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**Teaching EFL Pronunciation in Algerian Middle Schools: Teachers'
Perceptions and Classroom Practices
Case Study of EFL Middle School Teachers in El-Kala**

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in English Didactics**

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Dedication

I dedicate this work to my beloved mother Cherifa and father Ahcene. I can not thank them enough for all the things they have done for me, for loving me unconditionally, supporting me, and teaching me the traditional values. I could not ask for better parents or role models.

Without their support, this research would not have been possible.

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Abstract

Despite its importance, English pronunciation is not adequately taught or learned in the Algerian middle schools. This work attempts to bring this aspect into focus by studying the way it is viewed and practised in EFL contexts. Our objectives are to identify: (1) middle school teachers' viewpoints towards the instruction of pronunciation and (2) the techniques and the methods used to teach language pronunciation. Our research was carried out through the use of mixed methods namely a semi-structured questionnaire and classroom observation. The classroom observation was undertaken with two different teachers who teach fourth year pupils at Hadad Abd El-Krim middle school in El-Kala. For the questionnaire, it was administered to a sample of fifteen middle school teachers. We have found that these teachers hold positive attitudes towards teaching pronunciation. However, they rarely integrate pronunciation practices into their courses. Finally, some recommendations and suggestions were proposed to the EFL teachers and the educational system to improve learners' pronunciation.

Key words: English pronunciation, middle school teachers' viewpoints, pronunciation practices.

Résumé

Malgré son importance, la prononciation Anglaise n'est pas suffisamment enseignée ou apprise dans les collèges Algériens. Ce travail tente de mettre cet aspect en évidence en étudiant la façon dont il est perçu et mis en pratique dans les contextes EFL. Nos objectifs sont d'identifier: (1) les points de vue des enseignants du secondaire sur l'instruction de la prononciation et (2) les techniques et méthodes utilisées pour enseigner la prononciation. Notre recherche a été réalisée en utilisant des méthodes mixtes, à savoir un questionnaire semi-structuré et une observation en classe. L'observation en classe a été réalisée avec deux enseignants qui enseignent des élèves de quatrième année au collège Hadad Abd El-Krim à El-Kala. Pour le questionnaire, il a été administré à un échantillon de quinze EFL enseignants de collège. Nous avons constaté que ces enseignants avaient une attitude positive à l'égard de la prononciation. Cependant, ils intègrent rarement les pratiques de prononciation dans leurs cours. Enfin, des recommandations et des suggestions ont été proposées aux enseignants d'anglais langue seconde et au système éducatif pour améliorer la prononciation des apprenants.

Mots-clés: prononciation anglaise, attitudes des professeurs d'anglais langue étrangère, pratiques de prononciation.

على الرغم من أهمية النطق باللغة الانجليزية، الا انه لا يتم تعليمه او تعلمه بشكل كاف في المدارس المتوسطة الجزائرية. يحاول هذا العمل التركيز على هذا الجانب من خلال دراسة الطريقة التي يتم بها عرضه وممارسته في سياقات اللغة الإنجليزية كلغة أجنبية. أهدافنا هي تحديد: (1) وجهات نظر معلمي المدارس المتوسطة نحو تعليم النطق و (2) التقنيات والأساليب المستخدمة لتعليم نطق اللغة. تم إجراء بحثنا من خلال استخدام أساليب مختلطة وهي استبيان شبه منظم مع اثنين من المعلمين الذين يقومون بتدريس تلاميذ الصف

حداد عبد الكريم، القالة. بالنسبة للاستبيان، تم تقديمه لعينة من خمسة عشر مدرساً في المرحلة المتوسطة. لقد وجدنا أن هؤلاء المعلمين يحملون مواقف إيجابية تجاه تدريس النطق. ومع ذلك، نادراً ما يقومون بدمج النطق في دوراتهم. أخيراً، تم اقتراح بعض التوصيات والاقتراحات لمعلمي اللغة الإنجليزية كلغة أجنبية والنظام التعليمي لتحسين نطق المتعلمين.

المفتاحية: نطق اللغة الإنجليزية، ومواقف معلمي اللغة الإنجليزية كلغة أجنبية، وممارسات النطق.

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List of Abbreviations

EFL: English as a Foreign Language

EP: English Pronunciation

FT: First Teacher

IPA: International Phonetics Association

LP: Language Pronunciation

MS(s): Middle School(s)

ST: Second Teacher

TP: Teaching Pronunciation

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General Introduction

Since English is recently considered as the major worldwide language, most people, all over the world, need to learn and communicate in English for social, educational, and professional needs in all kinds of contexts, locally and internationally. As English has become the lingua franca of the globe, many people start realizing that knowledge of grammar and vocabulary is not sufficient. Therefore, speaking the target language and communicating also play a vital role in the learning process. In fact, the first impression anyone would notice is the way of speaking English, more precisely, the language pronunciation. Simply put, language pronunciation is one of the critical aspects that affects the listeners' comprehension and the way speakers are perceived by others to a greater extent.

1. Statement of the Problem

In EFL settings, pronunciation has often been perceived as one of the important skills for learners to reach higher level of proficiency in language in general and in speaking in particular. However, it has always been undervalued and ignored especially in Algerian middle schools compared to other aspects of the language. This is mainly because middle school teachers find it difficult to incorporate pronunciation in class lessons with other language skills. So, we thought it is very important to highlight these difficulties and the reasons why such important aspect is rarely taught by these teachers.

2. Aims of the Study

The main objective of this research is to investigate Algerian middle school teachers' attitudes and perceptions towards teaching EFL pronunciation. Moreover, this study attempts to see which kind of practices they use in teaching pronunciation and whether or not they really integrate pronunciation instructions in classrooms.

3. Research Questions

This research attempts to answer the following questions:

- 1- What are the perceptions and attitudes of Algerian EFL middle school teachers towards teaching pronunciation in middle schools?
- 2- Do Algerian EFL middle school teachers integrate pronunciation practices into their lessons?

4. Research Hypotheses

Based on the research questions stated above, we hypothesize that:

- 1- Algerian EFL middle school teachers have positive perceptions and attitudes regarding teaching pronunciation in middle schools.
- 2- Algerian EFL middle school teachers integrate pronunciation practices in their lessons.

5. Research Methodology

In order to tackle the current research, we have adopted a descriptive research design based on both qualitative and quantitative approaches to data analysis. Thus, the researcher opted for using two research instruments: a questionnaire and a classroom observation.

First, a questionnaire is administered to 15 middle school teachers of English to know their attitudes regarding teaching pronunciation. Second, a classroom observation has been undertaken with two EFL teachers at Hadad Abd El-Krim middle school, El-Kala. The reason

behind this observation is to see their actual practices as far as teaching pronunciation is concerned.

6. Significance of the Study

This study is significant because if teachers overlook this part of language in teaching English in middle schools, EFL learners will find it difficult to use or speak the language fluently and accurately the way native speakers do. Even if they start studying it at university, EFL students would not be confident speakers because they did not sufficiently practise the language in middle school and even in high school as they have no other place to use the language. So, the present research provides us with a detailed picture of a very essential aspect of language. In addition, the obtained knowledge can be of interest to different researchers interested in studying applied linguistics, and didactics of the language.

7. Structure of the Study

The present research is divided into four main chapters. The first chapter deals with the literature review related to the concept of pronunciation and teaching pronunciation. The second chapter deals with the research design and methodology, while the third chapter is concerned with the analysis, interpretation and discussion of the research findings. The last chapter presents some recommendations and suggestions for further research.

CHAPTER ONE

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Introduction

This chapter is devoted to the literature review of the dissertation which includes the definition of pronunciation, its aspects, its importance in learning and teaching English language, its history, its approaches and its techniques.

1. The Concept of Pronunciation

1.1. Definition of Pronunciation

Language pronunciation (LP) is an essential aspect in the foreign language learning process since it affects learners' communication to a greater extent. In general, the term pronunciation refers to the production and reception of speech sounds, which are used to convey meaning (Dalton & Seidlhofer, 1994). According to Nunan (2003), it is the way that certain sounds are produced by the speakers of a given language and perceived by the listeners in order to understand each other. In the same sense, Thornbury (2005) defines it as the learners' ability to produce comprehensible utterances to achieve certain tasks.

Additionally, LP is seen as a "sub-skill" of speaking since speaking the language fluently and accurately requires a correct pronunciation of the speech sounds. Therefore, EFL learners should learn the pronunciation rules, either explicitly or implicitly, in order to be able to communicate correctly in the target language. There are two stages that every speaker should go through in order to pronounce the language appropriately. Fraenkel (1984) proposed two stages for learning pronunciation: The receptive and the productive stages. In the first stage, the speakers have to learn how to distinguish between the sounds by exposing to the language. In the second stage, then, the learners have to produce what they have learned before.

1.2. Features of Pronunciation

LP includes two main features: The segmental and supra-segmental features. On the one hand, segmental features are sets of distinctive sounds of particular language, i.e., they are speech sounds of a given language and it is important for learners to know accurately how those sounds are uttered. On the other hand, the supra-segmental features are related to intonation; stress and the change of sounds in a connected speech (Kelly 2000). These two levels are complementary in a way that they work in combination when we speak. The figure below illustrates the features of English pronunciation (EP):

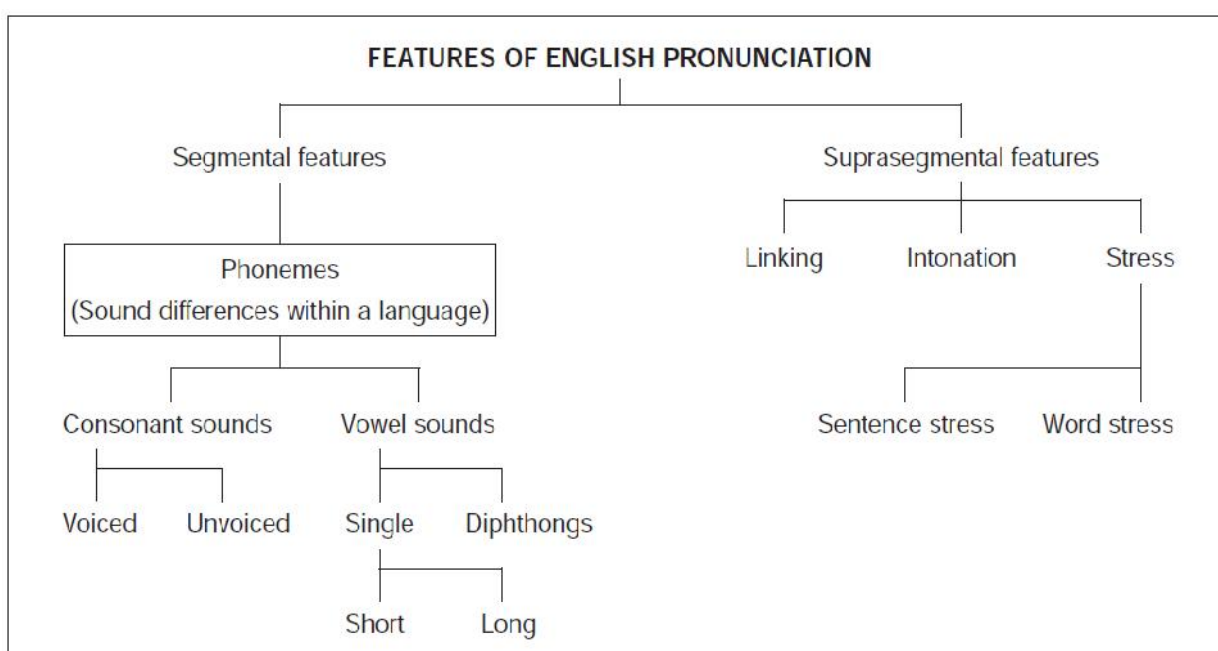


Figure 1: Features of English Pronunciation (Burns, 2003, p6).

1.2.1. The Segmental Features

The segmental features mainly include phonemes which are the smallest units of a speech sound that distinguish meaning in the language (Crystal, 2008). For example, the sound /p / in the word hope and the sound /b/ in the word bubble. Kelly (2000) claims that

“phonemes consist of two categories: vowel sounds and consonant sounds”. In English, there are 44 phonemes; twenty four consonant and twenty vowels (O’connor, 1980).

