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**Teaching Pronunciation in Algerian Public Middle Schools
and Private Language Schools: A Comparative Study**

**A Dissertation Submitted in Partial Fulfillment for the Requirement of
the Master Degree in Didactic of English**

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Dedication

*Yesterday is history,
tomorrow is a mystery,
today is a gift of Allah,
which is why we call it the present*

I dedicate this modest work to:

*The soul of the dearest and wonderful person
who taught me the real meaning of determination,
My example in life, who showed me that failure is a sign of success
and that the path to my dreams is full of obstacles ,*

*The wise woman who made me stronger
and ambitious to make my dreams come true*

My Grand mother

*My source of happiness and success in life, my parents who have raised
me to be the person I am today.*

Thank you for your support.

My beloved sisters, who offered me love and encouragement.

*My little brother **Taha** without forgetting my bird **Khalil**.*

*All my relatives, who have always cared for me
The person who believed in me and was always by my side. Thank you for sharing with
me unforgettable moments. I will remember them the rest of my life*

*My best friends **Amira**, **Feriel**, and **Wafa**. Words cannot describe how grateful I am
to have you in my life*

*All my colleagues and friends, with whom I shared the best memories ever,
I will never forget you*

To myself...years ago

Fella

Dedication

In The Name of Allah,

The most compassionate,

The most merciful, without whom this work would have never been possible.

I dedicate this humble work to:

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*My beloved husband **Riad**”who has supported me all the time and believed that I can do the best.*

*My dearest sister “**Habouba**”, who has always encouraged me and for being always by my side, thanks to her for the sacrifices.*

*My wonderful brother “**Hmizo**” who has supported me; thanks to him for his effort and help.*

*All my family members who have offered me encouragement Especially my grandparents and my aunts “**Faiza**”, “**Sihem**”and “**Souad**” All my family in law, who have always helped and encouraged me to finish*

This work

*My sisters in law “**Sara**”, “**Lamia**” and “**Noura**”.*

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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 Jijel city and Taher. 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.

List of Abbreviations and Acronyms

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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General Introduction

1. Statement of the Problem

Pronunciation is a crucial element for effective communication that plays an important role in foreign language teaching/ learning. Acquiring a good pronunciation is what a learner needs to be a fluent and an accurate speaker. In other words, learners with good pronunciation are likely to be understood even if they make errors in other aspects, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Recently, pronunciation has occupied quite an important place in the field of language teaching/learning as any other aspects of foreign language learning such as grammar, vocabulary, writing and so on.

In the Algerian context, pronunciation has often been a neglected element in the English language syllabi of Algerian middle and secondary schools in the 1980s and 1990s. Nevertheless, the status of pronunciation has changed in the competency-based curricula, implemented in Algerian schools since 2003, which were introduced to provide the learners with the best quality of education and to fulfil the increasing demands of globalisation. Therefore, English pronunciation learning and teaching has become the interest of many Algerian learners who want to achieve a good pronunciation and to improve their English language proficiency in general.

In order to help the learners achieve this goal, teachers need to use effective methods and techniques. Moreover, a positive climate for learning is required, more specifically, the learners need an environment that provides them with enough exposure to the language input and sufficient opportunities to practise their pronunciation. Unfortunately, this is almost a missing part in the Algerian public schools. For the aforementioned reason, some middle school learners join the private sector to improve their proficiency level in English. Hence, this study strives for investigating how the work conditions may have an impact on the teachers' perceptions and practices regarding pronunciation teaching.

2. Aims of the study

The major aim of the present study is to examine the status of teaching pronunciation in the Algerian middle and private schools: the way it is perceived and dealt with by teachers. It investigates mainly the way pronunciation is practised and points out the main problems facing teachers in dealing with this language aspect. In addition to teachers' practices and perceptions in teaching English pronunciation.

3. Research Questions and Hypothesis

The current piece of study attempts to answer the following major research question:

Are there any significant differences between teaching pronunciation in middle and private schools?

This research question is divided into two subsidiary questions:

1. Are there significant differences in teachers' practices in public middle and private language schools?
2. Are there significant differences in teachers' perceptions in public middle and private language schools?

On the basis of the questions mentioned above, it is hypothesized that:

If middle school teachers and private language school teachers have different work conditions, significant differences will be observed in both the teachers' perceptions and practices with regards to pronunciation teaching.

4. Research Methodology

In order to confirm or infirm the hypothesis of this research, it will be more appropriate to use a questionnaire, which will be administered to a sample of middle and private school teachers in order to assess their perceptions and teaching practices in teaching English pronunciation in different middle and private schools. This study is rooted in the quantitative research design.

5. Structure of the Study

The present study consists of two main parts. The first part is theoretical while the second is a practical one. Preceded by an overall introduction, the first part is the theoretical foundation of pronunciation. It is divided into two chapters. The first chapter spot the light on teaching English at the middle school level and at private language school. It describes the Algerian educational system and its reforms, the status of teaching English as a foreign language in the Algerian middle schools as a result of globalization and English as a lingua franca. The second chapter highlights some general considerations about English pronunciation. It focuses on the sound system of English (segmental and suprasegmental features), spelling and pronunciation, in addition to the importance of teaching pronunciation, approaches to pronunciation teaching and the factors affecting pronunciation learning and teaching as well. It also covers some activities used for teaching pronunciation.

The second part of the study involves field investigation. It describes the sample and the two questionnaires that are used to collect data, one for the middle school teachers and another for the private language school teachers to get their perceptions and practices of pronunciation teaching. Hence, the chapter focuses on the findings obtained from the two questionnaires in addition to a discussion of the results. Some pedagogical implications and the limitations of the study are also discussed.

Introduction

This chapter sheds some light on the most current approach to English language teaching that has implemented in the Algerian schools Competency Based Approach (CBA). It focuses on the Algerian educational system and the school reforms, the English language and globalization, English as a lingua franca and English as a foreign language in the Algerian middle school. Before discussing the implementation of the CBA approach in Algeria, the two concepts of competency based education and competency based approach had defined. The last part is concerned with private schools, focusing on the definition of private school and the imergence of private language schools in Algeria.

1.1. The Algerian Educational System

The educational system is a priority matter for any responsible authority in the world. Many teachers believe that good educational system means good future learners i.e. the educational system should be well organized to prepare competent learners. Before discussing the Algerian educational system, it is worthy to mention that the linguistic situation in Algeria is complex (Bouchair, 2018). While Algerian Arabic is considered as the mother tongue of the majority of the population and Tamazight as the mother tongue of the Berber population, Standard Arabic, which greatly differs from Algerian Arabic, has the status of a second language. Moreover, French plays a role in Algeria. Officially, it is regarded as the first foreign language despite of the fact that some consider it as a second language. As far as English is concerned, it is considered as a foreign language because it only plays a role in education and has no social function.

Bouchair (2003) stated that from 1962 until 2003, three school systems have existed in Algeria. In the 1960's it was the inherited, in the 1970's it was the transitional system and the new Algerian system from the 1980's until 2003. Starting from 2003, the year that witnessed

major educational reforms and changes, the previous system divided into the fundamental, the secondary and the tertiary was replaced by the one that is based on 5+4+3 model (five years at the primary school, four years at the middle school and three years at the secondary school).

The middle school is for a period of four years: first year middle school (1AM), second year middle school (2AM), third year middle school (3AM) and fourth year middle school (4AM). The age of admission to the middle school is between eleven (11) and fifteen (15) years. By the end of the final year, the students will pass a B.E.M exam that allows them to join the secondary school.

