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***Exploring the Significance of Pronunciation Instruction in  
EFL Classroom***

***Case Study of: Third Year LMD Students at Salhi Ahmed  
University Centre, Naama.***

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Requirements for the Degree of Master in Linguistics***

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## **Statement of Originality**

I, Yahya Mouhamedou Abe, hereby, declare that my Master thesis entitled, “*Exploring the Significance of Pronunciation Instruction in EFL Classroom; Case Study of: Third Year LMD Students at Salhi Ahmed University Centre, Naama*” is entirely my own work and that I have written it in my own words. It contains no material that has been submitted previously, for the award of any academic degree or diploma except where otherwise indicated. I also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

## Dedication

This study is hereby, wholeheartedly, dedicated to Almighty Allah, the most glorified and the highest (S.W.T) who granted me necessary qualities that aided me reach this very moment.

To my deceased father, *Mohamedou ould Abe*, I dedicate this to you because of the good moralities and manners that you deliberately installed in me. Had not you worked hardly on my upbringing, I would never have been in this place; I am indeed exuberant because I am completing one of my significant goals, and I will make sure that I will preserve doing so. Two words you were used to say “be always number one” and “when people are in need, help them and look at their faces”. May Allah forgive him and bestow him mercy and peace.

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## **Abstract**

The purpose of the current study is to examine teachers and students' perceptions of the role of pronunciation in the EFL classroom in Algeria. To achieve this objective, an exploratory case study was conducted using a mixed-method approach to investigate teachers' attitudes and beliefs as well as students' experiences and views regarding pronunciation and its instruction. Specifically, the study sought to explore the significance of phonetics and phonology in pronunciation instruction. Thirty third-year English department students from Salhi Ahmed University Center of Naama and three of their teachers participated in the research. Both qualitative and quantitative data collection methods, including questionnaires and interviews, were employed to gain insight into the perceptions of both students and teachers. The findings revealed that pronunciation, as well as phonetics and phonology, are considered valuable approaches to pronunciation instruction by both teachers and students. However, there were differences noted, particularly in terms of what constitutes pronunciation practice and the goals of pronunciation instruction. While many students aimed for native-like pronunciation, teachers prioritized "intelligibility" as the main goal.

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## **List of Abbreviations and Acronyms**

**BBC:** British Broadcasting Corporation

**CNN:** Cable News Network

**E-Dictionary:** Electronic Dictionary

**EFL:** English as a foreign language

**ESL:** English as a second language

**IPA:** International Phonetic Alphabet

**L2:** Second Language

**PAI:** Pronunciation Attitude Inventory

**TESOL:** Teaching English to Speakers of other Languages

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## **General Introduction**

With the introduction of applied linguistics, linguists have attempted to comprehensively combine between theory and practice to solve language problems. Among those problems, lies one of the most marginalized aspects of language which is pronunciation. pronunciation is a basic component of effective communication and crucial aspect of language proficiency. However, it has been neglected in English as a Foreign language (EFL) classrooms with the sheer focus on grammar and vocabulary up until recently that it started to gain attention.

The interest in this area has arisen from observations while learning primarily, and teaching afterwards. The researcher by and large never had difficulties in internalizing the phonological rules and thereof implementing them. However, it did not seem to be the case with their classmates. Therefore, it was a trigger to find out the effectiveness of teaching phonetics and phonology as approach to teach pronunciation. consequently, however, the interest has somewhat shifted when the researcher started to teach english in local centers. It therefore appeared that students struggle to notice the importance of pronunciation in language and confuse between accent and pronunciation, while some of them tend to have negative perspectives towards accent. Ultimately, all of this in addition to the experience with interacting with teachers and fellow classmates in English department over the last years was the reason behind conducting this research.

In recent years, the research and teaching of second language (L2) pronunciation has not received enough attention. However, it is exceedingly developing as an interdisciplinary field (Derwing, 2010; Levis, 2019; Tergujeff, 2012, as cited in Levis 2021). More particularly, the importance of pronunciation in academic literature was only explicit alongside with the development of Communicative approach (for example, Brinton, 2012). However, it is ambiguous how it is approached in practice (Ur, 2019:129) (as cited in Martin, 2015).

The aim of this research is to explore the perceptions of both teachers and students regarding the importance of pronunciation in the EFL classroom. The English department in Salhi Ahmed university center in Naama in Algeria, like most African countries if not all, approaches pronunciation mostly with phonetics and phonology. Therefore, it seeks to examine both teachers' and students' attitudes towards pronunciation.

Finally, the perceptions of teachers and students will be compared to evaluate their alignment or consistency. In other words, whether they have the same views or not. Areas discussed will encompass the importance of pronunciation in EFL classroom, the benefit of resorting to phonetics and phonology as approaches to pronunciation instruction, how teachers and students feel about pronunciation teaching/learning and what their goals are in this very area.

Therefore, this work attempts also to answer the following sub-questions:

1. How do students view pronunciation the role of pronunciation within the EFL classroom?
2. How do teachers perceive the significance of pronunciation in the EFL classroom?
3. What notable similarities and differences exist between the perceptions of the students and teachers regarding pronunciation in the EFL classroom?

The following sub-hypotheses of the above sub-questions are:

1. The majority of students are likely to perceive pronunciation as somewhat important but may prioritize grammar and vocabulary acquisition over pronunciation mastery due to traditional teaching emphasis. However, a significant proportion may express a desire for improved pronunciation skills, especially if they perceive a direct correlation between pronunciation and communication effectiveness.
2. Teachers are likely to acknowledge the importance of pronunciation, but their perception of its significance may vary. A majority may prioritize intelligibility and effective communication over native-like pronunciation,

recognizing the diverse linguistic backgrounds of their students. However, a notable proportion may still place emphasis on achieving near-native pronunciation due to cultural or institutional influences.

3. There is a probability of a significant difference between students' and teachers' perceptions of pronunciation. While both groups may agree on the importance of pronunciation for effective communication, students may tend to prioritize native-like pronunciation more than teachers, who may emphasize intelligibility and clarity. Additionally, there is a likelihood of alignment regarding the need for pronunciation instruction, but discrepancies may arise in the perceived methods and goals of such instruction.

This research aims to be practical and seeks to bring solutions to pronunciation problems. After diving into teachers' attitudes and beliefs regarding pronunciation, the place it holds in practice, and the way it is approached, students' experiences and views towards it, the outcomes will improve our understanding of both sides which will have inevitably a great effect on teachers' approaches to classroom practice.

As a result, this dissertation comprises two primary chapters. The first chapter will encompass a comprehensive review of pertinent literature, including the definition and significance of pronunciation, a historical perspective on its development, various approaches to teaching pronunciation, factors that influence pronunciation acquisition, the objectives of pronunciation instruction, prevailing challenges and misconceptions, as well as insights into both students' and teachers' perspectives on pronunciation. Chapter 2 will focus on the methodology employed in this research, detailing its implementation, findings, and concluding remarks based on the research outcomes. Furthermore, it will propose potential avenues for future research.

# Chapter One

*Literature Review*

## **CHAPTER ONE: Review of Literature**

### 1.1 Introduction

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1.9.2 Teachers' views on pronunciation

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Perceptions of Pronunciation

### 1.10 Conclusion

## 1.1 Introduction

In this chapter, the researcher starts by reviewing the definition of pronunciation, an overview of historical development of pronunciation, approaches to teaching pronunciation, factors influencing pronunciation learning, the goal of pronunciation teaching, current problems and misunderstandings regarding pronunciation, students' views on pronunciation, teachers' views on pronunciation, and lastly similarities and differences between students' and teachers' perceptions of pronunciation.

## 1.2 Definition of Pronunciation

Like any other domain of study, the study of language has gone through so many tests and trials, especially second language acquisition. With the fact that English became an international language and therefore a lingua Franca, applied linguists grew very interested in how it is learned/acquired in EFL classrooms. Generally, language is known to be subdivided into four skills. Notably, speaking, writing, listening, and reading. However, they tend to neglect pronunciation which is part and parcel of communication, be it the function of language.

In their article *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*, Helen Frazer notes that:

being able speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far the most important of these skills is pronunciation- with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. (Frazer, 2000:7).

Indeed, when engaging in any type of conversation, the ultimate goal is to be understood. In other words, your discourse has to be intelligible. Thus, a poor pronunciation would inevitably, and by and large, affects intelligibility and triggers misunderstanding. Similarly, according to Hinofotis & Baily (1980) pronunciation is what impedes the

process of communication is not vocabulary or grammar, but pronunciation. (Cited in Gilakjani). A speaker may have a good level of grammar and a huge amount of vocabulary words, and yet they cannot get their message across due to their pronunciation.

According to Yates in Gilakjani (2016:2), pronunciation can be defined as the act of producing sounds to create meaningful speech. Thus, in language, pronunciation is the sound production of the words that people utilize when communicating. Generally, it is defined by Trask (1996) as the ways in which sounds are articulated by speakers. From the previous definition, one can extrapolate that pronunciation is somewhat inextricably linked with the study of phonetics which encompasses the study of speech sounds and how they are produced. To incorporate other elements such as stress and intonation, Pennington & Richards (1986:208) define it as: “for most language teachers, pronunciation is largely identified with the articulations of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language.”