1.2.1.1. Vowels

Vowels are sounds produced in which the air moves smoothly without any obstacles. They are always voiced. According to Roach (1991), they are “sounds in the production of which there is no abstraction to the flow of air as it passes the larynx to the lips” (p.10). According to Roach (1983), English vowels are divided into:

- Short vowels which are seven sounds in English: /ɪ/ /e/ /æ/ /ʌ/ /ɒ/ /ʊ/ /ə/; as in **busy, leopard, plaid, blood, and maul...** etc.
- Long vowels which are five sounds in English: /i:/ /ɜ:/ /a:/ /ɔ:/ /u:/; as in **grief, pearl, arm, four, and loon...** etc.
- Diphthongs which are eight: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, /eə/, /ɪə/, /ʊə/. For example **mateaisle, buoy, shout, and dare.**
- Triphthongs which are five: /eɪə/ /aɪə/ /ɔɪə/ /əʊə/ /aʊə/. Each one of the triphthongs is finished with the sound /ə/ like the following words: **player, fire, soya, mower, flower...**etc.

1.2.1.2. Consonants

Consonants are sounds produced in which the air faces a blockage or obstacles in the mouth. Roach (1991) defines them as the sounds in which “there is abstraction to the flow of air as it passes the larynx to the lips”. The English consonants are : B, d, g, v, ð, z, ʒ, h, p, t, k, f, s, ʃ, tʃ, dʒ, m, n, ŋ, l, r, j, and w. Each sound differs according to different aspects such as the manner of articulation, the place of articulation, and if they are voiced or voiceless. The following table represents the classification of the English consonant sounds:

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

Table 1: English Consonant Sounds (Celce- Mercia et.al, 1996, p. 47)

1.2.2. Supra-segmental Features

The supra-segmental features of pronunciation are mainly applied to the language phonemes. They include the stress, rhythm, and intonation. These features are very important since they affect the learners' intelligibility when communicating with others.

1.2.2.1. Stress

Crystal (2008) defines stress as “a term used in phonetics to refer to the degree of force in producing a syllable” (p.454). The Stressed syllable is emphasized and more noticeable than others. It is marked by putting a small line (ˈ) before the syllable related to. For example: A pril ,car rot, hon or, fa ther and Mon day.

The stressed syllable tends to be longer, louder, and produced with greater efforts. Additionally, Harmer (2001) defines it as the point when producing sounds, the length of the vowel changes, the pitch of the voice rises, and the volume of the voice increases. For Hewing and Goldstein (1998), stress is very important since it can affect the position, change the meaning, or the function of the words.

1.2.2.2.Rhythm

Rhythm is a product of word stress and the way in which important items are emphasized by their occurrence on a strong beat, while unimportant items are back grounded as they occur on a weak beat (Kenworthy, 1987). In other words, sentence rhythm is a certain pattern built by a number of stress marks perceived as peaks or beats taking positions at exact parts of times while speaking or using the language.

1.2.2.3.Intonation

Intonation represents the melody of the language and each language has its own specific melody. Avery and Ehrlich (1992) explain that “intonation is often called the melody of language since it refers to the pattern of pitch changes that we use when we speak” (p. 76). According to Kelly (2000), intonation is the way where the voice goes up (↗) and down (↘) in pitch while speaking.

According to Harmer (2001), “the tune of intonation helps in conveying certain messages as being surprised or frightened when asking a question” (p. 28). In fact, there is no satisfactory definition of intonation, but any definition must recognize the role that the pitch of the voice plays in communication (Roach, 2009).

2. Teaching Pronunciation

2.1. The Importance of Learning and Teaching Pronunciation

Many pupils and teachers studying and teaching English as a foreign language underestimate the importance of pronunciation because they tend to think that mastering grammar, having a good knowledge of vocabulary, and being able to read and write well, are the most important aspects of the language. However, not having the capacity to pronounce the words correctly would negatively affect communication with others. Thus, having a good pronunciation can help the speakers to successfully communicate in real life.

For Zimmermann (2004) “pronunciation is very important since it is the first thing people will notice” (p. 29). Furthermore, AMPE Research Centre (2002) states that “learners with poor and incomprehensible pronunciation may be judged as incompetent, uneducated, or lacking knowledge, even though listeners are only reacting to their pronunciation”(p.1). In fact, LP is one of the crucial aspects that influence the way one is viewed and judged by others (Fraser, 2000)

Moreover, LP is fundamental and needs to be viewed as an essential part when learning English or any other language. It can affect both the production of the speaker and the reception or the comprehension of the listener. LP can affect the learners’ self-confidence or self-esteem. Indeed, learners who have positive attitudes toward learning pronunciation they will feel more motivated to speak in the real world.

2.2. History of Teaching Pronunciation

In the early centuries, LP was a neglected aspect in the foreign language learning process, while grammar and vocabulary were the dominant aspects. Grammar Translation Method is one of the methods that focused on grammar and neglected pronunciation at that

time. However, in the late nineteenth and early twentieth centuries, different methods and approaches have been developed by different scholars and authors that took into consideration LP as an important aspect such as the direct method, the reform movement, audio lingual method, community language learning method and the communicative method.

2.2.1. The Direct Method

This method was developed as a reaction to the Grammar Translation Method in the late 1800's and in early 1900's. It was based on TP through intuition and imitation. Based on this method, the learners are supposed to listen to a model such as the teacher or a recording tape and do their best to approximately imitate and repeat it.

2.2.2. The Reform Movement

This method was developed in the 1890's when the phoneticians such as Henry Sweet, Wilhelm Viëtor, and Paul Passy founded the International Phonetics Association, and then formed the International Phonetics Association (IPA). The IPA was developed to analyze and describe the sound system of any language into specific symbols. The IPA made it possible to see the relationship between the written form and the sound it represents. Many phoneticians and teachers advocated the following notions and practices (Celce-Murcia et al, 1996):

- The spoken form of a language is fundamental and should be taught first.
- The findings of phonetics should be implemented to language teaching.
- Teachers need a strong training in phonetics.
- Learners should be provided with phonetic training to establish good speech habits

2.2.3. Audio-lingual Method

This method was developed in the United States and Britain simultaneously in the 1940's. It was also known as the Oral Approach. The historians generally believed that the

reform movement played a major role in the development of this method. In this method, pronunciation is very important in the learning process and it is taught as in the Direct Method where the teacher or the recording tape plays the role of a model, while the learners imitate and repeat the sounds they hear.

However, the teachers could also use pieces from phonetics such as visual transcription system or charts that explain the articulation of sounds (idem). Moreover, teachers could also use the minimal pair drill as a technique inspired by contrastive linguistics. This technique consists of using words that differ in a single sound or in a phoneme in the same position such as in 'green' and 'grin' /i:/ and /ɪ / (idem).

2.2.4. Community Language Learning Method

In 1976, the Community Language learning method was developed by Charles and Curren. It is a learner-centred method for foreign language teaching in which LP is considered vital (Carter & Nunan, 2001). It is marked by a solid emphasis on the intuitive imitative approach in which pronunciation is taught through listening, imitation and repetition of the speech sounds.

Moreover, the teacher acts as a counsellor. The students say something in the native language that they wish to say in the target language, and then the counsellor says it in the target language. Next, those students are asked to repeat and practise the sounds, the words and the sentences provided by the counsellor until they are able to produce them accurately. The main tool used in this kind of activities is the audiotape because it allows the students to record their LP. So, they will be able to compare their LP with the counsellor's LP, and this makes them recognize the difference in both pronunciations (idem).

2.2.5. The Communicative Method

The communicative approach emerged in the 1980's as a result of the research studies which focused on the significance of pronunciation in communication (Brown & Yule, 1983). The communicative approach is still the dominant one in the field of language teaching, particularly with the developing of teachers and writers awareness to the importance of LP (Gardner & Miller, 1994). This approach is mainly based on the principle that the purpose of any language is communication and it should be the main focus of the language classes learning. Thus, language pronunciation is seen as an integral part of communication.

2.3. Teaching Pronunciation Approaches

Different approaches of TP have been proposed and developed by different scholars and researchers. However, there are two different approaches which are the most mentioned, used and applied in EFL contexts as noted by Celce-Murcia et al (1996). This includes the intuitive-imitative and the analytic-linguistic approaches.

2.3.1. Intuitive-Imitative Approach

This approach depends on the learners' ability to listen and imitate the sounds and rhythms they hear of the target language without the interference of any explicit information. This approach works better with beginners since it provides authentic materials in order to make them imitate the uttered sounds. As this model relies on implicit method, it is necessary to have a good model to listen to, " a possibility that has been enhanced by the availability first of phonograph records, then, the tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs." (ibid, p.2). In fact, the availability of good models is necessary for the learners in order to reproduce the same kind of pronunciation. So, the learners need to have good listening skills and be able to

imitate effectively, yet the teachers need to provide authentic materials to enhance their listening skills and motivate them.

2.3.2. Analytic-Linguistic Approach

The analytic-linguistic approach was developed to complement rather than to replace the intuitive-imitative approach. Unlike the intuitive –imitative approach, this approach uses explicit information about the production of the speech sounds and rhythm of the target language through using tools such as charts of speech, phonetic alphabets, and vowel charts. The tools and methods used in this approach are explained and summarized in the following quotation:

It utilizes information and tools such as phonetic alphabet, articulatory descriptions, charts of vocal apparatus, contrastive information, and other aids to supplement listening, imitation and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive imitative approach, which was typically retained as the practice phase used in the tandem with the phonetic information. (ibid, p.02).

2.4. Techniques of Teaching Pronunciation

Based on the principles of the analytic _based approach and the intuitive _based approach, different researchers have proposed a number of teaching techniques and practices which are the most commonly used in classroom activities to teach LP (Celce-Murcia et al , 1996). This includes listen and imitate, reading aloud, transcription, voicing recording, acting dialogue and many more. The choice of the suitable technique depends on a number of factors like the objective of the lesson and the availability of tools and others.

2.4.1. Listen and Imitate

This technique is based on making the students repeat the sounds, words and the sentences they hear. Listening and imitation is considered as the most common used technique to teach pronunciation (Tench, 1981). Here, the students listen to a model provided by the teacher or by any other sources. Then they try to repeat or imitate that model. This type of activities is more suitable for young learners since it helps them acquire the target language more rapidly.

EFL teachers usually combine this technique with pictures, real objects, or movements to help the learners, especially the beginners, to relate what they hear to real life situations and objects (Scott et al, 1990). More to the point, this activity generally takes two forms; individual work or a group work, and the two forms are complementary to each other (Kelly, 2000). For example all the students repeat the same sounds. Then, each student should repeat the sounds uttered individually.

2.4.2. Reading Aloud

In this activity, EFL teachers introduce song lyrics, passage of a poem or a text, or rhythm and ask the students to read it aloud focusing on their pronunciation more precisely the segmental features. For Kelly (2000), it is a good type of activity because it gives the students the opportunity to see the relationship between spelling and pronunciation, and intonation and stress.

2.4.3. Transcription

This technique involves doing phonetics transcriptions to words, sentences, or texts. Then, the learners are given the basics of sound formation. According to Harmer (2001)

“introducing symbols to the learners will promote their awareness” (p.185). This technique is very beneficial since the learners will be able to practise more authentic sounds.

2.4.4. Voicing Recording

Recording the learners’ production can be interesting, exciting, and very beneficial for both the teachers and the learners. The learners can be evaluated by their teachers, colleagues, or by themselves. Moreover, this technique allows learners to identify their mistakes and correct them. However, it is usually believed that the most effective feedback comes from teachers when listening to a record and correcting the mistakes together (Celce-Murcia et al, 2010).

2.4.5. Acting Dialogue

Games in general and acting out more specifically are excellent for teaching EFL learners since that these activities can help them improving their EP, vocabulary, and grammar. They can help them more with their speaking skill. In acting out activity, the teacher can guide the students and invite them to speak in front of their classmates. This technique is very effective since it helps them to be more attentive to their LP. It is also helpful for their confidence and to get rid of their speaking anxiety and shyness.

2.5. Review of the Related Studies

Despite the fact that LP was unexplored aspect in EFL context, the situation has changed lately as many researchers started to focus on LP and tried to raise the awareness of both teachers and students alike towards the importance of teaching and learning pronunciation. For example, Alsofyani and Algethami (2017) conducted a study about EFL teachers’ beliefs and attitudes towards teaching English pronunciation in a Saudi EFL setting,

the methods they use to teach EP, and what kind of pronunciation training they have been through.

Concerning the sample of the study, fifty-five English language teachers at the English Language Center at Taif University in Saudi Arabia were included. The materials used in this study consisted of an online survey which was divided into five parts. The first part asked the background information of the participants, their EFL program, and their students. It also included a Likert scale questions about teachers' training and background knowledge about EP.

The second part asked the teachers for technological resources accessibility to teach EP at the university. The third part asked them about how EP was incorporated into general EFL classes. This part focused on teachers' practices together with the nature and the amount of instruction given. The fourth part asked them about their beliefs and practices regarding TP. The last part asked the teachers for more private background information like the age, qualifications, and their teaching experiences.

