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The Assessment of Pronunciation Instruction in the Algerian Secondary School Coursebook 'New Prospect': How Intelligible are our Students?

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ABSTRACT

As far as the Algerian context is concerned, the instruction of the English language has been adapted for several decades; however, observed limitations are heavily attached to the learners' communicative ability due to a great extent of issues not at the level of grammar or vocabulary, but rather at the pronunciation mastery level. This latter to be precised impairs the EFL/ ESL speaking process as it is perceived, according to Davis (1999), as a top priority for students after completing elementary English courses.

Despite its importance, pronunciation instruction tends to be neglected by both teachers and material designers. The current study aims at exploring the main causes and factors that determine the difficulties of the students' oral proficiency and to find out solutions to promote pronunciation teaching and assessment.

To achieve this objective, I started by questioning secondary school teachers about their perspectives towards the third year textbook of English 'New Prospects' and the teaching paradigm as a whole. Also, I examined the named textbook under an evaluation checklist containing personal evaluation criteria. Then, it seemed more beneficial to observe a real pronunciation class among Baccalaureate candidates and mark how the typical Algerian teacher handles this aspect.

The main results obtained from this study are a confirmation of the world corpus of the literature review about the neglect of pronunciation teaching away from the current CBA which celebrates communication as a top priority. First, this result is proved by the teachers' and students' negative attitudes towards the teaching of pronunciation in comparison to other language skills. Second, the distribution and treatment of pronunciation lessons in the syllabus is not fair enough for the third year students to prepare for their Baccalaureate exam and future professions. Third, teachers do not have the proper knowledge, training or materials to handle the shallowness and boredom surrounding those few pronunciation lessons in the

textbook; however, they try their best to accomplish their objectives in class with their students.

This dissertation is divided into two main parts: first, the theoretical part which includes the literature review and the study of the terrain. Then, the practical part which encompasses the research methodology and the findings' analysis.

Finally, yet importantly, the study ends with a set of recommendations and practical suggestions for the teachers and material designers to rise up with pronunciation efficiently hoping that the topic will stimulate some future interests to develop our educational EFL curriculum.

فيالسياق هيئة تعليم اللغة الإنجليزية لعدة عقود. ومع ذلك، فإن القيود الملحوظة مرتبطة بشدة بقدرة المتعلمين على التواصل بسبب قدر كبير من المشكلات لدي لنطق. هذا الأخير تحديد يضعف عملية التحدث باللغة الإنجليزية كلغة أجنبية / الإنجليزية كلغة ثانية كما يُنظر إليه وفقًا لدافيس (1999) كأولوية قصوى للطلاب بعد إكمال دورات اللغة الإنجليزية الابتدائية.

على الرغم من أهميته ، يتعرض تعليم النطق إلى الإهمال من قبل المعلمين ومصممي   . تهدف الدراسة الحالية إلى استكشاف الأسباب والعوامل الرئيسية في اللغة الشفوية وإيجاد حلول لتعزيز تدريس النطق وتقييمه.

لتحقيقهذا الهدف أجريت استبيانلمعلمي المدارس الثانوية حول وجهات نظرهم تجاه كتاب السنة الثالثة اللغة الإنجليزية "New Prospects" ونموذج التدريس ككل.

مراجعة للتقييم تحتوي على معايير شخصية . بعد ذلك ، بدا أنه من المفيد مراقبة نطق حقيقي بين مرشحي البكالوريا وتحديد كيفية تعامل الأ   الجزائري النموذجي مع هذا
.

النتائج الرئيسية التي تم الحصول عليها من هذه الدراسة هي تأكيد   حول إهمال تدريس النطق بعيدًا عن CBA الحالي الذي يحتفل بالتواصل كأولوية قصوى. أولاً ، تظهر هذه النتيجة من خلال المواقف السلبية للأ   تلاميذ جاه تدريس النطق مقارنة بمهارات اللغة الأخرى. ثانيًا ، إن توزيع دروس النطق ومعالجتها في المنهج الدراسي ليس عادلاً بما يكفي لطلبة السنة الثالثة للتحضير لامتحان لوريا والمهن المستقبلية. ثالثًا، لا يمتلك الأ   المعرفة أو التدريب أو المواد المناسبة للتع

الضحالة والملل المحيطين بدروس النطق القليلة في الكتاب المدرسي. ومع ذ   ، فإنهم يبذلون قصارى

جهدهم لتحقيق أهدافهم في الفصل مع طلابهم.

تنقسم هذه الرسالة إلى قسمين رئيسيين: الجزء النظري الذي يتضمن   الأدبيات ودراسة

التضاريس   ي الذي يشمل منهجية البحث وتحليل النتائج.

أخيرًا والأهم من ذلك، تنتهي الدراسة بمجموعة من التوصيات والاقتراحات العملية للأ

للارتقاء بالنطق بكفاءة على أمل أن يحفز الموضوع بعض الاهتمام في المستقبل

لتطوير منهجنا التعليمي للغة الإنجليزية كلغة أجنبية.

RÉSUMÉ

En ce qui concerne le contexte Algérien, l'enseignement de la langue anglaise est adapté depuis plusieurs décennies. Cependant les limitations observées sont fortement liées à la capacité de communication des apprenants, en raison d'un grand nombre de problèmes non seulement au niveau de la grammaire ou du vocabulaire, mais plutôt au niveau de la maîtrise de la prononciation. Ce dernier , à préciser, altère le processus d'expression orale EFL / ESL (L'Anglais Langue Etrangère / l'Anglais Seconde Langue) tel qu'il est perçu, selon Davis (1999), comme une priorité absolue pour les étudiants après avoir terminé les cours d'Anglais élémentaires.

Malgré son importance, l'enseignement de la prononciation a tendance à être négligé par les enseignants et les concepteurs de matériaux. La présente étude vise à explorer les principaux causes et facteurs qui déterminent les difficultés de la maîtrise orale des apprenants et à trouver des solutions pour promouvoir l'enseignement et l'évaluation de la prononciation.

Pour parvenir a cet objectif, nous avons interrogé les enseignants d'enseignement secondaire sur leurs perspectives par rapport au manuel de troisième année d'Anglais «New Prospects» et au paradigme pédagogique dans son ensemble. En outre, nous avons examiné le manuel nommé sous une liste de contrôle d'évaluation contenant des critères d'évaluation personnels. Ensuite, il nous a semblé bénéfique d'observer une vraie classe de prononciation parmi les candidats au Baccalauréat et de marquer comment l'enseignant Algérien gère cet aspect.

Les principaux résultats obtenus à partir de cette étude sont une confirmation du corpus mondial de la revue de la littérature sur la négligence de l'enseignement de la prononciation loin de l'ABC (Approche Basée sur les Compétences) actuelle qui valorise la communication comme une priorité absolue. Premièrement, ce résultat est illustré par les attitudes négatives

des enseignants et des élèves à l'égard de l'enseignement de la prononciation par rapport à d'autres compétences linguistiques. Deuxièmement, la répartition et le traitement des cours de prononciation dans le programme ne sont pas assez équitables pour que les étudiants de troisième année se préparent à leur examen du Baccalauréat et à leurs futures professions. Troisièmement, les enseignants n'ont pas les connaissances, la formation ou le matériel appropriés pour gérer la superficialité et l'ennui entourant ces quelques leçons de prononciation dans le manuel. Cependant, ils font de leur mieux pour atteindre leurs objectifs en classe avec leurs élèves.

Cette thèse est divisée en deux parties principales: la partie théorique qui comprend la revue de la littérature et l'étude du terrain. Puis, la partie pratique qui englobe la méthodologie de recherche et l'analyse des résultats.

Enfin, mais surtout, l'étude se termine par un ensemble de recommandations et de suggestions pratiques pour que les enseignants et les concepteurs de matériaux améliorent efficacement la prononciation en espérant que le sujet stimulera des intérêts futurs pour développer notre programme éducatif EFL.

List of Abbreviations

CA: Communicative Approach

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

GTM: Grammar Translation Method

IPA: International Phonetic Alphabet

IPA: International Phonetic Association

L1: The First Language

PES: Secondary school teachers (Professeurs d'Enseignement Secondaire)

RP: Received Pronunciation

RQ: Research Question

SLA: Second Language Acquisition

TL: Target Language

TPS: Total Physical Response

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GENERAL

INTRODUCTION

General Introduction

The English language has a dominant part in our present world; almost every one of us has been numerously encountered with the need to acquire this language for several pedagogical and professional causes. The first common one for several users is the most important function of any language which is 'communication' with other speakers while working, studying or travelling to any foreign country; therefore, the trend of learning English is rising and the chances for the actual and correct use of the language are becoming more frequent.

Thereby, in many contexts of communication, the first impression anyone would notice is the manner of speaking English, more precisely, the speaker's pronunciation of the utterances. Any speaker can live without advanced vocabulary as s/he can use simple words to utter the desired thoughts or use simple grammar. However, there is no such thing as 'simple pronunciation'. For the purpose of making our communication to become comfortable for both sides; producer and receiver, we need to understand as well as speak in a comprehensible context. Regardless of any further analysis, the end of the fennel will poor in one pot, the acquisition and practice of our pronunciation is vital in the world of English language since it helps other people to understand us better and helps us to construct easily appropriate self-esteem and social status.

In the recent trend along the field of ELT, great attentions have been oriented towards real communication as the frame of all properties of language learning and teaching. At this stage, all of the four skills; listening, reading, writing and mainly speaking are to be involved within this process without the exclusion of any one of them.

It is crucial here to make a clear distinction between speaking and pronunciation as it is sometimes used interchangeably. In fact, pronunciation is a sub-skill of speaking. Fraser

(2000:7) explains that speaking English involves a number of sub-skills which are vocabulary, grammar, pragmatics and pronunciation which is by far the most important. She adds that: *"With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult despite accuracy in other areas."*

Nevertheless, as we derive the light on the teaching of the speaking skill in the EFL/ESL contexts, it will be clearly noticed that it is still an insufficiently covered aspect of language teaching. In fact, several learners encounter difficulties in oral performance which can be attributed to deficiencies in the teaching and learning of 'pronunciation'. This latter has been described by Kelly (1969) as the *"Cinderella"* who never got the chance to go to the ball ; i.e, it never got the sufficient status in the world of ELT.

For long enough, it seems that pronunciation teaching in numerous EFL perspectives has been adopting what some would call a 'conventional methodology' for teaching English pronunciation based on drilling and automatic exercises. This is proved by the outcome which reveals significant phonological difficulties in learners.

Apparently, almost every coursebook is unfair to pronunciation practice as it offers a form of boring and shallow drills and lessons that make students and teachers discouraged about the skill itself. Moreover, teachers do not focus on the second face of the teaching coin which is the assessment process as they claim that the lack of training in both of the processes is the main cause.

For this purpose, this study aims to investigate the main causes that lead to the deficiency marked in pronunciation instruction and assessment in the Algerian third year of the secondary school coursebook 'New Prospects' in the light of the currently adopted approach which is the 'CBA'. To tackle this conundrum, an exploratory study will be

undertaken in the real field of education along three different contexts; secondary school teachers, the third year coursebook of English 'New Prospect' and the teaching context which is the classroom.

The present study is divided into two parts; the theoretical part and the practical part. It embodies two chapters each. The first chapter of the first part discusses the rationale and background of the research's topic in the Algerian context and gives concrete explanations about the poles of pronunciation instruction. The second chapter reviews some of the literature pertaining to the main areas that provide the core of this research study, namely, pronunciation teaching, learning, and the process of assessment.

The second part which is the practical part of the study is mainly two folded; the third chapter describes the planning of the research design and the methodology corpus adopted and finally, the forth chapter deals with a digital presentation in terms of tables and figures of the collected data through the research instruments which are:

- A questionnaire handed to teachers to investigate their perspectives towards the teaching and assessment of pronunciation in the third year of the secondary school.

- A textbook evaluation checklist which will examine 'New Prospects' deeply according to a set of suggested criteria.

- A classroom observation session that will transfer the researcher and her readers to the real field of teaching this aspect by examining the pronunciation lesson's stages.

Moreover, an interpretation of these findings will follow to seek a thorough account of the research tools and procedures for the purpose of discussing the collected data as well as giving practical recommendations to the teachers and material designers as well.

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

Part One

Theoretical

Considerations

Chapter One

An Overview
And
Rationale for the Study

"For most of us, the use of language is a crucial part of our daily lives. I'm a teacher so it's perhaps not at all surprising that language should play a particularly large in what I do each day...But with just a little reflection it soon becomes clear that nobody, whatever their age, social background, way of life or job can for long avoid the use of language from the moment they awake until the moment they fall to sleep and even they may well dream of situations in which the use of language is again unavoidable. Using language is very much a part of what is to be human and live the life of a human being."

(Langford, 1994:1)

"The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language.... Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner 1991).... This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others."

(Arnold, 2000:3)

Chapter One: An Overview and Rationale for the Study

1.1 Introduction

As we flip pages about the preceding studies conducted in the field of EFL/ESL, the controversial topic of pronunciation as the speaking sub-skill will certainly be noticed in terms of lack of research about its necessity and its desperate teaching methods. Yet, before examining those perspectives, one must avoid confusion by looking first at the umbrella that encompasses all the necessary information, terminology and aspects of this 'almost mathematical' science.

This first chapter is the crucial wing of the theoretical part and acts as an introduction to investigating pronunciation skill. It will be divided into two sections:

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

The second section shall present a global overview of the reasons why this research has been undertaken as it provides orientations on WHAT to be searched for and the rationale behind this study. Moreover, it is divided itself into two sub-sections which are:

The first sub- section *-Corpus of the Research-* presents the research problematic, the research questions, hypotheses, the aims and objectives as well as the significance of the actual study.

The second sub- section *-The Organization of the Work-* outlines the architecture and the main chapters' division.

Discussing pronunciation teaching in the Algerian secondary school context will hopefully be relevant to the flow of discussion on its assessment and implications in the next chapters.

1.2 Background

From a common perspective, the current debate about the phonology of English as an international language (English as a lingua franca) ought to highlight several goals in language instruction, more precisely, in the teaching of English pronunciation in the middle of English speakers of other languages' context who utilize it in almost all professional and academic fields.

> *"In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. With the help of emerging technology, English has been playing the main part in several sectors including medicine, engineering, and education, etc. English is a vital language for all kinds of professional and personal goals."*

(Rajathurai, 2018:871)

He further adds:

> *"English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. It is also called the major window on the world, which means that English gives us the view of the various progress taking place in the world."*

ibid

"The Cinderella of language teaching" (Kelly 1969, cited in Yeou, 2006:2), this term is what course tutors have always used to describe pronunciation teaching ever since the sixties. Later on, in the nineties, Judy Gilbert described pronunciation as " *something of an orphan in English programs around the world"* (1994:38) and, a decade and a half later, she wrote that *"pronunciation continues to be the EFL/ESL orphan"* (Gilbert,2010:1) which is ever worse.

The same view about the neglect of pronunciation as an aspect in ELT has been stated by numerous scholars and researchers in the field of phonology and ELT as well as many EFL/ESL language educators and materials' writers. One of them, Padro (2004) stated that:

> *"For those committed to pronunciation teaching and research,*
>
> *it has become a common place topic to acknowledge the*
>
> *underdevelopment of pronunciation within the EFL profession"*

(Barrera Padro, 2004:7)

Even teachers, from the same viewpoint, are somewhat intimidated by the idea of teaching pronunciation (Burgess & Spencer, 2000); they are always at ease when teaching reading, writing and to a certain limit listening; however, when pronunciation comes to board, they are often short of the basic knowledge to offer their students anything more than rudimentary (and often not serving the whole teaching process) they generally just present demonstrations while their students just observe and repeat without explanation. Samuda (1993) wrote that:

> *"Despite the best efforts of well-known pronunciation specialists*
>
> *such as Joan Morley, Judy Gilbert, and Rita Wong, the teaching of*

pronunciation can probably claim the dubious title of 'most likely to

fall between the cracks'"

(Samuda, 1993: 757 cited in Barrera Pardo, 2004:07)

Moreover; a variety of challenges are often involved when teaching pronunciation, the difficulty of not having enough time to give proper attention to this vital aspect of English is what teachers face every day due to the length of syllabuses and the lack of materials. When this issue is brought out, they just summarize the instructions around the presentation and practice of tedious and unrelated topics or usually repeated ones from the middle school such as final 's', final 'ed', silent letters or intonation types. Subsequently, it results to be a series of drilling sounds or simple and short lessons which often lead to a negative atmosphere by discouraging the students. These students result themselves in discouraged teachers who end up wanting to avoid pronunciation altogether.

Despite teachers' increased interest in pronunciation in recent

years, as evidenced by the establishment of a TESOL interest section

and a proliferation of pronunciation materials for learners, it remains

a very marginalized topic in applied linguistics.

(Derwing and Munro, 2005: 382)

People usually underestimate the well instruction and practice of pronunciation eventhough its results count a lot on real communicative contexts where speakers with good and well understood pronunciation are more preferable even if they commit errors in other areas like vocabulary or grammar, whereas other speakers with bad pronunciation will not regardless of their flawless grammar. These later speakers may suffer from avoiding public

communication which may lead to social isolation, employment obstacles and opportunity limitations for further studies.

In the same line of thoughts, and from a human's perspective, we form prejudgments about people by the way they speak or communicate; so learners with poor pronunciation may be judged as incompetent, uneducated or lacking knowledge. As a result, many learners consider pronunciation as one of the most difficult aspects of English to practise where they need practical, explicit and comprehensible instructional courses from their teacher in class and out.

1.3 Surveying the Terrain of Pronunciation Instruction and Assessment

1.3.1 The New Language Umbrella

The English language, with no competitor at all, has become widely accepted as the language of international communication and the current lingua franca which is the bridge language over nations with different mother tongues. Richard Lederer (1987), an American author, describes it by:

> *"The most universal language in history, way more than the Latin of Julius Caesar. It's the most punderful language because its vocabulary has certain critical mass that makes a lingo good for punning"*

> (Lederer, 1987:103)

As we look deeper, we find the English language is the most crucial tool to promote studying abroad as it has a control overboth scientific and academic researches, international

business, most economical fields and even tourism are deeply affected. Broughton (1978) explains furthermore that English is:

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

(Broughton, 1978:1)

Rozum (2013) adds that*:*

> *"It is estimated, that around 350 million people speak English as their first language and around 750 million people as their foreign language. (FAQ's: The English Language). In 2006, it has been reckoned that the countries with the highest populations of native English speakers are, in descending order: United States (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Nigeria (4 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.6 million)."*

(Rozum, 2013:9)

As we localize the case over the Algerian society, it is worthwhile mentioning here the Braj Kachru's three circles of English[1] (1985)as he coined the term 'world English'. Algeria is included within the third circle by positioning English as a second foreign language after French. This latter has been mapped over the Algerian memory and repertoire for over more

---

[1]Kachru constructed a model of the different uses of English across the world. It is mainly composed of three concentric circles which he named: the inner circle, the outer circle and the expending circle which is labeled for countries where English is priority in foreign language study because of its importance. See Bougandoura (2012); Harmer (2001); and Ur (2010).

than 150 years as being an '*unchosen heritage*"[2]. However, it has been remarkable that the teaching of English as a foreign language is another mean to diminish the French interference in Algeria.

Obviously, this doesn't mean that French is out of the game; this latter is considered as a part of the Algerian first language because of its use and usage in the everyday spoken language despite the fact that the Classical Arabic is the official language. Ever since the independence, the English language has been affecting every aspect of our daily lives from everyday conversations up to our paper administrative works.In fact, as Harrison (1974) describes the present situation saying:

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

(Harrison, 1974:13)

He reflects the Algerian reality where the English language has affected numerous daily activities and preferable jobs due to the foreign presence locally and the need to communicate through modern studies, researches and occupational purposes in order to keep up with the world's rapid changes and career advancement. These requirements necessitate certain language mastery conditions such as EOP (English for Occupational Purposes) or the TOEIC (Test for English for International Companies). By and large, English has become the language umbrella which embraces the whole world's fields in one tongue.

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[2]Miliani (2000) mentions it as an "*unchosen heritage*" which characterizes Algeria and its citizens' identity. However, English stands as a foreign language and our students meet it only in classrooms or on media but not in their daily conversations or street communication. Remarkably speaking, the teaching of English as a foreign language in Algeria may be also another way to diminish French interference. In the same vein here, Miliani also claims that: "*In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.*"(Miliani, 2003: 13)

1.3.2 The Communication Orphan

With the rise in the number of English users, the demand of professional language teaching has sparked a growing interest in curricula, materials and professional development for teachers and a spotlight has been focused on the four skills of reading, writing, listening and speaking. This latter focuses on language performance orally and generally embraces all the previous skills. Inevitably, it is the first skill to be noticed when speakers communicate. More precisely, their pronunciation forms the first general impression and prejudice about them.

So what is pronunciation?

1.3.3 Pronunciation: A Definition

In Hartmann's <u>Dictionary of Lexicography</u> (1972), a simple definition of pronunciation is provided by being:

> *"The way an individual speaker or group of speakers within a*
>
> *speech community articulate speech sounds"*

<div align="right">(Hartmann, 1972:186)</div>

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

It is defined by Richards et al., (2002) as follows:

> *"Pronunciation (also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation."*

(Richards et al., 2002:175)

Pronunciation is considered as an important element in language learning, it refers to the production of sounds to convey or express meanings. It involves both segmental and supra-segmental aspects (intonation, stress, timing, rhythm). Acceptable or good pronunciation may facilitate the consistency to communicate by speech, and develop intelligibility and self confidence at a large extent.

Several researchers and scholars in the field of ELT have expressed the uncertainty about the practice of pronunciation. Amongst them, there is Barrera Pardo (2004) who stated that:

> *"For those committed to pronunciation teaching and research, it has become a commonplace topic to acknowledge the underdevelopment of pronunciation within the EFL profession"*

(Barrera Pardo, 2004:7)

On the same track, pronunciation hasn't only been an *"Orphan"* in the world of ELT, before that in 1969, Kelly has nicknamed it by the name *"Cinderella"* (cited in Yeou, 2006: 2) in order to draw the exact position of it where it has been for decades marginalized within the field of applied linguistics and it remains to be so by being "*the most likely to fall between the cracks*" of English instruction (Samuda, 1993: 757 cited in Barrera Pardo,

2004:7). The general remark about pronunciation research focuses on making it the tail of ELT where it lags behind all the components of language leaning, i.e., grammar, vocabulary and others. As Maddan and More (1997) explain further that:

> *"Research on pronunciation is relatively scarce compared to*
>
> *that on other components of language learning, such as grammar,*
>
> *communicative competence, and sociocultural awareness."*

(Maddan and More,1997:05)

1.3.4 Algeria's Pedagogical Perspective of English

Due to the effects of globalization as a widespread phenomenon, English as it has been mentioned before has become a universal language by being a national language for many countries and the first or second one for others. In the case of Algeria, it is used as a second language starting from the middle, secondaryschooland then the university by being a crucial module in several specialties such as economics, physics, biology, and foreign languages. This demanding age has made this language precisely adhered to all countries' curricula with no exception as a compulsory requirement for all speakers. It is crucial to raise awareness about its importance in order to comply with the world changes as announced in the National Charter by making English as:

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

(Part of the National Charter)

However, according to some educators' points of views, English tuition has become ineffective and has reached uncertain outcomes due to the fact that Algerian learners are faced with several problems mainly writing and academic speaking for those who lack

practisingcommunication. Laraba (1988) comments here by declaring that several Algerian learners of English are fairly poor manipulators on both levels orally and on the written form regardless of those who may be described as good speakers.

More importantly, the government keeps working to overcome those difficulties which are hindering the educational process where there have been numerous modifications and redesigns for the pedagogical syllabi of all levels in order to produce effective solutions to improve the learners' performances in all language acquisition skills.

1.3.5 English at the Secondary School

Side by side along other subjects such as Arabic, Science, Mathematics and others, the teaching of English composes an important vein in the Algerian educational system as students need it to prepare for their further studies. Yet, it requires extra efforts from both sides, teachers and students since that it's not their mother tongue. Therefore, it necessitates a serious desire to learn it first and foremost then patience, practice, research and revision.

The teaching of EFL is considered as an extension programme of the middle school where it starts as a primary language acquisition for four years. The poles of its syllabus are based on the needs and interests of the teenagers inspired by real life situations and events where they can communicate together or with the outside world.

The purpose of this syllabus at the entry of the secondary school is to develop a certain depth for the primary language taught during the middle school.[3]

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[3]Since my research is based on the secondary school, precisely the third year syllabus, it's better to explore when the students' educational life reaches the first year. At the beginning, they select what stream they desire to go along to complete their learning; scientific or literary, this year is called 'the common core'. Respectively, every student in each core studies the same English syllabus with an additional unit for the literary stream

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

First Year	Streams	
Common Core	Literary Stream	Scientific Stream
Text Book's title	**At the Crosswords**	
Time Volume Per week	4 H	3 H
Time Volume Per Year	108 H	81 H

Table 1.1: First-Year Secondary School Students' Time Volume of Studying English

Students complete their year until such time when they must be enrolled in the second year in different streams related to their common core. The students who belong to the literary streams are enlisted within two specialties according to their results obtained during the whole year by the process of evaluating them throughout academic examinations and by teachers' reunions.

These two specialties are namely foreign languages or literature and philosophy. Alternatively, for the scientific common core, the students have the opportunity to study scientific experiments, mathematics, technical mathematics or management and economy with a time volume of three hours only of English tuition as demonstrated in the table below:

Second Year	Streams				
Textbook's Title	Getting Through				
Core	Literary Stream		Scientific Stream		
Level	YL. Philo	YFLges	Y Ex.Sc	T.M	M.eco
Time Volume Per week	4H	5H	3H	3H	3H
Time Volume Per Year	108H	135H	81H	81H	81H

Table 1.2: Second-Year Secondary School Students' Time Volume of Studying

English

As for the third year, English teaching time distribution quite assembles the previous one of the second year along with similar pedagogical objectives:

Third Year	Streams				
Textbook's Title	New Prospects				
Core	Literary Stream		Scientific Stream		
Level	YL. Philo	YFLges	Y Ex.Sc	T.M	M.eco
Time Volume Per week	4H	5H	3H	3H	3H
Time Volume Per Year	108H	135H	81H	81H	81H

Table 1.3: Second-Year Secondary School Students' Time Volume of Studying

English

All in all, for the purpose of having a general overview of the Algerian educational system of the secondary school, the following subsections present the reform which occurred to the syllabus of English at the secondary school level. Also, its main objectives of EFL teaching/learning are to be discussed later but first, it is of great importance to define the term syllabus for the sake of receiving a better understanding of the reform mentioned above.

1.3.6 The Syllabus: A Definition

The term syllabus can be attached to several definitions. Broadly speaking, it is "*a statement of what is to be learnt*" (Hutchinson and Waters, 1987:80). It is also "*a plan of what is to be achieved through teaching and learning*" (Breen, 1984 quoted in Carter and Nunan, 2001:151). As for Cunningsworth (1995:54), he describes it by being "*a specification of the work to be covered over a period of time, with a starting point and a final goal.*"

From another perspective, Rabinni (2002) suggests that the syllabus is:

> "*An expression of opinion on the nature of language and learning, it acts as a guide for both instructor and learner by providing some goals to be attained*"[4]

> (Rabinni, 2002:01)

It should be noted here that some authors coin the terms syllabus and curriculum and use them interchangeably; however, others differentiate between the two such as Dubin and Olshtain (1986). For them, a curriculum:

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[4]A language syllabus truly reflects a view of clanguage and language learning as Hutshinson and Waters (1987: 84) write that a "*syllabus is an implicit statement of views on the nature of language and learning.*"

"Contains a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning with respect to the subject matter at hand."

(Dubin and Olshtain, 1986:34-35)

As for the syllabus, it is described by being:

" A more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level."

(ibid:35)

This explains that the curriculum is a broader concept with general goals which are considered as an umbrella for the specification of the language syllabus objectives. A syllabus, on the other hand can have the title of "*plan*" or "*course outline*", Dubin and Olshtain (1986:28) claim that it is a document which he describes by:

➢ *"The course objectives in operational terms or more simply, what the learner is expected to know at the end of his course.*

➢ *An inventory of items or what is to be taught or acquired during the course.*

➢ *Time of learning and at what rate of progress, relating the inventory of items to the varied stages as well as the time control of the course.*

> ➢ *The techniques, materials, and procedures suggested defining how it*
>
> *is to be taught.*"
>
> ➢ *Testing and the evaluating mechanisms about how to assess the*
>
> *learners*

(Dubin and Olshtain,1986:28)

In this dissertation, I have the intention to find out whether the Algerian syllabuses designed to teach pronunciation for the secondary education, precisely speaking in the Baccalaureate year meet those requirements. Before doing so, it would be necessary to shed the light on the current reform of the Algerian educational system which produced new and modern syllabuses and textbooks for the students among which the core of my research is taking place.

1.3.7 The Algerian Education Reform: A General Overview

With reference to the general objectives set to the teaching and learning of the English language as a crucial subject in the Algerian curriculum as a whole, a general and necessary reform to the system of education was needed. It required new syllabuses to satisfy the teachers and learners' needs and to set forth the work which includes new updated lessons and activities instead of the old system; a system which had been described as being "*doomed*" by the previous president Bouteflika prior to his election as head of state (in Benrabah, 2006:7).

The Ministry of National Education initiated a large scale educational reform programme at the turn of the millennium scanning the three levels of education namely the primary, the middle, and the secondary schools. It was a radical shift from undertaken in July

2002 from a teaching- led model of education to a learner- centered approach for the purpose of making the students actively involved in their learning process.[5]

It is worth noting here that Roegiers (2006) pinpoints that the two major challenges which face the reform of the Algerian school are: internal challenges (défisd'ordre interne) and external challenges (défisd'ordreexterne); the first category of the internal challenges is concerned with the Algerian school enabling the learners to exercise their citizenship in a democratic society through the values of tolerance and dialogue. More explicitly, it consists of improving the efficiency of the educational system along with the needs of present Algeria.

At the same time, it also includes an important element of dealing with the progressive restoration of the job market (Benbouzid, 2006).

As for the second category, it is characterized by the modernization of economy, the improvement of the technological and systematic knowledge, and also the race towards new modern communication technologies where they'll be functioned in various sectors of life (Roegiers, 2006).

In the same field, we find the ministry of national education declaring that:

> *"The Algerian Educational reform revolves around three*
>
> *principal axes: teacher training, pedagogical reform and the general*
>
> *recognition of the educational system. An adequate teacher training*

---

[5]Perrenoud (2000) argues that it seems clear that the intention or impetus behind this reform undertaken in the educational system is a desire to modernize the goals of teaching so as to update and adjust them to the contemporary reality and to present an effective tuition to the learner. The previous minister of education Benbouzid, in his introduction to Xavier Roegiers *"L'Approche par Competence dans l'Ecole Algerienne"* announces: *" Une reforme globale visant l'identification d'une systeme éducatif coherent et performant s'impose donc aujourd'hui pour permettre à la societé algerienne de faire face aux multiples defis du 21ème siècle »* (Roegiers, 2006 :7-8). Furthermore, Benbouzid claims that schools ought to develop the Algerian society in terms of knowledge and the know –how. In his words: *" Elle doit avoir aussi l'ambition de faire progesser cette société dans ses savoirs- faire »* (ibid).

course is undoubtedly crucial to implement the educational policy and to familiarize instructors with the innovative methods. Within the perspective of the current reform it emphasizes the valorization of teacher's status, the enhancement of their competencies and their mastery of the content to be taught Pedagogical reform takes into consideration many measures, including for instance the introduction of new syllabuses and coursebooks in all school subjects..... ; As regards the reorganization of the educational system, it restructures teaching via the generalization of the pre-school, the reduction of the duration of the primary cycle into five years and the prolongation of that of the middle school level into four years"

(Ministère de l'EducationNationale, 2003:5-6)

Those recommendations set by the national commission for the reform of education have planted the poles upon which the Algerian educational system has adopted the Competency- Based Approach to tutor all educational school subjects including of course foreign languages. [6]

As for the English language, the current English syllabuses have been designed to comply with the Algerian curriculum issued by the Ministry of Education in December 2005 in order to modernize the procedures used starting from the first-year of the middle school.

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[6]Unlike the teacher- oriented teaching paradigms which were based on just the traditional pouring of knowledge to practise passive tuition, the Competency –Based Approach is learner-centered as it features this latter as being active agents and responsible for their learning process. This last approach highlights the learners by being active variables in the learning process. The conception here depends on the learner whose own interests and needs are brought to the fore as a shift instead of the responsibility of knowledge transmission put on the teacher's back. Moreover, it aims at the formulation of autonomous individuals who will be able to cope with the fast changing world as well as using the acquired skills in the school outside for a better real-life problem solving skills.

It consists of a list of selected units and themes where students will develop their overall competencies as worded in the syllabus itself:

"- Interacting orally in English

- Interpreting oral and written texts

- Producing oral and written texts"

(The Teacher's guide, 2005)

Amongst the EFL syllabuses and textbooks, there are the ones conceived in the Secondary Education. In order to grasp the core of my research,here is a description of them in the following section.

1.3.7.1 A Description of the Algerian Secondary School Syllabuses and Textbooks

1.3.7.1.1 The Syllabuses

Regarding the introductory section within those syllabuses, both of the designers and decision makers stress the importance of the English language due to the fact that it is the language of science and technology and the aim behind its teaching is to make the integration of the Algerian society into modernity as harmonious as possible by taking part in the linguistic community in order to take advantage of it in all types of interaction on a basis of an effective exchange of ideas and experiences. This of course would allow the Algerian learners to have better knowledge aboutthem and of the other.

Furthermore, syllabus designers claim that ELT implies not only the acquisition of linguistic and communicative competences, but also transversal competences such as critical thinking, tolerance, openness to the world the respect towards the self and the other. (SE1 Syllabus:1)

All in all, the mastery of language shall provide for the learner a vision of the world which enables them to have access to science and technology and the ability to share knowledge and become *"citoyens de demain"*or citizens of tomorrow as well as the capacity to integrate with harmony into the process of globalization (SE1 Syllabus:7)

> ➢ **Overall Objectives**

Out of the goals explained above in the introductory section, a set of general objectives can be extracted. It is noteworthy that the Algerian Secondary School syllabuses are centered around principal objectives where four kinds of them are localized in the first year syllabus and three in the second and third syllabuses and are based upon the four skills (listening, speaking, reading, and writing) which are supposed to consolidate the learners' competencies.

Hamdi (1990: 13) says that:

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

(Hamdi, 1990: 13)

These objectives are worded in the syllabuses as follows:

> ▪ **Linguistic Objectives**

- To provide the learners with the necessary linguistic tools (grammar, vocabulary, syntax and pronunciation).

- To permit the students to understand the English language and utilize it in various communicative situations.

▪ **Methodological Objectives**

- To develop the students' mental and intellectual abilities such as analysis, synthesis and evaluation by a group of exercises.

- To improve the learning strategies and the self- assessment in students so as to deepen their knowledge and competencies.

- To acquire the rational use of oral and written passages in English for the purpose of preparing the learners for their future professional lives.

- To enable the students to acquire and use technological tool such as the internet as it has beneficial relevance to their enquiry process. (SE2 and SE3 syllabuses)

▪ **Cultural Objectives**

- To elevate the students' intellectual awareness by exposing them to several sets of culture.

- To encourage the students to a better understanding of their culture by exploring different cultural aspects of foreign linguistic communities.

- To favor positivity towards the 'otherness'

- To stimulate the students' curiosity and open mindedness by their exposure to several cultures (ibid)[7]

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[7] The syllabuses'authors stress the respect towards the self and the other as stated: « *l'enseignement de l'anglais implique, non seulement l'acquisition de compétences linguistiques et de la communication, mais également des compétences transversales d'ordre culturel, sociale chez l'élève telles que le respect des valeurs universelles basée sue le respect du soi et d'autrui, la tolérance et l'ouverture sur le monde* » (SE3 syllabus, 2007 :7)

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

(Inspectorate of English, 1984: 3)

▪ **Socioprofessional Objectives**

   - To permit the students to benefit from a varied set of documents which might be encountered in their future professional careers such as literature, technology, science, economy, ect. (SE1 syllabus)

Usually, the prior interest given to the interpretation of the syllabus is made by the material writer who molds it into practical parts where students not only practise the syllabus aims but also sculpt their knowledge and can be assessed about it. The next part shall present a detailed explanation of what a textbook is and what role this kind of teaching materials it constitutes.

1.3.7.1.2 The Textbooks

In any language programme designed for EFL/ ESL, the textbook is a key component because of the role it has. For Sheldon (1988:237), it is regarded as "the *visible heart of any ELT language programme*" and "*an almost universal element for ELT teaching*" (Hutchinson and Torres, 1994:315). Those last two researchers suggest that "*no teaching- learning situation, it seems, is complete until it has its relevant textbook"* (ibid).

Along the lines of Harmer (2001):

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

(Harmer, 2001:304)

There are three main coursebooks in the Algerian Secondary School level:

1.3.7.1.2.1 At the Crossroads

It is designed mainly for the Algerian students during the first year of the secondary school. It complies along with the recommendations issued in the updated syllabus for SE1 as headed by the National Curriculum of the Ministry of National Education in 2005. The general goal of this textbook is to consolidate and extend the three competencies of interaction, interpretation and production acquired in the Middle school as stated by the authors (Teacher's Handbook: 4).

'At the Crossroads' is composed of five didactic units which are ' Getting Through', 'Once Upon a Time', 'Our Findings Show', 'Eureka', and 'Back to Nature'. Every unit is an individual theme and has sequences on its own which are divided also into sequences entitled respectively: Listening and Speaking, Reading and Writing, Developing Skills and Consolidation and Extension. Plus, three sections which are: Stop and Consider, Project Workshop and Check your Progress. They are all well explained in the following section.

Sequence One: Listening and Speaking

It comprises a variety of activities that targets the development of the learner's listening and speaking skills. On its own, it consists of four rubrics:

➢ **Anticipate**: this rubric includes a set of quick, consistent and relatively simple tasks which invites the learner to looks at pictures, answer questions related to the topic of the unit and form predictions before listening to an audio passage.

➢ **Listen and Check:** this rubric is processed through students listening to the teacher reading a listening script annexed at the end of the coursebook, and check if the answers suggested in the Anticipate part are correct or not. Generally speaking, this would improve their listening comprehension and their capacity to recognize the sounds of the English language.

➢ **Say it clear**:   normally[8], this rubric focuses on intonation, stress pattern, spelling by giving the students different types of activities.

Just similar to any EFL setting, Algeria places such a heavy dependence upon this instructural material since that it displays the syllabus content and interprets its predetermined learning objectives and guidelines. Consequently, this proves that it encompasses an important place in all national language programs.

➢ **Your Turn:** this last rubric is composed of tasks which of a set of tasks which offer practice for the speaking skill where students work in pairs. In the teacher's Handbook, those tasks are described by the *"culminating point in the building of the speaking skill"* (ibid: 08).

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[8]This is the heart area of my research where I have noticed many inspectors deleting this rubric or not giving it any interest ever since the first year of the Secondary School and the catastrophic results shall be noticed not throughout the school year only, but also in the upcoming years where most students arrive to their third year having several difficulties when speaking and those difficulties will be noticed for sure at the university as they form an obstacle for them to have acceptable marks in English and even being a burden for them to get an acceptable career.

Sequence Two: Reading and Writing

This sequence precisely comprises the activity of sharing ideas either by reading or writing about issues inspired from real life situations such as communication, arts, journalism, pollution and science. On its own also, it consists of four rubrics:

➢ **Anticipate:** on the same pattern this crucial stage encourages the students' imagination by making predictions.

➢ **Read and Check:** this stage forms an opportunity for the students to test their hypotheses through the reading comprehension tasks.

➢ **Discover the Language:** a grammatical frame which consists of activities where the students practise a certain language structure they have encountered during the reading process.

➢ **Write it Right:** it is a general stage composed of a sum of writing tasks, this rubric aims at motivating the students to produce meaningful and coordinated pieces of writing on the basis of what they have already read and discovered in the previous skill by the use of the language functions or language items they have acquired in the previous rubric.

Sequence Three

It is headed by the title ' Developing Skills', the aim of this sequence is to deepen and develop the students' four skills which are listening, speaking, reading and writing. It proposes several activities and issues and real life situations inspired by the approach itself (Competency Based Approach) and which require from them to involve all of their mental and intellectual skills to treat these problems such as: telephoning, conducting a meeting, writing letters of invitation or SOS calls.

Stop and Consider

This section is the fennel of all grammatical points dealt with throughout the unit or the *"grammar review"* (Teacher's Handbook: 11). It highlights the grammatical items in the 'Reminder' rubric and invites or proposes for the students various activities to practise it.

Sequence Four: Consolidation and Extension

It is entitled by 'Consolidation and Extension' and it is subdivided itself into two rubrics; Write it out and Work it out

➢ **Write it out:** it engages the students in different types of activities which make the students consolidate the four primary skills precisely writing.

➢ **Work it out:** it comprises a problem situation which places the student into activities related to both English learning and to an everyday issue because it has a double-fold aim.

Project workshop

This section assigns the students to projects in which they should function or re-invest the taught skills throughout the unit and turn them to a self-made production attached along with a checklist of instructions to evaluate the realization of the project.

Check your Progress

As it is entitled, it provides a set of activities for self-assessment throughout a series of activities about all the previous language items dealt with in the unit.

1.3.7.1.2.2 <u>Getting Through</u>

'Getting Through' is the official textbook designed for the students in their second year of their Secondary Education. It is composed of eight (08) didactic units. They are: 'Signs of the Time', 'Make peace', 'Waste not Want not', 'Budding Scientist', 'News and Tales', 'No

Man is an Island', 'Science or Fiction', 'Business is Business'. Every unit here is divided itself into five principal parts are which are: Discovering the language, Developing Skills, Putting Things Together, Where do we get from here? And Exploring Matters Further. However, before starting the process of treating every unit, the learners consider the section headed to introduce the topic of the unit entitled 'Think it Over'. It exposes the students to a number of transcribed vocabulary related to the topic which some of the students have met them for the first time. Later, they are asked to brainstorm the theme of the unit over so the teacher defines their knowledge about the topic.

Discovering Language

This first part is introduced to the students at the beginning in order to discover the constituents of the English language to be dealt with in every unit in terms of vocabulary, grammar, spelling and pronunciation. It is divided into:

➢ **Before you Read:** this rubric is the start of the unit. It includes pictures related to the topic and aims to make the students predict and form hypotheses.

➢ **As you Read:** the objective of this rubric is to make the students check their answers and hypotheses formed in the previous stage.

➢ **After Reading:** this section is concerned with grammar. It is entitled 'Grammar Desk'. It is a form of a hypertext which is composed of a set of questions related to the text and aims to help the students consolidate the grammatical rules acquired so far.

➢ **Practice:** it presents a set of activities designed to practise grammar, vocabulary and pronunciation.

➢ **Say it Loud and Clear:** it includes activities to develop pronunciation skills.

➤ **Working with Words:** it is a spotlight on vocabulary building by exposing the students to varied tasks.

➤ **Developing Skills:** As the textbook claims, the Developing Skills stage is the one where the students build their primary language skills as well as their intellectual skills (thinking, anticipating, making hypothesis, analyzing, synthesizing.ect). In this part, there are two main sections:

• **Listening and Speaking:** in comprises a set of activities in which the students are asked to listen to a certain input like an audio passage or an educational video and then do several tasks like taking notes, matching or picking the correct answer amongst several ones proposed by their teacher.

• **Reading and Writing:** it encompasses reading and writing activities which aim to develop those two main skills. It includes:

  • **Tip box:** it is a gap filling task which provides the students with the chance to acquire more about text construction.

  • **Write it Out:** it focuses on grammar at word sentence and text levels to target correctness.

  • **Putting Things Together:** It is built upon the final task which is the project as it provides the students with the opportunity to combine primary and social skills by presenting group productions.

  • **Where do we Go from here? :** It is the fourth rubric which is devoted for self-evaluation where students work on their own to check their progress by a set of activities.

  • **Exploring Matters Further:** this is the last part of the unit. It is composed of three to four texts about the theme of the unit extracted from newspapers, magazines, researches

and other sources. They provide the students with the opportunity to learn more vocabulary, consolidate their grammar structures and broaden their knowledge limits as it presents for the learner different types of writing sources within the same textbook.

1.3.7.1.2.3 <u>New Prospects</u>

'New Prospect' is the last textbook of the series designed for the intermediate students of the third year who will pass the Baccalaureate Exam. It include six units which are entitled: 'Exploring the Past', 'Ill-Gotten Gains Never Prosper', 'Schools: Different and Alike', 'Safety First', 'It's Giant Leap for Mankind' and 'Keep Cool'. All the units are designed in the same structure where they are composed of two parts containing in a respective order five sequences subdivided into rubrics[9]. Its date of Publication is 2007

➢ **Part One: language Outcomes**

This first part is divided into a 'Listen and Consider' part and a 'Read and Consider'. The main interest of these two sequences is the study of grammatical structures, vocabulary, pronunciation and spelling throughout the 'Around the text' rubric. Both of those sequences end up with a 'Think, Pair, Share' rubric which focuses on the individual, pair and group production of an essay and encourages interaction and negotiation of meaning. Moreover, the activities incorporated in this rubric is aimed at making the students put into practice both speaking and writing including of course the linguistic elements acquired during the two sequences.

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[9] See annex One and Two to check out deeply the syllabus designed for all of the streams.

➢ **Part Two: Skills and Strategies Outcomes**

It is the second part of the textbook and it focuses on the unit's compositional skills and communication strategies: it is divided into:

- **Research and Report:** it provides the students with the opportunity to reinvest individually, in pairs or in groups what they have learned in the first part of the unit in terms of grammar and vocabulary.

- **Listening and Speaking[10]/ Reading and Writing:** the objective behind those two sequences is to practise the four primary skills and social skills (to interact problem solving situations, pair and group work, ect)

  o **Listening and Speaking[11]**

a) **Before listening**: it is composed of pre-listening activities which permit the learners to predict the content of the upcoming phase.

b) **As you listen:** students here confirm their predictions by listening to their teacher reading a certain passage connected to the theme of the unit throughout a set of activities.

c) **After Listening:** it is composed of a varied set of activities which makes the students practise other language skills (speaking, reading and writing).

d) **Say it in Writing**: It is a preparation for the students for the fourth sequence where they are asked to produce a piece of writing related to the topic treated in the listening part.

---

[10]It should be noted here that the Scientific, Economy and Management, Mathematics streams do not study this part eventhough it is important, it is not included in their programme. This is also the main interest of my thesis which declares that although English is crucially important for all streams and for future careers, we find the Algerian curriculum distinguishing between the students by making the lessons shorter and easier and more focusing on basic knowledge for the scientific streams eventhough they are known all over the country by their intelligence and their better achievements in all materials especially foreign languages.

[11]See Annex One.

- o **Reading and Writing**

a) **Before Reading**:It is composed of question asking so that the students form predictions about the topic.

b) **As you Read:** It includes the use of the skimming and scanning skills.

c) **After Reading**: It focuses on the students reading strategies as they are asked to identify the structure of the text by answering questions and dealing with writing activities which would prepare them for the next phase.

d) **Writing Development**: it enables the learners to present essays from their own production where they will express their opinions, give arguments, present speeches…ect

Project Outcome: it presents outlines about how to achieve the assigned project and includes helpful websites.

1.4 A Historical Overview of Teaching Pronunciation across EFL Methodology in Algeria

EFL/ ESL teaching in the Algerian context has been on a constant and an eager demand for new methods from both teachers and applied linguists for the purpose of meeting modernity and coping up with the world's development. Therefore, the Algerian curriculum has always been occupied with the modification and adjustment of its learner's tuition to guide them along the educators' orientations as they built upon the proper kind of approach[12] to be applied for the teachers:

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[12]An 'approach' here is defined by Miliani (2003:20) as: "the *sum of assumptions course designers make about language and language learning… it is a combined theory involving both language and the learning process."*

Several theories have been represented throughout the educational history of our country. Those theories targeted the development of the learners' performance skills as they were interpreted into syllabuses, textbooks, and scheduled programmes.

This part shall present the crucial procedures and methods for EFL teaching in the Algerian curriculum attached along with a highlight on our theme which is how pronunciation has been considered and dealt with by the national textbook writers and the syllabus as a whole.

1.4.1 The Grammar-Translation Method

The Grammar-Translation Method was originated for classical languages instruction such as Latin and Greek. Later on, its techniques were broadened to teach modern languages like English and French. The Algerian educational context for teaching and learning the English language is no exception from its commanding influence during the 1960s when all educational levels were modified for the purpose of developing them.

Bougandoura (2012) mentions the textbooks used at that time. They are written by P.M. Richards and Windy Hall in a series of ELT textbooks in the early 1960s:

- 1960 :'Anglais Seconde Langue'

- 1961 :'Anglais Seconde Langue'

- 1962 : L'Anglais par la Littérature'

- 1963 : L'Anglais par la Littérature'

- 1963 : 'La Vie en Amérique'.

It must be noted here that those series were designed by French material writers who focused on the learning by memorizing process of the vocabulary items and the drilling of grammar rules. In addition, the primary skills which took the spotlight were reading and

writing while the ones which were given less attention are automatically listening, speaking and obviously pronunciation teaching.

Rivers (1968) describes this period best by stating:

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

(Rivers, 1968:17)

The approach was much criticized by its concentration on grammar rules and its high rate of drilling isolated words. Here, Cook (2003) comments on this method by saying that any achievement was measured and scaled by the criteria of the detailed accuracy of grammar use and vocabulary instead of communicating the language. Furthermore, the Grammar Translation Method was very dependent on translation so as to teach any foreign language regardless of any mistakes which might be produced from interference, confusion or a lack of appreciation for the communicative practices.

1.4.2 The Direct Method

The direct method describes itself by its name already; it was called 'direct' due to the fact that the instruction of the foreign language was taught without any kind of resort or interpretation from the mother tongue, it was just a foreign atmosphere inside the class. Likewise, it was by principle dealt with as an extension to the Grammar Translation Method. However; it involved more target language intrusion while teaching. In fact, Algeria used this

method primarily in the Middle school during the early 1970's by the use of a series of ELT textbooks starting by:

- 'Success With English' (1968)

- 'Andy in Algeria' (1975)

- Learn English With Us for

- 'Madjid in England' (1976)

- 'Learn English With Us'

By first observation, almost all of these textbooks were published at the same period (1970s) with giving a major priority to the drilling process of both speech and oral skills regardless of reading and writing. This method not only disregarded the accuracy of pronunciation as a part of imitation and drilling without providing the students with neither any explanations nor illustrations, but also refused any use of translation in or out of the classroom by committing to the assumption saying that the learning process of any foreign language should be processed in the same manner as the mother tongue (L1) by activating the function of associating new vocabulary to associated ideas.

