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Teaching pronunciation in Algerian schools
A Case Study of: Third Year pupils at
Tiaret's Middle School

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Dedication

I dedicate this work to

. light of my life, my sunshine, my parents... a nice soul who did everything to see me in that place, who always wanted to make me the best...

I appreciate their sacrifices.

. And all members of my family for their support.

. My little brother, sisters and my lovely daughter HIBA.

. Everyone who tried to help me to accomplish this work.

. My friends, co-worker and all people for their serious assistance and help.

. Special dedication to my friends who supports me and makes me feel confident.

BELGUENDOZ AICHA

Dedication

I dedicate this work

*To my parents for their inestimable love, their
consciousness, their support, their sacrifices and all the values
they have been able to inculcate.*

*To my brothers and my sisters for their tenderness,
their complicity and their presence.*

To all my family and my friends.

KECIR ABDELKADER

Dedication

I dedicate my simple work to the persons whom i love the most.....

My dear parents, my Grandmother, my brothers: Mohamed, Sofiane and Fethi. My sister Karima. My children: Khalil and Melissa. My nephews: Adam,

Imad and Iyad. My niece: Maram, Khadidja and Samah...

My uncles and aunts. My cousin: Abdelkader and Abderrahmane. To all my friends...

The persons who are always ready to help...

To all who cares about me and all whom I care about...

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Abstract

Due to the growing interest in learning English in the Algerian schools, the importance given to pronunciation in EFL classes right from the early stages of instruction and the appearance of the private sector, the present study aims at comparing pronunciation teaching in the Algerian public middle schools and private language schools. More specifically, the study aims at investigating both middle school teachers' and private school teachers' attitudes toward teaching the English pronunciation, and the main obstacles that may hinder the teaching/learning process as well as attempting to shed light on the teachers' practices of pronunciation teaching. The study is based on the hypothesis that if middle school teachers and private school teachers have different work conditions, significant differences will be noticed in both the teachers' perceptions and practices. To confirm or reject this hypothesis, a middle school teachers' questionnaire and private language school teachers' questionnaire were given to English teachers at different middle and private schools in Tiaret city and Frenda. The analysis of the results generated by the teachers' questionnaires confirms that the teaching conditions at private language schools are much better than at the middle schools and reveals that there are significant differences in teachers' perceptions and practices regarding pronunciation teaching in the two institutions. Based on the results of the study, some pedagogical recommendations were suggested for further research.

Keywords: teaching, pronunciation, learning.

List of Abbreviations

- CBA:** Competency Based Approach
CBE: Competency Based Education
CBLT: Competency Based Language Teaching
CLT: Communicative Language Teaching
CPH: Critical Period Hypothesis
EFL: English as a Foreign Language
ESL: English as a Second Language
FL: Foreign Language
IPA: International Phonetic Association
L2: Second Language
TL: Target Language
%: Percentage

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Phonetics Symbols

Vowels and diphthongs	Consonants
/ɪ/asinisit	/p/asinpen
/i :/asinsee	/b/asinbad
/e/asinten	/t/asintea
/æ/asinhat	/d/asindid
/ɑ:/asinarm	/k/asincat
/ɒ/asingot	/g/asin got
/ɔ:/asinsaw	/tʃ/asinchin
/ʊ/ asinput	/dʒ/asinjune
/U:/asintoo	/f/asinfall
/ʌ/asincup	/v/asinvan
/ɜ:/asinfur	/θ/asinthin
/ə/asinago	/ð/asinthen
/eɪ/asinpay	/s/asinso
/aɪ/asinfivea	/z/asinzoo
/əʊ/asinhome	/ʃ/asinshe
/aʊ/asinnow	/ʒ/asinvision
/ɔɪ/as in join	/h/asinhow
/ɪə/asinnear	/m/asinman
/eə/asinhair	/n/asinno
/ʊə/asinpure	/ŋ/asinsing
	/l/asinleg
	/r/asinred
	/j/asin yes
	/w/asinwet

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General
Introduction

General Introduction

Learning a language means learning its grammar, vocabulary, phonology and even culture. This research will be devoted to the English phonology. The problem we are confronted with is the learners' failure in pronouncing English correctly. They do not speak English properly though they learn the English pronunciation. In other words, the problem is about the causes that lead to the learners' mispronunciation of English.

The objective of this work is to shed light on the reasons that make Algerian third-year middle school pupils fail in pronouncing English in a correct way and to make teachers aware of the problems learners face in learning pronunciation. In short, the study aims at finding solutions for the betterment of teaching pronunciation in middle schools in Algeria.

The present research is divided into three chapters: they are devoted to the literature review. The first chapter is divided into three sections. The first section is about learning pronunciation and the factors that influence this process. The second section deals with the notion of intelligibility, the problems that lead to the unintelligibility and how to assess it. The last section is about sounds and spellings. It speaks about how the English spelling system works. It deals also with the differences between written and spoken English and speaks about linking, deletion of consonants and assimilation.

The second chapter is composed of five sections. The first one is about the history of pronunciation teaching. It provides an explanation about how pronunciation is taught under some recent approaches. The second section is concerned with teaching pronunciation under the Communicative Approach. The third section deals with the innovative techniques that are used nowadays in the teaching of pronunciation. The fourth fifth one speaks about designing a pronunciation syllabus and what variables to be considered.

The third chapter was about the study aims at investigating both Middle school teachers and private school teachers' attitudes toward teaching the English pronunciation and the main obstacles that may hinder the teaching and learning processes as well as attempting to shed light on the teachers' practices of pronunciation teaching.

Finally, some details are brought concerning evaluating the learner's pronunciation.

Chapter One

Considerations in Teaching Pronunciation

1. Introduction

This chapter deals with preliminary considerations in the teaching of pronunciation. It speaks about the factors that affect pronunciation learning and the role of both the teacher and the learners. It has to do also with the notion of intelligibility and its problems. Another section is about sounds and spellings, it deals with how the English spelling system works and the phenomena of connected speech: linking, deletion of consonants and assimilation.

1.1 Learning pronunciation

In the learning process, the teacher's and the learner's role is very important as shown in the following.

1.2 The teacher's role

The role of the teacher is very important in any learning process. The teacher is the guider who controls and direct the learners. According to Rivers and Temperley (1968: preface), teachers can not learn the language for their students. They can set their students on the road and wait on the sidelines, ready to encourage them. In teaching pronunciation, the most important thing the teacher should do is helping the learner stop receive sounds. The teacher should teach them how to hear carefully before they try to speak. If the learners learn how to hear very well to their teacher while he is speaking, they will be able to produce sounds exactly as they are produced by the teacher. Hence, they will speak accurately. Some sounds of English do not occur in other languages. The teacher, here, needs to be able to help his learners to make the new sounds, if they find difficulties.

The teacher is required to tell learners how they are doing as they may make in accurate Assumptions about the way English is pronounced. The teacher should provide the learners with information about their performance, in other words, whether they have got it right or not. The teacher role also is to direct the learners' attention to what to work on, because they may miss something important. For example, they may not realize that when a particular word is stressed or said in a different way, this can affect the message which is sent to the listener, that is why Kenworthy (1994:2) said that Teachers need to make learners aware of the potential of sounds.

Learners need the help of the teacher in establishing a plan for action, In deciding what to concentrate on and when to leave well enough alone, because they may notice that something about their pronunciation is not like the way English people do it and may automatically try to change this, but their efforts are misplaced because that feature is a refinement, or acceptable to the English ear, or not essential for intelligible speech.

The teacher is responsible for designing the exercises and activities that will be helpful, which activities will provide the most opportunities for practice, experimentation, and exploration? The teacher must also be aware that certain activities suit the learning styles and approaches of some learners better than others.

1.3 The learners' role

Based on Ken worthy (1994:2), what all learners need to do is respond. But of course it is not as simple as that. It is very important that the learners have the willingness to take responsibility for their own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

1.4 Factors affecting pronunciation learning

1.4.1 Biological factors

A common observation made by people involved in the field of second language learning is that adult second language learners almost often have a foreign accent while child second language learners almost often attain native-like accent pronunciation. The reason behind this ability is the critical period hypothesis as Mc Donough stated that:

Young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue. (2002:91).

Thus, we assume that if someone pronounces a second language like a native, he probably started learning it as a child. Conversely, if a person does not begin to learn a second language.

Until adulthood, he will never have a native-like accent even though other aspects of his language such as syntax or vocabulary may be indistinguishable from those of native speakers.

1.4.2 Personality factors

The personality of the learner is a very important determination of acquiring the sound system of a second language. Avery and Ehrlich (2008:6) state that learners who are confident and willing to take risks probably have more opportunities to practice the pronunciation of the second language because they are more often involved in interactions with native speakers. On the other hand, learners who are introverted, inhibited, and unwilling to take risks lack opportunities for practice.

Concerning the influence of the personality factor on the progress in a second language, teachers should create an non-threatening atmosphere in their classrooms and should not force students to participate if they are not ready.

1.4.3 The native language factor

The native language is an important factor in learning to pronounce English. Every language has a different inventory of sounds, different rules of combining these sounds into words, and different stress and intonation patterns. Thus, the pronunciation errors made by a second language learner reflect the sound system of his native language.

The influence of the native language can be seen in three different ways as stated by Avery and Ehrlich (2008: 6). First, problems of English sounds that are not found in the sound system of the mother language; that is why adult learners have difficulties in pronouncing new sounds since they have never exercised their mouth in producing that sound. For this reason Rivers (1968:114) concentrates on the role of teachers in teaching mouth positions for those sounds which do not exist in the native language, while allowing students to produce native-language near-equivalents for the rest. Second, difficulties that arise when the rules of combining sounds are different in the learner's native language. Finally, problems of transferring the patterns of stress and intonation from the native language into the second language.

The native language affects also the students' ability to hear English sounds. Thus, sounds which occur in the native language will be heard rather than the actual sounds of English which are being produced by the teacher.

1.4.4 The amount of exposure

Another factor that influences the acquisition of the sound system is the amount of exposure to English the learner receives. This does not mean that the learner should live in an English-speaking country. Many learners live in an English-speaking environment but spend much of their time at home using their mother language. Conversely, many people live in non-English-speaking countries but use English in many areas of their lives such as work or school as Kenworthy (1994:6) states "It is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English".

1.5. Setting realistic goals

O'Connor (1999:1) states that million of foreign students want to learn English only for reading and writing it. But others want to speak English well, with a pronunciation that is understood by their classmates and by English people.

The teacher should not attempt to completely eradicate a foreign accent, it seems an unrealistic goal. However, some learners may want to approach a native-like accent. Learners who plan to become teachers of English will want, more than others, to approximate an active accent. For other learners, a more reasonable goal is to be intelligible. In other words, they can transmit a comprehensible message that is why they do not pay too much attention to how their pronunciation is good. The teacher must focus on the critical errors, features of a students' speech most responsible for in comprehensibility. The teacher should let his learners know that mispronunciation of some words may make the listener unable to understand them.

2. Intelligibility

2.1. Defining intelligibility

We have seen that the more reasonable goal for teaching pronunciation for second language learners is achieving intelligibility. One definition of the word intelligibility is that stated by Kenworthy (1994:13): “Intelligibility is being understood by a listener at a given time in a given situation”. From this definition, we can conclude that intelligibility is the same as understandability. To be more precise, intelligibility means the ability of a listener to match a sound produced by a foreign speaker with the sound a native speaker would use without too much difficulty. This works similarly with the way the English-speaking adults understand the speech of their young children. Kenworthy states a very nice example on that; if a child has problems in pronouncing the sound /r/ and uses /w/ instead, he would say:

I see a wabbit’. The parents understand that their child means a rabbit’, because they know that /w/ counts as /r/ for the child.

2.2. Factors affecting intelligibility

2.2.1. The sender

The speaker is the most important participant in transmitting a message. If, for example, a learner’s speech is full of self-correction, hesitation, and grammatical restructurings, then the listener will find difficulties in following his speech. Based on Kenworthy (1994:14), speakers who hesitate when they are speaking will make more errors in pronunciation than speakers who are confident and do not pause too much while they are speaking.

Another factor that affects intelligibility is that the person speaks too quickly. Learners of second language think that the reason behind their inability of understanding the native speakers that they speak too quickly, they are right to some extent. It happens that two speakers are speaking with the same speed, but one is less intelligible than the other. In fact, it is not the speed that is causing difficulties, but the fact that we cannot seem to pick out the most important bits from the less important bits. If it is easy for listeners to hear the important words, then there will probably be few intelligibility problems.

2.2.2. The receiver

Intelligibility has as much to do with the listener as with the speaker. The first listener factor is familiarity with the foreign accent. Based on Catford (1967:149), it is clear that the hearer's cultural background, particularly his familiarity with the speaker's cultural background may affect intelligibility. An American speaker who gets many opportunities to talk with Japanese speakers of English and very few opportunities to hear Indian English will find the Indian speaker of English more difficult to understand than the Japanese speaker. Familiarity and exposure work at the individual level. If you know a non-native speaker very well, you will be able to understand him without too much difficulty. Conversely, if you listen to a stranger who speaks with the same accent you will not be able to understand him. To return to our comparison with the speech of young English children, it is the same case of the parents understands their child easily, but that other adults will have problems in understanding what this child is saying.

The second listener factor is the ability to use contextual clues when listening to someone speaking. If the topic of conversation is clear and there are plenty of meaning clues, then listeners may be able to understand a word which would have thrown them completely if it had been pronounced in isolation.

2.3. Intelligibility problems

In learning a new language, the learners find themselves using unconscious strategies in order to cope with the new set of sounds. Some of these strategies may lead to intelligibility problems.

2.3.1. Sound substitution

If a speaker substitutes one sound for another, this may cause difficulties for the listener. Some sounds are close enough to count as the same to the listener. In this case, there will be no serious problem. But in some instances the learner may substitute a sound with another which is strongly identified by the listener. Kenworthy (1994:17) gives the example of a speaker who substitutes the sound /θ/ with /s/, perhaps because the former does not exist in his native language. This learner will pronounce, for example, the words, 'sick' and,

thick ‘exactly the same. Unless context helps, the listener will have problems in understanding the speaker.

2.3.2. Links between words

English native speakers usually use links between words, they can add a sound, use a composite or a merger sound. Let us take some examples: when saying “go in”, English speakers add the consonant /w/ between the two words, it sounds like ”gow in”. When saying “nice shoe”, the final consonant of „nice’ merges with the first consonant of “shoe”. The result sounds like “ny shoe”. When saying “this year”, English speakers may use the consonant /j/ as in, shoe’ at the border between the two words.

The phrase will sound quite like ”the shear”.

2.3.3. The use of stress

If an English learner does not stress one syllable more than another, or stresses the wrong syllable, it may be very difficult for the listener to identify the word. Experiments showed that native speakers mishear a word, not because the speaker mispronounced the sounds of the word but because he puts the stress in the wrong place. Here are two interesting examples. The word “written” was pronounced with the stress on the second syllable instead of on the first. The listener thought the speaker had said “retain”. The other example is of the word “comfortable” which was pronounced with stress on, “com” and on “-ta-“. The listener heard this as ”comeforatable”.

2.3.4. The use of intonation

Intonation is important for intelligibility, because it is used to express intentions. A speaker can show that he or she is asking for information, or asking for confirmation, seeking agreement, or simply making a common remark. An in appropriate intonation pattern can lead to misunderstanding just as a mispronounced sound can, even though it is rarely to cause problems with the identification of words. For example, if a foreign speaker always uses very low pitch, listeners may get the impression that they are “bored” or “uninterested” when this is really not the case.

3. Assessing intelligibility

Based on Kenworthy (1994:20), all what you have to do to assess intelligibility of particular speakers is simply to ask someone to listen to them speak and say how difficult or

Easy they are to understand. Assessing intelligibility does not need complicated tests and procedures.

If we want to evaluate the intelligibility of a group of learners, it is quite clear that their teachers are unsuitable as judges of intelligibility because of the factors of exposure and familiarity.

The teacher becomes accustomed to his students voice and develops special skills to understand their speech. The ideal judges are listeners who have not had an abnormal amount of exposure to non native speech nor any previous contact with the speakers being assessed. Non native listeners can also be used as judges. The best source of this type of judge is, of course, other learners of English in the class or school.