Regarding the study findings , the teachers indicated a lack of opportunities when it comes to pronunciation training and that most of them had received only general training in pronunciation training, either in linguistic courses such as phonetics or phonology, or in general TESL / TEFL courses. Additionally, the result showed that most of the teachers did not use any authentic materials because they were not available.

However, regarding their beliefs, the teachers showed positive attitudes towards pronunciation instruction and that they prefer to focus on the supra-segmental features of pronunciation than segmental features. They also believed that not only native speakers should teach pronunciation. The researcher ended the study by suggesting some pedagogical implications and suggestions for further research.

In 2018, another study was conducted by G, P, Georgiou who tried to investigate the main challenges that face different age groups of EFL teachers in Cyprus in TP, and also to show to what extent they use specific pronunciation activities into the classroom. The participants of the study were 98 teachers including 69 females and 29 males in Greek-Cypriot public schools aged between the ages of 23 and 61 years. The participants were divided into three groups according to their ages.

The instrument used was an electronic questionnaire given to the participants. The questionnaire consisted of 20 statements divided into three parts. The first part consisted of eight statements about teachers' cognitions regarding TP, while the second part consisted of five statements about EFL teachers' challenges facing while TP. The last part consisted of a list of pronunciation activities, asking teachers to specify to what extent they use each activity.

The study results showed that all teachers agreed that TP was difficult and that they did not like teaching it. In addition, the pronunciation activities on the textbook were not enough and that they did not have appropriate materials or the time to teach EP. However, there was a difference among the three groups' answers regarding their beliefs about the importance of pronunciation. The oldest group disagreed more with the statement that TP is very important in the learning process than their younger counterparts. The oldest group also disagreed more than the youngest group with the idea that more training is needed for teachers in order to teach EP.

In 2018, another significant study was conducted by Ya ız who tried to examine EFL teachers' views and their classroom practices about second language pronunciation. The sample includes 164 non-native EFL teachers and academics in EFL programs in a Turkish

setting. Data were collected through using a mixed method; quantitative and qualitative method. The study relied on three instruments; questionnaire, observation, and an interview.

The results showed that teachers have been really self-confident about their pronunciation knowledge and that they consider correct pronunciation very important. However, they do not devote enough time to teach pronunciation or to correct the students' mistakes. Furthermore, teachers agreed that they give priority to teach the segmental feature and ignore the supra-segmental features of English language. Also they tend to feel that there is no need for training in term of TP. Moreover, they do not have the appropriate materials to teach pronunciation.

Conclusion

In this chapter, we have dealt with the concept of pronunciation. We tried to explain the features of EP and the different approaches and activities used to teach it in EFL settings. We also reviewed some of the most updated research studies related to our study.

CHAPTER TWO

Chapter Two: Research Methodology

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Introduction

This chapter represents the practical part of the research. It is concerned with the research design. First, the study' population and sampling, and the data collection tools that are used to answer the research questions are discussed. The procedure used to conduct our study is also explained.

2.1. Research Design

2.1.1. Population and Sampling

The target population of this study is MS teachers of English in EL Kala. However, the study of an entire population is not possible for that a sampling is an indispensable technique in order to conduct the research, i.e., the research work cannot be undertaken without sampling.

Therefore, the questionnaire sample consists of 15 EFL teachers from different MSs in the region of El-Kala. These teachers are currently teaching fourth year or they have already taught fourth year pupils in their teaching experience. Furthermore, to get more data about the subject, we observed two teachers who teach fourth year pupils at Hadad Abd El-Krim MS, El-Kala. These teachers are randomly selected regardless of their age, sex, or their teaching experience of English language. In other words, we have adopted what is known as a 'simple random sampling'. We have chosen this kind of sampling due to its accurate representation of the population we are interested in.

2.1.2. Data Collection Tools

In order for this study to be conducted, the data need to be collected in an adequate way to meet the objectives of the study and to answer the research questions. We have used diverse research tools and instruments in order to reinforce the validity of the study's findings.

A descriptive method is used to describe and explore MS teachers' teaching practices and their attitudes towards pronunciation instruction. We have chosen this method because it enables us to use different means for data collection as stated by Fraenkel and Wallen (1993):" Descriptive method is used to explain, analyse , and classify something through various techniques, survey, interview, questionnaires, observation and text" (p.23).

Mixed methods are used to test our research hypotheses, i.e., quantitative and qualitative methods are used. First, the quantitative data are collected through a semi-structured questionnaire in order to get teachers' perceptions towards teaching EP. According to Abawi (2013) "a questionnaire is a data collection tool that consists of a series of questions where the purpose is to gather information from the sample" (p.3).

Furthermore, he (idem) added that" a questionnaire is a good tool that can help to measure both qualitative and quantitative data yet, it is more appropriate for quantitative data". Indeed, the respondents always prefer to answer the research questions in a self-completion questionnaire because it keeps their answers anonymous and it gives them enough time to think, read and carefully answer the questions.

Second, a classroom observation is used to complement and to provide a qualitative support to the statistical results and to increase the validity of the study by using two different methods. The main objective of using observation is to better see the actual teaching instruction and whether MS teachers value EP in the classroom.

According to Kawulich (2012), observation is a "method of gathering information through watching behaviour, events, or noticing physical characteristics in a regular setting"(p.1). Hence, observation is an essential instrument that enables the researcher to record what is happening in that setting in a more natural way.

Thus, in order to get a general background about the teaching activities employed to teach EP, and since that what people say is not what they do, observation classroom has been

considered as the most appropriate method to be chosen because the observer will be objective and factual as possible, and he will not judge the observed sample.

2.1.3. Teachers' Questionnaire

2.1.3.1. Administration of Teachers' Questionnaire

The questionnaire was dispatched to the MS teachers on February 11th 2019. To bring reliability to the questionnaire, it was kept anonymous. We started by presenting ourselves, our research topic and the reason for which we were there. At first, 20 copies have been distributed, but only 15 of them were selected for quantification of the results and the remaining questionnaires were sorted out because the teachers did not return the copies. This can clearly be demonstrated in the following table:

Table 2: Representation of the Questionnaire

Number of the distributed copies	20
Number of the returned copies	15
Number of the answered copies	15

2.1.3.2. Description of Teachers' Questionnaire.

The questionnaire is designed specifically to fulfil the needs of the current study. It is composed of close-ended questions, yes/no questions and some open questions (Appendix A). The respondents are also given the opportunity to justify their answers and to write comments or suggestions at the end of the questionnaire. This questionnaire is made of three sections structured as follows:

Section One: Background Information.

It consists of four questions that aim to collect data about teachers' gender, their grade level, their status, and their teaching experiences.

Section Two: Teachers' Attitudes Towards Teaching Pronunciation.

It is composed of ten questions. It aims to get more information about EFL teachers' beliefs and attitudes towards teaching pronunciation in MS.

Section Three: Teachers' Classroom Practices.

It contains six questions about teachers' practices inside the classroom as well as their opinions and suggestions on how to include pronunciation in their classes.

2.1.4. Classroom Observation

2.1.4.1. Description of the Classroom Observation

We conducted our classroom observation on February 16th 2019 with two teachers of English who teach fourth-year pupils at Hadad Abd El-Krim MS, El-Kala. We have chosen this school mainly because it is not far from our home. The purpose behind selecting fourth-year MS pupils is that we presume that they have a reasonable knowledge about EP since they have learned some of the pronunciation rules during their first, second and third years.

We attended four sessions; two sessions with each teacher. The classroom observation, in general, lasted three weeks. We were complete observers, i.e., we attempted to be as unnoticeable as possible in order not to affect the situation being observed. The teachers were informed in advance about the observation; however, we did not tell them about the exact date or the purpose of our observation to prevent any unnatural change in their behaviours to get more valid and reliable data.

In our attendance, we sat at the back of the classroom so that we can be able to observe everything throughout the sessions. During this time, we did not discuss anything with teachers or the pupils. Besides that, our observation was without using any sort of recording materials, it was conducted through the use of a checklist (Appendix B). We have created this checklist based on the objectives of our study. We also tried taking notes about any observed behaviour or any aspect not mentioned on our checklist.

We have to mention that pronunciation was not taught as a separate lesson but both teachers included it either in reading comprehension, grammar or vocabulary courses. Indeed, pronunciation was taught just at the end of the session as the teachers tried to present the way some words are pronounced without explaining the rules. So, the pronunciation lesson lasted for just ten or fifteen minutes or less than that.

Conclusion

This chapter has provided a full description of the methods used to collect our research data. Each tool was described separately. The questionnaire 'questions are also explained. Additionally, it presented a general description of the setting where we have conducted our classroom observation, and the participants who have generally participated in our study.

CHAPTER THREE

Chapter Three: Data Analysis and Discussion

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Introduction

The third chapter deals with the analysis and the interpretation of the results obtained from our research tools. The questionnaire's results are analyzed quantitatively and presented in descriptive statistics. Whereas, the observation results are analyzed qualitatively following the aspects on the checklist. Both results are discussed in relation to our research hypotheses and questions.

3.1. Analysis of Teachers' Questionnaire.

3.1.1. Section One: Background Information.

Item 1: Gender.

Table 3: Teachers' Gender

Gender	Number	Percentage %
Male	00	00%
Female	15	100%
Total	15	100%

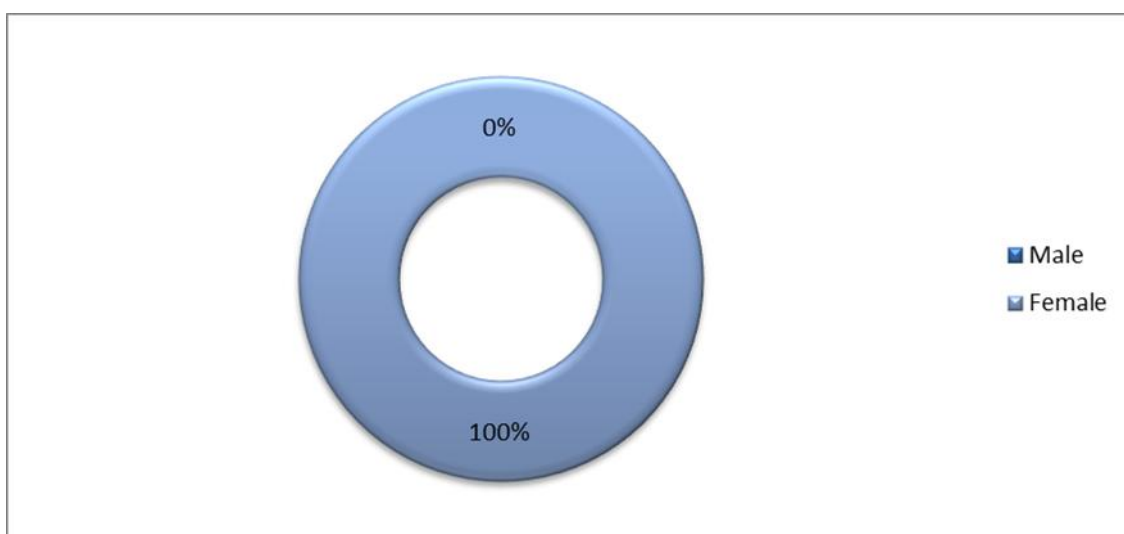


Figure 2: Teachers' Gender

As clearly shown in the above table, the whole sample of the study consists of females (100%). However, in the current study, the gender factor is not taken into account.

Item 2: Educational Background.

Table 4: Teachers Educational Background.

Options	Number	Percentage %
Licence (BA)	11	73,33%
Master	4	26,66%
Total	15	100%

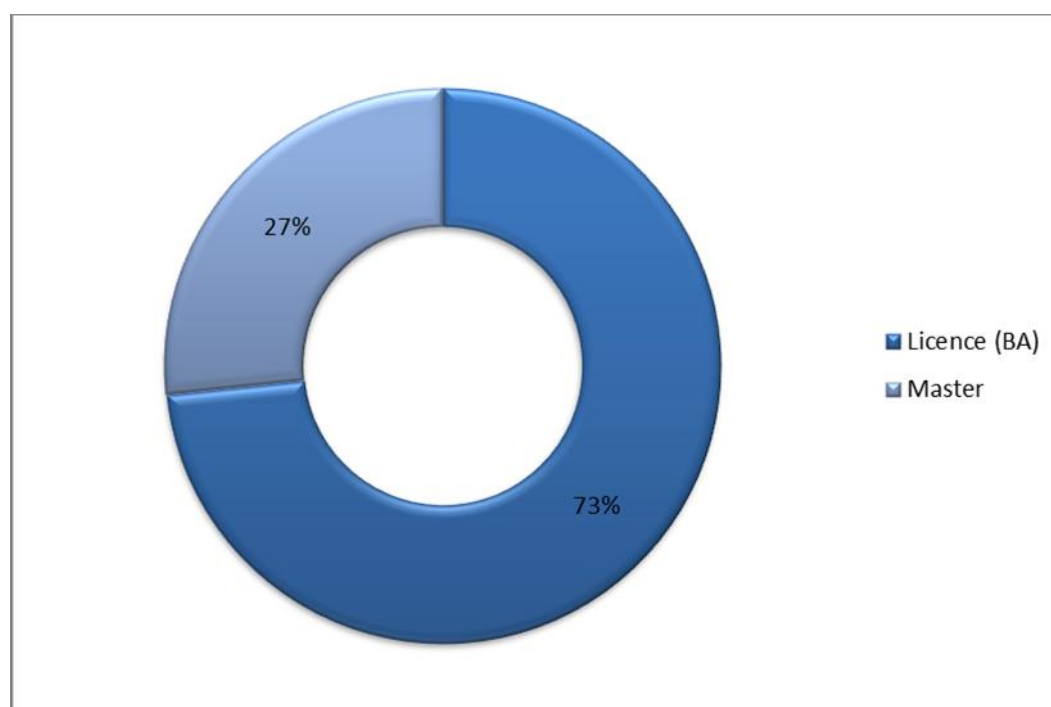


Figure 3: Teachers' Educational Background.