Relatively speaking, this method was highly criticized because of giving extreme measures about teaching the language through the intense utilization of classroom drills despite the demanding circumstances that necessitated the involvement of real life situations. Therefore, the students were clearly unable to use the foreign language effectively for oral communication. Alternatively, the Algerian educational authorities had found themselves obliged to impeach its validity and began to search for another new appropriate approach for the Algerian frame so as to pave the way for efficient EFL learning and teaching processes.

1.4.3 The Structural Approach

Later on, by the end of the 1970's and early 1980's, a new approach was enrolled in the Algerian curriculum. It was the 'Structural Approach' which was marked significantly throughout the introduction of L.G Alexander's textbooks <u>'Practice and Progress'</u> (1967) and <u>'Developing Skills'</u> (1967) for the three secondary school years. At best, it was different, yet, it somehow adapted several principles and procedures already used in the 'Direct Method'.

Similarly, it focused on drilling structures of oral practices and highlighted the skills which were based on listening, speaking, reading then finally writing. This approach was criticized as well because it shone drilling forms of words and sounds. By contrast, it disregarded the practical situations occurring in the real world. (Bougandoura, 2012)

1.4.4 The Communicative Approach to Language Teaching

Along the previous methods and approaches used in the Algerian context, the general observation highly marks the shortage of communicative skills in class and this latter led to the mushrooming urgent need of the Communicative Language Teaching. According to Hymes (1971), a new approach was committed to focus on the real communication of the target language and asserted that language acquisition compels to both the general knowledge of a set of grammar rules and an acceptable quantity of vocabulary, it required certain rules which he describes as: *"the rules of use without which the rules of grammar would be useless"*. The Communicative Approach gave the opportunity for the students to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings interpersonally in any specific context. This approach was introduced into use in the Algerian

educational system for the first time through illustrative coursebooks between the 1980's and the 1990's such as:

- 'My New Book of English' for the first-year at the secondary level.

- 'New Midlines' for the second year.

- 'Comet' for the final third year.

In the same realm, Bougandoura (2012) comments that these series were designed to make it easier for the learners to use their target language. As for our theme; pronunciation, it focused on fluency and accuracy which are complementary items combined under various communicative techniques for the purpose of keeping the students concentrating on both the pronunciation of the utterances, as well as grasp their meanings in language usage.

At any level though, this approach has been criticized also owing to the fact that it requested over demanding requirements which were out of hand in the Algerian context such as the availability of appropriate classrooms' setting which permits only small groups to work on students' interaction. This type of classroom, indeed, cannot be afforded in the Algerian common environment because of the lack of schools, classes, teaching materials as well as the overloaded number of students per class which hinders the teaching of pronunciation as well as the oral communication.

1.4.5 The Competency-Based Approach

During the years of the previous approaches and methods, several instructors criticized the teaching process by presenting certain defects about their lessons' consistency. They have all agreed on observing their learners becoming more and more dependent on the teacher, with a non-dynamic role in the classroom. Furthermore, the teachers afforded

themselves to do most of the work for their learners. Hence, their language skills and linguistic competence could not be developed satisfactorily.

It was a crying requirement for an urgent change with the growing demands of the digital age, current needs had to be satisfied, and thus, language teaching profession has shifted towards the Competency-Based Approach which was one of the challenging crossroads of language education in Algeria. It is represented by Belmekki (2008) as:

"Shifting from a knowledge-oriented education-essentially focusing on the question of what needs to be taught and learned in terms of concepts and conceptual structures, to a competency-based education relying on questions of why something has to be learned and how it can be used in solving a complex problem."

(Belmekki, 2008:54)

It was in the year of 2003 that the Algerian textbook designers have adopted the Competency Based Approach (CBA). According to Djebbari (2013), its main objectives,when reflected on speaking, are:

"To attain is to help learners develop their knowledge and skills to be able to recognize and solve complex language problems, i.e., having the ability and "knowhow" skill to communicate effectively, consciously and with responsibility towards the learning process and progress".

(Djebbari, 2013:69)

In this vein, Belmekki (ibid:55) states that within this particularapproach, a learner is taking his responsibility of:

> *"understanding what he is doing, and how he is doing it will*
>
> *probably increase in him a sense of self-confidence that often reduces*
>
> *his high level of anxiety".*

To further narrow the scope, the Competency Based Approach stresses the manner between what is acquired in the classroom and what is used in contextual and realistic situations outside the class. In fact, it targets building up the students' competencies and abilities of language learning by dividing them into three crucial components: attitude, skills and knowledge (Bougandoura, 2012).

As for the teacher's role, it is committed to become a supportive only[13]. In addition to that, what differentiates the CBA from the Communicative Approach is that the CBA focuses on the interaction among the students in different forms of pair work and group work in order to generate communication constructed upon authentic materials,whereas the communicative approach focuses on the process of communication regardless of what situation whether it is authentic or not. As for translation, it is used only for necessary confusions.

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

- The English Courses Series 'Spotlight On English' for the first, second, and third years at the middle school (2004, 2005)

- 'On The Move' for the fourth year (2006).

As for the secondary level, one can mention:

- 'At The Crossroads' for the first year. (2005)

- 'Getting Through' for the second year (2006)

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[13]Taylor (1978) quoted in Widdowson (1990: 188) says that the teacher keeps for himself a non-authoritarian presence so as to make students attach to themselves that feeling of security about accomplishing their own goals. As a result, their self- reliance shall be promoted by the encouragement as well as the subordination of their teacher.

- 'New Prospects' for the third year. (2007)

Pardo (2004) comments here by saying:

> *"Pronunciation teaching has often been relegated to a subsidiary role of broader language performance skills such as speaking and listening, but in the past few years, instruction on specific features of the spoken language have been reassessed and consequently fostered in many programs. Many teachers, nonetheless[14], remain skeptical about the teachability of pronunciation, and in consequence continue to consider explicit pronunciation instruction of relatively little importance in their practice."*

> (Barrera Pardo,2004: 06)

Marks (2006) summarizes by giving a general conclusion in his words:

> *"Recent years have seen an upsurge in the publishing of supplementary materials for pronunciation work. Where course books are concerned, though, it seems there is still a long way to go."*

> (Marks, 2006: 35)

1.5 The Assessment of English Teaching

1.5.1 Assessment: A Definition

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[14]Derwing and Munro (2005) support this opinion by declaring that: *"Despite teachers' increased interest in pronunciation in recent years, as evidenced by the establishment of a TESOL interest section and a proliferation of pronunciation materials for learners, it remains a very marginalized topic in applied linguistics"*. Derwing and Munro (2005: 382)

Cheng, Rogers, & Hu, (2004) define assessment by:

"The process of collecting information about a student to aid in decision making about the progress and language development of the student."

(Cheng, Rogers, & Hu, 2004: 04)

As for Brown (2003: 4), it is: "*an ongoing process that encompasses a much wider domain.*"[15]

When assessing a student, a teacher ought to consider many changing variables in determining the final scores of his students. In addition to those scores, the teacher should also involve the students'motivation, participation, presentation, performance, papers, portfolio, presence, homework by using testswhich is the casual method of measuring a person's ability, knowledge or performance in a certain field[16].

1.5.2 The Importance of Assessment

According to Meidasari (2015), assessment is an essential component of the teaching and learning process in English language arts. Without an effective assessment program, it is impossible to know whether students have learned or whether the teaching itself has been effective, or even diagnosing the way of how best to address student learning needs. The quality of the assessment in the educational process has a profound and a well-established

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[15]Bachman (2004: 6-7) defines also assessment as *"a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded"*. Ari Huhta (as cited in Spolsky&Hult, 2008: 469) referred to assessment as *"all kinds of procedures used to assess individuals (e.g., informal observations, self-assessments, quizzes, interviews, tests)."*
[16]For more details, see Gultom (2016:190) in his article: Assessment and Evaluation in EFL Teaching and Learning.

relationwith students' performance. As a result, it is found that regular monitoring and feedback are essential to improving student learning as a whole.

In other words, assessment is viewed in all academic settings as another version of instruction, it is required to help teachers and administrators make decisions about the students' linguistic abilities, their classification to be placed properly into appropriate levels as well as their achievements.

1.5.3 Types of Assessment

Before setting out types of assessment, it is necessary to introduce the two main uses of language assessment according to Bachman & Palmer (2010) which are making decisions for:

> ➢ Individuals (micro-evaluation),
>
> ➢ Programs (macro-evaluation), and other stakeholders

In this research, the assessment will be taken on the second use which is assessing the program of instructing pronunciation skill in the Algerian secondary school textbook, more precisely, the third year one: "New Prospects".

Assessment has two main types:

▪ **Summative Assessment**

Brown (2004) describes this type by saying that it summarizes what the students learnt during a course and it is usually done at the end of the teaching period as the name suggests. This kind of assessment usually shows what objectives have been achieved;however, it lacks necessary feedback or any suggestions forperformance. Examples of summative assessment are final exams or proficiency tests. Alderson (2005) associated summative assessment with long traditional tests which were so stressful to students.

▪ **Formative assessment**

According to Lewy (1990), this type does not have a precise definition. Formative assessment takes place during learning and is targeted to aidthe learning and teaching process by giving appropriate feedback. Nitko (1993), from another side, highlights two purposes of formative assessment:

▪ Selecting or modifying learning procedures,

▪ Choosing the best remedies for improving weak points in learning and teaching.

Gattullo (2000) describes also formativeassessment[17] as:

"*(a) it is an ongoing multi-phase process that is carried out on a daily basis through teacher–pupil interaction,*

(b) it provides feedback for immediate action,

(c) it aims at modifying teaching activities in order to improve learning processes and results."

(Gattullo, 2000: 279)

1.5.4 Forms of Assessment

Gultom(2016) defines the test by:

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[17] Here, Brown (2004) comments that most of classroom assessment is formative and students form their knowledge by analyzing and internalizing teachers' comments.

"Test is a method of measuring a person's ability, knowledge, or performance in a given domain. In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of table of specification or test specification, constructing test items properly, trying the items out to guarantee the test`s reliability, administering the test, scoring the test objectively, and evaluating the quality of the test. Test is conducted to measure the students` ability, knowledge, and performance. In other words, it is used to measure students' abilities or competencies"

(Gultom, 2016:190)

As for test types, Brown (2003) divides them into three major types, they are:

- **General proficiency tests:** it indicates the student's actual capacities or what a student is capable of doing for the momentby diagnosing his accumulative learning experiences. It is used as a screening test for different purposes, for example:

  1) To determine his readiness for a certainlearning program where a separation line should be drawn between those who are prepared for an academic program and those who are not.

  2) Todistinguish the students' degrees of proficiency where individuals are classified into appropriate language zones as a basis for selecting the treatments for the learners.

  3) To diagnose and pinpoint the students' strengths and weaknessesby providing a performance profile which shows each student's areas of limitations and forces in the various areas tested.

▪ **An aptitude test:** this type indicates an individual's facility and openness for acquiring specific skills. It is a screening test which is naturally used to predict a student's future performance by measuring his/ her potencies.

▪ **An achievement test:** this third and last type indicates the extent or limit to which an individual has achieved the acquired skills or information in a formal learning situation. It is generally used to measure the students' accomplishments of the learning competencies and to evaluate the effectiveness of the instruction as well as to assess the degree of success of the teaching and learning processes for further modifications or adjustments.

1.5.5 Assessing the Speaking Skill

When assessing a language skill, teachers usually consider two things: the competencies written in the curriculum plus the principles attached to language skills assessment. After that, they construct the items or tasks of the assessment based on the indicators they have made in the lesson plan. (Gultom 2016)

Amongst the four skills, speaking is a complex production. It requires simultaneous use of different abilities because the learner is in an oral production phase where he/ she needs to blend vocabulary, grammar, pronunciation, intonation, and organization of content of speech at the same time. In fact, the speaking process is the most difficult to assess where the students must achieve the following basic competencies set by Gultom (2016):

" - *Be able to express the meaning of interpersonal and transactional*

intends

- *Be able to express the meaning through short functional texts*

> *- Be able to express the meaning through monolog of long functional*
>
> *texts."*

(Gultom, 2016:195)

In most tests, when conducting a speaking assessment, teachers have to provide stimulants so that the students can perform the oral abilities.

1.5.6 Principles of Assessing Speaking

Harris (1996) provides some simple aspects to be followed and measured for the assessment of the speaking skill as follows:

1. Pronunciation: including segmental and suprasegmental features as well as correct use of features of pronunciation.[18]

2. Grammar: the employment of syntactical structure.

3. Vocabulary: the correct functioning or selection of words out of the inner dictionary (diction).

4. Fluency: the ease, consistency as well as speed of the flow of speech.

5. Comprehension: general and detail understandability of the speech.

1.5.7 The Marginalization of Teaching/ Assessment of Pronunciation

By theory, when scanning the previous methods introduced across the EFL Algerian methodology, it is widely clear that the oral skill, precisely speaking, the accuracy and fluency of pronunciation have been gradually introduced into the area of interest of the syllabuses writers where they started thinking about introducing headings concerned with the listening

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[18] Notice that pronunciation is the first aspect classified by Harris (1996).

and speaking skills and adapting authentic situations where students meet real life contexts to promote their desire of learning and shape up their knowledge by getting in touch with real communication. This is in theory; however, what continues to be noticed is the neglect in terms of lessons' quality, the teachers' lack of interest and training to work on pronunciation lessons, variation, isolation, as well as the time volume devoted to it regardless of its vital importance of improving the speaking skill and communication as a whole[19].

In the same vein, Marks (2005) adds here that:

> *"Pronunciation has been enjoying something of a renaissance in the publishers' catalogues in recent years, which hopefully indicates that this aspect of English is being taught and learned more thoroughly and enthusiastically than previously. But ready-mate material specifically for testing pronunciation is relatively thin on the ground".*

(Marks, 2005: 54)

Throughout the previous as well as the current textbooks, teachers focused on guided simple lessons such as: final 's', final 'ed', types of intonation and syllable division. When going back to the units' plan sample of the third year of secondary school[20] not forgetting to mention here that the time (less than half an hour or ignored as a whole) of the 'Pronunciation and spelling' rubric which is the one concerned with the these lessons; so if calculated, it will

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[19]Those notes are not coming out of the blue, in my previous six year experience as a secondary school teacher of the English language; I have encountered several difficulties to work with pronunciation lessons just like all teachers who face isolated pronunciation teaching in individual lessons (See annexes 1/2). Not ignoring to add that the inspectors' notes to omit those lessons by giving us the instruction that the students have already dealt with those few lessons during their middle school and if we need to devote time on it then it must be just a quick scan due to the lack of time and the pressure of finishing the programs, remedial works, revisions for the BAC by time. The upcoming parts of the thesis (Chapter One and Two) shall unveil more issues and problematic about the topic.

[20] See Annex One.

be found that the whole textbook 'New Prospects' includes six units, each unit encompasses two short pronunciation lessons taught in isolation, most of them focus on stress marking in words with suffixes.

Plus, it is worthwhile noting here that students only deal with four units; therefore, they become six small uninteresting lessons in the whole year. So teachers generally skip lessons to the most important ones so as to prepare for the BAC final exam[21]. And usually, they are simple lessons taking shifts every year about syllable division, final 's', final 'ed', or silent letters.

This later itself needs a whole chapter where it devotes only one point for the pronunciation activity, taking the form of a written evaluation only[22].

1.6 Corpus of the Research

1.6.1 Statement of the Problem

Daly (1991) quoted in Djebbari (2013:29) says:

"We are living in an educational world where speaking competence is seen as a necessary positive personal characteristic."

(Daly,1991:07)

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[21] See the BAC samples attached in Annex Four.
[22]Dr. Belouahem Riad (2008) from the University of Canstantine comments here: *"To develop an ability to pronounce a foreign language accurately requires, first and foremost, the availability of a competent teacher, authentic materials, adequate exposure to good models and constant practicing. However, the problem is that not all teachers are good enough at phonetics in addition. In addition, the coursebook does not provide clear guidance for taking this linguistic component .Moreover, no cassettes are available for listening and pronunciation exercises despite the fact that they are very useful for the teachers who will not every time refer to the dictionary to check the accurate pronunciation, and for the learners to correct their errors and for home study. The course should contain some real–life 'recordings of conversations, interviews and songs. The learners like listening to songs and they find it funny to utter the words as a native speaker."* Belouahem (2008:139-140)

Obviously, globalization and modernity of ELT/ESL have increased this demand to acquire good communication skills. However, in all foreign language contexts, pronunciation has often been perceived as a sub-skill which is the most resistant to improvement in comparison to other skills and therefore, the least useful to teach due to several reasons.

As a result of all this, it is not much of a surprise that scant or poor attention is paid to it in the Algerian school curriculum due to the fact that many teachers tend to avoid dealing with pronunciation because they perhaps lack confidence, the skills or the proper knowledge. Furthermore, it has been found that curricula, methodology and the lack of suitable materials all contributed to teaching and learning inadequacies in this sensitive zone.

As for the Algerian learners, they all persist on the desire to be able to speak English fluently and clearly but most of them think that English is too challenging for them to be competent because of interference from the mother tongue[23]. Moreover, it can be noticed that the ideal way of assessing the learners is to actually listen to them. Conversely, when checking out the Algerian context, this is not always possible or suitable with reference to the fact that it is often impossible to manage the large number of students to be evaluated or tested in Algerian classes.

Even equipments such as language laboratories or recorders are scarcely available in many countries where English is taught in public schools. As for Algeria, they do not even exist, so teachers and learners may end up empty handed with fishy eyes in the classroom and avoid pronunciation altogether.

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[23]According to Piaget (1956), Chomsky (1965) and Vygotsky (1962), it means that the sounds of the first language are imprinted early in the child's development because they acquire the language naturally regardless of any intellectual capacities. However, most children are born with the vocal equipment to produce the sounds of any language.

This research aims to focus on pronunciation as being a crucial 'first level obstacle'[24]for learners to master because if their performance cannot be understood, it cannot be rated or assessed on any other scale. So, it is a vein component of proficiency in spoken English. Yet, I observed[25]that it does not always receive the attention it deserves in the teaching or the testing literature or in teacher training. And there is still little published work on pronunciation in spoken assessment. This research will hopefully aid teachers to depend not only on their personal efforts and listening capacities but also on varied classroom CBA activities and technological equipments so as to assess their learners.

1.6.2 Initial Limitations and Delimitations of the Study

Along this research, I have encountered several limitations. They might be summarized in the following points:

- The study involves a sample group of teachers of English working at the secondary school across some districts of one wilaya in Algeria which restricts the total generalisability of the findings to larger populations where more data could be provided to further clarify the issue in question.

- Furthermore, the results achieved are related to a limited time-span, and may have been different if the study has been conducted earlier or later.

- While there has been some renewed interest in the field of pronunciation learning and teaching in recent years, there is still little published work on pronunciation in spoken assessment in Algeria. Furthermore, the precise identification of pronunciation problems can be difficult even for experienced listeners;

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[24]A term for description I use to focus on a neglected fact where everyone runs after charging their vocabulary credit and grammar correction but when communicating orally, all of what is being noticed is the speakers accent and level of intelligibility.

[25]In this research, observation had a crucial role in forming the urgent problem of speaking fluency and accent deformation of most English users whether teachers or students.

consequently, this research will hopefully be a launching dissertation for more others and aid teachers to depend not only on their personal efforts and teaching capacities but also on varied tasks and technological equipments.

To put it in a nutshell, this research work has advantages and disadvantages like any other experimental research, perhaps possible future studies based on large samples and different contexts may help reach the generalization of the findings and better pronunciation instruction.

1.6.3 The Research Method

This research adapted the scientific method[26] which forms the basis of all scientific research since that the theme of pronunciation instruction requires its elements[27]. This later is considered as an approach which truly and effectively distinguishes any science and obtains exact results and clear guidelines for collecting, evaluating and reporting the research's data.

Marczyk et al., (2005) argues about the scientific method by saying:

> *"Although some disagreement exists regarding the exact characteristics of the scientific method, most agree that it is characterized by the following elements:*

- *Empirical approach*

- *Observations*

- *Questions*

---

[26] *"The development of the scientific method is usually credited to Roger Bacon, a philosopher and scientist from 13th century England; although some argue that the Italian scientist Galileo Galilei plays an important role in formulating the scientific method. Later, contributions to the scientific method were made by the philosophers Francis Bacon and René Descartes"* (Marczyk et al., 2005: 5)

[27] Marczyk et al.,(2005) further adds: *"An important element in any scientific investigation is observation. In this essence, observation refers to two distance concepts –being aware of the world around us and making careful measurements. Observations of the world around us often give rise to the questions that are addressed through scientific research"* (Marczyk et al.,2005:5)

- *Hypotheses*

- *Experiments*

- *Analyses*

- *Conclusions*

- *Replications[28]"*

(Marczyk et al., 2005:102)

1.6.4 Research Questions and Hypotheses

In simple words, within the context of secondary education, this thesis aims to contribute to answering a 'what' and a 'how' questions, in relation of course to the teaching and assessment of pronunciation in the Algerian context, more precisely, the Algerian third year secondary school. The genesis of this research lies in the question[29]:

➢ **W***HAT* are the causes of the deficiency marked in the teaching and assessment of pronunciation instruction in the Algerian secondary school context in a world where intelligible English communication has become an obligation rather than a necessity?

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[28]According to Marczyk et al., (2005:15-16): *"One of the most important elements of the scientific method is replication. Replication essentially means conducting the same research study a second timewith another group of participants to see whether the same results are obtained (see Kazdin, 1992; Shaughnessy &Zechmeister, 1997)... the importance of replication in research cannot be overstated. Replication serves several integral purposes, including establishing the reliability (i.e., consistency) of the research study's findings and determining whether the results can be obtained with a different group of participants. This last point refers to whether the results of the original study are generalizable to other groups of research participants".* Hopefully, this research attempt shall not be the first to be conducted in the Algerian context to improve pronunciation teaching and assessment in the secondary school coursebooks. Yet, there will be other future replications to enrich the Algerian university.

[29]*"The next step in the research process after observation involves translating the research into an answerable question" (Marczyk et al., 2005:7).* He further adds: *"good research problems must meet three criteria (see Kerlinger, 1973). First, the research problem should describe the relationship between two or more variables. Second, the research problem should take the form of a question. Third, the research problem must be capable of being tested empirically (i.e., with data derived from direct observation and experimentation)."(ibid).*

1.6.4.1 Sub- Problems

Three sub questions can be emanated from the original genesis:

RQ1: *HOW* do Algerian secondary school teachers establish the scope of the task of teaching and assessing pronunciation for the third year Baccalaureate candidates?

RQ2: *HOW* does the third year textbook'New Prospects' processpronunciation lessons as it tries to achieve good spoken communication to prepare secondary school graduates for their future?

RQ3: *HOW* does the Algerian curriculum measure and assess the students' pronunciation during the school sessions proposed in the programme in the light of the CBA?

1.6.4.2 Hypotheses

To investigate these questions, the research points forward those hypotheses:

- Teachers may have negative attitudes towards the teaching of pronunciation in comparison to other language skills.
- The distribution and treatment of pronunciation lessons in the syllabus may not be fair enough for the third year students to prepare for their Baccalaureate exam.
- Teachers probably do not have the proper knowledge, training or materials to achieve pronunciation lessons in their classes.

1.6.5 Aims of the Research

1.6.5.1 General Aim

As a global aim, this research wishes to investigate the general problem statement and hopefully shall contribute to generate new procedures to teach and assess pronunciation not

only in terms of the secondary school but also a launch for further development in all EFL/ESL teaching.

1.6.5.2 Specific Aims

The following aims are considered as specific goals for this research:

- To explore the significant field of teaching pronunciation in and out of the Algerian context

- To recognize the effect this important sub skill has on the oral communication not only in the educational world but also in all professional fields.

- To consider the core relationship between the teaching and assessment of pronunciation.

- To determine the main factors behind the neglect of teaching pronunciation as far as teachers are concerned.

- To conduct a practical productive study among Algerian secondary school teachers of English and adjust the interest towards their needs and areas of limitations concerning the teaching of pronunciation.

- To make an urgent call to the Algerian authorities to adapt the research in order to improve the teaching of the English language and hopefully upgrade the textbooks used for the moment as well as the process of evaluating students in the BAC exam by the introduction of a practical exam rather that only dealing with speaking skill in the written form.

- To place the improvement of the speaking skill at a priority in terms of training teachers of how to teach it and provide public schools with proper equipments.

1.6.6 Motivation of the Research

In order to undertake this research, several motives have empowered me before taking my choice to adopt this project. First and foremost, out of my previous experience as a secondary school teacher, I have noticed that students prefer the English topic a lot. However, they all complain about their inability to be fluent speakers sometimes by being shy[30] or incompetent because their teachers do not focus on this sub-skill. Secondly, my curiosity to know more about this phenomenon; I personally observed while working with university students from both the Arabic and French departments that they face same issues of oral communication. This is what Simo Bobda (1993), Hartmann (1972), and other educators have focused on by declaring that one cannot deal with EFL teaching and its methodology without speaking about evaluation. Testing young learners help the teachers evaluate their students' progress as well as the effectiveness of their tasks and techniques. Therefore, the success of any assessment process depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance.

Huerta- Garcias (1995) comments here by declaring:

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

(Huerta- Garcias, 1995:78)
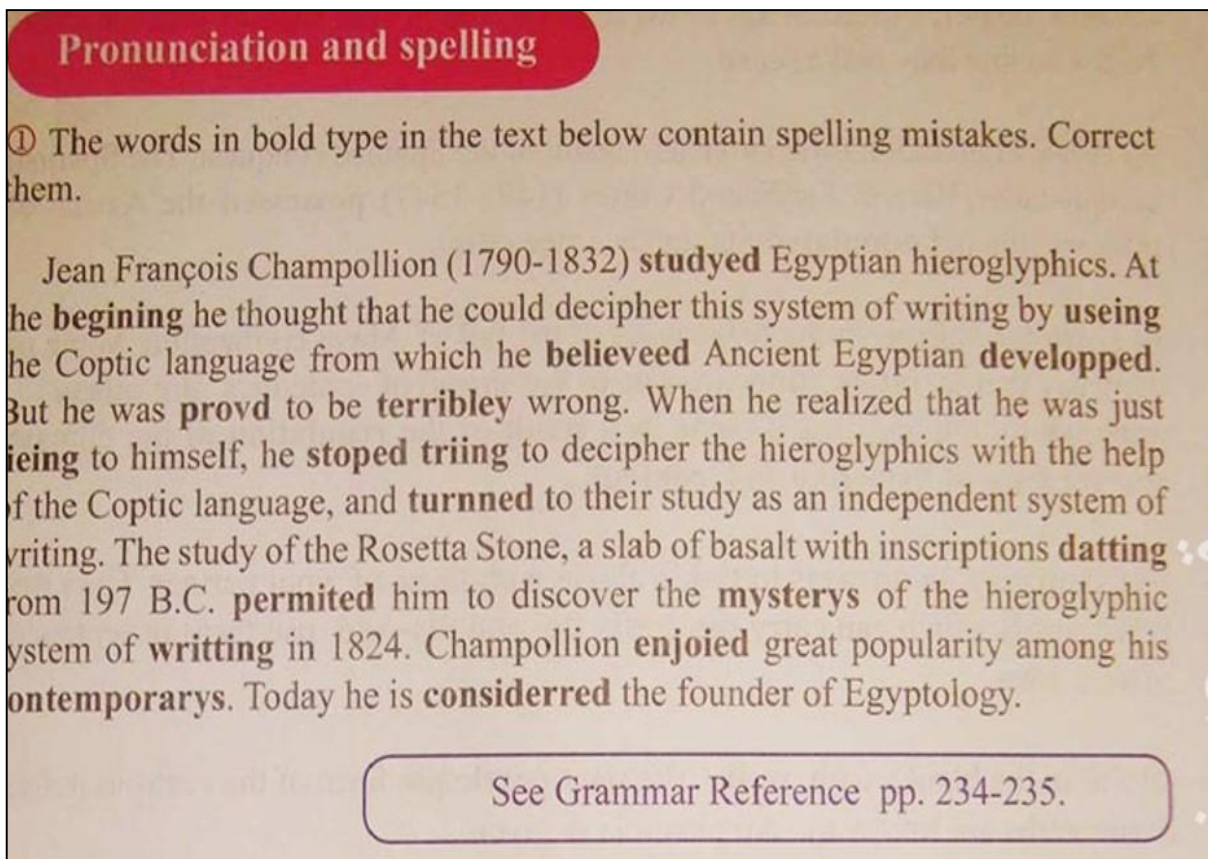
However, in the Algerian context, the process of assessing pronunciation is underestimated because it does not focus on making teaching and learning integrative; teachers need to know about their students' progress and the difficulties they face as

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[30]See Dr. Djebbari Zakia's thesis entitled 'Self -confidence and Pronunciation Training to Enhance the EFL Speaking Competence: a Classroom Oriented Research on First Year LMD Students at AboubakerBelkaid University, Tlemcen' where she treated this topic from a linguistic point of view where psychological factors affect the students learning such as self- confidence, shyness..ect

theyacquire what they need. These difficulties differ from one student to another and the textbooks cannot fulfill all their requirements. A sample of this lesson is presented as follows[31]:

Figure 1.1: A Pronunciation Lesson Sample

(Source: New Prospects, 28)

Students need varied topics and tasks using materials in order to satisfy their areas of limitationwhichneed remedies. At the same time, the official Algerian testing methodology provides only one point to pronunciation in the BAC exam which cannot truly judge what they have learned.

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[31] Other samples are attached in Annex Three.

Therefore, students do not bother themselves to learn it and teachers cannot give it more than "3 hours"during the whole years to target this important language aspect unless they add extra hours and more personal efforts to lift up the students' level of fluency and accuracy to achieve acceptable communication insideand outside the class.

1.6.7 Potential Relevance of the Research

The importance of this research is conducted hopefully as a tentative to adjust a serious phenomenon in our teaching methods and curricula as it attempts to be a provisional step to acquire new knowledge, describe an urgent need for improvement and ultimately improve our underestimated perspective towards teaching the oral skills, more precisely, pronunciation. This study also represents a personal interest from an attendant to break the stiff traditional grounds of both:

a. The nature of teaching and assessment methods of pronunciation for the purpose of updating a correct approach in learning and teaching the spoken language by the use of correct developed materials and knowledge.

b. The Algerian pedagogical background in all level which needs more improvement by the introduction of practice in the field of foreign languages instruction and more precisely, in pronunciation teaching and assessment so as to develop our curricula to be comprehensible for all language skills without any discrimination.

c. Hopefully, it will present proposals for the establishment and development of teaching pronunciation through more practice and be a launch torch for other improvements.

Eventhough I consider this dissertation is just a draft, in many respects, I hope that more Algerian researchers engage in further studies and lead to refinements, new insights and

proper practice introduced into our syllabuses which both of our generations and teachers count on them since that they are the real ones out there in the field fighting to accomplish the teaching task as best as possible.

I take Marczyk et al., (2005) quote here to highlight the ultimate goal, he argues that:

> *"Engaging in research can be exciting and rewarding endeavor. Through research, scientists' attempts answer age-old questions, acquire new knowledge, describe how things work, and ultimately improve the way we all live."*

(Marczyk et al.,2005:27)

1.6.8 Implications of the Findings

First of all, by this research, I hope I could be able to change and augment the Algerian material designers' interest towards pronunciation by taking into consideration that the Algerian secondary school students do not encounter English interaction on a daily basis except in class and for few hours only; therefore, I hope to shed light on an urgent emphasis on the few lessons targeting pronunciation instruction to improves both of its quantity in the textbooks as well as quality regarding the introduction of better lesson plans and more training for the teachers.

Second, I wish the research in this field is encouraged by our universities in terms of providing references in the libraries or online and attaching at least instruction not to repeat usual theoretical topics, but rather focus on the implementation of practical and beneficial research within our syllabuses to promotes the quality of education in our country as well as

preparing future generations with more skills to sharpen their future careers and professionalism.

1.6.9 The Organization of the Work

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

Part One: Theoretical Considerations

This part is designed to draw the terrain for the basic theoretical background[32] of the research.

It is composed of:

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

• Section one: surveying the terrain of pronunciation teaching in the Algerian secondary school context

• Section two: what is the research about? It refers to a summary about the different undertaken aspects of the research's structure

Chapter Two: *Literature Review*

• Section one: the teaching/ learning of English pronunciation

• Section two: the assessment of pronunciation instruction

Part Two: Research Methodology and Findings

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[32]The Literature Review chapter presents the heart of any scientific investigation; moreover, it is the overview of the relevant literature that can draw the best outline for the basic concepts, theories, questions, and explain any vague knowledge needed for the research.

This part is mainly concerned with the pilot study, the methodology adopted to answer the research question, and a detailed presentation and analysis about what has been found during the research.

Chapter Three: *Research Design and Data Collection*

• Section one: the design of the research and how the instrument was processed on in the Algerian context.

• Section two: the presentation of the questionnaire's collected data through tables and figures.

• Section three: the presentation of the Interview's findings

Chapter Four: *Findings and Pedagogical Implications*

• Section one: discussion and interpretation of the data collected.

• Section two: general recommendations and implementations of the study

1.7 Chapter Summary

Since that the objective of this research is to investigate the world of teaching and assessing pronunciation in the secondary school context, it was crucial for the purpose of clarity to define pronunciation and shed the light on the Algerian preview of its teaching methodologies as well as presenting the main characteristics of the terrain.

As a general observation, pronunciation teaching and assessment tends to be neglected in the Algerian secondary school. This research aims at recognizing the causes behind this obstacle to reach tangible implications as well as improving the local context of teaching EFL.

"Clear pronunciation is essential in spoken communication.
Even where learners produce minor inaccuracies in vocabulary and

grammar, they are more likely to communicate effectively when they

have good pronunciation and intonation (Burns, 2003)."

(Gilakjani, 2012:120)

In this chapter, I tried to also to portray the interest of this dissertation by presenting an account of the research questions, the suggested hypotheses, the significance as well as the motivation of the research. This is accomplished for the purpose of helping the reader to follow the different steps of the study in a certain consistency and be able to relate to the rationale of each step.

The upcoming chapter will present hopefully a comprehensive overview of the literature related to the theme of the thesis as well as all the roots previously produced which are derived from the topic of teaching and assessing the sub-skill ofpronunciation.

Chapter Two

The Literature

Review

"In the field of foreign language teaching/learning, the necessity

for a method to teach pronunciation has become controversial

among educationalists (Dalton, 2002; Celce- Mauricia, 1996).

Many language educators have varied opinions on the

importance of pronunciation practice in the target language

which is supposed to lead to confidence in speaking. It is widely

known that the students' goal when learning a foreign language

is not only to increase their comprehension in the classroom, but

also for the intensive need to communicate and interact in

English outside the class in various situations. (Scarcella and

Oxford,1994; Gilbert, 1995; Jenkins, 2002). »

(Djebarri 2013 :82)

Chapter Two: Literature Review

2.1 Introduction

Some researchers tend to name pronunciation teaching, '*the forgotten skill*' (Kelly, 1968) regardless of its importance as a key ingredient for successful oral communication. On another side, both of the teaching and assessment of pronunciation have been neglected by researchers, material writers and even teachers as they find it stressful to think it over when mentioned out.

This chapter is developed to introduce a more or less relevant literature used in this exploratory study in relation to the teaching of pronunciation as an attempt to find out its nature, its main features and basic requirements to grasp the research itself

In other terms, this chapter proposes a critical analysis of the relevant body of literature[1] by sustaining a need to learn about the poles of this work, such as the historical review related to pronunciation teaching, aspects related to its practice, its main affecting factors and techniques, emphasizing key terms to facilitate the readers' integration as well as building up an adequate base from which we move through the rest of the research.

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[1] According to Marczyk et al., (2005:32*): "once a researcher has chosen a specific topic, the next step in the planning phase of the research study is reviewing the existing literature in that topic area"*. From another view, Thurlow et al., (2003:13) says that a review of the literature guides the researcher and the reader to a stronger position to: *"critique the central issues, explore the focus areas, and apply all this knowledge in the fieldwork tasks"*.

2.2 The English Language in the Form of Spoken Units

Throughout our daily lives and human interactions, speaking appears to be among the most necessary human skills as it necessitates careful attention among both educationalists and learners[2]. In this vein, van Lier's (1995) four levels of analysis have been deduced regarding speaking units; he establishes a pyramid where he starts with discourse at the bottom of the pyramid, then syntax, morphology and phonology at the top, as it is demonstrated below:
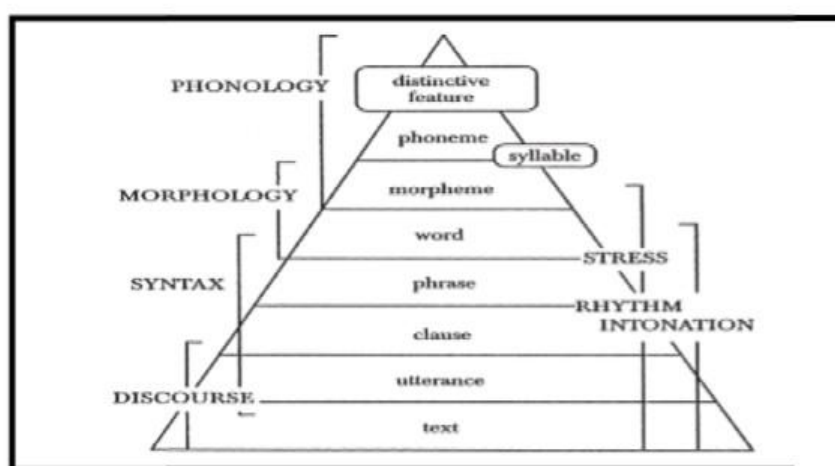
Figure 2.1: Units of Spoken Language (van Lier, 1995)

Source: (Djebbari, 2013:70)

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[2] To express a personal frustration, I noticed that the study of pronunciation has been underestimated within the field of applied linguistics (for more information, see Kelly, 1969) and remains marginalized within current research; *"there is relatively little published research on pronunciation teaching"* (Derwing and Munro, 2005: 383). Even Cook (2001), Lightbrown and Spada (2006) consider that research on the acquisition of pronunciation generally lags far behind other types of research on the acquisition of other skills such as grammar and vocabulary. Moreover, Madden and Moore (1997: 5) comment by saying that: *"research on pronunciation is relatively scarce compared to that on other components of language learning, such as grammar, communicative competence, and sociocultural awareness"*. The previous researchers like Baker and Murphy (2011) who are concerned with the limited number of research works on pronunciation; however, just like all results, they mainly focus on the lack of studies that address pronunciation teaching in the realm of teacher cognition (e.g., teachers' knowledge, beliefs, and understandings). This research hopefully will add a positive view to pronunciation in the Algerian syllabus as it has become a vital skill to master for all professions whether local or abroad ones. Even Littlewood (1998: 90) once claimed that:*"Research into second language learning has considerably enriched our understanding of the processes that take place and the factors that influence them"*.

Djebbari (2013) comments here on the pyramid by saying that:

> *"Within discourse, text operates as a base (either spoken or written), which refers here to an infinite number of spoken sentences. Spoken texts utterances, i.e., what someone utters; it may not always comprise a full sentence. Then the clause containing a verb and a subject. Quite the reverse, a more words which operate as a part but without a subject or a verb. At this level, it comes the turn for the word, which is a single unit of language which carries a meaning. From the word, the morpheme is derived [3] … On the other hand; the phoneme exists within the syllable[4],. In due course, the last level refers to distinctive features which mean features which generally function to signal phonological contrasts, such as the contrast between voiced and voiceless phonemes and the like."*

(Djebbari, 2013:71)

In van Lier's (1995) opinion, it is not necessary for learners to possess a meta-linguistic awareness of the previous mentioned components so as to use them effectively; instead it is on the back of the teacher to understand fully these interrelated components in order to help improving his learners' speaking skills.

To further narrow the scope, within any other language learning process, it is important for teachers to take into consideration the three-circle procedure which is used starting from

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[3] A morpheme is the smallest unit of language that has its own meaning, it can be extracted as free morphemes or bound morphemes which means that it can be either a word or a part of a word.

[4] A phoneme is a sound either consonant or vowel of which can change the meaning of the word within a specific language.

input to processing to output stage. It is important to define those three variables in the following table before reflecting them upon the pronunciation instruction process:

Process	Description
Input	The first language learning stage, it activates Language Acquisition Device' (LAD) which is according to Chomsky an innate language-specific module in the brain (cited in Lightbown & Spada, 2006: 38), which carries out the further process of language learning.
Processing	Psychologists believe that learners have to process information and to 'pay attention' to produce any linguistic aspect by using cognitive sources. For instance, speaking requires more than one mental activity at one time like *"choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers",* etc. Lightbown and Spada (2006: 39).
Output	It entirely depends upon the successful completion of the previous stages: input, and processing, i.e., learners' performance. For instance ManIntyre and Gardner assert, *"High level of anxiety at this stage might hinder students' ability to speak... in the target language"* (1994b, cited in: Onwuegbuzie et al., 2000: 475).

Table 2.1: Stages of Language Learning

Source: (Djebbari, 2013: 72)

Let us reflect this process upon pronunciation instruction within the speaking process, several variables may affect the input process including the teacher's role, the quality of the material taught, the degree of the teacher's pronunciation accuracy since that it can be counted as the main source of knowledge as well as the learner's readiness to receive and perceive the input and several other psychological obstacles[5] encountered by the learners.

2.3 The Main Features of Pronunciation

Features of pronunciation[6] are concerned with certain aspects which work in a mixed but consistent combination of the particular sounds of a language (segmental) and other aspects of speech beyond the level of the individual sound (suprasegmental aspects) for example intonation, stress, timing and rhythm. Gilakjani (2012) puts the following figure which outlines the features of pronunciation in an organized manner:

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[5] Djebbari (2013:72) adds that: "*learners encounter psychological and linguistic difficulties and obstacles at the three stages before performing a speaking activity, i.e., it is not just the outcome which is concerned with lack of self-confidence and anxiety, but even the very first stages of the speaking task.*"
[6] See Annex Five for more details.
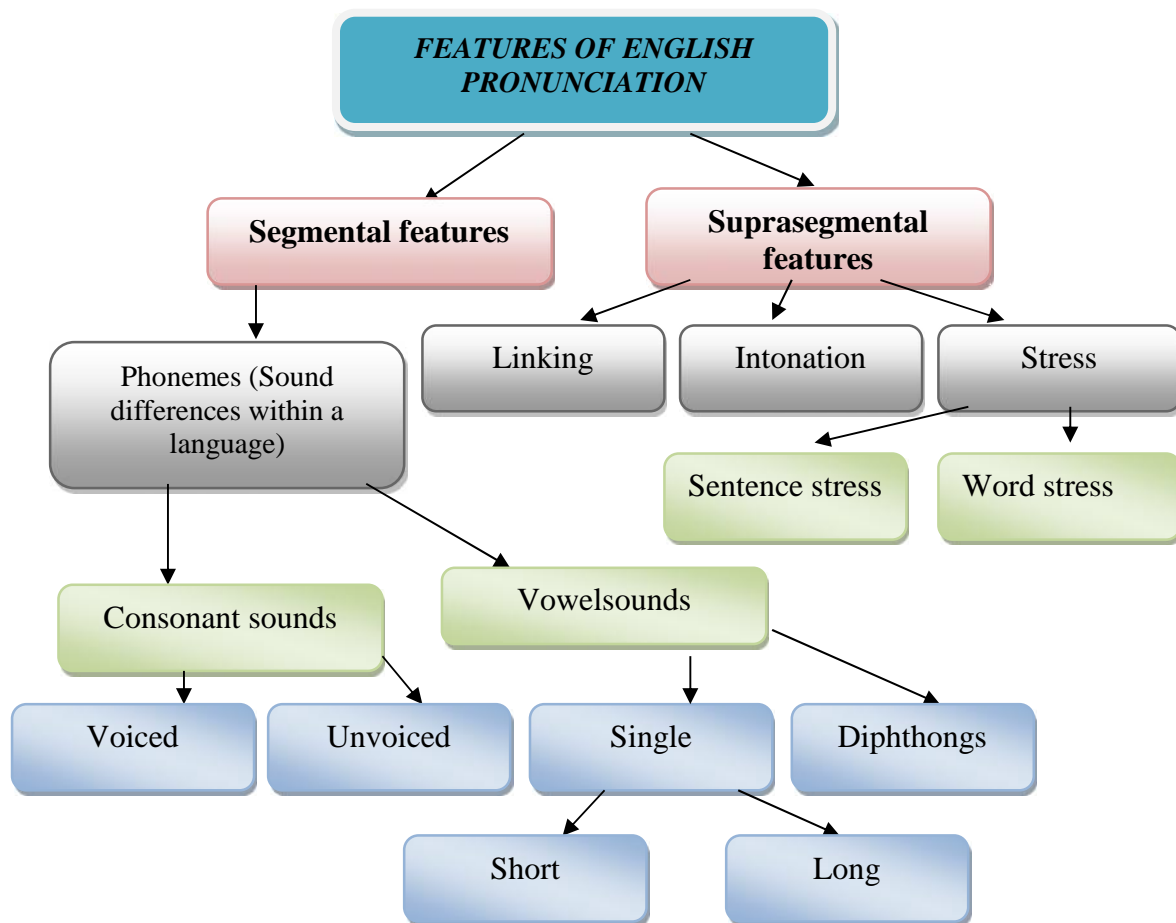
Figure 2.2: Features of Pronunciation

(Source: Gilakjani, 2012: 120)

2.3.1 Suprasegmental Features

According to Burns (2003), suprasegmental features are related to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language (prosody) .English is stress-timed and syllable-timed[7]. In the same vein, Jenkins (2002) also highlights the effective

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[7] For example, when saying WHAT's his addRESS?, it would seem strange not to follow syllable stress instead of saying 'what's his ADDress? which would be ambiguous for the receptive side

communicative pronunciation competence which can be accomplished more by improving supra-segmental production in comparison to segmentals. Suprasegmental features are important features for clear pronunciation; they are represented in linking, intonation and sentence stress.

2.3.1.1 Linking

To begin with, Linking refers to the way of joining the last sound of one word to the first sound of the word after. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether because of speech speed and tongue manipulations[8]

2.3.1.2 Intonation

Or known as the melody of the language. Intonation can be considered as the way the voice goes up and down according to the type of discourse, context and meanings of the communication.[9]

2.3.1.3 Sentence Stress

Word stress relates to the stress or prominence attached to certain words in an utterance. This focus is in the shape of making the words long and loud in order to convey the overall

---

[8] For example •consonant to vowel an _Algerian _animal • consonant to consonant next _month; seven _years • vowel to vowel. Some sounds such as r, w and j (y) are inserted to link adjacent words which end and begin with a vowel: where (r_) are you?; Saturday (y_) evening; you (w_) ought to • sounds then are shortened more to achieve a certain ease when speaking.

[9] For example, note the differences in: • Can you take the books? (rising pitch) – request • Can you take the scissors (falling pitch)

rhythm of the utterance. The most meaningful part or the idea most stressed of the utterance usually holds the stress[10].

Harmer (1993) focuses on the need to confirm that students can always be understood and say what they want to say. They need to master good pronunciation, not perfect accents. In other words, emphasis should be on suprasegmental features of pronunciation not segmental aspects to help learners acquire communicative competence (Seferoglu, 2005).

2.3.2 Segmental Features

Seferoglu (2005) indicates that segmental aspects of the sound system include individual vowels and consonants, they relate to sounds at the micro level. Since that segmental phonology is relatively easier when explained and taught than the supra-segmental features (Coniam, 2002), some studies focus on studying segmental phonology in preference to suprasegmental features[11]. Phonemes are the sound systems of consonants, vowels or their combinations. When pronounced incorrectly, they have the ability to change the meaning of the word (Burns, 2003)[12].

Consonant sounds can be either voiced (a part of the mouth is closed and the air behind it is released suddenly – for example, v as in van, b as in bun) – or unvoiced (air is pushed through a narrow part of the mouth – for example, *f* as in fan, *th* as in thin). Vowel sounds are articulated as single sounds. They can be short (for example, *a* as in cat) or long

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[10] For example, at the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare: • Can YOU take the books? (not someone else) • Can you take the BOOKS! (not the pens).

[11] Segmental features include specific sounds within words (for example, l as in lamb, r as in rose, a as in cat).

[12] Compare the changes of meaning in: pet cat lamb ramp.

(*a* as in cart). Diphthongs are two vowel sounds put together (for example, /ei/ as in Kate or as in boy) (Burns, 2003).[13]

2.4 Main Concepts Related to Pronunciation Instruction

2.4.1 Pronunciation Model

From Ur's (2010) perspective, most, if not all, of the learners or speakers of other languages acquiring English in schools in non- native English speaking countries will need a pronunciation model to follow due to the fact that there are several ones out there. Of course, it is not for the purpose of interaction with other speakers from an English speaking community only, but also to communicate with other English users round the world in real life situations, probably most of them will be non- natives also which means that they also require a model to follow so as to learn exact or more closely a common model of pronunciation so as to achieve comprehension.

Kelly (2000) comments on this topic by saying that in the past, the model of pronunciation teaching used to be Received Pronunciation (RP), originated from the people in southeast England. This model has been chosen because it could be perceived as a clear unambiguous model by most listeners clearly as it showed the person's status and education whereas other kinds of accents have some regional or geographical reference attached to them which gives them a twist of difficulty for outsiders who wish to acquire communicative English.

In the actual time, however, there are several kinds of English for example: Australian English and American English which possess itself another great number of varieties characterizing each region from certain changes in terms of vocabularies attached to that

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[13] Table of sounds and phonetic symbols is attached in Annex Six.

region to minimal changes at the level of phonemes stretching from the north and the south. They are used to guarantee a certain understanding between both integrators of speech communication; consequently, the need for a certain model requires its acquisition, but in the case of EFL/ ESL classes, this may differ, i.e. it is crucial to decide what model of English pronunciation to teach and on which basis.