4. Analyz in gease of intelligibility

A teacher, who has a new class of learners and wants to know how much they are intelligible, could use the following steps:

4.1 The sample:

The teacher can choose between a sample of learners reading a loudor speaking spontaneously. In fact, studies showed that learners make more pronunciation errors when reading aloud than when speaking spontaneously. Another problem concerning spontaneous speech is that some learners will like to speak on a topic while others will not. On balance, it is probably best to go for a spontaneous speech sample, with a bit of reading aloud. At least with a reading-a loud task, roughly equivalent stretches of speech are being judged.

4.2 The topic of the sample:

The samples of speech should be on the same topic. If it is a reading a loud task, and the learners are supposed to read the same passage ,it will not work . Because they will learn

it by heart in the tenth reading. The best solution is to ask the learners to describe someone they know or tell a story. In his case, the teacher will have samples on the same topic and are not identical, so that he can make a comparison.

4.3 The judges

The judge can be the teacher if it is a new class, or a volunteer listener, then the scores will be interpreted. Two categories will appear: those who are virtually intelligible and those whose speech presents few difficulties.

5. Sounds and spellings

5.1 The English spelling system

Pronunciation teaching often focuses on the sound system and ignores the way these sounds are represented in writing. It has often been claimed that the English spelling system is totally irregular. In other words, there is often no one-to-one correspondence between the sounds that we hear and the letters we see on a page. Avery and Ehrlich (2008:3-5) describe the basic features of the English spelling system:

5.1.1 Feature 1

In English, one sound may be represented by different letters. For example, the words *two*, *through*, and *threw*; all these words contain the same vowel sound, but it is represented by four different spellings.

5.1.2 Feature 2

The second feature is that one letter can represent different sounds, for example, the words *cake*, *mat*, *call*, *any* and *sofa* contain the same letter 'a', but each time it is pronounced in a different way. The same thing with the words: *see*, *pleasure* and *resign*. The letter "s" is pronounced in three different ways.

5.1.3 Feature 3

Some combinations of letters represent only one sound. According to Kenworthy (1994:95), these combinations are called composite symbols. For example, “ph” represents the sound /f/ as in “phone”. “Th” can represent two sounds. /θ/ like “thick” and /ð/ like “there”.

5.1.4 Feature 4

The other feature is that letters may represent no sounds such as the two words: bomb and knee. The final letter in ‘bomb’ and the initial letter in ‘knee’ are not pronounced at all, they are called silent letters.

5.1.5 Feature 5

Many of the consonant letters have a consistent relationship to the sounds they represent, they can be called single-valued letters such as b, m, and have one pronunciation.

5.1.6 Feature 6

The pronunciation of some consonant letters depends on the vowels that follow them. For example, the letter c is pronounced /s/ when followed by the vowel letters i, e or y and is pronounced like /k/ when followed by the vowel letters a, o or u, or when it occurs at the end of a word.

5.1.7 Feature 7

When the vowel letters a, e, i, o and u occur in words ending in a silent e letter, they are pronounced with their long sound which is the sound heard when these letters are pronounced in isolation for example “mate and note”. When these vowels occur in words without a silent e, they are pronounced with their short sounds such as “mat and not”.

5.2. The phonetic alphabet

It is sometimes very difficult to identify sounds in terms of orthographic symbols because different letters may represent the same sound in English as in “do” and “two”, the

vowel sound/u/is the same in each particular case, but it is represented in actual alphabet in two different ways. In the same manner, the sound represented by the letter or symbol /f/ can be found and spelled differently in: “enough” or “photo”. Because of all these problems, a phonetic alphabet was adopted in which each letter stands or represents in one –to-one correspondence with each sound. In other words, a particular sound is always represented by the same symbol.

5.3. Spelling and pronunciation errors

If the mother language of English second language learners is a language that uses the Roman alphabet like English, the problem of confusing between the sound value of one letter in the native language and its value in English will appear. Let us take the example of German. In this language the letter „v’ represents the sound /f/. For a German-speaking learner the word „drive’ will be read as „life’. According to Kenworthy (1991: 98), when foreign learners are not sure what the sound spelling correspondence is in English, they follow the strategy of assuming it as that of their native language. In another case, as soon as German learners of English meet written English forms, they will realize that the letter “w” which stands for /v/ in German has a different value in English. Thus, they will be very careful when pronouncing words like “weather” and “will”. Moreover, the desire to avoid making a mistake may actually cause a problem. Some of the learners will pronounce, “very” and “value” like “wery” and “walue”.

Another cause of difficulty is the English spelling itself. As we have seen English spelling is not a strictly regular alphabetic system. There is no one-to-one correspondence between letters and sounds. In this case, even native speakers make such errors because of their regularities of English spelling. Richards (1971: 173) calls these errors intralingual and developmental errors. Their origins are found within the structure of English itself .They are called developmental because English children when they start learning their mother language make these errors. For example, the rule that “gh” at the end of a word is silent. There are exceptions for this rule, where “gh” is pronounced such as the word ”enough”.

The last source of difficulty is the learner’s phonetic abilities. For example, if he has difficulty in distinguishing English /p/ from English /b/, then in adictation test, he will spell

“pill” as “bill”. Japanese learners, for example, have problems in distinguishing /r/ from /l/. Thus, they would write “Largers” instead of “Rogers”.

5.4. Rules and regularities

Before having a look on some of the regularities of English spelling, learners need to be familiar with certain notions. Learners should be able to distinguish between consonant letters and vowel letters. The teacher can simplify things by saying that “a,e,i,o,u” are vowels and the rest are consonants.

They have also to know that when the letter “y” occurs in the middle or the end of a word it stands for a vowel sound. When it occurs at the beginning of a word, it stands for a consonant sound. Affixes also need to be clearly identified by the learners. They should know that the units with a basic meaning, and which can be added to the beginning of the word such as “un, re” are called prefixes. The units that can be added to the end of a word such as “ion, ist” are called suffixes.

Learners have to be aware of the notion of the syllable and can identify how many syllables there are in a word.

5.4.1. Rules for consonants

Here are some of the regularities of English spelling. We will start by rules for consonants. Table 1 shows consonant letters that have one sound value only. (Kenworthy 1994:101).

Table 1.1 Single valued consonants

Letter	Sounds	Letter	Sounds
B	As in: bad, job Silent in: lamb, subtle.	K	As in: kit Silent in knee,
h	As in: he, ahead His pronounced when it occurs at the beginning of a stressed syllables.	l	knowledge as in: lip Silent in would, could
		w	As in: weather, will silent in: answer, write.

The following letters are also single valued consonants but they have small cases where they have different values.

Table 1.2 Single valued consonants with some exceptions.

Letter	Sound	Letter	Sound
d	as in :do, bad	r	as in: right
f	as in: fun, half	v	as in: vision, live
j	as in: jet	x	as in: fix
m	as in :me, arm	y	as in :yet, yellow
n	as in: no, north	z	as in: zoo
p	as in: put, up	t	as in: to,put

In English, there are some consonants that have two sound values.

Table 1.3 Consonants with two sounds values.

Letter	Sound	Letter	Sound
C	Can be /k/ as in: cat or /s/ in: city	G	can be /g/ as in: go or/dʒ/as in:cage

English uses composite consonant letters. Two or three letters represent one sound.

Table 1.4 Composite consonants that have one sound value

Letters	Sound	Letters	Sound
Ck	/k/as in: pick	Ph	/f/ as in: phone
Ng	/y/as in: sing	sh	/ʃ/ as in: shut
Tch	/tʃ/as in: watch		
wh	/w/as in: which		

Two composite letters have two possible sound values

- “ch” can represent: the sound /tʃ/ as in: choice, child.

The sound /k/ as in: character, chord.

- “gh” can represent : the sound /f/ as in : enough, tough. And it can also stand for silence as in: though, tough.

5.4.2 Rules for vowels

In English, the single vowel letters “a,e,i,o,u” have two sound values as table 5 shows:

Table 1.5 Vowels letters with two sound value

Letter	Sound1	Sound2
a	/eɪ/ hate	/æ/ hate
e	/ɪ/ pete	/e/ pet
I	/aɪ/ mine	/ɪ/ fit
o	/aʊ/ note	/ɒ/ not
u	/ju:/ cute	/ʌ/ cut

- If the single vowel letter is followed by a single consonant letter, then the vowel sound will be sound 2.
- If the single vowel letter is followed by two consonant letters, it will have also sound 2.
- If the single vowel letter is followed by a consonant and the letter “e”, it will represent the sound 1.
- In the case of polysyllabic words and based of Kenworthy (1994:105), all you have to do is count the number of consonants following the vowel regardless of the suffix ending. If the vowel letter is followed by one consonant it will take sound 1, for example, in ‘relation’ the “a” letter will pronounced as /eɪ/. If the vowel is followed by two consonants, it will take sound 2 in table 5 “for example in” action”, “a” is pronounced /æ/.

This rule works for the single letters ‘a,e,o,u’.

6. Linking, deletion of sounds and assimilation

6.1 linking

Linking is a connected speech phenomena .It applies to what happens at word boundaries where either two vowels or a consonant and a vowel meet. Jull et.al. (2008: 84) assumes that “connecting groups of words together is referred to as linking”.

.Linking consonants to vowels148

When a word that ends with a consonant is followed by a word that begins with a vowel, the consonants seems to become part of the following word especially when the word beginning with a vowel is a function word .Here are some examples: stop it, with it, fair enough.

Linking consonants to consonants

When a word that ends with a stop consonant is followed by a word that begins with a consonant, the stop consonant is usually not released. The tongue or lips will move to the place of articulation of the stop consonant and then move immediately to the place of articulation for the next consonant .Here are some examples: stop trying, big boy, let down.

Linking identical consonants

When a word that ends with a consonant is followed by a word that begins with the same consonant, the two consonants are usually pronounced as one long consonant. For example, rip pulm, black cat, big girls.

Linking vowels to vowels

When a word that ends with a tense vowel such as /i:,e I ,u:,aʊ/ is followed by a word that begins with a vowel, the words are usually linked by the semi-vowel ending the tense vowel, for example, be on time, pay up, grow up.

6.2 Deletion of consonants

Based on Roach (1997:127), the nature of elision or deletion of consonants may be stated quite simply: under certain circumstances sounds disappear. Here are some of the cases where consonants can be deleted. They are taken from Juletal. (2008:86).

Table 1.6 .Some cases where consonants are deleted.

Example	Pronunciation when simplified	Delete sound
Band shell	/bæŋʃeɪl/	/d/
Left field	/lefi:ld/	/t/
Next month	/neksmʌnθ/	/t/
postman	/pəʊsmən/	/t/

6.3 Assimilation

In the linking of consonants to consonants, there is a change in the place of articulation of the first consonant. This is known as assimilation because the first consonant becomes more like these condone.

Assimilation of nasals

The final nasal consonants of function words assimilates in place of articulation to a following stop consonant. When the negative “n’t” is attached to an auxiliary verb, the /t/ is often changed to a short transitional sound at the same place of articulation as the following.

Table 1.7 Assimilation of nasals

Written form	Spoken form	Assimilation
I can believe it	/aɪkæmbəli:v ət/	n → m
I can go	/aɪkæŋgəʊ/	n → y
I can't believe it	/aɪkæmpbəli:v ət/	nt → mp
I can't go	/aɪkæŋkgəʊ/	nt → yk

Consonant and the /n/ assimilates to this consonant.

Palatalization

The change of /d+/y/ to /dz/ and of /t+/y/ to /tʃ/ is referred to as palatalization. It is called palatalization because the tooth ridge sounds /t/ and /d/ are pronounced further back in the mouth, closer to the hard palate.

Here we have two examples: not yet /nɒt jət/ could you move /kʊd ʒ mu:v/ When “want” and “going” are followed by “to” in verb+infinitive constructions, they are usually pronounced “wanna” “gouna”. Similarly, the expression “I don’t know” is pronounced “I dunno”.

Conclusion

It can be said that pronunciation is very important when, for instance, a foreigner is learning a language such as English whose pronunciation is rather difficult and unpredictable in so many cases. In almost all cases, pronunciation proves to be a major tool by which a message can be transmitted clearly.

However, such a feature is neglected in teaching and so long as it is neglected, students will always have pronunciation problems. Such a feature needs to be considered to motivate students; and to motivate them it is also necessary to teach them how the English spelling system is work, in order to take some rules that will help them in speaking English.

CHAPTER TWO

Teaching Pronunciation

2. Introduction

In this chapter, we are going to provide a historical overview of how pronunciation has been treated in language teaching over the past hundred years. We are going to see also how teaching pronunciation is dealt with under the communication approach. In addition to that, there is a section that speaks about the innovative techniques that are used in teaching pronunciation, which provide alternative ways to better respond to students' learning styles and preferences. Curriculum design and evaluation of pronunciation are included also in this chapter.

2.1 Pronunciation Instruction in perspective

2.1.1 The history of pronunciation teaching

In the early centuries, grammar and vocabulary were the dominant aspects concerning foreign language teaching. Teaching pronunciation was neglected. According to Celce-Murcia et al. (2000: 2), it is for this reason that “grammar and vocabulary have been much better understood by most language teachers than pronunciation”.

Two general approaches to the teaching of pronunciation have been developed: an intuitive-imitative approach that was used before the late nineteenth century; and an analytic linguistic approach. Based on Celce-Murcia, the intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language.

Tape recorder and language labs were used in this approach. The analytic-linguistic approach utilizes information and tools such as a phonetic alphabet and charts of the vocal apparatus. It focuses the learner's attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach.

Throughout the twentieth century, different methods were used in foreign language teaching, such as the Grammar Translation Method in which the teaching of pronunciation is largely irrelevant. We will focus on the methods for which the teaching and learning of pronunciation is a genuine concern. Celce-Murcia et al. (2000: 3-7) describes some of these methods.

2.1.2 Direct method

It was at the turn of the twentieth century that the direct method became widely known and practiced. In this method, pronunciation is taught through intuition and imitation-students

Imitate a model which is the teacher and do their best to approximate the model through imitation and repetition.

2.1.3 The reform movement

In 1890s, phoneticians such as Henry Sweet, and Paul Passy contributed to the teaching of pronunciation and formed the International Phonetic Association in 1886, then developed the International Phonetic Alphabet (IPA). During this period, teachers focused on teaching the spoken form of the language, and the learners were given phonetic training to establish good speech habits.

2.1.4 Audio Lingualism

This method appeared after the Second World War. In this method, pronunciation is very important. According to Lindsay and knight (2006: 18) “correct pronunciation was strongly encouraged from the beginning”. The teacher models a sound or a word and the students imitate or repeat. Furthermore, the teacher often uses the technique of minimal pair drills. These drills are based on using words that differ by a single sound in the same position. For examples, the teacher says the words “sheep” “ship” and asks the learners if these words are the same or different. Then, he can use other examples and ask his learners to identify which sound is produced: the sound that is included in the word “sheep” or that of “ship”.

2.1.5 Community Language Learning

It was developed by Curran (1976) for teaching second and foreign languages, in this method, students sit around a table with a tap recorder. The teacher stands behind one of the students, with hands on the student’s shoulder. He asks the student to say something in his native language he wants to be able to say in the target language. Then, the teacher says the utterance in the target language; the student repeats it once and twice until he can produce it fluently. Then, the utterance is recorded on tape.

After recording some utterances, they are played back and students match the new target language with the word –for-word translation provided by the teacher.

3. Pronunciation teaching today

Mac Carthy (1967:137) states that everyone who teaches a modern language by word of mouth can not escape the necessity for pronouncing it and for teaching the pronunciation of it to his pupils. Currently, the communicative language approach is the dominant one in language teaching. It focuses on the pragmatic, authentic and functional use of the language for meaningful purposes as stated by Lindsay and knight (2006: 20): “It is no actually a method but an approach to teaching based on the view that learning a language means leaning how to communicate effectively in the world outside the classroom”.

According to Celce- Murcia et.al .(2007:7), this approach indicates that if non native speakers of English fall below the threshold level of pronunciation, they will have oral communication problems regardless of how good they are at mastering grammar and vocabulary. The goal of technique pronunciation then is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate .In the following section there are more details on teaching pronunciation under the communicative language teaching.

