies*. 2(1), 102-103.
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Howatt, A. and H.G. Widdowson (2004). *A history of English language teaching*. Oxford: Oxford University Press.
- Hughes, A. (2003). *Testing for Language Teachers*. UK: Cambridge University Press.
- Jenkins, J. (2000). *The Phonology of English as an international language*. Oxford: Oxford University Press.
- Jenkins, J. (2003). *World Englishes: A reference book for students*. New York: Routledge
- Jenkins, J. (2006) Current perspectives on teaching World Englishes and English as a Lingua Franca, *TESOL Quarterly* (40) 1: 157-181.
- Jenkins, J. (1998). Which pronunciation norms and models for English as an international language. *ELT Journal*, 52(2): 119-126.
- Jonnaert ,P. (2002) *Compétences et socioconstructivisme—un cadre théorique*. Bruxelles, DeBoeck.
- Jones, R. (1997). Beyond "listen and repeat": Pronunciation teaching materials and theories of second language acquisition. *System*, 25 (1): 103-112.
- Jones, R.H. and S, Evans (1995). Teaching Pronunciation through Voice Quality. *ELT Journal*, 49(3): 244-251.
- Kaliannan, D.M., and Chandran, S.D. (2012). Empowering students through Outcome-Based Education (OBE). *Research in Education*, 87, (1) : 50-63.
- Kelly, G. (2003). *How to Teach Pronunciation*. Longman Press.
- Kenworthy, J. (1987). *Teaching English pronunciation*. Harlow, U.K.: Longman
- Krashen, D. and D, Terrell. (1986). *The Natural Approach. Language Acquisition in the Classroom*. New York: Pergamon Press Ltd.

- Laraba, A. (1992). On the Arab Continuum: the functional varieties in Algeria. *Expressions*, 1(1): 54-59. University of Constantine
- Ladefoged, P. (2001). *A Course in Phonetics*. New York: Harcourt, Brace, Jovanovich
- Larsen-Freeman, D. and Anderson (2011). *Techniques and principles of language teaching* Oxford: Oxford University Press.
- Lazaraton, Anne. (2001). Teaching Oral Skills, in Marianne Celce-Murcia (ed). *Teaching English as a second or foreign language* (p.p 103-115). Boston: Heinle and Heinle.
- Leather, J. (1983). Second-language pronunciation learning and teaching. *Language Teaching Abstracts*, 16 : 198-219.
- Le Boterf, G. (1995). *De la compétence: essai sur un attracteur étrange* (4th ed.). Paris: Les Éditions d'Organisation.
- LeBoterf, G. (2000). *Construire les compétences individuelles et collectives*. Paris. Editions d'organisations.
- Lefrancois, R. (1997). *Psychology for Teaching*. New York: Wadsworth Publishing Company.
- Lenoir, Y. and Jean, V. (2012). The Competency-Based Approach in African Textbooks. in *The New Politics of the Textbook*, 2: 65-85
- Legendre, R. (2005). *Dictionnaire actuel de l'éducation*. Montréal : Guérin.
- Levis, J. M. and Grant, L. (2003). Integrating pronunciation into ESL/EFL classrooms. *TESOL Journal* 12 (2): 13-19.
- Levis, J. M. (2005). Changing Contexts and Shifting Paradigms in Pronunciation Teaching. *TESOL Quarterly* 39(3): 369-377.
- Littlewood, W. (2004). The task-based approach: some questions and suggestions. *ELT Journal*, 58, 4: 319 - 326.

- Lu, D. (2002). Phonetic symbols: A Necessary Stepping Stone for ESL Learners. *English Teaching Forum*, 40 (4): 36-39.
- Mackey, William Francis. (1965). *Language Teaching Analysis*. Longmans. London.
- Madsen, H. S. (1983). *Techniques in Testing* . Oxford: Oxford University Press.
- Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59(1): 14-19.
- Merrouche, S. (2006). The Place of Culture in the Teaching of English in the Algerian Middle and Secondary School. (Unpublished doctoral dissertation). University Mentouri, Constantine. Algeria.
- McDonough, S. (2002). *Applied Linguistics in Language Education*. London, Arnold.
- Morley, J. (1991). The Pronunciation Component in Teaching English to Speakers of Other Languages. *TESOL Quarterly* 25 (3): 481–520.
- Morley, J (1994). Pronunciation pedagogy and theory: New views, new directions. Alexandria, VA. *TESOL*.
- Mulder, M. (2001). Competence Development – Some Background Thoughts. *The Journal of Agricultural Education and Extension*, 7, 4: 147-159.
- Munro, M.J. (2011). The intelligibility construct: Issues and research findings. *Center for Intercultural Language Studies Series*. University of British Columbia, Canada.
- Munro, M.J. and Derwing, T. M. (1995). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 45: 73–97.
- Murphy, J. M. (1991). Oral Communication in TESOL: Integrating Speaking, Listening and Pronunciation. *TESOL Quarterly*, 25, 1: 51–75.
- Murphy, J. M. (1997). Phonology courses offered by MATESOL programs in the US. *TESOL Quarterly*, 31: 741-764.

- Nation, I. S. P. and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge, Taylor and Francis.
- Norris, J. and Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50: 417-528
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1999) *Second Language Teaching and Learning*. Boston: Heinle and Heinle.
- Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (ED.), *Teaching English as a second or foreign language*. (pp.55-65). Boston: Heinle and Heinle.
- Nunan, D. (2007). Standards-Based Approaches to the Evaluation of ESL Instruction. *International Handbook of English Language Teaching*, 15: 421-438.
- Parish, C. (1977). A practical philosophy of pronunciation. *TESOL Quarterly*, 11 (3): 311–317.
- Oxford Advanced Learner’s Dictionary of Current English (2005). Seventh edition. London: Oxford University Press.
- Pennington, M. (1989) Teaching Pronunciation from the top down. *RELC Journal*, 20(1): 21-38
- Pennington, M. (1996). *Phonology in English language teaching*. Harlow: Addison Wesley.
- Pennington, M. C. (1998). The teachability of phonology in adulthood: A re-examination. *IRAL*, 36: 323-341.
- Pennington, M. C. and Ellis, N. C. (2000). Cantonese speakers’ memory for English sentences with prosodic cues. *Modern Language Journal*, 84: 372-389.
- Pennington, M., and Richards, J. (1986). Pronunciation Revisited. *TESOL Quarterly*, 20 (2) : 207-225.

- Perrenoud, P. (1995). Des savoirs aux compétences: de quoi parle-t-on en parlant de compétences. *Pédagogie*, 9(1) : 20-24.
- Perrenoud, p. (2002). D'une métaphore à l'autre : transférer ou mobiliser ses connaissances? in *L'énigme de la compétence en éducation*, D. Joaquim et al., Bruxelles : De Boeck, pp. 45-60.
- Perrenoud, P. (2004). L'université entre transmission de savoirs et développement de compétences. Congrès de l'enseignement universitaire et de l'innovation
- Peterson, M. E. and Haines L. P. (1992). Orthographic analogy training with kindergarten children: Effects on analogy use, phonemic segmentation, and letter-sound knowledge. *Journal of Reading Behavior*, 24: 109 -127.
- Peyser, A., Gerard, F. M., and Roegiers, X. (2006). Implementing Pedagogy of Integration: Some thoughts based on a textbook elaboration experience in Vietnam. *Planning and Changing*, 37 (1/2): 37-55.
- Pritchard, A. and Woollard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. New York: Routledge.
- Purcell, E. T. and Suter, R. W. (1980) Predictors of pronunciation accuracy: a re-examination. *Language Learning*, 30: 271-287.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge : Cambridge University Press.
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
- Richards, J. C. and Renandya, W. A. (2002) *Methodology in Language Teaching: an anthology of current practice*. New York: Cambridge.
- Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

- Richards, J. C., and Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press
- Richards, J. C., and Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Roach, P. (2009). *English Phonetics and Phonology: A practical course*. Cambridge University Press.
- Roegiers, X. (2000). *Une pédagogie de l'intégration*. Bruxelles : De Boeck.
- Roegiers, X. and De Ketele, J.-M. (2000). *Une pédagogie de l'intégration*. Bruxelles: De Boeck Université.
- Roegiers, X. (2005). L'évaluation selon la Pédagogie de L'intégration : Est-il possible d'évaluer les compétences des élèves ? In Toualbi-Thaâlibi, K. and Tawil, S. (Eds.), *La Refonte de la Pédagogie en Algérie - Défis et enjeux d'une société en mutation* (pp.107-124). Alger : Ministère de L'éducation National, PARE/ UNESCO.
- Roegiers, X. (2006). L'APC dans le Système Educatif Algérien. In Toualbi-Thaâlibi, K. and Tawil, S. (Eds.), *Réforme de L'éducation et Innovation pédagogique en Algérie* (pp. 51- 84). Alger: UNESCO-ONPS.
- Roegiers, X. (2007). Curricular Reforms Guide Schools: But, where to? *Prospects*, 37 (2) : 155- 186.
- Roegiers, X. (2008). L'approche par Compétences dans le Monde: Entre uniformisation et différenciation, entre équité et iniquité. *DIRECT*, 10 : 61-76.
- Roegiers, X. (2010). *La pédagogie de l'intégration*. Bruxelles: De Boeck Université.
- Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. Bloomsbury Academic.

- Ross, L. (1992). Teaching Phonology to teachers: the phonology element in initial training courses. In A. Brown (Ed.), *Approaches to Pronunciation Teaching*. (p.p 18-28) Macmillan, London.
- Saito, K. (2011). Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: An instructed SLA approach to L2 phonology. *Language Awareness*, 20(1): 45-59.
- Saito, K. (2013). Reexamining effects of form-focused instruction on L2 pronunciation development: The role of explicit phonetic information. *Studies in Second Language Acquisition*, 35: 1-29.
- Saito, K. and R. Lyster, R. (2012). 'Effects of form-focused instruction and corrective feedback on L2 pronunciation development of /r/ by Japanese learners of English. *Language Learning*, 62: 595–633.
- Santrock, J.W. (2001). *Educational psychology*. New York: McGraw-Hill.
- Savage, K. L. (1993) What 's Wrong with CBE?. *TESOL Quarterly* 27(3), Special-Topic Issue: *Adult Literacies* :555-558.
- Savignon, S. J. (1983). *Communicative Competence: Theory and Classroom Practice. Texts and Contexts in Second Language Learning*. Reading, Massachusetts at all: Addison-Wesley Publishing Company.
- Savignon, S. J. (2001). Communicative Language Teaching for the Twenty-first Century in M. Celce-murcia (Ed.), *Teaching English as a second or foreign language* (p.p 13-28). Boston: Heinle and Heinle.
- Scarcella, R. & Oxford, R..L. (1994). Second Language Pronunciation: State of the Art in Instruction. *System*. 22 (2): 221-230.
- Schmitt, N. (ed.) (2002). *An Introduction to Applied Linguistics*. London: Arnold.
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. Boston: Pearson.

- Seezink, A., Poell, R. and Kirschner, P. (2009). Teachers' individual action theories about competence based education : The value of the cognitive apprenticeship model. *Journal of Vocational Education and Training*, 61(2): 203-215.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as lingua franca. *International Journal of Applied Linguistics*, 11 (2): 133- 158.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
- Setter, J. and Jenkins, J. (2005) 'State-of-the-Art Review Article': Pronunciation. *Language Teaching*, 38(1): 1-17.
- Spada, N., and Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A meta-analysis. *Language Learning*, 60: 263-308.
- Spady, W. G. (1994). *Outcome-based education: Critical issues and answers*. Arlington, VA: American Association of School Administrators.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stevick, E. (1980). *A Way and Ways*. Boston, Massachusetts: Heinle.
- Stern, H. (1992). *Issues and Options in Language Teaching*. Oxford University Press.
- Sullivan, R. (1995). *The Competency-Based Approach to Training*. United States. Agency for International Development (USAID), JHPIEGO Corporation.
- Szpyra-Kozłowska, J. (2015). *Pronunciation in EFL Instruction. A Research-Based Approach*. Multilingual Matters.
- Tardif, J. (2003). Développer un programme par compétences: de l'intention à la mise en œuvre. *Pédagogie collégiale*, 6(3): 36-44.
- Tarone, E and Yule, G. (1989). *Focus on the language learner*. Oxford University Press.
- Tench, P. (1981). *Pronunciation skills*. Basingstoke: Macmillan.

- Thompson, T. & Gaddes, M. (2005). The importance of teaching pronunciation to adult learners. *Asian EFL Journal*, 1.
- Thornbury, S. (1999) *How to Teach Grammar*. England: Longman.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Pearson Education Limited.
- Tomlinson, B. (2008). *English Language Learning Materials: A Critical Review*. London: Continuum.
- Torrance, H. and Pryor, J. (2001). 'Developing formative assessment in the classroom: using action research to explore and modify theory. *British Educational Research* 27(5): 615-31.
- Twomey Fosnot C. (1989). *Enquiring teachers, enquiring learners: A constructivist approach for teaching*. New York: Teachers College Press.
- Underwood, M. (1989). *Teaching Listening*. Harlow: Longman.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University Press.
- Walker, R. (2010). *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press
- Weddel, K. S. (2006). Definitions components characteristics integrating competencies and content standards: Mapping competencies resources.
- Woolfolk, A. E. (2010). *Educational psychology*. New Jersey: Pearson.
- Yalden, J. (1989). *Principles of Course Design for Language Teaching*. New York: Cambridge University Press.
- Yates, L., and Zielinski, B. (2009). Give it a go: Teaching Pronunciation to Adults. AMEP Research Centre, Department of Immigration and Citizenship, Macquarie University, Sydney, Australia.

Wells, J. C. (2005). Goals in Teaching English Pronunciation. In K.Dziubalska-Kołodziejczyk, and J.Przedlacka (Eds.), *English pronunciation models: A changing scene* (pp. 101-112). Bern: Peter Lang.

Wennerstrom, A. (1994). Intonational meaning in English discourse: A study of nonnative speakers. *Applied Linguistics*, 15: 399-421.

Official Documents and Textbooks

Spotlight on English (2003). Middle School One. Algiers: ONPS.

Spotlight on English (2003). Middle School One. Teacher's handbook. Algiers: ONPS

Ministère de l'Education Nationale. Programme d'anglais de la 1ere Année Moyenne. (2002) commission nationale des programmes. Algiers : ONPS

Spotlight on English, Book Two (2003). Middle School Two. Algiers: ONPS.

Spotlight on English, Book Two (2003). Middle school two. Teacher's handbook. ONPS

Ministère de l'Education Nationale (2002). Programme d'anglais de la 2eme Année Moyenne. Commission nationale des programmes. Algiers : ONPS

Ministère de l'Education Nationale. (2002) Document d'Accompagnement des Programmes de la 2ème année Moyenne. Commission nationale des programmes. Algiers : ONPS

Spotlight on English, Book Three (2005). Middle School Three. Algiers: ONPS.

Spotlight on English (2005). Middle School Three (3AM). Teacher's handbook. ONPS

Ministère de l'Education Nationale. (2003) Programme d'anglais de la 3eme Année Moyenne. Commission nationale des programmes. Algiers : ONPS

Ministère de l'Education Nationale. (2002) Document d'Accompagnement des Programmes de la 3ème année Moyenne

On the Move (2005). Middle School Four. Algiers: ONPS.

On the Move (2004). Middle school four. Teacher's guide. Algiers: ONPS

Ministère de l'Éducation Nationale (2005). Programme d'anglais de la 4ème année moyenne. Commission nationale des programmes. Algiers : ONPS

Ministère de l'Éducation Nationale. (2005) Document d'Accompagnement des Programmes de la 4ème année Moyenne. Commission nationale des programmes. Algiers : ONPS

At the Crossroads (2005). Secondary Education: Year One. Algiers: ONPS

At the Crossroads (2005). Teacher's Guide Book. Algiers: ONPS

Ministère de l'Éducation Nationale (2005). Programme d'Anglais de 1ère Année Secondaire (2005). Commission nationale des programmes. Algiers : ONPS

Ministère de l'Éducation Nationale. (2005): Document D'accompagnement du Programme d'Anglais (1-AS). Commission nationale des programmes. Algiers: ONPS

Getting Through (2006). Secondary Education: Year Two. Algiers: ONPS

Getting Through (2005). Teacher's Guide Book. Algiers: ONPS

Ministère de l'Éducation Nationale (2006). Programme d'Anglais de 2ème Année Secondaire. Commission nationale des programmes. Algiers: ONPS

Ministère de l'Éducation Nationale, (2006): Document D'accompagnement du Programme d'Anglais (2AS).

New Prospects (2007). Secondary Education: Year Three. Algiers: ONPS

New Prospects (2007). Secondary Education: Year Three: Teacher's Guide).ONPS

Ministère de l'Éducation Nationale (2006) Programme d'Anglais de 3ème Année Secondaire (2006). Commission nationale des programmes. Algiers : ONPS

Ministère de l'Éducation Nationale, (2005): Document D'accompagnement du Programme d'Anglais (3AS).

Sri Lanka. (2016). National Institute of Education. French Language. Teachers' Guide. Grade 11.

Appendices

Appendix I: Framework of Analysis of the Component of Pronunciation in the Algerian Middle and Secondary School Textbooks

Appendix II: The Middle and Secondary School Teachers' Preparedness, Attitudes and Perceptions about Pronunciation Teaching Questionnaire

Appendix III: The Middle and Secondary School Teachers' Practices of the Pronunciation Component in Competency based Language Teaching Questionnaire

Appendix IV: Pronunciation Content in the Book Maps of the Analysed Textbooks and a Sample Book Map ("At the Crossroads", 1AS)

V: Inventory of the Pronunciation Activities in the Analysed Textbooks

Appendix VI: File Two, "On the Move" (4AM)

Appendix VII: Samples of Tests: Official Tests and In-Class Tests

Appendix VIII: Selected Pages from Celce Murcia et al. (1996)

Appendix I

Framework of Analysis of the Component of Pronunciation in the Algerian Middle and Secondary School Textbooks

1. General Description of the textbook: Information about the name of textbook, the intended learners' level, the author(s), the publisher, the year / place of publication and the number of pages.

2. Structure and Organisation: Information about how the textbook is structured and organised with a special focus on the structure of the main teaching unit/file.

3. Rationale: Information about the rationale for the textbook (goals, underlying approach, targeted skills), whether the goal for pronunciation instruction is explicitly stated and whether the pronunciation component is integrated in the course or treated as supplemental or optional material.