2.4.2 Intelligibility

According to Kenworthy, Intelligibility is: *"being understood by the listener at a given time in a given situation"* (Kenworthy, 1987: 13). Abercrombie (1991) also defines it as referred to in Gilakjani (2012: 103) by *"a pronunciation which can be understood with little or no conscious effort on the part of the listener"*. This refers that regardless of the speaker's mistakes of grammar and vocabulary, its utterances could be possible for the listener to be understood without the risk of being ambiguous.

2.4.3 Accuracy

According to House and Kuiken (2009) it is defined simply as *"error-free speech"*. This speech can be measured on two levels. First, the performance of specific language forms in terms of grammar or phonemic errors. Second, at the level of performance of the general speech in terms of cohesion and vagueness- free utterances especially when the speaker is coming from another language background as certain pronunciation features can be easier or more difficult according to the L1's interference into the new acquired language (Ellis and Barkhuien, 2005).

2.4.4 Fluency

Schmidt (1992) here defines fluency by the *"delivery of speech"* as a large umbrella which comprises lexical choices, grammatical complexity and pragmatics. At the same time, according to Skehan (2009), fluency can be discussed in terms of repair, speed, breakdown of fluency and automatization.

2.4.5 Prosody

Prosody refers to the Rhythm, intonation (nuclear placement, pitch height, nuclear accent mobility) stress and syllable length as a combination which establishes a more realistic pronunciation (Gilbert, 1993; Celce Murcia, 1987; Dalton & Seidlhofer, 1994)

2.4.6 Comprehensibility

It is defined by Nelson, (1982) by: *"The apprehension of the message in the sense intended by the speaker"*

2.4.7 Accent

According to Derwing & Munro (1997), an accent is defined by the judgments of how difficult or easy an utterance is understood on a rating scale.

2.5 The Teaching and Learning of English Pronunciation

As it was mentioned[14], pronunciation teaching[15] seems to be neglected in our English lessons due to the fact that a great number of researchers and teachers in either ways are used to disregard it for several reasons, they consider that there is no need to set native-like pronunciation goals as most of them are not native speakers. Concurrently, they do not feel

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[14] See Chapter One.
[15] Teaching According to Wells (1982), teaching is defined by the term 'a cluster' which means a set of various helpful activities that are assigned to teachers, such as: explaining, deducing, questioning, motivating, taking attendance, keeping record of works, learners' progress and students' background information.The teacher here is maintained to having an important role to play because he acts as catalyst that continuously and actively stimulates the process of learning.

themselves perfect in this language item. As a result, they would be reluctant to showing it. Moreover, it is noticed that there is a shortage in pronunciation assessment in the current textbooks used and a whole unfamiliarity with its vital evaluation for feedback. Even this latter which is the expected outcome has no scale though it is certainly the push forward to improve the learner's both productive and interactive skills.

Bygate (1987) views the skill as comprising two components: production skills and interaction skills; the following table goes over the explanation afforded for a better understanding:

Production Skills	Interactive Skills
Speakers use devices which help them make the oral production possible or easier through 'facilitation', or enable them to change words they use in order to avoid or replace the difficult ones by means of 'compensation'	Being good at processing spoken words, speakers should be 'good communicators', which means 'good at saying what they want to say in a way which the listener finds understandable'. Communication of meaning then depends on two kinds of skill: routines and negotiation of skills.

Table 2.2: Speaking Skills (adopted from Bygate' Theory)

Source: Adapted from Bygate' Theory (1987)

However, preceding the teaching process, there are many aspects which must be taken into the teacher's consideration, among which, the importance of pronunciation, the ultimate goals which are the launch line to draw for the learners what they need to acquire according to their skills and limitations of the teaching process, the factors influencing it, the correct

techniques utilized to make learners practise more accurately and finally, the problems every teacher encounters as s/he performs his/her role.

Preceding the presentation of the aforementioned literature concerning the topic of the research, a vital definition should be pinpointed here for the sake of bearing in mind that pronunciation itself isn't a isolated sub skill, it comes in the frame of the speaking skill which is according to Brown (1994), Burn and Joyce (1997), an interactive process of constructing meaning which involves producing, receiving and processing information[16].

2.5.1 An Overview of the Approaches and Methods to Teaching Pronunciation

Within the field of TEFL, several approaches and methods had outlined the world of pronunciation instruction; they can be processed or divided into[17]:

2.5.2.1 General Approaches

There are two main approaches which are the Intuitive- Imitative Approach and the Analytic- Linguistic Approach, the purpose of this second one is complementary rather than having an opposite view by being the practical stage of the teaching and learning of pronunciation.

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[16] In this field, Shumin (2002) says that learning to speak a foreign language requires more than knowing its grammar and semantic rules, the context in another side plays a crucial role for determining speaking form and structures. He (ibid, 2002:204) states that: *"In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills and strategies used in communication."*

[17] Here, Djebbari (2013:87) comments by: *"If one tries to get an overall view of the development of pronunciation throughout language teaching history, one would find that pronunciation, or as Kelly (1969) dubs 'the Cinderella area' of foreign language teaching, has enjoyed less endorsement than it merits in comparison with other skills like grammar and vocabulary. Grammar and vocabulary have been much better understood by most language teachers than pronunciation."*

2.5.2.1.1 The Intuitive- Imitative Approach

This approach is based on the assumption that the learners' ability to listen and imitate the sounds and rhythms they hear since that it does not provide any explicit linguistic information as it asserts the availability of good models which were recently invented in the mid 20th century such as: recording tools, videos and compact discs mainly provided within language laboratories which are:

> *"The language laboratory is the central technological component of this method; students are supposed not only to attend classroom lessons and doing homework, but also to spend time in the lab, listening to audiotapes."*

> *(Djebarri, 2013:68)*

Language laboratories were and are still considered as innovative language- learning facilities by many ELT instructors and researchers around the globe. (Celce-Murcia, Brinton and Goodwin, 1996)

2.5.2.1.2 The Analytic- Linguistic Approach

According to Celce-Murcia, Brinton and Goodwin (1996), this approach highlights the implementation of pieces of information and tools about linguistic knowledge like the phonetic alphabet, articulatory descriptions, charts of the vocal apparatus and constructive information. It is different in terms that it teaches the learners how sounds and rhythms of the target language are produced. Therefore, the focus zone is on informing the learner unlike the previous approach.

2.5.2.1.3 The Integrative Approach

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

2.5.1.2 Methods of Teaching Pronunciation within TEFL

The last decades and even centuries have witnessed the emergence of a great number of language teaching methods which have dominated language teaching at a large extent. Each one of them had a different perspective towards teaching the productive skill of speaking. This section reviews this set of method and emphasizes mainly on pronunciation tuition.

2.5.1.2.1 The Grammar Translation Method

"The Grammar-Translation method dominated European and foreign language teaching from the 1840s to the 1940s"

(Richards and Rodgers, 2001: 6)

As simple as it could be, the fundamental principle of the Grammar Translation Method was that students are trained to master grammar and to translate it from one language to another as well as reading the literature of a particular culture since that literary language was considered superior to spoken language (Larsen-Freeman, 2000).

According to Larsen-Freeman (2000), speaking and listening were neglected and pronunciation received virtually no attention. In this sense, Bailey (2006) comments on this method by saying:

> *"...does not prepare students to speak English, so it is not appropriate for non academic adult ESOL students who want to improve their speaking skills. The method is not consistent with the goals of increasing fluency, oral production, or communicative competence of adult ESOL learners. "*

(Bailey, 2006:130)

Grammar-Translation was severely challenged and, ultimately, rejected due to unwanted factors like a mushrooming request for the practical competence in foreign languages as well as the need for oral proficiency in the target language.[18] [19]

The only attention given to speaking includes a large amount of reading translations aloud or doing grammar exercises orally with rare opportunities for expressing original thoughts or personal feelings or needs in English. This method has:

> *"...developed an intellectual understanding of language structure and maybe the ability to read, but instead of gaining oral fluency they suffered from what could be described as second language mutism"*

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[18] See Howatt, (1984: 129, 139).

[19] Djebarri (2013: 66) clarify the Grammar Translation Method in simple words by saying that: *"The grammar-translation method does not train students to speak English; therefore, it appears irrelevant for learners whose goal is to improve their speaking skills. The method is not reliable when the goals set are to increase learners' fluency, speaking production, or communicative abilities of learners"*.

(Hammerly, 1991:1)

2.5.1.2.2 The Reform Movement

This movement is considered as the first linguistic and analytic involvement in the world of pronunciation teaching in the late nineteenth century (1890s). it is defined by Thornbury (2006: 95) *as "a pan-European initiative aimed at a radical reform of existing language teaching practices in schools"* and back in time with two decades , Howatt (1984) had illustrated the launch of the Reform Movement by outlining a 'bird's-eye-view' of its achievements:

> *"Between 1882 when it first attracted attention and 1904 when*
>
> *Jespersen summarized its practical implications for the classroom*
>
> *teacher in How to Teach a Foreign Language"*

*(*Howatt, 1984: 170)

The International Phonetic Association (IPA) was founded by phoneticians such as Henry Sweet, Wilhelm Viëtor and Paul Passy who had a huge impact upon this movement. It was mainly committed to describing and analyzing the sound systems of languages by arguing for the primacy of the spoken language over the written language[20] . Here, the branch of phonetics was founded[21]. Henry Sweet (1877) here comments by declaring that phonetics and phonology are: *"the indispensable foundation of all study of language"* cited in Kanellou (2011:23).

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[20] See Howatt (1984), Richards and Rodgers (2001) and Larsen-Freeman (2000).
[21] Phonetics, *"the science of speech-sounds"* (Sweet, 1890 cited in Henderson, 1971: 28) and *"the art of pronunciation"* (Sweet, 1899 cited in Henderson, 1971: 28).

Howatt (1984) insisted on the huge importance to be attached to the mastery of accurate pronunciation as well as making it an imperative priority for teachers and learners to acquire knowledge of phonetics. Consequently, the phoneticians and spoken language enthusiasts of the Reform Movement all participated in the belief that training teachers and learners in phonetics would lead to the establishment of good pronunciation habits. Moreover, Sweet highlighted that teachers must understand how sounds are produced 'physiologically'[22] and that they should be proficient performers themselves[23].

After that, Sweet's 'phonetic spelling system' influenced the final format of the International Phonetic Alphabet (Howatt, 1984). The International Phonetic Alphabet was designed by the International Phonetic Association developed to the International Phonetic Alphabet (IPA) and because there was a relation between sounds[24] and symbols[25], many phoneticians contributing in this international organization have set up the following poles and practices as their main notions:

- *"The spoken form of a language is primary and should be taught first.*

- *The findings of phonetics should be applied to language teaching.*

- *Teachers must have solid training in phonetics.*

- *Learners should be given phonetic training to establish good speech habits."*

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

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[22] See Viëtor's (1882) pamphlet 'Language Teaching Must Start Afresh' or Howatt, (1984:172).
[23] See Henderson (1971) for Sweet's writing.
[24] The purpose of the notation here was that *"there should be a separate letter for each distinctive sound: that is for each sound which being used instead of another, in the same language, can change the meaning of a word" (Phonetic Teachers' Association, 1888 cited in Finch, 2000: 47).*
[25] Howatt (1984) mentions that it was possible for the first time to represent the sounds of any language which means the symbolising the distinctive sound segments of any language or accent.

The proponents of the Reform Movement fought battles to establish a place for pronunciation in the teaching and learning of languages as they led to the development and improvement of oral-based language teaching methods that elevated pronunciation to the higher most important area in the language curriculum

According to Kanellou (2011), phonology had become the 'big issue' of the 1950s .all language teaching methods focused on the spoken element and the mastery of accurate pronunciation. The reformers argued and emphasized that any teaching methods that did not employ phonetics should be rejected and replaced by ones that did.

All in all, it can be concluded here that the 1940s and 1950s saw the fruition of work that had begun in the 1880s[26].

2.5.1.2.3 The Direct Method

At this period between the late 1800s and early 1900s, there was an interest in developing principles for language teaching on the basis of naturalistic language learning. The teaching of pronunciation focused on learners' approximation of the given model by imitating and repeating the language[27].

At that time, it was considered that first language acquisition in childhood and foreign non- instructional language acquisition look alike since they followed the same criteria. (Celce-Murcia, Brinton & Goodwin, 1996)

The direct method was the first oral-based teaching method that was widely adopted and applied as a practical reaction against and a refreshing alternative to the Grammar Translation

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[26]*"It is quite possible that without [it] all 'modern methods' would have been dismissed as 'just another fad'"* (Howatt, 1984: 202).

[27] It was an attempt to duplicate how children learnt their first language in what has been termed 'natural methods'.

Method thanks to Maximilian D. Berlitz for making the Direct Method available to large numbers of learners through his network of language schools.[28]

The principal tenets of the Direct Method held that pronunciation should receive great attention and oral work should be strongly emphasized and from the beginning and throughout the course for better production[29].

According to (Richards and Rodgers, 2001), the popularity of the Direct Method began to wane in the 1920s as its drawbacks began to affect it. The strict attachment of its principles was perceived to be counterproductive by the critics of the method. Furthermore, the more academically oriented proponents of the Reform Movement such as Henry Sweet, pointed to the fact that the Direct Method lacked a systematic basis in applied linguistic theory. The prolific writer Sweet and other applied linguists argued for the development of sound methodological principles which would serve as the basis for teaching techniques.

From another side, a number of naturalistic and comprehension methods had been arisen[30]. At this step, it was believed that the learners' capacity to listen is much glorified than speaking for the purpose of teaching them the sound system correctly regardless any pressures on the speaking part. Also, there was a great shortage in explicit pronunciation instruction. (Celce-Murcia, Brinton & Goodwin, 1996)

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[28] According to Howatt (1984: 204):*"without Berlitz, very few people would have benefited from it"*. Berlitz opened his first language school in Providence, Rhode Island in 1878 and by 1914 he had nearly 200 schools in both America and Europe.

[29] Howatt (1984) comments again here and describes the emergence of the teaching of English as an autonomous profession as follows: *"The intellectual foundations for this autonomy rested on the fusion of the two reforming traditions inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of the Direct Method. The catalyst was the work of Harold Palmer in the Department of Phonetics at University College, London, between 1915 and 1922, underpinned by the research in theoretical and applied English phonetics of his Head of Department, Daniel Jones."* (Howatt, 1984: 212)

[30] Some well-known approaches are Asher's TPS (Total Physical Response) and Krashen and Terral's Natural Approach in the late 1970s and early 1980s.

2.5.1.2.4 The Audiolingual Method and the Oral Approach

The 1920s and 1930s had witnessed the British applied linguists' engagement in the systematization of the principles that had been proposed earlier by the Reform Movement. This resulted in the foundation of an oral-based approach to the teaching of English which was thoroughly grounded in applied linguistic theory, unlike the Direct Method, the final outcomes of this movement is the birth of the Oral Approach.[31]

It was considered as a key feature for foreign language teaching and learning in the mid 20th century. At the same time, several historians had written about the Reform Method as it played a big role in Audiolingual and Oral Approach in the US and Britain during that particular period because it pinpointed pronunciation as crucial skill and is taught as in the Direct Method where the teacher or a recording served as a model while students ought to repeat and imitate the sounds they hear. The teacher could also make use of pieces of information from phonetics.[32]

Furthermore, the Audiolingual and Oral Approach used the minimal pair drill, a technique inspired by contrastive linguistics[33] where students had to make use of their listening skill in order to differentiate the different sounds. (Celce-Murcia, Brinton & Goodwin, 1996)

Pronunciation was shining at this period and the language lessons started with the focus on drilling formed part of classroom tasks. Accuracy in pronunciation was considered as crucial and practice techniques were composed of:

---

[31]Later on, the approach was renamed Situational Language Teaching, which became the accepted British approach to English Language Teaching by the 1950s according to Richards and Rodgers (2001).
[32]For example, visual transcription system or charts demonstrating the articulation of sounds (modified IPA).
[33] This one in particular uses drills of similar words that differ by only one single phoneme in the same position such as: "green" and "grin", /i:/ and /ɪ/.

> *"…guided repetition and substitution activities, including chorus repetition, dictation, drills and controlled oral-based reading and writing tasks"*

> (Richards and Rodgers, 2001: 43)

In the Audiolingual Method, speaking skills are taught based on drills[34]. In this sense, Shrum and Glisan (2000) cited in Djebbari (2013) describe the techniques used in this method as:

> *"…Repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill."*

> (Shrum and Glisan, 2000: 26)

Here, the most interesting feature of this method was that drills which are designed mainly to introduce students with the sounds and structures of the target language. The theoretical frame behind this method was that students learn to speak by practising and drilling automatically grammatical structures; this will produce effective results when communicating or engaging in a conversation. Bygate (2001) comments here by saying:

> *"Teaching oral language was thought to require no more than engineering the repeated oral production of structures... concentrating on the development of grammatical and phonological accuracy combined with fluency."*

> (Bygate, 2001: 15)

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[34] Repetition of sentences and reciting dialogues.

Audiolingualism was critised by the Behaviourist Movement which is based on the belief that as a condition to help learners form good habits, language lessons necessitate involving regular repetition and correction (Bailey, 2006). Teachers' role, at this level, correct spoken errors quickly so as to prevent students from forming bad habits for the purpose that:

> *"If errors are left untreated, both the speaker and the other*
>
> *students in class might internalize those erroneous forms"*

<div align="right">(Bailey, 2006:131)</div>

In addition to that, as far as language laboratories are concerned, eventhough learners practise speaking in the lab, there seem to be no practical opportunity for constructing their ideas in English neither their own intended meanings nor their freedom of thinking. This severely controlled the learners' practice as it does not necessarily prepare learners for the spontaneous communication which occurs outside the classroom. Consequently, audiolingualism popularity rapidly waned due to the disappointing results obtained from classroom practice and the strong theoretical arguments which, according to Ellis (1990), proved that it *"did not lead to fluent and effective communication in real-life situations."* Ellis (1990:30).

2.5.1.2.5 The Cognitive Approach

According to Celce-Murcia, Brinton & Goodwin (1996), it was during the 1960s when the cognitive approach was established. Along with the advent of technology and communication, the need to communicate orally had become extremely compulsory. This approach was affected by the transformational generative grammar (Chomsky 1957; Chomsky 1965) and cognitive psychology (Neisser 1967). They considered language as a

rule- governed behavior instead of the result of habit formation. It favored grammar and vocabulary on the account of pronunciation teaching as it argued for the native-like pronunciation which was believed to be an unrealistic objective and it could never be accomplished. As a consequence of all this, attention ought to be better switched towards more attainable objectives such as grammar structures and individual words.

2.5.1.2.6 The Silent Way and the Community Language Teaching

They ruled during the 1970s when the focus was switch towards the teacher's role in class. The name of the 'Silent Way' approach is inspired from the teacher's status in class where s/he was expected to speak as little as possible. Instead, he can only use gestures to indicate the students' tasks to develop their own criteria for correctness. In addition to that, the students did not witness any explanatory analytic-linguistic instruction or explicit phonetic alphabet because the accuracy of sounds and structures of the target language were the main focus along with the help of special tools such as: sound-color charts or visual cues.

Community Language Teaching however, believed that learners had to design their own pronunciation teaching syllabus as they focus on their special individual needs[35] to decide what they want to learn and practice. The role of the teacher or 'the counselor' in this approach is vital as being the source of translation for all the native-language utterances which students wish to acquire. They repeat given utterances over and over to become eventually fluent so as to record them on tape. Clearly, the approach of Community Language Teaching here follows the same principles as the Intuitive- imitative approach. (Hismanoglu & Hismanoglu, 2010)

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[35] According to Jenner (1996) who believes that working on phonology could impede communicative practice and thus, threaten the learners' self-confidence.

2.5.1.2.7 The Communicative Language Teaching Method

Along the1970s and the 1980s, professional linguists based their researches to reconsider some long-standing beliefs about how people learn a foreign language; therefore, the communicative language teaching arose. Communicative[36] language teaching method predominantly moved from beginners to become more advanced by applying more interaction-based activities, such as role-plays and information gap tasks[37]. Also, according to Moss & Van Duzer (1998), curriculum design choices[38] were likely to endorse interaction in the forms of pair work and group work. In this method, teachers often downplayed accuracy and emphasized on students' ability to convey their messages (Hammerly, 1991).

In this field, Bell's (2003) definition is equally important as it involves all essential principles and goals as realized and implemented in CLT, however it does not address the concept of intelligibility and makes no reference to pronunciation

> " *I define CLT as a diverse set of principles that essentially*
>
> *stress the engagement of learners in authentic, meaningful, and fluent*
>
> *communication, usually through task-based activities that seek to*
>
> *maximise opportunities for interpretation, expression, and negotiation*
>
> *of meaning in integrated language skills contexts; and that facilitate*
>
> *inductive or discovery learning of the grammatical, pragmatical,*
>
> *sociolinguistic, strategic and discourse rules of the language with the*
>
> *ultimate goal of developing communicative competence. Given the*

---

[36] All instructions should aim in the "*Communicative Competence*", a term coined by Hymes in the early 1970's who was interested in the social and cultural components of communication. In his opinion, it is insufficient to know how a language works. Instead, it's better to focus on the socio cultural knowledge to understand and utilize the acquired linguistic forms. (Hedge, 2000)

[37] Activities in which learners are required to use English to convey information known to them but not to their classmates.

[38] Such as task-based and project-based activities.

diversity of these principles, CLT usually supports a wide range of

classroom procedures."

(Bell, 2003: 328)

At that time, pronunciation was partially integrated into the Communicative Method. In fact, it was involved within the linguistic competence component and mainly to the learning of vocabulary. According to Hedge (2000), the learner selects an item of vocabulary, recognizes how to spell and pronounce it and then forms other words from the same root. Here, another spot should be attached to pronunciation teaching as it necessitated more focus on the accuracy of linguistic forms and stresses the use of stress, rhythm and intonation in order to clarify the meaning.

Hismanoglu & Hismanoglu (2010) present the techniques of teaching pronunciation in the Communicative Method are:

- *"listening and imitating (as in Direct Method teaching),*

- *Practice of vowel shifts.*

- *Phonetic training (originating from the Reform Movement)*

- *Developmental approximation drills (a technique inspired by first language acquisition research that leads foreign language learners to acquire certain sounds before others),*

- *Visual aids (as in Silent Way teaching),*

- *Contextualized minimal pairs (i.e. minimal pair drills placed within contexts)*

- *Tongue twisters,*

- *Recording the learners' production.*

- *Reading aloud,*

- *Minimal pair drills (as in the Audiolingual Method or Oral*

Approach)."

(Celce-Murcia, Brinton & Goodwin, 1996: 10)

According to Celce-Murcia, Brinton & Goodwin (1996), at the early years of this Method, poor teaching was highly referred to word level only, i.e. segmental features. However, by the influence of discourse –based approaches, the focus of pronunciation[39] teaching shifted to the suprasegmental features as a tool to negotiate meaning in discourse[40] which was very effective more precisely for those non- natives as they took short- term courses.

Here, a short comparative analysis of some of the main features of the Audio-lingual method and CLT will serve to illuminate this problematic towards pronunciation's perspective:

Audiolingualism	Communicative Language Teaching
Linguistic competence is the desired goal	Communicative competence is the desired goal

---

[39] Pennington and Richards (1986) best describe pronunciation's status in this period by:*"Pronunciation, traditionally viewed as a component of linguistic rather than communicative competence or as an aspect of accuracy rather than conversational fluency, has come to be regarded as of limited importance in a communicatively orientated classroom."* (Pennington and Richards, 1986: 207). It seems that researchers and practitioners failed to deal with the role of pronunciation in a model of language teaching predicated upon the attainment of communicative rather than linguistic competence. Also Terrel (1989: 197) summarizes it by commenting: *"communicative approaches... have not known what to do with pronunciation".*

[40] Efstathiadis (1993) comments on CLT here by saying: *"If language is naturally used as an instrument for communication, then it is best learned through tasks in which language is meaningfully used"* (Efstathiadis, 1993: 70) which means that language is viewed as a means based on meaningful interaction to promote language acquisition.

Attends to structure & form more than meaning.	Meaning is paramount
Language learning is learning structures, sounds, or words.	Language learning is learning to communicate
The target linguistic system will be learned through the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
Drilling is a central technique	Drilling may occur, but peripherally.
Oral/aural drills and pattern practice	Information gap activities, role plays and pattern practice games.
Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
Accuracy, in terms of formal Fluency and acceptable language is correctness, is a primary goal	Fluency and acceptable language is the primary goal.

Table 2.3: A Comparative Analysis between Audiolingualism and CLT

Source: Adapted from: Finocchiaro and Brumfit, 1983 cited in Richards and

Rodgers, (2001, 156-157)

Fraser's (2000) quote here best describes the previous table and highlights the effect that the advent of CLT has had on the teaching of pronunciation and describes clearly the problems that have been resulted very eloquently:

"In the 1960s, there was a huge focus on pronunciation – in the

form of behaviorist drilling of sound contrasts and word pairs, with a

strong emphasis on the articulation of individual sounds, and little attention to rhythm and intonation, the construction of useful sentences, or the practice of realistic conversations... in the 1970s with the development of communicative methods... the focus was on communication and the use of language in real situations. This was in general a good thing, but it had one unfortunate side-effect – the almost complete ignoring of pronunciation. Pronunciation was so strongly associated with the 'drill and kill' methods that it was deliberately downplayed, rather than being incorporated in the communicative method. The result was that few if any 'communicative pronunciation' methods were developed."

(Fraser, 2000: 33)

2.5.1.2.8 The 'Post Method'/'Anti Method'

As the 'post-methods' era is termed by many scholars such as Richards and Rodgers (2001) as we have entered the new century and millennium:

"Although for much of the twentieth century the primary concern of the language teaching profession was to find more effective methods of language teaching, by the twenty-first century there has been a movement away from a preoccupation with generic teaching methods toward a more complex view of language teaching which encompasses a multifaceted understanding of the teaching and learning processes."

(Richards and Renadya, 2002: 5)

Language teaching is perceived in the 'post-methods' era from the different writers' perspectives Rost (2002) for example says:

"…*Arguing that there is little point in classifying and labeling teaching procedures that are regularly not followed in practice*"

(Rost, 2002: 117-118)

Also Candlin and Mercer (2000) convey their view that language teaching methods do not consider into their account the context of a particular teaching situation, the local social nor their cultural dimension. Consequently, those methods have disempowered both of the teacher and the learners as *"power over what happens in the classroom is exerted from outside the classroom"* Candlin and Mercer (2000:10).

Instead, Brown (2002) proposes his 'principled curriculum development' approach to teaching which encompasses a three stages method which is:

"The Three Stages of Brown's Approach:

-Stage 1: Diagnosis (needs analysis)

-Stage 2: Treatment (syllabus, materials and instruction designed to target learners' needs as exposed by diagnostic assessments, etc.)

-Stage 3: Assessment (testing and evaluation – i.e. ongoing assessment of learners' accomplishment of curricular objectives)"

(Brown, 2002: 13-17 cited in Kanellou, 2011:39)

Those stages are based according to him on:

> *"The Twelve Principles of Brown's Approach*
>
> *1. Automaticity*
>
> *2. Meaningful Learning,*
>
> *3. The Anticipation of Reward,*
>
> *4. Intrinsic Motivation,*
>
> *5. Strategic Investment,*
>
> *6. Language Ego,*
>
> *7. Self-confidence,*
>
> *8. Risk-taking,*
>
> *9. The Language – Culture Connection,*
>
> *10. The Native Language Effect,*
>
> *11. Interlanguage*
>
> *12. Communicative Competence."*

(Brown, 2002: 13-17)

Nunan (1999) agrees with Brown in his approach as he presents an interpretation of the 'post-method condition' in which language teaching:

> *"Is explained not in terms of classification by prescribed methodologies, but rather by actual practice of interactive teaching... by systematically observing, analysing and evaluating what actually takes place in classrooms"*

(Nunan (1999), cited in Rost, 2002: 118)

Kanellou (2011) highlights two critical points to this approach[41]:

First, this approach is not realistic and a time-consuming process from the practical side when dealing with its implementation. Even if teachers try to innovate pedagogical techniques, they shall be hindered by several institutional constraints such as the imposed language programs that limits or do not allow for any degree of flexibility.[42]

Second, the interpretation of the term 'approach' itself proposed by Brown (2002) has a critical side. He refers to his approach:

"As a theory of language and language learning" and provides

a general definition for the term as "the theoretical rationale that

underlies everything that happens in the classroom"

(Brown, 2002: 11)

His definition echoes with the one proposed by Richards and Schmidt (2002) as they suggest that:

"...An approach in language teaching is the theory, philosophy

and principles underlying a particular set of teaching practices".

(Richards and Schmidt, 2002: 29)

Moreover, Brown (2002: 12-13) focuses on *"communicative competence"* and *"meaningful learning"* as crucial parts that underpin his approach. Therefore, Brown's (2002)

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[41] Which: *"appear as the ideal solution."* (Kanellou, 2011:39)
[42] When this approach is applied in Algeria, for example, the Algerian Ministry of Education not only controls the guidelines that must be adhered to as to TEFL in Algerian schools but also supplies teachers and students with the textbooks they are expected to use.

'principled curriculum-development' approach does not seem to differ much from Communicative Language Teaching[43].

All in all, Bell's (2003) opinion regarding method and post-method illustrates that 'method' and 'post-method' are complementary within the framework of CLT. Richards and Rodgers (2001) best sum up the contradicting views in the following statement:

> *"Despite changes in the status of approaches and methods, we can... expect the field of second and foreign language teaching in the twenty-first century to be no less a ferment of theories, ideas and practices than it has been in the past."*

> (Richards and Rodgers, 2001: 254)

And: *"CLT continues to be considered the most plausible basis for language teaching today"* (Richards and Rodgers, 2001: 244)

2.5.2 Goals of Pronunciation Teaching

As we flip along the previous researchers' papers as far as the arena of pronunciation teaching in ELT is concerned[44], the purposes of acquiring this skill differ according to the objective that people desire. For instance, Fraser (2000) suggests that learners of ESL need to be able to:

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

---

[43] Richards and Schmidt (2002) comment on CLT by being the *"approach to... language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of classroom activities"* (Richards and Schmidt, 2002: 90).
[44] Gimson (1994), Fraser (2000), Levis (2005), Munro (2008), Brown (2010).

(Fraser, 2000: 10)

That's why, tutors should classify into their accounts the learner's age, natural ability and motivation when setting out their goals of what level is required to establish effective communication.

However, along the flashback of setting goals for pronunciation, several researchers have grouped up into two extreme targets namely "nativeness" and "intelligibility" according to Levis (2005). To begin with, the "nativeness" hypothesis embraces the assumption that any EFL pronunciation instruction should approximate and achieve native varieties namely British Received Pronunciation and General American English. Nevertheless, Strange (2008) proved the contrary when demonstrating that achieving a native-like pronunciation appears to be cognitively conditioned to occur only in early childhood before adulthood. In the same vein, Munro and Derwing (1999) had argued that there is no clear correlation between accent and understanding; therefore, here appears the second paradigm, i.e. intelligibility, which is linked according to Munro (2008) to the listeners' capacity to accurately understand the producer's utterance.

Furthermore, Jenkins (2000) notes that in some contexts, learners seldom speak due to the fact that the amount of attention given to the teaching of pronunciation in language courses seems to be at variance where several teachers simply sweep pronunciation teaching under the carpet[45].

However, as some teachers may be sympathetic to accent differences, others are less willing to understand certain types of accented speech and focus on altering it; this may explain the learners' low pronunciation achievements. Remarkably, it appears crucial to

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[45] *"Pronunciation often ends up being 'swept under the carpet'."* (Brown, 1991: 1)

establish realistic pronunciation goals. For example, Brown (2010) believes that a native like accent is not a realistic goal so speaking itself does not need to be perfect. He sets the following goals as headlines for pronunciation instruction:

Goal	Description
Intelligibility	Refers to the degree to which a listener can recognize words, phrases, and utterances (smith and Nelson 1985, smith 1992, Derwing and Munro 1997).
Comprehensibility	Describes the ease with which listeners can understand a nonnative speaker (Derwing and Munro 2005). "Comfortable intelligibility" is also used in this sense (Abercrombie 1949, Kenworthy 1987: 16).
Accent	Refers to noticeable differences between native and nonnative pronunciations.
Voice Quality	Refers to pronunciation features that are generally present in native speech, like average level of' Pitch

Table 2.4: Pronunciation Goals by Brown (2010)

(Source: Djebbari, 2013: 84)

Brown (2010) illustrates those goals by suggesting the following example: the substitution of /d/ for /ð/ in the word 'them':/ðem/___*/dem/. Remarkably, its pronunciation sounds understandable, it is "*stigmatized, distracting and stereotyped for native English listeners*" Brown (2010:3). Even voice quality is viewed to have vigour in accent building, where some languages like English and Japanese are typically spoken at higher levels of pitch, and others like Dutch at lower levels.

All in all, both learners and teachers' targets should be somewhere in the middle, i.e. we should aim for a certain digested accent but it is needless to develop it to follow a standard or a regional geographical variety. In practice, we out to be just close, we can always communicate and the speaking-listening process will be pleasant and consistent. However, if we do not communicate successfully, we will often be judged negatively (James 2010 referred to in Gilakjani, 2012: 98).

2.5.3 The Importance of Pronunciation Instruction during the Teaching Process

It is both impossible and inappropriate to deny the importance of pronunciation as a vital contributor in EFL/ESL learner's proficiency at both perception and production levels of oral discourse. For this reason, it is disappointing that pronunciation is neglected from research in all areas of the language teaching process and, teacher training courses and course books used in class.

Several researchers have commented here on this zone, starting by Gilner (2008) who describes the place of pronunciation very succinctly by saying that:

> *"Pronunciation is an integral aspect of communicative competence (Morley, 1991) that can influence the desire to use the language (Guiora, 1972) as well as the quantity and quality of input received and output produced (Fraser, 2002)".*

> (Gilner, 2008: 93)

Furthermore, Pennington (1996) argues that:

> *"Whether or not they choose to teach phonology explicitly,*
>
> *second language teachers are in a sense always teaching phonology*
>
> *whenever they teach anything at all"*

> (Pennington, 1996: 6)

For MacDonald (2002: 3):*"Pronunciation is a key element of the learning of oral skills in a second language"* and for Madden and Moore (1997: 3):*"Pronunciation is the most obvious and unavoidable marker of a language learner's proficiency"*. [46]

From another intricate side, Pennington (1996) confirms, In Brown's (1991) anthology entitled 'Teaching English Pronunciation: A Book of Readings', he says:

> *"One can claim, as do Abercrombie and Stevens (in this*
>
> *volume) among many others that all language teaching involves*
>
> *pronunciation teaching. As soon as the English language teacher*
>
> *begins to teach English, the learners are 'thrown in at the deep end'*
>
> *as far as pronunciation is concerned, whereas in terms of grammar*
>
> *and vocabulary, they can be gradually immersed."*

> (Brown, 1991: 3)

In short, it is doubtless to suspect the place and importance of pronunciation; however, this role also pertains to other matters related to its instruction. For example, the choice of appropriate pronunciation models as well as the use of effective pronunciation techniques and performance targets. Those are not only complex issues but also controversial ones; they have

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[46] Brown (1991) adds here that*: "learners are clearly aware that poor pronunciation represents a considerable barrier to their success in English."* (Brown, 1991: 1)

launched heated discussions and urgent questions among researchers and teachers in various ELT settings. Question such as:

> ➢ Which pronunciation model(s) shall I adopt and which performance target(s) shall I set for my students?

> ➢ Should I teach pronunciation systematically or incidentally?

> ➢ Shall I work in out explicitly or implicitly?

> ➢ Even time, how much time do I need to/must I allocate for the practice and instruction of pronunciation?

> ➢ Which pronunciation teaching techniques shall I use?

Despite the considerable body of published literature that exists, they have not been resolved and led the casual headache when the topic of pronunciation is brought out to the ELT zone.

2.5.4 Causes behind Pronunciation Mistreatment

As the aforementioned research has referred, according to some ELT authors, pronunciation is often an overlooked area of language teaching. Hughes (2002), Scrivener (2005) and Thornbury (2006) state that pronunciation is generally neglected among course components for example, Hedge (2000:13) points out that *"many textbooks produced for the international market avoid explicit reference to phonology"*. Even Lightbrown and Spada (2006) and Cook (2001) recognize that the developing research on the teaching and learning of pronunciation has not been as extensive as in other language domains[47]. In many respects,

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[47] Nevertheless, according to Lightbrown and Spada (2006: 107): *"research related to the teaching and learning of pronunciation is gaining more attention"*. Moreover, Saville-Troike (2006) points out that a renewed emphasis is being highlighted upon pronunciation in some contexts of use.

if we desire considering the reasons why pronunciation is either completely ignored or treated contingently in many language teaching programs. Brown (1991:1) recognizes that pronunciation "*has sometimes been referred to as the 'poor relation' of the English language teaching (ELT) world.*" and states further that "*it is an aspect of language which is often given little attention, if not completely ignored, by the teacher in the classroom.*"

In an attempt to diagnose the reasons, he identifies the following:

> "*This may be due to the teachers' lack of proper training in phonetics or, if the teacher is not a native speaker, to uncertainty over the acceptability of his own pronunciation as a model for imitation. Often the teacher is unsure of what is important and needs to be taught or corrected and is not confident of how to go about this.*"

(Brown, 1991: 1)

In a parallel view from another continent, namely Australia, MacDonald (2002) commented on the studies by Brown (1992), Claire (1993), Fraser (2000) and Yates (2001) that had indicated that many ESL teachers in tend to avoid dealing with pronunciation because they lack the confidence, skills and knowledge. In addition, Djebbari (2014) localizes the same results in the Algerian context and highlights the same psychological causes on EFL learners. Hughes (2006) explains out that the teachers' reluctance in teaching pronunciation:

> "*… Is not so much because teachers do not think it is useful but more because they are unsure of how to integrate pronunciation into their lessons*"

(Hughes, 2006: 22)

In fact, Yeou (2006) attacks the same side and writes:

> *"…Many teachers admit that their neglect of pronunciation is not due to their lack of interest in this subject but rather to lack of confidence in teaching it"*

(Yeou, 2006: 2)

Riddell (2003) from another side urges teachers of English not to neglect pronunciation work and before that Wharton and Race (1999) state that the importance of pronunciation work is increasingly recognized in course books.

In addition to teachers' lack of knowledge, skills, training and confidence as far as pronunciation is concerned, the absence of program directives which means that it is up to teachers to inform and prepare themselves on how to best meet their students' needs in the area of pronunciation instruction has been identified as a further reason by some researchers[48].

Nearly twenty five years ago, Gilbert (1994) asked the unanswered question to direct the researchers' horizons towards the reasons of the aforementioned problematic by writing:

> *"Why has pronunciation been a poor relation? I think it is because the subject has been drilled to death, with too few results from too much effort"*

(Gilbert, 1994: 38)

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[48] For more information, see Gilner (2008: 93).

The same issue was targeted by Vassilakis (2004) who agrees with Gilbert (1994) and writes that:

> *"Most pronunciation activities found in course books are based on a behaviorist drill-and-kill paradigm, which inevitably leads to boredom among students and teachers alike"*

(Vassilakis, 2004: 30)

In the following part, interestingly, a personal attempt is presented to divide this problematic into simpler groups to seek for classifying those deficiencies which lead to this negative perspective towards pronunciation.

2.5.5 Focused Deficiencies in Pronunciation Instruction

Unfortunately, both teachers and learners have to encounter a number of issues within the pronunciation teaching process. Those issues' sources do not only come from the phonological nature of pronunciation itself [49] but also from different objective and subjective factors.

According to Luu (2011), teachers ought to pay attention to several problems at a daily basis. These problems are: the general aspects of pronunciation, the classroom setting, the model of pronunciation most suitable for the class and the issue of intelligibility.

2.5.6 Aspects of Pronunciation

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

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[49] As it comprises various techniques and symbols.

2.5.6.1 The Vowel / Consonant Sound System

The word "vowel" originally comes from the latin word "vocalis" which means "uttering voices" or simply "speaking". Consonants come from the onset and coda, whereas vowels from the peak or nucleus of a syllable.

Roach (1998:13) refers to vowels as *"sounds in the production of which there is not abstraction to the flow of air as it passes the larynx to the lips"*.
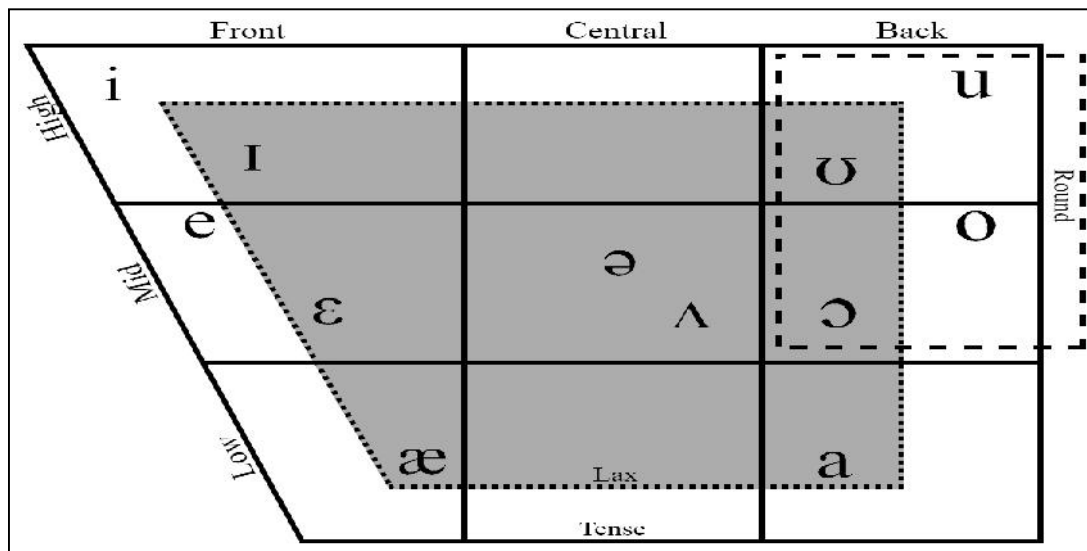
Figure 2.3: Vowel chart

(Source: https://mitadmissions.org/wp-content/uploads/2017/04/vwls_chart.jpg)

Moreover, consonants according to him are *"sounds in this there is abstraction to the flow of air as it passes the larynx to the lips"* ibid. The following table represents the classification of the English consonant sound system:

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

	Bilabial	Labiodental	Dental	Alveolar	Palatoalveolar	Palatal	Velar	Glotal
Plosive	+ b- p			+ d- t		+ g- k		
Fricative		+ v	+ ð	+ z- s	+ -			- h
Affricate		+ f	-		+ d - t			
Nasal	+ m			+ n			+	
Lateral				+ l				
Approximant	+ w				+ r	+ j		

Table 2.5: English Consonant Sounds

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

To be more specific, there are three major categories to describe consonants:

- ➢ Their *place of articulation*

- ➢ *Manner of articulation*

- ➢ Their *voicing*.

A consonant is usually called voiced if the vocal cords vibrate when producing it. Conversely, it is called unvoiced if the vocal cords do not vibrate when producing it. Here is a diagram that visualizes their locations when the tongue is producing such sounds[50]

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[50] **Bilabial:** Both of lips are used: [p] **p**aint – unvoiced/ [b] **b**arn – voiced /[m] **m**ango – nasal /[w] **w**ipe
Labiodental: the upper teeth and the lower lip together: [f] **f**ace – unvoiced /[v] **v**ase – voiced
Interdental: the tongue goes between the teeth: [ ] **th**ree – unvoiced /[ð] **th**ere – voiced
Alveolar: The tip of the tongue goes against the alveolar ridge just behind the top teeth: [t] **t**ap – unvoiced/ [d] **d**oor – voiced /[s] **s**ail – unvoiced/ /[z] **z**ebra – voiced/[n] **n**oise – nasal
Alveopalatal: Otherwise known as post-alveolar. Here, the blade of the tongue goes slightly behind the alveolar ridge: [ ] **sh**eet – unvoiced/ [ ] a**z**ure – voiced.
Palatal: the roof of the mouth is at its highest point: [j] **y**es
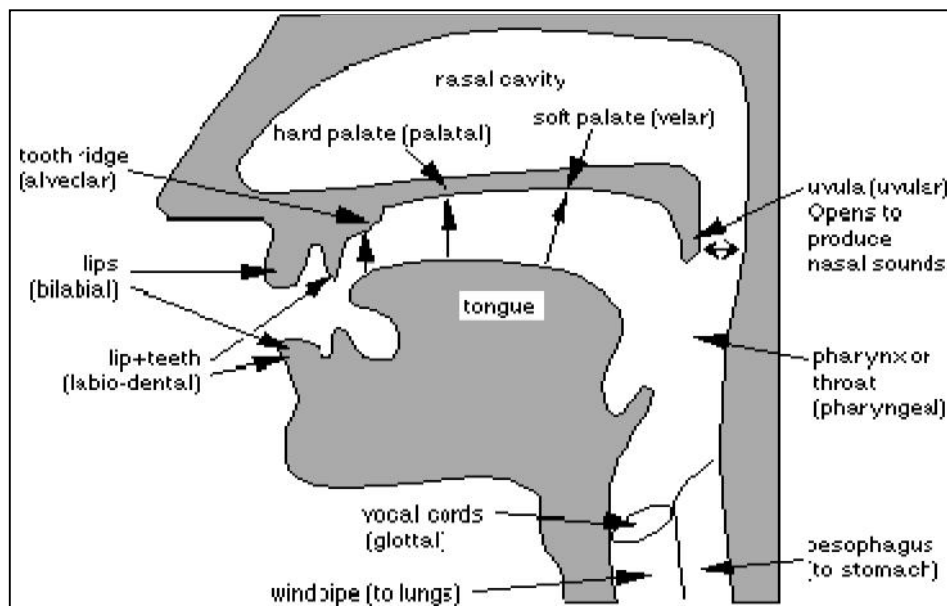
Figure 2.4: Mouth Chart

(Source: https://mitadmissions.org/blogs/entry/a-tour-of-phonology-part-1/)

2.5.6.2 Word Stress and Sentence Rhythm

Phoneticians like Sidney Greenbaun and Randolph Quirk (1973) define stress as the prominence that distinguishes and clarifies one part of a word or a longer utterance from the other parts. For instance, the stress on the word "classifi***ca***tion" is on the second from the end while the words "what" and "eat" are the ones carrying the stress in the question: *"what did you eat? "*

Relatively speaking, according to Kenworthy (1987), rhythm is the product of word stress and the way in which important items are fore grounded through their occurrence on a strong beat whereas at the same time, unimportant items are back grounded as they occur on a

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Velar: The body of the tongue is against the velum, the soft potion at the back of the roof of the mouth: [k] **k**ing – unvoiced/ [g] **g**ain – voiced/[ ] so**ng** – nasal.
Glottal: the vocal chords: [ ] uh- uh/ [h] **h**air – voiceless

weak beat. Simply, sentence rhythm is a certain pattern built upon a number of stress marks perceived as peaks or beats taking positions at exact parts of times while speaking as waves of strong and weak syllables.

As learners practise the speaking of the English language, they will be adhered by a tendency of a "stress-timed" rhythm where the time interval between the peaks is usually the same such as the utterance: Where did you 'go to'day?

Another example to illustrate the change of meaning which sentence stress can do is:

Sentences	Explantions
1. I **don't think she would write it.**	I don't think that, however, someone elsedoes
2. I DON'T **think she will listen to him.**	It is not true that I think that.
3. I don't THINK **she will listen to him.**	I don't think that, I am sure about it. Or: I don't think that, maybe I could be wrong.
4. I don't think SHE **will listen to him.**	Maybe someone other than her will listen to him.
5. I don't think she WILL **listen to him.**	I think that she is will not be willing to listen to him.
6. I don't think she will LISTEN to **him.**	Instead of listening, she could talk to him.
7. I don't think she will listen to HIM**.**	I think that she would listen to someone else than him.

Table 2.6: Shift of Meaning

2.5.6.3 Intonation

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

Regardless of the material presented by the teachers while instructing their learners, they should involve them in contexts to make them fully aware that they necessitate to practise intonation so as to decide what words will take the stress and how to rise or drop a specific part of an utterance. At the same time, learners also are obliged to grasp the fact that no matter how exact is their grammar or vocabulary the context of speech can lead to a big misinterpretation by the listener due to just a one misplaced intonation.

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

2.5.6.4 Connected Speech: Other Concepts

According to Harmer (2001), in order to accomplish the correct coherency of speech, learners not only need to be competent in mastering correct pronunciation of the English

sounds such as individual sounds, the use of intonation, they also need to master numerous aspects related to connected speech which appear clearly when the learners are uttering in a casual and rapid manner. Nonetheless, in lectures or while delivering speeches, they will be slow and careful and thereby these aspects do not appear much; therefore, the teaching process necessitates materials from real-life situations to touch a close level of authenticity when handling these sensitive aspects. They are listed below:

- **Elision**

Kelly (2000) defines elision as *"the disappearance of a sound"*. It resembles to assimilation as it occurs in rapid utterances rather than careful and slow ones.

Elision happens when a certain sound is somewhat deleted owing to the previous-mentioned speed in order to accessorize speech and economize effort by not trying to pronounce every single sound[51].

Needless to say, it would be impossible to maintain a natural flow of speech and a regular rhythm, therefore, the intonation of the speaker should focus on putting attention on the correct pronunciation of all words.

- **Assimilation**

The simplest definition of assimilation is the production of a new sound when two others meet. Kelly (2000) also defines it as the modification of sounds on each other when they occur on either word boundaries or within the words themselves. It is said to be having a two way across, it can be progressive or regressive. Usually, the former happens when a

---

[51] For example: I don't know /I duno/- Camera /kamra/

certain sound influences the following one, and the latter occurs when a sound influences the one which precedes it[52].

In either ways, the sound is altered to be partly pronounced because of a quick speed while producing an utterance. Otherwise, assimilation does not receive any attention in careful speech and learners must be aware of it in order to sound natural and not to be blocked at the end of every word.

- **Linking**

Linking occurs usually when having two words; one ending by a consonant followed by the other starting or proceeding with a vowel. This latter gives a certain extension to the consonant when joined together; consequently, the speaker will appear much more natural and comfortable. Otherwise, s/he will sound much strict to full pronunciation and not have that naturalness and vividness in his speech[53].