Based on the data shown on the above table, we can notice that the majority of our participants (73,33%) have a licence degree , while (26,66%) of them have a master degree.

This is an expected result since one of the conditions to be a MS teacher is to have at least a licence degree.

Item 3: Actual Status.

Table 5: Teachers' Actual Status.

Options	Number	Percentage %
Permanent	10	66,66%
Part-time	05	33,33%
Total	15	100%

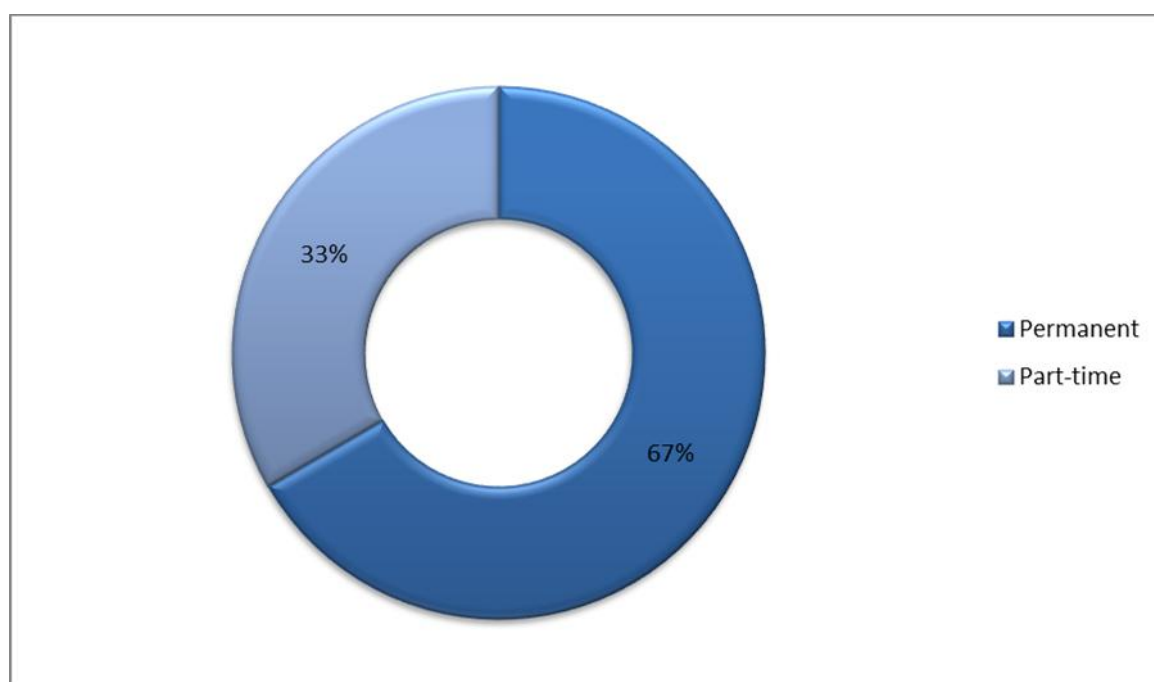
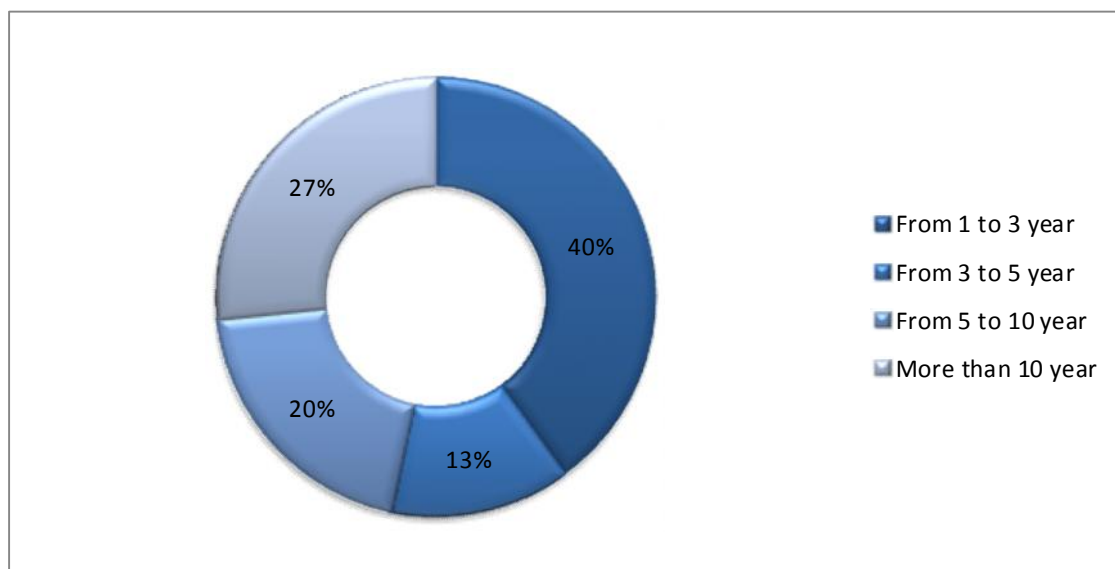


Figure 4: Teachers' Actual Status.

As indicated in the above figure, (67%) of the teachers are permanent, whereas (33%) of them are only part-time teachers.

Item 4: Teaching Experience.**Table 6: Teacher Experience**

Options	Number	Percentage %
From 1 to 3 year	06	40%
From 3 to 5 year	02	13,33%
From 5 to 10	03	20%
More than 10 year	04	26,66%
Total	15	100%

**Figure 5: Teaching Experience.**

The table shows that the participants' experience in teaching English diverse from one year to ten years with (40%) of them have teaching experience from one year to three years; while (27%) of them have more than ten years. Additionally, (20%) of them have experience from five to ten years, and the rest of them (13%) have teaching experience from three to five years. This indicates that our respondents have experienced the field of teaching English for quiet period of time.

3.1.2. Section Two: Teachers' Attitudes Towards Teaching Pronunciation.

Item 5: Which aspect of English language is the most important to teach?

Table 7: English Language Aspects that are the Most Important to Teach.

Options	Number	Percentage %
Grammar	07	46,66%
Vocabulary	07	46,66%
Pronunciation	01	6,66%
Total	15	100%

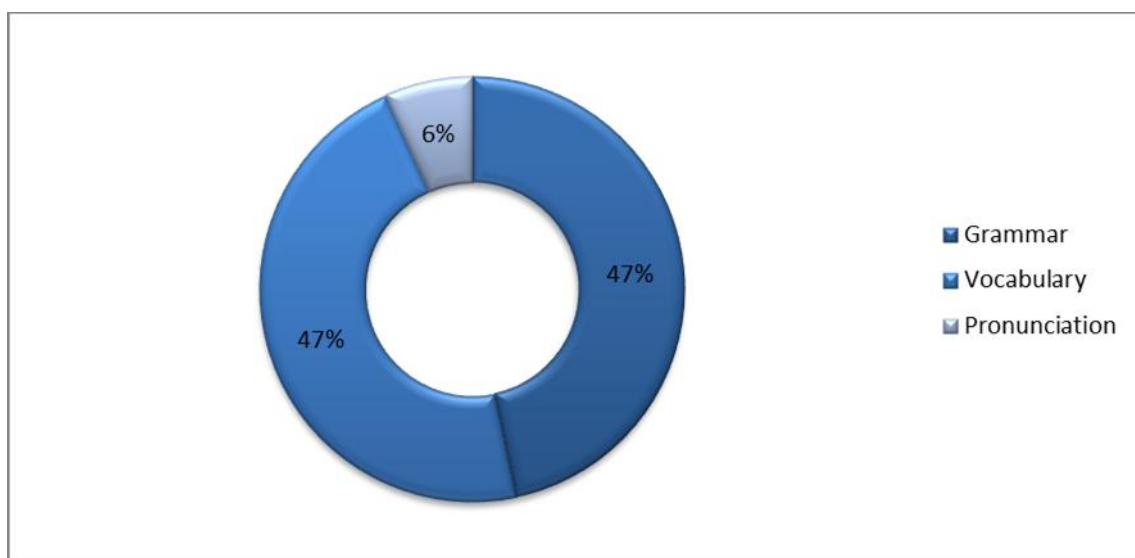


Figure 6: English Language Aspects that are the Most Important to Teach.

Based on the findings shown above, we notice that the participants (46, 66%) have equally chosen grammar and vocabulary as the most important aspects to be taught in MS. They have justified their answer by claiming that without vocabulary the learners cannot express themselves and learning lexis is essential for communication, while those participants who supported grammar they said that it helps the learners to speak correct language without

mistakes. Whereas, only one (6, 66%) consider pronunciation as the most important one to be taught, stating that one needs a good and clear pronunciation in order to communicate with others.

Item 6: To what extent do you think pronunciation is important to learning and speaking English?

Table 8: The Importance of Pronunciation in Learning and Speaking English.

Options	Numbers	Percentage %
Very important	04	26,66%
Important	11	73,33%
Not so important	00	00%
Total	15	100%

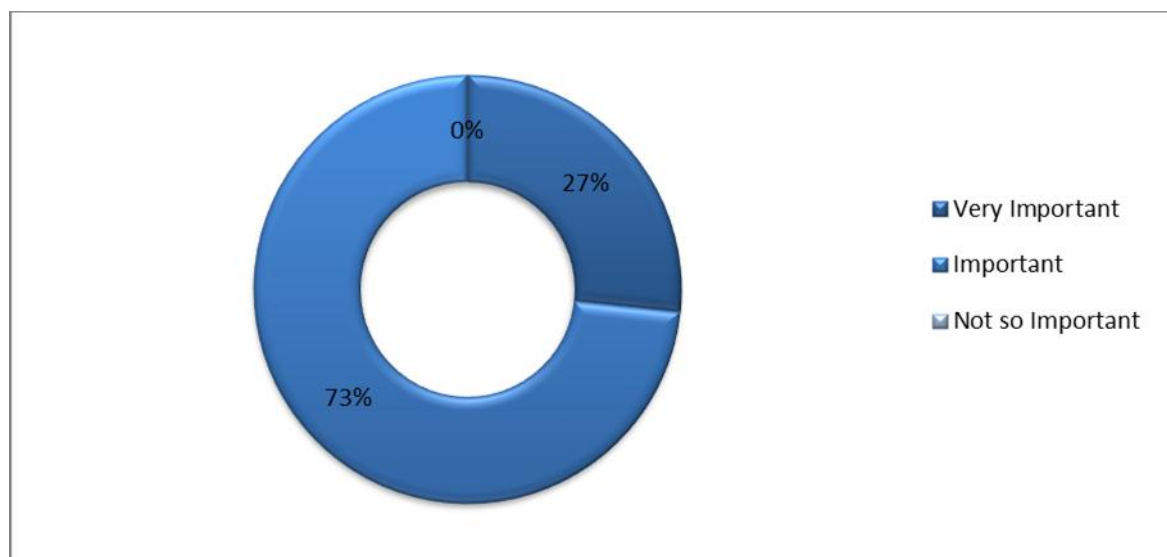


Figure 7: The Importance of Pronunciation in Learning and Speaking English.

The above results reveal that many teachers' (73,33%) agree that pronunciation is important in learning and speaking English, while (26,66 %) of them consider it as a very important aspect of the language.

Item 7: Do you pay attention to your pronunciation when speaking English language ?