4. A communicative approach to Pronunciation Teaching

4.1 Teaching consonants and vowels

To teach consonants and vowels, it is important to sheld light on its characteristics. That is to say, learners should know that consonants can be classified according to their places and manners of articulation. Thus, we have bilabials, alveolars, fricatives...etc. Vowels also are classified according to the tongue height, frontness or backness and the lip rounding. Hence there are central vowels, back vowels, open vowels...etc.

There is a variety of communicative activities that can be used in teaching consonants and vowels. Naiman (2008:165-7) describes some of them as the followes.

4.1.1 Information gap activities

This type of activity is used for practicing consonants and consonant contrasts. If learners, for example confuse /b/ and /v/, the following activity can be used. The teacher chooses a topic such as food and has students brain storm and think of as many food words as

possible which contain /b/ and /v/ sounds. It will be better if learners work in group so that the words will be generated in a communicative fashion. If the learners are beginners, clues or pictures can be used. They are also asked to generate names that contain these sounds. The list may contain: bread, vegetables, beans, veal, Barbara, Steve, Bob.... After generating the food words and the names, they are written on slips of paper. One group of the learners will take slips of names, and the other group will take the slips of foods. Then, they work in pairs or in groups questioning each other about “who bought what?” at the store.

This activity provides communicative practice with these sounds.

4.1.2. Matching exercises

Another activity of practicing a sound contrast such as /b/ and /v/ is the matching exercise. In this exercise, the class is divided into two groups. Group A has a written description of several people. Group B has a picture containing all of the people for which there are descriptions. The role of the learners is to match the written descriptions with the appropriate people. Some sample descriptions might be:

- Becky has big boots.
- Vicky has velvet vest.
- Barbara is carrying a big bag.
- Virginia is wearing gloves.

Through this activity, the learners gain practice producing the relevant sounds. Moreover, if the descriptions are generated by the learners themselves they will have more opportunity to practice producing these sounds in a communicative way.

4.1.3. “fluency square” activities

This type of activities is less communicative than the two stated above. It also requires less preparation for the teachers. The activity is based on four illustrated squares used to contrast at least two sounds. A large square is divided into four squares with each of the smaller squares depicting an activity differing from a contrasting square in terms of one variable. For example:

- Square 1: Cassie took a bus this morning.
- Square 2: Cassie took a bath this morning.
- Square 3: Cathy took a bath this morning.
- Square 4: Cathy took a bus this morning.

Square 1 and 4 differ in the contrast between /s/ and /o/ in “Cassie” and “Cathy”. Squares 1 and 2 and squares 3 and 4 differ in the contrast between /æ/ and /ʌ/, /o/ and /s/ in “bath” and “bus”. Learners should describe the activities in each square so that another student is able to identify the correct square.

The aim of this exercise is to make the learners able to both hear and produce the differences between these vowel and consonant contrasts.

4.2 Teaching connected speech

There is a considerable difference of opinions about why connected speech should be taught. Gimson and Ramsaran (1982: 62) argue that if speakers avoid all assimilations, they will sound very formal. Rogerson and Gilbert (1990: 31) also advocate teaching connected speech because it helps explain why written English is different from spoken English. The following activities which are taken from Naiman (2008: 168) provide communicative practice in these important aspects of English pronunciation.

4.2.1 Dialogues and roleplays

In this activity, the learners attempt to generate the dialogues, and the teacher serves primarily as a source person. For example, words can be generated to practice the linking of final stop consonants /p,t,k,b,d,g/ with following vowels. Learners can construct dialogues that contain these words. Sentences such as the following could be constructed:

- I saw Bob in the book store.
- Did he buy that book about atomic energy?
- No, I think he bought a book about an energetic athlete.

4.2.2. Games

Palatalization (d+y=/dz/) can be practiced effectively in games. One game is that the Learners ask each other about the activities each one has done on the weekend using yes/no Questions beginning “didja...?”. The reduction of initial /h/ in “he” can also be practiced by asking twenty questions. Type game about a famous male no longer living using “did’e....?”

4.3 Teaching suprasegmentals

Morley (1987: preface) argues that teaching suprasegmentals, that is to say, stress, rhythm and intonation and how they are used to communicate meaning has a secondary importance assigned to teaching segmentals that is to say; vowels and consonants. Another opinion which is not far from this that of Celce-Murcia (1978: 11) who says: “I am still having problems with fully integrating stress and intonation in my teaching of English pronunciation”. Naiman (2008: 169) focuses on the teaching of suprasegmentals from the earliest stages and develop some communicative activities concerning teaching suprasegmentals.

4.3.1 Oral reading

Learners should be given an opportunity to practice suprasegmentals in longer stretches of discourse by reading them. It is through these longer samples of real language that the relationship between suprasegmentals and meaning becomes so evident. The language used for this practice should be taken from realistic dialogues.

4.3.2 Shadowing

This technique requires that learners listen carefully to their teacher and follow the rhythm and intonation contours of natural language samples. The learners produce the Language at the same time as the teacher model sit. This technique is both useful and fun for learners.

4.3.3 Focused activities

Learners can practice the difference between content and function words and the stress patterns associated with them by completing tasks. Role plays also could be developed in order to practice the pattern of intonation with the help of tag questions. For example, a sales person is trying to convince a customer to buy an item and says: „it’s not a lot of money for such a wonderful dress “isit?”

5. Innovative techniques**5.1. Fluency-building activities**

Traditionally, the teaching of pronunciation focused on the accurate production of the sounds, rhythms and intonation. Fluency had not a great importance. According to Celce-Muricia (2000: 291), the students’ fluency levels will almost affect their accuracy, and vice versa. Thornbury (2008: 6) states that fluency is not simply the ability to speak fast, it has to do also with pausing. Pauses can be long but not frequent, they should also occur at meaning full transition points. Celce-Muricia et. Al .(2000:2914) discuss the following techniques of fluency building:

5.1.1 Effective listening exercise

The teacher chooses a student volunteer and converse with him on a topic of the student’s choice for three minutes. The other students listen to them, then discuss the strategies used by the teacher to encourage the speaker. After that, students are divided in groups of three: one student is the listener, the other is the speaker and the last one is the observer and discuss a topic of their choice. Roles are switched, until each member has had a chance to assume all three roles.

5.1.2 Personal introduction collage

In this activity, the teacher models a personal introduction by introducing himself via a sample poster board collage. The teacher holds up the collage and points to the relevant visuals as she introduces him self. Next, students are asked to prepare their own personal introduction collage using pictures and rehearse it until they can speak freely and fluently. Then present it to the whole class.

5.1.3 Backward build up

This technique was stated by Jull (2008:2-3) . It involves starting with the final word of a sentence and adding the preceding words,one at a time.For example,

- You
- Knowyou
- Don't know you
- I dont knowyou
- Building sentences up from the end ,preserves the intonation contour of the original sentence.

5.2 Using multisensory modes

Learners' egos influence their pronunciation. Learners with strong egos are likely to have a foreign a flavor in their speech because they can not abandon their self-image .However, learners with permeable egos are more likely to acquire a native-like accent. Using multi sensory modes in teaching can help to break down the ego boundaries of learners. Celce-Muriciaetal. (2000:295-9)suggest some of these modes.

5.2.1 Visual and auditory reinforcement

The use of visual support has always been present in the teaching of pronunciation. The visual reinforcements that are used are: charts, diagrams and overhead projectors. Auditory reinforcements also were used through the “listen and imitate” era of pronunciation teaching .Today's pronunciation classroom tend to view the role of auditory reinforcements. Some what differently. The use of memory peg emerges. An example of such memory device is thinking of the sound of a moving train as a peg to help produce/tʃ/,or imagining the sound of a buzzing bee to assist in producing/z/.

5.2.2. Kinesthetic reinforcement

It means the use of hand signals and body movements to augment other instructional practices. The students can trace intonation contours with arms and fingers extended as they pronounce a given utterance. They can also use their fingers to count how many syllables a word has. Vowel length can be indicated through leaving smaller or larger spaces between the thumb and index fingers.

5.2.3. Tactile reinforcement

It involves teaching pronunciation through the sense of touch. For example, the students place their fingers on their throats or cup their hands over their ears to experience the vibration of their vocal cords. They can also place their fingers in front of their mouths to ascertain when aspiration is occurring.

5.3 Use of authentic materials

The teachers should not overlook the rich resources available to them through the use of authentic materials such as jokes, advertising copy, passages from literature and so on. The teacher can adapt these materials to the teaching purposes. Here are some examples stated by Celce-Murcia et al. (2000:300). The first example is a cheer:

- Two-four, six-eight
- Who do we appreciate?
- Tommy, Tommy, hurrah!

Another example is an advertising slogan which says: “you’ll wonder where the yellow when you brush your teeth with Pepsodent”.

5.4 Techniques from psychology

Relaxation techniques which are borrowed from the field of psychology are useful in the warm-up phase of the lesson. Students stand and place their hands on their diaphragms, breathe deeply in and out. While doing that, the teacher gets his students to call up images

which is called guided imagery activities. Such warm up activities often help students feel relaxed, during the rest of the lesson, which can be very important for teaching pronunciation.

5.5 Using multimedia

The use of multimedia learn in aids provides a number of advantages as stated by Celce-murciaetal. (2000:313).It is an access to a wide variety of native-speaker speech samplings and gives an opportunity for self-monitoring of progress. Finally, it makes a game like atmosphere for learning. In addition to the visual and auditory aids that were discussed before, other supports can be used. Videos are used to provide the opportunity for learners not only to hear themselves but to see themselves as others see them. It provides students with incentive to attend to features of their pronunciation that they might not monitor.

Another device that can be used is computer assisted instruction. Obviously, many Schools do not have the facilities to use such aid. Yet, computer-assisted instruction provides an insufficient number of software programs for language teaching in general and for the teaching of pronunciation specifically.

6. Pronunciation syllabus design

6.1 Variables to be considered

To design a syllabus there is a number of variables that must be taken into account.Celce-Murciaet. al. (2000:320-5) describe those variables as the following.

6.1.1 Learner variables

They are variables associated with the learners themselves. Firth (2008:174) states that constructing a pronunciation syllabus depends in large part on “who” the students are. Learner’s age, proficiency level, linguistic and cultural background, prior exposure to the target language, language aptitude and motivation to achieve intelligible accent are learner variables that influence designing a pronunciation syllabus. Based on Celce-Murcia et. al. (2000:320), the teacher has little control over many of these variables. Yet, they play a very important role in the syllabus for young children learning general English differs from that for adult nurses aids who want to improve their oral communicative skills. With regard to what Celce-Murcia and her collogues advance, the learner’s literacy level and prior exposure to

pronunciation instruction are the most critical variables that affect pronunciation syllabus design.

6.1.2. Setting variables

These variables deal with constraints placed on the syllabus by the local in which syllabus is being implemented. Two primary setting in which language teachers function are differentiate: the foreign language and the second language setting. In the foreign language, the target language that is to say, English is not an official language of the country, in the second language setting, the target language is a native or an official language of the country.

There are four societal governed settings in which the teaching of English to non native speakers occurs: societal governed setting in which the teaching of English to non native speakers occurs: monolingual English. Speaking communities; multilingual communities in which English functions either as an officially recognized language, a lingua franca, or an auxiliary language; communities that recognize English as an international language of wider communication and finally, communities for which English is truly a foreign language or school subject.

In foreign language settings, the target language is used only in classes and teachers are not native speakers of the target language. Thus, they are reluctant to focus on pronunciation. Hence, the learner's exposure to native like pronunciation is often limited.

6.1.3 Institutional variables

They have to do with the educational situation in which the learners find themselves. They include whether the teachers have a basic knowledge of the sound system of the English knowledge or not and if the appropriate teaching materials are available for the student's level and needs.

6.1.4. Linguistic variables

These variables deal with the first language of the learners. According to Celce-Murcia et al. (2000: 323), differences in the phonological systems and phonetic inventories of languages can cause students to substitute rather predictably known sounds from their first language for new, or unknown, sounds in the target language.

Traditionally, the pronunciation syllabus focused on the production of the phonemes in the second language that do not exist in the first language. However, more current research indicates that the suprasegmental aspects of language contribute more to the intelligibility.

6.1.5. Methodological variables

These variables are related to the specific teaching approach adopted by the teacher or institution. There have been marked differences in the relative emphasis given to pronunciation depending on the language teaching method used. For example, the grammar-translation method gives little explicit attention to pronunciation, the audiolingual method places a high emphasis on pronunciation.

6.2 Applying the variables in the syllabus design

In many English language courses, there is often either an attempt to teach every aspect of pronunciation or to avoid teaching this skill altogether. As stated by Celce-Murcia et al. (2000:325), selecting appropriate items to focus on with a specific group of learners can indeed be a challenge for curriculum designers.

A second syllabus design consideration concerns arrangement of objectives. Whatever is deemed as having the greatest impact on the learner's comprehensibility and fluency should receive the highest priority and weighting in the curriculum, with other high priority items ranked accordingly.

The final consideration in the syllabus design process as viewed by Celce-Murcia et al. (2000: 328) is presentation of objectives. It refers to the manner in which learners are exposed to new materials. Whether they are taught the phonemic alphabet or whether audio-visual aids are used.

7. Evaluation

7.1 Self-monitoring and correction

Self-monitoring which means the ability of the learners to notice their own inaccuracies in their speech, and self-correction that means the ability to produce more target-like language upon recognition of a production error (Celce-Murcia et al. 348), these features

are crucial in the process of developing the learner's pronunciation. Naiman(2008:170) states that:

“The ability to monitor pronunciation is invaluable. It provides students with the opportunities and the strategies to continue their learning beyond the classroom [...]. They begin to mimic the speech of native speakers whom they hear on the radio, on the television, on the bus, or at work”.

Self-monitoring is very important in the sense that the learners cannot correct their mistakes in pronunciation unless they are able to recognize that they are making mistakes.

7.2 Peer feedback

Peer correction is very beneficial since it helps to “sharpen [the students] own listening skills” (Celce-Murcia et al. 351). When a learner fails to correct his mistake, the teacher can ask a classmate to do. According to Celce-Murcia et al. Working in groups is very helpful in structuring peer feedback. Groups of three or four work better than pairs because there are always at least two students who listen to the speaker and determine whether he pronounces an utterance correctly or not. In pair work there can be disagreement about whether the speaker produces an incorrect utterance or the listener heard it incorrectly.

7.3 Teacher feedback and correction

Obviously, the teacher does not interrupt each speaker every time an error is made. He can call attention to errors on the spot or later. Celce-Murcia et al. (2000: 352), suggest that the most useful feedback comes when the teacher and student listen to a recording and go over the errors together.

Conclusion

Teaching pronunciation has been developed throughout the years. Nowadays, innovative techniques are used to enhance the learners comprehensibility of this important area of the English language. Pronunciation curriculum is adapted with the learner's levels, needs and the teaching purposes.

Chapter Three

Data Collection and

Analysis

3. Introduction

The present chapter represents the practical part of the research in hand. It seeks to confirm or reject the research hypothesis, which states that if middle public school teachers and private language school teachers have different work conditions, significant differences will be observed in both the teachers' perceptions and practices. Thus, in this chapter, the analysis and the interpretation of the results obtained from the Middle school teachers' questionnaire and the private school teachers' questionnaire are statistically presented through tables. Therefore, this chapter is divided into three main sections. The first and the second sections are devoted to the analysis of the middle school teachers' questionnaire and the private language school teachers' questionnaire, respectively. The third section is devoted to the comparison of the findings obtained from the two previous questionnaires. Finally, the limitations of the study are also provided.

3.1. Research Methodology

3.1.1. The Sample

The population of this research consists of Middle school teachers and private language school teachers during the academic year 2021-2022 . A number of twenty (20) middle school teachers and twenty (20) private school teachers out of fourteen (40) were randomly chosen to be the sample of this study. The selection of this sample came as a result of many reasons: First, since English is taught for the first time in the middle school. Second, since we are looking for differences between teachers' practices and perceptions in both systems, the selected samples will positively contribute to reaching the aim of this research.