2.5.7 The Classroom Setting

By far, one of the first aspects related to the learning environment in any teaching situation is the physical environment. Savage & Savage (2010) argue that, *"Every activity is shaped by the physical environment"* (2010: 66). Class setting is a priority for effective communication and a full grasp of the material presented. Inevitably, the teaching of pronunciation is also affected as it requires students to practise speaking and be monitored by their teacher. Unfortunately, the public classes' populations are often too oversized. Even in universities of foreign languages specialties, the number of students in one class is usually

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[52] Examples: handkerchief   /hæ k t if/ - handbag   /hæmbæ / - Nice to meet you   meet + you /mi:t ju:/ = /mi:t u:/

[53] These examples can illustrate what linking is and what effect it can give to the sentence: Example: Look there! (No linking)   Loo**ka**t that tree! (Linking between **/k/** and **/a/**; it becomes **/ka/**) - Another example is: red_dress   we have two /d/ sounds together, so the two words share the sound: re**d d**ress

between 25 and 30, thus, it is somewhat difficult to tackle every student on his own and ensure proper speaking time for every speaker in accordance to giving them the correct constructive feedback.

As for the classroom itself, Savage & Savage (2010) mention some Aspects of the spatial dimension which include:

- Size of the room

- Shape of the room

- Location of doors

- Location of windows

- Movement of individuals within the space

From another side, the teacher's quality of language can affect pronunciation lessons which students receive. Most teachers are non- native speakers so the language input they send to their students is altered unintentionally by their accents every day. Therefore, students can rarely achieve proper pronunciation when the teachers are not perfect speakers.

2.5.8 The Selection of the Model: which accent to follow?

Another troublesome issue in the process of teaching pronunciation flourishes from a question that any EFL/ESL teacher in any teaching situation needs to address. It is put succinctly by Dauer (2005), as follows:

> *"Standard English, the variety that is taught in schools everywhere, is primarily a written language. It is not an accent and has no single agreed upon pronunciation. Therefore, the first question*

any pronunciation teacher must address is, what accent should I

teach?"

(Dauer, 2005: 243)

The selection of the model most suitable to use and teach in EFL/ESL classes is a top priority because students' production cannot be judged nor assessed without guidelines. According to Ur (2009), the fact that teachers themselves are often unable to produce a correct accent affected by their mother tongue puts a huge burden for both processes, i.e. teaching and learning. Should they select Standard English, which is the worldwide model encompassing the acceptable features of pronunciation? Or rather the Native English, which favors the native speakers' varieties of English and literally the dream of every speaker of English? Or the diverse model, which focuses on the interference between the local variety and the desired model?

Another hindrance is the succession of accents; students are taught every year by new teachers who have a specific accent each; therefore, they will be disrupted and confused about whom to follow for the purpose of adequate pronunciation. Moreover, the students' inner motivation usually decides their selections in regards to their future desires, after all, if a student wishes to acquire American pronunciation for further professional or academic extension, only that accent will be drawn in his attention and research.

Ur (2009) declares that it is virtually impossible to answer what is meant by a "correct pronunciation". For this reason, teachers ought to teach a comprehensible accent they can use best which opens doors to the students by giving them a chance of listening to a range of accents so as to pave their future ways until such time for their personal choices would come.

2.5.9 Intelligibility

"The intelligibility principle recognizes that communication can

be remarkably successful when foreign accents are noticeable or even

strong"

(Munro and Derwing, 1999 cited in Levis, 2005: 370)

For Jenkins (2000) 'intelligibility' is the most important level of meaning since that it is a prerequisite for successful communication. Given the reciprocal dimension of speech, it is essential for EFL/ESL learners not only to understand but also to be understood as the ultimate objective of the teaching process, i.e. the level of pronunciation expected from learners.

In the same vein, Lock and Latham (1990) suggest that human actions are caused by purposes and the setting of goals requires actions to take place. To be clearer, people will be lost and confused without a clear objective they work for to accomplish their needs. Those objectives ought to be achievable throughout a long duration of time. Nonetheless, if objectives are impossible, learners will gradually and certainly lose their motivation to pursuit any aim.

In addition to that, Widdowson (1990) and Heaton (1988) agree on the fact that it is a virtual truth that both students and teachers cannot achieve a perfect English pronunciation but rather approximate only because it is a second language system different from the mother tongue. Plus, there are a lot of factors that govern the context. That is why the ultimate objective of pronunciation teaching as a whole cannot be accomplished and both teachers and students may end up disappointed.

However, with the revolutionary Communicative Language Teaching approach, the objective has changed to the most preferable replacement for learners' pronunciation; that is called, "intelligibility".

There are many factors that can cause another hindrance in pronunciation intelligibility, among which, the speaker's confidence about what s/he is saying at a time of being worried or hesitated, pronunciation learning is, thus, affected by several elements like age and sociopsychological factors[54] Like the Personality of learners which plays a crucial role in language learning. In this sense, Brown (2010) states that:

> *"It is reasonable to suppose that outgoing, sociable learners should have an advantage over introverted, shy learners in acquiring oral-aural skills, including pronunciation. Outgoing students are more likely to participate in conversations with native speakers and will therefore have more opportunities to practice and to hear English."*

(Brown, 2010:6)

To conclude, if the listener is familiar to the speaker's accent, the perception process shall be much more relaxed and flexible. This is the reason why for example Algerian teachers of English may comprehend easily what Algerian learners are saying more than other speakers of English. Simultaneously, the same situation is noticed when these learners find it easier to listen to speakers from their country as they communicate in English better than speakers from other nationalities.

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[54] This is explained by the amount of exposure and the extent to which learners use it (Trofimovich & Baker 2006)

Finally, the learners' attention should be drawn to Khyhn's observation (1986) that learners should be made aware that every message they utter necessitates to be understood since that pronunciation is clearly the central factor in learners' success to make themselves understood (Elson 1992).

2.5.10 Factors Influencing Pronunciation Instruction

Within language proficiency, one of the key duties for the teacher is to secure understandable pronunciation for the learners. Derwing (2010) observed ten years ago that one of the goals of pronunciation research is to identify how different aspects of (L2) second language speech develop over time; this would certainly provide teachers with information on the pronunciation problems that will likely pose challenges for teachers to stimulate improvement in this domain. Here, Fraser (2000) also states that ESL/ EFL teachers ought to be provided with courses and materials to help improve their teaching effectiveness.

However, like in any subject matter, there are factors which control the teaching environment so research must account for the cognitive, socio-affective, and experiential variables that shape pronunciation learning outcomes (Moyer, 2014).

More precisely, pronunciation involves both learning an organized process and an intentional language acquisition that goes along intuitively. In other words, these factors are both inner and outer, the native languages, the age, the extent of the learner's phonetic ability are the factors which cannot be affected or modified by the learners, nor his environment. Yet, from another intricate side, studies such as Avery & Ehrlich (1992), Baker (2006) and Brown (2010) assume that pronunciation is affected by elements which are beyond the control of the classroom. Those factors are named by Brown (2010) as:

> *"age, socio-psychological factors, amount of exposure to the*
>
> *second language (L2), amount of use of the L2, the native language*
>
> *together with universals, and personality".*

(Brown, 2010:4)

2.5.10.1 The Native Language

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

2.5.10.2 The Age

Given that the age factor has a great influence on learning pronunciation, many parents focus on teaching English to their children as young as possible because if someone has a native- like pronunciation in a second language, they are more likely that they had started learning it as children. On the contrary, learners who began to acquire a second language in adulthood will face difficulties and eventually gain a native- like accent in spite of their proficiency in morphology and syntax.

Scoval (1969-1988) had already named this lack of adult facility the "Joseph Conrad Phenomenon" upon the name of the well-known Polish-born writer who was incapable of

performing a good fluency of speech even though he had brilliant control over lexis, syntax and morphology appearing in his English writings. As a result, it gave birth of the philosophy: "you can't teach an old dog new tricks".

This argument goes hand in hand with the one formulated by Penfield (1959) and Lenneberg (1967) who had presented a research saying that the age before 11 years old or the so called 'critical period' before 'lateralization' (around puberty) is the best biological time for maximal conditions of language learning (Celce-Murcia, Brinton and Goodwin, 1996: 15).

So the instruction of pronunciation remains as one area where the younger-is-better assumption may have validity. This fact is supported also by the research of Oyama (1976) who had found that the earlier a learner begins a second language, the more native-like the accent he or she would form. (Snow, 1992)

However, this doesn't refer to the incapability of adult acquisition, thanks to the development of research, several teachers focus on building up courses for adults to improve their fluency and confidence- building activities regardless any previous theories or claims that will probably make teachers limit their goals into comfortable intelligibility rather that accuracy along their ESL methods, activities and materials. Therefore, the focus should be transmitted to the accuracy of speech.

2.5.10.3 Exposure to the Foreign or Target Language

According to the language learning theories of Postovsky (1974), Asher (1977), and Krashen (1982), learners' exposure to the target language has a vital importance because they acquire language primarily from the amount of comprehensive input they receive and collect throughout their learning period. So, teachers in this period ought to provide students with

maximum input in EFL contexts to experience as many samples of authentic oral discourses of native speakers as possible both in terms of quality and quantity (Celce-Murcia, Brinton and Goodwin, 1996).

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

2.5.10.4 Attitude and Sense of Identity

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

(Kenworthy 1987) explain that some learners are impervious as they learn only how to pronounce the word for functional purposes so as to just making others understand them and not to be similar or blend and melt in their society. Conversely of course, there are others who are receptive and willing to change their accents.

This opinion is much supported by a study presented by Elliot (1995) on pronunciation accuracy of university students studying intermediate Spanish as a foreign language. Elliot found that his students' attitude toward acquiring native or near-native pronunciation, as measured by the Pronunciation Attitude Inventory (PAI), was the heading variable in controlling their relation to target language pronunciation. In other words, the students who were more concerned about their pronunciation of the target language tended to have better pronunciation.

In the same vein also, Gardner and Lambert (referred to in Gilakjani, 2011:4) have found that the purpose behind using or not using a foreign accent may have a quite understandable intention from the learner. When a student adopts an accent and imitates it, he shows a positive integrative desire to the foreign language and culture and why not the society itself. Apparently, this factor is closely assimilated to the inner motivation which comes next.

2.5.10.5 The Learner's Inner Motivation

The learner's inner motivations for learning the language as well as the identified cultural group help determine whether the learner will develop native-like pronunciation. Learners who consider pronunciation to be an important part of their lives are usually eager to be corrected and given a positive feedback in order to be evaluated and classified as good learners. On the contrary, there are learners who express their uncertain desire which is reflected on their unwillingness to talk. Consequently, their performance will be discouraged.

This concept is proved by several researchers such as Bernaus, Masgoret, Gardnerand Reyes, (2004); Gatbonton et al., (2005); Marinova-Todd et al.(2000); Masgoretand Gardner, (2003), they have all agreed that in order to maintain students motivated and willing to improve their pronunciation, the teacher's aims should interpret their progress by giving feedback to illuminate them about their ways of speaking whether they are in progress or causing difficulty and misunderstanding for the listener as well as encouraging them to speak outside the classroom Gilakjani (2011). Moyer (2007) also found that experience with and positive orientation to the language is one of the important factors in developing native-like pronunciation.

In addition to that, Shively (2008), in a study of learners of Spanish, also proved that accuracy is significantly tied to age at first exposure to the language, amount of formal

instruction in Spanish, residence in a Spanish-speaking country, focus on pronunciation in class and the amount of out-of-class contact with Spanish people. Gilakjani (2011)

2.5.10.6 The Learner's Phonetic Ability

In a study by Avery and Ehrlich (1992, cited in Thanasoulas, 2003), it was found that the sound pattern of the learner's first language when transferred into the second language usually causes foreign accents. Those mispronunciations of words by nonnative speakers are highly reflected from the influence of the sounds, rules, stress, and even the intonation of their native language.

However, Kenworthy (1987) referred to in Sebestova (2007) mentions another element which says that some people naturally have a "better ear" for foreign languages than others, Kenworthy here specifically explains:

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

> (Kenworthy, 1987: 7)

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

2.5.10.7 The Role of the Teacher

Above all, according to Harmer (2001), the good teacher is the one who has a strong relationship with his students and gives interesting classes to attract them. Inevitably, when it comes to teaching a very complex language component like pronunciation, the teacher here ought to be aware of many tasks for the sake of effective teaching:

- First, when setting out teaching goals, it is advisable to work on priorities according to the level of acceptability and intelligibility needed to be accomplished among learners. In this respect, some researchers believe that learning the pronunciation of English does not mean necessarily learning how to pronounce the individual vowel and consonant sounds (Wong, 1993), in other words, teaching phonemes is not enough for intelligibility in communication (Otlowski, 1998). However, pronunciation teaching should include supra-segmental processes like connected speech, rhythm, word stress and intonation because of their influence on speech intelligibility[55] (Wennerstrom, 1999).

- Second, when including the native language, it is very necessary to help the learners hear and produce sounds from the native language's perspective.

- Third, the teacher should devise activities, adjust them to the level of learners and accord to what influences pronunciation learning not neglecting of course the purchased goals of teaching.

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[55] For more details of the segmental and suprasegmental features and other features of pronunciation, see Annex Four.

• Forth, a very important task is the assessment of learners' performance and progress through summative tests allocated at appropriate times. After all, this will serve as a strong motive for them. When they look at their marks, they will have a clear sense of how much they have gained and their areas of limitation which need correction will be circled. Judging learners' pronunciation performance is very complicated because teachers naturally make overgeneralizations about the pronunciation of certain items so they may persistently make the same mistakes and here comes the teacher's role to provide constructive and professional feedback accordingly. (Kenworthy, 1987)

Brown (2010) sums up the factors which effect pronunciation learning in the following table:

Factor	Description
Age	Adults learning Vs Children learning: "Adults' greater cognitive abilities (especially analytic abilities) are less effective in learning a new pronunciation than the more natural abilities found in young children" Brown (2010:6)
Personality	Outgoing learners Vs introverted shy learners
Sociopsychological	Native culture attachment of learners (conflict between English and his/her native language (culture)
Native-Language Background and Linguistic	Similarities between a native language and English can either facilitate or hinder learning.

Universals

Amount of **Exposure**	Students who have spent three years in the US will pronounce English better than those who have spent three months. Similarly, students who use English a great deal in their daily activities are likely to pronounce the language better than those who rarely use it

Table 2.7: Factors Effecting Pronunciation Learning

(Source: Adopted from Brown 2010)

2.5.11 Techniques of Pronunciation Instruction

While examining several evident studies[56], it can be noticed that the teaching of pronunciation focuses on practice rather than theory for positive effects by means of various teaching methods and techniques[57].Therefore, teachers are making use of a great number of techniques for the acquisition of this important aspect of language which can be taught either in isolation or blended with the combination of other language skills of listening, reading, speaking and writing. Celce, et al., (1996) and Kelly (2000) have all agreed upon some common techniques used in class, they are:

2.5.11.1 Listen and Imitate

This technique employs students listening to a sequence of sounds or sentences then repeating it. This sequence is frequently provided by the teacher or a tape recorder. The feedback given helps students achieve better pronunciation. Simultaneously, they will remember new vocabulary more easily.

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[56] Suter, (1976); Jamieson and Morosan, (1986); Yule, Hoffman and Damico, (1987); Macdonald, Yule and Power, (1994); Elliot, (1995); Derwing, Munro and Wiebe, (1997, 1998); Derwing and Rossiter, (2003)

[57] According to Lightbrown and Spada (2006: 106) *"few studies have investigated the effectiveness of pronunciation instruction"* when going through the literature review in fact, even fewer studies have provided information on the variety and efficiency of pronunciation teaching techniques employed by EFL teachers or the frequency of use of those techniques.

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

2.5.11.1 Phonetic Training

This technique benefits from articulatory descriptions, diagrams, and phonetic alphabets as teachers provide learners with the basic theoretical knowledge about sound formation. This technique is very effective as it monitors the students' practice to produce authentic sounds. Fraser (2000) states that:

> *"Some [ESL teachers] believe strongly in the 'old school' methods of drilling sounds, words, and dialogues (Baker 1981). Some prefer to give instruction in the phonological rules of English, including stress placement, spelling to sound rules, intonation patterns, etc. according to a range of different methods (eg. Zawadski, 1996; Kenworthy, 1987, Bowen and Marks, 1992; Carter and McCarthy, 1997; Celce-Murcia et al, 1996; Rogerson and Gilbert, 1990). Others like to work mainly through listening to authentic materials (Burns and Joyce 1997). Still others question the need for explicit instruction on pronunciation at all, and concentrate on giving help with culturally appropriate interactions (cf. Liddicoat and Crozet 1997). Most teachers use a mix of these methods, to suit whatever need they see arising."*

(Fraser, 2000: 29)

On the contrary, Lu (2000) presents the example of ESL learners in Hong Kong who have poor English pronunciation due to their shortage of English sound knowledge owing to the absence of practice in using phonetic symbols in the curriculum. Furthermore, the teachers themselves do not receive relevant pronunciation training in the use of phonetic symbols. As a result, they will be unwilling to teach pronunciation and uncertain of how to help their learners best to comprehend and produce better English sounds.

2.5.11.2 Minimal Pair Drills

Minimal pairs refer to the words that differ by only one phoneme. These words usually cause difficulties for the learners. To overcome them, they usually listen to the teacher or a recording and distinguish between the two sounds. This view alludes to Fraser's (2000: 33) statement that *"pronunciation was so strongly associated with the 'drill and kill' methods that it was deliberately downplayed… in the communicative method"*.

2.5.11.3 Reading Aloud

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

2.5.11.4 Recordings of Learners' Production

As students read aloud, it is very beneficial if they record their readings as a part of self assessment so that they can have a chance to be evaluated from their teacher, partners or themselves as well as reflecting upon their pronunciation progression in order to identify their

mistakes easily and spot light upon what aspects of speech they need to work on for improvement as the next part is going to explain the correct process of assessing pronunciation.

2.6 Chapter Summary

The purpose of this chapter is to present a theoretical background to this study. I have tried to survey and review relevant existing studies which are tied to the various themes of the research. In fact, Language pronunciation is a topic of great theoretical interest yet little practical relevance which unfortunately has been out of fashion for some decades.

For the purpose of finding out the difficulties that account the students' pronunciation in the secondary school, it is of paramount importance to review ahead its theoretical background itself by flipping over the scope of its long history in regards to the problems encountering the students and teachers altogether.

This chapter has also reviewed factors and obstacles influencing the process of teaching and various techniques in terms of practice in relation to the overall communicative power.

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

The next chapter will be the first part of the practical side after building the stones and the work. It will describe the research methodology and the tools integrated to collect data so as to confirm valid and reliable results.

Part Two

Research
Methodology
And
Findings

Chapter Three

Research Design

And

Data Collection

Chapter Three: Research Design and Data Collection

3.1 Introduction

It has become an obligation to comply with modernity especially education which is the first step to prepare the coming generations so as to serve their personal desires as well as the future of the country. To achieve that goal, it is our duty to search for more updated tools to improve current limitations. The fennel of this study is a call to assess the teaching of pronunciation in our Algerian secondary schools, more precisely, the third -year syllabus.

Accordingly, the present chapter presents the practical part of the research as it introduces the research design and gives orientations about HOW the research is conducted as it seeks to suggest a classroom-based experimental framework. It is structured as follows:

The first section – *A Comprehensive Account of ELT in the Algerian Educational System* –explores ELT at the middle and secondary levels and exposes the actual objectives and perspectives of English in Algeria under the newly adopted reforms.

The second section – *The Research Corpus Design* – outlines general poles related to the corpus design and the general planning of the research.

The third section – *Experiment Design and Method* [1]– will delineate the research design and draw the attention towards the research tools engaged in the current classroom-oriented research chosen to best achieve the objectives of this study.

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[1] In Experiment Design and Method section, the researcher will expose the methods used empirically to test the research hypotheses accorded to detailed descriptions of the main research tools as well as the data collection process.

3.2 A Comprehensive Account of ELT in the Algerian Educational System

3.2.1 The Policy of Language Education in Algeria

According to Djebbari (2013), among the most important problematic issues in the national history of language research is the query of language education policies in Algeria. It is believed that Algeria had absorbed heavy colonial impact not only in its social life but also in its educational policy as a result of the French colonialism which had an overall control over all aspects of life, namely government, business, economy and education for almost a century and a half. In fact, The French imperialism tried to implement the policy of erasing the Algerian cultural identity and molding it along French lines by force. Eventually, the post results of this colonial policy continued to exist after the national independence in different forms of evident impacts on the society and even the current Algerian educational system.

In his lines, Benrabah (2007:225-226) explains this influence on the Algerian educational system in the form of three main phases explicitly diagnosed in the following table:

Phases	Time Period	Characteristics
One	Colonial period : from 1830 to the early 1960s	A network of schools and an educational system dominated by the French language with some Arabic growing steadily in religious schools and mosques.
Two	From The late 1960s to the late 1990s	The nationalist transition era centered on the new planning of economy and society. The Arabic language was gradually imposed in the educational sector.

	Began in the early 2000s	The transition to the free economic market with less assertive arabisation policies. During this phase, the authorities have encountered hostility to the reform of the schooling system
Three		

Table 3.1: The Progress of the Algerian Educational System

On the basis of these three phases and throughout the examination of the shift in the Algerian educational system, Algeria has resisted a number of colonial attempts after the independence, whether culturally, politically or educationally. This was justified by the power of Islam and Arabic. Gordon (1966: 137) cited in Benrabah (2007) comments here by saying:

> *''Islam and the Arabic language were effective forces of resistance against the attempt of the colonial regime to depersonalize Algeria.''*

(Benrabah, 2007:229)

Even the first presidents after the independence have emphasized on arabisation; Ahmed Ben Bella (1916-2012), the first president of Independent Algeria (1963-1965), had instigated according to Benrabah (2007:229): *"the policy of linguistic arabisation in primary schools"* side by side with religious lessons and civics which were supplemented on top of the educational system.

Then, during the presidency of second president Houari Boumediene (1965-1978), arabisation had achieved great attention. However, it had no clear future according to the

declaration of his first Minister of Education, Ahmed Taleb Ibrahimi who said in Grandguillaume, (1995: 18): *''this [arabisation] will not work, but we have to do it...''*.

The Arabisation process started to lose its glow and gradually being narrowed in 1977, when Mostefa Lacheraf was selected as the Minister of Education. According to Berri (1973: 16), He believed that: *"French could serve as a ''reference point, a 'stimulant' that would force the Arabic language 'to be on the alert'"*. Later in 1979, Mohamed Cherif Kharroubi was appointed as Minister of Primary and Secondary Education. He established the French language as the first foreign language taught starting from the fourth primary school grade and the English language has been decided to be the second foreign language in the eighth middle school grade.

Along the existence of French as a cultural necessity until the late seventies and the gradual imposing of the Arabic language steadily in the educational sector, in spring 2001, a difficult period of regional riot broke out in the Kabylie area where several demands took place calling for the recognition of Berber culture as a part of the national identity and of the Tamazight language as an official language; consequently, Tamazight was officially named as another national language as well as being inserted in the Algerian educational system. As declared by the Permanent Committee of Geographical Names 'PCGN' (2003):

> *"By way of response, Bouteflika recognized Tamazight as a national language in a constitutional amendment of February 2002, amending Ordinance N° 35/76 of the 1976 constitution. Tamazigh became an accepted language in Algeria's educational system at all levels, and the Amazigh cultural dimension of all subjects was to be respected."*

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(PCGN, 2003:6)

Things have further developed with the transition to the free market when the national socioeconomic situation turned to open up for more worldwide connections, therefore, the French cultural domination was lessened because of the urgent need to use the English linguafranca as a means of modern communication in a would-be globalised Algeria. In this respect, Miliani (2000) comments:

> *"In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones[2]."*

(Miliani, 2000:13)

To illustrate this, the major objective was to establish an educational system adjusted to the needs of Algeria's population and culture. Thus, in a step towards internationalization, it was a project by the Algerian government in the late 1980s to introduce English as a subject at the primary level instead of French. As stated by the British Council (2010:13 cited in Djebbari 2013):

> *"It was felt that English as a historically neutral language in the Algerian context would be able to play the modernizing role that was hoped for from French but without the colonialist and non-Islamic associations that French had."*

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[2] Mami (2013: 243) also describes the situation by saying that: *"disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language"*

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(Djebbari, 2013:116)

Oddly enough, no concrete results to this fundamental suggestion were tangible and no English was integrated in practice. Eventually, the experience failed to a certain extent.

Last but not least, by the mid 2000, the Algerian educational system has witnessed a number of reforms and has adopted a series of changes in order to develop both of the structure of the educational system and its outcomes . Almost twenty years later, because of the advance of technology and the race within the globalised age, the introduction of English into primary schools became an urgent obligation.

3.2.2 ELT and Language Education in Algeria

Algeria is best described by Medjahed (2011:73) as being the land of: *"linguistic plurality (or diversity)"* by reference to the mixture of languages its borders encompass starting with:

➤ Classical Arabic that is used as the national language in the media,

➤ Algerian Colloquial Arabic and Berber that are spoken in informal daily life situations Because of historical reasons,

➤ French which is used as a historical heritage by being the second language or as a first foreign language.

➤ Last but not least, English, which is considered as a foreign language or as a second foreign language since that it is not much socially used.

However, this latter imposed and is imposing itself as an international language which has been widely used for years and for different purposes, even becoming a part of the Algerian sociocultural interest. As a consequence of its growing value day after day in

different forms and in different contexts, awareness of its importance has shifted from theory to practice in the Algerians' everyday life. The English language nowadays is taught in the Algerian middle, secondary schools and most Algerian universities.

3.2.3 ELT Development in the Algerian Curriculum

Along the progression of approaches dealing with foreign language teaching over time, the Algerian educational framework has witnessed a slow but deliberate shift regarding its curriculum development and teaching methodologies[3]. To achieve a consistency with the intensive modern research and the on-going globalization process, reforms have been introduced to prepare students to take part in the economic growth of the country. As a result, Language teaching profession has took a crucial part of this process and responded to these challenging changes with methods which reflect the current situation, adopting the current approach, named the Competency-Based Education.

This approach came into execution in 2005 where all EFL teaching methodology swung to using it as they responded to the 21st century requirements and coping with this global age. The highlight of this approach is to prepare students with the knowledge and proper skills that would enable them recognize and solve complex problems in their real fields. A 'competency' is defined by Louznadji (2003), quoted in Djebbari (2013) as:

> *"A know-how-to-act process which integrates and mobilises a set of*
> *capacities and skills and an account of knowledge that will be used*
> *effectively in various problem-solving situations or circumstances that*
> *have never occurred before, i.e., a competency continues throughout*
> *and beyond the school curriculum."*

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[3] See Chapter One for more details about those approaches.

(Djebbari, 2013: 118)

It is a specialized and a systemic method surrounded on organizing skill-specific instructions. Besides, competence is tied with experience and situational practice in its roots. By the integration of activities, a learner builds a certain 'competency' within a variety of circumstances. Therefore, competency is a realization of a need for self-development.

Along the research of Schneckenberg and Wildt (2006), a ladder process of competency development is presented to explain fairly how to achieve competency. First, the process starts with perception of information from the teacher. Later, a learner - collection process of knowledge takes place to be applied in certain circumstances for the purpose of enhancing the learners' ability.

This specific ability is linked with specific attitudes that would prompt action performance step through activities. If, at the fifth step, the selected activity is suitable to the selected objective, the competence aspect is accomplished. Competence therefore, is highly related to the degree of responsibility for the 'product', which will result to professionalization. By time progress, learners will experience various situations to finally establish competency as a final goal. The ladder process is represented as follows:
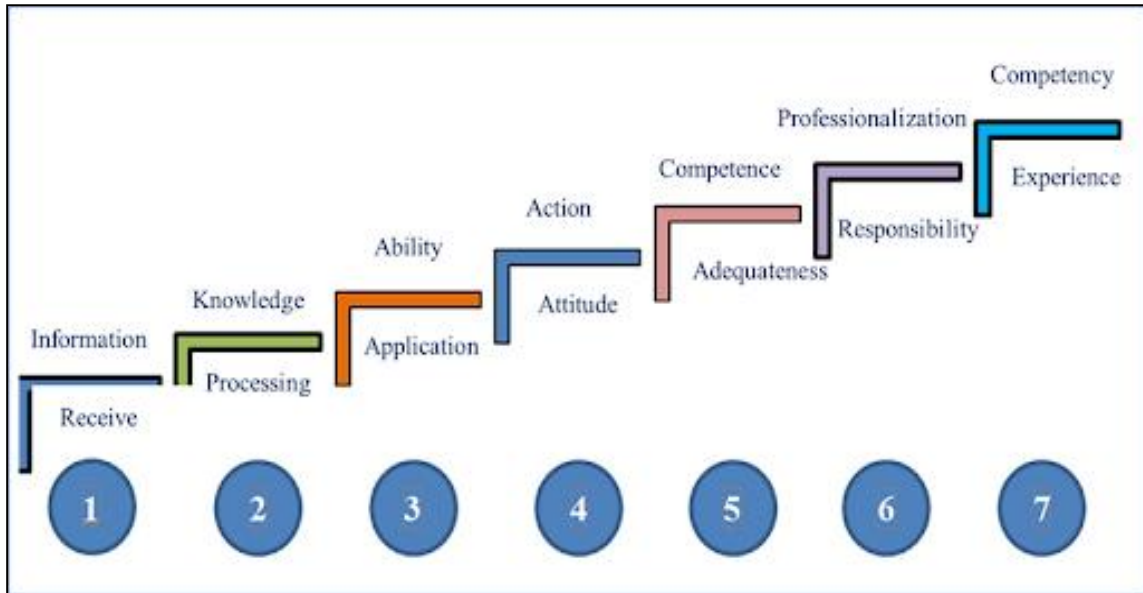
Figure 3.1: Schneckenberg and Wildt Model Competency Development (2006)

(Source: Huong, 2018: 560)

This description is from the theoretical part, from the practical part though, these principles and aims are attached to negative aspects which imply that either the theoretical suggestions are not applied properly or they do not fit for the Algerian context. In this vein, Miliani (2010) considers that:

> *"This new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it. Furthermore, the textbooks that have been designed along CBA characteristics are posing problems"*

(Miliani, 2010:71)

Miliani further narrows down this fact by asserting that this approach was used only for political purposes[4], he says that: *"Algeria uses here another 'fad' to turn upside down an education system that needs stability"*. Ibid

3.2.3.1 ELT at the Middle School

The beginning of the academic year 2002/2003 has witnessed the implementation of the newly educational reform as well as the adaptation of redesigned textbooks for all levels[5].

Along the four years of the middle school instruction, the Ministry of National Education in its refined version of the syllabus argues that the students must receive the basic knowledge required to acquire a reasonable command of the basic structure of English. Evidently, the curriculum is based on CBA; it would develop language awareness and skills. Besides, it would force learners' team work and collaboration through projects as they achieve the aim of discussing and solving language problems in groups. Here, it is granted that they will use and enhance their speaking capacities and communication strategies.

- **Objectives**

Within the field of teaching methodology, the ministry of education has drawn three broad objectives to the newly adopted approach, namely linguistic, methodological and cultural. They are presented in the coming table:

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[44] In this vein, Miliani (2010) also suspects that even the results of the baccalaureate examination are doubtful, he posits in this context: *"Teachers who have not been really introduced to CBA have acknowledged the fact that pupils' level is at a record low, and without the ministry's handling of the baccalaureate examination, the results would have been catastrophic. That is why the Minister of National Education has been accused of developing 'un bac politique' to hide the extremely worrying level to which CBA has been of no contribution."* Miliani (2010: 224)

[5] To view the English coursebooks designed for the middle school, see chapter 1.

Objectives	Details
Linguistic	The syllabus aims at consolidating and developing: • Grammar: the learners will be trained in discovering the rules of English. •Phonetics: improving the pronunciation and intonation. •Vocabulary: increasing the learner's stock of lexical words. • The four skills: more training in listening, speaking, reading and writing aiming at communication and interaction in a free and creative way.
Methodological	Promoting the pupils' learning strategies aiming at autonomy. •Making the pupils acquire methods for working and thinking. •Getting pupils acquire strategies of self-evaluation. • Getting pupils to be able to exploit various documents and feel interested in subjects that are not dealt with in class
Cultural	• Making the pupil open up his mind through discovering the context of English civilization and culture. Thus, there is a necessity to: • Identify the pupils' real needs. • Regard English as a real tool of communication. •Develop oral communication (listening and speaking) and written Communication (reading and writing) • Set up situations of real communication. • Choose topics according to pupils' age and interests.

• Focus on the pupil (pupilcentred teaching).

• Use suitable teaching aids.

Table 3.2: Middle School Curriculum Objectives

Source: Teacher's book of 3rd A.M

3.2.3.2 ELT at the Secondary School

As learners start their first year at the secondary school, they would be already exposed and familiar to English for four previous years. During the next three-year period, they will extend the development of their learning strategies to accommodate with the difficult situations and cope with the new culture of the target language. Their previous skills will be considered as an important background of English vocabulary and structures to interpret and produce simple messages. Of course, the degree of complexity will be increasing according to the degree of the desired objectives starting from the first year syllabus based on communicative purposes adopted in CBA as presented in the coursebooks[6].

▪ **Objectives of the Third Year**

The Algerian authorities have mobilized the educational materials and educational reforms so as to update the use of English in the national context. As a part of this protocol, the authorities have underlined clearly the leading objectives of ELT presented in the syllabus of English (2005). They are classified in the teacher's textbook as follows:

- To give the learner an opportunity to be integrated in modernity.

- To help them join the linguistic gathering of English for all types of   transactions.

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[6] To Review the secondary school coursebooks, see chapter 1.

- To lead the students to enhance their skills and capacities in order to be a part of the current living society and to be aware about their relations.

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

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

- Have access to science, technology and culture.

- Be opened to the academic and professional world.

- Develop high spirits of tolerance and open mindedness to the world.

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

At the end of the third year of secondary school, the learner must produce written messages or texts of descriptive, narrative, argumentative, expository and prescriptive types of numerous lines, by the use of written or oral support. In other words, the students should have been formed with a more developed luggage of the English language skills. It is named in the Syllabus of English (2005:6) by: *"the Intermediary Objective of Integration"* which means that the third year is a year of transition where the students are supposed to be integrated into the real world of the university or work field; they should be able to listen, read and perform numerous activities already connected to the language as they reinvest,

according to their needs, the acquired language functions from varied themes and projects into real-life situations so as to accomplish the true communication.

3.3 The Research Corpus Design

3.3.1 A Threefold Research

Within the last decades, attention has developed in research in EFL/ESL learning and teaching. Accordingly, this increased professional activity is strongly reflected in the growing number of references among which books, journals and conferences devoted to issues of research. Our exploratory study is based on a classroom-oriented research, an approach that combines different research instruments. Where both qualitative and quantitative data analysis are twinned and inspired by the students' achievements in real classes. In fact, the combination of these tools may offer comprehensive results and effective conclusions. This opinion is believed by Allwright and Bailey (1991):

> *"Increasingly it appears, second language classroom researchers are calling for judicious selection and combined approaches rather than rigid adherence to one approach over another."*

> (Allwright and Bailey, 1991:68)

Therefore, when designing the questions and their objectives which have guided this piece of research, it was necessary to use three different data sets to saturate the study and fulfill the present investigation. Firstly, data collected from a questionnaire which has been chosen for secondary school teachers to describe and evaluate the teaching process of pronunciation (the aim is to investigate research question one). Secondly, data collected from

a textbook assessment checklist in order to investigate how the Algerian curriculum for the secondary school handles pronunciation skill in the light if the CBA approach (the aim is to investigate research question two). Thirdly, data collected from a classroom observation grid to investigate a lesson sample of pronunciation as well as students' interaction (the aim is to investigate research question three).

3.3.2 The Implementation of Classroom-Oriented Research in EFL/ESL

As it was mentioned before, the present study is based on the classroom-oriented research approach which is firstly defined by Allwright (1983) as:

"Classroom-centered research is just that—research centered on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials) or the outputs from the classroom (learner achievement scores). It does not ignore in any way or try to devalue the importance of such inputs and outputs. It simply tries to investigate what happens inside the classroom when learners and teachers come together."

(Allwright, 1983:191)

Johnson also described (1993) this approach as being:

"Research conducted in classrooms, research that deals with learning and teaching in institutional contexts, and other research that is highly relevant to language teaching and learning".

(Johnson, 1993:01)

Johnson(1993) also claims that the topics which this research is directed to may include how to conduct an experiment on language loss, pragmatics across cultures, learning strategies, affective factors, language proficiency and testing, computer-enhanced learning,

content based learning, and discourse analysis . Simply, any subject that deals with classroom teaching and learning processes is the target subject of classroom-oriented research. For this reason, this approach is adopted for this specific study for the fact that it deals with the process of teaching and assessing pronunciation skill from the two deep perspectives of teaching as well as learning in the Algerian secondary school context to examine the factors which cause this lack of fluency in students and how they reached this problem.

In the same vein here, like any other approach, classroom-oriented setting necessitates a particular methodology to be adopted when applying it. In this respect, Johnson (1993) tackles six approaches that are mutually interacting with one another in experimentation.

These six categories are: correlational approaches, case studies, survey research, ethnographic research, discourse analysis, and experimental research.

- **Correlational Approaches**

This type of methodology explores subjects which range from language testing to language learning strategies. It is frequently quantitative in nature. Johnson (1993:4) highlights that it doesn't refer *to: "how one collects data, but the types of research questions that are asked"*. For instance, Ely (1986) examines the effects of participation in the classroom on the learning outcomes for the students.

- **Case Studies**

Case studies are used to explore issues including child literacy, adult language learning, teaching strategies and programme evaluation. According to Johnson (1993:7), they refer to:

"an examination of a case in its context".[7] Yin (1984: 23) also refers to case studies by saying:

> *"A case study is an empirical inquiry that investigates a*
> *contemporary phenomenon within its real-life context; when the*
> *boundaries between phenomenon and context are not clearly evident;*
> *and in which multiple sources of evidence are used."*[8]

> (Yin, 1984: 23)

- **Survey Research**

This method also offers valuable information about classroom practice and the conducted teaching methods, it takes a quantitative reference providing the!

> *"Status of the profession and about the political, demographic,*
> *and programmatic contexts in which teachers teach and students*
> *learn languages."*

> (Johnson, 1993:9)

- **Ethnographic Research**

This approach is directed to the study of cultural and social phenomena only and their classroom effect. Johnson (1993) defines it by:

> *"Ethnographically-oriented research ....refers to work that*
> *involves the holistic study of social and cultural phenomena-including*
> *communication."*

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[7] A case study is a kind of a research methodology that is built on a deep investigation of one or more individuals or events so as to reach efficient solutions,

[8] Cohen (2000) et al., comment on the case study by saying that it can establish cause and effect in real life contexts as a powerful determinant for research. Yet, not all researchers are for this ste
p such as Kothari (1990) who claims that case study methods consume time and a lot of expenditure. Moreover, the findings are not always comparable and the results may not be generalized except for similar settings where the case study conditions are available.

(Johnson, 1993:11)

Besides, this approach can also be used to collect data of individual instances taken from speech acts, or ways of language socialization across world cultures.

- **Experimental Research**

This approach depends on the variables which establish as Johnson (1993) describes a:

> *"Cause-and-effect relationship between two different phenomena, to establish that a specific set of actions or conditions (the independent variable) causes changes in some outcome (the dependent variable)"*.[9]

(Johnson, 1993: 13)

- **Discourse Analysis**

It can also be named as the study of a language beyond the sentence. This approach examines and analyzes mainly written texts and oral interchanges in an interdisciplinary and multidisciplinary fashion. In the case of classroom-oriented research, it studies teacher-student interaction, student interaction, politeness strategies, classroom conversations and classroom discourse.[10]

In many respects, it is clearly advantageous to fuse and blend several of these methodologies in order to build a comprehensive answer to our problematic which is an attempt to investigate the factors which cause this lack of fluency in students speaking as well

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[9] This approach randomly selects participants into the experimental groups where experiments are generally set in laboratories.

[10] According to Johnson (1993: 8), these six methodologies are efficient if they depend on: *" the development of a flexible, working research design that involves productive refocusing; the use of multiple data-collection procedures   the collection of adequate amounts of information over time, the validity or credibility of the information, the data analysis procedures; and ,the typicality and range of examples."*

as examining the process of teaching and assessing pronunciation in the third year coursebook 'New Prospects'. The study relies, therefore, for the most part, on an experimental methodology, while integrating case study, discourse and survey techniques as well.

3.3.3 The Research Instruments

In any research project, it is believed that the *"The backbone of any survey study is the instrument used for collecting data"* (Dörnyei, 2011). Therefore, the research is based on a multimethod approach where multiple sources of data collection are used.

It functions the use of questionnaires for EFL teachers at the onset of the study, a textbook evaluation checklist for the third year coursebook of the secondary education to check the existence of the criteria needed to teach pronunciation efficiently, and finally a classroom observation grid to examine pronunciation lessons and to investigate the difficulties and reasons behind students and teachers' reluctance to work on pronunciation topics.

The implementation of these three instruments is done to achieve triangulation to cross-check the validity of the results and to collect as much data as possible which help the researcher handle the problem from different angles in an analytically purposeful complementation.

As far as triangulation is concerned, Elliott (1977) defines it by saying that triangulation is a series of views from three separate angles of a particular teaching situation; those of the teacher, the student and a particular observer. He adds: *"who gathers the account, how they are elicited and who compares them depend largely on the context"* (Elliot ,1991:185).

Triangulation may be put as follows:

The Teacher's position

The Students

The participant Observer
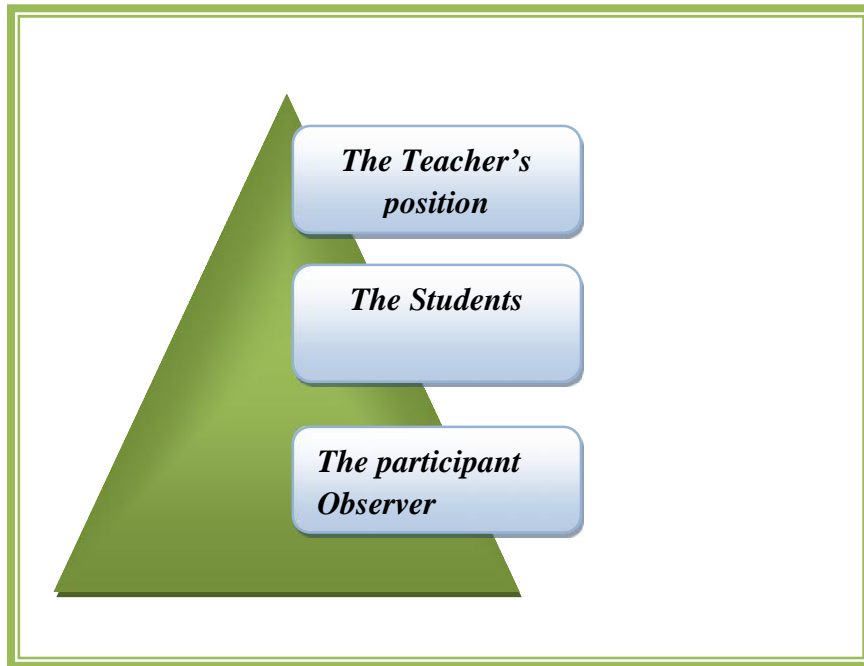
Figure 3.2: Triangulation by Elliot (1991)

(Source: Elliot, 1991: 69)

Referring to my research project, I used triangulation to strengthen my analysis by a variety of data sources each connected to one element of Elliot's Triangle. This ensures that the research is tackling all sides of the situation to enhance accuracy and credibility. In this way, triangulation is believed to be a convenient way of demonstrating validity, due to the fact that exclusive reliance on one single method may distort the researcher's point of view of the target research.

All in all, drawing from the above, the main research dimensions of this research are explained in the following table:

Dimension of the Study	Description
Theoretical assumptions	✓ The Algerian secondary school curriculum of EFL neglects the teaching and assessment of pronunciation. ✓ Issues of students' fluency and intelligibility.
Area of inquiry	✓ Cross-disciplinary involving phonetics, education and material design.
Purpose of inquiry	✓ To identify the general issues that hinder the teaching of pronunciation. ✓ To meet better achievements in syllabus and material design in the light of CBA. ✓ To seek greater attention to teacher problematic in the field of ELT especially teaching oral communication.
Object of inquiry	✓ Questionnaires/ Checklists/ Observation grids.
Acquisition of knowledge	✓ Discovery of knowledge through data interpretation. ✓ Analysis of data from different sources.
Positionality of researcher	✓ Non- participation in questionnaires. ✓ Active interpreter of results through data analysis.
Choice of data types	✓ Quantitative and qualitative data extrapolated from questionnaires. ✓ Qualitative data from the checklist.

	✓ Qualitative data from the observation grid.
Presentation of research	✓ Interpretation of results from responses of questionnaires, checklists and observation grid.

Table 3.3: Outlining Dimensions of the Research

Throughout every part of this research, the aim is to obtain "genuine knowledge"[11] by the use of triangulation.

3.3.4 Quantitative and Qualitative Frameworks of Study

As far as the processes of measuring and analyzing data, the researcher relied on both qualitative and quantitative dimensions so as to control the different sets of data. In this vein, Newman and Benz (1998, cited in Davies, 2004) believe that:

"A combination of qualitative and quantitative constructs is often regarded as a matter of continuum rather than a clear-cut dichotomy".

(Davies, 2004: 488)

This combination[12] of frameworks is generally set as a basis to carry out research within an analytic-deductive method[13].

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[11] Patton (2002, 92) said: *"Only verifiable claims based directly on experience could be considered genuine knowledge."*

[12] According to pontes (2007, 16): *"…one approach is to investigate, for example, how often particular linguistic phenomena occur in, for example, a set of interviews. This type of approach, where the results typically come in the form of statistics including numbers and percentages, is called a quantitative method (Johnstone 2000). A different approach involves analyzing the data qualitatively, in order to reveal interesting issues behind the statistics."*

[13] Jones (2008) argues here that both qualitative and quantitative methodologies may be employed by the research in charge so as to balance subjective and objective views of the targeted topic.

▪ **Quantitative Data Analysis Method**

To begin with, the quantitative method of analyzing data is considered as an efficient style of managing the gathered data; it provides numerical information and clear comparisons in terms of the frequency of various phenomena using percentages and numbers by the use of mathematically-based methods. In this fashion, Dörnyei (2001) aptly defines quantitative research as follows:

"[Quantitative research] employs categories, viewpoints and

models as precisely defined by the researcher in advance as possible,

and numerical or directly quantifiable data are collected to determine

the relationship between these categories, to test research hypotheses

and to enhance the aggregation of knowledge."

(Dörnyei, 2001:192)

Moreover, according to Selinger and Shohamy (1989), this type of analysis seems to be statistically trusted and the results may be "generalizable" to a larger population in an attempt to explain what is observed.

▪ **Qualitative Data Analysis Method**

Qualitative methods were set originally for the methodologies applied by anthropologists and sociologists when investigating human behavior within a context in which that behavior would take place naturally and in which the role of the researcher would not affect or alter the regular behavior of the sample selected. Qualitative research has been more and more integrated into second/foreign language research. Cohen et al., (2005) believe that:

"Qualitative data analysis involves organizing, accounting for

and explaining the data; in short, making sense of data in terms of the

> *participants' definitions of the situation, noting patterns, themes,*
>
> *categories and regularities."*

<div align="right">(Cohen et al., 2005: 461)</div>

With reference to Wiersma (1995), qualitative research carries out a systematic inquiry into the complex phenomena experienced by the participants by examining their words, actions and points of view by descriptive ways where the outcomes emerging out of this method are considered as reliable and valuable too. This view is also maintained by Cohen et al., (1995: 41): '*Qualitative researchers seek lived experiences in real situation*'.

Area of differences	Quantitative Research	Qualitative Research
Purpose of inquiry	✓ Explanation of observed phenomenon ✓ Hypothesis testing and refinement	✓ Understanding of observed phenomenon ✓ Emergent theory development
Role of investigator	✓ Objective observer ✓ Active manipulator of experimental setting	✓ Active interpreter ✓ Participant observer in naturalistic setting
Acquisition of knowledge	✓ Use of quantitative, numerical data ✓ Construction of knowledge, explanations of	✓ Use of loosely structured textual data ✓ Discovery of knowledge as

	models	interpretations
	✓ Generalization, theory building from results	✓ Extrapolation, theory building from results
Presentation of research	✓ Data reduction using graphical visualization methods	✓ Thick interpretations of results using quotes from data

Table 3.4: Differences between Quantitative and Qualitative research

(Source: Sudweeks and Simoff, 1998: 33-36)

In fact, the research method followed in this study combines between both Quantitative and Qualitative approaches, this is because the data chosen for analysis varies between questionnaires which requires initial quantitative analysis where not all of questions asked can be processed in numbers and percentages as in the quantitative method; there are others which necessitate the qualitative perspective in order to succeed in analyzing them for the purpose of spotting accurate and reliable results. Plus, a coursebook assessment checklist for the third year secondary school 'New Prospects' and a classroom observation grid for 'a pronunciation and spelling lesson' which require the qualitative analysis.[14]

3.3.5 The Questionnaire

This section investigates the research pedagogical protocol which will hopefully best suit the objectives of Research Question One. The use of data obtained from the questionnaire surveys handed to a sample of secondary school teachers.

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[14] In reference for this blending, Wallace (1998) pointed out that: *'Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective.''* (Wallace, 1998: 38)

3.3.5.1 Recalling the Research Question

3.3.5.2 Problem Statement

RQ1: *HOW* do Algerian secondary school teachers establish the scope of the task of teaching and assessing pronunciation for the third year Baccalaureate candidates?

3.3.5.3 Sub- Problems

➢ How do secondary school teachers perceive and process pronunciation lessons?

➢ How is the assessment of pronunciation instruction handled in classes and is it followed by feedback?

➢ How does the CBA applied in our schools handle pronunciation instruction?

3.3.5.4 The Hypotheses

➢ Teachers probably underestimate pronunciation instruction in the Algerian secondary school in the third year both syllabus and textbook.

➢ CBA probably tries to deal with pronunciation instruction in a communicative perspective since that it is based on communication and competencies.