In this current Algerian school system, French has introduced as the first foreign language in the third grade of primary education. Concerning English, it is introduced as the second foreign language in the first year middle school (1AM) when the learners are aged 11-12 and is taught as a subject until the last year of secondary education to learners aged between 17 and 18. At the middle school level, the learners have 3 hours tuition per week in the four years. In contrast, time allowance varies according to the year and to the different streams in the secondary school: from two hours (for scientific streams) to three hours (literary streams) in the first year and from three hours (for all streams except Letters and foreign languages streams) to four hours (for Letters and foreign languages streams) in the second and third years (Bouchair, 2018).

1.2. English and the School Reforms of 2003 in Algeria

1.2.1. English as a Lingua Franca and Globalisation

Nowadays, many speakers from different countries use English language as a means to communicate with one another. So, English is considered as a major means of communication in international contexts, not only between non-native speakers and native speakers but also between non-native speakers and other non-native speakers. Jenkins (2012, p.486) said that “English has served as a means of communication among speakers of different native languages

(i.e. a lingua franca) of many countries”. This means that English Speakers have different native languages and backgrounds. These speakers use English as the language in order to communicate, interact and understand one another. The idea of English as a Lingua Franca (ELF) has been discussed thoroughly by Jenkins (2000) who proposed the lingua franca core (LFC).

Jenkins (2000, cited in Bouchair, 2018, p.54) pointed out that “many pronunciation courses are still based on the premise of “NS-NNS” interaction and neglect the fact that learners are now interacting far more with other L2 speakers” and that learning English is not a matter of only non-native speakers of English, but of English native speakers too.

Due to its widespread use as a ‘lingua franca’, English has, nowadays, become the first international language. A significant percentage of the world’s population speak language in one form or another: as a Mother tongue, as an L2, as a FL, as a lingua franca. In other words, most of the world now is speaking English. According to Bouchair (2018), “the rise of ELF has led Celce-Murcia et al. (2010) to add another distinction, the English as an International Language setting” to the two traditional settings, English as a Second Language and English as a Foreign Language. According to Jenkins (2000, cited in Bouchair, 2018, p, 55), “English is considered as a major means of communication in international contexts, not only between NNSs and NSs but also between NNSs and other NNSs from a variety of L1s” . Bouchair (2018) added “as a means of global communication, English is used internationally not only among NNSs and NSs but also among NNSs and other NNSs”.

Moreover, English is considered as a global language because it is affected by the emergence of globalization. Thiruvengadam (2013, p.1) stated that “globalization is a process of the integration of different cultures, languages, organisations, countries, etc. from the globe”; i.e.it means that different economies, societies and cultures are integrated, connected and become similar to each other. For that reason globalization is covered everywhere in the world

and English language in the field of education has undergone great changes to adapt to the requirements of a new era of globalisation.

1.2.2. An Overview of Competency-based Approach

Before tackling the concept of CBA, it is of crucial important to define the two key concepts “competence” and “competency”. Business dictionary (as quoted in Chelli, 2010, p. 3) defined the term competence as “a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or a situation”. It means that competence indicates sufficiency of knowledge and skills that enables one to act in different situations successfully. Similarly, the Oxford Learners’ Dictionary (2018, p. 85) defined the word “competence” as “the ability to do something successfully and efficiently” while the word “competency” is defined in the Cambridge Advanced Learners’ Dictionary and Thesaurus (2018, p. 170) as “an important skill that is needed to do a job”. Competence, then, refers to a person’s general ability while competency is used to describe a person’s ability to perform a given task.

The growing need for learning foreign languages during the last decade led to the emergence of various teaching methods and different approaches that attempt to provide the students with the appropriate ways to make the acquisition of foreign language learning as successful as possible. The CBA is among the most recent teaching approaches that revolutionized the said field by its principles. Bouchair (2018) pointed out that “ At present, the competency based approach is an issue which is much discussed as many countries from different parts of the world are implementing competency based curriculums” and quoted Richards (2015,p 79) “recently, competency-based frameworks have become adopted in many countries, particularly for vocational and technical education” and that “they are also increasingly being adopted in national language curriculums”.

Competency based education emerged in the United States in 1960's. According to U.S office of education (1978, as stated in Chelli 2010, p. 12), competency based education is "Performance-based process leading to demonstrate mastery of basic life skills necessary for the individual to function proficiently in society". We can simply say that the major concern of CBE is the product not the process. For Richards and Rogers (2001, p. 141) "CBE addresses what the learners are expected to do with the language rather than what they expected to learn about. It advocated defining educational goals in terms of measurable description of knowledge, skills, and behaviors that students should possess at end of a course study".

Boyatzis, 1982; McLagan, 1996 (as cited in Muratbekova-Touron 2007, p. 2) argued that the competency model used by managers of Anglo Saxon countries is defined as "the set of desired competencies – skills, knowledge, attitudes, underlying characteristics or behavior – that differentiate effective performers from ineffective". However, Nkwetisama (2012) maintained that the competency based approach/ the pedagogy of integration or the outcome approach demands the putting together of all the knowledge, know-how and attitudes needed for solving real life problems or situations.

As for the principles of CBA, Bouchair (2018, p.83) cited Richards & Rogers (2001, 2014)) who argued that Auerbach (1986) made a useful account of eight features that are involved in the implementation of competency-based education programs in language teaching:

1. A focus on successful functioning in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/ skills required by the situations in which they will function. These forms are normally determined by needs analysis.

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

Richards (2015, cited in Bouchair, 2018) highlighted that these “eight features which are involved in the implementation of CBLT programmes in language teaching, in its early days...are true of many such programmes today”.

1.2.3. English Language Teaching and The Competency Based Approach in Algeria

Due to globalization, speaking English becomes the interest of a growing number of learners around the world .Algeria as many other countries give noticeable important to foreign languages, especially English. For that, the Algerian educational policy has adopted a new

educational system characterized by the use of CBA in 2002 as a first step in the educational reforms. The setting approach centred on the learners and the development of their capacities in order for them to acquire competency in English, in the most effective possible way. By framing the aim of the curriculum in terms of competency, the focus is on what learners can actively do in and with the language rather on a discrete list of terms they are expected to remember.

For Comission Nationale des Programmes (2004), EFL teaching is promoted in CBLT in the sense that the learners should be able to use it to communicate and not to keep their linguistic knowledge passive. Learners are trained to communicate orally and in the written form, since their first year of the middle school education. For that reason, they should master different functions with the use of a set of linguistic forms. On the other hand, Benadla (2012) stated that the English syllabus for the middle school four years aims at achieving linguistic, methodological and cultural objectives. The learner should achieve a certain communicative competence that enables him to communicate effectively. Benadla (2012) argued that none of the four linguistic skills should be neglected. Since in the first year middle school, the learners are trained on listening and speaking, including pronouncing the different English sounds. They are also, exposed to written texts in which they explore different functions and different linguistic forms which they should reproduce later. Learners become responsible for their own learning so that they should manage how to learn. They are exposed to other cultures where they gain awareness toward the differences and similarities between their own culture and the target ones; so that their tolerance is raised –as a sign of globalisation-.

As aforementioned, the Algerian Educational System has witnessed a sequence of reforms on the level of methods and approaches as well as the academic years. Benadla (2012) said that since the independence (1962) the Algerian education system has witnessed many changes in the teaching methods. The grammar translation method was inherited from the

French colonization syllabi; later on the audio lingual method was adopted because of the behaviourist approach relying on the principle of stimulus-response, as a result of these two methods learners were not able to communicate effectively.

For this reason, there was a need for more efficient approach to cover the failure of the previous ones; the appearance of communicative approach in the 1980's was the best option to cover learners' weaknesses towards communication. After that, it was the urgent reform at all educational levels in order to remedy the problem found in the previous system. The changes were not restricted just to the academic years but in the teaching approach as well; i.e. the previous methods were focusing on the teaching with objectives but it was substituted by teaching methods that were using Competency Based Approach (CBA) principles .So, after these changes it was the emergence of CBA within the Algerian schools, its goals is to modernise, to develop Education and to face globalization.