4. Pronunciation Content in the Textbook

4.1. General Analysis of the Pronunciation Content

4.1.1. Importance Assigned to Pronunciation: Information about

- whether pronunciation figures in the table of content;
- whether the textbook refers to pronunciation in the sections prior to the files;
- whether the textbook includes the phonetic alphabet;
- whether pronunciation instruction forms part of the core of the file/unit or is added at the end of every unit or even presented in a separate unit at the end of the book;
- How pronunciation is presented throughout the files;
- whether the specialised terminology related to pronunciation is used;
- the number of pronunciation activities in the textbook;
- and the ratio of the pronunciation content in relation to the whole content of the textbook.

4.1.2. Integration and Relationship with Other Skills: Information about the relatedness of pronunciation activities to the listening skill, the reading skill and the writing skill, to vocabulary and grammar;

4.1.3. Medium of Presentation/ authenticity: Information about:

- whether the material is presented/ modelled by the teacher or by a taped material;

- and whether the pronunciation content is reprinted from original sources without change (authentic), is reprinted with adaptation, or is written for this textbook.

4.1.4. Pronunciation Model: Information about the pronunciation model presented in the textbook.

4.1.5. Complements: Information about:

- whether a teacher's guide exists;
- what information is given about the pronunciation elements to be taught and what guidance is given about handling them;
- and whether there are any helpful notes about possible problems.

a. Detailed Analysis of the Pronunciation Content

4.2.1. Pronunciation Foci: Information about:

- whether the activities focus on both the segmental and the suprasegmental elements;
- the segmental elements that are focused;
- the suprasegmental elements that are focused;
- whether the activities take into consideration the learners' needs (whether there are any pronunciation priorities for Algerian learners that are neglected);
- whether they are they suitable to the learners' age and level (whether there are types of pronunciation elements that may be considered as difficult or unnecessary);

4.2.2. Pronunciation Activities: Information about:

- **Communicative Practice:** whether practice ranges from controlled to more communicative, and If “yes”, the type of practice that is emphasised.
- **Production/Perception Practice:** whether the pronunciation activities focus on both production and perception, and If “yes”, the type that is emphasised.
- **Deductive/ inductive approach:** whether pronunciation is taught deductively or inductively (whether rules are given and whether specific pronunciation terms are explained).
- **Pair/group work activities:** whether there are activities that involve learners in pair/group work.

4.2.3. Integration: Information about:

- whether there are activities in which the learners are urged to reinvest their phonological knowledge;

- and whether there is a reference to the pronunciation elements taught in the oral presentations of projects.

4.2.4. Fostering Learner Autonomy: Information about

- whether any explicit pronunciation strategies are provided;
- whether the textbook provides the learners with self-noticing and self-correction strategies;
- whether the textbook introduces phonetic notation;
- the different symbols used and the reasons why they are used;
- whether the textbook provides visual reinforcement or highlighting of pronunciation points;
- and whether the textbook gives scope for self-assessment, and if “yes”, whether the pronunciation component is included.

4.2.5 Individualised Instruction: Information about:

- whether the textbook includes different types of activities to account for the different learning styles;
- whether the textbook accounts for the learners’ strategies (whether it suggests to the teacher to vary his/her teaching strategies accordingly);
- whether the textbook caters for the slow learners(whether there are any reinforcement or consolidation activities).

4.2.6 Assessment: Information about:

- whether there is a diagnostic test in the textbook, and If “yes”, whether the pronunciation component is included and how it is included;
- whether the textbook provides opportunities to assess the learners’ pronunciation on a regular basis (whether there are activities that assess whether the learners reinvest the pronunciation points taught before in other contexts for the sake of improvement);
- whether the textbook gives scope for self-correction;
- whether the textbook gives scope for peer correction;
- whether the textbook devotes a section to self-assessment, and If “yes”, whether pronunciation figures in it?
- and whether the textbook provides the students with the opportunity to self-assess themselves in pronunciation.

Appendix II

The Middle and Secondary School Teachers' Preparedness, Attitudes and Perceptions about Pronunciation Teaching Questionnaire

Dear teacher,

This questionnaire is part of a research work about the role of pronunciation teaching within the framework of Competency-based Language Teaching in the Algerian Middle and Secondary Schools. It aims at investigating the teachers' preparedness, attitudes and perceptions about pronunciation teaching. The information collected will serve to make recommendations as to how to teach pronunciation in foreign language classrooms.

You are kindly requested to answer the following questionnaire. Please, tick the appropriate box (or boxes) (✓) and make full statements whenever necessary. Your answers will be valuable for the completion of this work.

May I thank you in advance for your collaboration.

Mrs BOUCHAIR Zahia
Department of Letters and English
Faculty of Letters and Languages
University of "Frères Mentouri", Constantine

Section One: General Information

1. What is your highest degree?

– **Middle School Teachers**

- e. ITE Certificate
- f. ITE Certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- f. Master Degree

– **Secondary School Teachers**

- a. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- d. Master Degree
- e. Magister Degree

2. How long have you been teaching English at the Middle/Secondary School?

.....years.

3. What levels have you taught?

– **Middle School Teachers**

- a. 1AM
- b. 2AM
- c. 3AM
- d. 4AM

– **Secondary School Teachers**

- a. 1AS Please, specify the stream(s):
- b. 2AS Please, specify the stream(s):
- c. 3AS Please, specify the stream(s):

4. How many pupils do you have per class in average?

.....pupils.

5. How would you rate your pupils' overall pronunciation in English? (Please, fill in the gaps with **All, Many, A few** or **None**)

- of my pupils have excellent pronunciation.
- of my pupils have good pronunciation.
- of my pupils have acceptable pronunciation.
- of my pupils have poor pronunciation.
- of my pupils have very poor pronunciation.

6. When you teach pronunciation, do you rely on:

- a. Yourself
- b. A taped material

Section Two: Teachers' Preparedness for Teaching Pronunciation in a Competency based Language Teaching Model

7. How would you rate your pronunciation overall?

- a. Very poor
- b. Poor
- c. Acceptable
- d. Very good
- e. Excellent

8. Have you received any training **on teaching pronunciation** (not knowledge about pronunciation presented in the module of "English Phonetics and Phonology") as

- a. A pre-service teacher
- b. An in-service teacher
- c. None

9. Do you think that you had enough training in pronunciation **knowledge** and **teaching**?

- Yes
- No

10. If "No", do you think you need training with respect to:

- a. Consonants
- b. Vowels
- c. Phonetic script
- d. Word Stress
- e. Sentence stress
- f. Rhythm
- g. Intonation.....
- h. Aspects of connected speech (strong and weak forms, assimilation, linking, elision)

11. Do you have a teacher's guide?

– **Middle School Teachers**

	Yes	No
1AM		
2AM		
3AM		
4AM		

– **Secondary School Teachers**

	Yes	No
1AS		
2AS		
3AS		

12. If “Yes”, to what extent do you think it is helpful with regards to pronunciation teaching?

– **Middle School Teachers**

	Extremely	Significantly	Moderately	Not at all
1AM				
2AM				
3AM				
4AM				

– **Secondary School Teachers**

	Extremely	Significantly	Moderately	Not at all
1AS				
2AS				
3AS				

13. To what extent do you think you are knowledgeable about the CBA?

- a. extremely
- b. Significantly
- c. Moderately
- d. Not at all

Section Three: Teachers’ Attitudes towards Pronunciation Teaching and Competency based Language Teaching

14. Do you like teaching pronunciation?

- Yes
- No

15. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD)

Statements	SA	A	U	D	SD
a. Teaching pronunciation helps pupils to improve their pronunciation					
b. Pronunciation is important in teaching pupils to speak in English					
c. Pronunciation is important in teaching pupils to understand English					
d. Pronunciation is important in teaching pupils English spelling					
e. Pronunciation is practically irrelevant for communication; fluency is what really matters					
f. Pronunciation needs no explicit teaching: learners achieve good pronunciation with exposure and practice					
g. Pronunciation only depends on personal aptitude like having a “good ear”, memory...etc.					
h. Pupils are not required to speak as native speakers: they should speak so as to be intelligible					
i. My Pupils are influenced by the American model in their pronunciation					
j. I think the British model should be replaced by the American model of pronunciation in our schools					
k. I think my pupils enjoy learning pronunciation					
l. I think my pupils find pronunciation learning difficult					
m. I think it is necessary to teach pronunciation to 1 AM pupils/ right from the early stages					

16. Please, rank the aspects of pronunciation you think are necessary for Middle/Secondary School learners according to their importance using the scale 1→5 (1: extremely important; 2: very important; 3: fairly important; 4: little important; 5: not important at all)

– **Middle School Teachers**

Level \ Aspect	1AM	2AM	3AM	4AM
a. Consonants				
b. Vowels				
c. Diphthongs				
d. Triphthongs				
e. Word stress				
f. Sentence stress				
g. Rhythm				
h. Intonation				
i. Strong and weak forms				
j. Assimilation				
k. Elision				
l. Pronounced and unpronounced `r`				
m. Clear and dark /l/				
n. Inflectional -s endings/ -ed endings				
o. Homophones/ homonyms				
p. Sound/ spelling relationship				
q. Phonetic symbols				

– **Secondary School Teachers**

Level \ Aspect	1AS	2AS	3AS
a. Consonants			
b. Vowels			
c. Diphthongs			
d. Triphthongs			
e. Word stress			
f. Sentence stress			
g. Rhythm			
h. Intonation			
i. Strong and weak forms			
j. Assimilation			
k. Elision			
l. Pronounced and unpronounced `r`			
m. Clear and dark /l/			
n. Inflectional -s endings/ -ed endings			
o. Homophones/ homonyms			
p. Sound/ spelling relationship			
q. Phonetic symbols			

17. Are the current teaching/learning conditions favourable for implementing the Competency-based Approach?

- Yes
- No

18. Please, explain why.....

.....

20. After about a decade of implementing the CBA, to what extent, do you think, it succeeded in improving the pupils' achievement with regards to English teaching?

- e. Extremely
- f. Significantly
- g. Moderately
- h. Not at all

Section Four: Teachers' Perceptions of the Main Obstacles to Pronunciation

Teaching

20. Does the pronunciation activity in the BEM/ BAC Examination have any influence on your teaching of pronunciation?

- Yes
- No

21. If "Yes", please, explain how

.....

22. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD)

– Middle School Teachers

Statements	SA	A	U	D	SD
a. After four years of pronunciation instruction, I think the pronunciation activity in the BEM Exam is appropriate to assess pupils' achievement					
b. I think the form of the BEM Exam, which ignores the oral skills, is a barrier to pronunciation teaching					

– Secondary School Teachers

Statements	SA	A	U	D	SD
a. After four years of pronunciation instruction, I think the pronunciation activity in the BAC Exam is appropriate to assess pupils' achievement					
b. I think the form of the BAC Exam, which ignores the oral skills, is a barrier to pronunciation teaching					

23. Do you think the pronunciation content is **appropriate to the pupils** in the following textbooks, and please explain why?

– Middle School Teachers

Textbook	Yes or No	Please, explain why
Spotlight on English		
Spotlight on English Book Two		
Spotlight on English Book Three		
On the Move		

– Secondary School Teachers

Textbook	Yes or No	Please, explain why
At the Crossroads		
Getting Through		
New Prospects		

24. In your opinion, what are the main obstacles encountered in teaching/learning pronunciation in the Algerian Middle/Secondary Schools? Please, rank them from most important to least important, starting with number 1 for the most important obstacle.

- a. Time constraints in the classroom (long syllabi).....
- b. Time constraints for preparation (it requires time to handle the pronunciation content)
- c. Unsuitability of the pronunciation content
- d. Large classes.....
- e. Lack of materials
- f. Low proficiency level of pupils.....
- g. The complexity of the English pronunciation system.....
- h. Lack or insufficient teacher training in pronunciation teaching...
- i. Poor or fossilized pronunciation of pupils in prior classes.....
- j. The examination system which minimises the role of pronunciation.

Section Five: Further Suggestions

25. Please, add any other suggestion or comment in general or in particular as far as pronunciation teaching under the CBA in the Algerian Middle Schools is concerned.

.....

.....

.....

.....

.....

.....

.....

Appendix III

The Middle and Secondary School Teachers' Practices of the Pronunciation Component in the Competency Based Language Teaching Questionnaire

Dear teacher,

This questionnaire is part of a research work about the role of pronunciation teaching within the framework of Competency-based Language Teaching in the Algerian Middle and Secondary Schools. It aims at investigating the teachers' practices with regards to the pronunciation component. The information collected will serve to make recommendations as to how to teach and test pronunciation in foreign language classrooms.

You are kindly requested to answer the following questionnaire. Please, tick the appropriate box (or boxes) (✓) and make full statements whenever necessary. It is worth noting that in the level-specific questions, you are required to provide the answers according to the level(s) you have taught. Your answers will be valuable for the completion of this work.

May I thank you in advance for your collaboration.

Mrs BOUCHAIR Zahia
Department of Letters and English
Faculty of Letters and Languages
University of "Frères Mentouri", Constantine

Section One: Importance Assigned to Pronunciation Teaching

1. How often do you teach pronunciation?

– Middle School Teachers

	In every lesson	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	In every lesson	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

2. How much time on average do you devote to a whole file and to pronunciation in a file?

– Middle School Teachers

	A file	Pronunciation in a file
1AM	.....hours	.....
2AM	.....hours	.....
3AM	.....hours	.....
4AM	.....hours	.....

– Secondary School Teachers

	A file	Pronunciation in a file
1AS	.....hours	.....
2AS	.....hours	.....
3AS	.....hours	.....

3. How often do you draw your pupils' attention to aspects of pronunciation in other activities where the focus is not on pronunciation?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

4. How often do you teach pronunciation as a reaction to error?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

5. Do you explain to your pupils the importance of pronouncing correctly?

– Middle School Teachers

	Yes	No
1AM		
2AM		
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

Section Two: Teaching the Pronunciation Content in the Different Textbooks

6. Do you teach **only** the pronunciation activities included in the textbook (s)?

– Middle School Teachers

	Yes	No	If “No”, please explain what other activities you teach
1AM			
2AM			
3AM			
4AM			

– Secondary School Teachers

	Yes	No	If “No”, please explain what other activities you teach
1AS			
2AS			
3AS			

7. Do you adapt some pronunciation activities included in the textbooks?

– Middle School Teachers

	Yes	No	If “Yes”, please explain
1AM			
2AM			
3AM			
4AM			

– Secondary School Teachers

	Yes	No	If “Yes”, please explain
1AS			
2AS			
3AS			

8. How much of the pronunciation activities included in the following textbooks do you teach?

– Middle School Teachers

“Spotlight on English”, 1AM

Activities	All	Most	Some	None
a. Listen and Repeat				
b. Identify				
c. Compare				
d. Practice Stress and Intonation				

“Spotlight on English, Book Two”, 2AM

Activities	All	Most	Some	None
a. Listen and Repeat				
b. Identify				
c. Compare				
d. Practice Stress and Intonation				

“Spotlight on English, Book Three”, 3AM

Activities	All	Most	Some	None
a. Listen and answer the question or listen and do the exercise				
b. Act out the dialogue: repetition of the presented dialogue(s)				
c. Act out the dialogue(s) with modification: pupils are asked to substitute some words				
d. Act out the dialogue(s) constructed by the pupils themselves				
e. Do the exercise and draw the rules				

“On the Move”, 4AM

Activities	All	Most	Some	None
a. Written activities (no oral practice)				
b. Activities involving phonetic symbols/ transcription				
c. Listen and draw the rule or do the activity and draw the rule				
d. Activities requiring oral production or involving pair work: Read out the words/ sentences or Act out the dialogue(s)				
e. Activities requiring oral production: Act out the dialogue(s) constructed by the pupils themselves				
f. Activities in “ Where do we Stand Now”				

– Secondary School Teachers

“At the Crossroads”, 1AS

Activities	All	Most	Some	None
a. Written activities (no oral production)				
b. Activities involving reading aloud or repetition (of a word, a sentence, a poem...)				
c. Pair work activities : Play out the presented dialogue				
d. Pair work activities: play out the dialogue constructed by the pupils themselves (guided or free practice)				
e. The hidden message				
f. Other activities including phonetic symbols				

“Getting Through”, 2AS

Activities	All	Most	Some	None
a. Words to say (on the first page of each unit)				
b. Written activities (no oral production)				
c. Pair work activities : Play out the presented dialogue				
d. Pair work activities: play out the dialogue constructed by the pupils themselves (guided or free practice)				
e. Activities including phonetic symbols				

“New Prospects”, 3AS

Activities	All	Most	Some	None
a. Written activities (no oral production)				
b. Activities involving repetition of words, sentences, a poem...				
c. Pair work activities : Play out the presented dialogue				
d. Pair work activities: Play out the dialogue constructed by the pupils themselves (guided or free practice)				
e. Activities including phonetic symbols				

9. Do you teach the following pronunciation aspects in the following levels?

– **Middle School Teachers**

Level: 1AM

Pronunciation Focus	Yes	No	If “No”, please explain why
a. Vowels
b. Diphthongs
c. Consonants
d. Inflectional –s endings
e. Inflectional –ed endings
f. Word Stress
g. Sentence Stress
h. Intonation

Level: 2AM

Pronunciation Focus	Yes	No	If “No”, please explain why
a. Vowels
b. Diphthongs
c. Consonants
d. Inflectional – s endings
e. Inflectional – ed endings
f. Word Stress
g. Sentence Stress
h. Intonation

Level: 3AM

Pronunciation Focus	Yes	No	If “No”, please explain why
a-Vowels
b-Diphthongs
c-Consonants
d-Consonant clusters
e- Silent letters
f-Word stress
g-Comparative stress act 2 p 60
h- Corrective stress act 1+2 p68
i- Stress in short comparatives and short superlatives
Intonation in			
j- WH questions
k- yes/no questions
l- statements
m- short answers
n- requests
o- exclamations
Strong/ weak forms of			
p- have, has
q- was ,were
r-can
s- Pronounced/unpronounced `r`
t- Assimilation : /d /+j /=/dʒ /

Level: 4AM

Pronunciation Focus	Yes	No	If “No”, please explain why
a- Vowels b- Diphthongs c- Triphthongs
d- Consonants e- Consonant clusters f- Silent letters
g- Stress in simple words h- Stress shift in words such as increase as a V and as N i- Stress shift in words ending with suffix-ion j- Stress in words starting with prefixes k- Sentence stress
Intonation in l- WH questions m- tag questions n- yes/no questions: query, doubt, assertion o- questions expressing surprise and interest
Strong/ weak forms of p- was , were q- do , does r- can s- has, have t- forms of be

– Secondary School Teachers

Level: 1AS

Pronunciation Focus	Yes	No	If “No”, please explain why
a- Vowels b- Diphthongs c- Triphthongs
d- Consonants e- Silent letters f- Inflectional –s /-ed endings
g- word stress h- sentence stress

Intonation in i- polite requests act 1+2 p6 j- indirect questions act 2 p100 k- Yes / No questions act 4 p139 l- complex sentences (with “ if”) act 1+2 p130 m- the poem “ My country” p57	.....	.....	.....
n- Unpronounced `h` in function words eg. Tell him / give her	.....	.....	.....
o- Devoicing of /v /, /d / and /z / e.g. you have to go (/v / changes to /f /) act 3+4 p27	.....	.....	.....