3.3.5.5 Data Collection Procedure

3.3.5.6 The Research Tool

Since the essence of any scientific research is the attempt made to find out answers to questions in a systematic manner, questionnaires have become one of the most common methods in collecting data in foreign language research. They also have gained considerable

attention in social sciences. Sommer et al., (2001) defines questionnaires as a self-report data collection instrument which is filled out by the research participants themselves. Dörnyei (2003) also states:

> *"Questionnaires are certainly the most often employed data collection devices in statistical work, with the most well-known questionnaire type - the census - being the flagship of every national statistical office"*

(Dörnyei, 2003:3)

It may refer to a series of written questions on a certain subject about which the desired opinions are sought.

It is widely accepted that the questionnaire is one of the most popular research tools in applied linguistics for the reason that it is easy to construct, collect and treat a large amount of data through simple questions inspired from the participants' daily habits. In this respect, Dörnyei (2007) comments:

> *"The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible."*

(Dörnyei, 2007: 101)

Relatively speaking, in terms of quantity and quality, the questionnaire is considered as well-known means of collecting data with a close density to the research objectives and the ones waiting to be analyzed and measured in numerical data as described by Wilson et al., (1994: 1):

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

(Wilson et al., 1994: 1)

However, as with any research tool, questionnaires have pros and cons regarding its application. They certainly cannot be the perfect research instruments due to limitations which have led several researchers to claim that questionnaire data are not really reliable or valid. Any researcher should be aware of the advantages and disadvantages[15] underlying questionnaire application as classified by Dörnyei (2003:9) in the coming table:

Advantages	Disadvantages
✓ **Collect a huge amount of information in a short time**	⊠ It is very easy to produce unreliable and invalid data by means of ill-constructed questionnaires
✓ **Cost-effectiveness**	⊠ Simplicity and superficiality of answers by participants (possibility of not taking it seriously)
✓ **They can be successfully used with a variety of participants in a**	⊠ Unreliable and unmotivated respondents

---

[15] With reference to Kothari's statement (1990), questionnaires have some drawbacks due to the fact that some respondents do not bring back the questionnaire at the promised deadline in spite of reminding them several times.

variety of situations targeting a variety of subjects	
✓ **Data collection can be fast and relatively having a straightforward target**	⊠ Respondent literacy problems due to different levels of education (especially in social research)

Table 3.5:   Questionnaires' Advantages and Disadvantages

In the present research work, the questionnaire was chosen for eliciting data from the informants to investigate the first research question[16]. This latter tool[17] was administered to EFL secondary school teachers.

The Questionnaire has been divided to serve seven separate rubrics for the purpose of eliciting information about the process of teaching and assessing pronunciation in the Algerian secondary education context.

3.3.5.7 Layout of the Questionnaire

Along the preliminary phase of the preparation of the questionnaire, the following points were emphasized:

➢ The questions' quality: all of the questions were purposed to form an answer to research problem one.

➢ The questions' order: questions were ordered in a logical flow of topics.

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[16] See Appendix One.
[17] With reference to this, Malterud (2001) stated that instruments in general can make the researchers gain a better understanding of the meaning and implications of their findings.

In the present investigation, the questionnaire's construction was the fruit of a number of preliminary considerations to investigate the research questions and hypotheses. It is composed of three types of questions: closed, open and mixed.

▪ **Closed / Closed-Ended Questions**

Simply, the informant in this type is requested to opt for one of the proposed possibilities without commenting where he/ she is provided with ready-made response options to choose from by selecting one of the options. In this respect, Wilson and McLean (1994) describe this type by saying:

> *"Closed questions prescribe the range of responses from which*
>
> *the respondent may choose. In general closed questions are quick to*
>
> *complete and straightforward to code and do not discriminate unduly*
>
> *on the basis of how articulate the respondents are"*

(Wilson and McLean, 1994:21)

E.g. are your students interested in pronunciation lessons as much as their interest in others (grammar, writing, speaking…)?

- Yes   - No

▪ **Mixed Questions**

The informant here is asked to choose one of the proposed possibilities and then justify his/her choice.

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

- Yes   - No

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

…………………………………………………………………………………………………

……………………………………………………………………………………………………

- **Open Questions**

The informant in this particular type is invited to express freely his/her point of view in their own terms. According to Dörnyei (2003), the informants:

> *"Include items where the actual question is not followed by*
>
> *response options for the respondent to choose from but rather by some*
>
> *blank space (e. g., dotted lines) for the respondent to fill"*

(Dörnyei, 2003: 47)

E.g. From an overall experience, can you suggest some difficulties your students encounter at the level of performance in oral communication once they get their Baccalaureate degree?

………………………………………………………………………………………………….

…………………………………………………………………………………………………..

The survey questionnaire is composed of items numbered from 1 to 21, including few subentries in item 3 (3a and 3b), item 5 (5a and 5b), item 10 (10a and 10b), 15(15a and 15b), item 16(16a and 16b), item 17(17a and 17b), item 20(20a and 20b), item 21(21a and 21b). Those items are constructed upon the three different types of questions where each type is selected for its characteristics to meet the question's objective. As for the aforementioned rubrics, they were set to group up seven research themes targeted in this study, they are:

a- **Rubric One:** the aim behind this theme is to tackle the importance of pronunciation and its perception from the teachers' point of view. The questions which have dealt with this rubric are items (2) and (3)[18].

b- **Rubric Two:** this rubric seeks to draw the attention towards the theme of teachers' comfortability and self-confidence when dealing with pronunciation lessons. The questions pinpointing this theme are items (4), (5) and (6).

c- **Rubric Three:** this rubric spots the main lights on whether the instruction of pronunciation uses techniques, some are suggested by the researcher and others by the teachers who had the opportunity to enrich the study with personal strategies inspired from their every day contact and context with their students. This theme is dealt with by question (7), (8) and (9).

d-Rubric Four: this rubric is a penetrator towards the use of teaching Materials. The ones suggested by the syllabus as well as those proposed and applied by the teachers. Item (10) and (11) targets this theme.

d- **Rubric Five:** it surrounds the theme of the use of 'New Prospects', the textbook of the third year of the secondary education where it is somewhat critical as it opens a space for the teachers to express their perspectives towards this textbook precisely, and how they evaluate the students' performance by its usage. Finally, they were asked about their practical suggestions for adjustment procedures if any limitations exist. Items 12, 13 are the ones targeting this theme.

e- **Rubric Six**: the theme of this rubric is the process of assessment and giving feedback. It is connected to the previous theme since it is deriving the analysis into two a twofold fennel, the first about the textbook and its content (assessment of

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[18] For more details, go back to the questionnaire in Appendix One.

pronunciation, remedial works, practices…) and the second about the teacher-student context and relationship (types of assessment, teacher feedback). Questions (14), (15) and (16) is the one concerned about this theme.

f- **Rubric Seven**: the last rubric is divided into two parts as it investigates the CBA approach in pronunciation lessons and their relationship with the aspect of *Communication*. In addition, it gives a personal space for teachers to give their own comments and evaluation of teaching pronunciation in the Algerian secondary context. In fact, our teachers are the ones in the field; they are the genuine source of data as they battle the difficulties. Moreover, they are in need for local research which focuses on our circumstances owing to the fact that the availability of materials and books designed for more developed classes do not always fit our educational context and should be updated. Questions for this theme are items (17), (18), (19), (20) and (21). The following table presents a detailed explanation of the questionnaire.

The Teachers' Questionnaire	
The Setting	Wilaya of Bouira
The population	Teachers of English of the eastern district of the Wilaya
The questionnaire's way of administration	An online questionnaire
Number of participants	100 teachers

Table 3.6: The Teachers' Questionnaire

3.3.5.8 Piloting the Questionnaire

Prior to the administration of the full-designed questionnaire, a piloting stage should be carried to eliminate poor design features in order to collect feedback on the functionality of this research instrument. In this fashion, Dörnyei (2003) explains that:

> *"An integral part of questionnaire construction is 'field testing', that is, piloting the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for."[19]*

> (Dörnyei, 2003: 63)

In this respect, the trials were done as a feedback collection in order to assess the validity of the questions whether they comply with the aim they were designed for. In their book, Cohen et al., (2005) assert that:

> *"The wording of questionnaires is of paramount importance and that pretesting is crucial to its success. A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire."*

> (Cohen et al., 2005:260)

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[19] In the same vein, Gillham et al.,(2001: 19) comment: *"This is the first phase of questionnaire development before you have an actual questionnaire to try out... collecting and analyzing data at this stage can be time-consuming and needs to be kept under control, but even on a small scale can be an eye-opener."*

At this stage, the questionnaire was handed to three (03) members who filled it. It took between 25 and half an hour for the forms to be completed. They were attached with some verbal feedback about the questions[20].

As a result, based on the feedback information collected from the pilot's participants, the following issues have been tackled for consideration:

➢ The original questionnaire was practically too long where 27 questions were designated (05 pages long).

➢ Completion time took a bigger space.

➢ There was too much repetition and reformulations of the same questions

➢ Difficulty of understanding the questions - in the case of open ended ones- which were problematic to decode into small sets of meaningful categories.

➢ The big number of questions hindered the possibility of reaching the desirable collection of adequate data.

As a result of this feedback in addition to further reflections, the following adjustments were made:

➢ The questions were reordered to follow logical ranking.

➢ The number of questions was adjusted into 21 questions which appeared to be reasonable.

➢ The questionnaire appeared in a form of two pages long which give a more relaxing impression for impassionate participants[21].

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[20] In this sense, Oppenheim (1992:48) highly recommends that: *"everything about the questionnaire should be piloted; nothing should be excluded, not even the type face or the quality of the paper!"*
[21] These amendments resulted in the second revision of the teachers' questionnaire.

3.3.5.9 The Questionnaire's Sample

Without a doubt, when conducting any study, one of the most challenging tasks any researcher faces is the recruitment of an appropriate sample. It is the basic on which the experiment is built in any investigation. In fact, a sample can be defined as a subset of a population; in this respect, Dörnyei (2007:96) distinguishes the difference between sample and population by saying that:

> *"The sample is the group of participants whom the researcher*
>
> *actually examines in an empirical investigation and the population is*
>
> *the group of people whom the study is about".*

(Dörnyei, 2007:96)

In the line of this thought, it is highly recommended that during the early stages of planning any research work, researchers had better take sampling decisions seriously, as emphasized by Cohen et al., (2005):

> *"Questions of sampling arise directly out of the issue of*
>
> *defining the population on which the research will focus. Researchers*
>
> *must take sampling decisions early in the overall planning[22] of a piece*
>
> *of research".*

(Cohen et al., 2005: 92)

Inevitably speaking, questions related to sampling start mainly from the problematic of the research zone or context starting by defining and recruiting the research population.

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[22] Nevertheless, according Morrison (1993), it is very difficult for researchers to assess how representative the sample they have drawn must be.

Therefore, factors influencing this process should be highlighted. According to Cohen et al., (2005), they are:

> *"Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population"*

(Cohen et al., 2005:92)

It is worthwhile to mention here also that the research approach has a crucial role which affects the selection of sampling, whether qualitatively or quantitatively. In Dörnyei's (2005) words, in quantitative studies, the objective is:

> *"…Straightforward: we need a sizeable sample to be able to iron out idiosyncratic individual differences. Qualitative research, on the other hand, focuses on describing, understanding, and clarifying a human experience".*

(Dörnyei, 2005:126)

Above and beyond, a frequently posed problem which frequently propounds itself in dealing with a piece of research is the consistency between the research problematic and sample's size. Apparently, according to Djebbari (2013), there is no clear-cut answer for the requested sample size and nature depending on the purpose each study under question. In this field, Cohen et al. (2005:92) focus that to accurately decide the sample selection; a researcher ought to consider the following key monitors:

➢　　　　The sample size;

➢　　　　The representativeness and parameters of the sample;

➢　　　Access to the sample;

➢　　　The sampling

Along the previous methodology research, Fraenkel and Wallen (2003) provide a suggested guideline for minimum sample numbers for each study. They are:

- Descriptive studies: 100 participants should be selected[23].

- Correlational studies: 50 participants.

- Experimental studies: 15 to 30 per group.

Due to the fact that the manner in which a sample is chosen is of great importance, researchers should devote attention about several strategies which are required to achieve a representative sample. As a result, they should be familiar with the possible methods of sampling to be followed. In this vein, researchers[24] propose that there are two main methods of sampling:

➢　　　A probability sample: also known as a random sample

➢　　　A non-probability sample: also known as a purposive sample

According to Cohen (2005), the main difference between them is presented in the following table**:**

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[23] All in all, Dörnyei (2012:82) considers that: *"In the survey research literature a range of between 1% and 10% of the population is usually mentioned as the "magic" sampling fraction, depending on how careful the selection has been"*. In the present study, this view was adopted to decide on the suitable sample, i.e., the number of teachers of the English language in the Wilaya of Bouira forms a percentage between 5% and 10% of all the teachers of the Algerian terrain (100 teachers). This would imply a twofold descriptive study that works on both of the teachers' and their students and the teachers' and the textbook used.

[24] Cohen and Holliday (1979, 1982, 1996); Schofield (1996).

A probability sample	A non-probability sample
➢ **the possibilities of the selected population are known**	➢ the opportunities of the selected members of the wider population are unknown
➢ **every member of the target population has an equal chance of being selected, i.e., *'inclusion or exclusion from the sample is a matter of chance and nothing else'* Cohen et al., (2005: 99)**	➢ When including a participant, several bias will taken into consideration.

Table 3.7: The Difference between a Probability Sample and a non-Probability

Sample

Source: Adapted from Cohen et al., (2005)

Last but not least, a sample must be representative of the population in order for the results to be generalizable to some extent; therefore, the researcher needs to consider the extent to which the sample represents the whole targeted population. However, if it is not representative, the findings have limited usefulness and end up to be a waste of time and effort. According to Cohen et al., (2005), any researcher must seriously consider the following factors:

➢ The adopted sampling strategies in relation to the purposes of the research,

➢ The time scales and constraints/ limitations on the research,

➢ The methods of data collection,

➢ The methodology of the research.

To put it in another way, if validity is to be considered, the sampling chosen must be appropriate for all of these factors.

- ▪ **Teachers' Biodata Collection**

It is vital for each researcher involved in any field of syllabus research and classroom investigation to pinpoint his sample's profile for the sake of constructing systematically the basic knowledge needed for a better research experience.

The sample of informants in general is a truly representative of the English teaching population of the Wilaya of Bouira in terms of number, gender and seniority. They are 100 teachers of English[25]. Hence, the sample of this research represents 38% of Bouira's English teaching population. A sample of this size hopefully shall present fair results which would enable us to generalize them over the country.

They were selected randomly during a seminar in February 2017 regardless their age, sex or experience in teaching the English language, they were included in this study according to the rationale of gaining more accurate and relevant data because of their everyday direct contact with the students and the syllabus. Also, they could provide us with more additional guidance and pieces of advice to ensure the appropriateness of the research management.

As far as its details are concerned, we could reach a diverse sample in terms of:

- ➢ **Gender:** the sample contains 38 males and 62 female teachers of English,

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[25] Due to the fact that this Wilaya is divided pedagogically into two districts (it is very large and difficult to be processed as a whole), the eastern one is randomly selected, I opted to reach almost half of its overall population (100 out of 258 teachers).

➢ **Seniority:** there are 43 senior teachers or experienced ones which have 10 or more years of working as a teacher of English, on the other hand, the other 57 teachers are junior ones or having less than 10 years of working experience. [26]

➢ **Levels already dealt with:** all of the teachers have already dealt with Baccalaureate candidates frequently and have also utilized the third year secondary school coursebook 'New Prospects'.

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

3.3.6 The Coursebook Evaluation Checklist

This section is an account of the methodology employed to address **RQ2** and test its hypotheses by the use of data collected from a textbook evaluation checklist designed for the secondary education third year coursebook 'New Prospects' .

3.3.6.1 Recalling the Research Question

3.3.6.2 Problem Statement

RQ2: *HOW* does the third year textbook 'New Prospects' process pronunciation lessons as it tries to achieve good spoken communication to prepare secondary school graduates for their future?

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[26] See question 1 in Appendix One.

3.3.6.3 Sub- Problems

➢ Does the third year textbook tackle features of pronunciation both quantitavely and qualitatively?

➢ Is listening for a purpose included in pronunciation lessons?

➢ Does this textbook integrate the three stages of a lesson (preparation/presentation/practice)?

➢ Are there any instructions of student-integration in the textbook during pronunciation lessons?

➢ Is oral communication or the spoken skill emphasized in the textbook as the CBA claims?

3.3.6.4 Hypotheses

➢ The distribution and treatment of pronunciation lessons in the syllabus is probably not fair enough for the third year students to prepare for their Baccalaureate exam.

➢ The aspect of communication may be applied in the textbook to integrate the students' speaking as a part of the CBA.

3.3.6.5 Data Collection Procedure

In order to set forth this research into the outside world, it must be implemented using accurate research instruments to have access in attaining some reliable information, not only the teachers' point of view matters but also the syllabus which is the only teaching material provided by the Ministry of Education which necessitates successive evaluation and a continuous altering in order to be consistent with students needs and demands.

3.3.6.6 The Research Tool

In this study, the instrument used for data collection is an evaluation checklist. It is an instrument that helps practitioners and decision makers in English Language Teaching evaluate the applied or future language teaching materials such as textbooks. Furthermore, this process is not taken on a random basis; it follows a set of generalizable evaluative criteria that would permit a more sophisticated evaluation of the textbook. In this respect, Mukundan (2011) comments:

> *"The textbook is one of the crucial factors in determining the learners' success in language courses. Teachers or curriculum developers, therefore, should select this teaching material carefully. Checklists are often used by experts in evaluating and selecting textbooks. Evaluation is made easier, more objective and valid when it is based on a reliable instrument. Most checklists available in the literature lack the expected validity or reliability (Mukundan & Ahour, 2010). This necessitates the need for developing a checklist that is of high validity in terms of the construct domain of its evaluative criteria, that accounts for the consistency of the scores resulting from its items, and that is economical."*

(Mukundan, 2011:1128)

According to McGrath (2002, cited in Harni 2018:18), there are four advantages of checklist method, they are as follow:

1) It is systematic, ensuring that all elements that are deemed to be important are considered.

2) It is effective, permitting a good deal of information to be recorded in a relatively short space of time.

3) The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.

4) It is explicit and it provides well understood categories by all involved ones in the evaluation process.

3.3.6.7 Models of Checklist Method

- ➢ **Tucker (1975):** Tucker divides his checklist into two main criteria; external criteria and internal criteria, which consists of 3 categories. Those three categories of internal criteria are pronunciation criterion, grammar criterion, and content criterion.

- ➢ **Williams (1983):** Williams splits his ELT textbook checklist into 7 criteria. The seven criteria are general, speech, grammar, vocabulary, reading, writing, and technical.

- ➢ **Sheldon (1988)**: In 1989, Dr Sheldon directed a British Council specialist seminar held in the UK, entitled 'ELT Textbooks and Materials: Evaluation, Exploitation, Adaptation and Design'. Sheldon designed his textbook checklist into 17 factors. The total items of the seventeenth factors are 53.

- ➢ **Cunningsworth (1995)**: Cunningsworth's checklist for textbook evaluation consists of eight aspects. They are aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and practical consideration. The total items of the eighth aspects are 44. The special feature of his checklist is using Yes/No questions.

- ➢ **Daoud and Celce-Murcia (1979):** Daoud and Celce-Murcia checklist for textbook evaluation consists of five aspects. The first is subject matter, the second is vocabulary

and structures, the third is exercises, the fourth is illustrations, and the fifth is physical make-up. The total items of the five aspects are 25. (Harni 2018)

The eight checklist models have similarities and differences; the designers of checklist models create their questionnaires based on some principles. Other designers can adapt and/or revise the formers design by adding, deleting, or rewording the items of previous questionnaire. Based on the discussions of the checklist models above, it can be concluded that everyone can use the desired checklist model of textbook evaluation that suits their needs or criteria. We can also make our questionnaires by modifying the existing models or design it by ourselves through research. Evaluation of textbooks is necessary to decide the value of the input presented in a textbook before, during, or after the learning process; however, the determination of whether or not the book deserves a good evaluation depends not only on the judgment of one or several persons, but on the selected criteria themselves.

3.3.6.8 Causes of an Evaluation Checklist

As far as the causes are concerned, Sheldon (1988) emphasizes on the need to evaluate textbooks for two reasons:

✓ First and foremost, the evaluation will help the teacher or program developer in making precise decisions on selecting the appropriate textbook.

✓ Second, evaluation of the merits and demerits of a textbook shall familiarize the teacher with its probable areas of strengths and weaknesses. Obviously, this will enable teachers to select appropriate adaptations to the material previously followed in their future instruction as the final part of the evaluation process.

3.3.6.9 Types of Textbook Evaluation

Cunningsworth (1995) and Ellis (1997) propose three types of textbook evaluation namely 'pre-use', 'in-use', and 'post-use' evaluations:

Pre-Use	In-Use	Post-Use
Or predictive, it helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance	Helps the teacher to explore the weaknesses or strengths of the textbook while it is being used	**Or retrospective,** it helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation.

Figure 3.3: Types of Textbook Evaluation

Source: Adapted from Cunningsworth (1995) and Ellis (1997)

In this research, the 'in-use' type of textbook evaluation is adopted since that the researcher is working on the current used textbook of the third year 'New Prospects'

3.3.6.10 Quantitative versus Qualitative Evaluation Checklists

As a matter of a fact, textbook evaluation checklists can be quantitative or qualitative.

▪ **Quantitative checklists:** they usually involve the processing a certain textbook evaluation through Likert style rating scales (e.g., Skierso, 1991). This latter is defined by

Dörnyei (2003:37): *"characteristic that is expressing either a positive/ favorable or a negative/ unfavorable attitude towards the object of interest"*. In other words, participants are asked to indicate the extent to which they agree or disagree with these items by selecting one of the proposed responses ranking from 'strongly agree' to 'strongly disagree'. They are generally a more reliable instrument and are more convenient to utilize and cope, especially when team evaluations are involved.

- ▪ **Qualitative checklists:** they naturally use open-ended questions to elicit subjective information surrounded on the quality of the suggested coursebooks (e.g., Richards, 2001). Habitually, qualitative checklists are capable of an in depth evaluation of textbooks than the quantitative ones.

Throughout the last four decades period, the review of textbook evaluation checklists by Mukundan and Ahour (2010) showed that most of the checklists are qualitative[27] than quantitative[28]. Besides, examination of previous checklists had shown that the majority of them were either too short or too long, so they do not thoroughly meet the requirements of a good and applicable instrument for evaluation purposes.

This research employed the explanatory mixed method design where several research tools are integrated, that would enable us to collect both qualitative and quantitative input. Therefore, the second research tool adopted the *Quantitative type* where its corpus is based on the content from the textbook 'New Prospects'. The researcher here has opted for a checklist which has been constructed based on her previous experience as a secondary school teacher of

---

[27] Examples of this type are: *"(Rahimy, 2007; Driss, 2006; McDonough & Shaw, 2003; Rubdy, 2003; Garinger, 2002; Krug, 2002; McGrath, 2002; Garinger, 2001; Richards, 2001; Zabawa, 2001; Hemsley, 1997; Cunningsworth, 1995; Griffiths, 1995; Cunningsworth & Kusel, 1991; Harmer, 1991; Sheldon, 1988; Breen & Candlin, 1987; Dougill, 1987; Hutchinson & Waters, 1987; Matthews, 1985; Cunningsworth, 1984; Bruder, 1978; Haycraft , 1978; Robinett , 1978."* Mukundan et al., (2011:21)
[28] Examples of this type are: *" Canado & Esteban, 2005; Litz, 2005; Miekley, 2005; Harmer, 1998; Peacock, 1997; Ur, 1996; Skierso, 1991; Sheldon, 1988; Grant, 1987; Williams, 1983; Daoud & Celce-Murcia, 1979; Tucker, 1978"* Mukundan et al., (2011:21)

English for five years. This procedure is taken not only to provide time and economize effort but also to avoid shaping an obstacle to validity and practicality[29]. In this vein, Cunningsworth (1995) suggests that:

> *"It is important to limit the number of criteria used, the number*
>
> *of questions asked, to manageable proportions, otherwise we risk*
>
> *being swamped in a sea of details"*

(Cunningsworth, 1995: 5)

3.3.6.11 Selection of the Evaluative Criteria

Generally speaking, English language teaching material designers, developers and evaluators recommend a wide range of factors to be taken into consideration before deciding, selecting or developing the materials they are working on for particular contexts. According to Richards & Rodgers (1987), these factors include:

> ➢ The roles of the learner[30],
>
> ➢ The roles of teacher,
>
> ➢ The instructional materials,
>
> ➢ The syllabus.

In addition to those factors, , the evaluator must gain an awareness of the learners' and teachers' needs and interests in order to account for these roles effectively (Bell & Gower,

---

[29] Hopefully, by this manner, I shall avoid ambiguity and be far from subjective and impressionistic judgments.
[30] A checklist must take into account the background of the target students who are using the designed textbook. The background can encompass a variety of dimensions including students' age, needs and interests (Byrd, 2001; Skierso, 1991)

1998) as well as the learning-teaching context and the specific needs of the learner and teacher as argued by some scholars[31].

After all these considerations and more[32], the checklist designed for this research attempted to examine the elements of pronunciation and their treatment in 'New Prospects'. As it was mentioned before, the checklist[33] has been constructed based on eighteen evaluation criteria. These criteria are of varying degrees of objectivity and measurability. They tackle the processing of pronunciation lessons in the textbook as well as their relation to the components of communication and language ability competences. Also, they include the features of students' interaction and skill integration.

3.3.6.12 The Trial Checklist

Within this preliminary stage, Tomlinson (2003) suggests avoiding large, vague, and dogmatic questions that might be interpreted differently by the evaluators. The aforementioned factors, if treated properly in the trial process of the developed checklists, can result in a more systematic, valid and reliable evaluation. The clarity of the items should, therefore, be taken into consideration.

In our case, at first, the tentative designed checklist used in this study was pre-tested by two evaluators. It took a quantitative basis of repetition to kill three birds with one stone:

1. To decide if the criterion is found or not;

2. If it is met, the evaluator calculates how many times it appears in the textbook;

3. The evaluator will indicate in which unit it appears.

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[31] Scholars such as Byrd, (2001) and Sheldon (1988).
[32] See Mukundan et al., (2011) for the details of how to construct a textbook evaluation checklist.
[33] See appendix Two.

As usually observed during the piloting stage, suggestions expressing misinterpretations were attached to the checklist by the two (02) evaluators and further adjustments were taken into consideration.

3.3.6.13 Headings of the Evaluation Checklist

For the purpose of impending the processing phase, it has been decided to reorganize and group up the eighteen criteria in the checklist under five convenient headings selected to cover thoroughly all the aspects of the literature under our concern, as explained under each heading.

➢ **Heading 1**: two questions numbered 1 and 2 have been elaborated to cover the features of pronunciation criterion.

➢ **Heading 2**: four questions, numbered from 3 to 6 to cover the listening skill criterion and its integration in the textbook.

➢ **Heading 3**: four questions, numbered from 7 to 10 that refer to the integration of skills and the presence or absence of interaction students.

➢ **Heading 4**: four more questions, from 11 to 14. They focus on the practice phase and its types.

➢ **Heading 5**: The last four questions, numbered from 15 to 18, process the aspect of communicativeness and tackle the implementation of feedback in the textbook.

3.3.7 The Classroom Observation Grid

This third section describes the research procedure undertaken for **RQ3** which is conducting a classroom observation session of a pronunciation lesson accompanied with a grid to validate the data obtained.

3.3.7.1 Recalling the Research Question

3.3.7.2 Problem Statement

RQ3: *HOW* does the Algerian curriculum measure and assess the students'

pronunciation during the school sessions proposed in the programme in the light of the CBA?

3.3.7.3 Sub- Problems

➢ What are the procedures involved when teaching pronunciation in the third

year level?

➢ Is listening incorporated or not?

➢ How do students react and interact during this lesson?

➢ What do students accomplish at the end of this lesson?

3.3.7.4 Hypotheses

➢ Teachers do not probably have the proper knowledge, training or materials to

achieve pronunciation lessons in their classes.

➢ Students' pronunciation can be taken seriously just like other skills by the

teachers.

➢ Pronunciation lessons are probably processed in a communicative frame.

3.3.7.5 Data Collection Procedure

In this study, a classroom observation grid is used as the third research instrument to

collect data. According to Martinez (2011), there are several types of observational

procedures that have been used to examine teaching such as charts, rating scales, checklists,

and narrative descriptions. However, the most widely used research method has been systematic classroom observation which is built on interactive coding systems.

These interactive coding systems permit the observer to record and note down almost everything that students and teachers do during the targeted session. They are very objective and typically do not necessitate the observer to launch any judgments about the actions or the behaviors they observe in the classroom.

3.3.7.6 The Research Tool

In simple words, classroom observation usually describes the practice of a previously planned sitting in another teacher's class to observe, learn and eventually reflect upon the events occurring during that session.

According to Shanjida et al., (2018), classroom observation is also defined as:

> *"A method of evaluating and recording specific information about what is going on within a classroom. Classroom observation often helps expose teachers to new methods of teaching that might not have occurred to them beforehand."*

(Shanjida et al., 2018:163)

In the same line of thoughts, one of the most important purposes of classroom observation is to improve the teachers' instruction in class at every stage of a teacher's career whether novice or experienced ones. In fact, a teacher is not always aware of the nature of his interactions with individual students unless someone else informs him about it or at minimum a self record would do the job. Eventually, this process provides instructive feedback for

teachers who can become aware of how their classroom functions (strengths and weaknesses) and brings about the amendments or the changes they desire.

According to Cohen, Manion, and Morrison, (2000); Mackey and Gass, (2005); Wajnryb, (1992), observation, if well used, is a powerful tool which gives the participants positive opportunities to gather data and gain insights into the classroom.

The Center for Instructional Development and Research (1998) drives the attention to some of the major strengths of using classroom observation:

> ➢ To permit researchers to investigate the processes of education in a naturalistic setting,

> ➢ To provide a more detailed reference as well as a precise evidence than other data sources,

> ➢ To stimulate and encourage change or verify that the change occurred,

> ➢ To provide a coherent, well-substantiated and well- constructed knowledge base about effective instruction.

In our case, classroom observation is used as a common method for assessing the teaching of pronunciation to Baccalaureate candidates through the textbook designed for them. As for the teacher to be observed, on another side, this observation can provide useful feedback that might not be revealed by other assessment methods.

In this respect, Sullivan (2006: 253-254) explains that lesson observation can answer questions like the ones presented in the next figure:
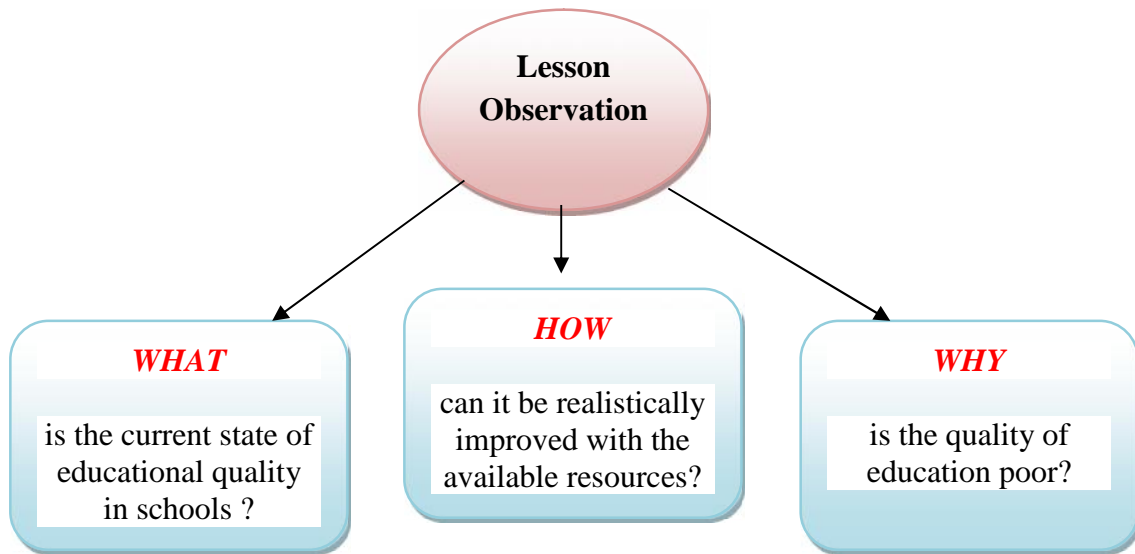
Figure 3.4: Common Answers by a Lesson Observation

Source: Adapted from Sullivan (2006)

Those three questions are the main objectives of our classroom observation session:

1- What is the current state of teaching pronunciation in the third year level of the secondary school?

2- How can we improve it using the available resources?

3- What are the causes behind the poor quality of pronunciation teaching?

3.3.7.7 Steps of Conducting a Classroom Observation

According to GSI Teaching and Resource Center (1991), when conducting classroom observations, the following steps are required:
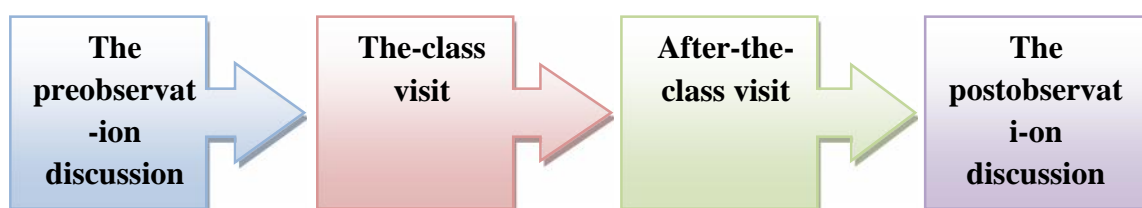
Figure 3.5: Steps of Conducting a Classroom Observation

▪ **The Pre-observation Discussion**

This step is prior, the pre-observation discussion occurs between the teacher and the observer. It helps to alleviate anxiety and eliminate distraction as well as providing the observer with basic information about how the session is going to proceed and what the teacher would like to accomplish on the day of the visit. Moreover, it enables the teacher to identify areas or activities that he/ she would like to receive feedback on.

▪ **The-Class Visit**

This step has a specific protocol to avoid the stressful atmosphere for the ones in class; the teacher ought to inform his or her learners ahead about the observation lesson and its purpose as well which is to receive feedback on the way of teaching. Then, the observer should be introduced to the class then sits in the back or to the side of the room. Inevitably, the observer must not interrupt the lesson or the flow of the session. The observer should:

➢ List beginning activities observed.

➢ List, analyze, and discuss various room arrangements seen.

➢ Identify all areas of environments which require pupils to learn/use specific procedures.

➢ Make a list of the procedures which the teacher has used with the students.

➢ List positive consequences and reinforcements used.

➢ List negative consequences and reinforcements used.

➢ Note how teachers' behavioral expectations/ rules are presented.

➢ Record how teachers deal with inappropriate behavior or feedback.

> ➢ Record how teachers reinforce appropriate behavior.[34]

The session occurred on Wednesday, January the 23rd at Ainouche Hjila Secondary School- Ahnif –Bouira. The observer is the researcher herself and the teacher is a colleague at the school. The session had the following settings:

Session Settings	Details
Level	3rd year Literature and Philosophy
Class	3 LP1
Time	From 9:00 AM to 10:00 AM.
Number of students	26
Unit (02)	Ancient Civilizations
Sequence2	Read and Consider
Lesson	Pronunciation and Spelling (Page:28)
Topic of the lesson:	Final 'ed'

Table 3.8: Details of the Observation Session

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[34] See Appendix Three for the details of the observation Session.

Figure 3.6: Pronunciation and Spelling Lesson of the Observation Session

(Source: 'New Prospects', 28)

- ▪ **After-the-Class Visit**

Next, the observer should review and process the notes he or she took during the class observation and deeply considers what went well and what areas might need improvement. Along the processing stage, the observer should highlight and describe how the teacher has presented the lesson away from being judgmental and focus on the areas that either the teacher has requested feedback on or the interests of the study or research that had adopted this research instrument.

▪ **The Post-Observation Discussion**

As it is named, a discussion here refers to the dialogue that would follow later about how the session went. This procedure tackles straightforward the problem to be answered in the study and determine the significance of classroom observation in assessing it. Moreover, it is tied with suggesting appropriate ways for planning and carrying out the classroom lesson in such a way that desirable results can be tangible in terms of developing the teachers and using their capabilities effectively.

According to Waxman (1995), some of the major points of strength when using classroom observation are those which allow educators to do the following:

➢ permit the researchers to study the processes of education in naturalistic settings (home of education),

➢ provide a more detailed and precise visual evidence than other data sources,

➢ stimulate and encourage change as well as verifying that the change occurred,

➢ Provide valid data and a coherent, well-substantiated knowledge base about effective instruction.
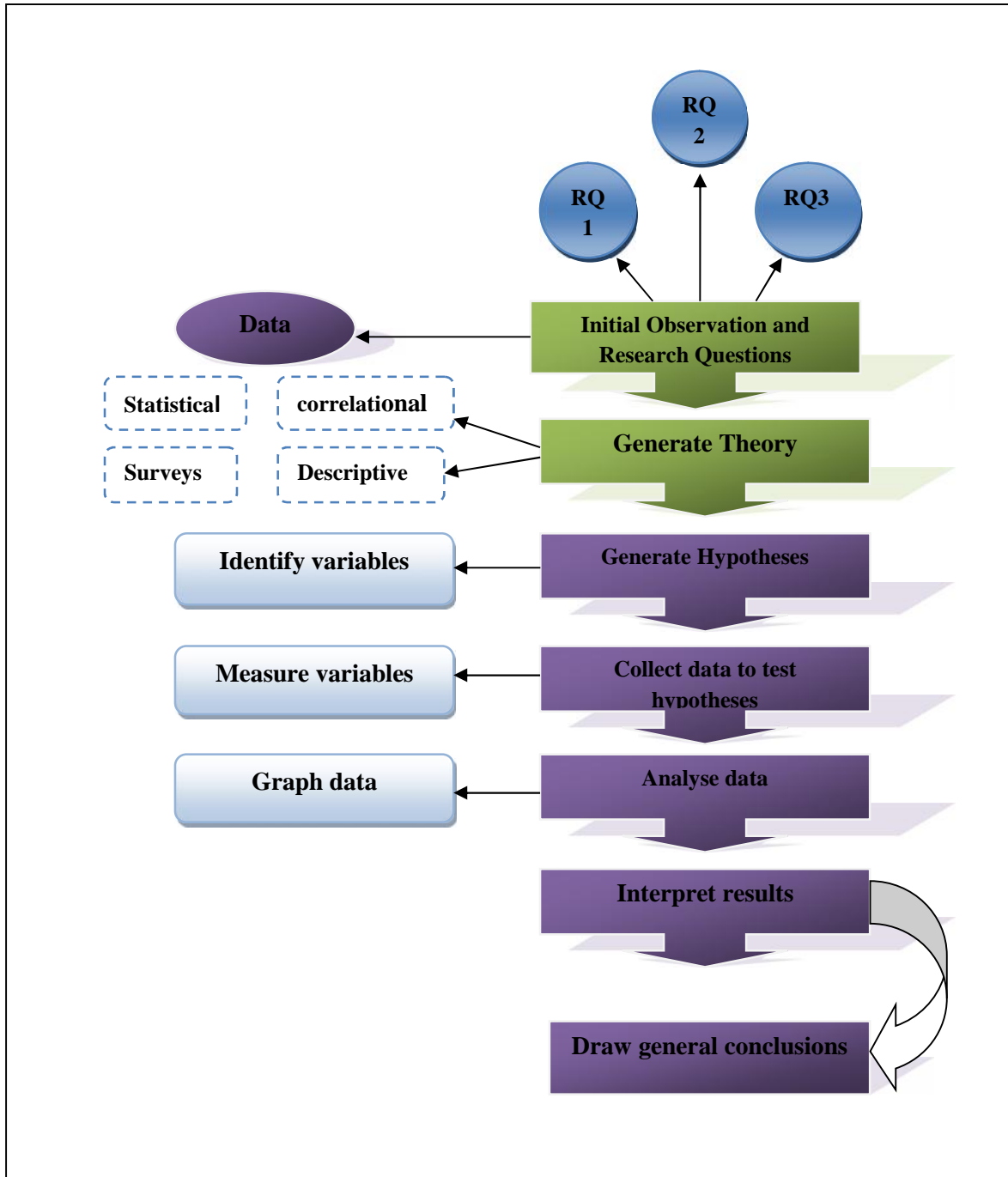
Figure 3.7: The Research Outline

3.4 Chapter Summary

The aim behind this chapter is to present the research corpus and the instruments used to collect valid data in the field of pronunciation enrollment in the EFL context. I have provided data on what should be collected and in which manner for the corpus analysis to be of reliable ground.

In this study, I have adopted triangulation approach to gather information from three different sources, namely questionnaires, a textbook evaluation checklist and a lesson observation grid. In addition to this, this investigation has blended both quantitative and qualitative methods for valid collection and analysis of the data most appropriate to be employed to investigate the three main research questions and to test their hypotheses.

This chapter also highlighted another important part of any research that is to identify the zone of the study and its ability to be generalizable over a specific terrain which, in fact, is emphasized in this thesis so as to trace the data collection campaign and how these data ought to be analyzed and interpreted.

The coming chapter shall hopefully provide a stiff frame and a clear picture of the research findings so as to come out with a valid tentative statement about the nature of pronunciation instruction and assessment in the Algerian secondary school.

Chapter Four

Data Analysis

And

Findings

Chapter Four: Data Analysis and Findings

4.1 Introduction

This chapter reports the results and analysis of the data collected by the research instruments where the researcher herself attempts to interpret them by means of tables and figures in order to facilitate the analysis phase. This process is presented in three principal sections relatively proper to divergence in terms of data; the first section is concerned with those data obtained from the teachers' questionnaire, the second section reports the data from the textbook evaluation checklist and the final section will present the data collected from the classroom observation session.

Last but not least, a general interpretation will be drawn out for the purpose of selecting the most appropriate, helpful and efficient recommendations when it comes to tangible instruction and assessment of pronunciation. Moreover, it attempts to suggest some practical activities inspired from concrete practices from the textbook itself. It is hoped that the rich data gathered from the three research tools would provide a stiff foundation for discussing the three research questions that are investigated along this study.

4.2 Analysis of the Results

4.2.1 The Teachers 'Questionnaire Results

4.2.1.1 Method of Data Analysis

The principle objectives of this research instrument were to explore the relevant areas of the study with reference to secondary school students and to draw out the appropriate pieces of information about their perceptions about the factors which form the basis of the limitations noticed in the instruction and assessment processes of the English pronunciation. As a result, it seems clear that teachers think deeply about their practices and assumptions

about their students' pronunciation skills; the questionnaire and the research topic were very welcomed among teachers who were very generous to attach verbal as well as written feedback to each question.

As for the data collected, they were represented in the form of tables and graphics accompanied by an analysis of the codes and the notes collected from open-ended questions as well as the previous scholars, linguists and phoneticians' comments about each part of the questionnaire. In relation to the teachers' sample, among 100 questionnaires handed to them in a seminar in the Wilaya of Bouira, only two (02) teachers did not return it back due to distance issues and absence of contacting. As a result, the data will be counted out of 98 teachers (100%). The sample was considered to be a representative of this population category (Teachers of English) where they had an experience varied in terms of length estimated between 02 and 28 years as shown in the table below:

Q1: *How long have you been teaching English?*

Years of Experience	Number of Teachers	Percentages
5 years or less	12	12.24%
6- 10 years	35	35.71%
11 – 15 years	24	24.48%
20 – 28years	27	27.55%
Total	98	100%

Table 4.1: Teaching Experience

(Source: the Questionnaire)
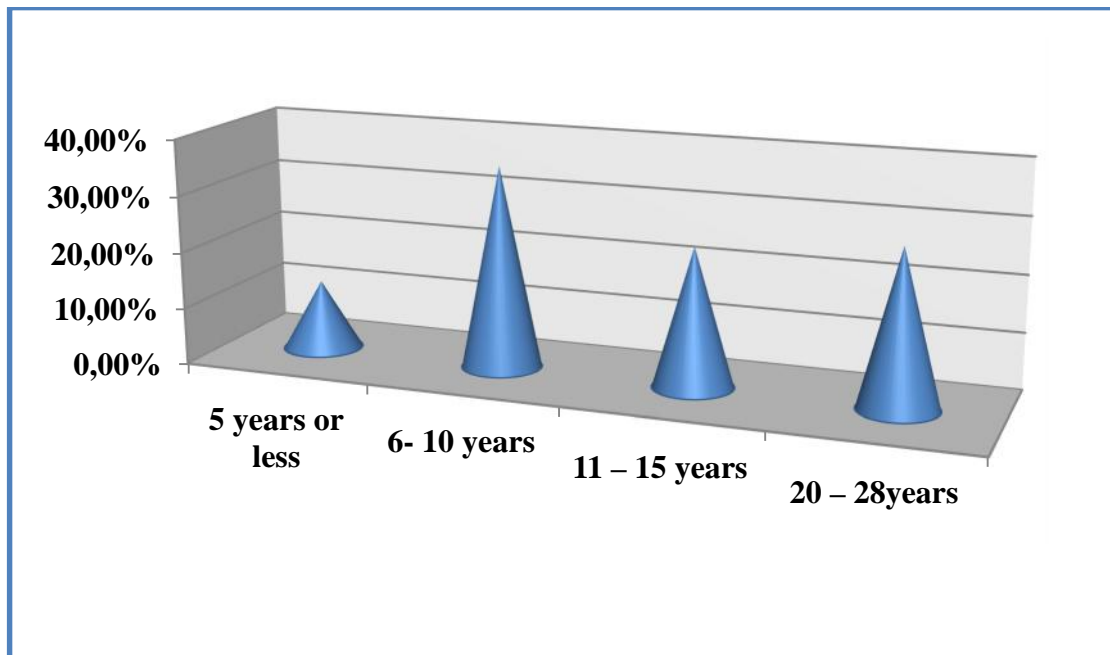
Figure 4.1: Teaching Experience

(Source: the Questionnaire)

4.2.1.1.2 The Results

For the purpose of simplifying data processing, it has been decided to reorganize the responses of the informants to be conveniently grouped under seven headings, bringing together related items and focusing on the sub topics of the research analysis. Every heading of the seven below clarifies its purpose in comprehensible titles which indicate their objectives. As far as computation is concerned, percentages are calculated out of the total number of the informants which is 98. It is important also to mention that the study has helped in a qualitative manner also which killed two birds with one stone by the aid of the implementation of the questionnaire which has contributed in drawing a clear picture of the main elements of pronunciation in the third year textbook 'New Prospects' and how teachers treat this sensitive almost mathematical aspect, those rubrics or sub-sections are:

4.2.1.1.2.1 Importance of Pronunciation

This first sub section tackles how both teachers and baccalaureate candidates consider pronunciation and its perception from the teachers' point of view as identified in both items 2 and 3a.

Q2: How far is teaching pronunciation important in your English classroom? Please, mark the answer that applies to you:

- *Very important*   *- Important*   *-Not important*

The results have shown that the lion's share of this question (30 respondents for the 'very important' and 63 for the 'important' suggestions) is taken by the perspective that pronunciation is a crucial aspect for oral communication. As presented in the table below, this is justified by the argument that a given language cannot be learned without having knowledge of its spoken form. Furthermore, they added that the spoken skill and pronunciation are intertwined in improving the students' communicative competence. The left suggestion of being 'not important' (07 teachers) is justified by some of the teachers who claim that the students should not focus on the quality of their oral communication because they are and will never be close to being native speakers so their English should be comfortable and approximate. They added that the most important thing is their vocabulary credit and their grasp of the topics proposed in the syllabus.

Importance	Response Count	Response Percent
Very important	**30**	**30.61%**
Important	**63**	**64.28%**
Not important	**07**	**07.14%**

| Total | 89 | 100% |

Table 4.2: The Importance of Teaching Pronunciation

(Source: the Questionnaire)
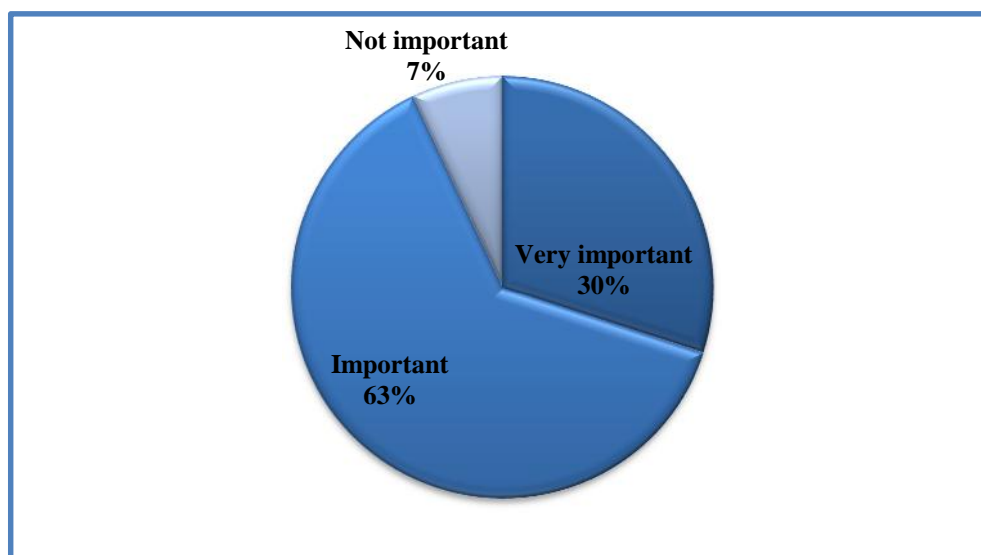
Figure 4.2: The Importance of Teaching Pronunciation

(Source: the Questionnaire)

Q3: 3a) Are your students interested in pronunciation lessons as much as their interest
in others (grammar, writing, speaking…)?

Yes   No

As for item (3a), the point is more clarified about the different assumptions that influence the students lack of interest and negativity surrounding the English acquisition for the reason that 81.63% or 80 of the teachers believe that their students are uninterested in pronunciation lessons in comparison to other subjects like grammar, writing or reading for the convenient causes provided from item (3b).