3.1.2. The Middle School Teachers Teachers' Questionnaire

The questionnaire is the research tool used to collect data for this research. It is considered as the most appropriate research tool because it is more practical: it elicits large amount of data in short time. We have designed a questionnaire to probe the teachers' attitudes and practices of teaching pronunciation in EFL middle classes.

3.1.2.1. Description of the Middle School Teachers' Questionnaire

The teachers' questionnaire includes two types of questions: close-ended questions where teachers are supposed to choose either 'yes' or 'no' answers, or required to choose the appropriate response among multiple choices and open-ended questions where teachers are asked to freely express or explain their points of view.

The questionnaire is divided into four sections. The first section entitled "Background Information", consisting of six questions, aims at gathering general pieces of information about the participants: their degree, years of teaching English, their experience in teaching English as well as their class size number. The second section entitled "teachers' attitudes and perceptions towards teaching English pronunciation" contains eight questions concerned with the teachers' views of teaching English pronunciation and investigating the teachers' perceptions of the main obstacles that hinder the teaching/learning process. The third section entitled "teachers' practices of the English pronunciation" consisting of fourteen questions aims at having a look on the way teachers teach the English pronunciation in middle school classes. Finally, the fourth section was an opportunity for teachers to express their own suggestions and comments about the topic.

3.1.2.2. Administration of Middle School Teachers' Questionnaire

The questionnaire was administered to twenty (20) teachers of English in four Middle schools in **Tiaret** , namely Boualga AEK, Ellalfi Ahmed, Fares missoum ,and Djbara Hadj . The questionnaires were handed on 9th May, 2022 and were handed back two days later. The questionnaires were handed out in a friendly environment, where all the teachers were so cooperative and helpful.

3.1.3. The Private Language School Teachers' Questionnaire

We have designed a questionnaire for teachers of private schools to elicit the teachers' attitudes and practices of teaching pronunciation in private school classes.

3.1.3.1. Description of Private Language School Teachers' Questionnaire

The private language school teachers' questionnaire is a modified version of the questionnaire designed for middle school teachers: some questions are only modified to correspond to the levels and conditions of private schools and three extra questions were added.

3.1.3.2. Administration of Private Language School Teachers' Questionnaire

The questionnaire was administered to twenty (05) teachers of private language schools of different levels in six different private schools in **Tiaret** and **Frenda**, namely **Global** , the **First Step** and **Ideal** schools, **Fly High** , **Raid** and **New Way School**. The sample was selected randomly. The questionnaires were handed out and collected from 10th May to 17 th May 2022. The questionnaire was handed out in a friendly environment; unfortunately, some teachers were not cooperative and responsive.

3.2.1. Analysis of Middle School Teachers' Questionnaire

In the subsequent part, the questions of teachers' questionnaires are plainly explained and analysed.

Section One: General Information**Q1- What is your highest degree?**

- a. ITE Certificate
- b. ITE Certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- f. Master Degree

Table 3.1: Middle School Teachers' Qualifications

Options	Respondents	%
a	02	10
b	00	00
c	09	45
d	05	25
e	03	15
f	01	05
Total	20	100

This question aimed at identifying the certificates obtained by teachers. **Table (3.1)** showed that the teachers who represent 15% of the selected sample hold Bachelor Degree (ENS Certificate) the teachers who are graduated from the Ecole Normale Superior of middle schools, and 10% of them hold ITE certificate, while 25% of teachers hold Bachelor Degree (LMD Licence), only 5% of the sample hold Master Degree, whereas the majority of teachers making up 45% hold Bachelor Degree (four-year licence). It is worth to mention that none of the participants have ITE Certificate + Bachelor Degree (Licence from UFC).

Q2: How long have you been teaching English at the Middle School?

.....Years

Table 3.2: Middle School Teachers' Teaching Experience

Years	Respondents	%
1-5	09	45
5-10	04	20
10-15	03	15
15-20	02	10
25-30	02	10
Total	20	100

This question aimed at assessing the teachers' experience in teaching English at middle school: the experienced teachers (who have been teaching it for more than five years) and the novice teachers who were teaching for less than five years.

The second question was an open-ended question where teachers were required to answer in the blanks left subsequently. **Table 3.2** showed their responses as follows: 09 of the

teachers said that they were teaching English from one to five years (1-5) while 11 of them reported that they had more than five years' experience in the field of teaching. These results denote that the majority of teachers have a sort of experience.

Q3: What levels have you taught?

a. MS1 b. MS2 c. MS3 d. MS4

Table 3.3: Levels Taught by Middle School Teachers

Options	Respondents	%
a+b	01	05
a+b+c	03	15
b+d	01	05
b+c+d	02	10
a+b+c+d	13	65
<i>Total</i>	20	100

Table 3.3 showed that 65% of teachers have taught all the levels without exception, (5%) of them were in charge of the first and the second grade or the second and the third grade (5%), while 65% of them have sort of experience with different levels and the majority of teachers (80%) taught the fourth grade, whereas 85% of the sample taught the first level. Actually, teachers' experiences in different levels for many years and the degree they hold will provide the researchers with reliable opinions and suggestions. Thus, it will positively contribute to reaching the aim of this research.

Q4: How many pupils do you have per class?

.....Pupils

Table 3.4: Pupils' Number per Class

NUMBER OF PPLS	Respondent	%
25-27	02	10
30-35	12	60
35-40	06	30
<i>Total</i>	20	100

This question aimed at assessing the class size. As shown in **Table 3.4.**, 10% of the teachers have classes encompassing between twenty-five and twenty-seven pupils, whereas 90% of them taught classes which consisted of more than thirty pupils. The table clearly shows that middle school' classes are large i.e. the ones with more than thirty pupils per class are dominant. This big number of students in one class might hinder the teacher from giving the learners the opportunity to learn effectively.

Q5: How would you rate the overall pronunciation of the majority of your pupils?

- a. Very poor b. Poor c. Acceptable d. Good e. Excellent

Table 3.5: Middle School Teachers' evaluation of their Pupils' Overall Level of Pronunciation

Options	Respondents	%
a	02	10
b	05	25
c	13	65
d	00	00
e	00	00
Total	20	100

The question asked here aimed at having a look at teachers' perception of their learners' overall pronunciation in the English language. As can be seen in **Table 3.5**, 10% of teachers considered their pupils' pronunciation as very poor, 25% appraise it as poor, whereas the majority of teachers (65%) viewed their pupils' overall pronunciation as acceptable. This guides as to the indication that the majority of teachers are not really satisfied with the level of students' pronunciation.

Q 6: Have you taught at a private school?

- a. Yes b. No

If yes, please specify how long you have taught.....

Table 3.6: Middle School Teachers' Previous Experience at Private Schools

Options	Respondents	%
a	07	35
b	13	65
<i>Total</i>	20	100

This question aimed at having a look at teachers' experiences at private schools. The results obtained denoted that 07 teachers who represent 35% of the whole sample answered "No" while 13 of them who represent the biggest percentage (65%) answered "Yes". All the respondents who answered "Yes" specify different periods: 7 months, one year (1), two years (2) or three years.

Section Two: Teachers' Attitudes and Perceptions

Q 7: Do you like teaching pronunciation

- a. Yes b. No

Table 3.7: Middle School Teachers' Like/Dislike to Teach Pronunciation

Options	Respondents	%
a	18	90
b	02	10
<i>Total</i>	20	100

Question 7 is intended to check whether the teachers like teaching pronunciation or not. As **Table 3.7**. Showed, the majority of teachers (90%) reported that they liked to teach pronunciation while only 10% of the participants answered negatively. These results are a clear indication that the teachers involved in this study considered teaching pronunciation as a very important aspect, which means that they have positive attitudes towards pronunciation teaching.

Q8: To what extent do you think pronunciation is important for Algerian EFL learners?

- a. Extremely b. Significantly c. Moderately d. Not at all

Table 3.8: The Importance of Teaching Pronunciation in the Algerian Middle School Context

Options	Respondents	%
a	11	55
b	07	35
c	02	10
d	00	00
<i>Total</i>	20	100

In asking this question, one has the intention to specify the extent to which pronunciation is important for Algerian learners. As **Table 3.8.** illustrated, the percentage of those teachers who stated that pronunciation is extremely important for the Algerian learners is 55% and those who revealed that teaching pronunciation is important is 35%. The abovementioned statistics give proof that that middle school teachers have positive attitudes towards pronunciation teaching.

Q 9: To what extant do you think teaching pronunciation can result in improving the learners' pronunciation?

- a. Extremely b. Significantly c. Moderately d. Not at all

Table 3.9: Middle School Teachers' Views about the Role of Teaching Pronunciation

Options	Respondents	%
a	13	65
b	06	30
c	01	05
d	00	00
<i>Total</i>	20	100

This question aimed to denote the impact of teaching pronunciation on the learners' pronunciation development. In other words, it was addressed to know the vital role

of pronunciation teaching on enhancing pupils' overall pronunciation. The answers tabulated above revealed that the great majority of teachers (65%) believed that teaching pronunciation is extremely important to develop learners' overall pronunciation. In fact, teaching pronunciation helps learners to be familiar with the English spelling system, to be fluent speakers and helps them to gain awareness towards this new foreign system. The rest of the teachers (30%) stated that pronunciation can improve learners' pronunciation significantly and only 5% of them revealed that pronunciation teaching moderately improve learners' pronunciation.

Q10: Do you think that your pupils enjoy learning pronunciation?

- a. Yes b. No c. I do not know

Table 3.10: Pupils' Attitudes towards Learning Pronunciation

Options	Respondents	%
a	16	80
b	03	15
c	01	05
<i>Total</i>	20	100

This question aimed at identifying pupils' attitude toward learning English pronunciation. **Table 3.10** indicated that the majority of teachers (80%) have chosen the option "a"; their pupils enjoy learning pronunciation. Others who represent 15% have chosen option "b"; stated that the majority of their learners find difficulties to learn English pronunciation, so that they do not enjoy learning it. While only 5% have chosen the option "c"; they don't know whether their pupils enjoy learning pronunciation or not. This implies that middle school Algerian pupils have positive attitudes towards learning English pronunciation.

Q 11: How do your students find learning pronunciation?

- a. Very difficult b. Difficult c. Easy d. Very easy e. I don't know

Table 3.11: Middle School Teachers' opinions on Pupils' Learning of English Pronunciation

Options	Respondents	%
a	00	00
b	14	70
c	04	20
b+ c	02	10
d	00	00
e	00	00
Total	20	100

This question's aimed is to check pupils' difficulties in learning English pronunciation. As can be seen in **Table 3.11**, a large number of teachers (70%) stated that their learners find learning English pronunciation difficult while 20% of them said that their learners considered it easy whereas 10% viewed their learners' learning English pronunciation difficult and easy at the same time; difficult for learners in the early stages and easy for those in the late stages.

Q 12: Do you think it is necessary to teach pronunciation to students from the early stages?

- a. Yes b. No c. I don't know

Table 3.12: Middle School Teachers' View about Teaching Pronunciation from Early Stages

Options	Respondents	%
a	16	80
b	03	15
c	01	05
Total	20	100

As it is shown in **Table 3.12**, the great majority of teachers (80%) reported that it is very necessary to teach pronunciation to learners from early stages. Perhaps, they think so because children at that age find it quite easy to achieve a native-like pronunciation due to the Critical Period Hypothesis (CPH) as it was discussed earlier. While the 15% of the participants answered negatively, another 5% of the respondents were unable to decide. These

results clearly show that middle school teachers believed that the younger the learners are, the better pronunciation instruction is.

Q 13: Please what are the aspects of pronunciation you think are necessary for Middle School learners from the early stage (MS1) and at later stages (MS2, MS3 and MS4) and those aspects you think are not important at all for Middle School learners

Table 3.13: Teaching the Aspects of Pronunciation in the Algerian Middle Schools

	From the early stages	At later stages	Not important
a. Consonants			
b. Vowels			
c. Diphthongs			
d. Triphthongs			
e. Word stress			
f. Sentence stress			
g. Rhythm			
h. Intonation			
i. Strong and weak forms			
j. Assimilation			
k. Elision			
l. Pronounced and unpronounced `r`			
m. Clear and dark / l /			
n. Inflectional-s endings/ -ed endings			
o. Homophones/ homonyms			
p. Sound/ spelling relationship			
q. Phonetic symbols			

	1	%	2	%	3	%	1+2	%	<i>Total</i>
<i>A</i>	17	85	00	00	00	00	03	15	100
<i>B</i>	17	85	00	00	00	00	03	15	100
<i>C</i>	02	10	18	90	00	00	00	00	100
<i>D</i>	04	20	06	30	10	50	00	00	100
<i>E</i>	05	25	11	55	04	20	00	00	100
<i>F</i>	00	00	10	50	10	50	00	00	100
<i>G</i>	03	15	11	55	06	30	00	00	100
<i>H</i>	05	25	12	60	02	10	01	05	100
<i>I</i>	02	10	12	60	02	10	04	20	100
<i>J</i>	00	00	16	80	04	20	00	00	100
<i>K</i>	03	15	12	60	05	25	00	00	100
<i>L</i>	12	60	05	25	03	15	00	00	100
<i>M</i>	09	45	09	45	02	10	00	00	100
<i>N</i>	11	55	07	35	00	00	02	10	100
<i>O</i>	03	15	07	55	10	50	00	00	100
<i>P</i>	07	35	12	60	01	05	00	00	100
<i>Q</i>	11	55	07	35	02	10	00	00	100

This question's purpose is to know the main pronunciation aspects middle school teachers think they are necessary for middle school learners in the early stages and at late stages. From Table 3.13, we figured out that the highest percentage of teachers (85%) declared that individual sounds (consonants and vowels) are to be taught in 1MS and 2MS,

while 90% of them showed that diphthongs are taught at late stages, and 55% of the teachers stated that word stress and rhythm should be taught in the late stages, whereas more than half of the MS teachers (60%) stated that intonation, strong and weak forms, elision, and sound/spelling relationship are necessary to be taught for learners in the late stages. However, 60% of the teachers claimed that pronounced and unpronounced ‘r’ are taught for beginners where 55% of them reported that inflectional-s endings/ -ed endings, and phonetic symbols are taught to students in the 1MS and 2MS while the great majority agreed that assimilation should be taught to students in the late stages. In addition to this, less than half of the teachers (45%) had divided into two part, those who saw that clear and dark /l / should be taught in the 1MS and 2MS and the others who said that this aspect should be taught in the late stages. We can conclude that teachers in the 1MS and 2MS focused only on how learners can discriminate between the individual sounds (consonants, short, and long vowels) and the simple pronunciation aspects like pronounced and unpronounced ‘r’, inflectional-s endings/ -ed endings, and phonetic symbols whereas for 3MS and 4MS learners, teachers focused on the other complicated pronunciation features as stress, intonation, assimilation, strong and weak forms. Other aspects are seen as unnecessary like triphthongs, sentence stress and homophones.

Q 14: In your opinion, what are the main obstacles (please, choose only four obstacles) encountered in teaching/ learning pronunciation in the Algerian Middle Schools?

- a. Time constraints in the classroom (long syllabi)
- b. Unsuitability of the pronunciation content
- c. Large classes
- d. Lack of materials
- e. Low proficiency level of pupils
- f. The complexity of the English pronunciation system
- g. Lack or insufficient teacher training in pronunciation teaching
- h. Poor or fossilized pronunciation of pupils in prior classes
- i. The examination system which minimises the role of pronunciation

Table 3.14: The Major Obstacles Encountered by Middle School Teachers in Teaching/Learning Pronunciation.

Options	Respondents	%
a	20	100
b	03	15
c	13	65
d	17	85
e	07	35
f	03	15
g	00	00
h	07	35
i	10	50

This question aimed at shedding the light on the main obstacles that hinder the teaching/learning pronunciation in the Algerian middle schools. The results obtained showed that all teachers (100%) indicated that the main obstacle that has a negative impact on the teaching/ learning pronunciation is the time constraints in the classroom (long syllabi), followed by shortage of teaching materials (85%) and class size (65%) at their institutes played a negative role which hurdles their way of teaching. Moreover, half of the respondents (50%) reported that the examination system minimizes the role of pronunciation. these results clearly show that the time constraints in the classroom, the shortage of teaching materials, the class size, and the examination system are the main obstacles encountered by middle school teachers.