Level: 2AS

Pronunciation Focus	Yes	No	If “No”, please explain why
a- Vowels b- Diphthongs c- Triphthongs
d- Consonants e- Silent letters f- Inflectional –s /-ed endings g- Homophones/ Homonymes h- English/ French phonics i- Pronunciation of abbreviations
j- Word stress in compound words k- Stress in words ending in –gy, - ical, -ics l- Emphatic stress with operators do and did m- Sentence stress act 5 p44 and act 1+2 p 164 n- Comma and full stop pauses act 3 p 20
Intonation o- in requests and replies p- in complex sentences (with If) q- when listing
Pronunciation of r- used to as / ju:st ə / s- was/were in the passive t- must be as / m ə sbi:/, can’t be as / ka:mbi:/ and shouldn’t be as / ʃ ə mbi:/

Level: 3AS

Pronunciation Focus	Yes	No	If “No”, please explain why
a- Vowels b- Diphthongs c- Triphthongs
d- Consonants e- Sound /spelling link (e.g Pronounced/unpronounced `h`) f - Inflectional –s /-ed endings g- Consonant cluster `ngth` in words such as strengthen
Word stress in h- words ending in prefixes (-ics/ -ion i- Stress shift in words such as increase as a V and as N j. Stress shift in words such as Advertise (V)---adVERTisement (N) k- Sentence stress p 119 l- corrective stress
m- Intonation
Strong/ weak forms of n- was ,were o- preposition `of` p- might have/could have

10. Do you encourage your pupils to read the phonetic transcriptions in their textbooks?

– Middle School Teachers

	Yes	No
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

12. Do you encourage your pupils to use the phonetic alphabets included in their textbooks?

– Middle School Teachers

	Yes	No
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

Section Three: Methodology of Teaching Pronunciation in a Competency Based Language Teaching Model

13. How do you usually deal with a pronunciation activity?

– Middle School Teachers

	1AM	2AM	3AM	4AM
a. I present the example and ask the pupils to practise (orally or in writing).				
b. I present the example, ask them to deduce the rule and then to practise.				
c. I explain the rule and ask them to practise.				
d. It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim.				
e. I follow the procedure presented in the teacher' book.				

– Secondary School Teachers

	1AS	2AS	3AS
a. I present the example and ask the pupils to practise (orally or in writing).			
b. I present the example, ask them to deduce the rule and then to practise.			
c. I explain the rule and ask them to practise.			
d. It depends on how the activity is instructed in the textbook: I just follow the instruction verbatim.			
e. I follow the procedure presented in the teacher' book.			

14. Do you explain phonetic terms?

– Middle School Teachers

	Yes	No
1AM		
2AM		
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

14. When you teach the same pronunciation activity to different classes, do you:

- c. Always teach it in the same way
- d. Adjust your strategy to the pupils' one

15. How often do you cater for the slow or less able pupils when you teach pronunciation?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

16. When you notice that many pupils do not benefit from a pronunciation activity, you:

- a. Teach it again and then you move on to the next point.
- b. Teach it again until mastery is shown.
- c. Ignore the matter and move on to the next point

17. When you teach pronunciation, how many pupils on average do you usually involve in the oral practice?

.....pupils

18. How often do you assign pupils out-of-class **pronunciation** activities, aiming at fostering the elements taught in class?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

19. How often do you assess your pupils' ability to reinvest the previously taught **pronunciation** elements in their overall speech?

– Middle School Teachers

	Always	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	Always	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

20. Do you use phonetic symbols?

– Middle School Teachers

	Yes	No
1AM		
2AM		
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

21. Do you practise phonetic transcription?

– Middle School Teachers

	Yes	No
1AM		
2AM		
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

22. Please, respond by “Yes” or “No” to the following statements:

– Middle School Teachers

Statement	1AM	2AM	3AM	4AM
a. I explain the usefulness of the IPA symbols and phonetic transcription				
b. I encourage my pupils to use pronunciation symbols to highlight some difficult pronunciations				
c. I encourage 3AM / 4AM pupils to read the phonetic transcriptions in dictionaries	X	X		
d. I highlight the pronunciation points presented on the BB (e.g. arrows to show intonation, stress mark...)				
e. I encourage my pupils to highlight the pronunciation points on their copybooks				
f. I draw my pupils’ attention to how the pronunciation aspects are highlighted in the textbooks				X
g. I encourage my pupils to use multi-media outside the classroom to improve their pronunciation.				

– Secondary School Teachers

Statement	1AS	2AS	3AS
a. I explain the usefulness of the IPA symbols and phonetic transcription			
b. I encourage my pupils to use pronunciation symbols to highlight some difficult pronunciations			
c. I encourage my pupils to read the phonetic transcriptions in dictionaries			
d. I highlight the pronunciation points presented on the BB (e.g. arrows to show intonation, stress mark...)			
e. I encourage my pupils to highlight the pronunciation points on their copybooks			
f. I encourage my pupils to use multi-media outside the classroom to improve their pronunciation.			

Section Four: Assessing/Testing Pronunciation and Competency Based Language Teaching Principles

23. Do you test your pupils' speaking skills (including pronunciation) at the beginning of the school year?

- Yes
- No

24. If "Yes", do you respond to the results of the pre-tests?

- Yes
- No

25. How often do you correct pronunciation errors?

– Middle School Teachers

	Always	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	Always	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

26. How often do you give scope for self-correction?

– Middle School Teachers

	Always	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	Always	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

27. How often do you give scope for peer-correction?

– Middle School Teachers

	Always	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	Always	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

28. How often do you assess your pupils' understanding of the pronunciation points taught?

– Middle School Teachers

	Always	Often	Sometimes	Rarely	Never
1AM					
2AM					
3AM					
4AM					

– Secondary School Teachers

	Always	Often	Sometimes	Rarely	Never
1AS					
2AS					
3AS					

29. Do you ask your pupils to fill in the questionnaire in the “learning log” of each file/unit (I can Very well/ Fairly well/ A little)?

– Middle School Teachers

	Yes	No
3AM		
4AM		

– Secondary School Teachers

	Yes	No
1AS		
2AS		
3AS		

30. Do you test pronunciation?

– Middle School Teachers

	Yes	No	If “Yes”, please specify what <u>aspects</u> you test and <u>how</u> (orally or through written activities)
1AM			
2AM			
3AM			
4AM			

– Secondary School Teachers

	Yes	No	If “Yes”, please specify what <u>aspects</u> you test and <u>how</u> (orally or through written activities)
1AS			
2AS			
3AS			

Section Five: Further Suggestions

31. Please, add any other comment or suggestion.

.....

.....

.....

.....

.....

.....

.....

.....

Appendix IV

Pronunciation Content in the Book Maps of the Analysed Textbooks and a Sample

Book Map, “At the Crossroads”, 1AS

“Spotlight on English”, 1AM

File	Pronunciation Content
1	- Sounds: -`i` /`i` (ai) (i) -`een`/`en` - stress on the first/second/third syllable - Rising and falling intonation
2	- Sounds: -`g` ,`dj` -`s` `z` - rising and falling intonation
3	- Sounds: -`ch` `tch` -`th` (the two sounds) - Stress on the first syllable -Rising and falling tone
4	- sounds: -n +k /n +g -`s` final - rising and falling tone
5	- sounds: -`s` (s/ch) -`er` /`or` /`ure` /`ar` final - Stress on the first and second syllable
6	- Sounds: -Aspirated/non aspirated`h` -`ed` past pronunciation - Stress on the first and the second syllable -Rising and falling intonation
7	sounds: -`ion` pronunciation - stress on the second and third syllables

“Spotlight on English Book Two”, 2AM

File	Pronunciation content
1	- sounds /s / and /z/ - sounds / t /, / d/ and /id /- Stress : first / second / third syllable
2	- Sounds/ / (the) and / / (thin) - Stress : first / second / third syllable
3	- Sounds / / , /t / and /t / - Sounds /i /, / ai / and / i: / - Stress : first / second / third syllable
4	- sounds /j / and / g / - sounds /k /and / s / - Stress : first / second / third syllable
5	- sounds /ai / and / ei / - sounds /ai / and /oi / - Stress : first / second / third syllable

“Spotlight on English, Book Three”, 3AM

File	Pronunciation Content
1	- rising/falling intonation - vowel sounds / / and / / and / / - intonation in WH questions - Intonation in statements - Intonation in requests - Intonation in yes/no questions - intonation in short answers - vowel sounds / I / and /i: / - Weak and strong forms
2	- vowel sounds / / and / / and / / - silent letters `r` , `b`... - contrastive stress: stressed and unstressed prepositions/:upon, by, on, in , from - corrective stress -vowel sound / /
3	stress in two-syllable words: Monday, Tuesday...- consolidation of intonation in WH-questions - Stress in three- syllable words - different pronunciations of `have`: strong and weak forms [h v] [h v], [v] -stress and intonation in sentences containing these forms - Consonant clusters /gl //br / /sp/ -strong and weak forms of was: [woz] [w] -Strong and weak forms of were:[w] [w] -stress and intonation in sentences containing these forms
4	-stress in short comparatives (-er) -stress in short superlatives(-est) - stress and intonation in verbal questions and wh- questions with comparatives and superlatives -pronunciation of mo: and mo:r -discriminating sounds mo: and mo:r in sentences with long comparatives - Intonation in exclamations

“On the Move”, 4AM

File	Pronunciation Content
1	- silent letters - long and short vowel sounds /i/ /i:/ and /e/ - intonation in tag questions - pronunciation of suffix -ed
2	-Stress in words starting with prefixes - Weak and strong forms of auxiliaries was/ were/ can/ do/ have
3	-Clusters -vowel sounds /u /, / u:, / o/ , /o:/ and / æ / - intonation in wh -questions (consolidation)
4	-diphthongs - triphthongs
5	-intonation in question -intonation: yes (query, doubt, assertion) - Stress shift in words such as increase (noun) and increase (verb)
6	-stress in words ending with suffix -tion -intonation in questions expressing surprise and interest -Stress shift in words ending with suffix -tion -vowel /e/ and / æ / - weak and strong forms of auxiliary to be

“At the Crossroads”, 1AS

File	Pronunciation Content
1	-intonation in polite requests -stress in two syllable words -problem consonants /t/, /d/, /s/, /z/, /f/, /v/ -primary stress in sentences
2	- stress in three syllable words -pronunciation of final –ed -corrective stress -falling/rising intonation
3	-Clusters -vowel sounds /u /, / u:/, / o/, /o:/ and / æ / - intonation in wh -questions (consolidation)
4	-diphthongs - triphthongs
5	-intonation in question -intonation: yes (query, doubt, assertion) - Stress shift in words such as increase (noun) and increase (verb)
6	-stress in words ending with suffix -tion -intonation in questions expressing surprise and interest -Stress shift in words ending with suffix -tion -vowel /e/ and / æ / - weak and strong forms of auxiliary to be

“Getting Through”, 2AS

File	Pronunciation Content
1	- vowels - diphthongs - English and French phonics -Homophones - homonyms - comma and full stop pauses
2	-primary stress in connected speech -homonyms/homophones - intonation in requests
3	-Intonation (listing) -weak and strong forms of was and were in the passive -pronunciation of <i>must, can, should</i> in the passive -problem consonants and vowels
4	-diphthongs - stress in words ending in -gy, -ical and -ics -intonation in complex sentences with if
5	- silent letters w, t, r, e, gh, l, s, k... -stress in compound words
6	- Emphatic stress - pronunciation of –ed at the end of verbs -sound/spelling links

“New Prospects”, 3AS

File	Pronunciation Content
1	- weak forms of <i>was</i> and <i>were</i> -Pronunciation of final ed and ch - Syllable shift : e.g. <i>civilize</i> , <i>civilization</i> -spelling rules: e.g. doubling of consonants, <i>begin</i> , <i>beginning</i>
2	-Stress shift, e.g. <i>economy</i> , <i>economics</i> , <i>economic</i> -pronunciation of words ending in –cs, e.g. <i>economics</i> , <i>politics</i>
3	-Pronunciation of the final “s” -Weak forms of would , should and ought to -Syllable stress e.g. ‘ <i>educate</i> / <i>edu</i> ’ <i>cation</i>
4	-Reduced forms of - <i>might have</i> / - <i>could have</i> -Word stress and sentence stress
5	-Pronouncing the final s -Stress shift: increase (n) increase (v) -Stress in two-syllable verbs: <i>begin</i> / <i>believe</i> <i>reduce</i> / <i>occur</i>
6	-Pronouncing the cluster <i>ngth</i> in words such as strengthen -weak forms of <i>of</i> in phrasal adjectives

MAP OF THE BOOK

UNIT: 1	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to instructions and confirming understanding Stating point of view and justifying it	Instructing Comparing Expressing preferences Expressing purpose	The imperative Need to, have to ... Comparatives of superiority/inferiority with adverbs: less/more quickly than... In order to/so as to	Intonation in polite requests Stress in two - syllable words
Sequence Two	Reading and interpreting an e-mail message Writing an e-mail message	Describing people's regular activities Describing a place	Frequency adverbs: rarely/seldom... Degree adverbs: very ... Reflexive pronouns: myself...	
Sequence Three	Listening and responding to telephone messages Reading and responding to short written messages Writing a letter of enquiry	Expressing obligation Inviting/Accepting and Refusing invitation Apologising	Modals: have to/had to Prepositions of time and place : in /in the north.../on /at	
Stop and Consider			Link words: to/in order to... Neither ...nor / either...or Definite and indefinite articles - have to / had to... - from...to / until...	
Sequence Four	Reading and responding to a an advert Filling a form and writing a letter of application Dealing with telephone conversation problems	Expressing obligation Describing		Problem consonants <u>/v, /d/, /s/, /z/, /f/ /v/</u> Primary stress in sentences

PROJECT : MAKING AN INVENTION PROFILE	
PHONOLOGY	<p>Intonation in indirect questions</p> <p>Stress shift (noun) → adjective</p> <p>Have you got any idea...? Can you tell me who...? link words: however, though, even though</p> <p>What is its height/width..? How wide/deep is...?</p> <p>prepositions: in/with articles: the/a/an... so+adjective+that future perfect relative pronoun: whom Imperative Modal auxiliaries</p> <p>problem consonants /n/ /ŋ/</p>
LANGUAGE FORMS	<p>Describing an object</p> <p>Questioning</p> <p>Narrating</p> <p>Expressing concession</p> <p>Describing an object</p> <p>Comparing</p> <p>Contrasting</p> <p>Expressing opinion</p> <p>Narrating</p> <p>Expressing opinion and reporting facts</p> <p>Giving advice</p>
FUNCTIONS	<p>Listening to a presentation</p> <p>Note taking</p> <p>Speaking from notes</p> <p>Reading an article about the evolution of telecommunications</p> <p>Writing from a flow chart</p> <p>Listening to and making a product presentation</p> <p>Writing a business letter</p> <p>From product specifications</p> <p>Stop and Consider</p> <p>Sequence Two</p>
SKILLS	<p>Listening to a presentation</p> <p>Note taking</p> <p>Speaking from notes</p> <p>Reading an article about the evolution of telecommunications</p> <p>Writing from a flow chart</p> <p>Listening to and making a product presentation</p> <p>Writing a business letter</p> <p>From product specifications</p> <p>Drawing/writing a conclusion</p> <p>Summarising</p> <p>Reading a warning notice</p> <p>Taking sides in a debate</p> <p>Sequence One</p> <p>Sequence Two</p> <p>Sequence Three</p> <p>Sequence Four</p>

PROJECT : MAKING A CONSUMER GUIDE	
PHONOLOGY	<p>Intonation in yes/no questions</p> <p>Stress in words ending in '-tion' '-sion'</p> <p>Stress in words starting with prefixes</p> <p>Problem consonants: /j/ /k/ and /t/</p>
LANGUAGE FORMS	<p>- If- conditional (1)</p> <p>Link words: as a result, consequently</p> <p>Sequencers: firstly, secondly...</p> <p>I think... I agree/I disagree... You're right... In my opinion, Arguing for and against Polite requests/ interruptions</p> <p>Could/can I...? Conditional type: 0/1/2</p> <p>Suffixes: -able/-al... Quantifiers: all...</p> <p>pre-fixes: il-/ir-/dis-</p>
FUNCTIONS	<p>Expressing opinion</p> <p>Expressing feelings</p> <p>Expressing condition</p> <p>Expressing cause and effect</p> <p>Describing</p> <p>Expressing suggestions</p> <p>Expressing opinions</p> <p>Agreeing and disagreeing</p> <p>Arguing for and against</p> <p>Polite requests/ interruptions</p> <p>Describing</p> <p>Suggesting</p> <p>Arguing</p>
SKILLS	<p>Listening to a radio interview about pollution</p> <p>Writing an SOS about pollution</p> <p>Reading and responding to a magazine article</p> <p>Categorizing</p> <p>Conducting a meeting</p> <p>Writing minutes of a meeting</p> <p>Reading and interpreting an advert</p> <p>Writing an advert</p> <p>Reading articles about recycling and renewable energies</p> <p>Writing a letter of complaint</p> <p>Writing a memo</p> <p>Sequence One</p> <p>Sequence Two</p> <p>Sequence Three</p> <p>Sequence Four</p>

Appendix V

Inventory of the Pronunciation Activities in the Analysed Textbooks

Guide to the Abbreviations and Symbols:

Act: activity

F: File

U: Unit

N: number of activity

nn: not numbered

Q(s): Question(s)