According to Chelli (2010), it is an educational movement that aims to harmonize knowledge, behaviours and skills the students would acquire at the end of each learning sequence. Chelli (2010) adds that the CBA (Competency Based Approach) is referred to as an outcomes approach. In other words, it focuses on what students are expected to be able to do with the target language rather than the learning process. On the other hand, Richard and Rogers (2011) argued that Competency Based Language Teaching approach (generally shortened to CBLT) is an attempt to generalize the application of competency based approach to the field of foreign and second language instruction. Wong (2008, p. 4) maintained that in CBA, "the focus moves from what students know about language to what they can do with it". Another comprehensive definition as presented by the Ministry of National Education in the national programme of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003)., which is:

... a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before (p. 4)

This new approach aims to prepare more competent learners who are able to relate what they have studied at school to their everyday life settings. In this regard, Bouchair (2018, p2) points out

As expressed in the Algerian official syllabuses, the competency-based Approach seeks to help the learners act in real-world contexts effectively and, accordingly, it articulates the link between what students learn in school and the everyday uses of the language.

1.3. Teaching English pronunciation in The Algerian Middle School

Bouhadiba (2006, as cited in Benadla 2012) said that in the 1980s teaching English as a foreign language has witnessed a dilemma, because of the teaching methods that were adopted; i.e. EFL learning has reached an alarming situation in which it was divorced from its communication nature . It became, thus, treated by the learners as a mere subject and it became learnt only just to get the average to pass to the next level.

Benadla (2012) showed that in the educational reform, teaching EFL was a very important issue more than before because of being the language of globalization. As aforementioned, it is EFL is compulsory in the four years of middle school and the three year of secondary education.

In specifying the link between EFL teaching in Algeria, the emergence of globalisation and the importance of pronunciation teaching, Bouchair (2018, p. 51) argued:

The rise of English as a lingua franca, the revolution in the means of transport and communication technology as well as globalization

have increased the chances of the use of spoken English as the medium of online and offline communication by native and/or nonnative speakers to unprecedented levels. This situation has accentuated the need for pronunciation instruction which is capable of enabling English as foreign language learners to reach an acceptable level of intelligibility. As a consequence, in recent years, increasing attention has been paid to different aspects of pronunciation pedagogy so as to render it more amenable to the achievement of this goal.

Bouchair (2018) also argued that it is necessary to incorporate pronunciation in a model based on the CBA. As aforementioned, the CBA focuses on developing the learners' competencies to function successfully in society and stresses the link between the language as it is taught in class and as it is used in real life situations. According to her,

Over the last decade, it is argued that that pronunciation is an indispensable component of achieving communicative competence, especially in the era of ELF. So, pronunciation needs to be incorporated in CBLT classes where the major goal of instruction is enabling the learners become competent listeners, speakers, readers and writers of the language.

Bouchair (2018, p. 144)

At the middle school level, students start learning pronunciation right from the first grade in the middle school and throughout the following three years. The pronunciation component is assigned an important role in the four textbooks, "My new book of English, Year One" designed, "My new book of English, Year Two", "My Book of English, year three" and "On the Move" for 1AM students, 2AM students, 3AM students and 4AM students, respectively. Pronunciation activities are included in all the units of the textbooks. While the first textbooks

focus on the segmental levels only, the other ones cover both the segmental and the suprasegmental levels.

1.4. The Private Language Schools in Algeria

1.4.1. Definition of Private Schools

Oxford advanced learners dictionary (2000, p. 1006) defined Private school or independent school as “a school that receives no money from the government and where the education of the students is paid for by their parents”. A similar definition was provided by Cambridge advanced learners dictionary (2003, p.987) “a school which does not receive financial support from the government”. So, non-public schools are schools that are not governed by local government and education there is not for free. The latter have the ability to create their own curriculum. Although, they must follow the same basic courses as local public schools did. These schools also have the option to add various elements to their programs, perhaps more than local public schooling options. In addition to the independence regarding the curriculum, they are independent regarding the mode of examination, payment of teachers as well as admission criteria of students.

1.4.2. Private Language Schools Vs Public Schools

Scholfield and Gitsaki's (1996 as cited in Khoshima & Toroujeni 2017) comparison between ELT (English Language Teaching) in government schools and private institutes shows noticeable results on the part of private sectors. Scholfield and Gitsaki's (1996 as stated in Khoshima & Toroujeni 2017) attributed the success to the reasons including stringent environment and greater disciplines. Private schools have reputations for maintaining high standards for discipline and respect which greatly improves the quality of the child's educational experience and achievement.

Class size is another criterion that makes a difference between public Schools and Private schools. Arguably, the smaller the class size is, the better the student performs is on

educational tests; small classes offer a comfortable atmosphere and create equal opportunities for learners to practice the language appropriately unlike the public overcrowded classes. Another condition among which private schools differ from public ones is the number of teaching sessions. The private sectors provide extra sessions in comparison to the public ones in order to satisfy their learners' different needs.

In addition to class size, the use of materials has a significant role. Using technological materials in the teaching/learning process is a major difference between the two systems where the use of computers, data shows, and taped materials is something necessary for all the private sectors. The latter make use of them in every single lesson to facilitate the process for their learners and to make sure that they learn that foreign language in its natural setting (listening to native speakers' conversations, and chatting with them).

Another factor that differentiate private language schools from public schools is the programs' aim where the private ones aimed to move beyond the traditional underlined goals (focus on mastering grammar, and vocabulary). Apparently, it aimed to enhance basic proficiency of English and to improve students' language communicative skills. In public schools, nation-wide textbooks are developed and published by the Ministry of Education for teaching the English language whereas in private language institutes, a variety of ELT packages and series such as American English Files, Interchange, Headway, Top Notch, etc are used depending on their policies and underlined goals. According to Gyasi (2017), public schools are largely free for all pupils but those who attend Private Schools do not enjoy free education. Gyasi (2017) added that another distinction between these schools is the academic performance of the pupils. For instance, pupils in public schools appear to perform better in the examinations and academic achievements than those in the public schools.

1.4.3. The Appearance of Private Schools in Algeria

Teaching EFL is a challenging task in Algeria. English was taught in the Algerian public with the some key objective such as having access to the new technological and scientific developments, dealing with a large amount of information, particularly on the net, and promoting intercultural understanding and exchanges with the global society. In spite of these noble causes, teaching and learning English in Algeria is not satisfactory in public schools. Therefore, to remedy the weaknesses of teaching English at public schools on the one hand and the necessity of the English language acquisition on the other hand, various private language schools have been established in Algeria years ago. The Algerian government made the decision of allowing some experts in the field to open private schools so as to cover the issue. The conditions in the private language schools meet to a great extent learners' needs and offers an ideal learning context.

Conclusion

This chapter was devoted to describe the educational context in Algeria. The latter has witnessed many changes in the last decades as the implementation of CBA in Algerian middle schools. The abovementioned approach follows new language teaching trends, such as producing communicatively competent learners and aligning language use in the classroom context to real-life contexts to enhance life-long learning. The appearance of private sectors remedies the weaknesses of teaching English at public schools; the majority of young learners join them looking for a naturalistic way to learn EFL and to have a great exposure to the language input.

Introduction

This chapter is devoted to discuss an important aspect of language, which is pronunciation. It presents a definition of pronunciation and components of pronunciation, focusing on the English sound system (segmental and suprasegmental features). Also, it sheds light on the importance of teaching pronunciation, the factors affecting pronunciation learning like age, personality, attitudes, motivation, and concern for good pronunciation as well as the exposure to the target language (TL). It also carried out with the history of pronunciation; talking about approaches to pronunciation teaching in addition to pronunciation in the major approaches and methods. Finally, this chapter discusses some suitable activities to improve learners' pronunciation.