### **1.3. Significance of Pronunciation**

Pronunciation holds significant importance in the process of learning English as a foreign language, as it aids learners in better comprehending both native and proficient speakers, thus refining their communication skills. Effective communication establishes a rapport between the speaker and the listener. For example, variations in intonation and rhythm during conversation can hinder the listener's understanding. Similarly, it is crucial for speakers to grasp the meaning of intonation patterns to accurately interpret speech and understand how language functions (Roohani, 2013) (as cited in Aydin & Akyüz).

According to Bilefsky and Minder (2017), in 2015, a Dutch teenager named Vera Mol traveled to Spain with her friends. During their trip, they decided to engage in bungee jumping, a high-risk activity. When the Spanish instructor attached the harness to Vera's body, he instructed her with the phrase "No jump!" to indicate that she should not leap yet, as the rope had not been secured to the harness. Unfortunately, due to a

misunderstanding caused by language barriers, Vera misinterpreted the command and tragically jumped to her death. This fatal miscommunication stemmed from two language errors. Firstly, the instructor's phrase should have adhered to English grammar rules as "Don't jump!", but he likely followed Spanish syntax ("No saltes!"), resulting in him saying "No jump!". Secondly, his mispronunciation of the adverb "no" led Vera to understand "Now, jump!" instead of "No jump!", ultimately leading to the tragic outcome. Clearly, this demonstrates the cruciality of correct pronunciation, and obviously nothing is more serious than death which can easily be caused if there is mispronunciation. Therefore, since English is an international language, and an overwhelming number of non-native speakers will come in contact, studying it and its pronunciation became increasingly important to ensure successful communication.

#### **1.4 An overview of Pronunciation's historical Development**

It is a fact across English language teaching research that pronunciation has been at the margin and somehow given little attention, if any. It was therefore referred to, in literature, as “the Cinderella area of language teaching “(Kelly, 1969), “the neglected orphan of second language acquisition studies” (Deng, Holtby, Howden-Weaver, Nessim, Nicholas, Nickle, Pannekoek, Stephan, & Sun, 2009), “the poor relation of the English language teaching world” (Pardo, 2004) and “the lost ring of the chain” (Moghaddam, Nasiri, Zarea and Sepehrinia, 2012). (As cited in Ketabi, S., & Saeb, F. (2015).

According to Ketabi & Saeb (2015):

Pronunciation has constantly changed position as various methods of language teaching have come and gone. It has been either elevated to the highest stature by some methods and approaches, such as the Reform Movement, Audiolingual method and Oral Approach, or has been assigned the back seat in the language classroom, as has been the case with Grammar-Translation Method, the Direct Method, and the naturalistic approaches. (p.182)

In the same vein, (Saidi, 2017) states that the teaching of pronunciation has undergone significant transformations over the course of language education history. Initially overlooked, it was not until the emergence of Audiolingualism and the Direct Method in the latter half of the 20th century that pronunciation gained recognition. Throughout the ages, educators and linguists have grappled with the challenges of teaching this aspect of language. To address these challenges, various methods and techniques have been devised, drawing upon fields such as Phonetics, Phonology, and Second Language Acquisition. Using phonetics and phonology as a foundation, instructors have sought to integrate different elements of these disciplines into their teaching practices. Eventually, although different scholars tend to narrate the history according to their own interests in designing syllabi, there is a common revolution that synchronizes the attention placed on the pronunciation and its importance in accordance with teaching methodologies.

The historical phases that pronunciation has gone through can be conclusively summarized in Grammar Translation Method, Audiolingualism, Direct Method, and Communicative Approach. Initially, shifting away from the Grammar Translation Method of the 19th-20th Century, which did not prioritize pronunciation, phonology gained increased significance in language education through the Direct Method, and later Audiolingualism during the 1950s and 60s (Richards & Rodgers, 2001). While pronunciation was not initially addressed systematically in the Direct Method era, its importance became more apparent as phonetics studies and the utilization of the International Phonetic Alphabet grew (Richards & Rodgers, 2001). Subsequently, During the 1970s and 80s, approaches like The Silent Way and Community Language Learning, though innovative in reducing teacher dominance, maintained the Direct Method and Audiolingualism emphasis on precise pronunciation aligned with the teacher's standard (Richards & Rodgers, 2001). Finally, the perspective on pronunciation underwent a notable change with the emergence of the Communicative Approach, which highlighted the importance of employing language in authentic and meaningful situations (Richards & Rodgers, 2001). (As cited in Martin, 2015).

Brinton's (2012:247) summary table illustrates the transition from explicit pronunciation teaching over the course of the previous century.

*Table 1. 1 Summary of the Importance Placed on Pronunciation in Selected Methods' (Brinton, 2012: 247)*

<b>Grammar Translation (1840s-1940s)</b>	No focus on pronunciation
<b>Direct Method and other Naturalistic Approaches</b>	Pronunciation taught via imitation and repetition
<b>Linguistic Approaches</b>  Reform Movement (~ 1890s-1920s) Audiolingualism (~1940s-1960s)	Use of a phonetic alphabet, saggital diagrams, tongue twisters, and minimal pair drills; primary emphasis on segmentals
<b>Communicative Approaches</b> <ul style="list-style-type: none"> <li>• 1970s</li> <li>• 1980s</li> <li>• 1990s and beyond</li> </ul>	Little or no overt focus on pronunciation Primary focus on suprasegmentals Balanced focus on segmentals and suprasegmentals

## 1.5 Approaches to Teaching Pronunciation

Approaches to pronunciation teaching encompass a diverse array of methodologies designed to enhance learners' spoken communication skills in a target language. Recognizing the pivotal role pronunciation plays in effective language acquisition, educators have developed various strategies that cater to the individual needs, preferences, and proficiency levels of learners. From traditional methods focusing on phonetic symbols and articulatory mechanics to more contemporary approaches integrating technology and communicative contexts, the field of pronunciation teaching continually evolves to meet the dynamic demands of language learners worldwide. This introductory paragraph sets the stage for an exploration of the multifaceted approaches employed by educators to cultivate accurate, fluent, and intelligible pronunciation among language learners. Ranging from the late 1800s up until now, the approaches are: Direct Method, Audiolingual Method, Oral Approach, Cognitive Approach, Silent Way, Community Language Learning, Communicative Approach, and Naturalistic Methods.

### **1.5.1 Direct Method (in the late 1800s and early 1900s)**

Awan & Nawaz (2015) noted that the Direct Method of teaching was a reaction to the Grammar Translation Method of teaching. It came on the surface because of the reforms in language teaching methodology that concentrates on the natural language principles and that is why it is also known as the Natural or Reform Method. It is therefore called the direct method due to the fact it delves directly to the target language without resorting to the mother tongue. It is grounded on the basis of the natural approach that learning a foreign language is synonymous to the mother tongue.

The direct method is a radical change from the Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology (Andriyani, 2015, p.33).

In second language pronunciation, According to Nikbakht (2011) Instructors furnish students with examples of authentic native speech. Through active listening and subsequent replication of these models, students refine their pronunciation skills.

### **1.5.2 Audiolingual Method (1940s-1950s)**

The Audio-Lingual method concentrates on speaking skills to help students get better at talking. It teaches language items by speaking them without using the students' native language, so they can learn well. The aim is for students to learn vocabulary and grammar by practicing dialogues, so they can speak correctly and fast. They practice dialogues repeatedly using drills like repetition, backward build-up, chain, substitution, transformation, and question-and-answer, based on dialogue patterns. (Larsen-Freeman, 2000, as cited in Mart, 2013). Furthermore, Mart states “that The Audio-Lingual Method aims to develop communicative competence of students using dialogues and drills. The

use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. Repetition of the dialogues and the drills will enable students to respond quickly and accurately in spoken language.” (p.64).

In second language acquisition, according to Nikbakht (2011) Pronunciation was taught directly from the beginning. Students copied or echoed the teacher or a recording. Teachers employed visual aids like transcription systems or charts showing how to pronounce sounds.

### **1.5.3 Cognitive approach (1960s)**

In second language acquisition, according to Nikbakht (2011) this minimized the importance of pronunciation compared to grammar and vocabulary because (a) it was believed that achieving native-like pronunciation was not realistic and (b) it was considered more beneficial to focus on teaching easier-to-learn aspects like grammar and vocabulary.

### **1.5.4 Silent Way (1970s)**

According to Sanako (2023) This method, as implied by its name, involves the teacher employing silence strategically to foster learner independence and prompt active involvement from students. By using a combination of silence and basic gestures, the teacher ensures they don't overpower the lesson. Instead, their role is to guide and correct as needed, while students are motivated to speak extensively and enhance their ability to solve problems autonomously.

In second language acquisition, Nikbakht (2011) states that:

The learners concentrated on understanding the sound system without needing to study a phonetic alphabet or detailed linguistic information. They prioritized the precise pronunciation of sounds and the structure of the target language right from the start. They used tools such as sound-color charts, fidel charts, word charts, and color rods to aid their learning process. (p.155)

### **1.5.5 Communicative Approach**

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (British Council).

In second language pronunciation, according to Nikbakht (2011) The primary objective was effective communication. Teaching pronunciation was deemed crucial, with clear and understandable pronunciation considered essential for oral communication. Techniques employed to teach pronunciation included listening and imitating, phonetic exercises, drills with minimal pairs, contextualized exercises with minimal pairs, visual aids, tongue twisters, drills focusing on gradual improvement, exercises involving vowel and stress shifts due to affixation, reading aloud, and recording and reviewing learners' spoken output.