Pron & spell: Pronunciation and Spelling

Discover Lge: Discover the Language

Rhythm'n S: Rhythm'n Sounds

Practise S+Int: Practise stress and intonation

Listen & Speak: Listening and Speaking

Read & Write: Reading and Writing

Say it L&C: Say it Loud and Clear

WS: Word stress

SS: Sentence stress

Int: Intonation

Ass: Assimilation

Strong/Weak forms: S/W

“Spotlight on English”, 1AM

F	N	act	page	Section	Focus	Type
01	01	d.(1)	21	Pron & Spell	WS+ /aɪ , ɪ/	Listen and repeat
	02	d.(2)	21	Pron & Spell	WS+ /aɪ , ɪ/	identify
	03	d.(3)	21	Pron & Spell	WS+ /aɪ , ɪ/	compare
	04	d.(4)	21	Pron & Spell	Sress + Int	Practise stress and intonation
	05	d.(1)	24	Pron & Spell	WS+/i: , ə/	Listen and repeat
	06	d.(2)	24	Pron & Spell	WS+/i: , ə/	identify
	07	d.(3)	24	Pron & Spell	WS+/i: , ə/	compare
	08	d.(4)	24	Pron & Spell	Sress + Int	Practise stress and intonation
	09	c.	28	Pron & Spell	Sress + Int	Practise stress and intonation
02	10	e.(1)	43	Pron & Spell	WS+ /g-dʒ /	Listen and repeat
	11	e.(2)	44	Pron & Spell	WS+ /g-dʒ /	identify
	12	e.(3)	41	Pron & Spell	WS+ /g-dʒ /	compare
	13	e.(4)	44	Pron & Spell	Sress + Int	Practise stress and intonation
	14	d.(1)	48	Pron & Spell	WS + /s, z /	Listen and repeat
	15	d.(2)	48	Pron & Spell	WS + /s, z /	identify
	16	d.(3)	48	Pron & Spell	WS + /s, z /	compare
	17	d.(4)	48	Pron & Spell	Sress + Int	Practise stress and intonation
	18	d.	51	Pron & Spell	Sress + Int	Practise stress and intonation

03	19	e.(1)	64	Pron & Spell	WS+ / ʃ, tʃ /	Listen and repeat
	20	e.(2)	64	Pron & Spell	WS+ / ʃ, tʃ /	identify
	21	e.(3)	64	Pron & Spell	WS+ / ʃ, tʃ /	compare
	22	e.(4)	64	Pron & Spell	Sress + Int	Practise stress and intonation
	23	e.(1)	67	Pron & Spell	WS +/ ð , θ/	Listen and repeat
	24	e.(2)	67	Pron & Spell	WS +/ ð , θ/	identify
	25	e.(3)	67	Pron & Spell	WS +/ ð , θ/	compare
	26	e.(4)	68	Pron & Spell	Sress + Int	Practise stress and intonation
04	27	c.(1)	84	Pron & Spell	WS +/ ŋ/	Listen and repeat
	28	c.(2)	84	Pron & Spell	WS +/ ŋ/	identify
	29	c.(3)	84	Pron & Spell	WS +/ ŋ/	compare
	30	c.(4)	84	Pron & Spell	Sress + Int	Practise stress and intonation
	31	f.(1)	88	Pron & Spell	WS+ final –s	Listen and repeat
	32	f.(2)	88	Pron & Spell	WS+ final –s	identify
	33	f.(3)	88	Pron & Spell	WS+ final –s	compare
	34	f.(4)	88	Pron & Spell	Sress + Int	Practise stress and intonation
05	35	d.(1)	103	Pron & Spell	WS+ /s, ʒ /	Listen and repeat
	36	d.(2)	103	Pron & Spell	WS+ /s, ʒ /	identify
	37	d.(3)	103	Pron & Spell	WS+ /s, ʒ /	compare
	38	d.(4)	104	Pron & Spell	Sress + Int	Practise stress and intonation
	39	c.(1)	110	Pron & Spell	WS+ final –ed	Listen and repeat
	40	c.(2)	110	Pron & Spell	WS+ final –ed	identify
	41	c.(3)	110	Pron & Spell	WS+ final –ed	compare
	42	c.(4)	111	Pron & Spell	Sress + Int	Practise stress and intonation
06	43	e.(1)	123	Pron & Spell	WS+ final –ed	Listen and repeat
	44	e.(2)	124	Pron & Spell	WS+ final –ed	identify
	45	e.(3)	124	Pron & Spell	WS+ final –ed	compare
	46	e.(4)	124	Pron & Spell	Sress + Int	Practise stress and intonation
	47	e.(1)	132	Pron & Spell	WS+ (un)pronounced h	Listen and repeat
	48	e.(2)	132	Pron & Spell	WS+ (un)pronounced h	identify
	49	e.(3)	132	Pron & Spell	WS+ (un)pronounced h	compare
	50	e.(4)	133	Pron & Spell	Sress + Int	Practise stress and intonation
07	51	d.(1)	150	Pron & Spell	WS + / ʃn/ in –ion words	Listen and repeat
	52	d.(2)	150	Pron & Spell	WS + / ʃn/ in –ion words	identify
	53	d.(3)	150	Pron & Spell	WS + / ʃn/ in –ion words	compare
	54	d.(4)	150	Pron & Spell	Sress + Int	Practise stress and intonation

“Spotlight on English, Book Two”, 2AM

F	N	act	page	Section	Focus	Type
01	01	nn	8	Pron & Spell	Final –s	Listen and repeat
	02	nn	8	Pron & Spell	≠	identify
	03	nn	8	Pron & Spell	≠	compare
	04	nn	8	Practise S+Int	Sress + Int	Practise stress and intonation
	05	3.	10	Discover Lge (practise)	Final –s	Say how the final sounds are pronounced /s, z, ɪz/
	06	nn	12	Pron & Spell	Final –ed	Listen and repeat
	07	nn	12	Pron & Spell	≠	identify
	08	nn	12	Pron & Spell	≠	compare
	09	nn	12	Practise S+Int	Sress + Int	Practise stress and intonation
	10	4.	15	Discover Lge (practise)	Final –ed	Listen and say what sound you hear
	11	5.	15	Discover Lge (practise)	Final –ed	Say the verbs and tick the right column in the chart /t, d, ɪd/
	12	nn	16	Pron & Spell	WS	Listen and repeat
	13	nn	16	Pron & Spell	≠	identify
	14	nn	16	Pron & Spell	≠	compare
	15	nn	16	Practise S+Int	Sress + Int	Practise stress and intonation
	16	2.	22	Check	Final –s	Classify the words /s, z, ɪz/
	17	3.	22	Check	Final –ed	Classify the words /t, d, ɪd/
02	18	nn	28	Pron & Spell	/ ð , θ/	Listen and repeat
	19	nn	28	Pron & Spell	/ ð , θ/	identify
	20	nn	28	Pron & Spell	/ ð , θ/	compare
	21	nn	28	Practise S+Int	Stress + Int	Practise stress and intonation
	22	nn	32	Pron & Spell	/ j , ɪ , eɪ , aɪ /	Listen and repeat
	23	nn	32	Pron & Spell	/ j , ɪ , eɪ , aɪ /	identify
	24	nn	32	Pron & Spell	/ j , ɪ , eɪ , aɪ /	compare
	25	nn	32	Practise S+Int	Stress + Int	Practise stress and intonation
	26	nn	36	Pron & Spell	WS	Listen and repeat
	27	nn	36	Pron & Spell	WS	identify
	28	nn	36	Pron & Spell	WS	compare
29	nn	36	Practise S+Int	Stress + Int	Practise stress and intonation	
03	30	nn	50	Pron & Spell	/ ʃ , tʃ , k /	Listen and repeat
	31	nn	50	Pron & Spell	/ ʃ , tʃ , k /	identify
	32	nn	50	Pron & Spell	/ ʃ , tʃ , k /	compare
	33	nn	50	Practise S+Int	Stress + Int	Practise stress and intonation
	34	nn	55	Pron & Spell	/aɪ , ɪ , i:/	Listen and repeat
	35	nn	55	Pron & Spell	/aɪ , ɪ , i:/	identify
	36	nn	55	Pron & Spell	/aɪ , ɪ , i:/	compare
	37	nn	55	Practise S+Int	Stress + Int	Practise stress and intonation
	38	nn	60	Pron & Spell	WS	Listen and repeat
	39	nn	60	Pron & Spell	WS	identify

	40	nn	60	Pron & Spell	WS	compare
	41	nn	60	Practise S+Int	Stress + Int	Practise stress and intonation
04	42	nn	74	Pron & Spell	/ dʒ, g /	Listen and repeat
	43	nn	74	Pron & Spell	/ dʒ, g /	identify
	44	nn	74	Pron & Spell	/ dʒ, g /	compare
	45	nn	74	Practise S+Int	Stress + Int	Practise stress and intonation
	46	nn	79	Pron & Spell	/ k , s /	Listen and repeat
	47	nn	79	Pron & Spell	/ k , s /	identify
	48	nn	79	Pron & Spell	/ k , s /	compare
	49	nn	79	Practise S+Int	Stress + Int	Practise stress and intonation
	50	nn	83	Pron & Spell	WS	Listen and repeat
	51	nn	83	Pron & Spell	WS	identify
	52	nn	83	Pron & Spell	WS	compare
	53	nn	83	Practise S+Int	Stress + Int	Practise stress and intonation
05	54	nn	96	Pron & Spell	/ aɪ , eɪ /	Listen and repeat
	55	nn	96	Pron & Spell	/ aɪ , eɪ /	identify
	56	nn	96	Pron & Spell	/ aɪ , eɪ /	compare
	57	nn	96	Practise S+Int	Stress + Int	Practise stress and intonation
	58	nn	101	Pron & Spell	/ eɪ , oɪ /	Listen and repeat
	59	nn	101	Pron & Spell	/ eɪ , oɪ /	identify
	60	nn	101	Pron & Spell	/ eɪ , oɪ /	compare
	61	nn	101	Practise S+Int	Stress + Int	Practise stress and intonation
	62	nn	105	Pron & Spell	WS	Listen and repeat
	63	nn	105	Pron & Spell	WS	identify
	64	nn	105	Pron & Spell	WS	compare
	65	nn	105	Practise S+Int	Stress + Int	Practise stress and intonation

“Spotlight on English, Book Three”, 3AM

F	N	act	page	Section	Focus	Type
01	01	1.	15	Say it clear	Int	Listen and mark intonation
	02	2.(1)	15	Say it clear	Int +SS	Act out the dialogues
	03	2.(2)	15	Say it clear	Int +WS+SS	Replace words and act out dialogues
	04	3.	15	Say it clear	Int	Mark Int and act out dialogues
	05	1.	22	Say it clear	S/W (can)	Listen and identify the form you hear
	06	2.	22	Say it clear	S/W+ Int + / æ/	Act out the dialogue
	07	3.(1)	22	Say it clear	Int	Mark out Int with an arrow
	08	3.(2)	22	Say it clear	Int	Act out dialogues
	09	2.	23	Practise	Int (in telephone numbers)	Act out the dialogue
	10	1.(1)	30	Say it clear	S/W+ Ass	Listen and identify the pronunciation
	11	1.(2)	30	Say it clear	S/W+ Ass+WS+ SS	Replace words and act out dialogues

	12	2.	30	Say it clear	Int	Act out dialogues
	13	3.	30	Say it clear	Int	Replace expressions and Act out dialogues
	14	1.	42	Rhythm'n S	Int	Ask Qs with the appropriate Int
	15	2.	42	Rhythm'n S	Vowels /i: , ɪ /	Listen and notice the sound/spelling link
	16	3.	42	Rhythm'n S	Vowels /i: , ɪ /	Play with words
	17	1.	43	Word formation	WS (in compound words)	Draw the rule about the pronunciation of compound words
02	18	1.	53	Say it clear	Vowels /ɒ , ɔ:, æ, ɑ:/	Listen and identify the vowel
	19	2.	53	Say it clear	Vowels /ɒ , ɔ:, æ, ɑ:/	Act out the dialogue
	20	3.	53	Say it clear	Int	Construct a dialogue and act it out
	21	1.	60	Say it clear	S/W (of P eposition)	Listen and write "W" or "S"
	22	2.(1)	60	Say it clear	S/W + Int	Mark the prepositions (W/S) and Int
	23	2.(2)	60	Say it clear	S/W + Int	Act out the dialogue
	24	3.	60	Say it clear	Vowels / ʌ , ə /	Pronounce the words and spell them out
	25	1.	68	Say it clear	Corrective S +Vowels	Listen and identify the word stressed
	26	2.(1)	68	Say it clear	Corrective S +Vowels	Correct "A" by marking the stress
	27	2.(2)	68	Say it clear	Corrective S +Vowels	Act out the dialogue
	28	3.	68	Say it clear	Int	Mark the Int then say the sentences
	29	1.	79	Rhythm'n S	Silent letters	Cross the silent letter out
	30	2.	79	Rhythm'n S	WS	Stress the words
03	31	1.	91	Say it clear	SS	Listen and underline the stressed words
	32	2.	91	Say it clear	SS + WS + Int	Act out the dialogue
	33	3.	91	Say it clear	SS + WS + Int	Mark stress and Int and play out the dialogue
	34	4.(1)	91	Say it clear	WS	Listen and classify the words
	35	4.(2)	91	Say it clear	WS	Practise saying the words
	36	1.	98	Say it clear	S/W (have)	Listen and complete the blanks
	37	2.	98	Say it clear	Int	Listen and Mark Int
	38	3.	98	Say it clear	Int + Stess	Play out the dialogue
	39	4.	98	Say it clear	Int + Stess	Make dialogues and play them out
	40	1.	106	Say it clear	S/W	Listen and say which form you hear
	41	2.(1)	106	Say it clear	S/W + Int	Act out the dialogue

	42	2.(2)	106	Say it clear	S/W + Int	Change words and act out dialogue
	43	3.	106	Say it clear	S/W + Int	Speak with your partner about your friends
	44	4.	106	Say it clear	S/W	Listen and fill in the gaps with W/S
	45	5.	106	Say it clear	S/W	Practise the dialogue with a partner
	46	1.	119	Rhythm'n S	WS + / ə /	Listen and mark how the vowel sounds of suffixes are pronounced
	47	2.	119	Rhythm'n S	Consonant clusters	Form as many words as you can
	48	1.	120	Rhythm'n S	contractions	Read the dialogues and draw the rules
04	49	1.	133	Say it clear	linking r	Listen and note how "er" is pronounced
	50	2.	133	Say it clear	Int	Listen and mark Int
	51	3.	133	Say it clear	Stress + Int	Play out the dialogues
	52	1.	134	Say it clear	Int	Act out the dialogues
	53	2.	134	Say it clear	Int	Build dialogues and perform them
	54	2.	135	Say it clear	Int	Complete the conversation and then act it out with your partner
	55	1.	140	Say it clear	Linking r	Listen and identify how more is pronounced
	56	2.(1)	140	Say it clear	WS	Listen and mark stress
	57	2.(2)	140	Say it clear	WS	Make dialogues and act them out
	58	1.	148	Say it clear	Int	Act out the dialogue
	59	2.	148	Say it clear	Int	React to the pictures paying attention to Int
	60	1.	160	Rhythm'n S	Pron of diagraph "ph"	Listen and say how the letters "ph" are pronounced. Draw the rule
	61	2.	160	Rhythm'n S	Pron of diagraph "gh"	Listen and say how the letters "gh" are pronounced. Draw the rule
	62	3.	160	Rhythm'n S	Pron of diagraph "th"	Listen and say how the letters "th" are pronounced. Draw the rule

“On the Move”, 4AM

F	N	act	page	Section	Focus	Type
01	01	2.	18	As you listen	Int (tag questions)	Listen and mark intonation
	02	3.	19	As you listen	Int (tag questions)	What do you notice?
	03	4.(1)	19	As you listen	Int (tag questions)	Listen and check
	04	4.(2)	19	As you listen	Int (tag questions)	Act out the dialogue
	05	A.	19	After listening	Int (tag questions)	Read aloud the sentences
	06	B.	19	After listening	Int (tag questions)	Complete with rising, falling...
	07	2.	20	Practice	Int (tag questions)	Act out short dialogues
	08	2.	20	Write it up	Int (tag questions)	Act out dialogues
	09	1.	24	Words & Sounds	Final –ed	Complete the phonetic transcription
	10	2.	24	Words & Sounds	Int + final –ed	Take turns to ask and answer questions
	11	3.	24	Words & Sounds	Silent letters	Read aloud and cross out silent letters
	12	4.	25	Words & Sounds	Silent letters	Listen and check
	13	5.	25	Words & Sounds	Vowels /i: , ɪ /	Listen the phonetic transcription of the words
	14	6.(1)	25	Words & Sounds	Vowels /i: , ɪ /	Listen and check
	15	6.(2)	25	Words & Sounds	Vowels /i: , ɪ /	Play a game
	16	7.	25	Words & Sounds	Vowels /e , ɪ /	Complete the phonetic transcriptions of the words
	17	5.B	30	Listen & Speak	importance	awareness raising activity
	18	3.	31	Your turn to speak	Int	Act out the dialogue
	19	5.	36	Progress check	Int	Mark the Intonation
	20	1.	37	Progress check	Silent letters	Cross out the silent letters
	21	2.	37	Progress check	Vowels /i: , ɪ /	Complete the phonetic transcriptions of the words
02	22	1.	43	As you listen	S/W	Listen and underline the form you hear
	23	1.	50	Words & Sounds	WS	the pupils hear how the words are pronounced
	24	2.	50	Words & Sounds	WS	Rewrite the transcribed words and stress the prefix words
	25	3.	50	Words & Sounds	WS	Listen and check
	26	3.	54	Listen & Speak	SS	Listen and say which word is stressed most
	27	4.	54	Listen & Speak	S/W	Listen and note how the auxiliary is pronounced

	28	C.	62	Progress check	WS	Rewrite the sentences and mark stress on prefix words
03	29	3.	68	As you listen	Int	Listen and mark Intonation
	30	2.	73	Words & Sounds	Int (tone)	Listen and match each sentence with the function
	31	3.	73	Words & Sounds	Int (tone)	Say the sentences with the right Int and stress
	32	4.	74	Words & Sounds	Vowels	Listen and cross out the word with a different vowel sound
	33	5.	74	Words & Sounds	Consonant clusters	Find words which start with the following clusters
	34	6.	74	Words & Sounds	Consonant clusters	Read and underline consonant clusters
	35	2.	82	Read and check	Rhyme	Read and underline the words that rhyme
	36	3.	83	Read and check	Rhyme	Find the words which rhyme and transform the passage into a song
	37	4.	83	Read and check	Rhyme	Listen and check
	38	1.A	86	Progress check	Int	Read aloud and mark Int
	39	1.C	86	Progress check	Consonant clusters	Find words which end with consonant clusters
	40	1.E	86	Progress check	Vowels	Find words with the vowels
04	41	2.	92	As you listen	Assimilation	Listen and note the pronunciation of “used to”
	42	1.	99	Words & Sounds	diphthongs	Look up the word diphthong and give examples
	43	2.	99	Words & Sounds	Diphthongs	Find out the words with the following diphthongs
	44	3.	99	Words & Sounds	Diphthongs	Arrange the words according to diphthongs
	45	4.	99	Words & Sounds	Diphthongs	Listen and check
05	46	2.	119	As you listen	Int	Listen and mark Int
	47	2.	126	Words & Sounds	WS	Listen and mark stress. What do you notice? Discuss
	48	3.	126	Words & Sounds	Int	Read aloud and mark Int
	49	4.	126	Words & Sounds	Int	Listen and check. then justify
	50	5.	126	Words & Sounds	Int	Practise saying the words
	51	2.	137	Progress check	Int	Mark Int and say what it expresses
	52	1.	144	As you listen	S/W	Listen and choose the right form