Table 9: Teachers' Attention to their Pronunciation when Speaking English Language

Options	Numbers	Percentage %
Yes	15	100%
No	00	00%
Total	15	100%

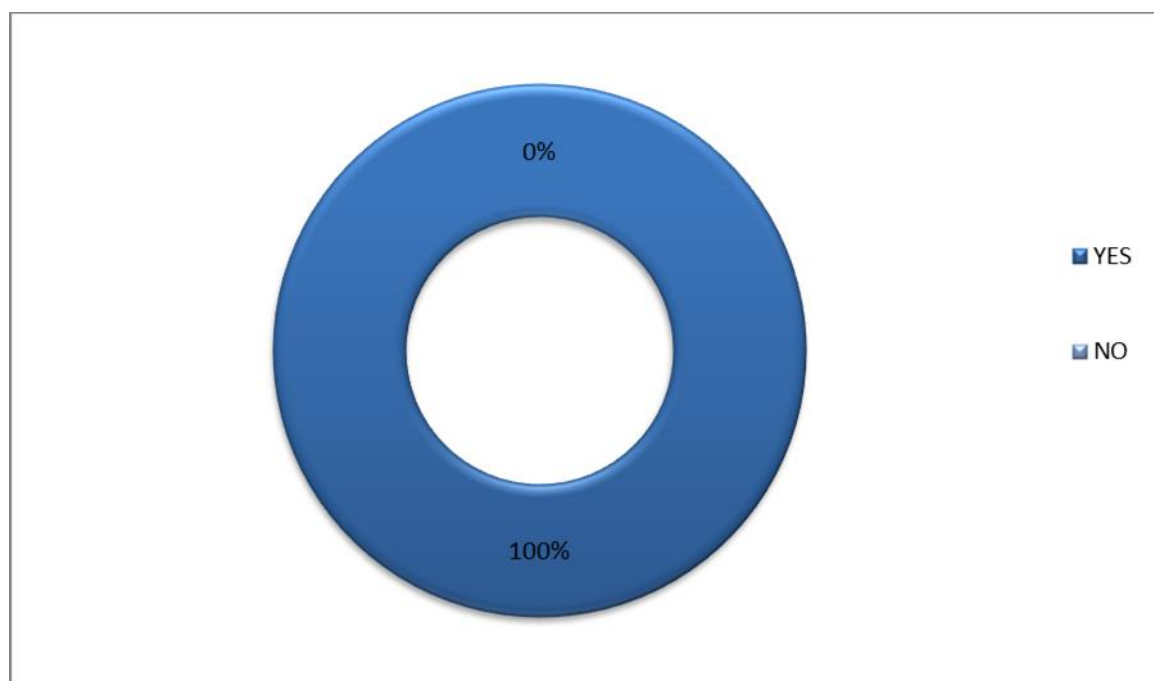


Figure 8: Teachers' Attention to their Pronunciation when Speaking English Language

As shown above, all teachers (100%) answer that they pay attention to their pronunciation when they speak English. The answers of this question support the results of the previous question which found that pronunciation is very important in speaking English.

Item 8: Do you have enough background about EP?

Table 10: Teachers Background about English Pronunciation

Options	Numbers	Percentage %
Yes	07	46,66%
No	08	53,33%
Total	15	100%

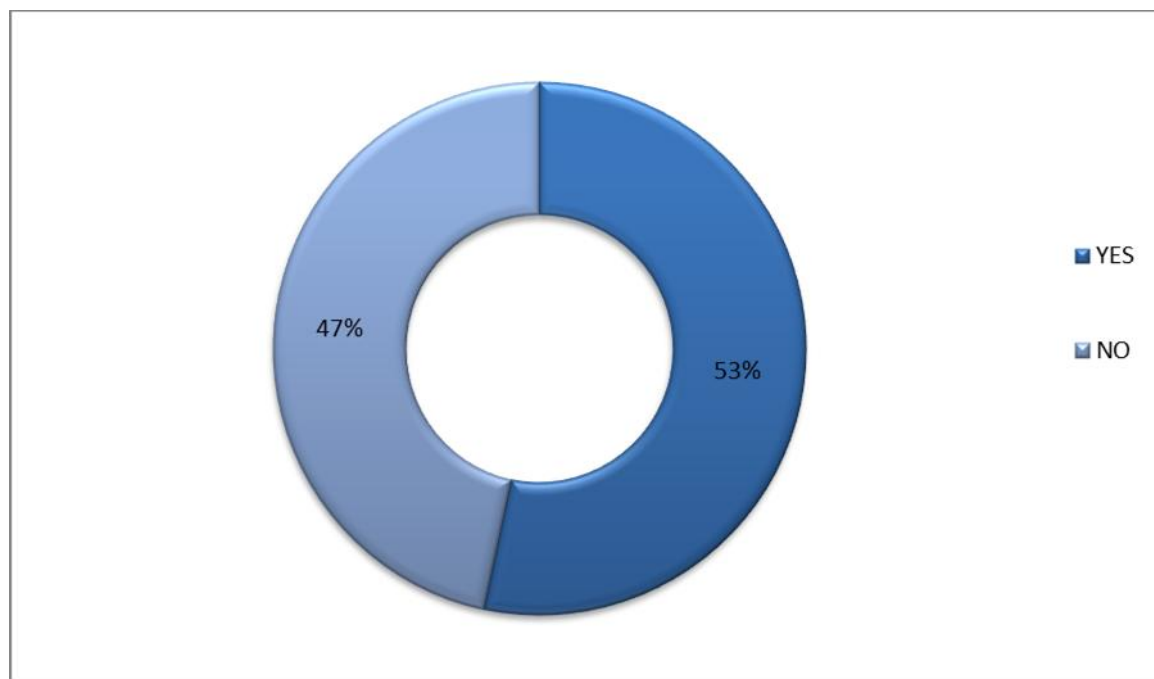


Figure 9: Teachers' Background about English Pronunciation

It is clear from table (8) above that more than half of the teachers (53, 33%) do not have a prior knowledge about the EP. Nevertheless, (46, 66%) of them have some knowledge about the EP. This explains the reason why some teachers think that grammar and vocabulary are more important than pronunciation since they do not have so much knowledge about EP and this is mainly because they have studied it just at university level.

Item 09: Do you believe that EFL teachers should have a correct pronunciation when teaching MS pupils?

Table 11: Teachers' Beliefs about Having a Correct Pronunciation when Teaching Middle School Pupils.

Options	Numbers	Percentage %
Yes	15	100%
No	00	00%
Total	15	100%

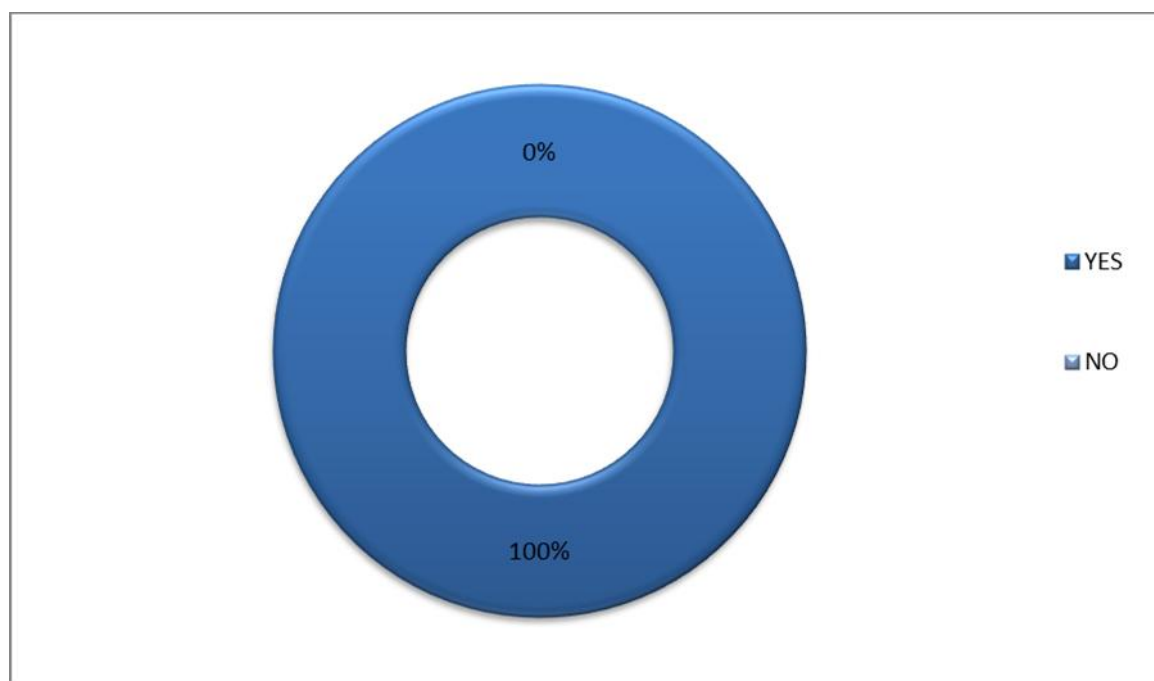


Figure10: Teachers' Beliefs about Having a Correct Pronunciation when Teaching Middle School Pupils.

As illustrated in table (10), all teachers (100%) believe that they should have a correct pronunciation when teaching MS pupils. From these findings, we can deduce that having a correct EP is also important for teachers since EFL pupils usually take their teachers as a role

model to learn the language. Thus, teachers with a bad EP can negatively affect the EP of the pupils to a greater extent.

Item 10: Is teaching EP in MS considered fundamental?

Table 12: The Importance of Teaching Pronunciation in Middle School

Options	Numbers	Percentage %
Yes	09	60%
No	06	40%
Total	15	100%

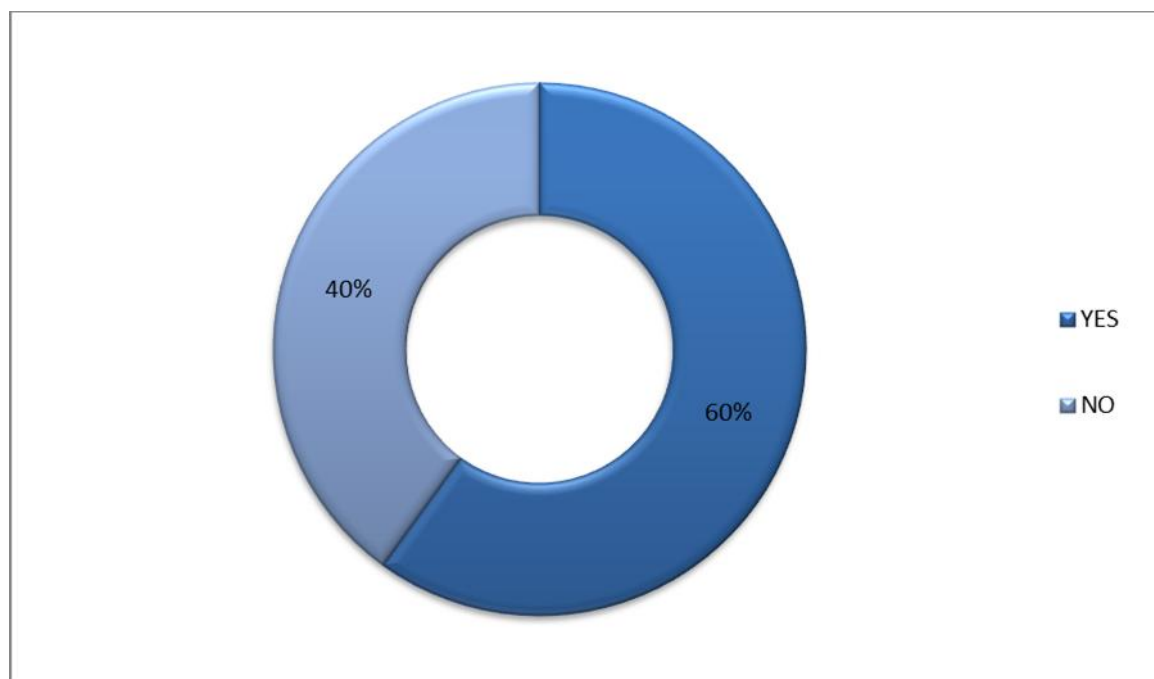


Figure 11: The Importance of Teaching Pronunciation in Middle School

The majority of teachers (60%) claimed that they consider TP in MS fundamental. Yet, they do not devote enough time to teach it. However, (40%) of them consider it not

fundamental. This again supports the idea why the majority of respondents think teaching EP is less important compared to the other language aspects in MS.

Item 11: Does the current curriculum encourage you to teach pronunciation?

Table 13: Teachers Perceptions about the Current Curriculum.