2.1. Definition of Pronunciation

According to Cook (1996, as cited in Gilakjani, 2012, p. 2), "Pronunciation is the production of sounds. Pronunciation is learned by repeating sounds and correcting them when produced incorrectly. When learners start learning pronunciation they make new habits and overcome the difficulties resulted from the first language". In Oxford Advanced Learner's Dictionary (2005, p. 1217), it is defined as "the way in which a language or a particular word or sound is pronounced or the way in which a particular person pronounces the words of a language". For Richard and Schmidt (2002 as cited in Gilakjani, 2012) pronunciation refers to the process of producing certain sounds. A very similar definition is provided by Yates (2002 as cited in Gilakjani, 2012) who stated that pronunciation is the production of sounds that are used for making meaning.

Most of EFL learners think of pronunciation as the same as phonetics and phonology; they find a difficulty to differentiate between these terms. For that, it is of capital importance to refer to the distinction between the three.

Lopez (2018) said that pronunciation takes place when the different speech organs articulate together to produce certain sounds. Phonetics, on the other hand, refers to the study of these sounds, which can be represented by written symbols.

Another distinction is made by Tharpe (2017), who argued that phonology is the study of the sounds and their relationships that exist in a language; different languages have different phonologies, whereas Pronunciation is the way in which these sounds are spoken.

From the distinction above, it can be concluded that phonology is what the sounds are in a language, yet pronunciation is how we say them.

Researches and scholars from different fields come up with different definitions for phonetics and phonology. For that many distinctions were provided.

Reetz and Jongman (2009), maintained that Phonetics is a part of the wider field of linguistics that deals with the sounds of speech in terms of production, perception and representation. Rogers (2000), on his part, pointed out that phonetics is concerned with the sounds we make in speech: how we produce them, how these sounds are transferred from the speaker to the hearer as sound waves, and how we hear and perceived theme". On the other hand, Pennington (1996), argued that Phonology attempts to account for how speech sounds are combined, organized and convey meaning in particular language. In the same vein, Huber and Mukherjee (2009) and Skandera and Burleigh (2011) stated that phonology deals with the speaker's knowledge of the sound system of a language.

So, whereas phonetics deals with the nature of sounds, phonology describe the way these sounds function within a given language.

2.2. Components of Pronunciation: The Sound System of English

Pronunciation consists of two main components: segmental and suprasegmental features. Segmental features are concerned with individual sounds of vowels and consonants; whereas suprasegmental ones work at the level of words and sentences such as stress, intonation, and linking.

2.2.1. Segmental Features of Pronunciation: Vowels and Consonants

Segments are the phonological units of any language produced in a very short duration. They include individual sounds of consonants and vowels that form words and utterances.

2.2.1.1. Vowels

Vowels are sounds in which air passes without any complete closure or narrowing between the organs of speech; i.e. air passes freely from the larynx to the lips. Hence, all vowels are voiced. Underhill (2005), viewed that when producing vowel sounds, the vocal cords are open so that the flow escapes over the tongue without any obstruction. The sound vowel is characterized by the shape and size of the resonating space in the mouth and it is determined by the horizontal position of the tongue (front-center-back), vertical position (high-mid-low), the lips position (rounded-neutral-spread) and vowels' duration (long-short). Rogers (2000), discussed the same idea stating that the production of vowels requires a more open vocal tract than it is for consonants. For him, two elements are involved in the production of vowels: the shape and position of the tongue in the mouth and the lips' shape.

English vowels are divided into three types: simple vowels also known as pure vowels or monophthongs (one vowel), diphthongs (two vowels in a sequence) and triphthongs (a sequence of three vowels). The English pure vowels include /ɪ/, /i:/, /e/, /a:/, /æ/, /ɜ:/, /ʌ/, /u:/, /ʊ/, /ɜ:/, /ɔ:/ and /ɒ/. The Diphtongs comprise /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ while the triphthongs are /eɪə/, /aɪə/, /ɔɪə/, /əʊə/ and /aʊə/

2.2.1.2. Consonants

According to Underhill (2005), Consonant sounds are made by restricting or blocking the air flow in some physical way, and this restriction, or the release of the restriction, is what gives the Consonant its characteristic sound. For Knight (2012, p. 9) “consonants are sounds made with a lot of constriction in the mouth so that the air coming up from the lungs getssquashed. Consonant sounds also tend to occur at the start and end of syllables –for example, like those at the beginning and end of the words ‘dog’, ‘cat’, ‘pen’ and ‘tub.’ ”.

Consonants are classified along four dimensions: Place of articulation, manner of articulation, voicing (voiced or voiceless) and force of articulation (fortis or lenis). According to Rogers (2000), the place of articulation is the place in the vocal folds where the air flow is blocked. There are eight places of articulation in English: Bilabial, Labiodental, Dental, Alveolar, Post alveolar, Palatal, Velar, and Glottal. Another dimension along which consonants can be classified refers to the degree and kind of obstruction in the vocal trace. Reetz and Jongman (2009, p. 15), pointed out that “The air stream can be completely blocked, it can be impeded, or it can be diverted through the nasal trace”. This dimension is known as The Manner of Articulation that includes Plosives or Stops, Fricatives, Affricates, Nasals and Approximants also called Semi-vowels. Consonants are also classified as being voiced or voiceless. A sound produced while the vocal folds are vibrating is called a voiced sound and a sound produced while the folds are not vibrating is called a voiceless sound. All vowels are voiced, but consonants can be either voiced or voiceless (Roach, 2009).

Another important feature along which consonants can differ is the force of articulation; it is the degree of force needed to produce a sound. Some consonants are produced with more muscular effort and greater breath force others has less muscular effort and less breath force. For example, the English consonant /t/ is usually described as an alveolar plosive voiceless Fortis consonant while /m/ is described as bilabial nasal voiced lenis.

2.2.2. Suprasegmental Features of Pronunciation

Most of EFL learners find problems to learn the suprasegmental features of English thinking that mastering these aspects is something difficult. Despite the fact that prosodic features /macro features are of great importance, learners should pay more attention to them.

(Celce-Murcia et al., 1996, p. 3) defined suprasegmental feature as “aspect of pronunciation that effect more than one sound Segment, such as stress, intonation, and rhythm- the musical aspect of pronunciation”. Murray and Christison (2011), pointed out that suprasegmental or prosodic features play a crucial role in helping learners to differentiate words, phrases, and even sentences. The most important suprasegmental features include stress, rhythm and intonation.

2.2.2.1. Stress

Stress refers to the degree of force with which a speaker pronounces a syllable or a word. According to Kelly (2000, p. 66) “each stressed syllable in a word in isolation, also has a change in the pitch, or the level of the speaker’s voice, and the vowel sound in that syllable is lengthened. Low (2015), argued that the production of stress requires three essential points: by increasing the respiratory muscles and producing a great loudness, by exaggeration of consonant and vowel properties and by exaggeration of pitch. In the same vein, Kelly (2000), added that stressed syllables are those syllables that are characterized by three main features: loudness, pitch change and a longer syllable. Roach (2009, p. 73), from his point of view, claimed that: “stressed syllables depend on the speakers using more muscular energy than it is used in unstressed syllables. Stress operates at the level of words (referred to as word stress) and of utterances /sentences (referred to as sentence stress)

2.2.2.2. Rhythm

Rhythm is another important feature in English pronunciation, which means strong regular repeated sounds. Kenworthy (1987, p. 10), said that “English speech resembles music

in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats". It means that the strong beats fall on content words (nouns, verbs, adjectives and adverbs) which are stressed while the weak beats will fall on function words (prepositions, articles and pronouns) which are treated as an stressed words. In addition, Roach (2009), defined rhythm as a noticeable event that can be occurred in a regular period of time. It has been claimed that English speech is rhythmical and rhythm appears regularly in stressed syllables that has a stress-timed rhythm; i.e. stressed syllables will occur at a regular time whether they are separated by unstressed syllables or not ,and the time from each stressed syllable to another will be the same. The theory claims that some languages have stress-timed rhythm similar to that of English; others have different rhythmical structure called syllable-timed rhythm. The latter means that the time from a syllable to another one, whether stressed or unstressed, tends to be the same. In other words, the period of time to say a sentence will depend on the number of syllables within it, not on the number of stressed syllables.