Currently, incorporating fresh ideas from various disciplines like drama, psychology, and speech pathology, educators can enhance pronunciation instruction through a range of methods. These include implementing exercises to improve fluency, focusing on accuracy in practice sessions, engaging learners through multiple senses, integrating authentic materials into lessons, and leveraging instructional technology to facilitate learning.

### **1.6 Factors Influencing Pronunciation learning**

Understanding pronunciation in a new language is a multifaceted process influenced by a variety of factors. From individual characteristics such as age, linguistic background, and cognitive abilities, to environmental factors like exposure to native speakers and immersion in the language environment, numerous elements come into play. Additionally, social factors such as motivation, attitudes toward the target language community, and the availability of resources for learning all contribute to the complexity of pronunciation acquisition. By exploring these diverse influences, we can gain valuable

insights into the challenges and strategies involved in mastering pronunciation in a second language. However, in this study, the research is going to focus on the important ones; According to Gilakjani (2012), they are: attitude, motivation and exposure, instruction, and exposure to target language.

### **1.6.1 Attitude**

The acquisition of good pronunciation in a second language appears to vary among learners, even within the same classroom. This observed difference in proficiency has prompted numerous investigations into the personal traits that influence individuals' success in language acquisition. Elliot (1995) conducted a study focusing on university students at an intermediate level of Spanish proficiency, revealing that their attitudes toward achieving native or near-native pronunciation, as gauged by the Pronunciation Attitude Inventory (PAI), emerged as the primary determinant of their pronunciation accuracy in the target language. In simpler terms, Elliot found that students who prioritized improving their pronunciation tended to demonstrate better proficiency in producing the desired sounds of the target language. This finding resonated with earlier research by Suter (1976), who similarly observed that learners who showed greater concern for their pronunciation achieved higher levels of proficiency in English as a Second Language (Elliot, 1995). Furthermore, in discussions concerning the attitude of second language learners toward pronunciation and their overall language acquisition, it is crucial to acknowledge the contributions of Schumann (1986) regarding acculturation and its significance in the language learning process. Schumann's acculturation model posits that learners will master the target language to the extent that they assimilate into the target culture (Celce-Murcia, et al., 1996). According to Schumann, acculturation involves a learner's willingness to embrace the target culture and their desire for social integration within it. His research, conducted in 1976 and expanded upon in 1986, delves into the social and psychological integration of immigrant students, examining how it correlates with the amount of language acquisition and usage, particularly in the context of learning English (Tong, 2000) (as cited in Gilakjani, 2012).

Schumann suggests that how much English students learn and use indicates how well they have adapted to the new culture. Acculturation, as Schumann describes it, is about how much contact and connection there is between a group and the new culture. The more a group interacts and feels close to the new culture, the more chances they have to learn and use English. On the other hand, if there is not much interaction or if they feel distant from the new culture, they will learn and use less English. Basically, the more contact a group has with the new culture, the more English they will acquire and utilize. Similarly, Sparks and Glachow's research in 1991 concerning personality traits yielded similar findings. They observed that students who possessed motivation to learn, coupled with positive attitudes toward the target language and its speakers, tended to achieve greater success compared to those with less favorable attitudes. Sparks and Glachow also referenced the work of Gardner and Lambert, who identified two main types of motivation. The first type, instrumental motivation, involves a desire to learn the second language for the purpose of achieving linguistic proficiency. The second type, integrative motivation, reflects a deeper interest in the culture associated with the second language. According to Gardner and Lambert, students with integrative motivation are more inclined to dedicate themselves to developing communication skills in the second language because they are more likely to actively seek out interactions with native speakers (as cited in Gilakjani, 2012).

All in all, having a positive attitude toward learning the culture of a foreign language is an important contributor to the success of foreign language learning.

### **1.6.2 Motivation and Exposure**

Besides the age at which a language is acquired, a learner's motivation for acquiring the language and the cultural group they associate with play crucial roles in determining whether they will achieve native-like pronunciation. Research indicates that having personal or professional goals for learning English can impact the perceived necessity and desire for achieving native-like pronunciation (Marinova-Todd et al., 2000; Masgoret & Gardner, 2003; Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatlinton et

al., 2005). Marinova-Todd et al. (2000) conducted a review of studies on adult English acquisition, concluding that motivated adults can attain high proficiency levels, even approaching native-like fluency. Moyer (2007) discovered that both experience with and a positive attitude toward the language are significant factors in developing native-like pronunciation. Shively's (2008) investigation of Spanish learners revealed that pronunciation accuracy correlates significantly with factors such as age at initial exposure to the language, amount of formal instruction, time spent in a Spanish-speaking environment, out-of-class exposure to Spanish, and emphasis on pronunciation during lessons. Consequently, apart from classroom instruction on pronunciation and accent, educators should encourage learners to engage in English communication beyond class and provide structured assignments to facilitate these interactions (as cited in Gilakjani, 2012). Indeed, motivation plays a significant role in pronunciation learning or acquisition. If learners are motivated enough, they can engage in any type of activity to better their pronunciation level.

Without motivation, students might find improving pronunciation skills challenging. It can therefore be inferred that motivation is relatively crucial to increase students' pronunciation skills.

### **1.6.3 Instruction**

Foreign language education typically emphasizes four key areas: listening, speaking, reading, and writing. Pronunciation receives significant attention in the initial stages of language learning, particularly during the first year, as learners are introduced to the alphabet and sound system of the target language. However, this focus on pronunciation tends to diminish beyond the introductory level. The reduced emphasis on pronunciation development may stem from a general lack of enthusiasm among second language acquisition researchers, educators, and learners, who may perceive pronunciation in a second language as relatively unimportant (Elliot, 1995). Pennington (1994) suggests that pronunciation, often viewed as part of linguistic rather than conversational fluency, is frequently downplayed in communicatively oriented language classrooms (Elliot,

1995). In the same vein, Elliot (1995) argues that teachers often perceive pronunciation as the least practical among the fundamental language skills, leading them to prioritize other aspects of language instruction over pronunciation. Alternatively, teachers may justify neglecting pronunciation by believing that adult learners find it more challenging to achieve proficiency in pronunciation compared to other aspects of language acquisition. Additionally, teachers might lack the necessary knowledge or resources to effectively teach pronunciation, leading to its oversight in language instruction (Elliot, 1995) (as cited in Gilakjani, 2012).

Teachers have traditionally approached pronunciation instruction through methods such as repetition drills on individual words or phrases, or by providing students with rules of pronunciation, such as the pronunciation changes in certain word patterns. However, this type of instruction primarily aids students in decoding words for reading purposes rather than focusing on pronunciation itself. For instance, students are rarely taught about distinctions between different speech sounds like fricatives and non-fricative continuants, or the nuanced differences in sounds like the trilled or flapped /r/ between Spanish and English (Elliot, 1995). Instead, students are often left to discover such information independently. Research exploring the effectiveness of explicit pronunciation instruction for second language learners has yielded inconsistent findings. While Suter (1976) found no significant relationship between formal pronunciation instruction and students' English pronunciation, Murakawa (1981) discovered that adult learners of English as a second language could enhance their articulation through 12 weeks of phonetic instruction. Moreover, Nuefield and Scheiderman (1980) reported that adults could attain near-native fluency relatively quickly with sufficient pronunciation instruction, without significantly disrupting the overall language teaching program (Elliot, 1995). Moreover, Derwing, Munro, and Wiebe (1997) conducted a study focusing on the instruction of supra-segmental aspects of pronunciation, such as stress, rhythm, and intonation. They implemented a speaking improvement course for ESL learners with an average of ten years of study. The course spanned 12 weeks and aimed

to enhance learners' pronunciation. Initially, 37 native listeners transcribed speech samples to evaluate learners' intelligibility using true/false sentences. These samples were then rated based on comprehensibility and degree of accentedness. By the end of the course, there was a significant improvement in intelligibility, with better ratings for comprehensibility and reduced accentedness over time. The study demonstrated that 30 language learners were capable of modifying their pronunciation in a reading task (Derwing & Rossiter, 2003) (as cited in Gilakjani, 2012).

Ultimately, strategic and effective instruction is the bedrock of good pronunciation in an EFL classroom.

#### **1.6.4 Exposure to Target Language**

When discussing a learner's exposure to the target language, it encompasses both their everyday interactions and the extent of prior language instruction they have received. Language learning theories suggest that learners primarily acquire language through the input they receive, emphasizing the need for substantial amounts of understandable input before speaking is expected. Adult learners often have limited opportunities to immerse themselves in native language input compared to children, who may spend extensive time in English-speaking environments such as schools. Conversely, adult learners may find themselves in what theorists describe as "linguistic ghettos," where meaningful exposure to the target language is scarce, hindering their language acquisition. Learning and speaking a new language pose particular challenges for foreign language learners, as effective oral communication requires proficiency in using the language appropriately across various interactions (Shumin, 1997). In addition to that, verbal communication significantly influences the supra-segmental aspects of speech, including pitch, stress, and intonation. These features are typically not acquired solely through textbook learning or dictionary study. In addition to these linguistic elements, non-verbal aspects such as gestures, body language, and facial expressions also play a crucial role in conveying meaning. However, unlike linguistic features, these non-verbal cues are often learned implicitly through immersion in a language and culture, rather than through explicit

instruction. Due to limited exposure to the target language and interaction with native speakers, adult English language learners often struggle to attain native-like proficiency in pronunciation, fluency, idiomatic expressions, and cultural pragmatics encompassing gestures, body language, and facial expressions (Shumin, 1997).