Section Three: Teachers' Practices

Q 15: How often do you teach pronunciation?

- a. In every lesson
- b. In most lessons
- c. In some lessons
- d. Rarely
- e. Never

If “e” please explain why you do not teach pronunciation

.....

.....

Table 3.15: Middle School Teachers’ Frequency of Teaching Pronunciation

Options	Respondents	%
a	01	05
b	08	40
c	10	50
d	01	05
e	00	00
<i>Total</i>	20	100

As it is shown in **Table 3.15** above, 50% of the teachers teach pronunciation in some lessons, 40% of them teach it in most lessons. Only a few teachers making up 5% teach this language aspect either in every lesson or rarely. This leads to the conclusion that most of the teachers teach it as a part of their programs and do not provide extra time for enhancing their pupils’ pronunciation skill.

Q 16: Do you teach pronunciation:

- Systematically, with previous planning and preparation
- Randomly, without systematic planning and preparation
- Both ‘a’ and ‘b’

Table 3.16: Middle School Teachers’ Way of Teaching Pronunciation

Options	Respondents	%
a	14	70
b	00	00
c	06	30
<i>Total</i>	20	100

The question asked here aimed to check the teachers’ way of teaching pronunciation; whether they teach it systematically with previous planning or randomly without any preparation. As **Table 3.16** indicated, a clear view can be taken from the respondents’ answers where 70% of teachers answered the first choice i.e. they teach pronunciation with previous planning, while 30% of them claimed that sometimes they teach pronunciation with regular planning. Other times, they teach it randomly without an already preparation. Maybe

when teachers gain a sort of experience, they usually know what is to present for a lesson and how to adapt it to suit their learners' level. For that, they introduce their lessons without preparation, but they plan and prepare the lessons when they came across new items or aspects.

Q 17: When do you teach pronunciation?

- a. When you come across a pronunciation activity in the textbook
- b. As a reaction to error (e.g. a student mispronounces a word)
- c. When you deal with a new word or structure
- d. When you have extra time
- e. Other, please specify.....

Table 3.17: When Middle School Teachers Teach Pronunciation

Options	Respondents	%
a	01	05
b	01	05
a+b	04	20
a+b+d	01	05
b+c	05	25
e	08	40
Total	20	100

The objective behind asking the aforementioned question is to identify when middle school teachers teach pronunciation. As it is shown in **Table 3.17**, 40% of the teachers taught pronunciation as a part of the lesson "I listen and do", 55% taught it as a reaction to errors while, 30% of them taught it when they came across a pronunciation activity in the textbook and only 5% of teachers taught pronunciation when they have extra time. We can say that MS teachers.

Q 18: When teaching pronunciation, how much time of the lesson do you devote to it on average?

- a. Less than 5mins
- b. 5mins - 15mins
- c. 10mins - 20mins

d. 15mins - 20mins

e. Other, please specify.....

Table 3.18: Time devoted for teaching Pronunciation

Options	Respondents	%
A	00	00
B	06	30
C	03	15
D	07	35
E	04	20
Total	20	100

The purpose behind asking such question is to know the time devoted to teaching pronunciation in middle school classes, i.e. if teachers provide a long period of time for teaching it or not. From the data displayed in the table above, 15% of teachers took from 10 to 20 minutes of the lesson to teach pronunciation, 30% of them took from 5mins to 15mins, while the majority of teachers (35%) took from 15mins to 20mins, the rest of them (20%) tend to present the pronunciation lesson in the whole hour or they take more than half an hour (30mins-45mins); they stated that they follow the frameworks PDP/PWP (three stages) [Pre-listening/reading, During-listening/reading, Post-listening/reading] or [pre-listening/reading, While-listening/reading, Post-listening/reading] where they devoted the whole session for teaching pronunciation.

Q19: When you teach pronunciation, do you rely on:

- a. Yourself b. A taped material (audio files, CDs...)

Table 3.19: Middle School Teachers' Representation of the Lesson

Options	Respondents	%
a	14	70
b	06	30
Total	20	100

This question is posed to put the spotlight on the way teachers teach the pronunciation lesson: do they make use of modern teaching materials and aids or do they follow the traditional way of teaching? According to the statistics displayed in **Table 3.19**, the

great majority of teachers making up (70%) liked to teach pronunciation by themselves; using the blackboard to explain the lesson whereas the rest of them (30%) liked to use taped materials, data show, projector while teaching pronunciation. It is true that nowadays teachers normally use modern technology because they are central in the modern language teaching approaches mainly the competency-based. However teachers' unwillingness to the use of modern materials might be associated with the lack of such aids in their institutions, or because of time constraints to cover the content of the syllabus.

Q20: What model do you teach?

- a. British English b. American English c. Both

Table 3.20: Middle School Teachers' Teaching Model

Options	Respondents	%
a	20	100
b	00	00
c	00	00
Total	20	100

Asking such question aimed at having a look on the model teachers teach for the English language; whether they follow the British English or the American English. As it is remarked in the table above, all the middle school teachers (100%) stated that they teach British English. The latter is considered as the former variety taught in all the Algerian schools.

Q21: Do you teach only the pronunciation activities included in the textbook (s)?

- a. Yes b. No

If "No", please explain what other activities you teach

Table 3.21: Middle School Teachers' Teaching Activities

Options	Respondents	%
a	16	80
b	04	20
Total	20	100

This question aimed at knowing whether middle school teachers teach only the pronunciation activities included in the textbooks or they provide extra pronunciation activities. The results of **Table 3.21** showed that 80% of the teachers were given to the first choice “Yes” i.e. they teach only the pronunciation activities included in their textbooks, which explains that the majority of MS teachers are slaves to the books and are not creative concerning pronunciation practices. However, 20% was given to the second choice “No” i.e. teachers use various pronunciation tasks to teach pronunciation.

As far as the second part of this question is concerned, the participants were asked to justify their answers. In fact, the four teachers provided different choices.

- Two teachers use pronunciation games to raise their students’ interest toward teaching the English pronunciation.
- Another teacher prefers to use compare and identify exercises to introduce the differences between the sound and the spelling systems of the English language.
- The fourth teacher likes to use minimal pair activities to make their students aware about the English sounds.

Q22: What areas do you mostly focus on? Please specify the levels

- a. Individual sounds
- b. Word stress
- c. Sentence stress and rhythm
- d. Intonation
- e. Connected speech (e.g. assimilation, weak forms)

Table 3.22: Areas Middle School Teachers’ focus on

Options	Respondents	%
a	03	15
a+b	03	15
a+b+c+d	02	10
a+b+d	01	05
a+b+c+d+e	01	05
a+b+d+e	01	05
a+b+e	08	40
b+d	01	05
Total	20	100

This question's purpose is to identify the main areas teachers focus on while teaching pronunciation. Statistics in **Table 3.22** revealed that the great majority of teachers 95% focused on teaching the individual sounds of language since they are the most important aspects students must recognize. As it is mentioned before in question (13), these aspects are taught in the early stages (1MS and 2MS), whereas 85% of the sample think that teaching word stress to 3MS and 4MS is essential; as it was shown in question 13, while only 15% of middle school teachers focused on teaching sentence stress and rhythm in the late stages, and 30% of them saw that intonation should be introduced to the third and fourth years students, where half of the teachers focused on teaching assimilation, elision, weak and strong forms...in the late stages.

Q23: Do you explain phonetic terms?

- a. Yes b. No

Table 3.23: Middle School Teachers' Explanation of Phonetic Terms

Options	Respondents	%
a	18	90
b	02	10
Total	20	100

In asking such a question, it is intended to know whether the teachers explain phonetic terms. The great majority of the target population (90%) of teachers affirmed that they explained phonetic terms for their learners. Perhaps they explain them because it is of crucial importance to introduce phonetic terms to pupils from the beginning because they are the key concepts to understand the English spelling system. Whereas only 10% of the teachers confessed that they do not explain phonetic terms.

Q24: Do you use phonetic symbols?

- a. Yes b. No

Table 3.24: Middle School Teachers' use of Phonetic Symbols

Options	Respondents	%
a	18	90
b	02	10
Total	20	100

This question's purpose is to know if middle school teachers use phonetic symbols while teaching pronunciation. As it is stated in **Table 3.24** above, a few numbers of teachers who made only 10% of the whole sample did not use phonetic symbols while 90% of them utilized them in their lessons because these symbols are used for the transcription of words. This implies that Middle school teachers are aware about the important of using phonetic symbols in teaching the English pronunciation. This implies that middle school teachers are aware about the importance of using phonetic terms in explaining the pronunciation aspects.

Q25: Do you encourage your students' involvement in authentic audio and video materials in order to improve their pronunciation skills?

- a. Yes b. No

Table 3.25: Students' involvement in Authentic Audio Materials for improving their Pronunciation

Options	Respondents	%
a	20	100
b	00	00
Total	20	100

The purpose of asking such a question is to check whether the teachers encourage students' participation in authentic audio and video materials to improve their pronunciation skills. The whole sample (100%) that was questioned answered with "Yes" i.e. they encourage their students' involvement in authentic audio and video materials to improve their pronunciation skills, while none of them said "No". Hence, all the participant teachers believe in the value of authentic materials (audios and videos), and how the latter helps learners to improve their speaking ability to be fluent speakers of the language.

Q26: Do you evaluate and diagnose English pronunciation problems that your learners are suffering from before teaching them (e.g. at the very beginning of the English course)?

- a. Yes b. No

Table 3.26: Middle School Teachers' Pre-Evaluation of Learners' Pronunciation

Options	Respondents	%
a	11	55
b	09	45
<i>Total</i>	20	100

The purpose behind asking the question mentioned above is to see whether the MS teachers care about their learners' pronunciation problems at the very beginning of the course, and then, corrected them. **Table 3.26** showed that more than half of the sample (55%) reported that they evaluate their learners' pronunciation problems at the beginning of the English course because in doing so, they will raise their awareness to their errors, and then, they will correct them by themselves; learn from their errors. While 45% of the rest teachers did not diagnose learners' pronunciation problems at the very beginning of the course; they prefer to evaluate them during the course or at the end of it.

Q27: Do you measure learners' pronunciation progress during the course to improve your current English pronunciation teaching methods?

- a. Yes b. No

Table 3.27: Middle School Teachers' a of Learners' Assessment of Pronunciation Progress during the Course for improving their Teaching Method

Options	Respondents	%
a	16	80
b	04	20
<i>Total</i>	20	100

This question aimed to denote the teachers' measurement of learners' pronunciation progress during the course for better improvement of their current English pronunciation teaching methods. Teachers' responses showed that the majority answered by choosing "Yes" with 80% stated that their pronunciation teaching method cannot be improved unless learners' progress is assessed. The latter plays a crucial role in the success of the chosen teaching method. The remaining percentage was given to the second option "No" with 20% where teachers claimed that they did not measure learners' progress while teaching because they simply prefer to evaluate them at the end in order to see the effectiveness of their pronunciation teaching method.

Q28: Do you test your learners' pronunciation competence?

- a. Yes b. No

If "Yes", do you use

- a. Oral tests b. Written tests c. Combination of both types of tests

Table 3.28: Middle School Teachers' Testing of Learners' Pronunciation Competence

Options	Respondents	%
A	20	100
b	00	00
Total	20	100

The question posed above tries to provide an idea about teachers' testing of learners' pronunciation: whether they test it or not and how? According to **Table 3.28**, all the teachers making (100%) tested their learners' pronunciation competence. The latter is considered to be the underlined goal for any learner who wants to be a fluent English speaker. For that, it is of high importance to test learners' pronunciation competence. Teachers' testing of pronunciation competence differs from one another where 20% of them used oral tests, 10% preferred to use written tests, and the great majority of teachers (70%) tested their students' competency using both the oral and the written tests.

Section Four: Further Suggestions

Q29: Please add any other suggestions or comment as far as pronunciation teaching in the Algerian Middle Schools is concerned.

The aim of the question mentioned below is to elicit practical suggestions and comments from teachers to improve teaching pronunciation in the Algerian Middle Schools. The suggestions that made by teachers are summarized as follow:

- The time allocated for teaching English pronunciation is not enough, for that providing extra hours to achieve all the underlined goals in time will be helpful.
- Minimizing the length of syllabuses; shortening the syllabuses' content to make sure that learners can understand better the subject matter
- Providing small size classes to provide equal opportunities for learners to learn the English spelling system, and to offer effective language practices to them.
- Raise learners' interest in the English language, specifically its pronunciation by providing the necessary learning materials as audio books, video materials, CDs, data show... to make the learners as motivated as possible.
- Using the authentic materials to put learners in an authentic setting when learning pronunciation is very important (script, native speakers' videos, audios...).
- So, minimizing the length of syllabuses, providing small size classes and providing the necessary teaching materials will greatly improve the pronunciation teaching.

3.2.2. Analysis of the Private Language School Teachers' Questionnaire**Section One: General Information**

Q1-What is your highest degree?

- a. ITE Certificate
- b. ITE certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD licence)
- e. Bachelor Degree (ENS certificate)
- f. Master Degree
- g. Other

Table 3.29: Private Language School Teachers' Degrees

Options	Respondents	%
a	00	00
b	01	05
c	06	30
d	04	20
e	05	25
f	04	20
<i>Total</i>	20	100

Table 3.29. showed that only 05 % of the teachers represent ITE Certificate + Bachelor Degree (Licence from UFC), whereas most of the teachers making up 30% hold Bachelor degree(four-year) licence ,and 20% of them hold Bachelor Degree(LMD Licence) and Master Degree , while 25% of teachers hold Bachelor Degree (ENS Certificate). It is significant to mention that no teacher hold ITE certificate.

Q2: How long have you been teaching English at the Middle School?

.....Years

Table 3.30: Private Language School Teachers' Experience

Option	Respondents	%
1-5	15	75
5-10	04	20
10-15	01	05
15-20	00	00
25-30	00	00
<i>Total</i>	20	100

Question two aimed at assessing the teachers' experience in teaching English at private language school, the experienced teachers (who have been teaching it for more than five years) and the novice teachers (who were teaching for less than five years). **Table 3.31** showed that the majority of teachers (15 teachers) had teaching English from one to five years

1-5, while (4) teachers reported that they had teaching more than five years (moderate experience in the field of teaching), and just one teacher who had teaching more than ten years . These results indicated that the majority of teachers might benefit from their experience in fostering their teaching.

Q3.What levels have you taught?

- a. Beginners
- b. Pre-intermediate
- c. Intermediate
- d. Upper-intermediate
- e. advanced

Table 3.31 Levels Taught By Private Language School Teachers

Options	Respondents	%
a	03	15
a+ b	07	35
a+ b +c	03	11
a+ b +c +d	01	05
a+ b+ c +d +e	06	30
Total	20	100

Table 3.32 shows that 30% of teachers have taught all the levels, all the teachers (100%) have taught beginner level .i.e. because teachers saw that beginner level is very important to teach and all the basic of English language should be include in this level to prepare students to the next levels ,while 85% of teachers teach pre-intermediate level ,whereas half of the sample 50% dealt with the intermediate level ,and 35% of teachers taught upper-intermediate students ,where just 30% of teachers taught advanced students.

Q4: How many pupils do you have per class?

.....Pupils

Table 3.32 Pupils' Number per Class

Options	Respondents	%
5-10	02	10
10-15	04	20
15-20	11	55
No answer	03	15
Total	20	100

From **Table 3.32**, 55% of the selected teachers have taught classes that consist more than fifteen students. 20% of teachers have taught more than ten students within a class ,whereas just 10 % of them have taught more than five students per class, and there are 15% of the selected teachers did not answer this question .The table showed clearly that classes of private schools are of a small classes i.e. the ones with more than five students and less than twenty students per class will help teachers to explain the lesson and to interact with their students freely also it will help students to understand the lessons and to have better result.

Q5: How would you rate the overall pronunciation of the majority of your pupils?