2.2.2.3. Intonation

Intonation describes how the voice rises and falls in speech according to main three patterns : rise, fall and partial fall. For Kelly (2000, p. 86), intonation is "the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thought and it enables us to understand those of others". Furthermore, Roach (2009), argued that it is very important to listen to the speaker's pitch to analyse his intonation and his pitch can be described in terms of high or low. In addition, Wells (2006, p. 1), maintained that "intonation is the melody of speech .In studying intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning".

According to Kelly (2000), there is a relation between intonation and language classroom. He says that intonation needs to be a feature of classroom language analysis and

practice because when student focus on practice more than theory, they will be able to know how to use intonation. Intonation can help students to have a better understanding of native-speaker's speech. David Brazil (as cited in Kelly 2000) developed some theories of intonation and analysed the relation between intonation and discourse, rather than just grammar or attitude

2.2.2.4. Other aspects of connected speech

Harmer (2001) argued that for learners to master English pronunciation, they need to acquire the individual sounds, i.e. Learners should be competent in mastering the individual sounds as consonants, vowels and they should know how stress, rhythm and intonation can affect them. When they master these basics, they can move to learn other aspects of connected speech as assimilation, elision and linking.

Assimilation is how sounds can affect each other when they meet (Jones ,2011, Roach 2009). Kelly (2000), maintained that assimilation is how sounds can affect each other when they meet like: a word **book** and **that** when we pronounce each word alone they will be pronounced as / bʊk / and / ðæt / but if we pronounce them together they will affect each other and they will make some changes for example: could you give me that book, please? When we repeat the sentence a lot of time we will notice that / t / (an alveolar sound) will be changed into a bilabial sound /p/ as /ðæpbʊk /.

Elision is the process whereby one or more phonemes are dropped. Kelly (2000), described elision as the disappearance of a sound for example in the sentence: he leaves next week, here the speaker when saying next week, he will say it as / nekswi:k/. The reason behind this is an economy of effort and the difficulty of putting certain consonant sounds together. Knight (2012), defined elision as the losing or deletion of sounds that occur in weak form and strong form without effecting vowels or making any change. Roach (2009), pointed out that Elision is the disappearance of sounds that should be in a rapid, casual speech. For foreign

learners elision is not something necessary to learn but they need it to understand native speakers' speech.

Linking is the merging of multiple words together until they sound as one word. In English language, there are many kinds of linking; linking /r/, intrusive /r/, linking /j/ and linking /w/. Kelly (2000) says that linking and intrusion happen when two vowel sounds meet and speakers link them in different ways. For Example, **Her English** is excellent. (/r/ is pronounced). Another example is I **saw it** happen and **They are, aren't they?** (Linking /j/ and linking /r/).

2.3 Spelling and Pronunciation

In some languages there seems to be a close correlation between sounds and spelling. In English this is often the case where the spelling system is quite different from the sound system. The former one represents the English letters, whereas the latter represents the phonetic transcription. It is not often easy to guess the pronunciation of English since its spelling system often fails to represent the sounds in a clear manner. Rogers (2000), argued that most of the time there is no one to one correspondence between the two systems.

Frequently, words that sound similar are sometimes written differently like **sew /su:/**, **sow /su:/** and **so /su:/** or **to /tu:/**, **two /tu:/** and **too /tu:/**. On the other hand, there are words that are written in the same way, yet, they are pronounced differently. For example, the same combination of letters "ough" is pronounced differently in the following words: **Though /ðəʊ/**, **thought /θɔ:t/**, **trough /trʌf/**, and **thorough /θərə/**

The lack of correspondence between sounds and letters is also noticed in the silent letters as the followings: **Bomb**, **pneumonia** and **knee**. The letters "b", "p" and "k" are not pronounced in the previously stated words which would be pronounced as: **/bɑ:m/**, **/nu:moonɪə/** and **/ni:/**.

2.4. The Importance of Teaching Pronunciation

In the past, English pronunciation was granted the least attention in teaching/learning of foreign languages by the traditional methods of teaching such as grammar translation method, audiolingual method and the direct method. Harmer (2007), stated that almost all English teachers focus on grammar and vocabulary, practise functional dialogues and try to help learners to become skillful in listening and reading, yet some of these teachers give little emphasis to teach pronunciation thinking that teaching pronunciation is a difficult issue. Gilbert (1994, p. 38) argued, “Pronunciation has been something of an orphan in English programs around the world. Why has pronunciation been a poor relation? I think it is because the subject has been drilled to death, with too few results from too much effort”.

But with the emergence of communicative methods and approaches to ESL/EFL (English for Specific Purpose/English as a Foreign Language) instruction, pronunciation is taught within the context of real communication and seen as important as any other aspects of language. Morley (1998), claimed that poor pronunciation can cause serious problems for learners (communication breakdowns, anxiety, stereotyping, and discrimination). For that he put a great emphasis on teaching/learning pronunciation.

The importance of teaching/learning pronunciation is stressed out by many researchers and scholars, since it is the key factor in achieving a smooth and successful communication. Harmer (2007), argued that pronunciation helps learners to improve their speaking greatly and allows them to get over serious intelligibility problems. For Hismanoglu (2006), pronunciation instruction is very important for oral communication. It supports the learner’s overall communicative power to be communicatively competent. Although the role of English pronunciation is important in English language, many teachers do not give much attention to this important skill. Hewings(2004), argued that for most students, an understandable pronunciation has an essential role in their communication skills. Therefore, pronunciation

teaching should be given a central role in teaching through integrating it with other aspects of language.

However, the view that teaching pronunciation is important is not shared by everyone. Some scholars and researchers consider learning/teaching pronunciation as something ineffective such as Krashan (1982) who viewed instructing pronunciation as useless because it is an acquired skill. Other researchers argue that teaching pronunciation has a significant role. Harmer (2001) pointed out that many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important.

The value of teaching pronunciation is also under debate in the language teaching context. Bradley-Bennett(2007), pointed out that in teaching English, students need to be understood when they speak. In other words, pronunciation should be appropriate for this purpose. In the same vein, Hewings (2004), added that weak pronunciation leads students to be misunderstood or fail to understand the message being said to them. And it is more confusing when the students 'speech is wrongly interpreted.

Pronunciation plays a vital role in English language teaching/learning. It is an essential part of foreign language learning since it directly affects learners' communicative competence as well as performance .i.e., if speakers have very bad pronunciation, their speech will not be understandable to the listeners. And the better the learners' pronunciation is, the more successful they are in communication.

2.5. Factors affecting Pronunciation Learning

Pronunciation can be one of the most difficult parts for a language learner to master. One of the most widely recognized facts about pronunciation learning is that some individuals acquire the L2 sound system successfully than others due to a wide range of factors such as the age factor, personality, attitudes, motivation and concern for good pronunciation ,and exposure to TL.

2.5.1. The Age Factor

Age is considered to be of great importance in learning pronunciation. Although many adult learners of the second language show inability to acquire a native-like pronunciation, children often find it quite easy to achieve a native-like pronunciation. This fact has often raised several questions among linguists and non-linguists.