06	53	3.	149	Words & Sounds	WS	Listen and mark stress. What do you notice?
	54	4.	149	Words & Sounds	Vowels	Arrange the words
	55	5.	149	Words & Sounds	Vowels	Listen and check
	56	3.	153	Listen & Speak	Int	Listen and mark Int
	57	4.	153	Listen & Speak	Int	Act out the dialogue
	58	2.	160	Progress check	Int	Say aloud and mark Int

“At the Crossroads”, 1AS

U	N	act	page	Section	Focus	Type
01	01	1.	4	Anticipate	Words	Listen to and pronounce the words
	02	2.	4	Anticipate	e-mail address	Listen and say aloud the address
	03	4.	4	Anticipate	e-mail address	Take turns to give email addresses
	04	1.	6	Say it Clear	Int	Listen and mark intonation
	05	2.	6	Say it Clear	Int	Transform the statements into requests and say them
	06	3.	6	Say it Clear	WS	Classify the words
	07	4.(1)	6	Say it Clear	WS	Listen and check
	08	4.(2)	6	Say it Clear	WS	Pronounce the words correctly
	09	H.M	6	Say it Clear	Seg+ supraseg	Rewrite the message using letters
	10	2.	8	Anticipate	e-mail address	Read aloud the sender’s and recipient’s e-mail addresses
	11	1.	10	Discover Lge	words	Listen and learn to pronounce
	12	6.	11	Discover Lge	words	Listen and learn to pronounce
	13	8.A	23	Stop & Consider	SS	Listen and underline the words which have the main stress
	14	8.B	23	Stop & Consider	SS + Int	Act out the dialogue
	15	9.a	23	Stop & Consider	SS	Listen and underline the words which are stressed
	16	9.b	23	Stop & Consider	SS + Int	Act out the dialogue
	17	9.c	23	Stop & Consider	SS + Int	Play out dialogues
	18	1.	27	Work it Out	Silent letter r	Read the dialogues and underline the words with silent ‘r’
	19	2.(1)	27	Work it Out	Silent letter r	Listen and check
	20	2.(2)	27	Work it Out	Silent letter r	Play out the dialogue
	21	3.	27	Work it Out	Assimilation	Read the sentences and say how you pronounce the letters
	22	4.	27	Work it Out	Assimilation	Listen and check

	23	5.	27	Work it Out	SS	Guess which word you will hear most in each sentence
	24	6.(1)	27	Work it Out	SS	Listen and check
	25	6.(2)	27	Work it Out	SS	Play out the dialogues
	26	1.	30	Check Progress	Silent letter r	Pick out the words with silent r
02	27	1.	38	Say it Clear	Final –ed	Classify the words
	28	2.	38	Say it Clear	Final –ed	Listen and check
	29	2.	38	Say it Clear	Final –ed	Say the verbs aloud
	30	3.	38	Say it Clear	WS	Classify the words
	31	4.	38	Say it Clear	WS	Listen and check
	32	4.	38	Say it Clear	WS	Use the adjectives and play a dialogue with your classmate
	33	H.M	38	Say it Clear	Seg+ supraseg	Rewrite the message using letters
	34	1.	57	Work it Out	Int	Listen and note how the voice goes up or down
	35	2.	57	Work it Out	Int + rhyme	Read the poem aloud
	36	13.	62	Check Progress	Final –ed	Classify the verbs
03	37	1.b	68	Say it Clear	WS	Listen and classify the words
	38	2.	68	Say it Clear	WS	Listen and note the shift in stress
	39	H.M	68	Say it Clear	Seg+ supraseg	Rewrite the message using letters
	40	3.	72	Discover Lge	H-dropping	Listen and note pron of him/her
	41	5.	83	Stop & Consider	WS	Listen and note pron of suffixes
	42	1.	88	Work it Out	Silent letters	Cross out the silent letters
	43	2.	88	Work it Out	Silent letters	Listen and check
	44	2.	88	Work it Out	Silent letters	Repeat the words
	45	3.	88	Work it Out	“h” dropping	Cross out the letter “h” in the words it is not pronounced
	46	4.	88	Work it Out	“h” dropping	Listen and check
	47	1.	89	Work it Out	General	Importance of correct articulation
	48	2.	89	Work it Out	Final –s	Guess how the “s” “es” ending of the words is pronounced
	49	3.	89	Work it Out	Final –s	Read the sentences
	50	9.	93	Check Progress	Final –s	Find the words in “s” and say how they are pronounced
04	51	1.	100	Say it Clear	Int	Listen and say how the Int rises or falls (direct questions revised)
	52	2.	100	Say it Clear	Int	Listen and say how the Int rises or falls (indirect questions)
	53	3.	100	Say it Clear	WS	Listen and mark the stressed syllables (names of sciences)
	54	4.	100	Say it Clear	WS	Listen and mark the stressed syllables (adjectives)
	55	H.M	100	Say it Clear	Seg+ supraseg	Rewrite the message using letters
	56	1.	120	Work it Out	/n, ŋ/	Listen and identify which sentence you hear from the pairs

	57	2.	120	Work it Out	/n, ŋ/	Listen and identify the sounds that make the sentences different	
	58	3.	120	Work it Out	/n, ŋ/	Complete the transcriptions	
	59	4.(1)	120	Work it Out	/n, ŋ/	Listen and check	
	60	4.(2)	120	Work it Out	/n, ŋ/	Pronounce the words in the appropriate way	
	61	5.(1)	120	Work it Out	Seg +supraseg	Write the transcripts	
	62	5.(2)	120	Work it Out	Seg +supraseg	Read them aloud	
05	63	1.a	128	Anticipate	words	Listen and read the names aloud	
	64	1.b	128	Anticipate	words	Say aloud the source of the map	
	65	1.	130	Say it Clear	Int	Listen and indicate the direction of the voice	
	66	2.	130	Say it Clear	Int	Play out the dialogue	
	67	3.	130	Say it Clear	WS	Listen and mark the syllable you hear most	
	68	4.	130	Say it Clear	WS	Pronounce the verbs and their derivations. What do you notice?	
	69	H.M	130	Say it Clear	Seg+ supraseg	Rewrite the message using letters	
	70	4.	139	Developing Skills	Int	Listen and mark Intonation	
	71	1.	149	Work it Out	ch: /tʃ/ or /k /	Guess how "ch" is pronounced	
	72	2.(1)	149	Work it Out	ch: /tʃ/ or /k /	Listen and check	
	73	2.(2)	149	Work it Out	ch: /tʃ/ or /k /	Check and make sure you pronounce "ch" correctly	
	74	5.(1)	149	Work it Out	WS	Put stress where appropriate	
	75	5.(2)	149	Work it Out	Phon training	Rewrite the opposites using phonetic scripts	
	76	6.(1)	149	Work it Out	WS	Listen and check	
	77	6.(2)	149	Work it Out	WS	Practise pronouncing the opposites. Draw the rule	
		78	3.	154	Check Progress	Sound/spelling	Guess how the underlined letters are pronounced
		79	4.	154	Check Progress	Sound/spelling	Rewrite the words with /ʃən/

“Getting Through”, 2AS

U	N	act	page	Section	Focus	Type
01	01	W-S	18	Words to Say	Vowels &Diph	Say the words
	02	2.	18	Practice	Pron of used to	Listen and note pron of used to
	03	1.	20	Say it L&C	Final –s	Pick out the words and classify them
	04	2.	20	Say it L&C	Cognates	Classify each of the transcriptions
	05	3.	20	Say it L&C	Comma and full stop pauses	Listen and then repeat the sentences
	06	4.	20	Say it L&C	homophones	Correct the misspellings by replacing them by their homophones
	07	5.	20	Say it L&C	homonyms	Find the definitions of “can”
02	08	W-S	37	Words to Say	abbreviations	Say the words
	09	1.	42	Say it L&C	Int	Listen and mark intonation
	10	2.	42	Say it L&C	Int	Make requests and reply to them
	11	5.	44	Listen&Speak	SS	Listen and mark intonation
	12	6.	45	Listen&Speak	SS	Act out the snippet
	13	2.	49	Read &Write	Homonyms	Pay attention to homonyms
03	14	W-S	59	Words to Say	consonants	Say the words
	15	2.	62	Practice	S/W	Listen and note
	16	3.	62	Practice	S/W	Act out the dialogue
	17	1.	64	Say it L&C	Int	Listen and mark intonation
	18	2.	64	Say it L&C	Cons & vowels	Identify problem sounds of students
	19	3.	64	Say it L&C	Sounds/spelling	Correct the mistakes in transcription
	20	3.	66	Listen&Speak	S/W	Listen and note
	21	1.	67	Listen&Speak	S/W	Read the sentences aloud
04	22	W-S	79	Words to Say	WS	Say the words
	23	3.	82	Practice	Int	Read the sentences aloud
	24	1.	84	Say it L&C	Int	Listen and mark intonation
	25	2.(1)	84	Say it L&C	Int	Act out the dialogue
	26	2.(2)	84	Say it L&C	Int	Make similar dialogues and act them out
	27	3.	84	Say it L&C	WS	Listen and mark stress
	28	4.	84	Say it L&C	WS	Discuss the points and draw rules
05	29	W-S	99	Words to Say	Silent letters	Say the words
	30	1.	104	Say it L&C	WS	Listen and underline the stressed syl
	31	2.	104	Say it L&C	WS + Int	Read aloud the folktale
	32	3.(1)	104	Say it L&C	Int	Listen and mark intonation
	33	3.(2)	104	Say it L&C	Int	Act out the dialogue
	34	4.	104	Say it L&C	WS	Form adjectives and stress them
06	35	W-S	119	Words to Say	Final –ed	Say the words
	36	1.	124	Say it L&C	Silent letters	Listen and cross out the letters
	37	2.	124	Say it L&C	Silent letters	Find the spelling form of the transcribed words
	38	W-S	138	Words to Say	WS(compounds)	Say the words

07	39	1.	143	Say it L&C	Emphatic S	Listen and underline the word you hear most. What do you notice?
	40	2.(1)	143	Say it L&C	Emphatic S	Make the first sentence of each exchange more emphatic
	41	2.(2)	143	Say it L&C	Emphatic S	Act the dialogue out
	42	3.	143	Say it L&C	Emotive S	Listen and learn to pronounce the sentences
	43	4.	147	Say it L&C	Int	Listen and mark Int
08	44	W-S	159	Words to Say	Stress shift	Say the words
	45	1.	164	Say it L&C	Contrastive S	Listen and mark the word which is stressed most
	46	2.	164	Say it L&C	Contrastive S/ Corrective S	Ask Qs and correct your partner
	47	3.	164	Say it L&C	Sound/spelling link	Listen and discuss with your teacher the spelling/sound links

“New Prospects”, 3AS

U	N	act	page	Section	Focus	Type
01	01	1.	20	Pron & Spell	S/W	Circle the correct pronunciation
	02	2.	20	Pron & Spell	S/W	Act out the dialogue
	03	2.	28	Pron & Spell	Final –ed	Classify the verbs
	04	3.	28	Pron & Spell	ch as /k/ or /tʃ/	Classify the words
	05	4.	28	Pron & Spell	ch as /k/ or /tʃ/	Listen and check
02	06	Q 3	51	Pron & Spell	WS	Listen and put a stress mark. What do you notice?
	07	Q 4	51	Pron & Spell	WS	Tell other words to your classmates
	08	nn	57	Pron & Spell	WS	Listen and put a stress mark. What do you notice?
03	09	nn.1	81	Pron & Spell	S/W	Listen and note
	10	nn.2	81	Pron & Spell	S/W	Practise saying the modals
	11	1.	88	Pron & Spell	Final –s	Classify the words
	12	2.	88	Pron & Spell	WS	Listen and mark stress. What do you notice?
	13	3.	89	Pron & Spell	WS	Draw the rule
04	14	1.	111	Pron & Spell	WS	Listen and circle the stressed syllable
	15	2.(1)	111	Pron & Spell	WS	Compare the stress patterns. What do you notice?
	16	2.(2)	111	Pron & Spell	WS	Practise the pronunciation of words
	17	3.	111	Pron & Spell	S/W	Listen and notice how the modals are pronounced. What do you notice?
	18	4.	112	Pron & Spell	S/W	Act out the dialogue
	19	1.	119	Pron & Spell	SS	Read and circle the stressed words
	20	2.	119	Pron & Spell	SS	Listen and identify the word which carries the main stress

	21	3.(1)	119	Pron & Spell	SS	Compare and discuss with your partner
	22	3.(2)	119	Pron & Spell	SS	Make a dialogue and act it out
05	23	1.	140	Pron & Spell	WS	Transcribe and stress the verbs
	24	2.	140	Pron & Spell	WS	Compare your answers with those of your partner. What do you notice?
	25	3.	140	Pron & Spell	WS	Listen and mark stress
	26	4.	140	Pron & Spell	WS	Listen and circle. Explain.
06	27	1.	171	Pron & Spell	(un)pronounced h	Read the dialogue and pick the words
	28	2.	171	Pron & Spell	(un)pronounced h	Listen and check
	29	3.(1)	171	Pron & Spell	Pron of ngth	Listen and note
	30	3.(2)	171	Pron & Spell	Pron of ngth	What do you notice the spelling and pronunciation of ngth ? Add words
	31	4.(1)	171	Pron & Spell	Weak form “ of ”	Listen and note
	32	4.(2)	171	Pron & Spell	(un)pronounced h+ngth+ of	Act out the dialogue
	33	1.	171	Pron & Spell	Final –ed	Classify the verbs
	34	4.	172	Think, pair, share	Int + S/W	Read aloud the letter paying attention to stress and intonation

Read the questions carefully before you listen again. As you listen make notes for your answers.

Bob politely requests Wendy to give him some of her time. What does he say?
What does Wendy say to offer help?

Can she sing?

Can she play the piano?

Could she do anything she wanted with her free time when she was a child?

Her parents accepted to let her play music because _____ (complete)

After listening

Grammar Window

Consider sentences a-f and answer questions 1-3 below.

- Can you spare a moment?
 - I can play the guitar.
 - Can I take part in the contest?
 - When I was young, I couldn't do anything I wanted with my free time.
 - I was able to convince them.
 - When will you be able to come and register for the contest?
- Which sentence expresses **present** ability? Underline the auxiliary in the sentence.
 - Which sentence asks for permission and which one makes a request? Do we use the same modal to ask for permission and to make a request?
 - To be able to** is a verb idiom. When is it used and for what purpose?

See Grammar Reference n° 4 p. 179

PRACTICE

- Pair work. Look at the list below. Say what people **couldn't** do one thousand years ago but which they **can** do today. Add other items to the list.
Drive cars/ Live on the moon/ Go to the cinema/ Cure cancer/ Take photographs/ Clone a human being/ Forecast earthquakes. ...

Example

You: Could people drive cars then?

Your partner: Yes, they could. / No, they couldn't. (Say why.)

- Look again at the list above and say what people **will be able** to do soon. Add other items to the list if you can.

Example

You: Will people be able to live on the moon soon?

Your partner: Yes, they will. / No, they won't. (Say why.)

- Each of the travellers below **was able to** achieve something exceptional during his lifetime. Find out what it was and write sentences about their lifetime achievements.
Ferdinand Magellan - Ibn Batuta - Marco Polo - Neil Armstrong

Write it up

Group work. Imagine you are a teacher. Use the table below to make notes. Then write a small school report about a student of yours. You are supposed to read this report to your colleagues on class assessment day.

Student	Last term	Now	Expectations
Farida	spoke very little English	speaks and reads English quite well.	be able to _____ fluently won't be able to _____ yet.

Example

Last term, Farida **could** speak _____. Now she **can** _____. She **was able to** get a good mark in the final test last March. If she works/studies/ hard, she **will be able to** _____.



BRAINSTORMING



READ AND CONSIDER



► Before you read

Pair work. Look at the picture and guess why the pupil has stopped taking the test. Use maybe or perhaps.

You: Why has he stopped taking his test?

Your partner: I don't know. Maybe/perhaps he does not know the answer.



► As you read

- ① Read the lead-in to a newspaper report below and check your answers to exercise 1 above.

Most children suffer from test anxiety when they take exams. As a result, they perform below their abilities. So what can we do to help them reduce stress and score their best? To find out the answer to this question, *USA TODAY* spoke to Professor Malcolm Kane of the University of Texas. We asked him to start talking about exam preparation. Here is his answer.

- ② What do you think Professor Kane will say about exam preparation?

- ③ Read the rest of the report and check your answer to question 2 above.

Preparation for the test is very important and it starts at home. Perhaps I should explain the meaning of the term **preparation**. By preparation I mean the work the pupils do before the test. "But just how do you go about it?", you may ask. Well, the majority of pupils revise for exams alone. This method may possibly be suitable for some children, but on the other hand it may well be the cause of the failure of many others.

USA TODAY: So can pupils fail their exams just because they don't revise in groups?
No, I didn't really mean that. What I mean is that children who revise in groups may have better chances of success than those who revise alone. When they work in groups, they help one another by asking and answering questions that they might have in exams. Group preparation may also reduce stress if the children practise under the conditions. I mean if they test each other just as if they were taking an exam.

USA TODAY: Professor Kane, may I ask you a personal question?

Yes, you may.

USA TODAY: Could you please tell our readers how you felt about exams when you were a school child?

You may not believe it, but I never felt any panic during exams....

► After reading

Read the newspaper report again and copy down the sentences which contain **might**, **can** and **could**. Then answer the questions in the grammar window below.

1. Which sentences contain an auxiliary **may** which expresses positive future possibility?
2. Which sentence contains the negative of **may**?
4. Which sentences contain the past tense form of the auxiliary **may**? Does the auxiliary in these sentences refer to the past or the future?
5. Which auxiliary does the journalist use to ask about possibility?
6. Which auxiliary does the journalist use to ask for permission? Why?

Grammar Window

PRACTICE

① Rewrite the lines written in bold type in the dialogue below using may or may not + a verb. Make any necessary changes.

Then close your books and act out the dialogue.

Said: Karim has invited me to visit him in England.

Amine: Will you go?

Said: I don't know. Perhaps I'll go next June. I'll ask for a school leave.

Amine: But perhaps the headmaster won't let you go.

Said: Well, perhaps I'll go without asking for a leave then.

Amine: I advise you not to do that. Perhaps the headmaster will mark you absent.