- a. Very poor b. Poor c. Acceptable d. Good e. Excellent

Table 3.33 Private Language School Teachers' Evaluation of their Students' Overall Level of Pronunciation

Options	Respondents	%
a	00	00
b	05	25
c	11	55
d	04	20
e	00	00
Total	20	100

Table 3.33 showed that 55 % of the selected teachers consider their students' pronunciation acceptable, while 25% of teachers saw that their students had poor

pronunciation, also 20 % of them consider their students had good pronunciation whereas no teacher who consider his/her students had neither very poor nor excellent pronunciation .This question shows that private language schools have medium students i.e. they can pronounce English language with the help of their teachers.

Q6.Do you follow a particular textbook (s)?

- a. yes b.no

-If ‘‘yes’’, please specify.....

Table 3.34 Private Language school Teachers’ Text book

Options	Respondents	%
a	20	100
b	00	00
Total	20	100

This question aimed to see the textbooks that private schools teachers use to help their students to improve their pronunciation easily. As it is shown in the **Table3.34** all teachers of private language schools use a especial text book .100% of teachers use text books to teach as Hot spot , Get Smart for young learners and Speak out for adults, Fly High , English methods from Oxford press , hot spot one book, New Headway , Speak out , New Interchange , Oxford Heroes , American Headway ,Oxford English Methods, Oxford textbook for communication , Navigate, Family and friends second Edition and level book. In addition, there are some teachers who said that the suitable textbook for private school students should be organized according to the students’ needs and level.

Q.7. Have you taught at middle /secondary school or at the university?

- a. Yes b. No

-If ‘‘yes’’, please specify **where** and **how long** you have taught?

Table 3.35 Private Language School Teachers' Previous Experience at a Middle/Secondary School or at University

Options	Respondents	%
A	12	60
B	08	40
<i>Total</i>	20	100

Table 3.36 showed that the majority of teachers (60%) had the experience to teach whether at a middle /secondary school or at university and just 40% of the selected population had such experience. Some teachers mentioned the schools' name as Boualga AEK Middle school in frenda for two years, and there are some teachers who have taught for four years, also for one year and there are teachers who have taught just for one or two months. Moreover, there are university teachers who have taught at Ibn Khaldoun university for seven years, at Tiaret university for two years and there are some of them who have taught just for one year and others they have taught less than two months. From the results obtained, private school teachers already had previous experiences i.e. this means that teachers who had already teach at public schools they have enough experience in the field. So, they will help their students to reinforce their pronunciation.

Q8. Do you have middle school learners in you classes?

- a. Yes b. No c. I don't know

Table 3.36 The Presence of Middle School Learners in Private Language School Classes

Options	Respondents	%
a	18	90
b	02	10
c	00	00
<i>Total</i>	20	100

This question aimed to know whether private Language school teachers have middle school learners in their classes or not, and the majority of them (90%) said Yes and just 10% of the selected teachers said no, means that they do not have middle school students, and none

of the teachers mentioned I do not know. So, most of teachers have taught middle schools learners i.e. the learners are young.

Q.9 If “yes”, do you think that the private school plays a role in improving the middle school learners’ pronunciation?

- a. Yes b. No c. I do not know

If ‘yes’, please explain

Table 3.37 The Role of Private Schools in Improving the Middle School Learners Pronunciation

Options	Respondents	%
a	14	70
b	03	15
c	03	15
Total	20	100

The target behind asking this question is to examine the role of private Language school in improving learners’ pronunciation. As shown in **Table 3.37**, most of the teachers (70%) answered positively while only 15% answered negatively. The remaining 15% opted for “I do not know” . The justifications provided by those who answered the second part include: the private schools play an important role in improving the middle school learners’ pronunciation because in private schools teachers will give special , extra courses and time that work on the learners’ point of weaknesses including pronunciation ,some of the teachers said that in private schools learners will have more chances to practise the language and to improve themselves especially when the private school use specific English methods in which the learners will acquire the language not revising what they have taken at school ,in addition to that private schools can help learners because of the small size and the number of learners are so limited that will provide learners with more individual attention ,also they saw that private schools give enough time to practise English pronunciation that will raise their self-confidence ,also learners will have the ability to differentiate between American and British accent .Moreover, they will improve their speed of speech and their intonation . This confirms that private schools help learners in reinforcing their pronunciation performance.

Section Two: Teacher's Attitudes and Perceptions

Q10. Do you like teaching pronunciation?

- a. Yes b. No

Table 3.38 Private Language School Teachers Like/Dislike to Teach Pronunciation

Options	Respondents	%
a	20	100
b	00	00
<i>Total</i>	20	100

As **Table 3.38** showed , the majority of teachers answered with “ yes” that is to say (100%) , no teacher answered “No”. i.e. all the private school teachers like to teach pronunciation since it is considered as a very important aspect of the English language.

Q11. To what extent do you think pronunciation is important for Algerian EFL learners?

- a. extremely b. Significantly c. Moderately d. Not at all

Table 3.39 The Importance of Teaching Pronunciation in the Algerian Context

Options	Respondents	%
a	12	60
b	07	35
c	01	05
d	00	00
<i>Total</i>	20	100

According to **Table 3.39**, the percentage of teachers who stated that pronunciation is extremely important for the Algerian EFL learners is 60%. 35% of teachers answered with “significantly”, whereas only 5% of them revealed that pronunciation is “moderately”. For the last option which is “Not at all” there was no response. These findings indicate that private school teachers have positive attitudes towards pronunciation teaching.

Q12. To what extent do you think teaching pronunciation can result in improving the learners' pronunciation?

- a. Extremely b. Significantly c. Moderately d. Not at all

Table 3.40 Private Language School Teachers' views about the Role of Teaching Pronunciation

Options	Respondents	%
a	12	60
b	07	35
c	01	05
d	00	00
<i>Total</i>	20	100

Table 3.40 showed that 60% of the teachers emphasized the role of teaching pronunciation in enhancing the learners' level. In addition, 35% of teachers choose the first option "extremely". while only 5% of the involved teachers in this study , stated that teaching pronunciation Moderately improves the learners level .the last option "Not at all" was left unanswered .The aforementioned statistics give the proof that most teachers largely agree on teaching pronunciation in improving the learners level.

Q13. Do you think that learners enjoy learning pronunciation?

- a. Yes b. No c. I don't know

Table 3.41 Pupil's Attitudes towards Learning Pronunciation

Options	Respondents	%
a	07	35
b	12	60
c	01	05
d	00	00
<i>Total</i>	20	100

Table 3.41 showed that 75% was the percentage of teachers who unanswered with 'yes', while just 25% of the selected teacher said "no", but for the choice I do not know

there was no answer. That is to say, referring to the teachers answers, pronunciation is an enjoyable task for learners.

Q14. How do your learners find learning pronunciation?

- a. Very difficult b. Difficult c. Easy d. Very easy

Table 3.42 Private Language School Teachers' Opinions on Pupils' Learning of English Pronunciation

Options	Respondents	%
a	15	75
b	00	00
c	05	25
<i>Total</i>	20	100

As **Table 3.42.** Indicated, 65% of the learners find English pronunciation difficult to learn. Others 30 % of the learners consider learning pronunciation an easy task. Another 5 % of the learners see learning pronunciation very difficult. The last option was left unanswered (0%). This implies that the learners face difficulties in learning pronunciation.

Q15. Do you think it is necessary to teach pronunciation to learners from the early stages?

- a. Yes b .No c. I don't know

Table 3.43 Teachers' View about Teaching Pronunciation to Learners from the Early Stages

Options	Respondents	%
a	19	95
b	01	05
c	00	00
<i>Total</i>	20	100

Table 3.43. revealed that almost all the teachers (95%) find it necessary to teach pronunciation from early stages . 5% answered negatively and no teacher opted for "I do not Know". This suggest that pronunciation instruction should be introduced from the early stages.

Q16. please ,what are the aspects of pronunciation you think are necessary for beginners and for pre-intermediate / intermediate learners and those aspects you think are not important at all .

Beginners	Pre-intermediate/*	Not important	Intermediate
a. Consonants			
b. Vowels			
c. Diphthongs			
d. Triphthongs			
e. Word stress			
f. Sentence stress			
g. Rhythm			
h. Intonation			
i.Strong and weak forms			
j. Assimilation			
k. Elision			
l. Pronounced and unpronounced `r`			
m. Clear and dark / l /			
n. Inflectional-s endings/ -ed endings			
o. Homophones/ homonyms			
p. Sound/ spelling relationship			
q. Phonetic symbols			

Table3.44 Teaching the Aspect of English Pronunciation in the Algerian Private Language Schools

Options	1	%	2	%	3	%	1+2	%	Total
a	12	60	00	00	00	00	08	40	100
b	12	60	02	10	00	00	06	30	100
c	03	15	10	50	04	20	03	15	100
d	04	20	12	60	04	20	00	00	100
e	05	25	11	55	00	00	04	20	100
f	00	00	16	80	00	00	04	20	100
g	02	10	15	75	00	00	03	15	100
h	06	30	09	45	00	00	05	25	100
i	04	20	05	25	02	10	08	45	100
j	00	00	12	60	07	35	01	05	100
k	01	05	10	50	04	20	05	25	100
l	06	30	04	20	02	10	08	40	100
m	08	40	04	20	02	10	06	30	100
n	08	40	03	15	00	00	09	45	100
o	01	05	15	75	03	15	01	05	100
p	05	25	09	45	04	20	02	10	100
q	06	30	04	20	02	10	08	40	100

As it is presented in **Table3.44** , private language school teachers 60% focus on teaching vowels and consonant because they are very important aspects that beginners should start with , 50% of them said that teaching diphthongs should be devoted for pre-intermediate and intermediate learners because they are considered as a complicated aspect, and the majority of teachers 60% showed that thriphthongs are important aspect for pre-intermediate and intermediate the same thing for teaching word stress i.e. the majority of the selected population 55% confirmed that pre-intermediate and intermediate should focus on learning word stress, in addition to that pre-intermediate and intermediate learners should also focus on learning sentence stress because the majority of teachers 80% said that, also the majority of private school teachers 75% saw that teaching rhythm is essential element for pre-intermediate and intermediate ,also intonation 45% of the private school teachers prefer to teach it for pre-intermediate and intermediate ,whereas 45% of them considered that teaching

strong and weak forms are important for beginners and for pre-intermediate / intermediate learners ,and for assimilation 60% of the teachers agreed that it is essential element for pre-intermediate and for intermediate and half of the teachers 50% stated that elision is important aspect for pre-intermediate and for intermediate ,but teaching pronounced and unpronounced ‘r’ is very necessary for both levels because 40% of the teachers stated that, while 40% of the selected teachers saw that teaching clear and dark /L/ is important for beginners ,but teaching inflection –s endings / -ed endings are for both beginners and for pre-intermediate / intermediate learners because 45% of private school teachers agreed on it, but 75% of the selected teachers saw that homophones and homonyms should be taught for pre-intermediate / intermediate learners the same level should be learn sound and relationship according to 45% of the teachers . Lastly,40% of teachers saw that phonetic symbols are important for beginners and for pre-intermediate /intermediate.to conclude private school teachers taught different pronunciation aspect for different levels according to their needs and levels.

Q17.In your opinion, what are the main obstacles (please, choose only four obstacles) encountered in teaching/ learning pronunciation in the private language Schools?

- a. Time constraints in the classroom (long syllabi)
- b. Unsuitability of the pronunciation content
- c. Large classes
- d. Lack of materials
- e. Low proficiency level of pupils
- f. The complexity of the English pronunciation system
- g. Lack or insufficient teacher training in pronunciation teaching
- h. Poor or fossilized pronunciation of pupils in prior classes
- i. The examination system which minimises the role of pronunciation
- J. other(s)

Table 3.45 The Major Obstacles Encountered by Private Language School Teachers in Teaching /Learning Pronunciation

Options	Respondents	%
a	11	55
b	03	15
c	00	00
d	05	25
e	11	55
f	09	45
g	06	30
h	12	60
i	07	35

The result of **Table 3.45** showed that 60% private language school teachers saw that poor or fossilized pronunciation of learners in prior classes is the major obstacle, and 55% of the teachers saw that another hindrance is the low proficiency level of learners, another obstacle is the complexity of the English pronunciation system i.e. 45% of private school teachers said that, the fourth obstacle is the lack or insufficient teacher training in pronunciation teaching that was represented by the percentage of 30%.so, for teaching and learning pronunciation teachers should avoid many obstacles to create a suitable atmosphere for learning pronunciation

Section three: The Teachers' Practices

Q18. How often do you teach pronunciation?

- in every lesson
- in most lessons
- in some lessons
- Rarely
- Never

-If 'e' please explain why you do not teach pronunciation

.....

Table 3.46 Private Language School Teacher' Frequency of Teaching Pronunciation

Options	Respondents	%
a	06	30
b	06	30
c	08	40
d	00	00
e	00	00
<i>Total</i>	20	100

As it is shown in **Table 3.46** represents that 40 % of teachers said that they taught pronunciation in some lessons, and 30 % said that they taught pronunciation in every and most lessons and no teacher answered rarely or never. This means that teachers of private language schools focus on teaching pronunciation according to the objectives of the lessons and the needs of students.

Q19. How do you teach pronunciation?

- a. Systematically, with previous planning and preparation
- b. Randomly, without systematic planning and preparation
- c. Both 'a' and 'b'

Table 3.47 Private Language School Teachers' Way of Teaching Pronunciation

Options	Respondents	%
A	06	30
B	03	15
C	10	50
no answer	01	05
<i>Total</i>	20	100

Table 3.47 showed that half of the population 50% prefer to teach pronunciation by using both techniques i.e. systematically and randomly ,while 30% of them saw that teaching pronunciation needs from teachers to have previous planning and preparation ,whereas just 15

% of private school teachers saw that teaching pronunciation does not need any preparation ,and there are 5% of the selected teachers did not answer this question .so, from the analysis of question 19 it is noticeable that the previous planning and preparation of lessons is very important to facilitate the teachers work and to achieve the learners needs according to their levels .

Q20. When do you teach pronunciation?

- a. When you come across a pronunciation activity in the textbook
- b. As a reaction to error (e.g. a student mispronounces a word)
- c. When you deal with a new word or structure
- d. When you have extra time
- e. Other, please specify.....

Table 3.48 When Private Language School Teachers Teach Pronunciation

Options	Respondents	%
A	03	15
B	01	05
a + b	03	15
a +b +c	06	30
a +b +c+ d	01	05
a +c	01	05
b +c	03	15
b +c +d	01	05
c + d	01	05
Total	20	100

As it is shown in **Table 3.48**,70% of the selected teachers declared that teaching pronunciation should take place when teachers come across a pronunciation activity in the text book, and 75% when a student mispronounces a new word i.e. as a reaction to errors, also 65% of them reported that they teach pronunciation when they come across a new word or structure .in addition to that reasons 15% of the teachers saw that teaching pronunciation should take place when teachers have more extra time during the session .we can say that private school teachers should know the appropriate time for teaching English pronunciation.

Q21. When teaching pronunciation, how much time of the lesson do you devote to it on average?

- a. Less than 5mins
- b. 5mins - 15mins
- c. 10mins - 20mins
- d. 15mins - 20mins
- e. Other, please specify.....

Table 3.49 Private Language School Teachers' Presentation of the Lesson

Options	Respondents	%
a	01	05
b	06	30
c	01	05
d	08	40
e	02	10
No answer	02	10
Total	20	100

From the analysis of question 21 there are just 05% of teachers took less than 5 minutes to teach pronunciation during a session ,and there are 30% of teachers took from 5to 15 minutes to explain a pronunciation lesson , but there are teachers 40% took much time from 15 to 20 minutes to explain ,and 10 % said that the time needed for teaching any pronunciation task will depend on the task itself ,lastly there are 10% of teachers did not answer this question to sum-up teachers of private schools took more than five minutes to explain a pronunciation task and it depends on lesson itself .

Q22. When you teach pronunciation, do you rely on:

- a. Yourself
- b. Taped materials (audio files, CDs...)

Table 3.50 Times Devoted for Teaching Pronunciation

Options	Respondents	%
a	07	35
b	13	65
<i>Total</i>	20	100

Table 3.5. showed that the majority of the teachers (65%) prefer to use a taped material as audio files ,CDs....and so on ,whereas just 35% of them depend on themselves to explain a pronunciation lesson .so, from the statistics above it is preferable to use a taped materials as audios ,CDs ,data show....to facilitate teaching and learning English pronunciation.