Harmer (2007), pointed out that the age of children facilitates their learning of pronunciation which is not the case with adults. He adds that older learners, in contrast to children, show a difficulty in approaching native speaker pronunciation. For Kenworthy (1987), if someone pronounces a second language with a native-like accent, he/she must almost certainly start to learn it throughout his/her infancy. And it is almost impossible to improve one's pronunciation after adolescence. An example of this fact is found in the research findings of Oyama (1976 as cited in Kenworthy 1987) who examined the pronunciation skills of 60 Italian immigrants with different ages of arrival (6-20). He found out that children spoke with native-like pronunciation in contrast to the others who arrived older than 12.

This difference in learning is known as the Critical Period Hypothesis (CPH). According to Kumaravadivelu (2006, p. 32) "It is generally believed that the age at which learners begin to learn a second language influences their ultimate attainment in language knowledge/ability". Some researchers and neurologists have claimed that there is a close connection between language learning and lateralization. In the same vein, Lenneberg (1967), hypothesized that lateralization is a slow process that starts around the age of 2 and is completed around puberty. Lenneberg (1967) added that the right hemisphere in children is more active in the language function but as child develops the two sides of the brain become specialized for different functions and therefore lateralization takes place. The critical age hypothesis claims that there is such a biological timetable.

In sum, since children are better in learning the language in an early age, teaching pronunciation process should take place before puberty because it has been claimed that beyond puberty it is quite difficult to teach the learners to acquire a native-speakers like language accent.

2.5.2. Personality

The personality of the learner has also a significant influence on the learning of pronunciation. The learner's personality may help or hinder him to acquire the pronunciation of the TL. Avery and Ehrlich (1992), argued that out-going and confident learners might be more willing to take risks, and have more opportunities to practise the pronunciation of TL and hear English since they are more likely to interact with native speakers. On the other hand, learners who are introverted and shy are usually unwilling to take risks and thus they lack opportunities of practice.

2.5.3. Attitudes

Attitudes also have a major impact on the acquisition of accurate pronunciation of a foreign language. Kumaravadivelu (2006, p. 38) pointed out that: "attitudes are one's evaluative responses to a person, place, thing, or an event". In Elliotts' study (1995) on pronunciation accuracy of intermediate university students who study Spanish as a foreign language, he found that students' attitude toward the acquisition of native or near-native pronunciation as measured by the Pronunciation Attitude Inventory (PAI), was the main variable in relation to target language pronunciation. In other words, the subjects who were "more concerned" about their pronunciation, had better pronunciation of the target allophones. According to Schumann (1997, as cited in Gilakjani 2012) and Terrell (1989), the acquisition of the TL will be difficult, if the learner is not "open" to the TL and culture; this is known as acculturation.

2.5.4. Motivation and Concern for Good Pronunciation

Motivation is considered as a significant characteristic to achieve success in pronunciation learning. Different researchers define it according to their field of studies. For

Purcell and Suter (1980), motivation is “strength of concern for accuracy”, whereas” Elliott (1995), saw it as “attitude or concern”. Harmer (2001), on the other hand defines it as “some kind of internal drive which pushes someone to do things in order to achieve something”. According to Kenworthy (1987), some learners usually have a tendency to make progress in their pronunciation than others. For that, it is the teacher’ task to help them to be motivated to improve it. Kenworthy (1987, p. 8) proposed that “the desire to do well [in pronunciation] is a kind of achievement motivation”. He adds that motivation can be achieved by paying attention to the learners’ concern for pronunciation because learners generally are not aware of the way they speak that is full of irritation and misunderstanding for the hearer. Motivation appears to play an important role for the language learner. Purcell and Suter (1980 as cited in Tanner, 2012) found in their study of 61 non-native speakers of English that the most important predictor of pronunciation after first language aptitude for oral mimicry and duration of residence was strength of concern for pronunciation.

So, a person with higher motivation and stronger concern to learn the TL pronunciation will acquire it better than those who lack motivation and concern.

3.5.5. Exposure to the Target Language

Students’ pronunciation learning is also affected by how much English they have a chance to hear in their daily lives. Kenworthy (1997), pointed out that learners who live in an English-speaking country where they are all the time surrounded by the language will be more familiar with the sounds they’re trying to imitate than those who have few chances to hear spoken English. According to language learning theorists such as Krashen (1982), learners acquire language mainly from the input they receive before being expected to speak. (Lane 2010) claimed that students who have spent three years in the United States usually pronounce English better than those who have spent three months. Alike, students who use English in their daily activities are likely to pronounce the language better than those who rarely use it. In the same

vein, Shumin (1997 as cited in Gilakjani 2012, p. 125) argued that “Due to minimal exposure to the target language and contact with native speakers’ adult English language learners often do not acquire a native-like level of pronunciation, regarding fluency, control of idiomatic expressions and cultural pragmatics (gestures, body language, and facial expressions)”.

Pronunciation has to be learnt in a communicative way as any other aspects of language. The focus was shifted from teaching/learning vocabulary, grammar and pragmatics towards pronunciation. Nowadays teachers give more opportunities for learners to practice the language either inside or outside the classroom for the purpose of satisfying learners’ needs and achieving real life tasks. Teachers as being the model of English as a FL, look for suitable activities to achieve communicative purposes.

2.6. Approaches to Pronunciation Teaching

The field of language teaching has witnessed the emergence of various approaches which rise, either as an extension or a reaction to one another. Kelly (1969), in his comprehensive history of language teaching assumed that pronunciation is the “Cinderella” of foreign language teaching, for this grammar and vocabulary are better understood by most language teachers than pronunciation because western philologists and linguists have focused on studying grammar and vocabulary rather than pronunciation.

There are two major approaches that have been developed for teaching pronunciation: An Intuitive-Imitative approach and Analytical-linguistic approach. The former focuses on the learner’s ability to listen and imitate the rhythms and sounds of the TL from teachers or audio materials without using any explicit information. The latter was developed to complete the intuitive-analytic approach. It was based on the use of information and tools like phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information and other aids to supplement listening imitation and production (as cited in Celce-Mercia et al, 1996).

2.7. Pronunciation in the Major Approaches and Methods

Pronunciation as any other aspect of English language has witnessed a change in the way it is taught as well as the role it plays in the different methods and approaches, namely grammar translation and reading-based approach, the direct method, the reform movement, audiolinguicism and the oral approach, the cognitive approach and the silent way and finally the communicative approach.

2.7.1. Grammar Translation and Reading-based Approaches

Chastain (1988), said that grammar translation method was called a classical method because it has been used for teaching classical languages (as cited in Freeman, 2000). For Freeman (2000), grammar translation method focused on helping students to read and appreciate FL literature, As well as, getting familiar with the grammar of the native language along with the help of students to learn their native language through the study of grammar. In this method teaching pronunciation was a marginal issue where the focus was on teaching grammar or texts comprehension through the medium of the learner's native language. Howatt and Widdowson (2004) stated that this method gave almost no attention to pronunciation; there was a little terminology for the sounds of different languages.

2.7.2. The Direct Method

Freemen (2000), said that the Direct Method emerged because the grammar translation method was not effective for preparing students to use the TL communicatively. For Diller (1978, as cited in freeman) the Direct Method was based on avoiding translation and to learn the language naturally i.e. learn the TL directly without the use of native language. Howatt and Widdowson (2016) point out that this method was influenced by focusing on repetition and conversation to develop English language teaching. Celce-Murcia et al (1996) claimed that teaching pronunciation in that time was through intuition and imitation; i.e. Students should

imitate and repeat after listening to a model as a teacher or a record .This method was used when children and adult learn a FL in non-instructional settings.