Finally, being exposed to the target language contributes significantly to the success of pronunciation learning.

To top it all off, acquiring pronunciation skills in a new language is a multifaceted journey shaped by numerous interconnected factors. These include individual traits such as age, linguistic background, and cognitive abilities, as well as environmental aspects like exposure to native speakers and immersion in language contexts. Moreover, social factors such as motivation, attitudes toward the target language community, and access to learning resources significantly impact pronunciation acquisition. While this study concentrates on key elements outlined by Gilakjani (2012) — attitude, motivation, exposure, instruction, and immersion in the target language — it is important to recognize the broader complexity of the process. By delving into these influential factors, researchers and educators alike can deepen their understanding of the challenges and effective strategies involved in mastering pronunciation in a second language.

### **1.7 The goal of Pronunciation Teaching**

Hebert (2002, as cited in Moghaddam et al., 2012) suggests that spoken language communicates both referential and affective meanings, revealing our interests and attitudes toward the topic and the people involved. These messages are primarily conveyed through prosodic features such as stress, rhythm, intonation, pitch variation, and volume. Consequently, it appears crucial for phonology to be taught within context rather than as an incidental or separate component. However, a lingering question remains: should the learning target for pronunciation prioritize achieving a native-like accent or attaining fluency with an accent?

Morley (1994, as cited in Moghaddam et al., 2012) has introduced four main goals for teaching pronunciation: functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities. Functional intelligibility postulates that the listener comprehends whatever the speaker utters, and that leads to the second goal which is communicability. The overall purpose of any conversation should normally be effective communication. Moreover, boosting confidence is an important attribute in any sort of communication. Lastly, if pronunciation lies correctly in conversing, interlocutors can controllably monitor their speech accordingly.

In his Study, *Principles of Language Learning and Teaching*, Brown coined the term "Henry Kissinger effect," named after the U.S. secretary of state, to illustrate the phenomenon of proficient verbal communication despite noticeable pronunciation differences. Kissinger's speech was remarkably eloquent and intelligible, surpassing that of many native English speakers, despite his distinctive accent. This example underscores the idea that learners should not be embarrassed by their accents as they strive for effective communication. Moreover, educators and language authorities are likely to prioritize learners' sociolinguistic circumstances and are more inclined to address the psychological aspects of pronunciation training. This could involve integrating activities aimed at building confidence and encouraging reflection into language courses (Brown, 2007). Conversely, prioritizing fluency over precise pronunciation means learners will not be interrupted for pronunciation errors while speaking, fostering a greater emotional willingness to express opinions. Research suggests that immediate feedback or interruptions during interactive activities can disrupt and demotivate learners, potentially diverting their focus from meaning. In essence, this approach may hinder the development of automaticity and associated learning strategies (Clariana et al., 2000, as cited in Moghaddam et al., 2012).

Therefore, the crucial inquiry revolves around the factors influencing what constitutes acceptable pronunciation? Acceptable pronunciation is achieved when others can comprehend the speaker, and when the speaker's English is deemed valuable to listen to.

While some learners may aspire to attain a native-like accent, as suggested by James (2010), this objective may serve as a primary aim for certain individuals. However, it should not be the ultimate goal for teachers seeking to enhance their learners' pronunciation. Consequently, Morley (1994) suggests that an accent deviating too far from a recognized standard can lead to confusion. Therefore, it is recommended for learners to aim for accents that closely resemble a standard variety. A strong English accent may result in negative perceptions regarding the speaker's personality and competence. If learners need not to pronounce like native speakers of English and at the same time, they need to have an accent that is near to a known standard, then what English models can a teacher use with his/her students? In answering the question, James (2010) pointed out that various models are available for teaching and learning English pronunciation. For instance, individuals can simply tune into television channels like CNN International, BBC, or Sky News. These channels feature a diverse range of speakers from countries like Germany and France, among others, all of whom exhibit acceptable pronunciation. Accessing such channels can greatly aid individuals in comprehending spoken English. (As cited in Moghaddam et al., 2012).

In conclusion, linguistically speaking, there is not a language that is inherently superior to another. Thus, it is vital to be plausibly realistic about your pronunciation goals, bearing in mind that it is almost impossible to achieve native-like pronunciation. Furthermore, it will make the process detrimental and kind of overwhelming. Everyone has their own accent, and they will always have it. Therefore, being functional and attempting to attain that level of communicability should be the ultimate goal.

### **1.8 Current Problems and Misunderstanding Regarding Pronunciation**

In the realm of language education, pronunciation instruction stands as a vital component essential for effective communication. However, despite its importance, pronunciation teaching often grapples with several contemporary challenges and misunderstandings. From limited instructional time devoted to pronunciation in language curricula to misconceptions regarding its significance in language proficiency,

educators and learners alike face numerous hurdles in mastering pronunciation. Moreover, varying pedagogical approaches and conflicting views on the role of accent and intelligibility add layers of complexity to pronunciation instruction. In this introductory paragraph, we explore the current problems and misunderstandings surrounding pronunciation teaching, highlighting the need for nuanced approaches to address these challenges in language education.

Due to its marginalized status, many ESL teachers lack formal training in pronunciation instruction. Breitzkreutz, Derwing, and Rossiter (2002) found that 67% of ESL teachers surveyed in Canada had received no training in pronunciation instruction. This deficiency extends beyond North America, with Burgess and Spencer (2000) advocating for increased pronunciation training for teachers in Britain. Similarly, MacDonald (2002) highlights studies in Australia revealing that numerous teachers refrain from teaching pronunciation due to a lack of confidence, skills, and knowledge. This overall lack of teacher preparation partially explains findings from another survey conducted by Derwing and Rossiter (2002), where only 8 out of 100 adult intermediate ESL learners reported receiving any pronunciation instruction despite extended enrollment in ESL programs (as cited in Derwing & Munro, 2005). This is genuinely a real problem. Normally, if one wants to find solutions to any problem, they should go to the root cause, not the surface one. That is to say, if teachers of pronunciation are not well trained, how possibly can students be? It is completely illogical. Teachers should be trained on pronunciation first, and afterwards how to instruct it accordingly. Additionally, Derwing & Munro (2005) extrapolated that relying on experiences and intuitions sometimes serves teachers well. Those who have strong observation skills and who are phonologically aware may address learners' needs satisfactorily. These same teachers may develop critical evaluation skills so that they gain a sense of what will and will not work for their students. Their intuitions may well be confirmed by research findings. However, expecting teachers to rely solely on intuition is unrealistic and unfair. Other aspects of pedagogy receive extensive attention in teacher preparation courses and

materials, but in many instances L2 instructors are apparently left to teach themselves how to address pronunciation with their students. Indeed, it is a pedagogical process that needs collective work, particularly if the outcomes are desired to be exceptional.

Teachers should know that the ultimate goal of teaching pronunciation is to improve their students' levels. Therefore, to do that, the first thing is to scrutinize their needs, analyze them, and teach them accordingly. Consequently, the pronunciation instruction should correlate directly with students' needs. For example, Derwing & Munro (2005) stated that Untrained instructors who opt to teach pronunciation often rely excessively on pronunciation textbooks and software, disregarding the specific needs of their students. However, this approach is ineffective for several reasons. Firstly, most materials lack a foundation in pronunciation research, which hinders teachers' comprehension of the rationale behind suggested content and activities, making it difficult to tailor instruction to meet students' needs adequately. Secondly, teachers lacking a background in linguistics or pronunciation research may struggle to make informed decisions regarding the utilization of computer software, whether specifically designed for pronunciation instruction or not.

A third problem is Teachers' lack of knowledge of phonetics leads to a significant issue discussed by Wang and Munro (2004), wherein ESL learners may encounter pedagogical misdirection when taught the English /i/-/I/ distinction (e.g., beat vs. bit). Hillenbrand and Clark (2000) observed that North American English speakers primarily differentiate between /i/ and /I/ based on vowel quality rather than length. Conversely, research by Bohn (1995) suggests that learners from various linguistic backgrounds often perceive /i/ as a long vowel and /I/ as a short vowel with minimal difference in quality. This misalignment is exacerbated when teachers mistakenly emphasize the distinction between these vowels as primarily based on length. Wang and Munro (2004) demonstrated that with perceptual training, ESL learners could refocus on differences in vowel quality and disregard length, even after receiving misleading instruction (as cited in Derwing & Munro (2005)). In teaching pronunciation, teachers should have a

comprehensive understanding of Phonetics, so that they have a clear picture of how to teach pronunciation with regards to different varieties of English language.