Options	Numbers	Percentage %
Yes	03	20 %
No	12	80%
Total	15	100%

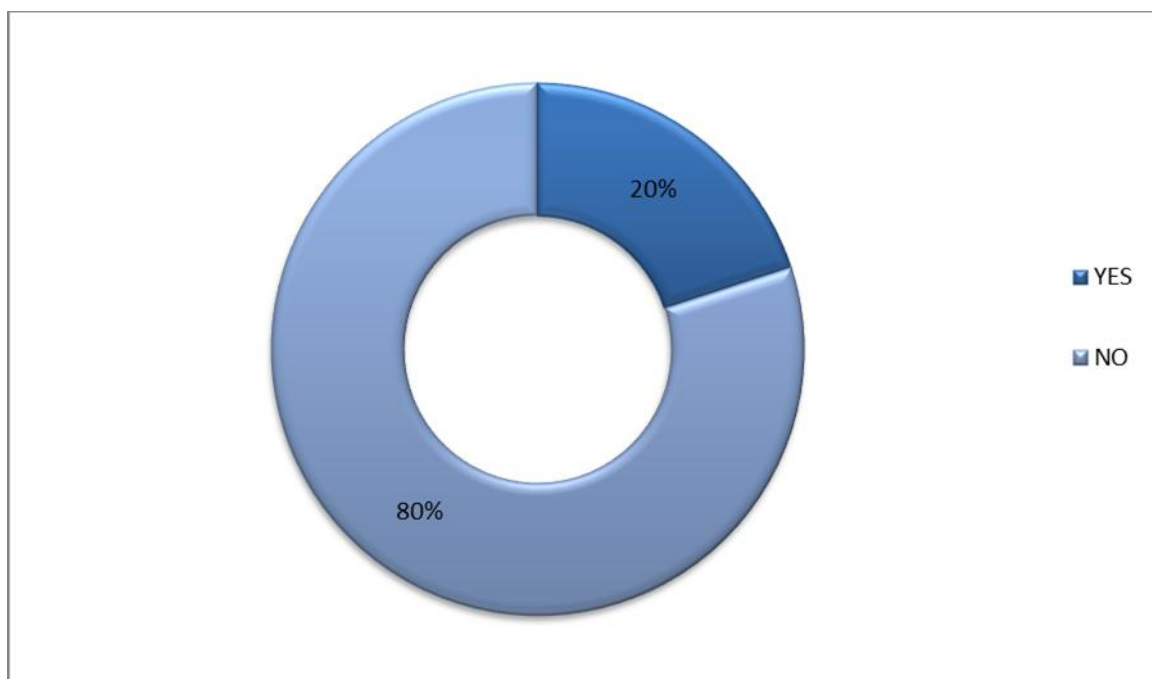


Figure12: Teachers Perceptions about the Current Curriculum..

According to the above results, the majority of teachers (80%) think that the current curriculum does not encourage them to teach EP, while just (20%) of them claim that it encourages them. This may explain why MS teachers do not have time to teach EP.

Item 12: Do you face any difficulties in teaching EP?

Table 14: Teachers Difficulties When Teaching English Pronunciation

Options	Numbers	Percentage %
Yes	12	80%
No	03	20%
Total	15	100%

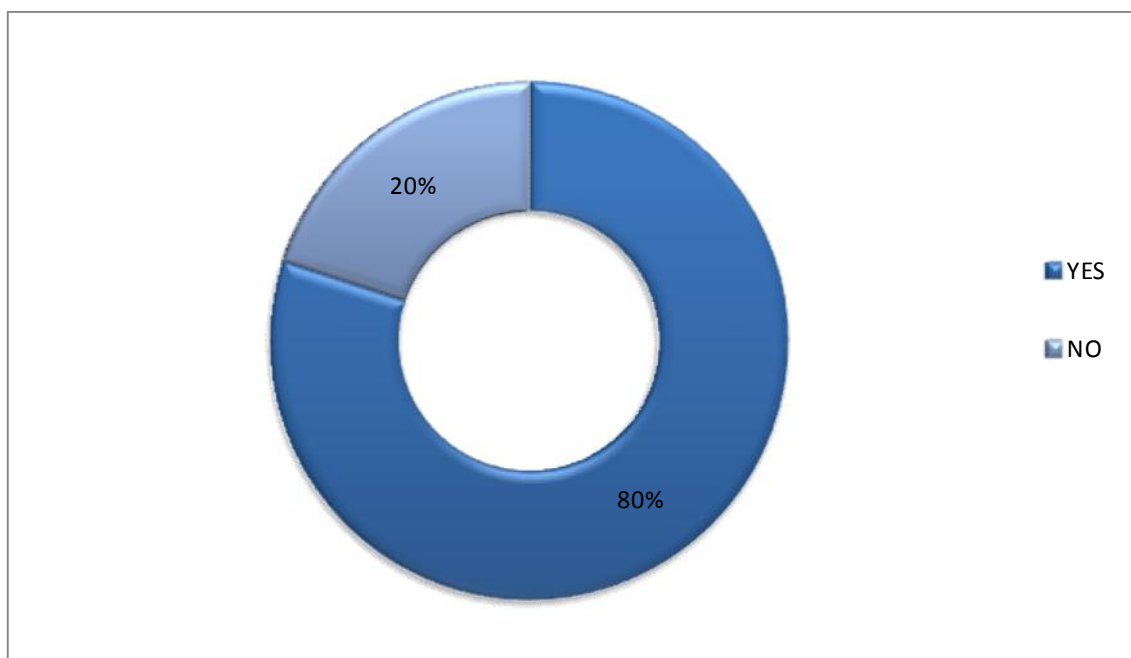


Figure 13: Teachers' Difficulties when Teaching English Pronunciation

The table above indicates that almost all teachers (80%) face difficulties when teaching EP and this is maybe due to the lack of materials and tools. In fact, even textbooks do not encourage the EP instruction. Only (20%) of them do not face difficulties when teaching EP. However, they did not justify their answers.

Item 13: What kind of pronunciation features do you think it is the most difficult to teach and learn?

Table 15: Teachers' Attitudes Towards Teaching Pronunciation Features.

Options	Numbers	Percentage %
The segmental features	01	6,66%
The supra-segmental features	14	93,33%
Total	15	100%

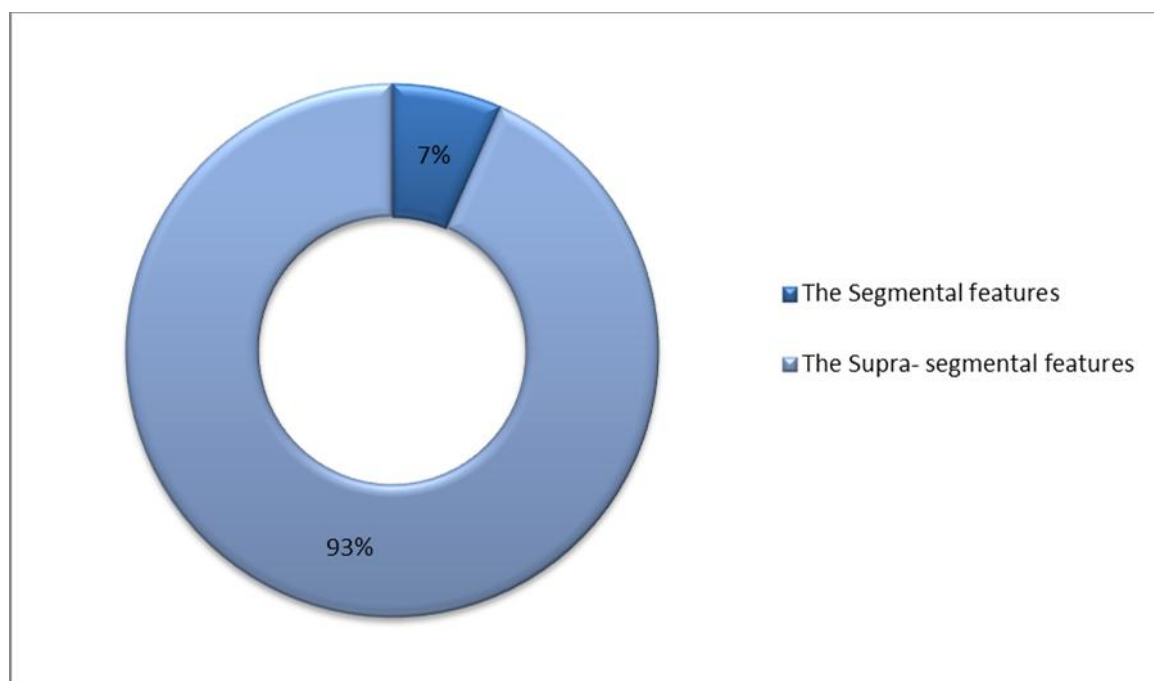


Figure 14: Teachers' Attitudes Towards Teaching Pronunciation Features.

When required to choose between the most difficult pronunciations features to teach, virtually all teachers (93%) have chosen the supra-segmental features as the most difficult features to teach. Whereas, one teacher (7%) claimed that the segmental features are the most difficult ones to be taught.

3.1.3. Section Three: Teachers' Classroom Practices.

Item 14: What kind of activities or practices do you usually use when teaching English pronunciation?

Table 16: The Practices Used to Teach English Pronunciation.

Options	Numbers	Percentage %
Listen and imitation	08	53,33%
Transcription	00	00%
Voicing recording	00	00%
Reading aloud	05	33,33%
Acting out dialogue	02	13,33%
Other	00	00
Total	15	100%

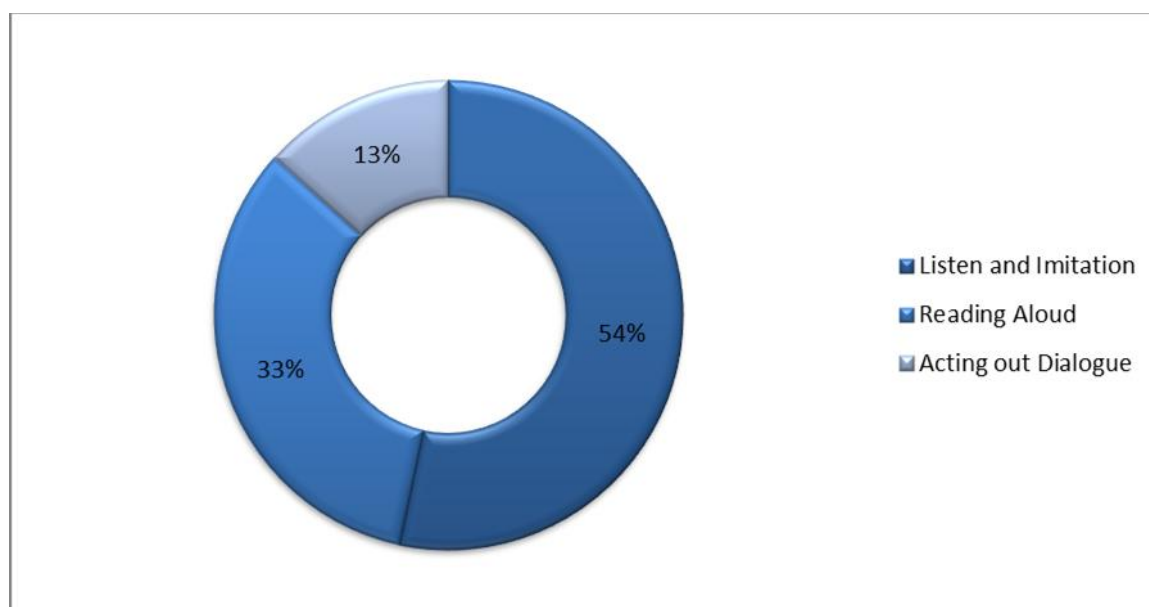


Figure 15: The Practices Used to Teach English Pronunciation.

The results show that (54%) of the teachers use imitation and repetition as the main activity to practice EP, (33%) of them use reading aloud and the rest of them (13%) use the acting out aloud activity.

Item 15: Do you use other materials besides textbooks to teach EP?