② Consider the situations below, then write questions using may or can to ask for permission to do something. Use the verbs in bold type.

a. An English guest who doesn't know you well is in your home. He wants to use your telephone to give a call to his parents.

_____ please?

b. You're in your English class. You've forgotten your dictionary at home and you want to **borrow** your friend's dictionary to look up a difficult word:

_____ please?

c. You're at the beginning of your English class. You ask your teacher for permission to **leave early** to visit a friend of yours in the hospital.

_____ please?

d. You're now in hospital. You ask the doctor for permission to **give** a drink to a friend of yours who has just had an operation.

_____ ?

③ Pair work. Now close your books and use your answers in exercise 2 on the previous page in dialogues. Take turns to give or refuse permission using the responses in the table below.

Asking for permission	Giving permission	Refusing permission
Can I... ?	Yes, you can./Yes, of course. Yes, sure./Yes, all right. Yes, certainly./Yes, go ahead.	I'm afraid/Sorry, you can't. No, you can't.
May I... ?	Yes, you may./Yes, certainly. Please do./Please go ahead.	No, you may not. No, you can't.

④ Match the sentences in column A with their functions in column B.

Column A	Column B
1. Don't swim here. You might be attacked by sharks.	a. Expressing a wish
2. May you live long and have a lot of children.	b. Warning
3. There are no clouds in the sky, but it might rain before noon.	c. Suggesting
4. You are not good at English. Well, you might try these grammar exercises anyway.	d. Remote possibility

Write it out

Use the information below to write a note in your diary to list the things that are possible/likely to happen at the end of your school year. Use may not, might or might not.

- to work/ very hard /this year/ so /to fail/ my *Brevet* exam
- to be/ still young, so /to repeat /the year
- to go to/ a vocational training school instead/because /to like doing things/ with my hands.
- to like drawing /a lot / so / to train as a draughtsman
- when /to finish / training / to open / a workshop. ...

1 Copy the table on your exercise book and tick in the appropriate box of the prefix to form the opposites of the words.

Prefix	Im-	In-	-Ir-	Un-	Dis-	Words	Transcriptions
						regular	/ˈreɡjələ/
						capable	/ˈkeɪpəbl/
						possible	/ˈpɒsəbl/
						responsible	/rɪˈspɒnsəbl/
						legal	/ˈliːɡl/
						justice	/ˈdʒʌstɪs/
						probable	/ˈprɒbəbl/
						definite	/ˈdefɪnɪt/
						polite	/pəˈlaɪt/
						obey	/əʊˈbeɪ/
						agree	/əˈɡriː/

2 Re-write the new words obtained in exercise 1 above using phonetic scripts. Mark the stressed syllable as in the example below.

Example immoral /ɪˈmɒrəl/

3 Listen to your teacher reading the new words in exercise 2 above and check your answers.

4 Fill in the gaps with the appropriate opposite from the box in exercise 1 above.

- a. Verbs can be divided into two groups. There are regular verbs and _____ ones.
- b. "An" is an _____ article. It is used before a vowel sound.
- c. It is _____ to steal. You can go to prison.
- d. It is _____ to arrive on time at school. It's nearly 8 o'clock.
- e. This mathematical equation is difficult. I'm _____ of doing it.
- f. It is _____ to interrupt people like that. Next time wait for your turn to speak.
- g. Mother punished me yesterday because I _____ her orders.
- h. It is _____ for a horse to live for more than 30 years.
- i. It is _____ to call women the weaker sex. They are as strong as men.
- j. I _____ with you, Rashid, when you say that studies are not important. But I agree that they are difficult.
- k. You are totally wrong when you say that teenagers are _____ of doing things right. They always try to do their best.

Alchemy

Using the clues provided, go from the first word to the last word by adding a letter at each step to form the intervening words.

From nothing to a precious metal in 3 steps.

- 1. Nothing _____
- 2. Move, progress _____
- 3. Deity _____
- 4. Precious metal _____

An alternate route.

- 1. Myself _____
- 2. Prefix meaning two _____
- 3. Command or ask _____
- 4. Stay, continue, wait, reside _____
- 5. A woman just married or about to be married _____
- 6. Span _____

Idioms and colloquialisms

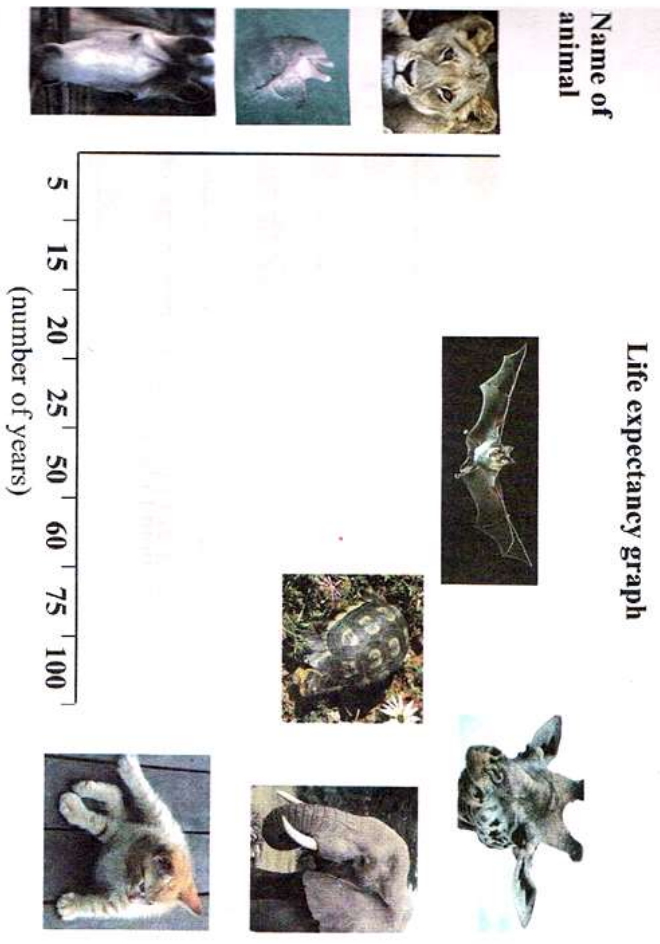
Discuss three or four sayings in the list below and find their equivalents in your language.

- a. The leopard cannot change its spots.
- b. He that cannot obey cannot command.
- c. May god defend me from my friends. I can defend myself from my enemies.
- d. The remedy may be worse than the disease.
- e. Sticks and stones may break my bones, but words will never hurt me.
- f. You cannot sell the cow and drink the milk.
- g. You may lead a horse to the water, but you cannot make him drink.



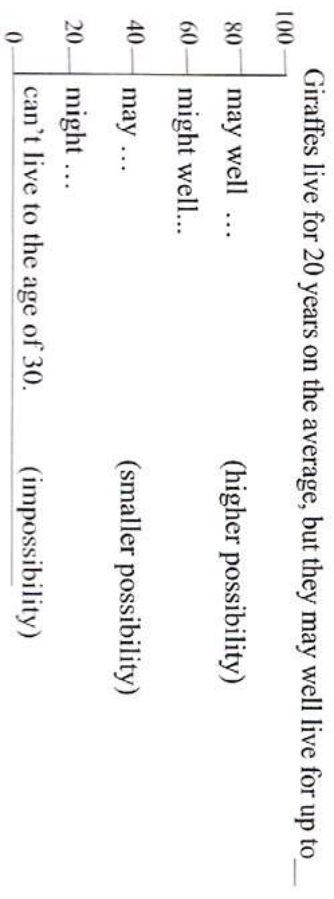
RESEARCH AND REPORT

① Find out the average life span of each of the animals below and place them on the following graph.



② Discuss the maximum age to which people and each of the animals on your graph can live. Use the auxiliaries on the graph below to express degrees of possibility.

Example



③ Think about other animals and draw another graph to show how long they can live.

④ Write a report about an animal of your choice which is in danger of extinction using the information on the report card below.



ANIMAL REPORT

- Name of animal :
- Where does it live?
- What does it look like?
- What is it like?
- What is special about it in terms of what it can do?
- How long does it live?
- What is the maximum age to which it can live?
- What may cause its extinction?
- What can we do to save it?

⑤ Group work.

Imagine you are a member of the World Wild Life Organisation. Write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. (See Grammar reference n° 6, page 181.)

Take your pick from the following verbs:

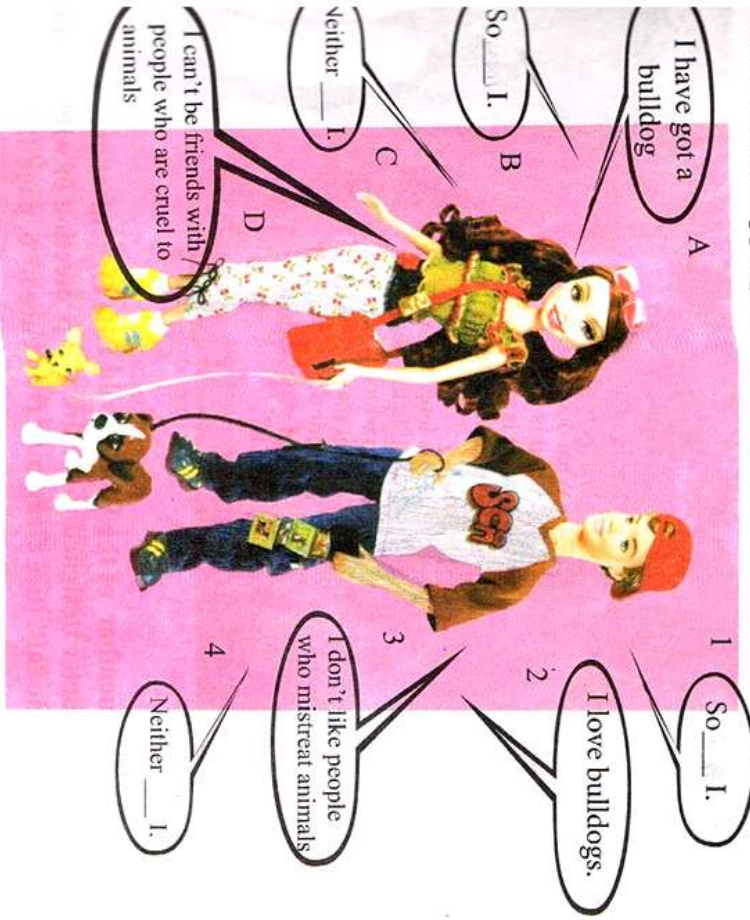
- | |
|--|
| to cure - to shoot - to treat - to trap - to feed - to hunt - to shelter - to mistreat - to fatten |
|--|



ORGANISING

LISTEN AND CHECK

Jill (on the left) and Jack (on the right) agree with each other about any things in their conversation. Fill in each of the blanks in the speech bubbles with the appropriate auxiliary: can, do or have.



- Listen to your teacher and check your answers to exercise 1 above.
- Listen to your teacher again and say which word is stressed most in the speech bubbles you have completed in exercise 1.
- Listen again and note the form of the auxiliary verbs do, have and can you hear in the speech bubbles that you have completed. Tick in the right box.

Have		Can		Do	
Strong form	Weak form	Strong form	Weak form	Strong form	Weak form
/hæv/	/həv/	/kæn/	/kən/	/duː/	/də/

When participating in a discussion, you sometimes agree and sometimes disagree with what the other speaker says to you. It is not always necessary to use the verbs **agree** or **disagree** to express agreement or disagreement. You can express this in a different way.

A. Use **so** + auxiliary + subject when you respond to a positive statement.

Example:

I can sing

So can I.

= I can sing too.

B. Use **neither** + auxiliary + subject when you respond to a negative statement.

Example:

I can't play tennis.

Neither can I.

It's your turn

Group work. Speak about your capabilities. Take turns to agree or disagree with what your partners says. Use neither and so.

Example:

I like reading Shakespeare.

I can't read Shakespeare.

YOU :

So can I.

Neither can I.

Partner A:

Oh, I can't.

Oh, I can.

Partner B:

② **Group work.** Complete the dialogues below using so or neither + the appropriate auxiliary: do, will/shall, or have.

You: I have bought a bicycle.

Partner A: _____.

Partner B: That's very funny. I have bought one, **too**. ①

You: We're flying to England next Saturday at 5.

Partner A: _____.

Partner B: How extraordinary! We're going on the same flight, **too**. ②

You: I haven't seen Boussad since last Monday.

Partner A: _____.

Partner B: There is something wrong. I haven't seen him since last Monday, **too**. ③

You: Everybody hates snakes. But I love them.

Partner A: _____.

Partner B: I love them **too**. ④

③ **Group work.** With books closed, act out the dialogues above. Then make similar dialogues using as many auxiliaries as you can.

④ **Respond to the statements below using too.**

a. Your partner: Happy New Year Farid! You: _____

b. Your partner: Have a nice day! You: _____

c. Your partner: I can drive a motorcycle. You: _____

▶ **Write it up**

Write a *scynette* using so / neither + auxiliary.

Draw inspiration from listening script 2 (Jack and Jill). And then act it out.



WRITING UP



READING AND WRITING



① **Look at the picture of the cover page of the magazine below and answer these questions.**

- What is the name of the magazine?
- What is the title of this issue of the magazine?
- Which topics does this issue of the magazine deal with?
- What does the illustration on the cover page represent?
- What do you think the most important article in the magazine will be about?

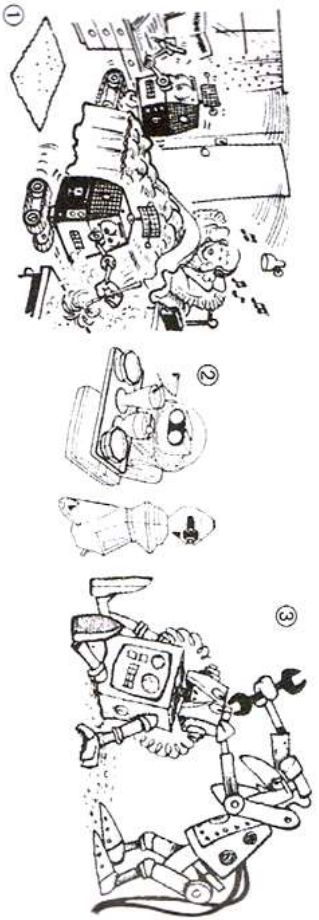


② **Read the newspaper article below and check your answer to question ⑤ in exercise 1 above.**

The robot is the most amazing invention that man has ever made. For example, in 1987 an American surgeon was able to instruct a robot from a New York hospital to do an operation in Strasbourg. In the same year, astronauts were able to pilot another robot to take pictures of Mars. Robots are already capable of doing many difficult and dangerous jobs. You can see them working in car factories, in mines, in fire departments and in nuclear plants.

Many people think that robots are stupid. This may be true for the old generator robots. But the new generation robots are not stupid machines at all. They can hear and speak. They can even smell. Some day soon, I'm sure scientists will be able to invent robot cooks, which you can instruct to prepare your breakfast in the morning. They will be able to make robot maids, which will do house cleaning. They may be able to invent robot students to do your home work while you just lie in your bed listening to music. And who knows? They might even invent robot mechanics, which will repair broken robots. Can robots become the rivals of man in the future? Well, they cannot for one simple reason. They have only artificial intelligence, so it is impossible for them to become rivals.

③ The pictures below illustrate the article on the previous page. Read the article again and identify the sentence(s) which each of the illustrations below helps you understand.



④ Read the second paragraph of the article. Rank the predictions that the author makes about robots from the most probable (top) to the least probable (bottom).

They will be able to _____

They may _____

They might _____

They won't be able to _____

Coping...

It is important to look at the illustrations which accompany texts.

They may help you in various ways.

1. Illustrations can help you guess the topic or the general idea of the text. So make sure you look at them before you start reading. This may help you better understand the text.
2. They can also help you understand the meaning of difficult words.

Write it out

① Read the jumbled predictions about the technological advances below and say how sure you are about each using will be able/ may well/ may/might/ or won't be able + verb.

- a. Someday/ People/to do/ all their shopping by computer.
- b. Scientists/ to invent/ a computer which can read your mind/soon.
- c. In the future/ all children/ to study at home using the computer.
- d. Scientists/ to make/ a vaccine/ against cancer/in the future.

② Group work. Now discuss the opinions you have expressed in exercise 1 above. Use examples below as models.

People won't be able to do all their shopping by computer.

Your partner: I think so too./ Oh, I even think people may well do all _____

Or

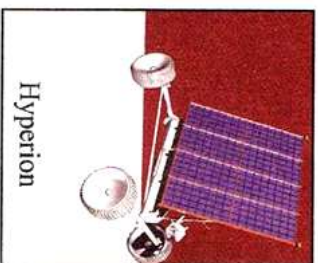
You: I think that scientists will be able to invent a vaccine against cancer.

Your partner: Really? I don't think so. I rather think that scientists _____

③ Write a ten-line newspaper article to say what the NASA will/ may/might well be able to do with robots in the future. Draw inspiration from the second paragraph of the article from *Popular Science* above.

Some ideas

- NASA scientists/to make/a new type of spaceship.
- Future astronauts /to be / a new generation of robots.
- These robots/to go on missions of exploration to Mars.
- They/to communicate with NASA specialists/ because/to speak English
- They / to carry with them another robot, Hyperion.
- Hyperion /to work 24 hours a day/ because/ it /to run with solar energy.
- to find continuous sunlight in the polar regions of the planet Mars
- to run fast over rocks.
- Hyperion/to take pictures. ...



Hyperion



ASSESSING

PROJECT ROUND-UP

▶ Making a profile of changes in man's capabilities

Your project will be presented in the form of a wall sheet or a portfolio. It should include three of the following items:

A. A list of things that man **could** or **couldn't** do six hundred years ago in the domains of ...

a. transport e.g., *Six hundred years ago man couldn't travel by plane, but he could travel on horseback.*

b. medicine

c. entertainment

d. sports

e. politics ...



B. A list of remarkable performances that particular men and women **were able** to achieve in various fields over the last six hundred years.

e.g., Christopher Columbus was able to sail across the Atlantic. He ...

C. A list of things that man **can**/ and **is able** to do today and which he couldn't do years ago in the domains of ...

a. transport: e.g., Today, man is able to travel to the moon.

b. politics

c. sports

d. entertainment ...

e. law



D. A list of things that man **will** be able to/may well/may/

might/ do in the near future.

e.g., In the future, man will be able to leave the Earth and settle on Mars.

E. Draw a cartoon and make your characters use **so** and **neither** + auxiliary + subject.

Note: All items in all lists should be illustrated with pictures / drawings and explanatory sentences.

WHERE DO WE STAND NOW?