Suggestions	Response Count	Response Percent
Yes	18	18.36%
No	80	81.63%
Total	89	100%

Table4.3: Students Interest in Pronunciation Lessons

(Source: the Questionnaire)
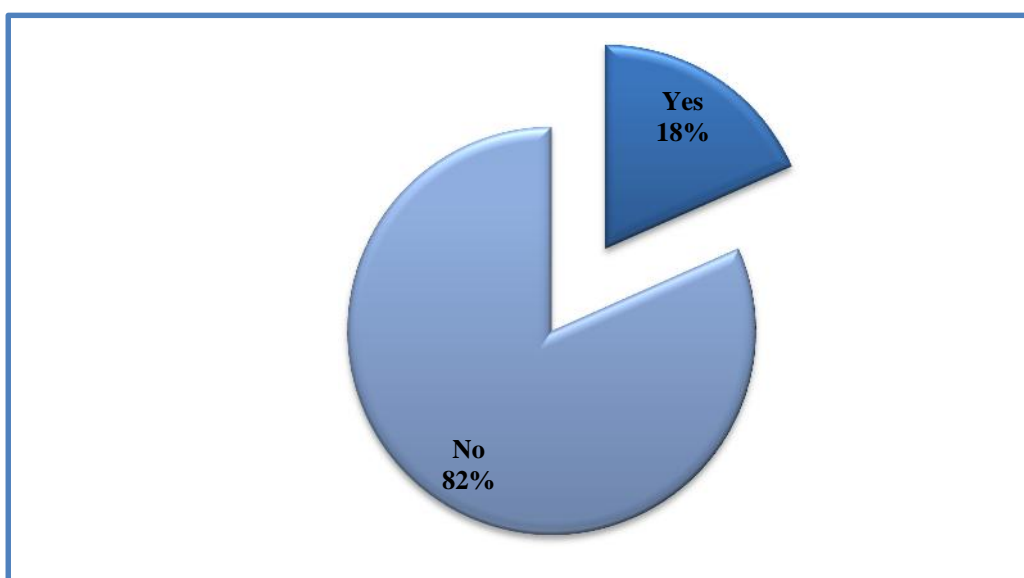
Figure 4.3: The Students' Interest during Pronunciation Lessons

(Source: the Questionnaire)

Q: 3b) If no, can you explain why in few words please?

The teachers have expressed here that their students prefer those latter skills due to the fact that they have better appreciation in the written tests which is the reason why the students are in class in the first place. Besides, they do not understand how to conclude keys for pronunciation whether in tests or in class when examples of intonation for instance are

changed from the ones they have already studied in class. Also, when usually asked about pronunciation they suggest final 's' or final 'ed' 'segmental features' as being the simpler lessons than stress marking or intonation 'suprasegmental features' . This fact is more emphasized by a large number of scholars such as Gilbert (2005) and Morley (1991) who acknowledge that suprasegmentals should be granted more importance than segmentals as far as pronunciation instruction is concerned.

4.2.1.1.2.2 Teachers' Comfortability / Confidence in Pronunciation Lessons

Q4: Do you feel comfortable when you teach pronunciation?

    Yes   *No*

The degree of self confidence or comfortability is crucial for any teacher of a foreign language resulting from various variables like training, self confidence, and knowledge package held in every teacher's credit. Therefore, when teachers' asked about this item (4) in reflection to pronunciation instruction, 72 or 73.46% of the respondents have expressed their concern about pronunciation. Not for the purpose of underestimating our teachers but in comparison to other subjects dealt with in class.

Suggestions	Response Count	Response Percent
Yes	72	73.46%
No	26	26.53%
Total	89	100%

Table 4.4: Teachers' Comfortability towards Pronunciation Lessons

(Source: the Questionnaire)
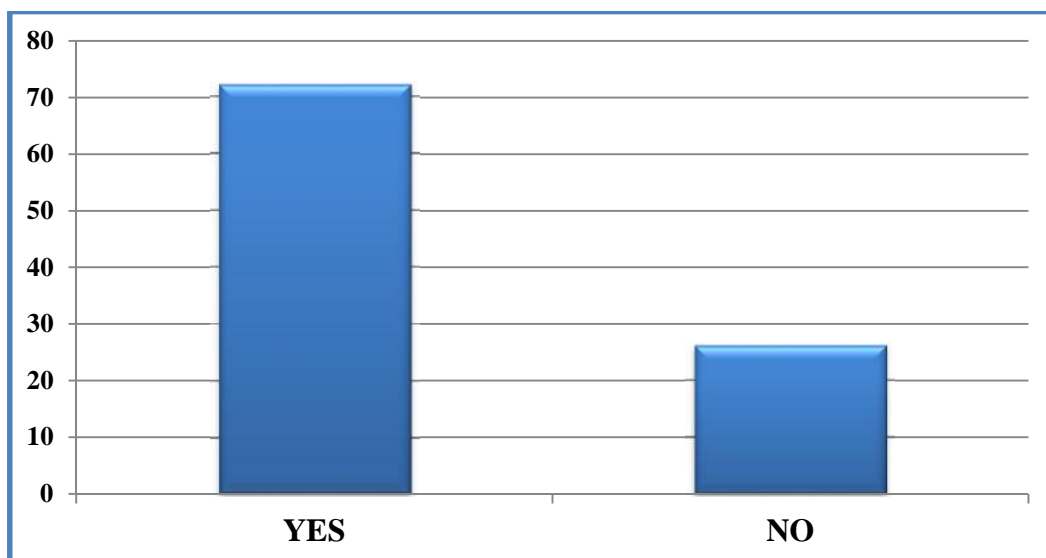
Figure 4.4: Teachers' Comfortability towards Pronunciation Lessons

(Source: the Questionnaire)

Q5*: 5a) If the inspector paid you a visit before starting a pronunciation lesson, would you change the lesson?*

Yes   *No*

Item (5a) is about the choice of the urgent change of lesson if the inspector paid a visit in class. 91 or 92.85% of the teachers were truthful about their intention to change the lesson into reading, writing or listening.

Suggestions	Response Count	Response Percent
Yes	91	92.85%
No	07	07.14%
Total	89	100%

Table 4.5: Attempt to Shift of Lesson

(Source: the Questionnaire)
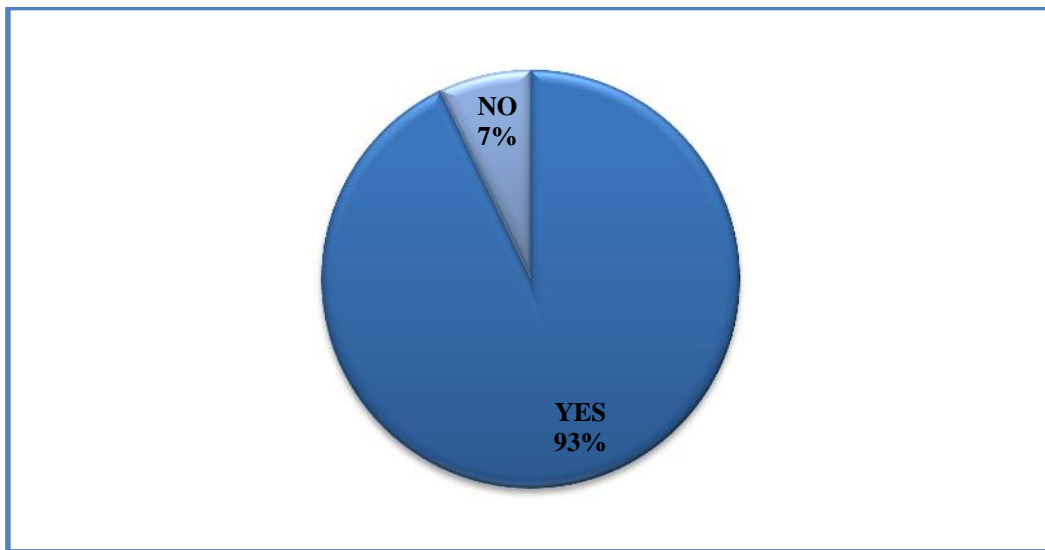
Figure 4.5: Attempt to Shift of Lesson

(Source: the Questionnaire)

Q: *5b) If yes, why?*

The teachers have provided their critical reasons in item (5b). They are grouped in the following notes:

- There is no theme/ topic to work with in pronunciation lessons.

- Other lessons are more interesting and have much more involvement of the students.

- Grammar/ listening/ reading / writing have more activities and more stages to follow better than pronunciation which is just one or two tasks and that's it.

- Pronunciation lessons in the textbook can be finished in half an hour in a boring frame and the session has one hour so what can be done is the last half an hour?

- Pronunciation lessons are preferably integrated in the programme with vocabulary explorer so there is no consistency to work with in isolation.

- "I don't even teach it or waste my time on it because the students need to focus on more tangible skills required in the BAC exam."

Q6: *Have you received any formal training or special workshops concerning the teaching of pronunciation and how to assess your students?*

> ➢   *As a student*   *Yes*   *No*

> ➢   *As a teacher*   *Yes*   *No*

The teachers' opinion is more clarified in item 6 which serves the same purpose about their confidence and explains why their preferences in teaching. The item targets whether or not the teachers have received any formal training or special workshops concerning the teaching of pronunciation and how to assess their students. Surprisingly, all of the (98) teachers (100%) have confirmed that they haven't received any training of pronunciation instruction at the university, they claim that they have encountered courses of phonetics and phonology only emphasizing the fact that acquiring the speech sounds of a language and being formally trained about its teaching and learning in institutional settings are two distinct areas of concern. When working as teachers, their workshops with their inspectors are about other topics focusing mostly on how to implement the Competency-Based Approach in teaching to prepare the students for the BAC exam.

Training of Pronunciation Instruction	Response Count		Response Percent
Yes	as a student	**00**	**00%**
	As a teacher	**00**	
No	As a student	**98**	**100%**
	As a teacher	**98**	
Total	**89**		**100%**

Table 4.6: Teachers' Pre Training of Pronunciation Instruction

(Source: the Questionnaire)
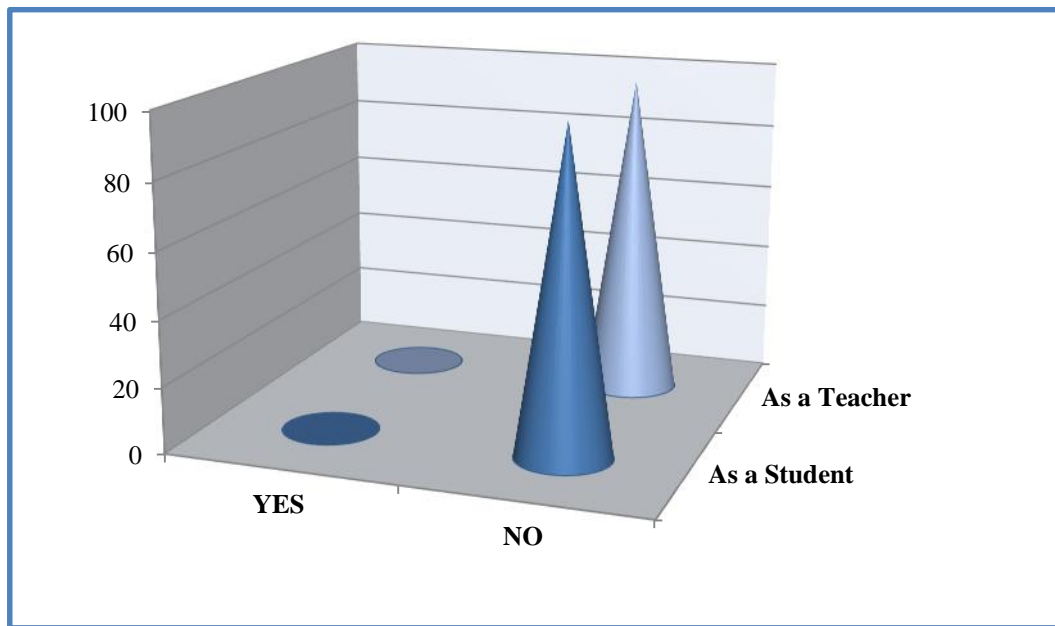
Figure 4.6: Teachers' Pre Training of Pronunciation Instruction

(Source: the Questionnaire)

4.2.1.1.2.3 Techniques of Pronunciation Instruction

The items (7), (8) are grouped together for the fact that they serve the same purpose which is the techniques of teaching pronunciation implemented in class.

Q7: What are the techniques you usually use when introducing a new item of pronunciation e.g. Stress?

➢ *Gestures.*

➢ *Tongue manipulations.*

➢ *Present it as it is in the coursebook.*

➢ *Involve more activities in order to clarify the item.*

➢ *Others?*

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To begin with, the responses collected for item (7) provide us with information concerning those techniques. The teachers here were given the chance to tick more than one suggestion in order to bolster our results as much as possible and to give them a space of comfort as shown in the following table.

Techniques of Pronunciation Instruction	Response Count	Response Percent
Gestures	98	100%
Tongue manipulations	98	100%
Drilling	98	100%
Phonetic transcription	34	34.69%
Present it as it is in the coursebook	42	42.85%
Involve more activities in order to clarify the item	57	58.16%
Others	00	00%

Table 4.7: Techniques of Pronunciation Instruction

(Source: the Questionnaire)

The results have shown that the teachers have more focus on their personal performance in class as they highly adapt gestures, tongue manipulations and drilling for the students to engrave the correct pronunciation of words or to attain correct marking of intonation and stress. 34 of the informants or 34.69% use phonetic transcription to clarify stress marking at the level of the third year and to explain the pronunciation of vague words. Also, 57 of the respondents or 58.16% prefer to involve more activities in order to broaden their explanation and clarify the targeted item. In spite of this percentage, It is refreshing to notice the improvements of pronunciation as an upgrading objective for those teachers who desire to

ameliorate their students, whereas no one (00%) has suggested other techniques probably due to their lack of training and interest to teach pronunciation. The following figure clarifies best the percentages:
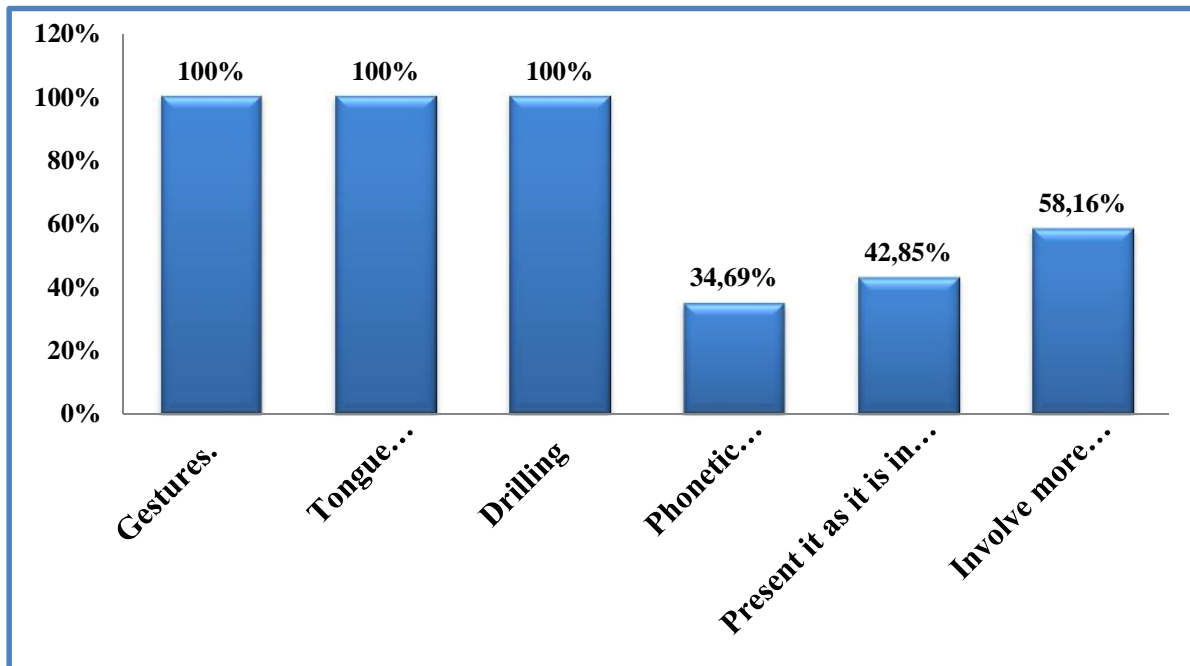
Figure 4.7: Techniques Used for Pronunciation Instruction

(Source: the Questionnaire)

Q8: Do you use the phonetic transcription to explain words' correct pronunciation?

Yes   *No*

About the issue of using phonetic transcription, more precisely, when explaining the correct pronunciation of segmental and suprasegmental features, it is found that the majority of the teachers (75) or 76.53% do not give approval to the use of any of them as they prefer oral gestures or sometimes if the activity necessitates it; whereas surprisingly, 23 or 23.46% of the teachers approve and defend its use in class to maintain correct pronunciation.

Suggestions	Response Count	Response Percent
Yes	23	23.46%
No	75	76.53%
Total	89	100%

Table 4.8: Teachers' Use of Phonetic Transcription

(Source: the Questionnaire)
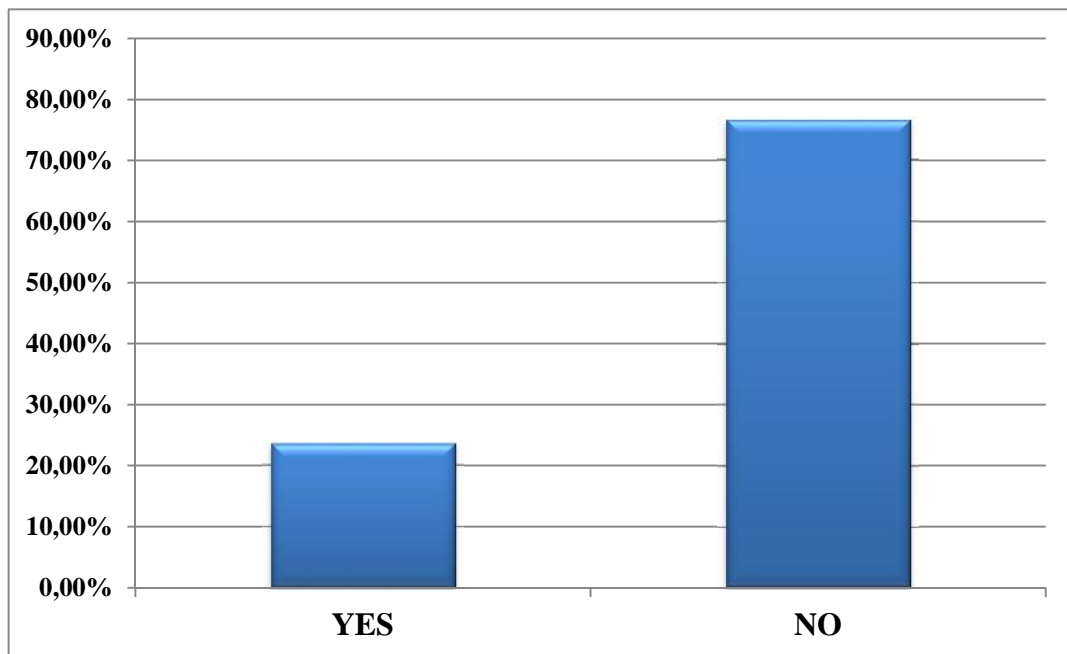
Figure 4.8: Teachers' Use of Phonetic Transcription

(Source: the Questionnaire)

Q9: Do your students find it easy to transcribe words?

      Yes   *No*

Similarly to the above question's topic, this one was targeted to figure out the students'

reactions and abilities towards using phonetic transcription of words and to describe their

ability to mark stress or classify the correct intonation. As it was expected, (91) or 92.85% of

the teachers agreed that their students are unsupportive as they dislike them unless a few

number of excellent students who have further interest in foreign languages studies.

Subsequently, they all are in need for too much effort and supplementary work to deal with

these skills.

Suggestions	Response Count	Response Percent
Yes	07	7.14%
No	91	92.85%
Total	89	100%

Table 4.9: Students' Ability of Using Phonetic Transcription

(Source: the Questionnaire)
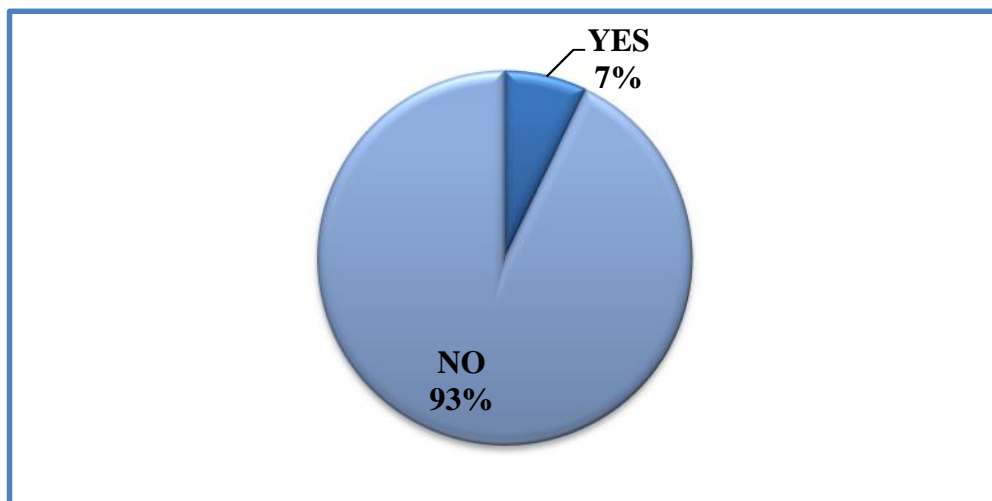
Figure 4.9:   Students' Ability of Using Phonetic Transcription

(Source: the Questionnaire)

4.2.1.1.2.4 Use of Personal Materials

Q10: *10 a) Do you use the teaching equipments (Data Show- Speakers-...) in*
pronunciation lessons?

       Yes   *No*

As far as the use of the teaching equipments or the hardware tools (data show projectors and speakers) are concerned, item (10a) targets this area of the teaching process. An important number of the informants scoring 86 or 87.75% declare that they do not use any materials other than the textbook to teach pronunciation; however, all of them have emphasized the use of such materials for the introduction of the unit or lessons that necessitate videos, listening scripts or power point presentations. Conversely, according to some verbal feedback from the questionnaire, when reaching the lesson of 'Pronunciation and Spelling', it will be as quick as possible because there are more important lessons and pronunciation correction itself can be integrated thoroughly in between the lines of the lesson or at least when mistakes are committed.

Suggestions	Response Count	Response Percent
Yes	12	12.24%
No	86	87.75%
Total	89	100%

Table 4.10: Use of the Teaching Equipments

(Source: the Questionnaire)
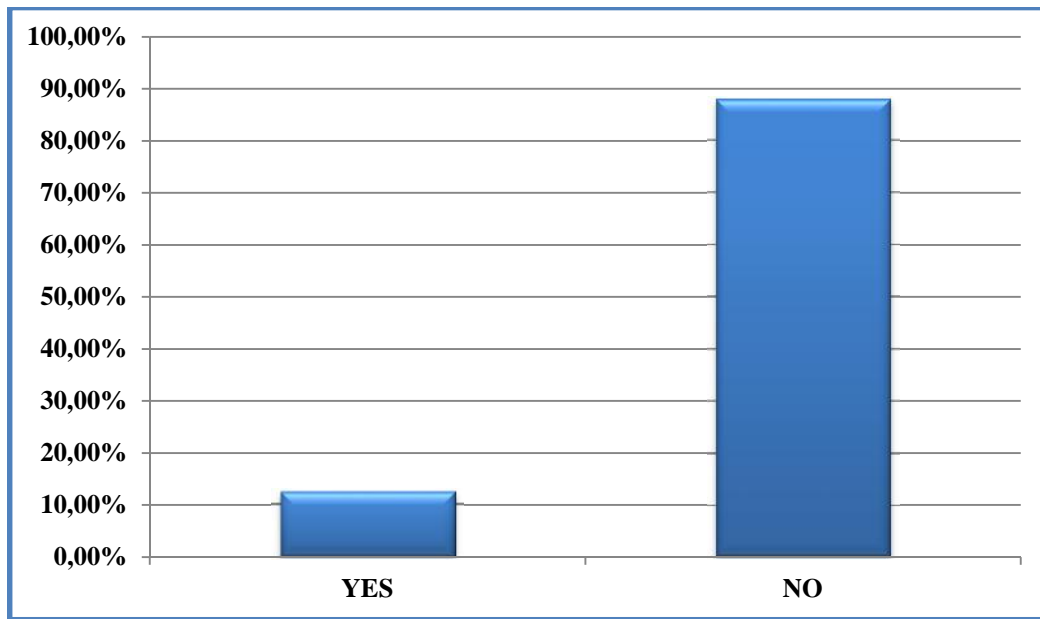
Figure 4.10: Use of the Teaching Equipments

(Source: the Questionnaire)

Q: 10 b) If no, why?

The causes which discourage the informants from making use of those materials in general appear in the responses to item (10b). From the results obtained, we can form a list of the most important reasons which hinder this process as shown in the coming table:

Causes	Response Count	Response Percent
The long syllabus	49	50%
Lack of time	83	84.69%
Shortage of the necessary materials (speakers and data show projectors)	76	77.55%
Lack of teacher training in the field of technology and computing	33	33.67%

Table 4.11: Reasons for Lack of Material Usage in Class

(Source: the Questionnaire)
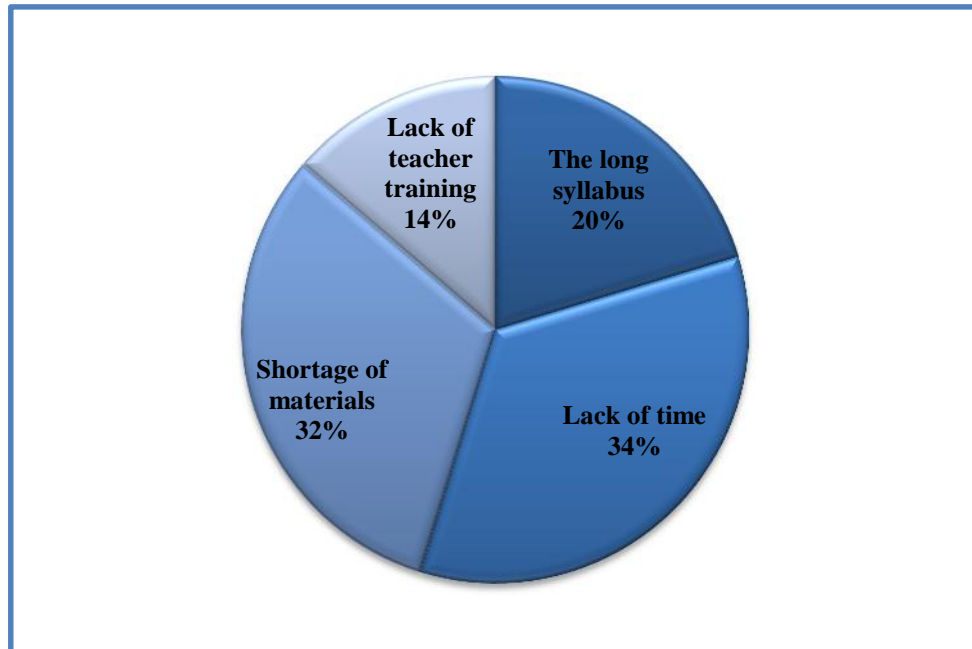
Figure4.11: Reasons for Lack of Material Usage in Class

(Source: the Questionnaire)

Q11: Do you use authentic native speakers' recordings as you present your pronunciation lessons?

Yes   No

Item 11 also have pinpointed the teachers' point of view when asked about the use of authentic recordings in class during pronunciation lessons. All of the 98 respondents (100%) have declared that they do use them because they encounter certain comprehension difficulties due to the students' intermediate level. Plus, they have noticed that their students do not grasp at once the words pronounced due to their American or British accent choice unless the recording is repeated several times. On the contrary, when they use the ones

produced through the 'Received Pronunciation' model or their own readings produced from

their own voices, the students can have better understanding.

Suggestions	Response Count	Response Percent
Yes	00	00%
No	98	100%
Total	98	100%

Table 4.12: Use of Authentic Materials during Pronunciation Lessons

(Source: the Questionnaire)
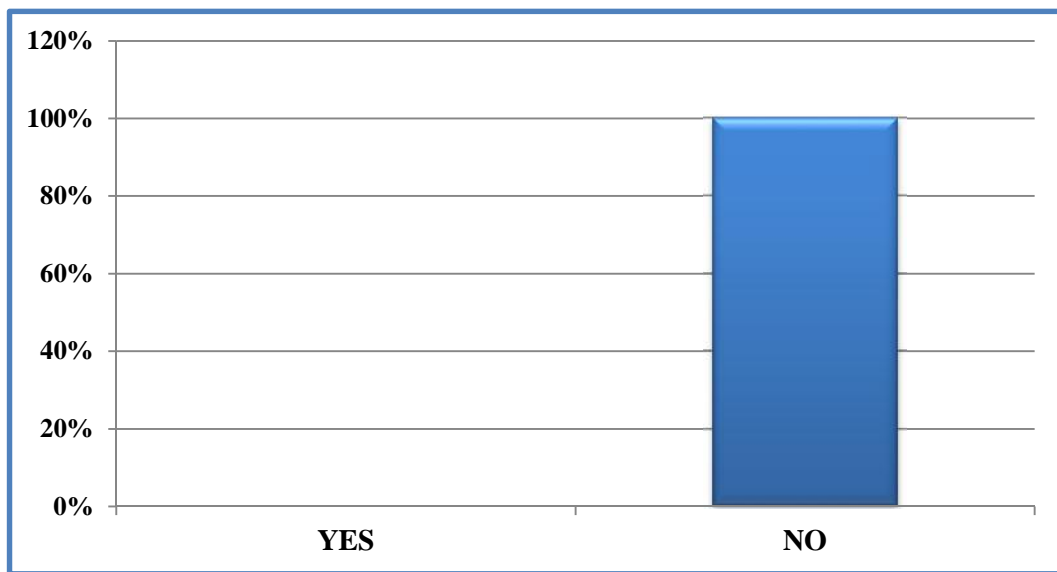
Figure 4.12: Use of Authentic Materials during Pronunciation Lessons

(Source: the Questionnaire)

4.2.1.1.2.5 Use of 'New Prospects'

Items (12) and (13) of the questionnaire survey are grouped together to serve the purpose of measuring the informants' degree of satisfaction with the treatment of pronunciation in the third year textbook 'New Prospects'.

Q12: Does the course book give appropriate time to teach pronunciation?

           Yes   *No*

Suggestions	Response Count	Response Percent
Yes	00	00%
No	98	100%
Total	98	100%

Table 4.13: Time Devoted to Teach Pronunciation

(Source: the Questionnaire)
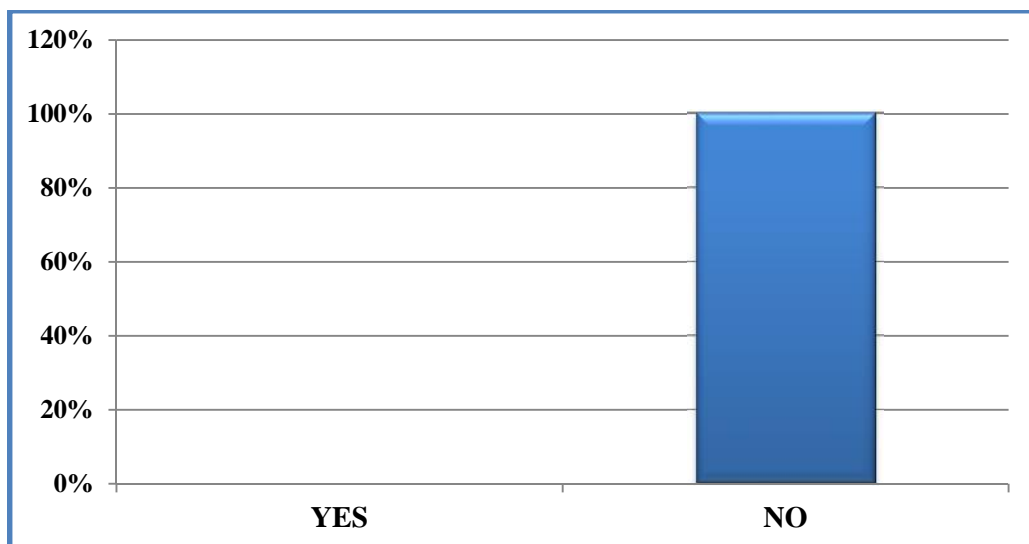
Figure 4.13: Time Devoted to Teach Pronunciation

(Source: the Questionnaire)

To begin with, item 12 questions the availability of time devoted to treat pronunciation. Almost all of the teachers (86) or 87.75% have declared that the textbook does not provide enough time to satisfy the students' needs in terms of shaping pronunciation and upgrading the oral skill. Concurrently, they require more time than the one devoted for each session (half an hour or less as proposed in the programme)[1].

Suggestions	Response Count	Response Percent
Yes	00	00%
No	89	100%
Total	89	100%

Table 4.14: Reaction towards Pronunciation Instruction Time in 'New Prospects'

(Source: the Questionnaire)
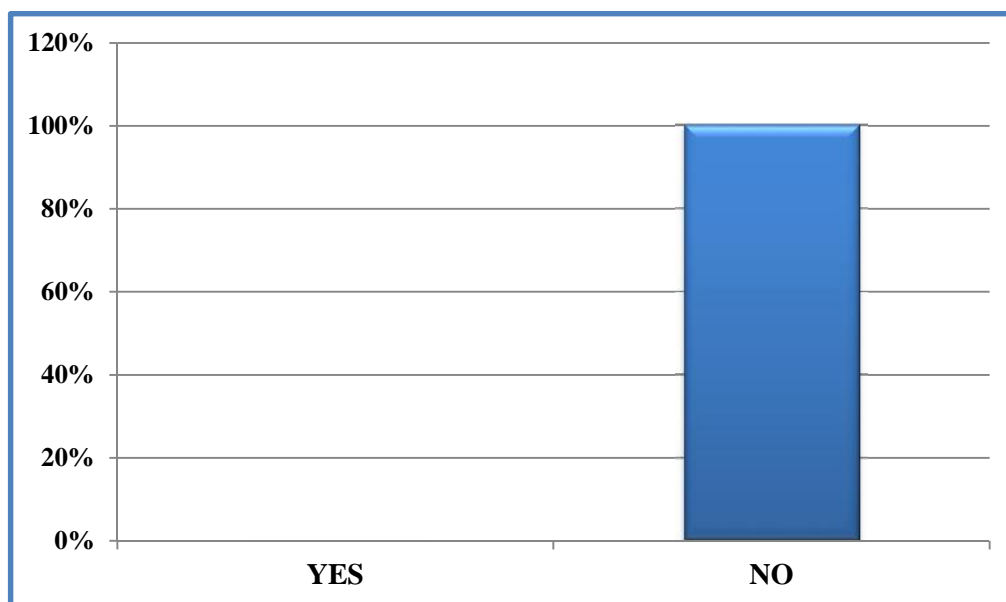
Figure 4.14: Reaction towards Pronunciation Instruction Time in 'New Prospects'

(Source: the Questionnaire)

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[1] See Annex One to check out the syllabus where pronunciation lessons are marked already.

Q13: *Does the course book give appropriate activities to assess pronunciation lessons?*

Yes   *No*

In addition, item (13) totally follows the same results and reaches the total percentage of 100% which asserts that 'New Prospects' does not give proper activities in terms of number of diversity to assess the students' knowledge. They add that it is on the back of the teachers to form explicit rules and add more explanations and tasks to assimilate the BAC exam and prepare their students for the big graduation exam.

Suggestions	Response Count	Response Percent
Yes	**00**	**00%**
No	**89**	**100%**
Total	**89**	**100%**

Table 4.15: Reactions towards Pronunciation Assessment in 'New Prospects'

(Source: the Questionnaire)
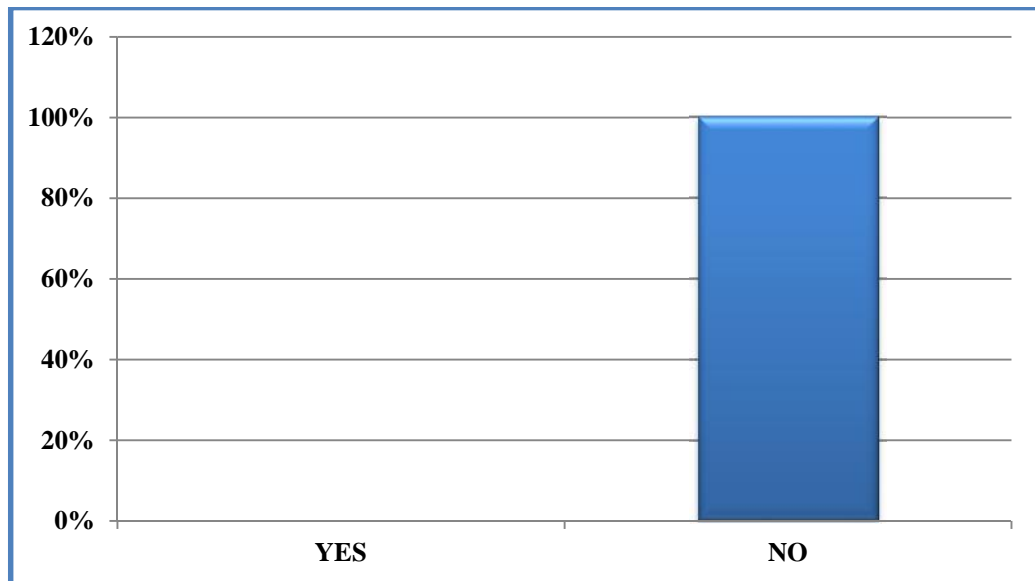
Figure 4.15: Reaction towards Pronunciation Assessment in 'New Prospects'

(Source: the Questionnaire)

4.2.1.1.2.6 Pronunciation Assessment and Feedback

Q14: *When assessing your students' pronunciation in exams, what do you involve?*

Oral tasks   *Written tasks*   *Both*

For the purpose of eliciting information about the nature of assessing pronunciation in exams, the next table presents the results which show a super negativity and a low tendency towards the use of oral expressions or oral exams even though it is given an exclusive mark when counting the students' average along with French and Arabic. 67 or 68.36% of the teachers have showed a negative inclination as they prefer written tests to evaluate and assess their students' oral ability, 5 teachers or 5.10% have chosen oral exams whereas 26 (26.53%) teachers have said that they use both ways as a part of the oral evaluation mark as students write essays and read it out loud.

Suggestions	Frequency	Percentage
Oral exams	05	5.10%
Written exams	67	68.36%
Both	26	26.53%
Total	98	100%

Table 4.16: Teachers' Involvement of Oral Exams

(Source: the Questionnaire)
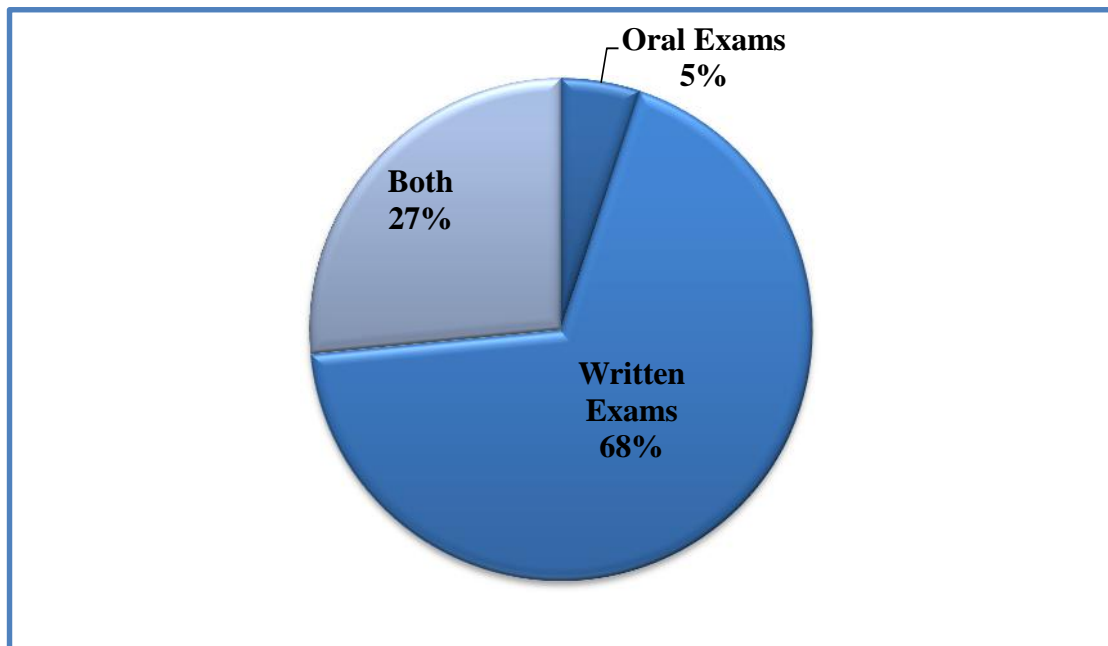
Figure 4.16: Teachers' Involvement of Oral Exams

(Source: the Questionnaire)

Q15: 15a) Do you offer your students remedial work or extra activities after the lessons

of pronunciation?

Yes   *No*   *Sometimes*

As for the remedial work proposed by the teachers to strengthen the students' abilities in all skills, when it comes to pronunciation lessons, the data have showed that it is clearly underestimated as the previous literature have showed where it is 'swept under the carpet' in comparison to other topics. However, the intention of the teachers is clear from the numbers of the data collected as they try to suggest activities for their students sometimes as a part of the BAC revision. From the verbal feedback I have received from a lot of teachers, they said that they do not have to focus on pronunciation since that the students will not be evaluated orally. Plus, only one point (1pnt) is devoted for it in the big exam so why do they have to waste time and focus on it in a context when students require reinforcements in other fields like grammar, reading comprehension and written production?. The following table shows in detail their intentions:

Suggestions	Frequency	Percentage
Yes	00	00%
No	16	16.32%
Sometimes	82	83.67%
Total	98	100%

Table 4.17: Teachers' Remedial Work

(Source: the Questionnaire)
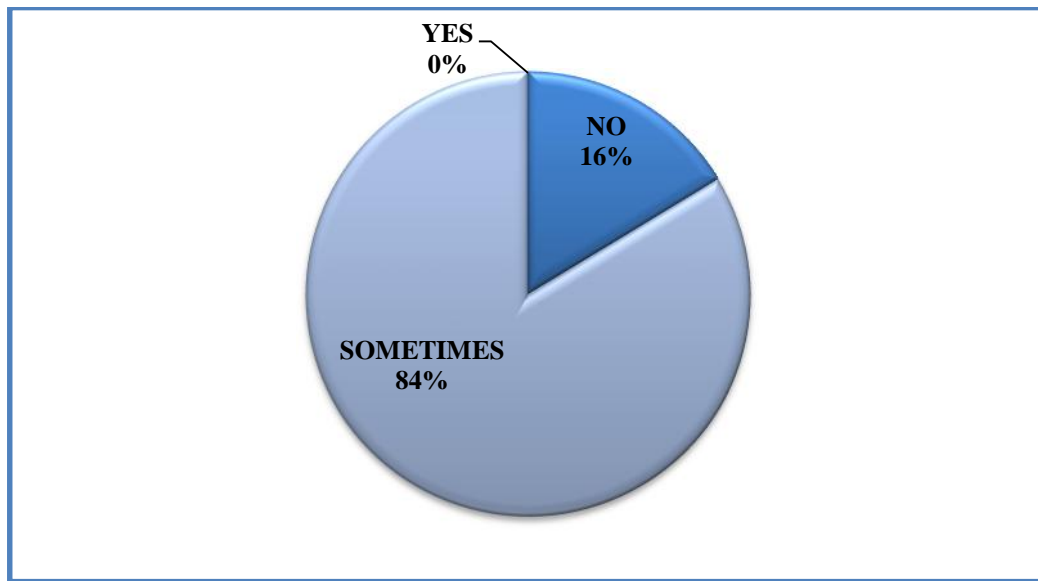
Figure 4.17: Teachers' Remedial Work

(Source: the Questionnaire)

Q16: *16a) Are you satisfied with the materials proposed in the textbook concerning the instruction and assessment of pronunciation?*

Yes   *No*   *To a certain extent*

To touch the heart of the research study, I went directly to ask the teachers about their degree of satisfaction with the materials proposed in the textbook concerning the instruction and assessment of pronunciation in item (16a), an overwhelming majority of 94 out of 98 or 95.91% of the respondents have asserted their regret and dissatisfaction of the textbook to approach pronunciation. Nevertheless, only 04 of the respondents or 4.08 % have declared that they are satisfied 'to a certain extent'.

Suggestions	Response Count	Response Percent
Yes	00	00%
No	94	95.91%
To a certain extent	04	4.08 %
Total	89	100%

Table 4.18: Teachers' Satisfaction with the Materials Proposed in the 'New

Prospects'

(Source: the Questionnaire)
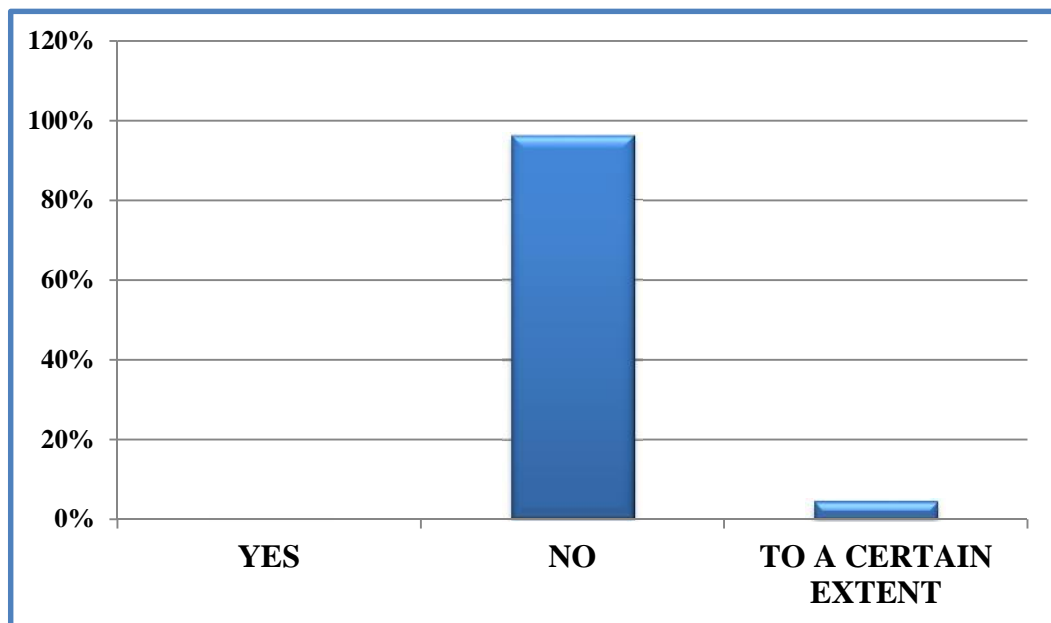
Figure 4.18: Teachers' Satisfaction with the Materials Proposed in the 'New

Prospects'

(Source: the Questionnaire)

     Q: 16b) Please explain more?

When asked about the main reasons behind this dissatisfaction in item (16b), the informants have diagnosed some recurrent causes as they have yielded that the third year textbook proposes vague isolated lessons of pronunciation which are omitted sometimes by the teachers, the inspectors or the syllabus itself and most times modified or replaced to follow only those activities proposed in the Baccalaureate exam to prepare the students. Moreover, those lessons are inadequate with the learners' levels' of proficiency as they are not presented in a decontextualised language frame that contains neither proper rules nor enough practice.

     *Q17: 17a) Do you correct your students' pronunciation mistakes in the context of other subjects and **WHEN** exactly?*

        Yes   *No*

This item does not seem to be less significant since it provides information about the feedback given to students and its timing when they make pronunciation errors. All of the 98 teachers (100%) had agreed that they correct their students' mispronunciations.

Suggestions	Response Count	Response Percent
Yes	**89**	**100%**
No	**00**	**00%**
Total	**89**	**100%**

Table 4.19: Teachers' Correction of Students' Mistakes

(Source: the Questionnaire)
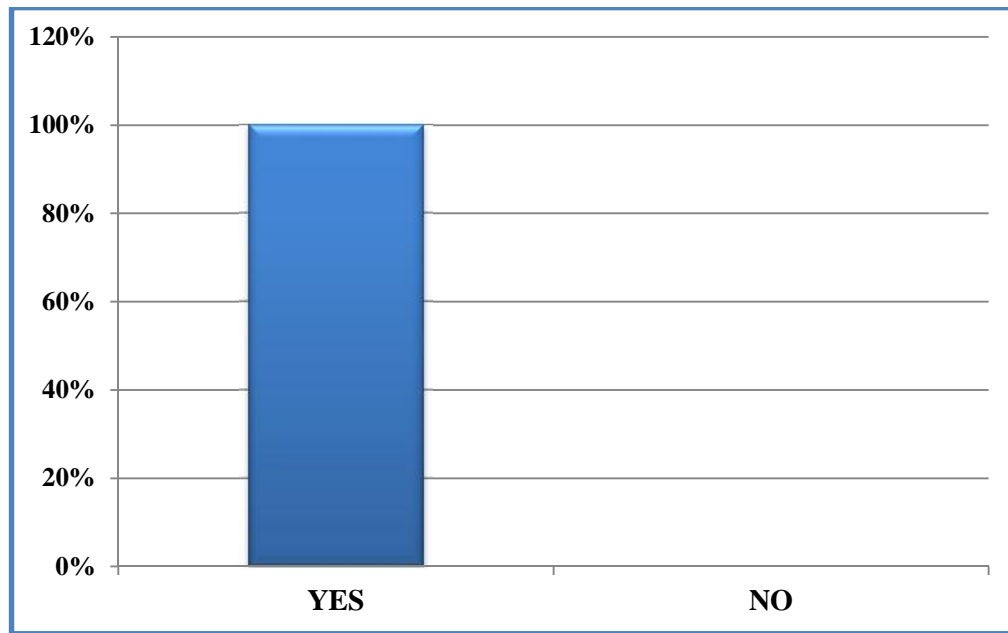
Figure 4.19: Teachers' Correction of Students' Mistakes

(Source: the Questionnaire)

Q: 17b)   when?