Table 17: The Extra Materials Used in Teaching Pronunciation

Options	Numbers	Percentage %
Yes	11	73,33 %
No	04	26,66%
Total	15	100%

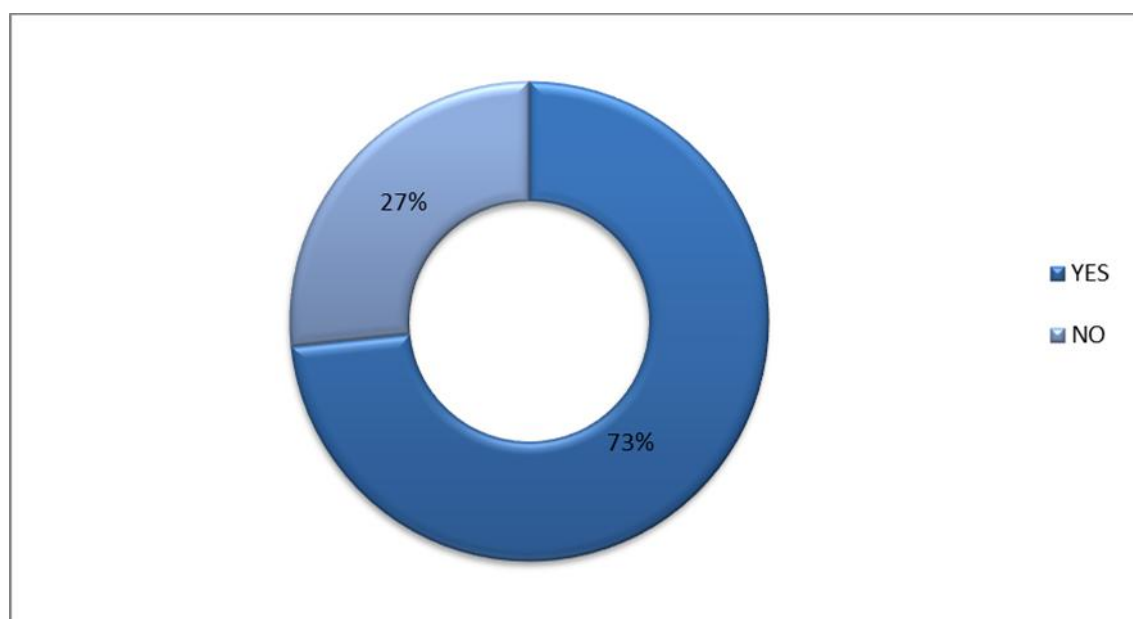


Figure 16: The Extra Materials Used in Teaching Pronunciation

Most of the teachers (73%) claim that they use other material besides textbooks. They have named different teaching materials like flashcards, videos, Songs and audio scripts. However, (27%) of them do not use any extra materials.

Item 16: Do you devote enough time to teach EP?

Table 18: Devoted Time to Teaching English Pronunciation.

Options	Numbers	Percentage %
Yes	04	26,66%
No	11	73,33%
Total	15	100%

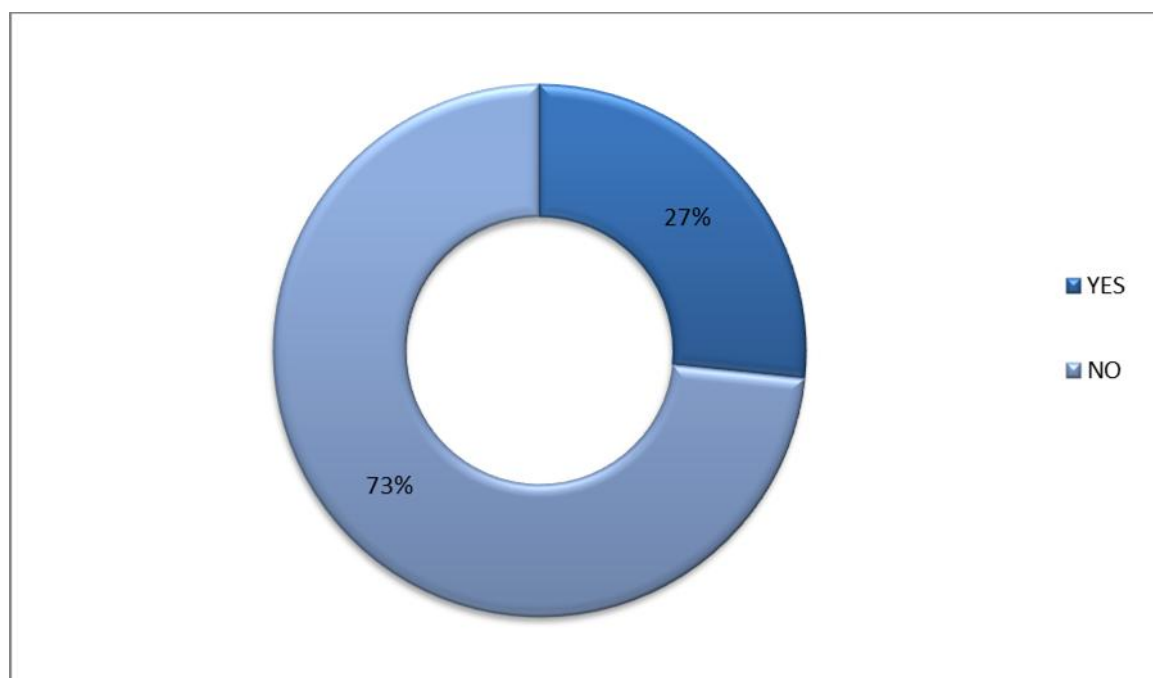


Figure 17: Devoted Time to Teach English Pronunciation.

The results show that (73%) of teachers do not devote time to teach English pronunciation, justifying that they do not have enough time to teach EP since it is not included in the curriculum, and they are obliged to finish the program on time. The rest of them (27%) state that they devote time to teach pronunciation, yet they did not justify their answers.

Item 17: Do you correct your pupils' pronunciation errors?

Table 19: The Correction of Pupils' Pronunciation Errors.

Options	Numbers	Percentage%
Yes	15	100%
No	00	00%
Total	15	100%

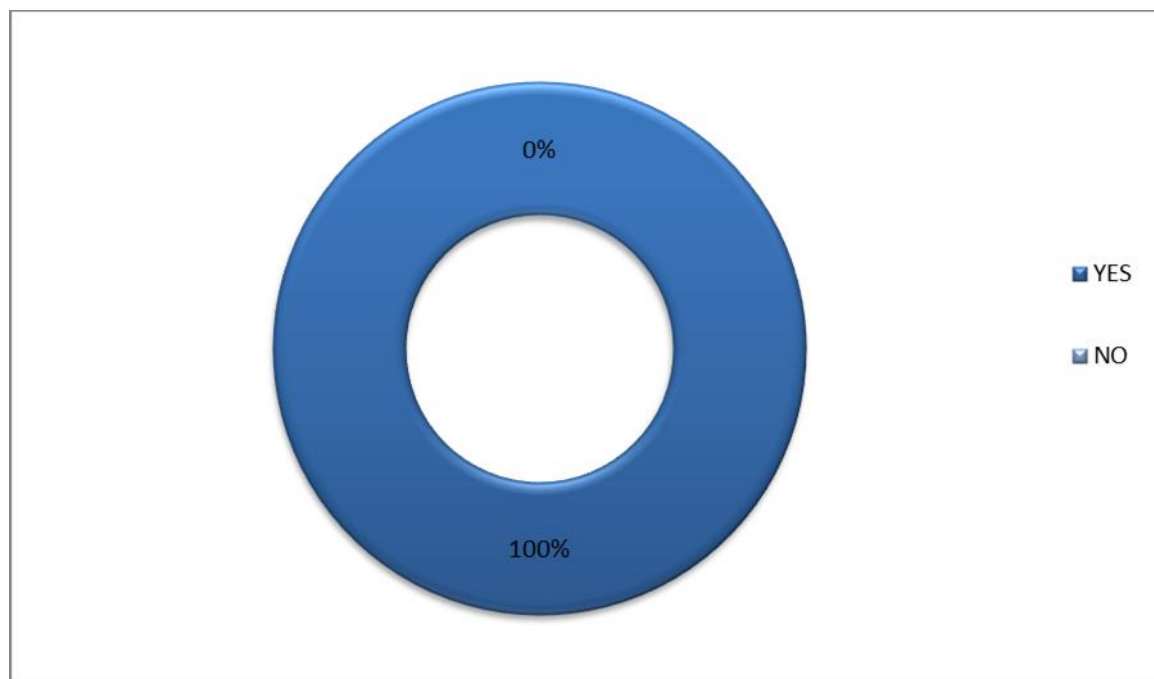


Figure 18: The Correction of Pupils' Pronunciation Errors.

Based on the findings presented in table (12), we notice that all the teachers (100%) agree that they correct their pupils' pronunciation errors since this helps the learners to learn the correct pronunciation of language.

Item 18: If yes, how often do you correct your pupils' pronunciation errors?

Table 20: Correction Frequency of Pupils Pronunciation Errors

Options	Numbers	Percentage %
Always	05	33,33%
Sometimes	07	46,66%
Rarely	03	20%
Never	00	00%
Total	15	100%

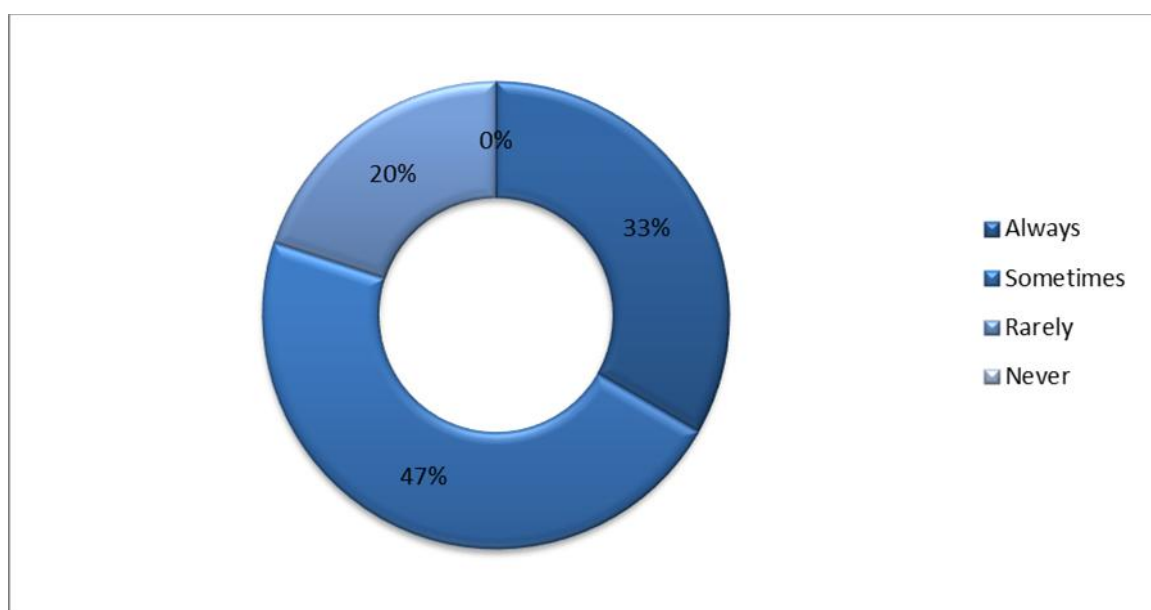


Figure19: Correction Frequency of Pupils Pronunciation Errors

The above table reveals that (47%) of the teachers sometimes correct their pupils pronunciation mistakes, while (33%) of them always correct them. The rest of them (20%) declared that they rarely correct the pronunciation errors of their pupils. This is maybe because they think that using grammatical correct language is all what matters at this stage of learning.

3.2. Analysis of the Classroom Observation

3.2.1. The First Class

3.2.1.1. General Overview of the Setting

We attended two sessions of one hour and a half for each with the first teacher (FT). At the beginning of each session, FT was very mad and furious because of the noise of the pupils. After stopping the noise, the FT started by greeting his pupils and reviewing the previous lesson. Then, he started presenting the course. Concerning the number of the pupils, the whole class contained around 40 pupils. Besides time constraints, the huge number of pupils was one of the reasons why they were not able to practise pronunciation rules orally.

3.2.1.2. Teachers- Students' Interaction

The FT started by asking some questions about the previous lesson to refresh their minds. After that, he started with a short introduction to the new lesson by asking pupils some general questions. The lesson was specifically about healthy foods. However, the pupils were not interested to answer the questions. Throughout the observed sessions, pupils seemed unmotivated, noisy, careless and passive all the time because literally no voluntary participation took place. During the sessions, the FT encouraged the students to participate and speak yet, his way of motivating them was very harsh that made the pupils more afraid to speak. We also have observed that the FT kept using the mother tongue as a way to communicate with them.

3.2.1.3. Classroom Practices

To explain the lesson, the FT used some flashcards of Algerian foods and asked them to talk about their favorite food and whether it is healthy or not. Yet, the pupils did not answer any of the questions, so, the teacher moved on. We noted that the teacher mispronounced some English words as they were French words such as pyramid, vitamins, and nutrients. He has pronounced these words as 'pi amid', 'vitamin', and 'nyt im '. The session lasted for about an hour only and the teacher did not finish the whole lesson.

The second session, the FT started directly by finishing the previous lesson. Then, he proposed a number of activities in a hand-out which was distributed for each pupil. He asked them to do them individually. However, he only chose two exercises whose main focus was learning new lexical words. While reading the exercise, the pupils made some pronunciation errors like the words ancient and village. However, the FT did not correct any of the pupils' pronunciation errors either while or even after finishing reading the activity.