Progress Check

Listening and speaking

A. Consider the situations below and choose the most appropriate modal from the modals between brackets and put it in each of the blanks.

a. A pedestrian /in the street

Excuse me, officer, _____ (may/can/ could) you show me the way to Victoria Station please?

5

b. A pupil /in the classroom

_____ (could/can/may) I borrow your protractor, Said? I've forgotten mine at home.

c. Immigration officer/at the airport

_____ (can/ could/may) I see your passport?

d. In the classroom

Teacher: Where's Karima? Why is she absent?

Pupil: I don't know. She _____ (can/may/could) be ill.

e. Pupils /in the headmaster's office

Pupils: _____ (can/will/may) we leave now, Mr White?

Headmaster: No, you _____ you (can't/may not/ won't). You haven't answered all my questions.

B. Agree or disagree with the statements in the short dialogues below using **so** or **neither**.

Your partner: I can sing and dance.

You: _____ ①

Your partner: I can't go to school today.

You: _____ ②

Your partner: I like bananas and peaches.

You: _____ ③

Learning log

Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don't write your name on it.

I can...	very well	fairly well	a little
A. express ability.			
B. express possibility.			
C. ask for and give permission.			
D. express certainty using will .			
E. make requests.			
F. express agreement and disagreement using So/Neither + auxiliary + personal pronoun.			
G. use modals may/ might/ can/ could .			
H. use the verb idiom be able to .			
I. use prefixes il- /im-/in-/ir-/un- and dis- to form new adjectives.			
J. use illustrations to better understand texts.			
K. predict what will come next in a newspaper article by reading its lead-in.			
L. interpret and make a graph.			
M. write a newspaper article about technological advances.			
N. write a school report.			
O. write a report about an animal in danger of extinction.			
P. write the rules of a charter.			

C. Rewrite the words in bold in each of the sentences using appropriate prefixes. Then mark the main stress on the new word (`).

- a. Your answer is **not correct**. □ □ 2
- b. Stealing is **not legal**.
- c. It is **not possible** to find him at home now.
- d. I'm **not satisfied** with what you're doing.

▶ Reading and writing

1 Read the text below and make the predictions less categorical/certain by replacing **will** with an appropriate modal: may/may well/may possibly, might, might well. □ □ 3

How long can we hope to live?

The longest we can hope to live today is about 120 years. The average life span is about 75-80 for women and 70-75 for men. But we **will** live longer in the future because our living conditions are getting better and better every day. People in developing countries **will** live for a hundred years on the average, but those who live in developed countries **will** reach the average life span of one hundred and twenty years. Some men **will** live up to the age of 140 years whereas some women **will** reach the age of 160 years.

2 Fill in the blanks in the letter below with: was able to / wasn't able to / will be able to / could / couldn't. □ □ 3.5

Dear Jack,

Sorry I attend your party last Saturday. I was quite ready to come and just about to leave when a friend of mine from Algeria on her way to America dropped in. She wanted me to spend the evening with her before she left for the U.S. the next morning. Well I refuse, ?

Of course, I tried to phone you, but I get through. Your number was engaged. I hope you will understand. I know you needed my CD player, but I'm sure you all had a good time just the same.

My parents have bought a house in Brighton. When we move in, I visit you every week.

Yours,
Jill.

3 Write a letter of apology to a friend of yours including an explanation of why you weren't able to attend her/his wedding, birthday party, housewarming party ... Use could/couldn't/can/cannot/ and able to. □ □ 5

5-Choose a title for the reading text.

- a) International Cooperation b) Medical Business c) Counterfeit Medicines

B) Text Exploration

(7points)

1-Find in the text words, phrases or expressions that are closest in meaning to the following:

- a-fake (§1) b-illnesses (§2) c-show (§3) d-helping (§4)

2-Complete the chart as shown in the example.

Verb	Adjective	Noun
To manufacture	manufactured	manufacturer
To affect	.....	.....
.....	exposed	.....

3-Connect each pair of sentences using the connector in brackets. Make changes where necessary.

- a) Governments have made a lot of efforts. They have been unable to stop the import of counterfeit products. (although)
 b) Local authorities are encouraging citizens. They want them to be more active. (to)

4-Classify the following words according to the pronunciation of their final's'.

[medicines — ingredients — controls — diseases]

/s/	/z/	/iz/

5- Fill in each gap with one word from the list below.

[counterfeiting — it — to — people]

Counterfeiting is not limited to medicines only. ...1... is also affecting other products like cloth and food. Thanks...2...some associations,...3...have become aware of the dangerous effects of...4... .

PART TWO: Written Expression

(6points)

Write a composition of about 100 words on one of the following topics.

Choose either

Topic one: Why do some people buy counterfeit products? The following notes may help you answer the question. (cheap / easily found /no big difference /same shape...)

Or

Topic two: What can be done to fight counterfeiting? Make suggestions.

الموضوع الثاني

PART ONE: Reading

(14 points)

Read the text carefully then do the activities below.

Education in the United States is provided mainly by the government with control and funding from three levels: federal, state, and local. School attendance is obligatory at the elementary and high school levels (often known outside the United States as the primary and secondary levels).

The ages for compulsory education vary by state, beginning at ages five to eight and ending at the ages of fourteen to eighteen. A growing number of states are now requiring school attendance until the age of 18. Students have the options of having their education held in public schools, private schools, or home school.

In most public and private schools, education is divided into three levels: elementary school, junior high school (also often called middle school), and senior high school. Post secondary education is better known as 'college' or 'university' in the United States.

Most parents send their children to either a public or private institution. One tenth of students are enrolled in private schools. Approximately 85 % of students enter the public schools largely because they are free.

Parents may also choose to educate their own children at home; 1.7 % of children are educated in this manner.

<http://www.encyclopedia.com/doc/1E1-Educatio.html>

A) Comprehension

(7points)

1-Circle the letter that corresponds to the right answer.

The text is....

- a. a newspaper article b. a radio report c. a web-article

2-Are the following statements true or false? Write T or F next to the corresponding sentence letter.

- a) Education in the USA is compulsory only at the elementary school.
b) Parents can educate their children at home.
c) There are more pupils in private schools than in public schools.
d) Most of the pupils go to public schools because they don't have to pay fees.

3-In which paragraph is it mentioned that...

- a) the ages of compulsory education are not the same in all states?
b) very few parents educate their children at home?

4-Answer the following questions according to the text.

- a) At which levels is school attendance obligatory?
b) Why do many American pupils choose public schools?

5-What or who do the underlined words refer to in the text?

- a. their (§2) b. they (§4)

B) Text Exploration**(7points)****1-Find in the text words, phrases or expressions that are closest in meaning to:**

- a. obligatory (§2) b. increasing (§2) c. nearly (§4) d. way (§5)

2-Complete the chart as shown in the example.

NOUNS	VERBS
Satisfaction	To satisfy
Requirement
Division
Qualification
Education

3-Give the correct form of the verbs in brackets.

- a) Years ago, it (be) difficult for people to send their children to school.
 b) Some children (get) better results if their parents take care of them.

4-Underline the silent letters in the flowing words.

- a. eight b knowledge c. foreign d. calm

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

- A: Many students Is it true?
 B: No, our school regulations are not very strict.
 A: This means that
 B: You're wrong, there is no disorder at all; everybody is behaving correctly.
 A: What about?
 B: There is a mutual respect between teachers and pupils.
 A: That's why
 B: True, the pupils get good results.

PART TWO: Written Expression**(6points)****Write a composition of about 100 words on one of the following topics.**

Choose either

Topic one: The Algerian educational system consists of three levels (primary, middle and secondary). You have just completed the third level. Write a composition in which you describe the level you liked best. You may talk about the following: souvenirs — friends — teachers — programmes — exams — happy/sad events...

Or

Topic two: Your neighbour refuses to send his children to school for some reasons. You try to convince him that education is important in today's world. Write the dialogue that took place between him and you.

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة: جوان 2010

امتحان شهادة التعليم المتوسط

المدة: ساعة و نصف

اختبار في مادة: اللغة الإنجليزية

TEXT

Tonight, Nadir is staying at home because he wants to write a letter to his friend.

Tomorrow morning, he will have Maths and English as usual at college, but he will be free in the afternoon, so he is going to help his father. They are going to repair the roof of their old garage. In the evening, he will go out with his friends.

Adapted from – Teach English – by Adrian Doff

Part One

(14pts)

A- Reading Comprehension

(07pts)

Read the text carefully and do the following activities:

Activity one: (03 pts)

Read the following statements and write 'true' or 'false'.

Correct the false statements:

- Nadir has a pen friend.
- He is not going to help his father.
- In the evening, Nadir will receive his friends at home.

Activity two: (02pts)

Answer the following questions:

- Is Nadir staying at home tonight?
- Will he be busy tomorrow in the morning?

Activity three: (02pts)

1. Find in the text words that are opposite in meaning to the following:

- new \neq
- in \neq

2. Find in the text words that are closest in meaning to the following:

- the next day =
- mend =

B- Mastery of language

(07pts)

Activity one: (02 pts)

Supply the punctuation and capital letters where necessary:
tomorrow, Nadir will send a letter to ali

Activity two: (03pts)

Change the following sentences to negative:

1. Nadir will be free tomorrow afternoon.
2. They are going to repair the roof.
3. He wants to write a letter.

Activity three: (02 pts)

Write the following verbs in the right box according to the pronunciation of their final 'ed':

wanted- stayed- helped- repaired

/t/	/d/	/id/
.....

Part two

(06pts)

Written Expression

In his last letter your friend Nadir informed you about his intention to come and visit you.

Write a letter telling him what you are going to do when he comes.

Talk about:

- places to visit
- activities to do (photos, sightseeing,)
- people to meet ...

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة: جوان 2012

امتحان شهادة التعليم المتوسط

المدة: ساعة ونصف

اختبار في مادة: اللغة الإنجليزية.

Text:

In Britain, before the internet, people used to listen to the news on the radio as they got up. They would then read a newspaper in the morning, on the train while travelling to work. On the way home, they might even buy another newspaper – an evening newspaper, possibly or a local one. Then, they would watch the news on television at six o'clock before going to bed. At the weekend, they had the big Sunday papers. Yes, before the internet, there were easy, separate categories of time. Radio, newspapers and television all had a place.

Then things became a bit more complicated. First, 24 hour TV news arrived, and then the internet. Now people could get the news when they wanted rather than waiting for other people to decide what to tell them and when.

Adapted from: www.britishcouncil.org/algeria

PART ONE

(14 pts)

A. Reading comprehension:

(7pts)

Read the text and do the following activities:

Activity one :(2pts)

Choose a, b or c to complete the following sentences.

- before the internet, the British used to:
a. practise sport b. listen to news c. play cards
- they used to watch the news on TV:
a. twice a day b. once a day c. twice or three times a day

Activity two:(3pts)

Read the text and answer the following questions:

- Where did people in Britain use to read the newspaper?
- When did things become more complicated?
- What do the underlined words refer to in the text?
- they →
- one →

Activity three:(2pts)

1. Find in the text words or phrases that are closest in meaning to:

- a. probably = b. different =

2. Find in the text words or phrases that are opposite in meaning to:

- a. hard ≠ b. less ≠

B. Mastery of language:**(7pts)****Activity one: (1pt)**

Supply the punctuation and capitals where necessary
the most popular print newspaper in Britain is the "sun"

Activity two: (3pts)

Rewrite the following passage and put the verbs in their correct form.

When the internet appeared, the national newspapers (**begin**) to claim that they would lose all their readers. Although, most of them who (**not use to**) love the internet (**create**) an online version of their paper.

Activity three: (2pts)

Complete the following table.

.....	more complicated	the most complicated
easy	.....	.....
big	bigger	.....

Activity four: (1pt)

Circle the silent letters in the following words.

Listen – would – while – work

PART TWO**(6pts)****Written expression:**

Today, many people in your country prefer to get the news online.

Write a paragraph of 8 lines in which you can use the following ideas:

- gain time
- different news
- almost free
- get the news where and when you want.

September 2011

Level: Second year.

Full Name:

Class:

Mark:

Diagnostic Evaluation

Read the text carefully then do the activities.

Many psychologists today say that television destroys family unity and kills imagination. They say if parents really love their children, they should get rid of their TV sets.

"I disagree with these psychologists," said Allen Brown, "because I believe that TV can actually increase imagination and family unity. My family often gets together to watch a programme and afterwards we discuss it. Sometimes, I ask my children what they would do in a similar situation. This makes us think about what we have seen."

"True there are drawbacks, but if you choose what you watch carefully, there are lots of advantages to having a TV set."

- Suzanne Bouchard -

✓ Say whether the following statements are true or false: (1.5)

- Allen Brown's attitude towards TV is favourable.
- Watching TV enhances people's critical thinking.
- According to some psychologists, parents can show their love to their children by letting them watch TV.

2/- Find in the text synonyms to = (1pt).

rise (§2) = , really (§2) =

3/- Find in the text opposites to : (1pt).

impose (§3) ≠ , hate (§1) ≠

4/- Join each pair of sentences below using the appropriate connector in brackets : (2pts).

a - TV plays an important role in people's life } (as, thus, however)
b - TV can sometimes distract from work.

a - Scientists make inventions. } (because, so that, yet)
b - Mankind will benefit from them.

- Put the verbs in brackets in the correct tense : (3pts).

1 - If you eat a lot, you (be) fat.

2 - If scientists (not invent) home labour devices, women would have suffered doing their housework.

3 - By 2050, technology (develop) a lot.

- Complete with the correct article : (3pts).

There was . . . man talking to . . . angry woman outside . . . post-office. . . . man was wearing . . . uniform and . . . helmet.

Find opposites keeping the same root : (2,5pts).

fair - significant - careful - happy - connect

Decipher the following message : (1pt).

/eɪnʃənt pi:pl ju:zd drɒmz tə send ænd rɪsi:v meɪsɪdʒɪz/

What is your opinion about television? (5pts).

Good Luck.



2/21-

February 02nd, 2014

St. ... School

Level: 4AM

The Second Term test :

Text

Home Schooling

All children in the United States have to receive an education, but the law does not say they have to be educated at school. A number of parents prefer not to send their children to school. Children who are educated at home are called * Home Scholars*. There are about 300.000 home scholars in the United States today.

Some parents prefer teaching their children at home because they do not believe that public schools teach the correct religious values; others believe they can provide a better educational experience for their children at home. Results show that home schooled children often do better than average on national tests, especially on Maths and Reading.

Home schooling is often more interesting than regular schools, but critics say that most parents are not well qualified to teach their children. However, most parents do not have the time or the desire to teach their children at home.

Therefore, schools will continue to be where most children get their education.

Part One (14 pts)

I: Reading Comprehension: (7pts)

A/ Read the text carefully and answer the following questions: (2pts)

- Who are the home scholars?
- What are the two criticism of home schooling?

B/ Write True or False. Correct the wrong statement: (3pts)

- Hundreds of American children learn at home.
- Home scholars are often better in Maths and Reading.
- Schools are the best place to study and learn.

C/ Lexis:

*** Find in the text words that are closest in meaning to the following:** (1pt)

Important =

must =

*** Find in the text words that are opposite in meaning to the following:** (1pt)

Worse ≠

to send ≠

2: Mastery of language: (7pts)

A/ Put the verbs between brackets in the correct form: (2pts)

- I (to look) for a job as soon as I (to finish) my studies.
- when my brother (to finish) training, He (To open) a workshop.
- I (not/understand) the lesson if I (not listen) to the teacher.
- if the students (to work) hard, they (to learn) How to read and write.

B/Add suffixes to get names of jobs (professions):(1.5pts)

Photograph, guitar, reception

C/Give words starting by the following clusters: (1.5pts)

SC...../bk...../ Spr.....

D/Classify the following words according to their long vowel sounds: (2pts)

Called / Schools / Teaching / Values

/I: /	/ɔ: /	/U: /

Part Two : Situation of integration (6pts)

What about education in Algeria? Write a letter to a British friend in which you describe education in Algeria. Tell him / her about:

- The importance of education in Algeria
- The period you spend in each school (Primary, Middle.....)
- The school subjects you study: Arabic, maths, foreign languages
- The exams you pass: 5 th year, BEM, BAC

Level : 3 MS.
Duration : 1h 30 mn.



Third Term English Examination

Tunisia is situated in the north of Africa. It is 155,830 Km². It is the smallest country in North Africa. It is bordered by Algeria to the west and Libya to the south-east. The Mediterranean Sea is on the north and the north east. The northern part of the country contains a very fertile soil where they grow cereals and olives. The southern part is mainly a dry desert region. It contains very beautiful oases where dates are produced. The two parts are separated by the Atlas Mountains. The population of this Arab and Islamic country is 9,562,000 inhabitants.

Part One : (15 pts)

A) Reading Comprehension. (08 pts)

Activity one : Match each question in column (A) with the right answer in column (B). (04 pts)

A	B
Where is Tunisia situated?	Yes, it does.
Is it bordered by Algeria to the west?	There are 9,562,000.
Does it produce dates?	It's in the north of Africa.
How many inhabitants are there in Tunisia?	Yes, it is.

Activity two : What do the underlined words in the text refer to? (02 pts)

Activity three : (02 pts)

a) Find in the text words that are closest in meaning to the following:

located = nation =

b) Find in the text words that are opposite in meaning to the following:

largest ≠ wet ≠

B) Mastery of Language. (07 pts)

Activity one : Write the correct form of the adjectives in brackets. (03 pts)

1- Algeria is (populated) Tunisia.

2- Tunisia is one of (beautiful) countries in Africa.

3- In summer, the northern part of Tunisia is (hot) the southern part.

Activity two : Complete the table. (02 pts)

noun	adjective
height	.....
.....	long

Activity three : Write "S" if (have) is strong and "W" if it is weak. (02 pts)

-I have never visited Tunisia before, so I have to look at the map.

Part Two : (05 pts) "Situation of Integration "

Use the information below to write a paragraph of about six to ten lines about Egypt

- ✓ **Situation :** north east Africa.
- ✓ **Borders :** west, Libya / south, Sudan / ~~east~~, Red Sea / north-east, Palestine/ north, Mediterranean Sea.
- ✓ **Capital :** Cairo.
- ✓ **Area :** 997,739 km²
- ✓ **Population :** 77 million
- ✓ **Interesting places and monuments :** the Pyramids of Giza.

Good Luck & Happy Holidays

Name.....

Exercise 1. Use the words in brackets in the right order.

- 1) We.....late to school. (arrive / sometimes).
- 2) Jillian.....in bed before 10. (usually / is).
- 3) Imore sugar in my coffee. (take / often).
- 4) Our garden.....large. (fairly / is)

Exercise 2. Choose the right phonetic transcription, 'a,b or c'.