In conclusion, pronunciation instruction emerges as a crucial element in language education, essential for effective communication. Nevertheless, this area encounters contemporary obstacles and misconceptions, including limited instructional time within language curricula and misunderstandings about its importance in achieving language proficiency. Quite importantly, pronunciation instruction training for teachers, meeting the needs of the students, and sufficient knowledge of phonetics. Additionally, the diverse pedagogical methods and differing perspectives on accents and intelligibility further complicate pronunciation teaching. These challenges underscore the necessity for nuanced strategies to tackle the complexities inherent in language education and to foster comprehensive approaches that prioritize pronunciation alongside other language skills. By addressing these issues with sensitivity and inclusivity, educators can better equip learners to navigate diverse communication contexts confidently and proficiently.

## **1.9 Teachers and students' views about pronunciation**

In investigating pronunciation and how it is instructed, it is plausibly appropriate to look diametrically at its dynamics. That is to say, we'll need to explore both perspectives; teacher's side and students' side as well. When it comes to students through reading literature, the results were not as shocking; it turned out that students have always been positive about pronunciation instruction, and it appeared that regardless of the approach that was implemented, there was always a benefit, however small.

### **1.9.1 Students' Views on Pronunciation**

YEOU (2010) point out, "Edwards (1992, cited in Barrera Pardo, 2004) found in a survey that 94% of the learners studying an introductory course to English phonetics and phonology believed that phonology was helpful in learning pronunciation, and what they appreciated most about the course were laboratory sessions and word level

transcription.” (p.57). Undoubtedly, phonetics and phonology do definitely have a great impact on pronunciation. In particular, the English language.

Unlike French and Arabic, there is no one-to-one correspondence between spelling and pronunciation in English which makes it harder for non-natives. Nonetheless, when learning phonetics, students will be phonetically and phonologically aware and therefore gain insights about the differences and the similarities between their mother tongue and the target language. Consequently, their pronunciation will be fine-tuned accordingly. However, it should be noted that the content and the way that phonetics are to be taught is way important essentially.

In a study done by Madden & Moore (1997), they asked 49 students learning English as a second language at a university about pronunciation. Most of these students said that pronunciation was really important and that they wanted teachers to focus more on teaching it, especially intonation. Many of them were not happy with their own pronunciation. They thought good pronunciation meant sounding like a native speaker or being easy to understand. Additionally, another study by Vitanova & Miller (2002) found similar things. Students believed that getting pronunciation right would help them communicate better. They thought it was important to learn both the individual sounds and the patterns of speech. They also thought that improving pronunciation would make them feel more confident when talking to others (as cited in YEOU, 2010). Clearly, the importance of teaching pronunciation has begun to unfold incrementally to students. However, they seemed to struggle with the syllabus and teaching methodology. Notably, some teachers focused on teaching the segmental parts of phonetics like phonemes and minimal pairs, and neglected the suprasegmentals like tone, stress, and intonation, especially that English is an intonational language. Therefore, obviously enough, intonation patterns will contribute largely in the process of communication. One of the problems that students have is the concern of having native-like pronunciation. This would be hard if not impossible, particularly if they are adult learners. Conversely, the overall goal of learning any language is to facilitate communication. Furthermore,

having a correct pronunciation would boost students' confidence as well. Many students are reluctant to engage in any type of conversations only because they are afraid to be judged and that therefore will be mocked because of their incorrect pronunciation. Ultimately, it became very important.

Many experts agree that the main aim of teaching pronunciation is to help students be easily understood. However, recent studies show that lots of students still think sounding like a native speaker is the best goal. Yet, they also realize that aiming for perfect native-like pronunciation might not be realistic. Instead, they often choose more practical and achievable models for pronunciation (Subtirelu, 2013) (as cited in Martin, 2015). However, Subtirelu (2013:279) indicates that:

In the course of his research, learners' goals changed over time and with more exposure to the target language, opting initially for native-like pronunciation and later for an alternative model. However, the interviews in his research highlight that this change resulted from pessimism about attaining their true goal, rather than a decisive shift of desired objective (Ibid.:281)" (p. 12).

Indeed, intelligibility should be the goal of the students. Alternatively, though, the majority of English learners tend to confuse pronunciation and accent. "Pronunciation is the way people produce sound. It means pronunciation is the act or method of saying a word. Several English words are not precisely pronounced as they are written for many reasons, and several sounds could be expressed by more than one letter pairing (Britannica, 2021). On the other hand, "accents are different from pronunciation as it is based on the speaker's social or geographic upbringing. The speaker's usage of another language is influenced by the phonetic patterns of their original tongue (Nordquist, 2018)" (as cited in Sun, 2022, par. 1&2). Ultimately, it is impossible to get the accent because, after all, everyone has one. Yet, the aim should be pronouncing words properly, and those two are strikingly different.

### **1.9.2 Teachers' Views on Pronunciation**

Teachers' perspectives on pronunciation teaching vary widely, reflecting a diverse array of approaches and beliefs within the field of language education. While some educators prioritize accent reduction and the attainment of native-like pronunciation, others emphasize intelligibility and effective communication as the primary goals. Additionally, there is recognition among teachers that the cultural and linguistic backgrounds of learners significantly influence their pronunciation needs and goals. Some instructors advocate for a focus on suprasegmental features such as stress, rhythm, and intonation, viewing these elements as crucial for enhancing overall comprehensibility. Conversely, others contend that an excessive emphasis on native-like pronunciation may discourage learners and hinder their confidence in using the language. Overall, the views of teachers on pronunciation reflect a nuanced understanding of the complex interplay between linguistic accuracy, communicative effectiveness, and learner motivation. Ultimately, it is obvious to state that the history of the teachers' views of pronunciation grew in accordance with the second language acquisition either deliberately or inadvertently.

Initially, teachers taught only grammar and vocabulary because they felt more or less comfortable and confident to teach them. It is fair to say that they are kind of simple in comparison with pronunciation, and it is understandable due to the complexity of teaching pronunciation. It is believed that they are tendencies, not rules. Therefore, to teach something like this, normally, teachers have to be qualified and strategic in delivery. Additionally, it seemed intimidating and challenging to teach pronunciation as it was a new subject, but that does not imply disinterest in any sort of way. For example, YEOU (2010) noted that, "Many teachers admit that their neglect of pronunciation is not due to their lack of interest in the subject but rather to lack of confidence in teaching it. They feel they need more knowledge about, and skills relating to the teaching of pronunciation (Brown, 1992; Murphy, 1997; Roads; 1999; Yates, 2001; Macdonald, 2002)" (p.56).

Brown (1992) (as cited in YEOU, 2010) found that most teachers surveyed felt that their training in Teaching English to Speakers of Other Languages (TESOL) did not adequately prepare them for teaching pronunciation. They expressed a sense of helplessness in achieving the goals of pronunciation instruction and admitted to lacking knowledge about the phonetics of other languages. Moreover, they indicated that while they felt comfortable teaching individual sounds and aspects of pronunciation, they desired a better understanding of the theory and methods for teaching stress, rhythm, and intonation. It is illogical to expect students to have good pronunciation if teachers are not well-formed in teaching it. Therefore, teachers should be well trained and taught different approaches and techniques. Plus, teachers should know how to implement their insights accordingly. Moreover, understanding phonetics and phonology is important for teachers when teaching pronunciation. Phonetics helps teachers know how sounds are made and categorized, helping students distinguish between similar sounds. It also helps in correcting pronunciation errors effectively. Phonology helps teachers teach stress, rhythm, and intonation patterns, improving students' fluency and communication skills. Teachers can use various teaching techniques, like drills and exercises, to address pronunciation challenges. They can also adapt their teaching to meet the needs of students from different language backgrounds. Overall, phonetics and phonology are valuable tools for teachers to help students improve their pronunciation and communication skills. In that very vein, the part that was hard to teach is suprasegmental, being less concrete.

Another issue highlighted in academic literature, as discussed by Burgess and Spencer (2000) and Derwing and Rossiter (2002), pertains specifically to the EFL setting. Teachers have noted the challenge of assisting students with pronunciation in classes comprising individuals from diverse linguistic backgrounds, each with unique learning requirements. (As cited in Martin, 2015). Indeed, teaching students who have different linguistic backgrounds is demanding and somehow ineffective. For one thing, it is time consuming. That is to say, when attempting to explain and compare everyone's mother

tongue with the target language, it would take a huge amount of time, which may not be available. For another thing, contrastive analysis may be appreciated in certain settings. Furthermore, students' different needs make it hard to manage the syllabus. For example, one of them may be good at segmentals and wants to improve their suprasegmentals whereas another is good at suprasegmentals, but has problems in other pronunciation areas.

All in all, since pronunciation is difficult to instruct with its novelty, although some teachers are interested in it, they become reluctant to teach it, and that is the result of so many factors. For example, teachers are not satisfied with their levels. Second, their knowledge of phonetics and phonology is very narrow. Additionally, they are lost at what to include in teaching and what to exclude. Therefore, between that and that, it is crucial to explore how teachers perceive pronunciation in the classroom. Their feelings about pronunciation instruction and its implementation, and how all of this relates to their students in practice.

### **1.9.3 Similarities and Differences Between Students' and Teachers' Perceptions of Pronunciation**

If you have been following the literature from the beginning up until now, you would deduce that teachers' and students' views are inextricably linked; they are two sides of the same coin. The role of pronunciation in EFL classroom practice is shared directionally by teachers' and students' attitudes towards it. By knowing what discrepancies, they have, and in which line they overlap down the road, teaching pronunciation will be more viably effective.