Q23. What model do you teach?

- a. British English b. American English d. Both

Table 3.51: Private Language School Teachers' Teaching Model

Options	Respondents	%
a	12	60
b	02	10
c	05	25
No answer	01	05
<i>Total</i>	20	100

From the analysis of Table 3.51, it is noticeable that the majority of private Language school teachers use British English and just 10% teachers who depend on using American English, whereas 25%of the selected population prefer to use both while teaching pronunciation ,also there are teachers who did not answered this Question .to conclude teachers of private school should use British English because it is the formal variety and because it is used in schools, but from time to time they can use American English or use both of them it depends on the lessons' purposes.

Q24. What pronunciation materials do you teach?

- a. the pronunciation activities included in the textbook.
b. ready-made pronunciation activities from other textbooks or the internet.

c. pronunciation activities I prepare myself.

If ‘b’ or ‘c’, please specify.....

Table 3.52: Private Language School Teachers’ Teaching Activities

Options	Respondents	%
a	16	80
b	06	30
c	07	35

Table 3.52 indicated that 80% of the teachers focused on the pronunciation activities included in the text book, whereas 35 % of them liked to create the pronunciation activities by themselves, and the rest of teachers (30%) relied on other sources like the internet and other books to bring different pronunciation activities in order to raise student’ interest toward learning pronunciation.

Q25. What areas do you mostly focus on? Please specify the level (s).

- a. Individual sounds
- b. Word stress
- c. Sentence stress and rhythm
- d. Intonation
- e. Connected speech (e.g. assimilation, weak forms)

Table 3.53 Q25. What areas do you mostly focus on? Please specify the level (s).

- a. Individual sounds
- b. Word stress
- c. Sentence stress and rhythm
- d. Intonation
- e. Connected speech (e.g. assimilation, weak forms)

Options	Respondents	%
A	03	15
a +b	04	20
a + e	01	05
a + b +c +d+ e	04	20
a + d +e	02	10
b + c	01	05
b +d	01	05
b +c +d	02	10
b + c +d +e	02	10
Total	20	100

Table 3.53 displayed that the majority of teachers (70%) taught the individual sounds especially for beginners ,and the same percentage (70 %) focused on teaching word stress as it is mentioned in the table of the question 16,and 45%of teachers focused on teaching sentence stress and rhythm, whereas 55% of teachers included in their lessons teaching intonation ,also 45% of them used the aspect of connected speech in their pronunciation lesson .to conclude, those areas as mentioned above are very important to focus on .

Q26. Do you explain phonetic terms?

- a. Yes
- b .No

Table 3.54 Private Language School Teacher's Explanation of Phonetic Terms

Options	Respondents	%
a	13	65
b	07	35
<u>Total</u>	20	100

Table 3.54. showed that the vast majority of teachers relied on explaining the phonetic terms to their students; 65 % of them answered with ‘‘Yes’’. By contrast, some teachers avoid explaining the phonetic terms, only 35 % chose ‘‘No’’. These results denote that plurality of teachers give importance to the explanation of phonetic terms.

Q27. Do you use phonetic symbols?

- a. Yes b. No

Table 3. 55 Private Language School Teachers' Use of Phonetic Symbols

Options	Respondents	%
a	18	90
b	02	10
Total	20	100

According to **Table 3.55**, the percentage of the teachers who answered with ‘‘yes’’ is extremely high (90%). The rest of teachers who represent the other 10% do not use phonetic symbols. These statistics give the proof that the use of phonetic symbols is so essential for the teachers being involved in this study.

Q28. Do you encourage your learners 'involvement in authentic audio and video materials in order to improve their pronunciation skills?

- a. Yes b. No

Table 3.56 Students' Involvement in Authentic Audio Materials for Improving their Pronunciation

Options	Respondents	%
a	16	80
b	03	15
No answer	01	05
<i>Total</i>	20	100

Table 3.56 showed that the majority of teachers (80 %) encourage their students by using authentic audio and video materials in order to improve their pronunciation, whereas just 15% of the selected teachers did not use these materials and just 5% of the teachers did not answer. So, from the result obtained the use of such materials are very necessary to improve the students' pronunciation.

Q29. Do you evaluate and diagnose English pronunciation problems that your learners are suffering from before teaching them (eg. at the beginning of the English course)?

- a. Yes b. No

Table 3. 57: Private Language School Teachers' Pre-evaluation of learners' Pronunciation

Options	Respondents	%
A	15	75
B	05	25
<i>Total</i>	20	100

As shown in Table 3.57., the majority of teachers 75% reported that they prefer to evaluate their learners. While only 25% of the participants answered with "No" These results show that the involved teachers in this study considered evaluation a very important tool to know about the learners' problems as far as pronunciation is concerned.

Q30. Do you measure the learners' pronunciation progress during the course to improve your current English pronunciation teaching methods?

- a. Yes b. No

Table 3.58: Private Language School Teachers' Measurement of the Learners' Pronunciation Progress During the Course for Improving their Teaching Methods

Options	Respondents	%
a	20	100
b	00	00
<i>Total</i>	20	100

Table 3.58 presented that All the teachers 100% who took part of this study answered with 'yes' that is to say, they measure all their learners 'pronunciation progress during the course ,and no teacher answered no. From the above results we deduce that measuring the learners' pronunciation progress during the course help to improve the pronunciation teaching methods.

Q31. Do you test your learners 'pronunciation competence?

- a. Yes b. No

If " Yes" do you use :

- a. Oral tests b. written test c. combination of both types of tests

Table 3.59 Private Language school Teachers' Testing of Learners' Pronunciation Competence

Options	Respondents	%
a	20	100
b	00	00
<i>Total</i>	20	100

Table 3.59 All private school teachers 100% test their learners' pronunciation competence ,and none of them answered "No" . for those who answered " yes" , there are some justifications for their responses as: the majority of private school teachers use Oral test to test their learners' pronunciation .the mentioned statistics clearly show that testing is so essential for the learners 'pronunciation competence .

Section Four: further Suggestions

Q32. Please, add any other suggestion or comment as far as pronunciation teaching in the middle school/private language schools is concerned.

In this section private language school teachers suggested some solutions to teach pronunciation as:

- Students should listen to authentic English as movies, cartoons, video clip, songs recording ...as they can significantly improve students' pronunciation and giving them the chance to speak fluently.
- Teachers should give more importance to teach pronunciation and not focusing on just teaching other aspect of English as gramma, vocabularybecause simply they are applying traditional ways of teaching.
- Teachers should use a lot of tools and materials as audio, flash cards, soft ball, handout, dictionaries ,photos...that can help them to explain the lesson and to facilitate things to the learners .
- Teaching pronunciation needs to focus on the listening skills because this will help in adapting the correct pronunciation and getting the correct accent.
- Teachers should use various teaching techniques as using a lot of games because the latter can be used as alternatives to practice pronunciation.
- Teaching pronunciation should be done in a meaningful and motivating way.
- Teachers should avoid presenting phonetic out of context because it can confuse learners.
- “the progress of the students 'pronunciation is a controversial topic to reach a satisfied result, it needs time and effort from both parts the teachers/ the students because it is a complementary progress”.
- Teachers should focus more on the practical part as speaking activities not only on the theoretical part.

3.3. Discussion of the Results

The data obtained from the middle school teachers' questionnaire and the private language school teachers' questionnaire revealed that there is a significant difference between them either in terms of the attitudes or the practices.

As expected the teaching conditions in private language schools are much better than those in the public schools. The size class is the first significant difference between the two schools. The analysis in both questionnaires showed that middle school classes are overcrowded. 90% of teachers confirmed that they have from 35 to 40 students per class. Unlike the Private school classes that contain more than five and less than twenty (5-20) students per class as it was discussed before in Table 3.3 by 85% of teachers. This is clearly shown how private language schools provide a relaxing atmosphere for learners to learn and practise the language input (pronunciation). The second major difference is the textbook where middle school teachers are restricted to only one book for each level. In opposition to the middle school textbooks, the private ones are various such as fly high, family and friends 2nd edition. The latter differ from one school to another within the same level. This variation in the textbooks is to satisfy learners' different needs; learnersthere learn the English pronunciation for different purposes; in order to be fluent speaker of the language, in order to communicate effectively with the English native speakers, for business purposes....etc. In addition to the size class and textbooks, the use of technological aids in the teaching process is another considerable dissimilarity between the two schools.

The findings also demonstrate that there are differences between the middle and private school teachers' perceptions of teaching pronunciation. Whereas all the private school teachers (100%) like to teach this vital aspect. Even though there is a slight difference in both teachers' perceptions in teaching pronunciation, still they have tendency to teach this aspect. Another difference is the extent to which pronunciation teaching is important for middle and private school teachers. While 55% of middle school teachers considered pronunciation teaching as extremely important, 60% of private language school teachers viewed the same thing. Teachers' perception about the crucial role that teaching pronunciation can play in improving the learners' pronunciation level differs from middle school and private school teachers. 65% of middle school teachers believed that teaching pronunciation is of a great important in improving ones pronunciation, but only 35% of private school teachers think so. 35% of middle school teachers' have long experiences in the field from 10 to30 years, this gives them enough knowledge about how important is teaching this aspect to improve learners

accuracy. Unlike 75% of private school teachers who have short experiences in between 1 and 5.

The majority of MS teachers (70%) confirmed that their pupils' find a difficulty to learn English pronunciation while 65% of middle school teachers stated that their learners find learning English pronunciation as a difficult English aspect. In both schools learners find learning pronunciation as a complicated matter.

Middle school teachers' views on the necessity to teach pronunciation from the early stages differ from those in the private ones. 80% of middle school teachers reported that it is very necessary to teach pronunciation to learners from early stages, and 95% of private school teachers think in the same way. Teachers in both schools believed in learners' capacity to learn pronunciation much better in the early stages.

Teachers' points of view about the main obstacles that hinder the teaching/learning of pronunciation in the Algerian classes differ from middle and private teachers. For the latter fossilized pronunciation of pupils in prior classes, Low proficiency level of pupils, long syllabi, and the complexity of the English pronunciation system are the main obstacles while time constraints in the classroom, the shortage of materials, large classes, and the examination system are the major problems encountered by middle school teachers that hinder the teachers' tasks and the learners' learning process.

As for the teachers' practices in both institutions, the findings revealed noticeable differences in terms of the time devoted for teaching pronunciation, the cases when pronunciation is taught, the presentation of a pronunciation lesson, the model taught, the pronunciation materials used, the aspects taught by the teachers and the evaluation of learners pronunciation. Less than half of the middle school teachers (35%) devoted 15 to 20 minutes to teach pronunciation in some lesson, whereas 40% of private school teachers devote 15-20 minutes in every lesson. Moreover, the analyzed data show that there is a slight difference in which pronunciation is taught by middle school teachers in some lessons and it is taught by private teachers in every lessons i.e. there is a focus in teaching this vital aspect on the part of private teachers.

The cases in which pronunciation is taught differ from middle school teachers and the private teachers. For instance, MS teachers teach pronunciation as a reaction to students' errors (55%), a part of the lesson "I listen and do" (40%), or when they come across a pronunciation activity in the textbook (30%), while 75% of PS teachers teach this language aspect when students mispronounce a word, 70% when they come across a pronunciation

activity in the textbook and 65% of them teach it when they come across a new word or structure.

Teachers' presentation of the lesson is another significant difference in teachers' practices between middle and private school teachers. More than half of the private school teachers (65%) make use of ICTs while presenting their lessons. In contrast, only 30% of MS teachers who present their lessons using technological tools because of shortage of this materials within their institutes. Nowadays, the use of technological materials in the educational field becomes a necessity to facilitate the process of teaching and learning. Furthermore, the British model is the dominant model in the Algerian middle schools. In fact, it is considered as the formal variety in Algerian schools. Nonetheless, the private schools teach both the British and the American model as an attempt to satisfy learners' needs and preferences. In addition, while the majority of teachers (80%) in both schools teach the activities included in the textbooks, only 20% of MS teachers create their own activities or adapt others and 30% of PS teach ready-made pronunciation activities from other sources.

The pronunciation aspects taught in the middle and private schools constitute another striking difference in teachers' practices. Middle school teachers focused on teaching the individuals sounds (95%) and word stress (85%) more than private school teachers, whereas private school teachers focused on sentence stress, rhythm (35%) and intonation (45%) more than the middle school teachers. added to that, Middle school teachers (90%) focused on the explanation of phonetic terms more than the private teachers (65%) and both of them use phonetic symbols while teaching pronunciation lessons. Moreover, all the teachers in the middle schools and only 75% of private school teachers encourage their learners to use authentic materials in order to improve their pronunciation level.

Teachers' evaluation of learners' pronunciation problems at the very beginning of the course is another criterion to see the differences between teachers in the middle and private schools. While 55% of middle school teachers evaluate their students' problems in pronunciation, the majority of the private language school teachers (75%) asses their learners' pronunciation problems. Additionally, all teachers in the middle schools and private language schools test their learners' pronunciation competence. This implies that teachers in both systems care about their learners' pronunciation abilities.

On this basis, the results obtained from middle school teachers' questionnaire and private school teachers' questionnaire confirm the hypothesis of the present study that states that if middle school teachers and private school teachers have different work conditions,

significant differences will be noticed in both the teachers' perceptions and practices. The teaching conditions at Private language schools are shown to be better than those of the public ones.

3.4. Pedagogical Recommendations

On the light of the results discussed above, the researchers would like to suggest some recommendations that can help improve middle and private language school teachers in improving the teaching of the English pronunciation.

To middle school teachers and authorities:

- Minimizing the size classes in addition to the decoration of the physical environment in the middle schools would be helpful; creating a relaxing atmosphere for learners to learn is a necessary condition.
- Providing electronic devices and technology in the field will help teachers to facilitate the teaching of pronunciation. For example, the implementation of C.A.L.L (Computer Assisted Language Learning) pedagogy in the middle schools would attract learners' attention to the input, this leads to a better comprehension and clear understanding. Also the environment creates opportunities for learners to participate more in and outside the classrooms (interacting and negotiation of the input with the native speakers will improve their pronunciation, they will be confident as well as open minded persons).
- Implementing modern teaching methodologies as visual, audio methodologies would be beneficial in the Algerian homogenous classes.
- Teachers should take into consideration learners' differences (uniqueness) and do not treat them in the same way. A variation in their way of teaching the English pronunciation would be effective; for example using pictures, using listening charts or written passages for reading...etc every student has his own learning style.
- Little modifications on the middle schools' textbooks are necessary; give emphasis to the four main skills simultaneously.
- Giving more roles to students in the classroom to interact and use the language through role plays, debates, and presentations, will highly improve his spelling and develop his pronunciation. Providing authentic activities to reflect real-life situations and demands are what a learner need later on.

- More educational programs should be designed as conferences, workshops, experimental schools, and collaboration among novice and experienced teachers in order to improve their practices in teaching pronunciation.

To Private school Teachers:

- In the field of teaching foreign languages, typically the English pronunciation, cooperative work between middle and private school teachers would be a good way to improve teaching pronunciation in different levels.

3.5. Limitations of the Study

In conducting this research, several problems impeded us:

- The political issues that Algeria witnessed lately, system of groups because of covid -19-, and time constraints influenced negatively our research.
- The second problem was the lack of sources to support the first chapter of Algerian educational system mainly the lack of resources in terms of private schools in the Algerian context.
- The third problem was that same questions were left unanswered.
- The fourth problem was that some teachers took much time to answer the questionnaire for that it was difficult for us to collect all questionnaires in the same time.
- The fifth problem was that some teachers missed some questionnaires for that we were obliged to deliver other questionnaires.
- Another problem was that middle school teachers were difficult to reach since it was the end of the year.
- Despite the fact that the research instrument was beneficial for conducting the study, its limitation is that the answers may not reflect the teachers' real opinions. For that a classroom observation or a teachers' interview will be more efficient for gathering more reliable and accurate results.

Conclusion

In this chapter, two questionnaires had used for both middle school teachers and private language school teachers in which the way of teaching English pronunciation was investigated. As a conclusion of the study conducted, the analysis of the results obtained from the middle school teachers' questionnaire differed from the ones obtained from the private language school teachers' questionnaire. The analysis of the result confirmed that the teaching conditions at private language schools are much better than those at public schools and revealed significant differences in teachers' perceptions and practices in the two types of schools.