- 1) message. a) /'misædʒ/ b) /'mesidʒ/ c) /'misæg/
- 2) garden. a) /'gɑ:dŋ/ b) /'dʒɑ:dŋ/ c) /'gɪ:dŋ/
- 3) quickly. a) /'kwɛcli/ b) /'kwikli/ c) /'kwicli/

Exercise 3. Complete the following table.

Subject pronoun.	Object pronoun.	Reflexive pronoun.
I		Myself
	Us.	
He.		
You.		Yourself.

Best of luck,
Unc. '06.

Name.....

Exercise 1. Use the words in brackets in the right order.

- 5) We.....late to school. (arrive / sometimes).
- 6) Jillian.....in bed before 10. (usually / is).
- 7) Imore sugar in my coffee. (take / often).
- 8) Our garden.....large. (fairly / is)

Exercise 2. Choose the right phonetic transcription, 'a,b or c'.

- 1) message. a) /'misedʒ/ b) /'mesidʒ/ c) /'misæg/
- 2) garden. a) /'gɑ:dŋ/ b) /'dʒɑ:dŋ/ c) /'gɪ:dŋ/
- 3) quickly. a) /'kwɛcli/ b) /'kwikli/ c) /'kwicli/

Exercise 3. Complete the following table.

Subject pronoun.	Object pronoun.	Reflexive pronoun.
I		Myself
	Us.	
He.		
You.		Yourself.

Best of luck,
Unc. '06.

On the other hand, words that modify the lexically important nouns and verbs (such as articles and auxiliary verbs) tend not to be stressed. Likewise, words that signal information previously mentioned (e.g., personal pronouns, relative pronouns, possessive and demonstrative adjectives) are usually unstressed. In these unstressed sentence elements, the vowels also tend to be reduced. We discuss this in more detail in Chapter 7, where we treat reduced speech.

SENTENCE STRESS AND RHYTHM: PEDAGOGICAL PRIORITIES

Teachers should build upon students' knowledge of word stress to help them begin to understand sentence stress in English. In addition, students should understand that there is a basic hierarchy in correctly determining stress placement within an utterance. This involves knowing the stress patterns for the individual multisyllabic words in an utterance and deciding which words in an utterance would normally be stressed.

It is a major priority in the pronunciation classroom to explain and illustrate for students the stress-timed nature and rhythm of English. When learners (particularly those whose first language is syllable timed) obscure the distinction between stressed and unstressed syllables in English, native speakers may either fail to comprehend or they may grow impatient at the lack of selective stress on key words. In the beginning, you may find that your ESL/EFL learners believe that they are most clearly understood when they pronounce each word and syllable distinctly. In fact, students are usually quite surprised to find that giving all syllables equal stress actually hinders native speakers' comprehension.

In addition, you need to provide learners with clear guidelines concerning which words (i.e., function or content words) in a sentence tend to receive stress. Table 5.1 provides a useful framework for informing students which types of words in an utterance usually receive stress.

PRESENTING SENTENCE STRESS AND RHYTHM TO STUDENTS

The bridge between word and sentence stress can be illustrated by comparing the stress pattern of some example words with utterances containing equal numbers of syllables and similar stress patterns:

Multisyllabic word	utterance
• • • • • overlook	• • • • • Tell the cook!
• • • • • guarantee	• • • • • Can't you see?
• • • • • electrification	• • • • • We took a vacation.
• • • • • identification	• • • • • We went to the station.

Learners can repeat these examples fairly rapidly in succession while tapping or clapping. This will help them begin to see parallels between word and sentence stress in English.

LISTENING DISCRIMINATION

For many students, especially those from syllable-timed language backgrounds, simply hearing which elements in a sentence receive stress may be difficult initially. Because of their clear rhythmic pattern, nursery rhymes, limericks, and jazz chants (see Graham 1978, 1986, 1991) can provide an effective initial listen-and-repeat practice activity for

such students. We recommend providing students with the text and the metrical pattern of the rhyme or limerick and reading it aloud, asking students to concentrate on the rhythmic pattern. To assist them in noting this pattern, you may wish to clap on the major rhythmic beats or tap out the pattern. On subsequent readings, this responsibility can be given to the students, who clap or tap out the rhythmic pattern as you read the poem aloud.²⁶ The following nursery rhymes work well for this purpose. For this exercise, we have used the poetic conventions (U) to mark stressed elements and (u) to mark unstressed elements within a rhythmic foot:

MARY, MARY

Mary, Mary / u / u
 Quite contrary / u / u
 How does your garden grow? / u u / u /
 With silver bells, u / u /
 And cockle shells, u / u /
 And pretty maids all in a row, u / u u / u u /

LITTLE JACK HORNER

Little Jack Horner / u u u / u
 Sat in a corner / u u u / u
 Eating his Christmas pie, / u u u / u /
 He stuck in his thumb u / u u /
 And pulled out a plum, u / u u /
 And said "What a good boy am I," u u / u u / u /

See also Chapter 10 for further suggestions concerning how poetry and other rhythmic exercises can be used.

CONTROLLED PRACTICE

The stress-timed nature of English can be illustrated with either the "Cats chase mice" example cited previously or the following variant:

• • • • • MICE	• • • • • EAT	• • • • • CHEESE
The MICE	EAT	CHEESE
The MICE	EAT	the CHEESE
The MICE	will	the CHEESE
The MICE	will have	EATen
The MICE	might have been	EATing
		the CHEESE

Initially, students can listen to you read these sentences and try to identify the stressed elements. With minimal assistance, they should notice that stress usually falls on the content words – the words that carry the most meaning. During the second listening, students can

²⁶Nursery rhymes, limericks, and the like tend to distort natural stress patterns to achieve their literary end. For this reason we do not recommend making extensive use of them in the classroom, or asking students to read them aloud.

snap their fingers or tap lightly on their desks to experience how the stressed words tend to come at regular intervals – no matter how many unstressed syllables fall in between. Once a clear rhythmic pattern has been established, they can practice, first chorally and then in pairs. In this way, students are provided with a controlled practice activity that reinforces the nature of English as a stress-timed language.

Rhythm drills such as the following provide another means of controlled practice with sentence stress. First model a given pattern by tapping or clapping. Then students repeat the example sentences (all of which share a rhythmic pattern) in unison:

• • • • •
She doesn't like to hurry.

Her father cleaned the basement.

I didn't want to leave her.

He hasn't even tried it.

They need some new pajamas.

• • • • •

He wanted to help her forget.

We needed to call them at ten.

It's better to hide it from John.

I wonder who's kissing her now.

I think that he's doing it wrong.

GUIDED PRACTICE

A guided practice activity focusing on sentence stress involves the exchange of personal information about professions. Begin by handing out cards with professions written on them; students then practice the following model dialogue and do a survey of class members (the slash indicates a pause between thought groups):

A: WHAT do you DO?

B: I'm a DOCTOR / and I WORK in a HOSPITAL.

B: WHAT do YOU DO? (addressing C)

C: I'm a PROFESSOR / and I LECTURE at the UNIVERsITY.

In this manner, you can reinforce the idea that the words carrying the most meaning in English (in many cases, nouns and verbs) are those that receive stress.

COMMUNICATIVE PRACTICE

An effective communicative practice is a role-play activity modeled after the late-night talk show format. For this activity, students are paired, with each receiving a turn both as host and as guest. When it is their turn to be the guest, they receive a role card with an identity on it. Identities created along the lines of Guinness World Record feats work especially well in this activity, for example:

- 1. You are the world record holder for walking on your hands – 36 hours!
- 2. You are winner of the world KISSING marathon. Winning time: 32 hours, 18 minutes.
- 3. You are the first person to cross the Pacific Ocean in a hot air balloon.

The talk show host interviews the guest and takes notes, asking questions such as the following:

What is your name?

What did you do?

What record did you break?

When did you do this?

Where did you do this?

Why did you do this?

You should monitor rhythm and accurate placement of stress, giving appropriate feedback after the practice.

If the identities chosen have a humorous side to them, you may wish to have the pairs perform individually for the class, or audience. This activity, as is true for most of those we present here, can intersect with a lesson on grammar as well as pronunciation – in this case, wh-questions and/or simple past tense.

Several other techniques for teaching sentence stress are discussed in Chapter 10. These include work with poetry, drama, and jazz chants, the use of action cartoon strips and jokes, and reinforcement via kinesthetic techniques.

ADJUSTMENTS IN CONNECTED SPEECH: WHAT THE TEACHER NEEDS TO KNOW

So far in this chapter we have dealt with word stress, sentence stress, and rhythm. We turn now to a discussion of *adjustments in connected speech*. Even in the most rudimentary of English language lessons, we cannot ignore the changes in pronunciation that occur within and between words due to their juxtaposition with neighboring sounds.²¹ In teaching the phrases “This is a book” and “This is an apple,” we find ourselves discussing the two forms of the indefinite article *a/an*, explaining to our students that *a* precedes words beginning with a consonant sound whereas *an* precedes words beginning with a vowel sound. This simple rule is an example of a far more elaborate language system whereby sounds are influenced by other sounds in their immediate environment, taking on different characteristics as a result. (These processes are common to all languages; however, here they are discussed primarily as they relate to English.) The main function of most of the adjustments we discuss here is to promote the regularity of English rhythm – that is, to squeeze syllables between stressed elements and facilitate their articulation so that regular timing can be maintained.

²¹Often, the phenomena to be discussed in this section are referred to as *sandhi* variation – a term that derives from Sanskrit and refers to the “plac[ing] together” of sounds within and between words.

CASE STUDY 5: AN INSERVICE COURSE IN TEACHING PRONUNCIATION FOR EGYPTIAN TEACHERS OF ENGLISH

A group of twenty-five Egyptian secondary school teachers of English are participants in a government-sponsored summer inservice training course at a Canadian university. They are all highly educated native Arabic speakers whose overall English language proficiency is quite advanced. Although their university study concentrated on literature rather than linguistics, all are quite familiar with the International Phonetic Alphabet. Their command of English pronunciation varies – mostly in relation to the opportunities each has had to visit and study in English-speaking countries or to work with native English-speaking colleagues. Most have been taught to speak British English, and they are thus less familiar with NAE pronunciation. Language aptitude is high and many speak a second foreign language (French). These teachers are extremely motivated both by a desire to be a good model for their students and to learn more about English.

This 6-week summer institute includes a number of courses in methodology, of which teaching pronunciation is one. The instructor is a professor of TESL/Applied Linguistics with a strong interest in pronunciation pedagogy. The aim of the course is neither theoretical phonetics nor remedial pronunciation but rather an overview of current methods of teaching pronunciation communicatively, geared to the background level of the participants as well as their goal to be good models of spoken English for their students.

Pronunciation objectives The pronunciation objectives are:

1. to examine the major contrasts between the Arabic and English sound systems
 2. to expand the participants' knowledge of methods of teaching pronunciation communicatively
 3. to gain the ability to analyze diagnostic speech samples, in particular of Arabic speakers of English
 4. to gain the ability to recognize and highlight selected patterns of stress, intonation, and connected speech in taped samples of authentic spoken English
 5. to prioritize pronunciation teaching points for students learning English in the Egyptian secondary school system
- The following objectives are optional:
6. to analyze a personal diagnostic speech sample in consultation with the instructor
 7. to develop a personal plan for improvement targeting specific areas of difficulty

Selection The pronunciation features to be presented in this course are selected from three sources:

1. individual diagnostic speech samples
2. the major contrasts between the Arabic and English sound systems
3. typical classroom discourse and the basic communicative patterns of English routinely taught to Egyptian secondary school students

Potential teaching points include vowel contrasts, linking, the voiced/voiceless distinction, consonant clusters, /p/ vs. /b/, /t/ vs. /d/, word stress, vowel reduction, sentence prominence, reduced speech, contrastive stress, and sound-spelling correspondences.

Arrangement Because this is such a highly motivated group of experienced teachers with strong personal goals, the syllabus is generated by distributing a questionnaire on the first day to allow the trainees themselves to select and sequence the pronunciation features

they wish to have covered in the course. The resulting consensus is based on a balance among the following factors:

1. an in-depth treatment of the sound system, targeting areas of personal interest and/or difficulty
2. exposure to a variety of communicative techniques for teaching pronunciation
3. the practical application of the first two factors to the participants' own teaching situation

Presentation Initially, the trainees are introduced to several pronunciation diagnostic instruments and are given the opportunity to analyze their own pronunciation in consultation with the instructor. Once the scope and sequence of the course has been defined, sessions are organized as follows:

Awareness stage: Multiple examples of spoken discourse containing the pronunciation feature are presented either on audio- or videotape for trainees to analyze (e.g.,

Describe the intonation pattern of the tag questions in this conversation. Which ones rise? Which ones fall? What is the communicative function of the rises and the falls?).

Analysis stage: The rule or pattern is presented and illustrated using a written transcript of the taped example along with several other contexts. If appropriate, visual representations of the feature or pattern are discussed and used to mark the transcript.

Experiential stage: A variety of contextualized and communicative activities (listening, controlled, guided, and free practice) are presented with trainees acting as the learners. Afterward, trainees discuss each activity in terms of difficulty, enjoyment, and the appropriateness and practicality of the activity for the Egyptian public school context.

Materials development stage: In groups, trainees adapt these activities for their own students or work on creating new ones of a similar type. Outside of class, trainees are encouraged to collect authentic samples of spoken discourse to use as a basis for further materials development.

Application Because it is designed for experienced teachers of English, this case study can best be applied to inservice teacher training programs. However, the pronunciation improvement component can easily be expanded for less proficient speakers (e.g., teachers in training) by including a more comprehensive overview of the sound system before targeting specific features.

CONCLUSION

Obviously, one possible case study that we do not treat here is a preservice practical phonetics course for graduate students pursuing a certificate or master's degree in teaching English as a second or foreign language. Such a syllabus description would be redundant in that this very volume contains what we would hope to convey to such students in a comprehensive university course. Both the descriptive content and the chapter-final questions and exercises are relevant to the objectives selected and their arrangement and presentation.

Another possible case study that we could have treated is the advanced heterogeneous ESL class for students learning English for academic purposes. This, however, is the situation for which most of the currently available commercial ESL/EFL pronunciation textbooks have been designed. Thus there is no problem in finding guidance in developing such a course. In our estimation, the greater challenge lies in integrating pronunciation into other types of courses or contexts.

Résumé

La présente étude tente d'explorer la réalité de l'enseignement de la prononciation dans les écoles moyennes et secondaires algériennes. Plus spécifiquement, elle tente de vérifier l'adéquation des supports de prononciation inclus dans les documents du curriculum, les manuels et les examens officiels (le «Brevet d'Enseignement Moyen» et le «Baccalauréat») et d'évaluer leur degré de compatibilité avec les principes de l'enseignement des langues basé sur les compétences, afin d'évaluer le niveau de préparation des enseignants à l'enseignement de la prononciation, d'identifier les attitudes et les perceptions des enseignants concernant la composante de prononciation enseignée dans l'enseignement des langues basé sur les compétences et de déterminer le degré de compatibilité des pratiques des enseignants à la fois niveaux avec les principes de l'enseignement des langues suivant l'approche par compétence. Les données ont été collectées par le biais d'analyses qualitatives de documents et de manuels scolaires des écoles moyennes et des lycées et d'échantillons du Brevet d'Enseignement Moyen et du Baccalauréat et de tests en classe. En outre, un questionnaire portant sur la préparation, les attitudes et les perceptions des enseignants à propos de l'enseignement de la prononciation et un questionnaire sur leurs pratiques en matière d'enseignement de la prononciation dans le cadre de l'enseignement des langues par compétences ont été conçus et administrés à un échantillon d'enseignants dans les établissements d'enseignement moyen et secondaire. Les résultats de la présente étude révèlent que la façon dont la prononciation est enseignée, évaluée et testée dans les documents n'est pas adéquate et n'est que partiellement compatible avec les principes de l'enseignement des langues fondé sur les compétences, les pratiques d'enseignement et d'évaluation ne sont pas conformes aux principes d'Enseignement des Langues suivant l'approche par compétence. Plus important encore, la présente étude montre que l'effet de «saut arrière» des tests officiels a un impact négatif sur les pratiques d'enseignement et d'évaluation.

Mots clés : la prononciation, l'enseignement de la prononciation, l'approche par compétence, les documents du curriculum, les manuels scolaires, les examens officiels et internes, les pratiques d'enseignement, les pratiques d'évaluation

الملخص

تحاول هذه الدراسة استكشاف حقيقة تدريس النطق في المدارس الجزائرية في الطورين المتوسط والثانوي. وبشكل أكثر تحديداً، تحاول التحقق من مدى ملاءمة سندات النطق المتضمن في وثائق المناهج الدراسية والكتب المدرسية والامتحانات الرسمية ("شهادة التعليم المتوسط" و "شهادة البكالوريا") وتقييم درجة توافقها مع مبادئ تدريس اللغة على أساس الكفاءة، من أجل تقييم مستوى تحضير المعلمين لتدريس النطق، ولتحديد مواقف المعلمين وتصوراتهم حول عنصر النطق الذي يتم تدريسه في التدريس اللغات القائمة على المهارات وتحديد درجة توافق ممارسات المعلمين وكذا مستوياتهم التكوينية مع مبادئ تدريس اللغة وفقاً لمقاربة التدريس عن طريق الكفاءات.

وقد تم جمع بيانات الدراسة من خلال التحليلات النوعية للوثائق والكتب المدرسية من المدارس المتوسطة والمدارس الثانوية وعينات من شهادة التعليم المتوسط وشهادة البكالوريا واختبارات الفصل الدراسي. بالإضافة إلى استبيان يعاين التحضير ومواقف المعلمين وتصوراتهم حول تدريس النطق ويعاين ممارسات تدريس النطق الخاصة بهم في سياق تدريس اللغة على أساس الكفاءة، وقد تم إعدادها وإدارتها من أجل عينة من مدرسي اللغة الانجليزية في المدارس المتوسطة والثانوية.

نتائج هذه الدراسة كشفت عن كون الطريقة التي يتم بها تدريس النطق وتقييمها واختبارها في الوثائق غير كافية وتتوافق جزئياً فقط مع مبادئ تدريس اللغة القائمة على الكفاءة، وممارسات التدريس والتقييم لا تتوافق مع مبادئ تعليم اللغات وفق مقاربة التدريس عن طريق الكفاءات. والأهم من ذلك تظهر هذه الدراسة أن للاختبارات الرسمية لها تأثير سلبي على ممارسات التدريس والتقييم.

كلمات مفتاحية: النطق، تدريس النطق، المقاربة عن طريق الكفاءات، المناهج، الكتب المدرسية، الامتحانات الرسمية، الامتحانات غير الرسمية ممارسات التدريس، ممارسات التقويم.