According to Macdonald (2002) (as cited in Martin, 2015) both teachers and students find pronunciation important to some degree, but how much depends on the learning situation and many other things. Thus, if teachers do not like teaching pronunciation, they might not focus on it directly, or if they don't think pronunciation is important, they might think their students do not care much about it either. Consequently, there is no shadow of a doubt that the importance of teaching pronunciation is unanimously

apparent between both teachers and students. They do recognize that it becomes very vital since the utmost function of language is communication and English language is the language of the world now. Therefore, for any interlocutor to engage in conversation, pronouncing words properly would be the channel of delivering a given message. However, other factors contribute in impeding the process of teaching pronunciation effectively.

However, differences arise in the emphasis and prioritization of pronunciation instruction. While teachers may view it as a crucial aspect deserving dedicated time and attention, students may not always share the same level of prioritization, potentially focusing more on other aspects of language acquisition. Additionally, teachers may feel more comfortable addressing pronunciation issues, given their role in guiding students' language development, whereas students may exhibit varying levels of confidence or discomfort with their pronunciation abilities. Furthermore, teachers may perceive teaching pronunciation as more challenging than students perceive learning it, as they navigate the complexities of pronunciation rules and practice. Motivations also differ, with students often driven by a desire to be understood and communicate effectively, while teachers may be motivated by professional obligations or pedagogical principles. Despite these variances, both groups ultimately recognize the importance of pronunciation in achieving language proficiency. (As cited in Martin's (2015))

As has been established, there is now no theoretical justification for dismissing pronunciation as an unimportant 'extra' relating to language learning (Pennington and Richards, 1986; Morley, 1991; Underhill, 2005; Brinton, 2012). Therefore, in order to better understand if and why pronunciation still seems to be marginalized in the EFL classroom, it is necessary to understand teachers' and students' perceptions. As Brown (2009) and Simon and Taverniers (2011) highlight, the two are often noticeably different. Furthermore, as Brown (2009:57) points out, there has been very limited research into this area and so it

would be beneficial to investigate and compare students' and teachers' beliefs regarding the usefulness and implementation of pronunciation. (p.15).

At last, the dynamic relationship between teachers' and students' views on pronunciation in the EFL classroom underscores the interconnectedness of their roles. Understanding the alignment and disparities in their attitudes towards pronunciation is crucial for enhancing its effectiveness in teaching. Recognizing that teachers and students are two sides of the same coin suggests that interventions aimed at improving pronunciation should consider both perspectives. By pinpointing the areas of agreement and disagreement, educators can tailor their instructional approaches to bridge the gaps and leverage the overlaps, ultimately leading to more successful pronunciation instruction. This holistic understanding fosters a collaborative learning environment where both teachers and students contribute to the advancement of pronunciation skills in the EFL classroom.

### **1.10 Conclusion**

In conclusion, this chapter has provided a comprehensive overview of the multifaceted aspects of pronunciation within the realm of language learning and teaching. Through an exploration of various dimensions including its definition, historical evolution, instructional approaches, influencing factors, instructional objectives, prevalent challenges, and the perceptions of both students and teachers, a rich understanding of the complexity surrounding pronunciation instruction has been attained. By shedding light on the diverse perspectives and experiences of stakeholders involved in pronunciation learning and teaching, this groundwork sets the stage for the subsequent chapters to delve deeper into the empirical investigation and analysis. Through this research, the researcher aims to contribute valuable insights that can inform pedagogical practices and ultimately enhance the effectiveness of pronunciation instruction in EFL classrooms.

# Chapter Two

*Research Methodology and Analysis*

## **CHAPTER ONE: Research Methodology and Analysis**

2.1 Introduction

2.2 Aims of the Research

2.3 Population Sample

2.4 Research Approaches and instruments

2.5 Data Analysis

2.5.1 Data from Students' Questionnaires

2.5.2 Data from Teachers' Questionnaires

2.5.3 Data from Students' Interview

2.5.4 Data from teachers' Interview

2.6 Discussion of Main Results

2.7 Suggestions and Recommendations to better Teach Pronunciation

2.8 Research Limitation

2.9 Conclusion

## **2. 1 introduction**

In this chapter, the researcher starts by the aims of the research, population sample, research approaches and instruments, data analysis, discussion of the main results, suggestions and recommendations to better teach pronunciation, and finally research limitations.

## **2. 2 Aims of the Research**

The research's aim is to gain a greater understanding about teachers' and students' perceptions of pronunciation in EFL classrooms and is led by the following questions:

1. How do students view the of pronunciation within the EFL classroom?
2. How do teachers perceive the significance of pronunciation in the EFL classroom?
3. What notable similarities and differences exist between the perceptions of the students and teaches regarding pronunciation in the EFL classroom?

In this study, it is claimed that third year students of Salhi Ahmed university center of Nama in English department and their teachers have a positive view regarding pronunciation within EFL classroom. It is also hypothesized that teachers and students have different view of pronunciation within EFL classroom.

## **2.3 Population Sample**

The population sample chosen in this research is third year english department students and their teachers. It targeted students and teachers from Salhi Ahmed university center in Algeria. The numbers in question are 30 students and 3 teachers.

The reason behind this choice is to determine teachers' and students' perceptions of pronunciation, and to compare and contrast their perceptions.

The aim behind choosing third year is that they have already been exposed to Phonetics and Phonology as well as Oral Expression as direct approaches to pronunciation. Also, the selected teachers do teach the aforementioned subjects or modules, if you will.

As far as the students are concerned, random sampling is the technique opted for in this research initially, and followed by convenience sampling for the interview. Whilst, for teachers, expert sampling was exercised purposefully because they teach the subject being searched. Random sampling is to give everyone equal opportunity to be chosen to ensure the representativeness of the sample. Convenience sampling was to choose students based on their level and availability.

## **2.4 Research Approaches and Instruments**

There has always been a heated debate between the relationship between quantitative and qualitative approaches. However, they are better considered as a continuum, or in other words, a complementary. In case studies, like this research, it is advisable to utilize mixed methods. Therefore, quantitative will help to provide a reasonably broad understanding of students' and teachers' perceptions. Conversely, qualitative is used to give more in-depth data and avert simplistic overgeneralization or the assumption of homogeneity.

The objective of the research is to gain insights about teachers' and students' experiences and perceptions of pronunciation in EFL classrooms. Therefore, to find out the various views that both may elicit, a questionnaire was provided to students and teachers were interviewed. The questionnaire was designed utilizing Likert scale format mostly, and some open-ended questions. The questions were thus formulated based on the research questions and reading relevant literature review. They dealt with the importance of pronunciation, the reason behind learning it, students' satisfactions about the way it is taught in their department, more importantly the effectiveness of Phonetics and Phonology as approaches to pronunciation teaching, and ultimately, the goal of pronunciation teaching/ learning. Most statements require respondents to select between one of the five categories from 'strongly agree' – 'strongly disagree'; the one dealt with satisfaction offered choosing between one of five categories from 'very satisfied' – 'very unsatisfied'. Subsequently, an 'a' or 'b' question asked whether goals related to

intelligibility or native-like pronunciation. as far as the open-ended questions are concerned, a space was provided to expand on the answers.

An interview was consequently conducted with teachers to elicit more comprehensive information about their opinions, beliefs, and experiences in pronunciation teaching and learning in EFL classroom. In its nature, interview is believed to allow the researcher to gather rich and detailed qualitative data directly from participants, providing insights into their experiences, opinions, and attitudes on the targeted topic.

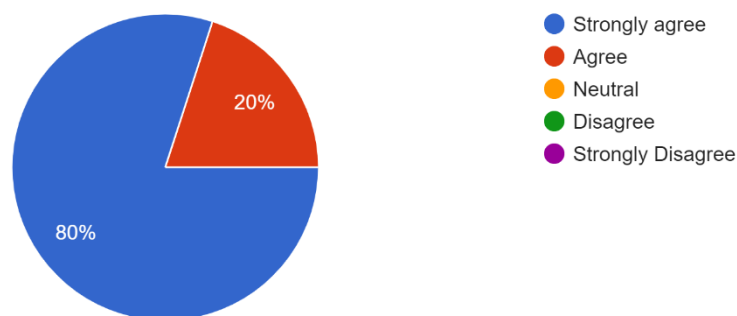
## 2.5 Data Analysis

In the data analysis phase, the data gathered will be analysed both quantitatively and qualitatively.

### 2.5.1 Data from students' questionnaires

**The questionnaire is analysed in the following tables and pie-charts.**

#### ❖ *Perceptions of the value of pronunciation practice*



**Figure 2.1 The Importance of Pronunciation**

It appeared that the overwhelming majority of the students which represent 80 % strongly agreed that pronunciation is helpful and should taught. Almost similarly, 20% of the students agreed which technically demonstrates the importance of teaching it. On the other hand, none of the students was neutral, disagreed, or strongly disagreed. Ultimately, the extent of agreement between the students on the usefulness and its teaching necessity is striking.

### ❖ *The Reasons Behind Learning Pronunciation*

The answers that students provided do share some commonalities. However, each one is somewhat specific in its own way. That is to say, 12 students stated that they want to learn pronunciation so that they will have effective communication which will ensure mutual intelligibility. In the same vein, 7 students emphasized seeking to speak “correctly”. Also, 4 students want to speak “confidently”. However, interestingly enough, 3 students want to sound like “natives”. Therefore, the striking majority of students want to learn pronunciation to communicate effectively which the utmost function of language anyway.