General Conclusion

General Conclusion

In this work, the main point is of course to find out why third- year pupils in Middle Schools fail in pronouncing English accurately. Through his research, we have a look on the history of teaching pronunciation, the factors that affect this process and how it is taught now a days.

The teachers experience show that the reason behind the pupils failure in pronouncing English is that they do not speak the language much enough. The main focus in Middle Schools is on writing; hence pupils learn how to write English more than how to speak it. I suggest that the time devoted to teaching pronunciation should be extended so that the pupils would be given more time to listen to the language and speak it.

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Appendixes

Appendix1

The Middle School Teachers' Questionnaire

Dear teacher,

We are conducting this research in partial fulfilment of the requirement of a master degree in didactics. It aims at investigating the teachers' attitudes and practices of pronunciation teaching in the middle schools and the private language schools. Please, tick the appropriate box (or boxes) (✓) and make full statements whenever necessary. Your responses would be greatly appreciated and used mainly for the purpose of the present study. Thank you very much for your collaboration.

Section One: General Information

1. What is your highest degree?

- a. ITE Certificate
- b. ITE Certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- f. Master Degree

2. How long have you been teaching English at the Middle School?

.....years.

3. What levels have you taught?

- a. 1AM
- b. 2AM
- c. 3AM
- d. 4AM

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4. How many pupils do you have per class in average?

.....pupils.

5. How would you rate the overall pronunciation of the majority of your pupils?

a. Very poor

b. Poor

c. Acceptable

d. Good

e. Excellent

6. Have you taught at a private school?

-Yes

-No

— If “Yes”, please specify how long you have taught.....

Section Two: Teachers’ Attitudes and Perceptions

7. Do you like teaching pronunciation?

- Yes

- No

8. To what extent do you think pronunciation is important for Algerian EFL learners?

a. Extremely

b. Significantly

c. Moderately

d. Not at all

Appendix

9. To what extent do you think teaching pronunciation can result in improving the learners' pronunciation?

- a. Extremely
- b. Significantly
- c. Moderately
- d. Not at all

10. Do you think that your pupils enjoy learning pronunciation?

- a. Yes
- b. No
- c. I don't know

11. How do your students find learning pronunciation?

- a. Very difficult
- b. Difficult
- c. Easy
- d. Very easy
- e. I don't know

12. Do you think it is necessary to teach pronunciation to students from the early stages?

- Yes
- No
- I don't know

13. Please, what are the aspects of pronunciation you think are necessary for Middle School learners from the early stages (1AM) and at later stages (2AM, 3AM and 4AM) and those aspects you think are not important at all for middle school learners.

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	From the early stages	At later stages	Not important
a. Consonants b. Vowels c. Diphthongs d. Triphthongs e. Word stress f. Sentence stress g. Rhythm h. Intonation i. Strong and weak forms j. Assimilation k. Elision l. Pronounced and unpronounced `r` m. Clear and dark / l / n. Inflectional-s endings/ -ed endings o. Homophones/ homonyms p. Sound/ spelling relationship q. Phonetic symbols			

14. In your opinion, what are the **main obstacles**(please, choose only **four obstacles**) encountered in teaching/learning pronunciation in the Algerian Middle Schools?

- a. Time constraints in the classroom (long syllabi)
- c. Unsuitability of the pronunciation content
- d. Large classes
- e. Lack of materials
- f. Low proficiency level of pupils
- g. The complexity of the English pronunciation system
- h. Lack or insufficient teacher training in pronunciation teaching
- i. Poor or fossilized pronunciation of pupils in prior classes
- j. The examination system which minimises the role of pronunciation

Appendix

Section Three: Teachers Practices

15. How often do you teach pronunciation?

- a. In every lesson
- b. In most lessons
- c. In some lessons
- d. Rarely
- e. Never

- If "e" please explain why you do not teach pronunciation.....

16. Do you teach pronunciation:

- a. systematically, with previous planning and preparation
- b. randomly, without systematic planning and preparation
- c. both a and b

17. When do you teach pronunciation?

- a. when you come across a pronunciation activity in the textbook.
- b. as a reaction to error(e.g. a student mispronounces a word)
- c. when you deal with a new word or structure
- d. when you have extra time
- e. Other, please specify.....

18. When teaching pronunciation, how much time of the lesson do you devote to it on average?

- a. less than 5mins.
- b. 5 - 10mins.
- c. 10 - 15mins.
- d. 15 mins-20mins.
- e. other, please specify.....

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19. When you teach pronunciation, do you rely on:

- a. Yourself
- b. A taped material (audio files, CDs...)

20. What model do you teach?

- a. British English
- b. American English
- c. Both

21. Do you teach **only** the pronunciation activities included in the textbook (s)?

- Yes
- No

If “No”, please explain what other activities you teach

.....

22. What areas do you mostly focus on? Please specify the levels

- a. Individual sounds
- b. Word stress
- c. Sentence stress and rhythm
- d. Intonation
- e. Connected speech (e.g. assimilation, weak forms)

23. Do you explain phonetic terms?

- Yes
- No

24. Do you use phonetic symbols?

- Yes
- No

Appendix

25. Do you encourage your students' involvement in authentic audio and video materials in order to improve their pronunciation skills?

- Yes

- No

26. Do you evaluate and diagnose English pronunciation problems that your learners are suffering from before teaching them (e.g., at the very beginning of the English course)?

- Yes

- No

27. Do you measure the learners' pronunciation progress during the course to improve your current English pronunciation teaching methods?

- Yes

- No

28. Do you test your learners' pronunciation competence?

- Yes

- No

-If "yes", do you use

a. Oral tests

b. Written tests

c. Combination of both types of tests

Section Four: Further Suggestions

29. Please, add any other suggestion or comment as far as pronunciation teaching in the Algerian Middle Schools is concerned.

.....

Appendix 2

The Private Language School Teachers' Questionnaire

Dear teacher,

We are conducting this research in partial fulfilment of the requirement of a master degree in didactics. It aims at investigating the teachers' attitudes and practices of pronunciation teaching in the middle schools and the private language schools. Please, tick the appropriate box (or boxes) (✓) and make full statements whenever necessary. Your responses would be greatly appreciated and used mainly for the purpose of the present study. Thank you very much for your collaboration.

Section One: General Information

1. What is your highest degree?

- a. ITE Certificate
- b. ITE Certificate + Bachelor Degree (Licence from UFC)
- c. Bachelor Degree (four-year licence)
- d. Bachelor Degree (LMD Licence)
- e. Bachelor Degree (ENS Certificate)
- f. Master Degree
- g. Other.....

2. How long have you been teaching English at the private language School?

.....years.

3. What levels have you taught?

- a. beginners
- b. pre-intermediate
- c. intermediate

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d. upper-intermediate

e. advanced

4. How many learners do you have per class in average?

.....pupils.

5. How would you rate the overall pronunciation of the majority of your learners?

a. Very poor

b. Poor

c. Acceptable

d. Good

e. Excellent

6. Do you follow a particular textbook (s)?

-Yes

- No

—If “Yes”, please specify.....

7. Have you taught at a middle/secondary school or at the university?

-Yes

- No

— If “Yes”, please specify **where** and **how long** you have taught

.....

8. Do you have middle school learners in your classes?

-Yes

- No

- I don't know

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9. If “Yes”, do you think that the private school plays a role in improving the middle school learners’ pronunciation

-Yes

- No

- I don’t know

— If “Yes”, please explain

.....

Section Two: Teachers’ Attitudes and Perceptions

10. Do you like teaching pronunciation?

- Yes

- No

11. To what extent do you think pronunciation is important for Algerian EFL learners?

a. Extremely

b. Significantly

c. Moderately

d. Not at all

12. To what extent do you think teaching pronunciation can result in improving the learners’ pronunciation?

e. Extremely

f. Significantly

g. Moderately

h. Not at all

Appendix

13. Do you think that your learners enjoy learning pronunciation?

- Yes
- No
- I don't know

14. How do your learners find learning pronunciation?

- a. Very difficult
- b. Difficult
- c. Easy
- d. Very easy
- e. I don't know

15. Do you think it is necessary to teach pronunciation to learners from the early stages?

- Yes
- No
- I don't know

16. Please, what are the aspects of pronunciation you think are necessary for beginners and for pre-intermediate/intermediate learners and those aspects you think are not important at all.

	Beginners	Pre-intermediate/ Intermediate
Not important		
a. Consonants		<input type="checkbox"/>
b. Vowels		<input type="checkbox"/>
c. Diphthongs		<input type="checkbox"/>
d. Triphthongs		<input type="checkbox"/>
e. Word stress		<input type="checkbox"/>
f. Sentence stress		<input type="checkbox"/>
g. Rhythm		<input type="checkbox"/>

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- h. Intonation
- i. Strong and weak forms
- j. Assimilation
- k. Elision
- l. Pronounced and unpronounced `r`
- m. Clear and dark / l /
- n. Inflectional-s endings/ -ed endings
- o. Homophones/ homonyms
- p. Sound/ spelling relationship
- q. Phonetic symbols

17. In your opinion, what are the **main obstacles** (please, choose only **four obstacles**) encountered in teaching/learning pronunciation in the Private language Schools?

- a. Time constraints in the classroom (long syllabi).....
- c. Unsuitability of the pronunciation content
- d. Large classes.....
- e. Lack of materials
- f. Low proficiency level of learners.....
- g. The complexity of the English pronunciation system.....
- h. Lack or insufficient teacher training in pronunciation teaching.....
- i. Poor or fossilized pronunciation of learners in prior classes.....
- j. The examination system which minimises the role of pronunciation.
- k. Other (s).....

Section Three: Teachers' Practices

18. How often do you teach pronunciation?

- a. In every lesson
- b. In most lessons
- c. In some lessons

Appendix

d. Rarely

e. Never

- If “e” please explain why you do not teach pronunciation.....

19. How do you teach pronunciation?

a. systematically, with previous planning and preparation

b. randomly, without systematic planning and preparation

c. both “a” and “b”

20. When do you teach pronunciation?

a. when you come across a pronunciation activity in the textbook.

b. as a reaction to error(e.g. a student mispronounces a word)

c. when you deal with a new word or structure

d. when you have extra time

e. Other, please specify

21. When teaching pronunciation, how much time of the lesson do you devote to it on average?

a. less than 5mins.

b. 5 - 10mins.

c. 10 - 15mins.

d. 15 mins-20mins.

e. other, please specify

22. When you teach pronunciation, do you rely on:

a. Yourself

b. A taped material (audio files, CDs...)

Appendix

23. What model do you teach?

- a. British English
- b. American English
- c. Both

24. What pronunciation materials do you teach?

- a. The pronunciation activities included in the textbook.
- b. ready-made pronunciation activities from other textbooks or the internet.
- c. pronunciation activities I prepare myself.

If “b” and/or “c”, please specify...

25. What areas do you mostly focus on? Please specify the level(s).

- a. Individual sounds.....
- b. Word stress.....
- c. Sentence stress and rhythm.....
- d. Intonation.....
- e. Connected speech (e.g. assimilation, weak forms).....

26. Do you explain phonetic terms?

- Yes
- No

27. Do you use phonetic symbols?

- Yes
- No

28. Do you encourage your learners’ involvement in authentic audio and video materials in order to improve their pronunciation skills?

- Yes
- No

Appendix

29. Do you evaluate and diagnose English pronunciation problems that your learners are suffering from before teaching them (e.g., at the very beginning of the English course)?

- Yes

- No

30. Do you measure the learners' pronunciation progress during the course to improve your current English pronunciation teaching methods?

- Yes

- No

31. Do you test your learners' pronunciation competence?

- Yes

- No

-If "yes", do you use

a. Oral tests

b. Written tests

c. Combination of both types of tests

Section Four: Further Suggestions

32. Please, add any other suggestion or comment as far as pronunciation teaching in the Middle School/Private Language Schools is concerned.

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المخلص

نظرا للاهتمام المتزايد بتعلّم اللغة الإنجليزية في المدارس الجزائرية، الأهمية المولاة للنطق في أقسام تدريس هذه اللغة من المراحل الابتدائية للتدريس، وكذا ظهور القطاع التعليمي الخاص، كرسنا بحثنا هذا إلى القيام بدراسة مقارنة بين كل من المدارس الجزائرية وتلك الخاصة المتعلقة بتدريس اللغات. بعبارة أدق، نقضي من خلال بحثنا إلى تقصي موقف مدرّسي الطور المتوسط وكذا أولئك في المدارس الخاصة، فيما يخص تدريس النطق في اللغة الإنجليزية وأبرز العراقيل التي من شأنها تثبيط سير عمليتي التدريس والتعليم على حد سواء. كما نسعى إلى تسليط الضوء على ممارسات الأساتذة فيما يتعلق بتدريس النطق. وقد خلصنا في منطلق بحثنا إلى وضع الفرضية التالية: إذا ما تباينت ظروف عمل كل من أساتذة التعليم المتوسط والمدارس الخاصة، إختلافات مهمة من شأنها أن تلاحظ في ممارسات و إدراكات الأساتذة. ومن أجل الوصول إلى تأكيد أو تفنيد هذه الفرضية، اعتمدنا على استبيانين قدّما لعدد من أساتذة اللغة الإنجليزية من مختلف مدارس التعليم المتوسط والمدارس الخاصة في مدينتي تيارت و فرندة. وجاء تحليل النتائج المستقاة من الاستبيانين ليؤكد أن ظروف عمل المدارس الخاصة أفضل بكثير منها في مدارس التعليم المتوسط، وأنه يلاحظ إختلافات جمّة في ممارسات وإدراكات الأساتذة. وعلى ضوء هذه النتائج، اقترحنا عدد من التوصيات البيداغوجية من أجل أبحاث مستقبلية في سياق موضوعنا.

Résumé

Vu l'intérêt accru par la langue anglaise dans les écoles algériennes qui se focalise sur la bonne prononciation de cette langue dans les premiers cycles éducatifs, ainsi avec l'apparition des écoles privées. Notre recherche s'est basée sur l'apprentissage de l'anglais dans les écoles publiques et les écoles privées. Pour cela, on a répondu sur cette question : « Quelle est l'école qui s'intéresse plus à la prononciation et à l'apprentissage de cette langue étrangère ? ». A travers cette question, on a fouillé pour s'arrêter sur les conditions de travail des enseignants et sur le pourcentage de l'échec et la réussite de l'apprentissage de cette langue. On est arrivé à faire des hypothèses à partir des questionnaires donnés aux enseignants de la langue anglaise au (CEM) soit privées ou publiques des villes Tiaret et Frenda. Finalement, notre recherche assure que les écoles privées ont réussi avec un grand succès à la l'acquisition de l'anglais. Elles atteignent à cette amélioration grâce à l'utilisation des outils, et des programmes efficaces cela pousse les apprenants à aimer à apprendre cette langue. A la fin de notre recherche on a proposé quelques point de vue et recommandations pour les prendre en charge dans les années prochaines dans nos écoles publiques.

Abstract

Due to the growing interest in learning English in the Algerian schools, the importance given to prononciation in EFL classes right from the early stages of instruction and the appearance of the private sector, the present study aims at comparing prononciation teaching in the Algerian public middle schools and private language schools. More specifically, the study aims at investigating both middle school teachers' and private school teachers' attitudes toward teaching the English prononciation, and the main obstacles that may hinder the teaching/learning process as well as attempting to shed light on the teachers' practices of prononciation teaching. The study is based on the hypothesis that if middle school teachers and private school teachers have different work conditions, significant differences will be noticed in both the teachers' perceptions and practices. To confirm or reject this hypothesis, a middle school teachers' questionnaire and private language school teachers' questionnaire were given to English teachers at different middle and private schools in Tiaret city and Frenda. The analysis of the results generated by the teachers' questionnaires confirms that the teaching conditions at private language schools are much better than at the middle schools and reveals that there are significant differences in teachers' perceptions and practices regarding prononciation teaching in the two institutions. Based on the results of the study, some pedagogical recommendations were suggested for further research.