2.7.3. The Reform Movement

In the twentieth century, the reform movement played a very important role within the learning and teaching process. The first contribution of teaching pronunciation emerged in the 1890s as a part of reform movement; this movement was influenced by many phoneticians who founded the international phonetic association in 1886 and developed International Phonetic Alphabet (IPA). This was resulted from the establishment of phonetics as a science for describing and analyzing the second system of language. Howatt and Widdowson (2016) showed that the Reform Movement was developed in Europe at that time, and many phoneticians developed phonetics as a field of study. Moreover, there was a clear relationship between phonetics and pronunciation teaching that has a crucial influence on language teaching in general; i.e. pronunciation and phonetics were very important components of teacher education.

2.7.4. Audio-lingualism and the oral approach (1940's-1950)

Celce-Murcia et al (1996) said that many historians of language teaching stated that the reform movement played an important role to develop audio-lingualism in the United States and of the oral approach in Britain during 1940s and 1950s. In both approaches teaching pronunciation was very important and was taught explicitly. This method resulted from many changes in the world war.US used the audio lingual method as a technique to teach soldiers and emigrant i.e. how to communicate. Celce-Murcia et al (1996) showed that teaching pronunciation was an important matter in that time and learners enhance their pronunciation through imitating and repeating words, utterances and sometimes explicit linguistic information such as symbolic transcription system, chart demonstrating , articulation of speech sounds that are used by the teacher. Freeman (2000) defined this method as an oral-based approach; in it

students drill grammatical sentence patterns. For Slinker (1957) audio-lingual method developed its principles from behavioural psychology, because the acquisition of the target language relies on conditioning. The same basic principles were used in the oral approach. Morley (1991) showed that the first attention was given to phonemes and contrasts between individual phonemes and allophones (as cited in Datko 2013). Stevick (1957) summarized the key point of this method and also emphasizes an early start of teaching pronunciation, accuracy of production, and teaching in terms of meaningful contrasts (as cited in Datko 2013).

Morley (1991, as stated in Dtko 2013) even if these methods shared a high priority of pronunciation but also it had a drawback, namely the over estimation of segmental features and the underestimation of suprasegmental features. Gilakjani (2011, as cited in Dtko2013) said that learners spent hours to drill and repeat sounds and their combination rather than practicing their pronunciation in a conversation to focus more on a prosodic feature.

Dtko (2013) summarized the basic idea of these approaches as achieving native-like through repetition and imitation of sounds, words or utterances and the noticeable disadvantage was seen in teachers' avoidance of intonation, stress, and rhythm.

2.7.5. The cognitive approach and the silent way (1960's-1970)

In the 1960s Celce-Murcia et al (1996) said that the cognitive approach influenced by transformational-generative grammar and cognitive psychology. He claims that language as rules governed behaviour not as a habit formation. It deemphasized pronunciation for the sake of grammar and vocabulary because a lot of its advocates as (Scovel 1969) argued that achieving native like pronunciation was not an easy matter and because it was considered as an unrealistic objectives , moreover it can be better if teachers focus on more learnable items .

Levis and LeVelle (2010), said that in the period of 1960s the major aim of native-like pronunciation was unrealistic or even unachievable goal. Suter (1976, as cited in Dtko 2013)

concluded that there is little relation between students' level of proficiency in pronunciation and classroom activities.

In 1970s, the language teaching profession has changed through time with the respect to the teaching of pronunciation. Celce- Murcia et al (1996) claimed that various methods and approaches ignored pronunciation as grammar translation, reading-based approaches and the cognitive approach ,whereas some other methods taught pronunciation through imitation and repetition as the direct method , or through imitation supported by analysis and linguistic information as audiolingualism. In this decade, other methods come to attention such as the silent way and communicative language learning.

The silent way was a new method developed by Caleb Gattegno in the mid-seventies . according to Derwing (2010) ,this method was characterized by silence most of the time and the teacher can use only gestures ;i.e. The can taps out rhythm , he can use his fingers to count the number of syllables in a word or to signal the placement of stress , also to the use of wall charts to show the individual letters or their combinations are colour-coded in order to visualise each sound possible spelling patterns(as cited in Datco, 2013).Celce-Murcia et al (1996) described it comparable to Audiolingualism in terms of focus on accurate production of individual speech sounds and their meaningful combinations ,but at the same time as being different from it because it focus on the suprasegmentals features and the way of instruction , moreover In this approach it was the avoidance of the use of any transcription systems or explicit information from the era of phonetics .

To sum-up this period was marked by a decreasing interest in pronunciation instruction, because many studies showed that teaching pronunciation is not an easy matter.

2.7.6. Communicative Approach (1980's and later)

Freeman (2000) maintained that in the 1970s educators started questioning themselves if the traditional methods' goal was communicative or not. Some of them have noticed that

there are some students who can produce correct sentences inside the classroom but cannot communicate outside. Widdowson (1978) noticed that being able to communicate needs more than knowing a linguistic structure. On the other hand, Wilrdkins(1976, as cited in Freeman 2000) argued that communication required to perform certain functions as promising and inviting within a social context. Hymes(1971) believed that being able to communicate does not mean needing just a linguistic competence but it is necessary to focus on communicative competence too. Widdowson (1990) showed that in the late of 1970s and early 1980s there was a shift from linguistic structure-centred approach to a communicative approach. Freeman(2000, p. 121) stated that “communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication”.

In the 1980s and 1990s, teaching pronunciation within foreign language teaching was widely debated during the era marked by the spread of communicative approach. Some scholars like Pennington (1989, as cited in Datko 2013) expressed doubt about Suters’ ideas concerning that pronunciation is not a teachable element and it is waste of time. Peninigton ssuggests that teachers who integrate suprasegmental and communicative language within a course may reach better results. In the context, Morely (1991) supported the above claims saying that learners’ pronunciation cannot be improved, unless pronunciation tasks and communicative activities are combined.

In contrast to the previous claims, Carey (2002) considered that teaching pronunciation within CLT is of a great importance and cannot be taught explicitly. The proponents of this method as (Celce-Murcia et al., 1996) rejected the opponents’ techniques used in the activities, i.e. the activities used were isolated, focused only on segments.

For Junqueira and Liu (2010) added that teaching prosodic features in contextualized situations is the best approach to teaching pronunciation in a foreign context.

To conclude, in the various methods and approaches that have been discussed above, we notice that pronunciation was dealt with in different ways according to the different approaches and methods.

2.8. Activities for Teaching Pronunciation

Pronunciation has to be learned in a communicative way as any other aspects of language. The focus has shifted from teaching/learning vocabulary and grammar towards learning the English pronunciation.

2.8.1. Drilling

One of the most common activities to enhance students' pronunciation is drilling. It is a kind of repetition where students imitate teachers' talk (a word or structure) or a tape record. For Kelly (2000), this technique often takes two forms; it can be a choral drilling where the teacher invites the whole class to repeat after him or an individual drilling where students are invited individually to repeat. The former helps students to be confident and having the chance to practice the pronunciation without being put on the spot whereas, the latter gives students the opportunity to have individual feedback. These two forms can be the complementary stages or phases of the same technique. Drilling helps students to achieve better pronunciation. At once, they will remember new vocabulary more easily.

2.8.2. Recording Students' Productions

Learners need sufficient opportunity to listen to their speech and to their mates' speech and compare it with native speakers' one. For Kelly (2000), as students are engaged in language practice activities, it is very beneficial if they record their speech, so that they can have a chance to be evaluated from their teacher, partners and themselves and to be contrasted with a higher level group of students or with native speakers. Students are taped in order to identify their

mistakes easily and draw attention to what aspects of speech they need to work on for improving their pronunciation.

2.8.3. Listening Activities

Pronunciation is a significant element in listening comprehension. Kelly (2000) stressed that listening comprehension activities aim to achieve real life context with the students using natural language and speaking at a normal speediness. He adds that a listening task raise students' awareness towards the existence of a pronunciation feature, such as, the third person present simple. Also this kind of exercises helps students to see how language features are used and pronounced in different contexts. An awareness of the pronunciation features helps learners improve their speech as well as their listening comprehension.