Yet, when it comes to the appropriate time for the correction, they disagreed; (43) of the teachers or 43.86% have said that they correct straightforward after their students' mistakes rather than waiting for their speaking time to be finished because they consider themselves the first source of knowledge the student counts on for feedback. Also, 36 informants have marked their role that the quick correction should be accurate to maintain in the students' memory once the mistake is committed so as not to misconceive it as correct speech without their teachers' feedback. 13 informants have declared that they give other classmates the opportunity to correct their mate's mistakes so that they will all contribute in the pair/ group feedback in class. The other 06 informants haven't responded to this item as represented in the following table:

Reasons for Feedback	Response Count	Response Percent
Responsibility of Knowledge	43	43.86%
Accuracy and fast correction	36	36.73%
Priority for Peer/ Group Feedback	13	13.26%
No Answer	06	6.12%
Total	98	100%

Table 4.20: Pronunciation and Feedback

(Source: the Questionnaire)
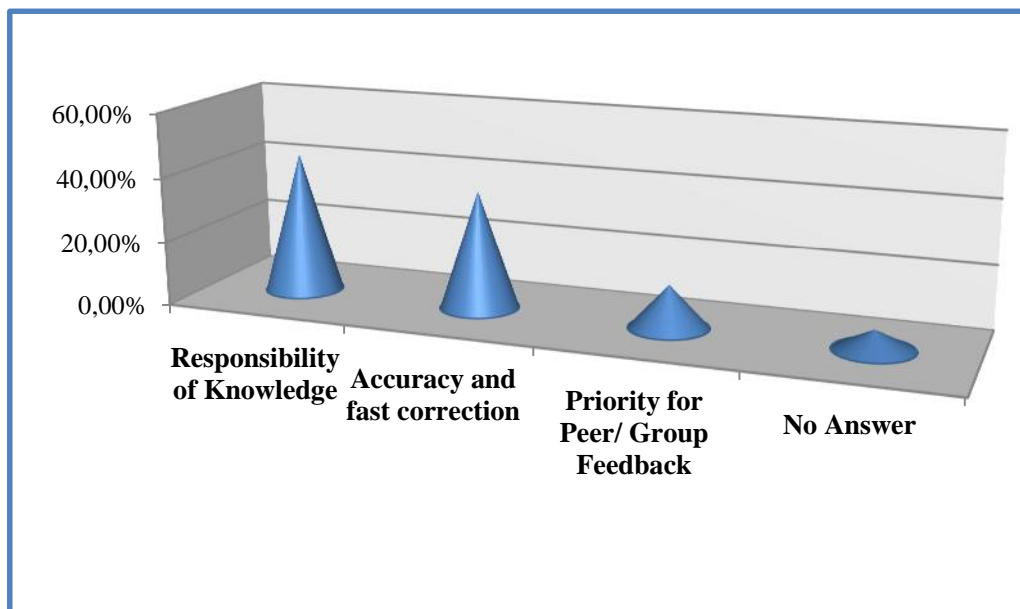
Figure 4.20: Pronunciation and Feedback

(Source: the Questionnaire)

4.2.1.1.2.7 Communication in Pronunciation

The final area of concern within our study is communication and its relation to pronunciation instruction at the third year level of the secondary school. The last four items 18, 19, 20, 21 were grouped to serve this purpose in relation to the baccalaureate candidates

Q18: From your opinion, does the teaching of pronunciation have an influence on the learners' communication?

> *Yes*   *No*

The first item (18) examines the progress marked at the level of the students' pronunciation and communicative skills throughout the school year. All of the informants (100%) have agreed on pronunciation's instruction influence upon the students' oral communication.

Suggestions	Response Count	Response Percent
Yes	89	100%
No	00	00%
Total	89	100%

Table 4.21: Pronunciation's Effect on Communication

(Source: the Questionnaire)
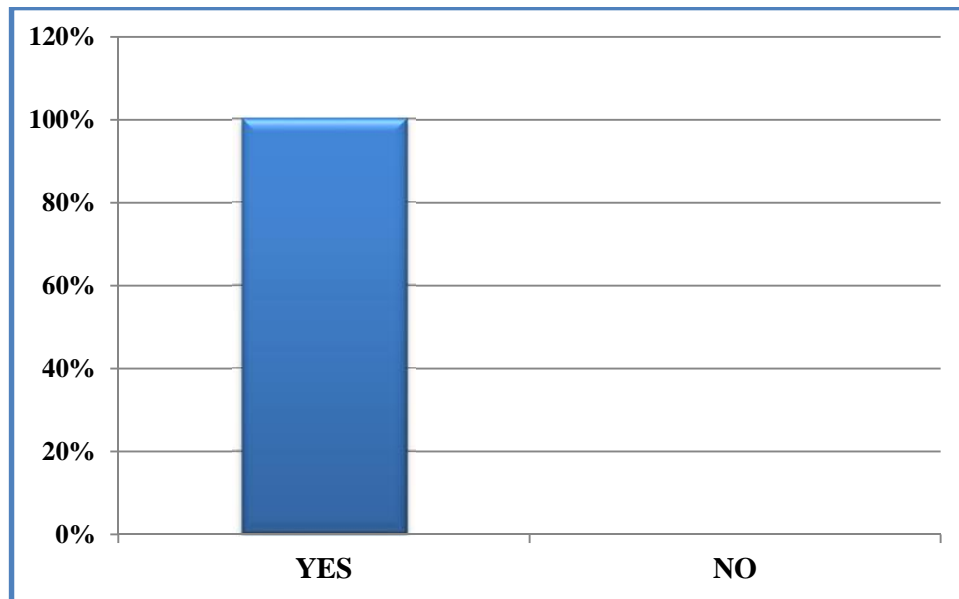
Figure 4.21: Pronunciation Effect on Communication

(Source: the Questionnaire)

Q19: Along the school year, do you notice any progress concerning the students' pronunciation and communicative skills?

  Yes   *No*   *To a certain extent*

In this item, 73 of the teachers (74.48%) have argued that their students' pronunciation has developed thanks to the drilling of new vocabularies and topics in relation with the third year programme while the other 25 (25.51%) have noticed that their students are varied, i.e., some have progressed and others haven't according to some verbal feedback.

However, as the teacher's role is not enough on its own, where they have to be always the supervisor of communication and the corrector of their repeated mistakes; students also have to focus on defeating any lack of efforts and underestimating the sense of preparation for the BAC exam by focusing mostly on written communication in the form of paragraph and essay production. Two (02) informants haven't responded as shown in the table below:

Student's Pronunciation Progress	Response Count	Response Percent
Yes	73	74.48%
No	00	00%
To a certain Extent	25	25.51%
No response	02	2.04%
Total	98	100%

Table 4.22: Students' Progression along the School Year

(Source: the Questionnaire)
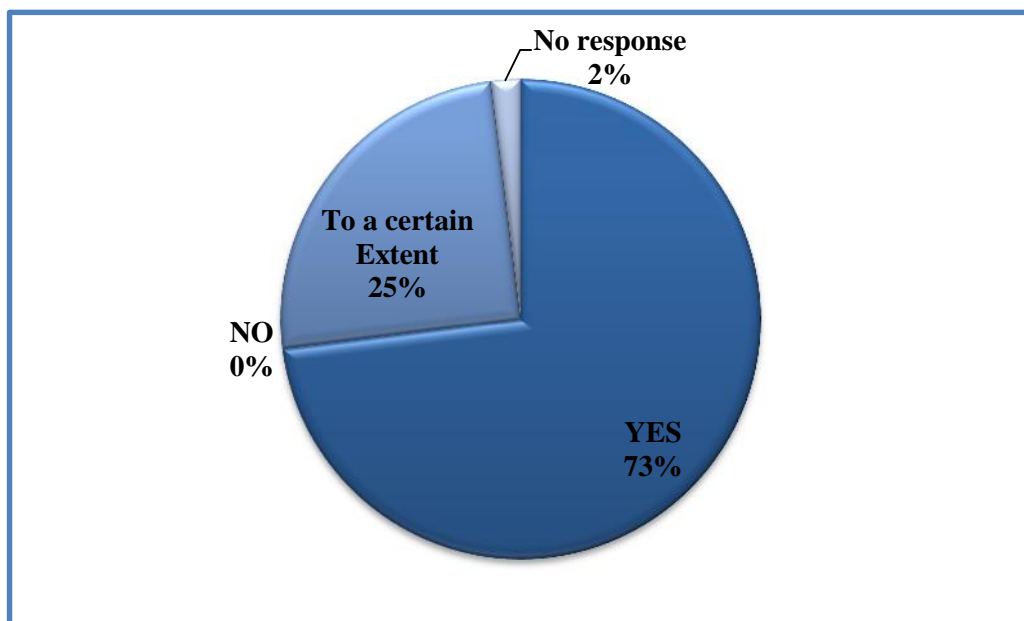
Figure 4.22: Students' Progression along the School Year

(Source: the Questionnaire)

*Q 20: 20a) Do you think the **BAC exam** has fulfilled the importance of pronunciation aspect and communication performance in general?*

Yes   No

Since the Algerian secondary school curriculum ends in the fennel of a one national exam to give a certificate for students to be a part of the higher education in the university or to qualify them among other specialties, the English language must be included. This question was targeted to collect data about the teachers' points of view concerning how pronunciation is presented in the national exam (BAC)**.**

As it was expected, all of the teachers (98) 100% have agreed about the negligence of this exam to giving proper attention to this important aspect by the fact that twenty points (20pts) among which only one point (01 pt) is devoted to testing pronunciation capacity and previous knowledge that is what the students' have learned throughout all of their three previous years, the following table shows the teachers' opinions about the BAC exam:

Suggestions	Frequency	Percentage
Yes	00	00%
No	98	100%
Total	*98*	*100%*

Table 4.23: Teachers' Point of View about the Involvement of Pronunciation in the

BAC Exam

(Source: the Questionnaire)
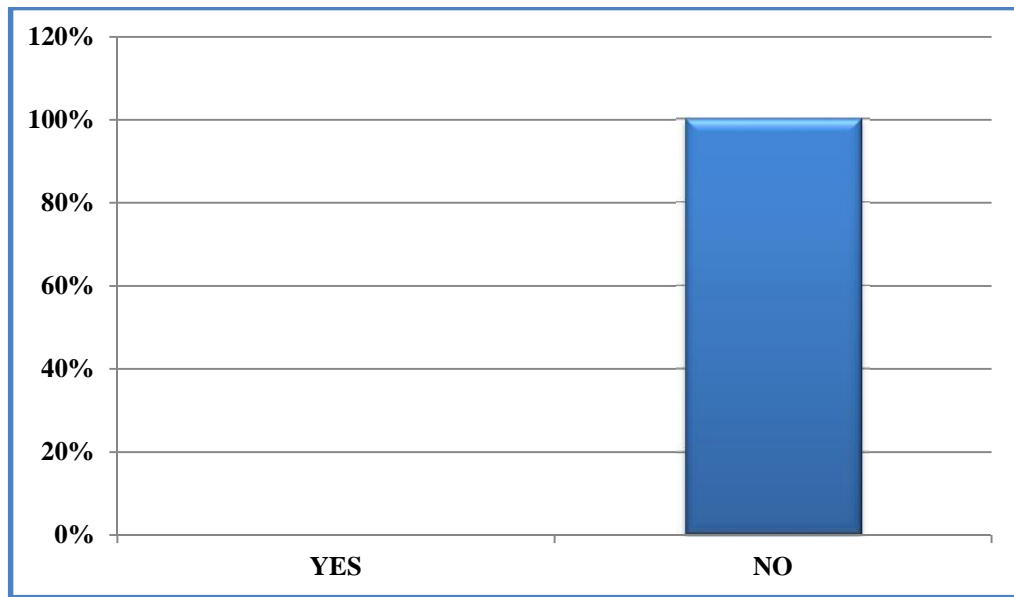
Figure 4.23:   Teachers' Point of View about the Involvement of Pronunciation in

the BAC Exam

(Source: the Questionnaire)

Q: 20b) Can you explain in few words and add your suggestions to shift the view of the BAC exam towards pronunciation?

The last but not least part of the questionnaire was a personal desire; this question was left an open-ended one to benefit the maximum from the teachers' feedback concerning the research topic as well as to collect some of the main suggestions from the teachers' perspectives since they are the ones in the educational field in front of students on a daily basis. They can provide us with accurate information about many aspects of teaching strategies. In this research particularly, they have focused on many items to be added into the curriculum and more precisely, to the syllabus of the first year. The following table summarizes their concrete suggestions:

Suggestions Provided by the Teachers	Number of Supporters
Adding more practical lessons of pronunciation in each unit	98
More attention should be embodied for pronunciation in the BAC exam (more marks)	78
Providing the teachers with an audio book accompanied to the textbook and containing authentic communication tracks and educational videos	84
Enhance the book with more performance tasks evaluated orally	92
Giving the teachers the correct education about how to teach and evaluate pronunciation in the correct manner (A focus on teacher Training)	98
Providing schools with labs for foreign languages acquisition just like science and mechanics.	46

Table 4.24: Teachers' Suggestions to Develop Pronunciation Teaching and Assessment

in the Algerian Secondary School

(Source: the Questionnaire)

The questionnaire of the teachers has provided us with reliable data that would allow us to draw out valid results; however, there are still the two other research instruments which will either confirm those findings or add other pieces of information which can be counted as an addition to the study. The following part is the findings of the textbook evaluation checklist.

4.2.2 Textbook Evaluation Checklist Results

4.2.2.1 Method of Data Analysis

The implementation of the checklist has helped draw a clear outline of the elements of pronunciation and their treatment in 'New Prospects'. The results of the checklist are analyzed on a quantitative basis as mentioned before where each time a criterion occurs in the lesson, a point is added:

Example: Criterion   *occurs in*   UNIT 1 =   1point   = 16.66%

However, the results of this study are not only a presentation of codes gathered from textbook calculations; there should be some important circumstances that the reader should prioritize before presenting the analysis. They are classified as follows:

➢ **Exclusion of units**: The textbook includes six (06) units, this doesn't refer that the 3rd year streams study all of its content; each stream is concerned with only four units.

➢ **Number of lessons**: each unit encompasses only *two* lessons of 'Pronunciation and Spelling'; which means that they can be of a pronunciation type or a spelling type.

➢ **Omission of certain lessons from the syllabus**: ever since 2007, the textbook has never been adjusted to the changing yearly distribution[2]. However, all of the previous studies were based only on this textbook which is in need for an urgent change to comply with the new distribution. This omission has left the distribution with only these lessons of phonology:

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[2] To prove this change, see the annexes one and two which are different; the first is the 2011 version and the second is the 2020 version. Several lessons of pronunciation are omitted.

	Units	Phonology Lessons
Literary Streams	Exploring the past. (Ancient civilizations)	*Pronunciation of final "-ed"*
	2) Ill Gotten Gains never prosper (Ethics in Business)	*Word stress and syllable division*
	3) Schools Different and Alike. (Education in the World: Comparing Educational systems)	*Pronouncing final "s"*
	4) We are a Family (Feelings, emotions, Humour and related topics)	*Silent letters (review)*
Scientific Streams	Ill Gotten Gains never prosper (Ethics in Business)	*Pronunciation of final "s" (review)*
	2- Safety First (Advertising, Consumers and safety)	*Word stress / syllable division.*
	3- It's a Giant Leap for Mankind (Astronomy and the Solar system)	*Phonology: -Silent letters (review)*
	4- We are a Family	*Pronunciation of final "ed"*

	(Feelings, emotions, Humor and related topics)

Table 4.25: Units and Phonology lessons for 3ʳᵈ year Streams in the Secondary School

(Source: Adapted from the yearly distribution of 2020)

➢ **The syllabus length:** due to several factors among which the length of the programme, teachers across Algeria had never the chance to finish the syllabus on time and each year, Baccalaureate candidates ask for a course limit so as to have the chance to unify the number of lessons dealt with across the country. Therefore, the last unit - We are a Family (Feelings, emotions, Humor) - is always the victim; it is never finished and teachers each year are asked to present general outlines of the topic in order to exclude suspicion and students' fear from occurring on the BAC exam. As a result of what's mentioned before, the last two lessons of pronunciation included in the unit are never dealt with in class which will end up being a real pity.

Above and beyond, those factors must be highlighted in the mind of each reader of this research before starting the presentation of the data collected.

4.2.2.2 The Results

As far as the data collected from the checklist is concerned, it was represented in the form of tables accompanied by an analysis for each of the following five headings:

4.2.2.2.1 Features of Pronunciation

This first heading tackles the existing of the segmental and suprasegmental features of pronunciation in the textbook. The results are presented in the following table:

Criteria	Number of Unit						Total	%
	1	2	3	4	5	6		
Features of Pronunciation								
1- **How many times is the lesson primarily segmental?**	1	1	1	1	1	1	6	100%
2- **How many times is the lesson primarily suprasegmental?**	0	0	0	0	0	0	0	0%

Table 4.26: Features of Pronunciation in 'New Prospects'

(Source: the Checklist)

The checklist has clearly showed the absence of the suprasegmental features of pronunciation in all of the units which is also absent in the official BAC exam. On the other hand, all the lessons in the textbook (100%) are purely segmental.

4.2.2.2.2 Listening

The second heading surrounds the existence of the speaking skill in pronunciation lessons. The questions dealing with this part start from 3 to 6:

Criteria	Number of Unit						Total	%
	1	2	3	4	5	6		
Listening								
3- **In how many activities is listening included in pronunciation lessons?**	0	1	1	1	1	1	5	83.33 %
4- **In how many activities in listening accorded with audio-taped material?**	0	0	0	0	0	0	0	0%
5- **In how many lessons does the context include authentic language being comprehended or produced?**	0	0	0	0	0	0	0	0%
6- **In how many activities does the listening section provide "*a true representation of real spontaneous speech*"? (Underwood, 1989)**	0	0	0	0	0	0	0	0%

Table 4.27: The Listening Skill in 'New Prospects'

(Source: the Checklist)

The results have clearly showed that the activities include the listening skill (83.33%); however, when checking deeply along the pages of those activities, it is on the back of the teacher to read texts or recite words as the student just listen. All of the listening activities start with the same sentence: *"listen to your teacher reading…"* (pages: 28/51/57/81/88/111/119/140/171).

As for the existence of contexts which include authentic language being comprehended or produced or spontaneous speech, it is found that there are none (00%).

4.2.2.2.3 Integration of Skills and Student Interaction

The third heading surrounds the existence of skill integration in pronunciation lessons as well as the interaction of students during those lesson plans. Questions dealing with this zone are from 7 to 10:

Criteria	Number of Unit						Total	%
	1	**2**	**3**	**4**	**5**	**6**		
Integration of Skills/ Students								
7- In how many activities is pronunciation the ultimate goal of the lesson?	1	1	1	1	1	1	6	100%
8- In how many activities is pronunciation integrated to the other skills?	1	0	0	0	1	1	3	50%
9- How many times is the lesson interactive where students can speak freely?	0	0	0	0	0	0	0	0%
10- In how many pronunciation lessons is the student asked to perform oral production?	1	0	0	1	0	0	2	33.33 %

Table 4.28: Students Interaction and Skill Integration in 'New Prospects'

(Source: the Checklist)

From the table, it is clear that the activities all pour in the ultimate goal of making pronunciation the theme of the lesson (100%) regardless of any other integration of other productive skills or oral communication. This is much clearer in the following question about the integration of skills in the pronunciation lessons which seems optimally positive. Likewise, when analyzing deeply the target activities and examine the lines of their instructions, it is found that 'listening to the teacher' , as mentioned before, is the major skill integrated along with some silent reading for purposes of error correction (pages: 28/119/148/171/179).

As for the times when the lesson is interactive and students can speak freely, the result is 0% which means that pronunciation lessons in the Algerian syllabus are suffocating from limitations attached to students' oral production.

On the contrary, when students are not asked to speak freely, they are tied by performing guided oral productions which are in the form of acting out written dialogues (pages: 20/119) or just class interaction while answering the question: *"what do you notice?"* (Pages: 111/140/51/57). The percentage for this question is 33.33%.

4.2.2.2.4 Practice

This fourth heading is about the practice phase in pronunciation lessons within the textbook; whether it exists, and if it does, how is it handled? Questions for this part are from 11 to 14.

Criteria	Number of Unit						Total	%
	1	2	3	4	5	6		
Practice								
11- How many times does the lesson include a practice phase?	1	0	0	1	1	0	3	50%
12- How many times does the lesson address an opportunity for purposeful language to be included?	0	0	0	0	0	0	0	0%
13- How many times does the lesson involve performance?	0	0	0	0	0	0	0	0%
14- How many times does the lesson require pair work and group work?	1	0	0	1	1	0	3	50%

Table 4.29: Pronunciation Practice in 'New Prospect'

(Source: the Checklist)

The practice phase is crucial in any lesson where the student reproduces the given information during the previous presentation part in the form of activities and practical tasks. In the case of pronunciation lessons in 'New Prospects', this phase does exist by the percentage of (50%) in three units only. Concurrently, it is left on the back of the teacher to design activities and even lessons that fit the objectives of the unit's content. However, authentic performance or purposeful language within a real context in questions 12 and 13 are limited from all of the units (00%).

As for question 14, the textbook does give a chance to students to work sometimes (50%) in pairs or groups which encourages cooperation and peer assessment in class. This is noticed in the following lessons on the following pages: 119/171/20/28.

4.2.2.2.5 Communicativeness and Feedback

This last heading deals with the most important part of the CBA applied in the Algerian curriculum and along its textbooks. Questions numbered from 15 to 18 address whether or not the aspect of communication exists in 'New Prospect' and how it is treated. The results are presented in the following table:

Criteria	Number of Unit						Total	%
	1	2	3	4	5	6		
Communication and Feedback								
15- How many times does the pronunciation lesson include pronunciation features in real context?	0	0	0	0	0	0	0	0%
16- In how many lessons is communication the major objective?	0	0	0	0	0	0	0	0%
17- How many times does the lesson involve remedial work?	0	0	0	0	0	0	0	0%
18- How many times does the lesson require cooperation of students to correct each other mistakes and	0	0	0	1	0	0	0	16.66 %

exchange assessment?								

Table 4.30: Communication and Feedback

(Source: the Checklist)

Surprisingly, when checking out the textbook for the elements of communication as the major objective as designed by the CBA approach or at least pronunciation lessons that include its features in real context, the percentage is 00% for all of the questions which is very disappointing. This would lead directly to why Kelly (1969) had described pronunciation by 'the Cinderella of EFL' or 'the Orphan' of English Language Teaching (ELT).

Last but not least, only one (01) lesson or 16.66% included the aspect of feedback on page 119 in the form of the following question:

"Compare and discuss your answers to task 2 above with your classmates then make a similar dialogue and act it out with your partners."

This textbook evaluation checklist hasn't only contributed in this study quantitavely, but also qualitatively by revealing to the researcher the negative situation that the instruction of pronunciation is dealing with not only in the third year textbook but probably in all of the secondary education textbooks. It is too early to conclude this yet, at least not until the analysis of the last research instrument used in this study which is the classroom observation grid.

4.2.3 Classroom Observation Grid Results

4.2.3.1 Method of Data Analysis

This section presents the analysis and results of the classroom observations and the teacher's performance during a 'Pronunciation and Spelling lesson'[3] by the use of a qualitative method. In fact, many aspects in the classroom may not be visible to the observer, this is why we tended to choose predefined features to be observed[4], and the process of data analysis is divided into four parts, according to the purpose of the analysis. Each part is attached to a set of questions which have guided the session. In this fashion, the collected data is analyzed and presented qualitatively in order to transfer to the reader of the research the correct images, settings and stages of how a pronunciation lesson is processed in a real context among real students and teachers.

4.2.3.2 The Results

4.2.3.2.1 Part 1: Settings

The session occurred on Wednesday, January the 23rd at Ainouche Hjila Secondary School- Ahnif –Bouira. The observer is the researcher herself and the teacher is a colleague at the school. The session had the following settings:

Session Settings	Details
Level	3rd year Literature and Philosophy
Class	3 LP1

---

[3] Brown (2000,430) comments on classroom observation by saying that: *"Teachers are coming to understand that seeing one's actions through another's eyes is an indispensable tool for classroom research as well as a potentially enlightening experience for both observer and observee".*
[4] See Appendix 3.

Time	From 9:00 AM to 10:00 AM.
Number of students	26
Unit (02)	Exploring the Past (Ancient Civilizations)
Sequence2	Read and Consider
Lesson	Pronunciation and Spelling (Page:28)
Topic of the lesson:	Final 'ed'
Language(s) used during the class	English

Table 4.31: Details about the Observation Session

(Source: The Classroom Observation Grid)

4.2.3.2.2 Part 2: Materials

Throughout the session, the teacher has used the textbook to begin the preparatory work (reading for correction) in order to familiarize the students with the paragraph in hand, as for the tasks observed during the observation lesson, they are:
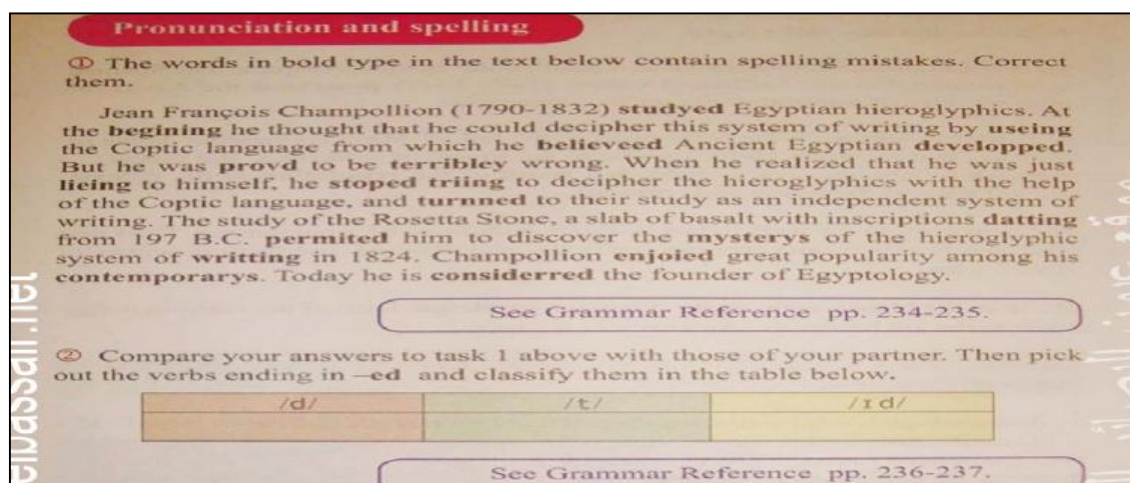
Figure 4.24: Task One and Two

(Source: New Prospects: 28)

The observer had some comments about the content, quantity and the quality of the materials used, she said that:

- The two activities are not enough to teach the pronunciation of final 'ed'; this is proved by the extra tasks provided by the teacher which will be mentioned later during the description of the session.

- The preparatory work has no relation with the main objective of the lesson. She emphasized on the fact that to light up the curiosity and interest in students, they need to listen to different pronunciations of final 'ed' as a part of the preparation phase.

- Moreover, she pointed out that the rule referred to in the book is vague for the students who are in need for simpler rules within the lesson to illustrate and explain and not attached in the references at the end of the book which will require more distracting efforts from both of the teacher and the students.

- The teacher's talking time surpasses the students' time though she encourages them to participate, interact, and share their suggestions and ideas in the classroom.

4.2.3.2.3 Part 3: Observation of the Session

a) Overall Structure of the Lesson

The lesson was well- paced, and sequenced logically; however, several students had certain difficulties in digesting it in some of its steps which required a lot of repetition and explanation. The following aspects were present during the lesson:

- Preparation: the teacher explained the structure on the first task for the students to search for spelling mistakes and gave them 5 minutes to correct them.

- Noticing: the teacher emphasized on the students to notice well the mistakes and recall the correct spelling.

- Comparing and Reflecting: the teacher also compared the answers from the students to diagnose their mistakes and elicit correct information as a part of reflecting upon their efforts.

- Clear explanation: this part was on the back of the teacher also as he's considered the guider of the session.

- Student interrogation (active experimentation): some of the students have asked their teacher to re-explain and clarify the causes of their mispronunciation of final 'ed'.

- Interaction for student production: the production phase was limited to few students who were asked to provide verbs in the past with their final 'ed' pronunciation.

- Assessment (self-, peer- , teacher-assessment) and Feedback: during the lesson, assessment was interchanged between the teacher and the students who were asked to correct their mates mistakes every time they occur.

- Closing: the closing part of the session was a part of the practice phase which included two suggested activities from the teacher to maintain the objective of the lesson.

b) Students' Interaction

As for students' interaction, pronunciation lessons are supposed to be very interactive as they include a lot of student oral production. The observer has noticed that the teacher-talking time (TTT) surpasses students' talking time (PTT) despite the endeavor to urge her students to be involved more in classroom decision-making. The following notes were marked also during the observation:

- Listening to the teacher .

- Reading a written passage.

- Working individually to find answers .

- Working in pairs or small groups to decide upon classifying words.

- Interacting with the teacher (individually or in a small group) .

- Giving individual feedback from the students who remember this lesson from the previous years.

- Reacting to other students when asked by the teacher.

c) **Student's Reaction and Accomplishments**

Throughout the session, it was noticed by the observer that the class felt free to ask questions, disagree, or to express their own ideas about the pronunciation of final 'ed'. She also emphasized on the fact that the teacher presented each sequence in the textbook and added supplementary tasks while asking the students if they have understood the lesson every once and a while. In fact, the most frequently asked question was: *'Have you understood? Shall I repeat?'*

The following answers were provided by the observer as well:

- The students appear to understand and accept the purpose of the lesson.

- Some students asked for clarifications and further explanation.

- Not all the students have participated.

- There were few 'dead' moments and some sudden silence (where students found the information presented ambiguous)

- The teacher did her best effort to engage all the students throughout the session.

- The teacher provided individual feedback for each student to make sure that he/ she had grasped the information presented.

- The teacher employed the drilling technique for all students to make sure they all participate in short production shots.

According to the observer, the students found that the content was appropriate from their impression; however, some students expressed the difficulty of marking the pronunciation of final 'ed' as they already have difficulties in speaking.

4.2.3.2.4 Part 4: Overall Conclusions and Summary

During the lesson, the material encouraged the interaction between students as they cooperated to solve the given activities as well as providing peer feedback; however, several drawbacks can be mentioned. First, the lesson does not call for a preparation of this type (reading a paragraph to correct spelling mistakes). On the contrary, students should listen for a purpose to different recordings about different pronunciations of the targeted item. Plus, the book is lacking the rule that the students should write on their copybooks; it was provided by the teacher in addition to two extra activities to enhance their understanding. To be honest, it would never work unless the teacher have added further explanations, activities, examples and a reminder about the rule.

At the end, the objective wasn't accomplished to all of the students as it is linked to their level and efforts to either revise their lesson properly or just neglect it all together.

4.3 Discussion and Interpretation of the Findings

This section summarizes and concludes the findings of the thesis. First, it re-visits the research questions and then links them each to its reported findings. Next, it discusses some possible implications of the research and suggests recommendations for further adjustments.

The research questions raised in this study were:

RQ1: *HOW* do Algerian secondary school teachers establish the scope of the task of teaching and assessing pronunciation for the third year Baccalaureate candidates?

RQ2: *HOW* does the third year textbook ‘New Prospects’ process pronunciation lessons as it tries to achieve good spoken communication to prepare secondary school graduates for their future?

RQ3: *HOW* does the Algerian curriculum measure and assess the students' pronunciation during the school sessions proposed in the programme in the light of the CBA?

4.3.1 Discussion in Relation to Sub Question One

The ultimate purpose of research question one was to investigate how secondary school teachers handle the process of teaching and assessing pronunciation for the third year Baccalaureate candidates. Overwhelmingly speaking, it has been found that even though they admit its importance, both of the teachers and students are less interested in those lessons in comparison to other subjects

Throughout the questionnaire and along the terrain of our research, which is the BAC exam, this transitional exam is of no enough fulfillment when targeting the importance of pronunciation aspect and communication performance in general for the reasons that the BAC exam has fulfilled only the written side of the communication where students can produce, in writing, an essay starting from a guided topic. However, as far as pronunciation and oral communication is concerned, a series of yearly repeated activities is offered to the students where they usually mark in a written form the pronunciation of final ‘ed’, final ‘s’, make syllable division, silent letters or just mark the stress according to suffixes.

According to the teachers, oral communication is and will be adhered by troubling difficulties whether in the near or far future mostly because they will find in university new required tasks, topics and research unless they do more efforts to acquire more specific

English especially in scientific domains where they must read and extract a lot of knowledge from foreign documents.

In this context, several causes can be concluded that give birth to this problematic of oral communication. They can be grouped under the following main difficulties:

- The negative influence of the French language which hinders the students' pronunciation.

- Shortage in pedagogical materials and the inexistence of language laboratories to improve their oral communication

- The large number of students in each class that prevents equal opportunities for oral communication and proper feedback.

- The overloaded programme which gives no chance to additional practice activities in speaking.

- Lack of teacher training in managing pronunciation instruction.

4.3.2 Discussion in Relation to Sub Question Two

The main objective of this Question is to examine pronunciation lessons in the third year textbook and evaluate them according to a checklist proposed by the researcher herself. It can be deduced throughout the evaluation phase that there are doubts about the textbook's aid as a tool capable of improving the learners' communication and mastery of the elements of pronunciation both receptively and productively. Indeed, the quality of Algerian textbooks has improved noticeably in the recent years after the application of several reforms in the educational system. However, the level of the students did not develop to a noticeable degree. In this regard, several drawbacks can be mentioned about the textbook:

-The shortage noticed in the number of lessons and activities that tackle pronunciation in a communicative frame.

- Lack of an activity book or a workbook which can be at least integrated in the teacher's book targeting more practice. It might also contain extra practice activities for the students as self-study booklet.

- The textbook is unable to implement the intended objectives or to choose the suitable approaches to achieve them. As a result, neither teachers nor the students seem to feel that the textbook satisfies their needs to a great extent.

The English teaching package in the Algerian syllabus come in the form of a textbook, teacher's guide and syllabus document, yet, it is not sufficient. As Tomlinson (2008) states:

> *"Coursebooks often come with a Student Book, a Teacher's Book and a Workbook. Many offer additional materials such as cassette tapes, a CD Rom, tests, extra resources and photocopiable materials. Some may offer videos, web resources, a mini-dictionary, a mini-reference book and/or an extensive reader booklet."*

> (Tomlinson, 2008:17)

- The Lack of any type of supplementary teaching aids for the implementation of this textbook.

- Shortage of communicative tasks and speaking exercises and the undesirable rule system within the lessons where some texts and writing tasks are beyond pupils' linguistic level.

- Textbooks for pronunciation are generally be listened to on a CD or an audiotape. However, in the Algerian context, until now, those aids are widely neglected and rarely embedded in teaching languages.

4.3.3 Discussion in Relation to Sub Question Three

The aim behind this research question is to transfer to the reader of this thesis the practical part of the teaching of pronunciation from a typical Algerian classroom and with real students and their teacher. The first result of the observation is the enormous effort done by the teacher and surely all teachers to qualify and upgrade the textbook with the needs of their students and the effort to create steps for the lesson, explanations, rules and activities eventhough they are not trained to teach this aspect of the spoken language.

Unfortunately, what was observed also is that the Algerian context of teaching pronunciation is still retarded by more than forty years as it underlies in its layers few aspects from a mixture of the Audio-Lingual method and Community Language Teaching methods[5] ; i.e, there is a great focus on listening and repeating in forms of drills until the students become fluent with constant observation from the teacher and a quick correction when errors occur to avoid misunderstandings or misconceptions of pronunciation

Not only this but also the absence of explanatory analytic-linguistic instruction and explicit phonetic alphabet. This is mainly due to the spot light being targeted on the accuracy of sounds and structures of the target language. These methods are following the same principles as the Intuitive- Imitative Approach.

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[5] Those two methods are referred to in the first chapter.

4.4 Important Principles for Teaching Pronunciation (What to Focus on?)

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

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

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

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

d- Teaching pronunciation is a priority for our students. It leads them to a better understanding of native speakers' speech and enhances their ability to communicate. Hence,

pronunciation practice ensures for the students more knowledge of how the language works because in any case, if the students recognize the language but cannot communicate with it then it would be a great disappointment.

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

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

4.5 The Call to Raise the Awareness about Pronunciation

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

4.5.1 Attention

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

4.5.2 Noticing

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

4.5.3 Understanding

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

4.6 Recommendations about the Teaching of Pronunciation in the Algerian Context

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

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

4.6.1 Recommendations to the Authorities and Textbook Designers

In the light of the current field of investigation and with reference to the theoretical part, the following suggestions are inspired from the findings of the three research tools implemented in this study. It is recommended that textbook writers consider:

➢ Under the framework of the CBA, syllabus designers should regard the four skills equally and communicatively. Still, Algerian syllabus designers and material writers base their publications on helping pupils prepare for exams not using the English language in real-life situations.

➢ It's high time for material designer to revise the textbooks used ever since 2007 to comply with the syllabus adjusted every time where it is left for the teacher to adapt the lessons proposed or change the lessons and the activities to be fit for the yearly distribution.

➢ The Teachers' deficiency in spoken English and lack of training in the field of pronunciation instruction urges the stakeholders to prioritize courses for the teachers for qualification.

➢ Textbook designers should adapt their strategy of writing textbooks by adding more tasks that are communicative in order to meet the teachers' expectations and to satisfy the students' needs as well.

➢ The content of the textbook should be prepared by taking into consideration the whole academic year period especially for the third year pupils who are going to pass their Baccalaureate exams.

➢ The addition of a workbook, CDs, visual aids and further supplementary materials containing tests, audio passages, authentic language and more communicative activities for more practice and preparation for Baccalaureate exams.

➢ Teachers should be consulted when designing a new textbook, and they ought to take part in making any revisions or improvements concerning the in-use textbooks. As Bachér (2012) states:

> *"Top-down and bottom-up consultations prior to any school reforms*
>
> *or textbook innovation necessitate teachers' direct and meaningful*
>
> *contribution and involvement."*

(Bachér, 2012:400)

4.6.2 Recommendations for Teachers

In most topics, the role of the teacher is considered as an aid for the learners to reach what they want to acquire. In pronunciation, however, s/he is the source which students use to perceive and produce any item. The teacher here has a challenging task composed of numerous responsibilities or being a 'speech coach' who can be viewed as a 'mélange' of an acting coach , a voice coach, a music coach or even a mouth sports coach.

➢ Teachers should supply students with explanatory information and give them models to follow from time to time by offering new teaching cues and techniques, avoiding intensive drills and suggesting communicative practices opportunities as well as providing them with constructive feedback about their performance to avoid that dark negativity about pronunciation lessons.

➢ Teachers are invited to work on a self training course due to the lack of self-development; many teachers suffer from a pedagogical retard as they do not search or read to develop their knowledge and teaching techniques after they start their professional careers.

➢ It is advisable to improve teachers' appreciation of the pronunciation difficulties faced by learners in their classes and not let them be invisible on the account of other lessons such as grammar.

➢ The planning of pronunciation lessons should follow 'the four Ps' stages of preparation, presentation, practice and production. This latter should include more performance tasks and oral communication.

➢ The involvement of authentic conversations and the amount of listening to conversations other than the teacher's exclusive voice such as using speakers and data shows in class will familiarize the students with the aspects needed to be adjusted and increase their interest for more motivation.

4.7 Suggestions for Further Academic Research about Classroom Practice

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

Furthermore, notwithstanding the results achieved, there were some unavoidable limitations to be considered in the current research where the world of teaching is far beyond a study or two.

Academic research about ELT should focus more on classroom practice. After all, our teachers are "the heroes" in the field face to face with students; consequently, they can provide essential information to researchers of linguistics. They are always experimenting and creating a variety of improvised teaching methods and strategies which fit their students' varied learning styles. The results achieved in this research work would draw hopefully some new avenues for research within the area of pronunciation practice. As a conclusion, it is

important to bear in mind that the findings of the present study might be regarded as a beginning of new research investigations based on the limitations and the shortcomings encountered.

4.8 Chapter Summary

The aim of this chapter is to bring to light and interpret the findings of the study. It also ties them to what has been focused on earlier in the theoretical part.

The findings were related to three main axes; the first axe researched the field of teaching pronunciation in the third year of the secondary school from the view point of its teachers. The second axe sought to examine and evaluate the supplied textbook for this level and the third axe penetrated into a typical Algerian third year class with real students and their teacher as a part of an observation session in order to transfer in practice the steps of a pronunciation lesson.

Materials were collected and analyzed both quantitavely and qualitatively. They confirmed to some degree the suggestions from previous studies as well as the researcher's hypotheses. It is found that the teaching and assessment of pronunciation is terribly neglected in the Algerian secondary school context where both teachers and learners have lost their interest for several reasons. It is found also that the current textbook 'New Prospects' has marginalized pronunciation in both quality and quantity where only few lessons are available with only one or two activities that are everything but communicative as the CBA suggests.

It is found also that the Algerian untrained teachers are doing their best to figure out how to teach pronunciation at all level by designing activities and rules and encouraging their

students to participate to upgrade their pronunciation. However, they cannot do the entire job; they need help from both of the stakeholders and the material designers.

Accordingly, at the end of this chapter, several recommendations have been suggested to teachers and textbook designers while the journey to upgrade and update the Algerian classroom continues.

GENERAL

CONCLUSION

General Conclusion

In the field of EFL/ESL, there is always a room for improvement and modernity; henceforth, the focal aim behind tackling this area of research springs from the researcher's aim to shed some light upon the reality of the unfortunate topic of pronunciation instruction and its continuous conundrum of underestimating its importance in the Algerian secondary school context which closes the teachers' appetite to deal with it or even disregard it especially for the third year Baccalaureate students. Several disappointing adjectives are attached to its status due to being currently less than optimally effective, and certainly no one is blameful, whether students, teachers, researchers, or academics.

In this exploratory study, the researcher's main interest attempts to pinpoint the causes underlying the current negative situation of both teaching and learning of pronunciation in the Algerian secondary school context, more precisely, the third year level which will affect negatively their achievements in oral communicative skills using English; in spite of the length spent along their studying of the TL and efforts made by the authorities to foster their oral proficiency, it has been concluded that various determinants lead to this issue, among which:

- The ineffectiveness and negligence of the textbook to teach and assess this aspect in modern methods.

- The unmotivated students and untrained teachers who focus on other aspects of language due to the difficulty of addressing this 'almost mathematical' aspect away from any communicative frame.

- The general negativity, shallowness and boredom surrounding pronunciation lessons including the way it is tested by both teachers in their yearly exams and the official BAC exams in terms of giving one point out of twenty to mere repeated final 'ed', final 's' or just syllable division.

The conducted study has resulted in fulfilling statistics that proved the researcher's point of view about the neglect of pronunciation; therefore, it should be noted here that there are important points of remedy which must be forwarded by both teachers and syllabus designers:

To begin with, serious awareness among EFL students has to be developed about the importance of learning pronunciation in working on their speaking skill as emphasized by Madden and Moore (1997: 3):*"… pronunciation is the most obvious and unavoidable marker of a language learner's proficiency",* and for MacDonald (2002: 3): *"…pronunciation is a key element of the learning of oral skills in a second language".*

As for syllabus designers, pronunciation lessons of the third year textbook 'New Prospects' should be granted more attention in terms of overall design, type and number of activities away from the negative cloud of isolation and decontextualisation surrounding them where most teachers are discouraged to handle them due to the lack of training and preparation unless they implement personal efforts to meet their students' needs for the uncertain result of improving their students' oral communication.

Another important point ,which is the final objective of the students' studies at the level of the secondary school, is the Baccalaureate degree where the EFL exam should be poled out of the boring traditional layout to comply with modern testing of language capacities both receptively in terms of listening and reading and productively in terms of writing and speaking in order to cope with not only university and occupational requirements but also upgrading the students' level of communicative competence.

The current research work also recommends that EFL learners in general, not only Baccalaureate candidates, should not always depend on the teachers' materials or the syllabus to mend and sculpt their pronunciation. They have to ameliorate their speaking as a whole

through the adaptation of habits such as listening to recordings, music, news and films in English. Concurrently, they have to practise what they have learned through oral communication in pairs or groups.

The findings of this study bring us to the overall conclusions that pronunciation is more important than it seems to be and has always been acknowledged that it is a fundamental part of any speaker's oral ability in the target language. Hence, it must be viewed as more than correct productions of individual sounds or isolated words. In addition, English pronunciation instruction must be perceived as a crucial part of communication or the dress of speech that should be incorporated into classroom activities basically by means of the students' needs of intensive contact with good pronunciation models in the beginning of any TL learning process.

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

As for the teachers' accurate supply of the feedback given to their students, learners will certainly be encouraged to improve their performance along with the emphasis of the authorities on pronunciation improvement in class tuition rather than just a mere check or a blind shallow look. If these criteria are met, all of the learners, within their learning unique

objectives, can be expected to be stimulated to maintain a nice communicative atmosphere and interested to experience success in the duration of learning the ligua franca.

All in all, the main fact which we all should agree on is that before focusing on the teachers' role in class and the learners' duties towards searching for correct treatment of pronunciation instruction in class or out, the main roots which govern EFL teaching should be addressed. They are the syllabus designers who are the vital vein behind creating a competent if not perfect model to be prescribed and yielded by all of the teachers' experiences in any country. Indeed, pronunciation instruction has been described by a '*Cinderella*' in 1969 by Kelly, an *'Orphan'* in 2010 by Gilbert and the *'most likely to fall between the cracks'* by Padro in 2004. However, research in this field should be given a rebirth and moved forward into a new area of interest in the Algerian educational system to prepare the new generations on a durable base that would undoubtly push the country's educational system forward.

APPENDICES

Appendix One

The Teachers' Questionnaire

Dear teachers,

This questionnaire is about the assessment of the teaching and learning of pronunciation in the third year secondary school by the use of the coursebook 'New Prospects'. Please fill in this questionnaire by choosing your preferences (we hope you give us helpful information).

Teacher information

Name: …………………

Sex: …………………....

 Age:……………………..

Degree obtained: ………………………..

Year:…………………………………..

Questions

1- How long have you been teaching English?

 ……………………………………………………………………………………………….

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

        Very important   Important   Not important

3- 3a) Are your students interested in pronunciation lessons as much as their interest in others (grammar, writing, speaking…)?

        Yes   No

3b) If no, can you explain why in few words please?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4- Do you feel comfortable when you teach pronunciation?

                    Yes   No

5-   5a) If the inspector paid you a visit before starting a pronunciation lesson, would you change the lesson?

                    Yes   No

      5b) If yes, why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6- Have you received any formal training or special workshops concerning the teaching of pronunciation and how to assess your students?

   ➢ As a student   Yes   No

   ➢ As a teacher   Yes   No

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

   ➢ Gestures.

   ➢ Tongue manipulations.

   ➢ Present it as it is in the coursebook.

   ➢ Involve more activities in order to clarify the item.

   ➢ Others?...

        ....

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

Yes   No

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

Yes   No

10- 10 a) Do you use the teaching equipments (Data Show- Speakers-…) in pronunciation

lessons?

Yes   No

10b) If no, why

11- Do you use authentic native speakers' recordings as you present your pronunciation

lessons?

Yes   No

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

Yes   No

13- Does the course book give appropriate activities to assess pronunciation lessons?   Yes

No

14- When assessing your students' pronunciation in exams, what do you involve?

Oral tasks

Written tasks

Both

15- 15a) Do you offer your students remedial work or extra activities after the lessons of

pronunciation?

Yes   No   Sometimes

15b) Can you suggest the reasons not to propose activities?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

16- 16a) Are you satisfied with the materials proposed in the textbook concerning the instruction and assessment of pronunciation?

Yes   No   To a certain extent

16b) Please explain more?

………………………………………………………………………………………………

……………………………………………………………………………………………….

17- 17a) Do you correct your students' pronunciation mistakes in the context of other subjects and **WHEN** exactly*?*

Yes   No

17b)when?..

....

18- From your opinion, does the teaching of pronunciation have an influence on the learners' communication?

Yes   No

19- Along the school year, do you notice any progress concerning the students' pronunciation and communicative skills?

Yes   No   To a certain extent

20- 20a) Do you think the **BAC exam** has fulfilled the importance of pronunciation aspect and communication performance in general?

Yes   No

20b) Can you explain in few words?

…………………………………………………………………………………………

………………………………………………………………………………………….

21- 21a) From an overall opinion, will your students encounter difficulties at the level of

performance in oral communication once they get their Baccalaureate degree?

Yes   No

21b) If yes, Can you suggest some?

……………………………………………………………………………………

…………………………………………………………………………………….

……………………………………………………………………………………

…………………………………………………………………………………….

Thank you so much for your participation

Appendix Two

The Coursebook Evaluation Checklist

This textbook evaluation checklist is about the assessment of the teaching and learning of pronunciation skill in the third year secondary school by the use of the coursebook 'New Prospects'.

Criteria	Number of Unit						Total	%
	1	**2**	**3**	**4**	**5**	**6**		
Features of Pronunciation								
▪ How many times is the lesson primarily segmental?	1	1	1	1	1	1	6	100%
▪ How many times is the lesson primarily suprasegmental?	0	0	0	0	0	0	0	0%
Listening								
▪ In how many activities is listening included in pronunciation lessons?	0	1	1	1	1	1	5	83.33%
▪ In how many activities in listening accorded with audio-taped material?	0	0	0	0	0	0	0	0%
▪ In how many lessons does the context include authentic language being comprehended or produced?	0	0	0	0	0	0	0	0%
▪ In how many activities does the	0	0	0	0	0	0	0	0%

listening section provide "*a true representation of real spontaneous speech*"? (Underwood, 1989)								
Integration of skills/ students								
▪ In how many activities is pronunciation the ultimate goal of the lesson?	1	1	1	1	1	1	6	100%
▪ In how many activities is pronunciation integrated to the other skills?	1	0	0	0	1	1	3	50%
▪ How many times is the lesson interactive where students can speak freely?	0	0	0	0	0	0		
▪ In how many pronunciation lessons is the student asked to perform oral production?	1	0	0	1	0	0	2	33.33%
Practice								
▪ How many times does the lesson include a practice phase?	1	0	0	1	1	0	3	50%
▪ How many times does the lesson address an opportunity for purposeful language to be included?	0	0	0	0	0	0	0	0%
▪ How many times does the lesson	0	0	0	0	0	0	0	0%

involve performance?								
▪ How many times does the lesson require pair work and group work?	1	0	0	1	1	0	3	50%
Communication and feedback								
▪ How many times does the pronunciation lesson include pronunciation features in real context?	0	0	0	0	0	0	0	0%
▪ In how many lessons is communication the major objective?	0	0	0	0	0	0	0	0%
▪ How many times does the lesson involve remedial work?	0	0	0	0	0	0	0	0%
▪ How many times does the lesson require cooperation of students to correct each other mistakes and exchange assessment?	0	0	0	1	0	0	0	16.66%

The numbers under columns represent the number of times the criterion under study

occurs.