### ❖ *Students’ satisfaction about the way pronunciation is taught at the department*

*Table 2.2 Students’ Satisfaction about Pronunciation*

Satisfaction Level	Percentage
<b>Very Satisfied</b>	20.0%
<b>Satisfied</b>	20.0%
<b>Neutral</b>	33.3%
<b>Unsatisfied</b>	26.7%
<b>Very unsatisfied</b>	0%

It is astonishing and worth wonder how diverse are the students’ satisfactions regarding the way pronunciation is taught at the english department. 33.3% of students signed neutral which gives a way 26.7% of students who are unsatisfied. However, 20% stated that they are very satisfied. Also, the last 20% declared to be satisfied. These approximate percentages prove that a great number of the students are satisfied and another proportion is unsatisfied.

### ❖ *Phonetics and Phonology as Approaches to Pronunciation Teaching*

*Table 2.3 The Usefulness of Studying phonology*

Response	Percentage
<b>Strongly agree</b>	40.0%
<b>Agree</b>	33.3%
<b>Neutral</b>	20.0%
<b>Disagree</b>	6.7%
<b>Strongly Disagree</b>	0%

The largest segment indicates that 40% of the respondents strongly agree with the statement, suggesting that a significant portion of the students find studying phonetics and phonology very helpful. However, another significant portion, exactly 33.3%, agree with the statement while 20% are neutral. The smallest proportion of students which represents 6.7% disagreed with the statement.

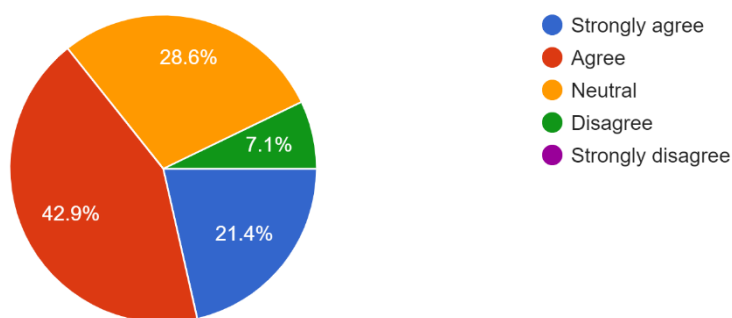
### ❖ *Segmentals and International Phonetic Alphabet*

*Table 2.4 The helpfulness of Studying Segmentals and IPA*

Response	Percentage
<b>Strongly agree</b>	14.3%
<b>agree</b>	35.7%
<b>Neutral</b>	42.9%
<b>Disagree</b>	7.1%
<b>Strongly Disagree</b>	0%

As demonstrated in the above chart, the majority of the students which represents 42.9% are neutral while another overwhelming amount of the students agree that studying segmentals and IPA is helpful in improving their pronunciation. moreover, 14.3% strongly agree that they do help. Conversely, the smallest proportion which makes 7.1% disagreed with the statement; they do believe that segmentals and IPA do not help in pronunciation.

### ❖ *Stress, Intonation, and Rhythm*



*Figure 2.2 The Helpfulness of Studying Suprasegmentals such as Stress, Intonation, and Rhythm*

As can be extrapolated from the pie chart, we can observe that a majority of the students (71.5% blending “strongly agree and “agree”) finding suprasegmental features in pronunciation very helpful. Alternatively, a small portion (7.1%) remain neutral, and a significant minority (21.4%) disagree with the statement. None of the students, however, strongly disagrees. Subsequently, it can therefore be inferred that there is general consensus on the importance of learning suprasegmentally features in language studies, although not all participants are convinced of its usefulness.

### ❖ *The adequacy of Addressing Pronunciation*

Quite a number of the respondents do believe that some teachers address pronunciation accurately. Some of them affirm that by stating that teachers correct their pronunciation while speaking. Furthermore, some teachers prioritize pronunciation by

integrating activities such as phonetic drills, pronunciation exercises, and speech practice into their lessons plan. However, another great number of respondents stated acutely that teachers do not address pronunciation accurately.

### ❖ *The Impact of Pronunciation on the Overall Language Proficiency and Communication Skills*

It seemed to be the case that students share a common sense on the impact of pronunciation on the overall language proficiency and Communication Skills. For instance, some of them acknowledge the fact that having proper pronunciation, one can smoothly interact with others. Moreover, others state that pronunciation is directly correlated with the level of confidence to speak. Therefore, this implies that pronunciation affects effective communication. Undoubtedly, in that, having the ability to pronounce well would ensure clear communication without being misunderstood. It is interesting how one of the respondents emphasizes the importance of correct pronunciation while some think that correct grammar is more important. He provides two scenarios in which first scenario is someone who has “good” pronunciation and “bad” grammar. The second scenario, on the other hand, someone who has “bad” pronunciation and “good” grammar. He therefore concluded that they have equal importance.

### ❖ *Intelligibility Versus Native-like Accent*

This section deals with pronunciation goals for the students, producing a striking imbalance in their answers. The majority of the students which are 26 reported that sounding like native speakers was important them. A slight minority, on the contrary, which represents 4 students stated that being intelligible is important and should be sufficient. Therefore, it can be seen clearly that the overwhelming majority of the students wished to sound like native speaker of English than simply be understood.

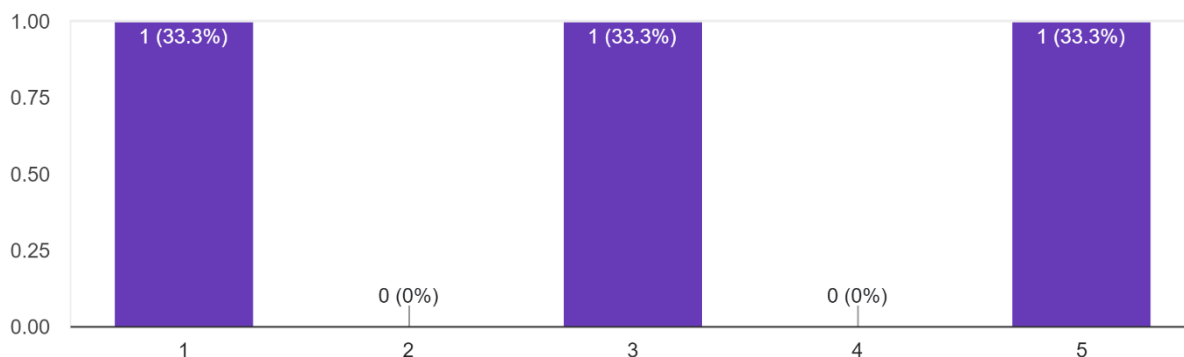
## **2.5.2 Data from Teachers’ questionnaires**

### ❖ *Perceptions of the value of pronunciation practice*

The results demonstrated that two out of three teachers seemed to be strongly convinced that teaching pronunciation is extremely important. Thus, one of them stated that pronunciation is part and parcel of language. He or she added that performance in pronunciation is directly correlated with language aspects such as listening, phonetic transcription, the right use stress to distinguish between some grammatical items such as noun/verb. However, there is one the three teachers who appeared to have different perspective. He or she reported that pronunciation is not important.

Finally, it can be inferred that the majority believe that pronunciation is important in language teaching.

### ❖ *Pronunciation Teaching*



*Figure 2.3 How much teachers like to teach pronunciation*

Mean:  $(1+2+3)/3=2$

The mean preference score is 2 indicating a balanced level of performance among teachers.

Median: the median preference score is also 2 which suggests that the preferences are evenly distributed.

Mode: there is no mode as each preference category occurs only one.

This analysis demonstrates how diverse teachers' preferences are, with one-third of them liking teaching pronunciation very much, one-third liking very little, and one-third being neutral towards it.

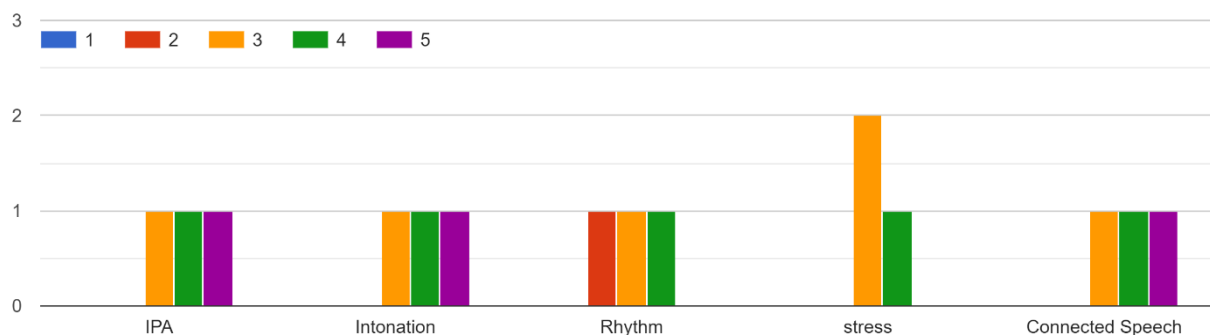
#### ❖ *Time Devoted to Pronunciation*

All teachers emphasized that pronunciation is not given sufficient time. One of them stated that it was one hour and a half per week, but lately it has been added to linguistics in first year. Additionally, another teacher reported that not a "great" time is provided in teaching pronunciation other than oral expression. All in all, this suggests that while some changes have been made, there is still a need for more focus on pronunciation within language teaching, especially given its significance in effective communication.