3.2.2. The Second Class

3.2.2.1. General Overview of the Setting

With the second teacher, we attended two (2) sessions of one hour and a half each session. At the beginning of each session, the teacher started directly by presenting the lesson without reviewing the previous lesson. The class contained 37 pupils.

3.2.2.2. Teacher – Students' Interaction

During our observation, pupils remained passive while the teacher was the only one talking. We noticed that the teacher did not involve them or even encourage them to speak. Only five girls were motivated and participated during the practice phase.

3.2.2.3. Classroom Practices

During our attendance, the first session was attributed to teaching a grammar lesson “the passive voice”. The ST started by asking some questions about the lesson, but the pupils did not respond to any of them. After that, the teacher started by asking them to analyse the structure of different sentences. The pupils were afraid to speak, so, the teacher wrote directly the rule on the whiteboard. Furthermore, they were asked to answer the exercise silently which was provided by the teacher. We noticed that during the whole session the teacher did not speak a lot.

In the second session, the teacher started directly by answering the exercise of the last session. Then, he started a new lesson in which he asked his pupils to write a paragraph about a place they want to visit with their friends. He provided them with some ideas and concepts in order to write the paragraph. The pupils worked individually. After thirty minutes, the teacher selected only six pupils to read aloud their production in front of their classmates. However, while they were reading their production the teacher did not listen to them and he wrote his own paragraph on the board. Moreover, while they were reading the teacher did not listen or correct their pronunciation even their classmates they did not pay attention to them. The ST finished the session by giving them a homework which was about describing a monument.

3.3. Discussion of the Findings

Depending on the obtained findings from the different tools used in this study; the teachers’ questionnaire and the classroom observation, we can say that teaching EFL pronunciation in the MS setting seems to be totally neglected.

According to the results of teachers’ questionnaire, we can conclude that MS teachers have positive perceptions and attitudes towards teaching EFL pronunciation in MS since the

majority of them consider it as an important and fundamental aspect to be taught. Also, the results showed that they always try to pay attention to their pronunciation because they believe that middle school EFL teachers should have a correct pronunciation. From these findings, we can say that our first hypothesis is confirmed.

However, these teachers seem to have difficulties in teaching EP as a subject in its own in MS due to a number of reasons including, the lack of knowledge of EP, lack of training, lack of materials and time constraints. These findings corroborate with past research as that of Alsofyani and Algethami (2017) who found that teachers lacked training in teaching pronunciation since that they only received a general training. Besides that, the current curriculum does not support TP in MS because it is barely taught in class. Further, most of the teachers considered TP as the most difficult aspect to be taught since there is no relationship between pronunciation and spelling.

Based on the obtained data, we can also deduce that teachers focus more on the segmental features of pronunciation. This is maybe because it is easier to teach and learn the segmental features compared to the supra-segmental features especially for beginners like MS students. This finding is in agreement with a study conducted by Ya ız,O (2018), but contrary to the study of Alsofyani and Algethami (2017), which found that teachers tend to focus more on teaching the supra-segmental features.

Regarding the practices used for pronunciation instruction, the participants tend to use the intuitive imitative approach. They agreed that they mainly use traditional methods like repetition and imitation, and reading aloud techniques. However, the observation results have shown that the teachers did not integrate any kind of pronunciation practices in the course. In fact, they did not give enough emphasis and value to pronunciation instruction in classrooms because they focused more on teaching grammar and vocabulary. From the classroom

observation, we can say that it is obvious that teachers need more training on both their pronunciation knowledge and on how to teach pronunciation appropriately.

Based on the results of both the classroom observation and the questionnaire, we can say that our second hypothesis is partially confirmed because we have noticed that teachers did not devote enough time to either teach or practise pronunciation in class. Indeed, the observed teachers did not even give a chance for pupils to get involved in the class activities. None of the teachers encouraged their pupils to even communicate in English.

Moreover, errors seemed to be tolerated by the observed teachers since they were very rarely corrected. Actually, the teachers themselves had a very bad language pronunciation as they depend all the time on their mother tongue. This is one of the reasons why MS pupils struggle with their pronunciation and their speaking in general and this causes them to suffer from speaking anxiety. For this reason, MS teachers need to devote more time to teach EP and help the pupils to work on their speaking skill. They also need to integrate more activities and practices that motivate the pupils.

From the insights suggested so far, TP in MS definitely requires subtle revisions and reconsiderations from both teachers and curriculum makers concerning the way this aspect of the language used to be taught and practised in class.

Conclusion

The present chapter presented and analyzed the research findings concerning EFL teachers views about teaching EP in MS. It tried to highlight the common difficulties these teachers face in teaching this feature of language. The most applied activities to practise this feature in classroom were thoroughly discussed based on the observation results.

CHAPTER FOUR

Chapter Four: Limitations, Recommendations, and Suggestions for Further Research

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Introduction

On the basis of our questionnaire and observation results, this chapter tries to offer some recommendations for both the educational system and EFL teachers. It also proposes some suggestions for further research as a way to raise teachers and learners awareness towards the inevitable role of pronunciation in learning English language. This chapter also covers the limitations of the study and the obstacles we have faced in conducting our study.

4.1. Limitations of the Study

Although this research was carefully prepared, there were some unavoidable limitations. A significant limitation is that most of the MS teachers were reluctant to participate in our study. Another limitation was the time constraints since that we were obliged to put our thesis aside for a period of time because of the strike. In addition, the number of our participants was very limited to possibly generalize beyond the context of this study. It was also difficult to evaluate one's attitudes and perceptions as they are hypothetical constructs. For this reason, our informants can not be totally reliable in reporting their beliefs towards pronunciation instruction.

4.2. Recommendations for the Educational System

The Speaking skill is fundamental in the learning process to better communicate in the target language. However, speaking the language requires time. Speaking and pronouncing good English does not happen when learners study just three hours per week. The amount of time that is allotted to English teaching compared to the French instruction is not sufficient. Since that, pupils might learn an accurate grammar or vocabulary, but they could never speak the language or even practise it. Therefore, the educational system should give more emphasis on teaching the EP by giving more time to the practice the language. More lessons

about the different rules of pronunciation should be included in the curriculum and the syllabus.

During our observation, we have noticed that MS teachers do not base their lessons on textbooks. They just follow the syllabus proposed by the Ministry of Education, despite the fact that fourth year textbooks include a lot of pronunciation activities. Hence, teachers need to include more of these activities in their lessons. Provides them only with the syllabus and each teacher has the choice of how to conduct the lesson. The Ministry of Education also needs to include lessons about pronunciation in both the syllabus and the curriculum.

For better results, teachers should receive professional pronunciation training as part of their teaching courses. They should be aware of the different aspects of pronunciation. Therefore, the Ministry should organize conferences like the conference that was conducted by the British Council in 2012. This kind of conferences is very helpful since EFL teachers would learn about the new teaching techniques or gain new practices to adopt them in their classes. Moreover, the inspectors need to put emphasis on TP. They also need to organize some seminars for teachers about EP.

MS teachers should have a language laboratory with all the equipment's in order to develop the pupils' pronunciation. EFL learners should have an environment where they can speak freely and have the chance to use the foreign language.

4.3. Recommendations for Teachers

- Teachers should vary their classroom exercises and activities, including both the written and the oral forms, in order to better value each pupil's pronunciation.
- Teachers should give more opportunity for pupils to speak inside the classroom.

- Teachers should correct their pupils' mistakes and give them feedback on their pronunciation.
- Use different new techniques as a strategy to teach EP.
- Encourage and solicit pupils to speak English inside and outside the classroom.
- Try to include pronunciation in every lesson and exercise, and try to provide the pupils with some pronunciation rules as extra information even if they are not included in the curriculum.

4.4. Suggestions for Further Research

In the light of the present limitations future research can be conducted in the same area taking into account the following suggestions:

- Use teachers interview as another method to support the findings.
- Future researcher can conduct the same study with a larger sample in order to get more data.
- Future research can be conducted regarding pupils perceptions towards pronunciation instruction.
- More research is needed to raise both teachers and pupils awareness towards the importance of teaching and learning pronunciation starting from the MS.

Conclusion

In this chapter, we have dealt with the implications for both the educational system and EFL teachers. Finally, we have provided some basic ideas and suggestions for future researchers who are interested in the topic of EP and other similar topics.

General Conclusion

The principal goal of our research is to investigate EFL middle school teachers' perceptions and their instruction approaches regarding teaching English pronunciation. For this aim, we have put forward two hypotheses to be tested: EFL teachers have positive perceptions and attitudes regarding TP to MS pupils. For this reason, they do incorporate different approaches and methods to practise language pronunciation in class.

The present study was composed of four chapters. The first chapter was the theoretical part, while the last three chapters were the practical part of the study. In this research, the data were collected by means of a self-completion questionnaire and a classroom observation. The observation results were used to support and complement the questionnaire's results.

The results obtained revealed that EFL middle school teachers have positive attitudes regarding TP. Yet, when it comes to their teaching practices, they often used the traditional methods to practise EP. Also, there are some aspects that negatively affect their teaching or practicing pronunciation such as: the lack of training, the insufficient time allotted to teach English language, the lack of technology, and the inappropriate curriculum.

Last but not least, the researcher proposed some recommendations for both the educational system and teachers in order to raise their awareness about the importance of TP in MS. Yet, further studies incorporating a similar design and a larger size of data and respondents are needed in order to verify the conclusions we have advanced here.

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Appendices

- *Appendix A: Teachers Questionnaire*
- *Appendix B: Classroom Observation*

Appendix A

Teachers' Questionnaire

Dear Teachers,

This questionnaire is a part of a research work for a Master degree. The aim of this study is to investigate middle school teachers' perceptions and attitudes towards pronunciation and teaching pronunciation. I would be grateful if you devote some of your time and energy to complete this questionnaire. Your answers will be kept anonymous and will be only used for scholarly purposes.

Ms Berrak Farah

Master student

Department of English

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Section One: Background Information

1. Gender

Male Female

2. Grade Level

_Licence (BA) _Master

3. Actual Status

Permanent Part-time

4. Teaching Experience

From 1 to 3 years
From 3 to 5 years
From 5 to 10 years
More than 10 years

Section Two: Teachers' Attitudes and Perceptions Regarding Teaching

Pronunciation.

5. According to you, which aspect of English language is the most important to teach?

Grammar Vocabulary pronunciation

Why?

.....
.....

6. To what extent do you think pronunciation is important to learning and speaking English?

Very important Important Not so important

7. Do you pay attention to your pronunciation when speaking English language ?

Yes No

8. Do you have enough background knowledge about English Pronunciation ?

Yes No

9. Do you believe that EFL teachers should have a correct pronunciation when teaching middle school pupils ?

Yes No

10. Is teaching English pronunciation in middle schools considered fundamental ?

Yes

No

11. Does the current curriculum encourage you to teach pronunciation ?

Yes

No

12. Do you face any difficulties in teaching English pronunciation?

Yes

No

If yes, what makes pronunciation difficult to teach?

.....
.....

13. What kind of pronunciation features do you think is the most difficult to teach and learn?

a) The segmental features (consonants, vowels... ect).

b) The supra-segmental features (intonation, stress, accent ... etc).

Justify your answer

.....
.....

Section Three: Teachers' Classroom Practices.

14. What kind of activities or practices do you usually use when teaching English pronunciation?

a) Listen and imitation

b) Transcription

c) Voicing recording

d) Reading aloud

e) Acting out dialogue

Others specify

.....
.....

15. Do you use other materials besides textbooks to teach English pronunciation ?

Yes

No

If yes , state them

.....
.....

16. Do you devote enough time to teach English pronunciation ?

Yes

No

Justify your answer :

.....
.....

17. Do you correct your pupils' pronunciation errors ?

Yes No

18. If yes, how often do you correct your pupils' pronunciation errors?

Always	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For further comments, opinions or suggestions, please indicate in the space below

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

Thank you for your collaboration

Appendix B

Classroom Observation Checklist

Teacher name

Date:

Time:

Class:

Number of the pupil:

Lesson:

Checklist

<i>The aspect</i>		<i>Yes</i>	<i>No</i>	<i>Remarks</i>
<i>CLASSROOM PRACTICES</i>	The aspect hi/she focuses on			
	Does the teacher use any extra materials ?			
	Does the teacher devote enough time to practise pronunciation?			
	Kind of exercises the teacher uses			
<i>TEACHERS- STUDENTS INTERACTIONS</i>	Does teacher encourage and motivate students to speak in English ?			
	Does teacher correct students pronunciation mistakes ?			
	Does the teacher use the mother tongue to explain the lesson ?			