Appendix Three

Classroom Observation Grid

NOTE

The objective of the observation session is not to judge the teacher or the students, yet, it has further objectives of enhancing the teaching process of a certain topic[1] .

Obviously, there will be different teaching styles, different degrees and types of expertise as well as different modes of interaction with the students, and these will undoubtedly have an impact on the efficiency of the teaching process.

As far as possible, observation should try to neutralize these factors in order to focus on improving the effectiveness of the teaching tasks themselves.

a) Please give the name of your institution:

Part 1: Settings

- Date of Observation: ……………………………...

- Place of observation: ……………………………...

- Duration of the session: ……………………………...

- Number of students: …………………………………………………………...........

- Language(s) used during the class: ………………………………………………

- Any other relevant information: ………………………………………………

Part 2: Materials

1- Which lesson have you observed?

……………………………………………………………………………………

2- Which task(s) was/were used during the session that you observed?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

3- What are materials used during the lesson?

- Texts or other documents.

- Videos.

- PPT slides.

- Any additional material?

4- Had the students been given any preparatory work (reading, watching a film, etc.) before the session?

       Yes   No

♦ If yes, which of the following:

- Reading

- Watching videos/films

- Finding information

- Working with other students

- Doing homework assignments

- Others?

5- Do you have any comments about the content, quantity or the quality of the materials used?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Part 3: Observation of the Session

The items suggested below only are intended as a personal effort to guide the observer. However, please feel free to add whatever comments or suggestions to enrich the observation.

a) **Overall Structure of the Lesson**

1- Which of the following stages were present in the lesson which you have observed?

- Preparation

- Noticing (starting from concrete experience)

- Comparing (reflective observation)

- Reflecting (abstract conceptualization)

- Clear explanation

- Student interrogation (active experimentation)

- Interaction for student production

- Assessment (self-, peer- , teacher-assessment)

- Feedback and correction

- Closing

- Other (please specify) : …………………………………………………………..

b) **Students' Interaction**

1- Which of the following did students do during the session that you observed?

- Listening to the teacher

- Reading texts or other handouts

- Watching video

- Working individually

- Working in pairs or small groups

- Interacting with the teacher (individually or in a small group)

- Giving individual or group presentations/feedback

- Reacting to other students

- Other? (Please specify) ....

c) **Student's Reaction and Accomplishments**

1- As far as you have observed, how did the students react to the materials?

The sub- questions below are provided as a check list, yet, please feel free to add any other points that seem relevant according to your teaching experience.

- Did students appear to understand and accept the purpose of the lesson?

Yes   No

- Did they ask for any clarifications or further explanation?

Yes   No

- Did all the students participate?

Yes   No

- Were there any 'dead' moments or a sudden silent (where students found the information presented ambiguous)?

Yes   No

- Were the students equally engaged throughout the session?

Yes   No

- Did the teacher provide individual feedback for each student to make sure that he/ she had grasped the information presented in order to move to another topic?

Yes   No

- Did the teacher employ the drilling technique for all students to make sure they all participate in a short production shots?

Yes   No

- According to your observation, did you have the impression that the students found the content ………… ?
- Easy
- Difficult
- Appropriate.

Part 4: Overall Conclusions and Summary

1- How did you feel that the session went? Was the pace of the lesson presented? :

About right   Too slow   Too fast

2- In relation to the students' capacities, how would you judge the level and complexity of the material?

…………………………………………………………………………………

…………………………………………………………………………………

Was the objective of the lesson accomplished to all students?

Yes, it was   No, it was not

2- As far as the student is concerned, what would you say were the principal strong points and weak points of the materials used during this lesson?

■   Strong points

…………………………………………………………………………………

■   Weak points

……………………………………………………………………………………

Thank you very much for your observation

ANNEXES

Annex One
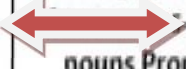
Syllabus of English for Third Year Level (Foreign Languages/ Literature and Philosophy) 2011

ح ساعي	العنوان	رقم الدرس	المحور	الأسبوع	الشهر
4	Diagnostic evaluation	1	/	1	
1	Listening1:(Ancient civilizations) -Anticipating text content-Listening for detail-informing : asking& answering qq with ago	2	Ancient Civilizations	2	
1	Listening2:(Sumerian civilization)-Listening for detail- summarizing	3	Ancient Civilizations		
1	Listening3:(-Definition of civilization-Native Americans)-useof articles -narrating using had to/used to/wasable& the past simple of "to be"	4	Ancient Civilizations		
1	Listening4:(Rise & fall of civilizations-Life in ancient Egypt)- Simple Past tense-verb+ prep/ adj + prep	5	Ancient Civilizations		September
1	Listening5:The lives of people in ancient times-writing a short talk	6	Ancient Civilizations	3	
1	Reading1: (World heritage sites-Algeria at the Crossroads of Civilization)- anticipating -scanning for specific information	7	Ancient Civilizations		
1	Reading2:-(Algeria at the Crossroads of Civilization)- the comparatives & superlatives of quantifiers	8	Ancient Civilizations		
1	Reading3:(-Algeria at the Crossroads of Civilization-The Muslims in Spain)-expressing concession -expressing time relations	9	Ancient Civilizations		
1	Reading4:(The contributions of civilizations to the growth of man)-deriving verbs/nouns/Adj - using suffixes: ic / ty / able ment /y/ ing….-using prefixes: de/dis to form opposites	10	Ancient Civilizations	4	
1	Reading5:(Disappearance of civilization in Easter Island-Egyptian hieroglyphics)-describing people, places, things using well+ past participle-spelling rules- pronunciation of final 'ed'and of 'ch'	11	Ancient Civilizations		october
1	Reading6:The challenges faced by modern civilizationWriting an expository essay using guidelines(first draft)	12	Ancient Civilizations		
1	Reading7:The challenges faced by modern civilization- Writing an expository essay using guidelines(error checking and final version)	13	Ancient Civilizations		
1	Reading8:Achievements in Islamic civilization- Filling in a spidergram with relevantinformation	14	Ancient Civilizations	5	
1	Listening & speaking1:(Phoenician civilization)-making	15	Ancient		

1	Listening & speaking2: (The history of papermaking)-recognizing a sequence of events-identifying organizational pattern based on chronology	16	Ancient Civilizations	
1	Listening & speaking3:(Development of a civilization)-Writing a short historical account	17	Ancient Civilizations	
1	Reading & writing1:(Ancient Egyptian civilization)-anticipating text content-skimming for gist -identifying key words/ reference words	18	Ancient Civilizations	6
1	Reading & writing2:(Ancient Egyptian civilization)-skimming for main ideas-scanning for detail	19	Ancient Civilizations	
1	Reading & writing3:(Ancient Egyptian civilization)-writing a summary of the reading passage	20	Ancient Civilizations	
1	Reading & writing 4:(Ancient myths)-writing a narrative text/ story (first draft)	21	Ancient Civilizations	
1	Reading & writing5: (Ancient myths)-writing a narrative text/ story (error checking and final draft)	22	Ancient Civilizations	
1	Skills and strategies assessment	23	Ancient Civilizations	7
1	Language assessment	24	Ancient Civilizations	
1	Presentation of project work	25	Ancient Civilizations	
1	Listening1:(Fighting corruption& fraud)- Anticipating text content-defining concept of ethics in business	26	Ethics in Business	8
1	Listening2:(Fighting corruption& fraud)-listening for specific information-debating on the importance of ethics in business	27	Ethics in Business	
2	Listening3:(Fighting corruption& fraud)-expressing condition using: providing/provided that /as long as	28	Ethics in Business	
2	Listening4:(Fighting corruption& fraud)-expressing regret -expressing desire for change-expressing a strong feeling of regret-expressing a strong complaint/ criticism	29	Ethics in Business	9
1	Listening5:(Fighting corruption& fraud) -giving advice using should/ought to/had better/if I were you	30	Ethics in Business	
1	Listening6:(Fighting corruption & fraud)-identifying & using vocabulary related to corruption-pronouncing words ending in 'ics'	31	Ethics in Business	
2	Listening7:(Fighting corruption & fraud)-making a public statement (first draft)	32	Ethics in Business	10
2	Listening8:(Fighting corruption & fraud)-making a public statement (error checking and final version)	33	Ethics in Business	
4	Evaluation, remédiation pédagogique et exercices.			11

November

	meaning				
1	Listening4:(School & education)-identifying collocations-forming adjectives with suffixes 'ive/al'	52	Education in the World		
1	Listening5:(Wish poems) -composing and reciting a wish poem	53	Education in the World		
1	Listening6:(Recommendations for the baccalaureate examination)-writing a checklist of recommendations (First draft)	54	Education in the World	20	
1	Listening7:(Recommendations for the baccalaureate examination)-writing a checklist of recommendations (error checking and final version)	55	Education in the World		
1	Reading 1:(Education in Britain)-scanning for detail-identifying the characteristics of different educational systems	56	Education in the World		
1	Reading 2(Education in Britain)-expressing quantity with most/all/few ..-comparing using comparatives of long & short adj	57	Education in the World	21	
1	Reading 3:(Education in Britain)-comparing & contrasting using : similar to, like, unlike….	58	Education in the World		
1	Reading4 (The process of writing -Definition of education)-present passive-using sequencers-forming nouns from verbs by adding 'ing and tion/ation	59	Education in the World		
1	Reading 5:(Education)-classifying words-pronunciation of final 's/es'-stress shift from verb to noun-spelling of the comparatives of adj	60	Education in the World		
1	Reading 6:(Describing one'sschool/ classroom) -writing a letter	61	Education in the World		February
1	Listening & speaking1:(Marie Curie's life)-Anticipating text content-listening for specific information-summarizing	62	Education in the World	22	
1	Listening & speaking2:(Marie Curie's life)-responding to an oral text-reconstituting a lecture from notes and background knowledge	63	Education in the World		
1	Listening & speaking3:(My ideal school)- writing about one's ideal school	64	Education in the World		
2	Reading & writing1:(Education in the U.S.A)-interpreting a diagram-paragraphing ideas-identifying main ideas	65	Education in the World	23	

	Compositions du 2éme trimestre				25	
2	Reading & writing3:(causes and effects of examination stress on students)-Writing an expository article for a school magazine(first draft)	67	Education in the World	26		
2	Reading & writing4:(causes and effects of examination stress on students)-Writing an expository article for a school magazine(error checking and final version)	68	Education in the World			
2	Skills and strategies assessment	69	Education in the World	27		March
1	Language assessment	70	Education in the World			
1	Presentation of project work	71	Education in the World			
	Vacances de printemps				28	
	Vacances de printemps				29	
1	Listening1:(Humour)-Anticipating text content-Listening for specific information	72	Feelings and Emotions	30		
1	Listening2(Humour-Keys to happiness)- articles with abstract nouns-Expressing obligation, prohibition and advice	73	Feelings and Emotions			
1	Listening3:(Feelings and emotions)Reporting questions and instructions/orders	74	Feelings and Emotions			
1	Listening4:(Feelings and emotions)-Deriving adjectives -Forming verbs -Forming adjectives and nouns Pronouncing letter "h" and cluster "ngth"	75	Feelings and Emotions			
1	Listening5:(Agony aunt)-Writing a letter of advice(first draft)	76	Feelings and Emotions	31		April
1	Listening6:(Agony aunt)-Writing a letter of advice(error checking and final version)	77	Feelings and Emotions			
1	Reading1:(Feelings)-Interpreting /describing a picture-Expressing opinion and justifying-Scanning for detail	78	Feelings and Emotions			
1	Reading2:(Feelings and emotions -Anger) -Expressing likes and dislikes , preferences -using reciprocal	79	Feelings and			

			Emotions		
1	Reading5:(Feelings and emotions)-writing a newspaper article about feelings (error checking and final version)	82	Feelings and Emotions		
1	Listening& speaking1:(Friendship)- Anticipating text content-Listening for gist -Making inferences	83	Feelings and Emotions		
1	Listening& speaking2:(Friendship)- identifying meaning from context-responding to a text	84	Feelings and Emotions	33	
1	Listening& speaking3:(Friendship)-predicting the sequencing of ideas-recognizing the structure of a text	85	Feelings and Emotions		
1	Listening& speaking4:(Passions/loves that govern our life)-Writing a formal speech (first draft)	86	Feelings and Emotions		
1	Listening& speaking5:(Passions/loves that govern our life)-Writing a formal speech (error checking and final version)	87	Feelings and Emotions		
1	Reading & writing1:(The Unicorn in the garden)-Predicting text content-scanning for detail-making inferences	88	Feelings and Emotions	34	May
1	Reading & writing 2:(The Unicorn in the garden)-distinguishing between facts and opinions- the organisational pattern of a text	89	Feelings and Emotions		
1	Reading & writing3:(The Unicorn in the garden)-demonstrating critical thinking and judgement-responding to a text	90	Feelings and Emotions		
1	Reading & writing4:(A review article of a film /book)-writing a book/film review article (first draft)	91	Feelings and Emotions		
4	Evaluation, remédiation pédagogique et exercices.			35	
	Composition du 3éme trimestre			36	
4	Révision générale			37	
4	Révision générale			38	June

Syllabus of English for Third Year Level (Experimental Sciences/ Mathematics/ Management and Economy)

ع ساعي	العنوان	رقم الدرس	المحور	الأسبوع	الشهر
3	Diagnostic evaluation	1	/	1	
1	Listening1:(Fighting corruption and fraud)-Anticipating text content-the concept of ethics in business- the importance of ethics in business	2	Ethics in Business	2	September
1	Listening2 :(Fighting corruption and fraud)-expressing condition using: providing/provided that/as long as …	3			
1	Listening3:(Fighting corruption and fraud)-expressing regret -expressing desire for change -expressing a strong feeling of regret - a strong complaint/criticism	4			
1	Listening4:(Fighting corruption and fraud)-giving advice-vocabulary related to corruption and fraud-pronouncing words ending in –ics	5	Ethics in Business	3	
1	Listening5:(Fighting corruption and fraud)-Making a public statement(first draft)	6			
1	Listening6:(Fighting corruption and fraud)-Making a public statement(error checking and final version)	7			
1	Reading1:(Counterfeiting and counterfeit goods)-expressing opinion and justifying point of view-scanning for detail	8	Ethics in Business	4	
1	Reading2:(Counterfeiting and counterfeit goods)-expressing result - the present simple and continuous passive-expressing obligation/necessity prohibition and absence of obligation	9			
1	Reading3:(Counterfeiting and counterfeit goods)-identifying vocabulary related to fraud-formation of nouns-forming opposites by adding prefixes- reporting statements-stress shift	10			
1	Reading4:(Counterfeiting)-writing an opinion article(first draft)	11	Ethics in Business	5	October
1	Reading5:(Counterfeiting)-writing an opinion article(error checking and final version)	12			
1	Reading and writing1 :(Social auditing)-expressing opinion and justifying- skimming for gist -scanning for detail	13			
1	Reading & writing2 :(Social auditing)-identifying & using reference words -guessing the meaning of words from context	14	Ethics in Business	6	
1	Reading & writing3:(Ethical investments)-writing a policy statement (first draft)	15			
1	Reading & writing4:(Ethical investments)-writing a policy statement (error checking and final version)	16			
1	Skills and strategies assessment	17	Ethics in Business	7	
1	Language assessment	18			
1	Presentation of project work	19			

1	Listening1 :(Organic product, conventional food and GMF's)-Anticipating text content-listening for specific information	20	Advertising Consumers and Safety	8
1	Listening2:(-Organic product, conventional food and GMF's)-expressing certainty, probability and possibility-the gerund and present simple	21		
1	Listening3:(the bad publicity given to GMF's-The role of consumers associations)-forming nouns-using verbs with dependent prepositions	22		
1	Listening4(-Changes likely to happen in our lifestyles)-making a speech(first draft)	23	Advertising Consumers and Safety	9
1	Listening5(-Changes likely to happen in our lifestyles)-making a speech(error checking and final version)	24		
1	Reading1:(Our eating habits-How is your energy balance)?-Anticipating text content- scanning for detail-identifying reference words	25		
2	Reading2:(How is your energy balance ?)- the present simple tense -expressing hypothesis/condition	26	Advertising Consumers and Safety	10
1	Reading3 :(How is your energy balance ?)- Health warnings-expressing quantity with enough,too much,too many/few	27		
3	Evaluation, remédiation pédagogique et exercices.			11
	Composition du 1er trimestre			12
2	Reading4 :(Advertising)-expressing cause and effect-adding suffix 'y' to nouns to form adjectives	28	Advertising Consumers and Safety	13
1	Reading5:(Eating and shopping habits)- selecting words according to context	29		
2	Reading6 :(Food safety)Writing an expository article(first draft)	30	Advertising Consumers and Safety	14
1	Reading6 :(Food safety)Writing an expository article(error checking and final version)	31		
	Vacances d'hiver			15
				16
1	Reading &writing1 :(The impact of advertising on people)-Anticipating text content-scanning for specific information	32	Advertising Consumers and Safety	17
1	Reading &writing2:(A misleading holiday advert)-Completing a letter of complaint	33		
1	Reading &writing3 :(A holiday advert)-Writing an advert	34		
1	Skills and strategies assessment	35	Advertising Consumers and	18
1	Language assessment	36		

November (rows 23–27)
December (rows 28–31, 15–16)
January (rows 35–36)

1	Listening3:(-Hubble space telescope)-forming singular & plural nouns from verbs- stress on two syllable verbs-stress shift from noun to verb	40		
1	Listening4:(Description of the moon)-making an oral presentation (first draft)	41	Astronomy and the Solar System	20
1	Listening5:(Description of the moon)-making an oral presentation (error checking , final version)	42		
1	Reading1(The solar system)-Anticipating text content-scanning for detail-comparatives of superiority & equality with short/long adj & adv	43		
1	Reading2 :(The solar system)-expressing contrast -describing similarities & differences	44	Astronomy and the Solar System	21
2	Reading3 :(The solar system)-making hypotheses/suppositions -using non conclusive verbs	45		
2	Reading4: (The solar system-Astronomy & astrology)-guessing meaning from context-forming plural nouns - pronunciation of final 's/es'	46	Astronomy and the Solar System	22
1	Reading5:(What if a comet collided with the Earth?)-predicting the consequences of the collision(first draft)	47		
2	Reading6:(What if a comet collided with the Earth?)-predicting the consequences of the collision(error checking and final version)	48	Astronomy and the Solar System	23
1	Reading & writing1(The impact of a collision with a comet on our planet)- anticipating text content	49	Astronomy and the Solar System	
3	Evaluation, remédiation pédagogique et exercices.			24
	Compositions du 2éme trimestre			25
1	Reading & writing2:(The impact of a collision with a comet on our planet)-Scanning for detail- identifying type of discourse	50	Astronomy and the Solar System	26
1	Reading & writing3(The budget devoted to space exploration is wasted money)-writing a newspaper article (first draft)	51		
1	Reading & writing3(The budget devoted to space exploration is wasted money)-writing a newspaper article (error checking and final version)	52		
1	Skills and strategies assessment	53	Astronomy and the Solar System	27
1	Language assessment	54		
1	Presentation of project work	55		
	Vacances de printemps			28
				29

February

March

283

1	Listening1:(Humour)-Anticipating/predicting text content-Listening for specific information	56	Feelings and Emotions	30	April
1	Listening2(- Humour-Keys to happiness)- articles -Expressing obligation, prohibition and advice	57			
1	Listening3:(Feelings and emotions) -Reporting questions	58			

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التوزيع السنوي للغات الأجنبية. السنة الثالثة ثانوي.   طبعة جوان 2011 -

1	Listening4:(Feelings and emotions) -Reporting instructions/orders	59	Feelings and Emotions	31	
1	Listening5:(Feelings and emotions)-Deriving adjectives from nouns-Forming verbs from adjectives	60			
1	Listening6:(Feelings and emotions)-Forming adjectives and nouns -Pronouncing initial letter "h" & the cluster "ngth"	61			
1	Listening7:(Agony aunt)-Writing a letter of advice(first draft)	62	Feelings and Emotions	32	
1	Listening7:(Agony aunt)-Writing a letter of advice(error checking and final version)	63			
1	Reading1:(Feelings)-Anticipating/predicting text content-Scanning for detail	64			
1	Reading2:(Feelings and emotions -Anger)-Expressing likes/dislikes/ preferences - reciprocal pronouns - quantifiers	65	Feelings and Emotions	33	
1	Reading3:(-Feelings and emotions -Princess Diana 's life story)-recognizing and using suffixes- pronouncing"ed"	66			
1	Reading4:(Feelings and emotions)-writing a newspaper article (first draft)	67			
1	Reading5:(Feelings and emotions)-writing a newspaper article (error checking and final version)	68	Feelings and Emotions	34	
1	Reading & writing1:(The Unicorn in the garden)-Predicting text content -scanning for detail-making inferences	69			
1	Reading & writing 2:(The Unicorn in the garden)-distinguishing facts and opinions- organisational pattern of a text	70			May
3	Evaluation, remédiation pédagogique et exercices.			35	
	Compositions du 3éme trimestre			36	
3	Révision générale			37	
3	Révision générale			38	June

Annex Two

Yearly Distribution of EFL (2020)- revised-

وزارة التربية الوطنية   SCIENTIFIC STREAMS   التدرجات السنوية للتعلمات 2020-2021

Level: Secondary Education: Year Three (SE3)

Streams: Common streams

Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

1- Ill Gotten Gains never prosper (Ethics in Business)

2- Safety First (Advertising, Consumers and safety)

3- It's a Giant Leap for Mankind (Astronomy and the Solar system)

4- We are a Family (Feelings, emotions, Humour and related topics)

Topics and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 1 : "Ill Gotten Gains Never Prosper" - Ethics in Business - fighting fraud, corruption and money laundering	Interactive Interpretive Productive	- Making a public statement - Expressing wishes - Writing an opinion article - Agreeing/ disagreeing on the issue of ethics in business - Writing a policy statement	- Expressing condition: providing that/provided that/as long as. - Past wish, present wish, future wish (desire) - Advising: had better/not, should If I were you, I would... - Expressing desire: it's high time, it's about time. - I totally agree, I agree but..., I totally disagree... - Cause/effect relationship (so+adjective+that),(such+noun phrase+ that) - Review of the passive form - Making concessions Phonology: - Pronunciation of final "s" (review)	The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as : agreeing, disagreeing, contrasting, expressing opinions through writing newspaper articles, debating, role-play, writing a charter, designing a poster.	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work	8 weeks 24 hours
Project Outcome	Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.					

Topic and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 2 : Safety First Advertising, consumers and safety	- Interact orally - interpret an oral message / written message - produce a written message	- Making hypotheses about future changes. - arguing for/against an issue - interpreting, reacting to and creating an advert - Writing a report for a consumers' magazine - Writing a dialogue on pros and cons on advertising - Writing a letter of complaint - Making a survey on the impact of advertising on Algerian consumers	- May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -Reporting statements, questions and orders - **Present simple** - because, since, as, because of,... - **as a result, consequently, therefore,...** **Expressions of concession**. - Expressions of certainty and doubt. - Imperatives. (positive/negative) - Vocabulary related to - adverts and holidays. - Opposite items related to consumption and safety. **Phonology:** - Word stress / syllable devision.	The tasks should be made more communicative providing opportunities for speaking. - Designing pie charts/ graphs/ posters - Writing an argumentative speech - Prescribing a set of safety rules - creating commercials	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	8 weeks 24 hours
Project Outcome	Example: Making a survey on the impact of advertising on Algerian consumers. Or refer back to the textbook for alternative projects.					

Topic and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 3 : "It's a Giant leap for Mankind" "Astronomy and the Solar System"	Interactive Interpretive productive	1- Make suppositions and set hypotheses. 2- Compare and contrast. 3- Use the metric system. 4-Predict the content of a text from the headline. 5-Identify main ideas. 6-Read and comprehend an article about astronomy. 1- Use deductive and concessive reasoning to write a short article.	- Review of the conditionals: unless, if+ not, etc. - Expressing similarities and differences: whereas, while, like, unlike, etc. - Vocabulary related to astronomy *If-conditional: type 2,3 - **Word formation** Affixation -Vocabulary related to dimensions, size and weight:. **Phonology:** -Silent letters (review)	1- Whole class discussion. 2-Sentence ordering 3- Reference questions 4- Inference questions 5- Information transfer 6- Cohesion (reference) 7- sentence ordering 1. Brainstorming 2. Selecting relevant ideas and drafting 3. Using cohesive devices to express: Cause/effect Purpose Contrast Concession 3. Editing	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	6 weeks 18 hours
Project Outcome	Designing an astronomy booklet (a short presentation of the history of space travel, ID cards about two major planets in our solar system, a short imaginary dialogue with a famous astronomer). Or refer back to the textbook for alternative projects.					

LITERARY STREAMS

Level: Secondary Education: Year Three (SE3)

Streams: Literature and Philosophy and Foreign Languages

Time devoted: 4 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

1) Exploring the past. (**Ancient civilizations**)

2) Ill Gotten Gains never prosper (Ethics in Business)

3) Schools Different and Alike. (Education in the World: Comparing Educational systems)

4) We are a Family (Feelings, emotions, Humour and related topics)

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 1: EXPLORING THE PAST **Ancient Civilizations**	Interacting Interpreting Producing	Students will be able to: *speak/write about the rise and fall of civilizations * speak/write about the contributions of civilizations to the growth of man * describe people's past habits, lifestyles and achievements * make a historical account about the development of a civilization *Speak/write about world heritage sites *write about the challenges faced by modern civilization	**Grammar:** * Past simple /Past perfect *Used to /Had to /Was/were able to ***Articles: use and omission before abstract nouns** ***Quantifiers: Few/little/ a lot of** *Expressing concession using: though, in spite of,but, however… **Morphology:** *Forming ne- prefixes **de** and **dis** to form opposites - suffixes –ic, -ment, -y , -able **Lexis related to :** *rise and fall of civilizations (verbs) **Phonology:** * Pronunciation of final "-ed"	*Reading a map to identify the ancient civilizations represented *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling (use of verbs related to the rise and fall of civilizations) *Filling in a spidergram about achievements in Islamic civilization *Completing a network tree about the major threats to our civilization	1-Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	7 weeks 28 hours
Project Outcome	The goal is to explore the rise and collapse of civilisations -draw the wheel of civilisation -make a timeline from the most ancient civilisations (Chinese, Sumerians, Azteks, Egyptians, etc)to the most modern ones -display the timeline on a bulletin board					

وزارة التربية الوطنية   LITERARY STREAMS   التدرجات السنوية للتعلمات 2020-2021

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 2 : ILL GOTTEN GAINS NEVER PROSPER **Ethics in Business**	Interacting Interpreting Producing	Students will be able to : * consider honesty in business as a sign of active/good citizenship *define the concept of ethics in business *debate on the importance of ethics in business * identify and define the concept of ethics in other professional contexts *raise awareness about the negative effects of counterfeiting and the dangers of counterfeit products *develop a sense of active citizenship (the pupil as a conscious consumer) **Students will be able** to : *speak/write about social auditing and ethics in business	Grammar: * Expressing condition using: Provided/providing that/as long as *Expressing wish and desire with "wish", "It's high time" ***Asking for and giving advice and warning using: should, ought to,had better** - Expressing regret: If only + past perfect ***Present simple and present continuous** *Expressing cause and result using: because, so+ adj +that, such…that So, as a result, thus, consequently… ***Expressing obligation and necessity with must/have to** **Passive form (review)** **Morphology:** - Forming nouns by adding suffix "-ty" to adjectives - Forming opposites by adding prefixes : "dis-", "il-" … **Lexis related to:** - corruption and fraud - counterfeiting **Phonology:** - Word stress and syllable division	* Gap-filling (definition of lexical items related to fraud and corruption *Writing a public statement using a spidermap about counterfeiting with words related to fraud *Writing an opinion article following the outlined procedure in the diagram provided *Expanding notes to make a speech in favour of ethics in business * Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement	1-Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	7 weeks 28 hours
PROJECT OUTCOME	Example : writing a charter of ethics in business, Refer back to the textbook for alternative project					

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 3 : SCHOOLS DIFFERENT AND ALIKE Education in the World: Comparing Educational systems	Interacting Interpreting Producing	Students will be able to : *identify the characteristics of different educational systems * state what educational systems have in common at world level * write reports comparing different systems in the world *speak/write about ways to improve our educational system * write an expository article on the causes and effects of examination stress on students	Grammar: *Present simple, present continuous passive *If-conditional: type 2,3 *Expressing desire and wish: I wish I were/ I had *Asking for and giving advice: should, ought to, If I were you *Expressing obligation : must, have to *Expressing similarities and differences with "like", "whereas" *Reporting statements, questions and orders Morphology: *collocation with "school" and "education" * Forming adjectives with suffixes–ive and –al Lexis - related to education Phonology: *Pronouncing final "s" -Reporting statements, questions and orders - Review of the conditionals: unless, if+ not	* Paragraphing ideas *Speaking/writing one's ideal school using a spidermap * Designing a home- page for the lycée (describing my school) * Writing a checklist of recommendations for the Baccalaureate examination	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners will beable to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	7 weeks 28 hours
Project Outcome	The goal is to increase understanding of educational systems in the world -be involved in a panel discussion -make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres -write reports comparing different systems in the world					

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 4 : WE ARE A FAMILY Feelings, Emotions , Humour and related topics	Interacting Interpreting Producing	*Developing understanding of the concept of humour * raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage	Grammar: * Present simple *Past simple, past perfect *Past simple, present perfect *Enjoy/like/dislike +gerund *I'd rather do… I'd rather do …than… I'd prefer …to… *Should, ought to, if I were you *articles: omission before abstract nouns(love, anger, humour …) *Quantifiers: a lot of, a great deal of , few, little, some of us , all of us … *each other, one another Morphology: *forming adjectives from nouns with: -ful , -ic, -ous *forming nouns with: -ness,-ty *Forming verbs with -en Phonology: Silent letters (review)	*Ordering statements as they occur in an interview With a humourist *Responding to a letter (writing a letter of advice) * Writing a newspaper article about feelings and emotions *Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work	7 weeks 28hours
Project Outcome	-design a webpage to establish contact with students of their age -select one or two characters of friendship and love from a play/ novel/ film and write about them -create a network of friend through the web -write an essay /a poem on the topic of "Love your country"					

(Source: https://salemzemali.weebly.com/yearly-plannings.html)

Annex Three

Lesson samples of Pronunciation in 'New Prospects'

Pronunciation and spelling

Consider the spelling form of the words in sentences A-D below and answer questions 1-4 that follow.

    A. **Ethics** are moral beliefs about what is right or wrong.

    B. **Ethics** is the study of moral beliefs.

    C. **Statistics** are collections of information in numbers.

    D. **Statistics** is a branch of mathematics.

    1. What do you notice about the ending of the words in bold type?

    2. What do you notice about the verbs which come after them ? In which case do we use the singular form of the verb after the words in bold ?

    3. Listen to your teacher and put a stress mark on the syllable you hear most in the words in bold. What do you notice ?

    4. Do you know of any nouns ending in **-ics** ? Tell them to your classmates.

Pronunciation and spelling

Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice ?

verb	nouns	adjectives
economize	economy economist	economic economical uneconomical

Pronunciation and spelling

① Go back to the text and pick out all the words ending in **s** and classify them in the table below.

/s/	/z/	/ɪz/

(Source: Third Year Textbook of English 'New Prospects')

Annex Four

BAC Samples

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي

دورة: 2020

الشعبة: لغات أجنبية

اختبار في مادة: اللغة الإنجليزية   المدة: 03 سا و30 د

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part one: Reading   (14 points)
A/ Comprehension   (07 pts)

Read the text carefully then do the following activities.

The Athenians made great educational advances in ancient times. They were the first to renounce education oriented towards the future duties of the soldier. The evolution of Athenian education reflected **that** of the city itself which was moving towards increasing democratization.

Schools had begun to appear in those early centuries, probably on eastern Mediterranean models run by private teachers dating from 496 B.C. There was no single institution; rather, each activity was carried out in a separate place by different tutors. The elements of literacy were taught by the writing master, known as the "grammatistēs". The child used to learn his letters and numbers by scratching **them** on a wax-coated wooden tablet with a stylus.

The moral aspect of education was not neglected. The teachers were as much preoccupied with overseeing the child's good conduct and the formation of his character as with directing his progress in the various subjects taught to him. Poetry served to transmit all the traditional wisdom, combining the ethic of the citizen, the ideal of the value of competition and heroic exploit.

This ideal equilibrium between the education of the body and that of the mind was interrupted as a result of the development of professional sports, the exigencies of its specialization and also of the strictly intellectual disciplines.

Adapted from www.britannica.com

1. Choose the answer to complete each statement.

    A. Athens was the first to................. military education.
        a- encourage   **b-** introduce   **c-** abandon

    B. Children were taught by...
        a- different teachers in various places.   **b-** the same teacher in a single place.
        c- different teachers in the same place.

    C. Teachers' main focus was on developing the child's....
        a- personality   **b-** body   **c-** wealth

    D. The message conveyed by poetry was....
        a- scientific   **b-** moral   **c-** artistic

2. Read the text and put the following ideas in the order they appear in the text.

    a. Teachers'concern with moral education.
    b. The breaking of educational balance in Athens
    c. The emergence of the first forms of schools.

صفحة 1 من 4

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اختبار في مادة: اللغة الإنجليزية \ الشعبة: لغات أجنبية \ بكالوريا 2020

3. *Answer the following questions according to the text.*
   a- Did political evolution in ancient Athens influence educational tendency? Justify.
   b- How did poetry contribute to the education of the individual?
   c- Why was the educational balance interrupted in Athenian schools?

4. *Find who or what the underlined words refer to in the text.*
   a- that (§1)   b- them(§2)

5. **The text is….**   a- descriptive   b- narrative   c- argumentative

B/ Text Exploration   **(07 pts)**

1. *Find words in the text whose definitions follow.*
   a. gradual change, especially one leading to more advanced or complex form (§1)
   b. the ability to read and write (§2)
   c. requiring the use of mental abilities (§4)

2. *Complete the chart as shown in the example.*

	Verb	Noun	Adjective
Example	to educate	education	educational
		evolution	
	to value		
			different

3. *Combine each pair of sentences with one of the connectors given between brackets. Make changes where necessary.*
   a. The Athenian society moved forward. Athens renounced military oriented education. (**after**)
   b. The teachers were preoccupied with other subjects. The moral aspect was not neglected. (**although**)

4. *Classify the following words according to the pronunciation of the final "ed".*
   neglected   -   privileged   -   used   -   renounced

/t/	/d/	/id/

5. *Reorder the following sentences to get a coherent passage.*
   a. Their system was patterned after that of ancient Athens.
   b. However, they surpassed the Greeks in some fields like agriculture, law and engineering.
   c. By about 100 B.C., the Romans had built the most extensive educational system to that time.
   d. They adopted many Greek educational traditions.

Part two: written expression

Choose ONE of the following topics.   **(06 points)**

Topic One:
   You recently read an article in a blog. Its author denied any contribution of the Muslims for human civilization. You felt very disappointed and decided to react.
   Write an article as a response to the author in which you highlight the major contributions of Muslim civilization to the modern one.
   The following notes may help you:
   - Translate/Greek writings   - Important medical discoveries (Ibn Sina)
   - Advances in mathematics (al-Khwarizmi)   - Architecture (Alhambra palace)

Topic Two:
   Your close friend has decided to drop out of school and find a job instead. You feel deeply worried about his future life. Write him an email of about 80 to 120 words to convince him on the importance of continuing his studies.

انتهى الموضوع الأول

صفحة 2 من 4

اختبار في مادة: اللغة الإنجليزية \ الشعبة: لغات أجنبية \ بكالوريا 2020

الموضوع الثاني

Part One: Reading   **(14 points)**
A/ Comprehension   **(07 pts)**

Read the text carefully and do the activities below:

Whistleblowing is the act of telling the authorities or the public that the company you are working for is doing something immoral or illegal. **This** represents a positive reaction towards all kinds of malpractices.

One of the most valuable whistleblowing benefits is that it enables organisations to access hard-to-reach information that can help leaders to minimize a wide range of risks. In many cases, whistleblowing has also a preventive impact. The presence of a whistleblowing system will make potential wrong-doers think twice.

According to the Association of Certified Fraud Examiners (ACFE), whistleblowing benefits organisations through significant loss savings. The ACFE's Report to the Nations showed that organisations which did not have a whistleblowing system in place suffered more losses than **those** who had it.

To gain greater whistleblowing benefits, organisations should implement a secure whistleblowing system that allows for anonymous reporting. An anonymous reporting channel gives people more self-confidence to speak up. This will increase the chances of leaders to receive critical reports and thus will enable them to take action against the offenders.

Globally, there is a trend towards stricter anti–corruption and whistle-blower protection laws. **Such a system** in place for whistleblowing benefits organisations by reducing compliance risks.

Adapted from www.whistleb.com / March 21- 2019 Whistle B Blog.

1. Say whether the following statements are True or False..
    a- Whistleblowing consists in revealing companies' misconduct.
    b- It is difficult to access the information that shows unethical behaviours.
    c- Denunciation of malpractices causes great losses.
    d- Whistle-blowers should be protected.

2. Identify the paragraphs in which the following ideas are mentioned.
    a- Stringent regulations should be passed to safeguard the whistle-blowers' lives.
    b- Whistleblowing saves money.

3. Answer the following questions according to the text.
    a- Is whistleblowing an immoral practice?
    b- What are the benefits of whistleblowing?
    c- How can we encourage whistle-blowing?

4. Find what or who the underlined words in the text refer to.
    a- this (§1)   **b-** those (§3)   **c -** such a system (§ 5)

5. Give a title to the text.

اختبار في مادة: اللغة الإنجليزية \ الشعبة: لغات أجنبية \ بكالوريا 2020

B/ Text Exploration   **(07 pts)**

1. Find in the text words or phrases that are closest in meaning to the following.
     a- reduce (§2) = ………..   b- profits (§3) = ………….   c- submission (§5) = ……….

2. Divide the following words into roots and affixes.

immoral   preventive   compliance

prefix	root	suffix

3. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

     unless -   so that -   despite -   after

   a- Whistleblowing is necessary. A lot of companies are not in favour of whistleblowing.
   b- Companies apply whistleblowing rules. Companies suffer great financial losses.

4. Classify the following words according to the stressed syllable.
     Information -   protect -   authorities -   minimize

1st syllable	2nd syllable	3rd syllable

5. Fill in the gaps with words from the list given.
     preventive -   law -   benefits -   public -   denounce -   their

Some employees think they are blowing the whistle when their complaint is a personal grievance. Workers who …(1)… their employers' abuses should believe that they are acting in the …(2)…interest. They should not act for …(3)…own benefits. This means that personal grievances and complaints are not usually covered by whistleblowing …(4)… .

Part two: written expression
   *Choose **ONE** of the following topics.*   **(06 points)**
   Topic One:
     You work for a company whose manager does not respect labour standards.
   Write a letter of about 80 to 120 words to the authorities in which you denounce his wrongdoings.
     The following notes may help you:
       - Break the regulations
       - Precarious working conditions/ low salaries
       - Disrespect the code of ethics

   Topic Two:
     Your English key pal is conducting a research on historical sites in Algeria. He/ she asked you to supply him/her with information about these places.
     Write an email of about 80 to 120 words telling him/her about one of these historic places.

انتهى الموضوع الثاني

صفحة 4 من 4

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية   الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي   دورة: جوان 2009

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

اختبار في مادة: اللغة الانجليزية   المدة: ساعتان ونصف

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: READING (15points)

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

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

A. COMPREHENSION (8points)

1. Say whether the following statements are true or false according to the text. Write T for true and F for false next to the sentence letter.
    a) The contaminated milk affected essentially babies and children.
    b) The contamination of milk was a natural phenomenon.
    c) The Chinese officials have taken measures to check all milk products.
    d) The milk scandal has affected other countries.

2. In which paragraph is it mentioned that...
    a) the Chinese officials have taken measures to punish the criminals?
    b) melamine is the cause of the contamination?

3. What/Who do the underlined words in the text refer to?
    a. their (§1)   b. its (§2)

4. Answer the following questions according to the text.
    a) What happened to many babies and children who had drunk the contaminated milk?
    b) Why did some dishonest milk producers add melamine to milk?

B. TEXT EXPLORATION (07 points)

1. Match the words with their meanings.

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

2. Combine the following pairs of sentences using the correct connector in brackets.
   a) Many parents are furious at their country's dairy products industry. Their children have been contaminated by poisoned milk. (so that / because)
   b) The authorities have warned people not to consume the contaminated milk. Some people still buy that milk. (though / since)

3. Complete sentence b. so that it means the same as sentence a.
   1 a. He warned his children not to buy expired milk.
   b. "............................expired milk," he said.
   2 a. Many people regret having bought that contaminated milk.
   b. Many people wish.................................

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

/t/	/d/	/id/

5. Imagine what A says and complete the following dialogue.
   A: ....
   B: Almost 6,500 children fell ill.
   A:..
   B: Because of the poisonous substance found in milk.
   A:..
   B: A company producing milk.
   A:..
   B: The police arrested the company manager and removed the products from the market.

PART TWO: WRITTEN EXPRESSION   (05 points)
Write a composition of about 80 words on ONE of the following topics:
Choose
Either
Topic 1: You have been asked to write an article for your school magazine about fraud and the consequences of fake goods and uncontrolled import.
You may use the following notes:
-unethical/immoral/illegal business
-affects people's health / economy of the country.
-loss of money /taxes not paid...

Or
Topic 2: The story you have read (reading text) is one of fraud and tragedy that took place in China. What is your opinion about the scandal of the contaminated milk? Make suggestions on what should be done so that this will never happen again.

Annex Five

Features of Pronunciation

(Source: http://www.btinternet.com/~ted.power/phono.html)
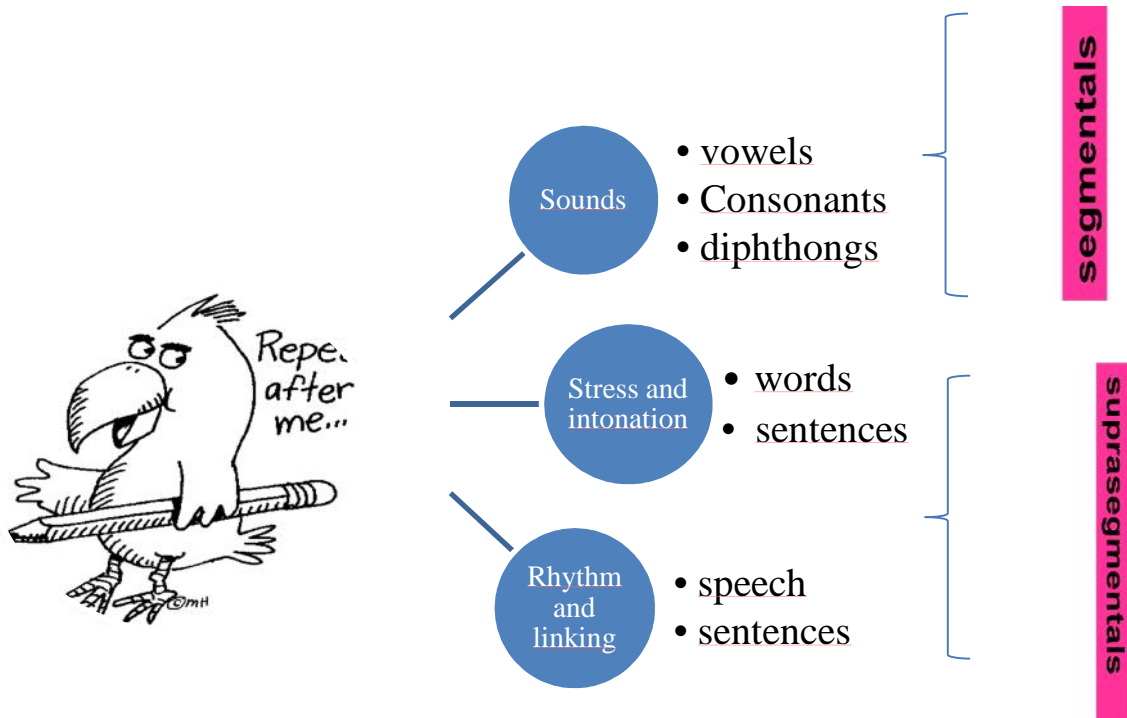
Annex Six

Phonetic Symbols

Phonetic symbols

Consonants

1	/p/	as in	**pen** /pen/
2	/b/	as in	**big** /bɪg/
3	/t/	as in	**tea** /tiː/
4	/d/	as in	**do** /duː/
5	/k/	as in	**cat** /kæt/
6	/g/	as in	**go** /gəʊ/
7	/f/	as in	**four** /fɔː/
8	/v/	as in	**very** /ˈveri/
9	/s/	as in	**son** /sʌn/
10	/z/	as in	**zoo** /zuː/
11	/l/	as in	**live** /lɪv/
12	/m/	as in	**my** /maɪ/
13	/n/	as in	**near** /nɪə/
14	/h/	as in	**happy** /ˈhæpi/
15	/r/	as in	**red** /red/
16	/j/	as in	**yes** /jes/
17	/w/	as in	**want** /wɒnt/
18	/θ/	as in	**thanks** /θæŋks/
19	/ð/	as in	**the** /ðə/
20	/ʃ/	as in	**she** /ʃiː/
21	/ʒ/	as in	**television** /ˈtelɪvɪʒn/
22	/tʃ/	as in	**child** /tʃaɪld/
23	/dʒ/	as in	**German** /ˈdʒɜːmən/
24	/ŋ/	as in	**English** /ˈɪŋglɪʃ/

Vowels

25	/iː/	as in	**see** /siː/
26	/ɪ/	as in	**his** /hɪz/
27	/i/	as in	**twenty** /ˈtwenti/
28	/e/	as in	**ten** /ten/
29	/æ/	as in	**stamp** /stæmp/
30	/ɑː/	as in	**father** /ˈfɑːðə/
31	/ɒ/	as in	**hot** /hɒt/
32	/ɔː/	as in	**morning** /ˈmɔːnɪŋ/
33	/ʊ/	as in	**football** /ˈfʊtbɔːl/
34	/uː/	as in	**you** /juː/
35	/ʌ/	as in	**sun** /sʌn/
36	/ɜː/	as in	**learn** /lɜːn/
37	/ə/	as in	**letter** /ˈletə/

Diphthongs (two vowels together)

38	/eɪ/	as in	**name** /neɪm/
39	/əʊ/	as in	**no** /nəʊ/
40	/aɪ/	as in	**my** /maɪ/
41	/aʊ/	as in	**how** /haʊ/
42	/ɔɪ/	as in	**boy** /bɔɪ/
43	/ɪə/	as in	**hear** /hɪə/
44	/eə/	as in	**where** /weə/
45	/ʊə/	as in	**tour** /tʊə/

(Source : New Headway Pre-Intermediate SB (Soars et al. 2007, SB and WB)

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The Assessment of Pronunciation Instruction in the Algerian Secondary School Coursebook 'New Prospect': How Intelligible are our Students?

Abstract:

In the ELT world, the effectiveness of oral communication is the major judgment of competency by means of speaking with good pronunciation regardless of any mistakes committed in other levels of grammar and vocabulary. Despite the difficulty of pronunciation acquisition, its teaching is granted the least attention in Algeria. This thesis discusses the status of pronunciation from the English language teachers' viewpoint within the secondary school context. It aims at clarifying how it is perceived as they use the third year textbook 'New Prospects' to find out keys for problematic hindering its processing and assessment. The tools for this research are: a survey questionnaire to unveil their degree of satisfaction with the teaching materials proposed by its designers, a textbook evaluation checklist and a classroom observation grid to figure out what techniques teachers use to face ambiguity among students to process this important aspect.

Key words: Teaching of English, Pronunciation, Feedback, Third year textbook, Baccalaureate in Algeria, Teacher training.

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تعليم اللغة الانجليزية ، تعد فعالية التواصل الشفوي هي الحكم الرئيسي للكفاءة عن طريق التحدث بنطق جيد بغض النظر عن أي أخطاء ترتكب في مستويات أخرى من القواعد والمفردات. على الرغم من صعوبة اكتساب النطق ، فإن تعليمها يحظى بأقل اهتمام في الجزائر. يناقش هذا المقال حالة تدريس النطق من وجهة نظر أساتذة اللغة الإنجليزية في سياق المدرسة الثانوية. ويهدف إلى توضيح كيفية النظر إليه أثناء استخدامهم كتاب السنة الثالثة للعثور على مفاتيح المشاكل التي تعوق معالجته وتقييمه. أجريت دراسة باستخدام استبيان للكشف عن درجة رضاهم عن المواد التعليمية ترحها مصممو الكتب الدراسية والتقنيات   .أدوات هذا البحث هي: استبيان استقصائي لكشف النقاب عن درجة رضاهم عن المواد التعليمية التي اقترحها مصمموها ، وقائمة مراجعة تقييم الكتاب المدرسي وشبكة مراقبة الفصل الدراسي لمعرفة التقنيات التي يستخدمها واجهة الغموض بين الطلاب تجاه هذا الجانب الهام.

Résumé :

Dans le monde de l'ELT, l'efficacité de la communication orale est le principal jugement de compétence en parlant avec une bonne prononciation indépendamment des erreurs commises à d'autres niveaux de grammaire et de vocabulaire. Malgré la difficulté d'acquisition de la prononciation, son enseignement reçoit le moins d'attention en Algérie. Cette thèse examine le statut de la prononciation du point de vue des professeurs d'Anglais dans le contexte de l'école secondaire. Il vise à clarifier la façon dont il est perçu lorsqu'ils utilisent le manuel de troisième année «New Prospects» pour découvrir les clés des problèmes qui entravent son traitement et son évaluation. Les outils de cette recherche sont: un questionnaire d'enquête pour dévoiler leur degré de satisfaction à l'égard du matériel pédagogique proposé par ses concepteurs, une liste de contrôle pour l'évaluation des manuels et une grille d'observation en classe pour déterminer les techniques utilisées par les enseignants pour faire face à l'ambiguïté des élèves pour traiter cet important aspect.