2.8.4. Reading Aloud

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

Reading activities provide a great deal for students to pay more attention to the features of the TL such as stress, intonation, and timing and to get familiar with the contrast between the spelling and pronunciation systems.

2.8.5. Minimal Pairs Activities

Minimal pairs are another useful activity for teaching pronunciation. According to Bloomfield (1933, as cited in Celce-Murcia et al, 1996), this activity focuses on the use of

words that differ by a single sound in the same position. This activity is based on the use of phoneme as a minimal distinction. Kelly (2000) said that teachers use minimal pair activities to avoid the difficulties encountered by students, and he gives some ideas for teaching minimal pair activities.

As a pair work the teacher can give a list of words then asks students to decide which words have a particular sound or students listen to a succession of words and decide how many times a particular sound is heard. Otherwise, the teacher can drill utterances chorally and individually where sounds should be contrasted by appearing in close proximity. Teachers can also ask students to listen for the odd one out among a list of words that are given; in this way, they will distinguish between the sounds and get familiar with the English spelling system.

Conclusion

In order to achieve correct and fluent English pronunciation, learners should learn all pronunciation features including the segmental features (consonants and vowels), the suprasegmental ones (intonation, stress and rhythm) and the other aspects of connected speech (assimilation, elision and linking) if learners pay more attention to the use of these features, they will improve their English pronunciation gradually.

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 2018-2019. 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' 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 Jijel and Taher, namely Beghoul Abd El-Rahman, Zazoua Ahmed, Bouhalas Lakhdar, and Zidane Salah Ben-Moubarak. The questionnaires were handed on 15th May, 2019 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.

2.2.3.1. 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 (20) teachers of private language schools of different levels in six different private schools in Jijel and Taher, 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 30th May to 2nd June 2019. 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
Total	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

Options	Respondent	%
25-27	02	10
30-35	12	60
35-40	06	30
Total	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
Total	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
Total	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
Total	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
Total	20	10

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
Total	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

	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			

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

	1	%	2	%	3	%	1+2	%	Total
a	17	85	00	00	00	00	03	15	100
b	17	85	00	00	00	00	03	15	100
c	02	10	18	90	00	00	00	00	100
d	04	20	06	30	10	50	00	00	100
e	05	25	11	55	04	20	00	00	100
f	00	00	10	50	10	50	00	00	100
g	03	15	11	55	06	30	00	00	100
h	05	25	12	60	02	10	01	05	100
i	02	10	12	60	02	10	04	20	100
j	00	00	16	80	04	20	00	00	100
k	03	15	12	60	05	25	00	00	100
l	12	60	05	25	03	15	00	00	100
m	09	45	09	45	02	10	00	00	100
n	11	55	07	35	00	00	02	10	100
o	03	15	07	55	10	50	00	00	100
p	07	35	12	60	01	05	00	00	100
q	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
Total	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:

- a. Systematically, with previous planning and preparation
- b. Randomly, without systematic planning and preparation
- c. 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
Total	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
Total	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
Total	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
Total	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
Total	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
Total	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 Bouhanache Lakhder Middle school in Tassift 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 Tassoust university for seven years, at Jijel 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
Total	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
Total	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
Total	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	07	35
b	12	60
c	01	05
d	00	00
Total	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*Pupils' Attitudes towards Learning Pronunciation*

Options	Respondents	%
a	15	75
b	00	00
c	05	25
Total	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	Total
a	01	05
b	13	65
c	06	30
d	00	00
Total	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
Total	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/ Intermediate	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			

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 Table 3.44, 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 triphthongs 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 necessary 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?

- 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 3.46

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
Total	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 is 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?

- d. Systematically, with previous planning and preparation
- e. Randomly, without systematic planning and preparation
- f. 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
Total	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?

- f. Less than 5mins
- g. 5mins - 15mins
- h. 10mins - 20mins
- i. 15mins - 20mins
- j. 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
Total	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
Total	20	100

From the analysis of question 23, 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

Areas Private Language School Teachers Focus on

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
Total	20	100

Question twenty-six 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

Table3.56

Students’ Involvement in Authentic Audio Materials for Improving their Pronunciation

Options	Respondents	%
a	16	80
b	03	15
No answer	01	05
Total	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
Total	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
Total	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 ofLearners' Pronunciation Competence

Options	Respondents	%
a	20	100
b	00	00
Total	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 grammar, 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; learners there 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 importance in improving one's pronunciation, but only 35% of private school teachers think so. 35% of middle school teachers have long experiences in the field from 10 to 30 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 individual 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%) assess 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, university strikes, 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

The study in hand has been intended to investigate both middle school teachers' and private school teachers' attitudes toward teaching the English pronunciation. It aims at comparing pronunciation teaching and work conditions in the Algerian public middle schools and private language schools.

This piece of research comprised two major parts: the theoretical framework and the practical one. The theoretical part is divided into two chapters: the first chapter shed light on teaching English at the middle school level and at private language school through the focus on the Algerian educational System, the appearance of school reforms after that the presence of private sectors in the Algerian educational system. The second chapter was based on the teaching and learning of pronunciation, it was focused on English pronunciation, different aspects, factors, methods and activities to teach and learn English pronunciation. Thereafter, the practical framework was divided into two sections: section one was devoted to describe the methodology while the second section provides data analysis and the interpretation of the results.

The practical part of this research was based on the administration and analysis of the questionnaires. Two questionnaires were designed and forty (40) teachers from different middle and private schools i.e. Jijel and Taher schools. The two questionnaires consisted of different questions, which aimed to know the teachers' work conditions in each school and to know the differences of teaching English pronunciation in both private and public schools. The questionnaires were used in order to confirm or reject the hypothesis, which concerns if middle school teachers and private school teachers have different work conditions, significant differences will be noticed in both the teachers' perceptions and practices.

After analysing and interpreting data , the results obtained show that there are significant differences between the public and the private schools .the differences were shown in the teaching conditions that was effected on teachers while teaching pronunciation.

To conclude, the results obtained confirm the hypothesis of the present study. It means that private school teachers teach pronunciation in suitable conditions as class size, materials used , number of students and time. In contrast, public school teachers do not have such teaching conditions for teaching pronunciation .

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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

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

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.

	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

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.....

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

20. 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

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.

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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
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

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

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			
b. Vowels			
c. Diphthongs			
d. Triphthongs			
e. Word stress			
f. Sentence stress			
g. Rhythm			
h. Intonation			
i. Strong and weak forms			
j. Assimilation			
k. Elision			
l. Pronounced and unpronounced `r`			
m. Clear and dark /l/			
n. Inflectional-s endings/ -ed endings			
o. Homophones/ homonyms			
p. Sound/ spelling relationship			
q. Phonetic symbols			

17. 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
- 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...)

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

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.

.....

.....

.....

.....

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 Jijel et Taher. 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.

ملخص

نظرا للاهتمام المتزايد بتعلم 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 مدرسي 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 خالصنا 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 قَدّمَا لعدد من أساتذة اللغة الإنجليزية من مختلف مدارس التعليم المتوسط والمدارس الخاصة في مدينتي جيجل والطاهير. وجاء تحليل النتائج المستقاة من الاستبيانين ليؤكد أن ظروف عمل المدارس الخاصة أفضل بكثير منها في مدارس التعليم المتوسط، وأنه يلاحظ إختلافات جمة في ممارسات وإدراكات الأساتذة. وعلى ضوء هذه النتائج، اقترحنا عدد من التوصيات البيداغوجية من أجل أبحاث مستقبلية في سياق موضوعنا.