#### ❖ *Reasons not to Focus on Suprasegmentals*

There seemed to be a unanimous consensus among all teachers that the suprasegmentals such as stress, intonation, rhythm, and features of connected speech are crucially important in pronunciation. One of the teachers encouraged teachers very strongly to concentrate on the aspects of suprasegmentals. Moreover, another one stated that it is a matter of subject. Therefore, all pronunciation aspects should be taught according to the subject assigned.

#### ❖ *Teachers' confidence in teaching Suprasegmentals*



*Figure 2.4 How Confident teachers are in teaching IPA, Intonation, Rhythm, Stress, and Connected Speech*

As can be extrapolated from the above chart, two of the teachers are either very confident or confident in teaching international phonetic alphabet, intonation, and connected speech. However, they differ when it comes to rhythm and stress. One of them is confident in teaching whereas the other one is neutral. Conversely, there is one who is neutral in all of them except he or she feels not confident in teaching rhythm and connected speech. Ultimately, it is worth noting that rhythm and connected speech are integral components of pronunciation, and a lack of confidence in teaching these aspects could potentially impact the effectiveness of instruction for students.

❖ ***Teaching and Learning Pronunciation Instruction***

It appeared that teachers have had different instructions and viewpoints in regard to pronunciation teaching and learning. For instance, one of them commented stating that he learned or acquired pronunciation through reading and his experience as learner and teacher. Furthermore, another teacher reported that they acquired the accent naturally and took advantages of that to teach, therefore, they do not resort to any pronunciation techniques or methods.

❖ ***The Role that pronunciation plays in Students' Overall language Proficiency and Communication Skills***

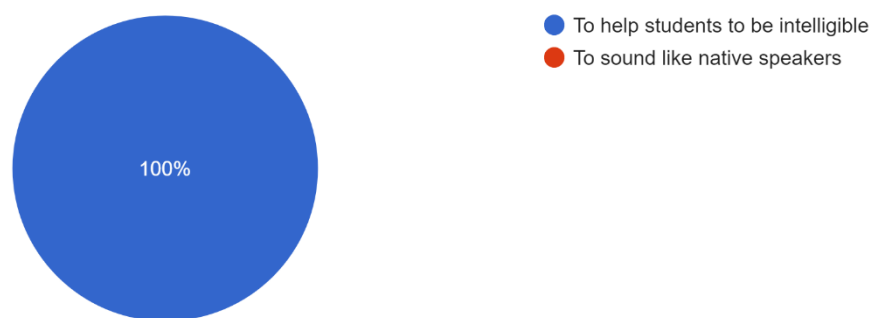
Teachers emphasized the vital role that pronunciation plays in students' overall proficiency and communication skills. Notably, a good pronunciation can be a boost to linguistic confidence. It can, additionally, lead to accuracy, fluency, self-confidence, and motivation to learn and discuss. Also, having a fancy accent pushes students towards speaking and using the language frequently as they become confident when getting compliments.

### ❖ *Challenges in Teaching pronunciation*

There are a couple of challenges that teachers encounter when teaching pronunciation. firstly, students are motivated to learn, and yet unwilling to communicate in English. Students in first year find it hard to internalize phonetic transcription, so it is very challenging to make them understand. Furthermore, lack of equipment is one of the greatest hurdles encountered in the department.

### ❖ *The Main Goal of teaching Pronunciation*

As can be inferred from the pie chart, all teachers believe that the main goal of teaching pronunciation is to help students to be intelligible.



*Figure 2.5 the Main Goal of Teaching pronunciation*

## 2.5.3 Students' interviews

### ❖ *Time Spent on Practicing Pronunciation and Students Current levels*

Among the 5 students, two of them stated that they “sometimes” practice their pronunciation. they elaborated:

*“I practice my pronunciation sometimes by speaking to myself, listening to podcast, and repeating speeches” and “I do not have anyone who speaks english in my surroundings. Therefore, I, barely practice.”*

Another two students reported that they “always” practice their pronunciation stating:

*“Whenever I am home, I practice my pronunciation all of them” and “I always practice my pronunciation when I am in my house.”*

The last one, however, stated that they “usually” practice their pronunciation;

*“I practice my pronunciation usually during private classes.”*

It is interesting how the overwhelming majority of the students do practice their pronunciation only exclusively when they are at home. It, therefore implies that they feel shy and thus more comfortable when they are alone or with family members, or they do not have the chance to do it at their department. Ultimately, although they vary in the way of practicing pronunciation, students do provide time to practice it.

In the same vein, they were asked about their current level of pronunciation. three of them described their levels as “good. However, two of them seemed to differ. In other words, they are not satisfied with their current level by choosing the word “catastrophe”, for example. This divergence, consequently, suggests that while some students feel confident in their pronunciation skills, others feel less satisfied and may perceive their proficiency level as inadequate.

### **❖ *Phonetics and Phonology and their Importance in Pronunciation***

All the 5 students interviewed agreed that Phonetics and Phonology are important in Pronunciation. the reasons were that they demonstrate the stress placement in a given word. Additionally, they can help you detect how many syllables in words. One of the students stated that:

*“Studying Phonetics and Phonology is extremely important. For example, I used to find certain vowel sounds hard to be pronounced, but thanks to phonetic transcription, it helped me a lot.”*

### **❖ *Pronunciation Effect on Students Overall English Language Skills***

In a way or another, all students seemed to correlate pronunciation directly to communication when it comes to its effect on the overall language proficiency. When of the student said:

*“I feel comfortable and very relaxed when I am taking if my pronunciation is good.”*

It would imply that communication would be affected if one of the interlocutors is uncomfortable or stressed.

All in all, it can be inferred that all students view pronunciation as a necessary component, and it would trigger misunderstanding when communicating if it is not correct.

### **❖ *The Way Teachers Help in Improving Pronunciation***

The majority of students stated that some of the teachers do correct them when they mispronounce words which they deem to be helpful. Additionally, some teachers play some recording and asked students to write to compare and contrast between phonemes and graphemes. Two of the students, however demonstrated dissatisfaction with the approaches.

## **2.5.4 Data from Teachers' Interviews**

### **➤ *Duration of teaching experience at the university and allocation of time for focusing on pronunciation by teachers.***

The period of teaching of teachers at the university ranges from two years as minimum and thirteen years as maximum, demonstrating that they are almost at opposite ends of spectrum which inevitably affects their performances. As for the focus on pronunciation during classes, it seems that they do not concentrate quite often on it unless it affects the

meaning of a given word. Usually, the notice comes apparent when students are doing oral projects.

➤ ***The Importance of Phonetics and Phonology and their Integration***

Teachers believe that Phonetics and Phonology are extremely important as they constitute the basics of correct pronunciation. In that, of the teachers stated that any teacher who is willing or supposed to teach pronunciation, should have a great knowledge about them. As far as their integration is concerned some stated that:

*“Unless I am in Phonetics and Phonology Module, I do not really integrate them.”*  
and *“Through correct pronunciation during lesson.”*

Conclusively, some teachers integrate them only exclusively when they are the very subjects being taught while others referred to them when necessary.

➤ ***Teaching Techniques and teachers’ suggestions***

Teachers mentioned that listening is the most used technique in teaching pronunciation, and they approach it differently. For example, some of them utilize music with lyrics while others display some recordings of random native speakers’ conversations, sometimes with IPA transcription.

As for the suggestions, one of the teachers recommended the use of dictionaries with phonetic transcription for students. He or she also advised their colleagues to be effective in their error correction and be flexible with students. He or she stated:

*“The use of dictionary (either in a hard copy- the traditional way- or e-dictionary) to memorize the correct pronunciation in addition to the right transcription. Teacher’s reaction towards mistakes and errors must be effective, influential and pleasant... not harsh which can affect the student’s self-confidence, performance, and self-esteem....”*

## 2.6 Discussion of the Main Results

### ➤ *Discussion of Students' Perceptions Regarding Pronunciation in EFL Classrooms:*

The students involved in this research view pronunciation as really important. The findings from the questionnaire and the interview also indicate that students believe that Phonetics and Phonology are great approaches in teaching pronunciation. However, more focus should be put on pronunciation practice. Having had the students' opinions, some conclusions can be drawn. The amount of time spent on pronunciation practice in class does not meet students' expectations. Another simple one is that although a great number of students feel satisfied, another great portion feels dissatisfied with the way pronunciation is taught.

Students' pronunciation goals shall play a vital factor in their performance. In that, the overwhelming majority of them indicated that their goal was to sound like a native speaker of English.

### ➤ *Discussion of Teachers' Perceptions Regarding the Significance of Pronunciation in EFL Classrooms:*

Almost all teachers confirmed the importance and the helpfulness of teaching pronunciation. and the role of phonetics and phonology in improving it. However, there seems to be a great dislike to teach it among teachers except few. Therefore, normally, the interest in teaching pronunciation shall be the bedrock of its effectiveness. Furthermore, all teachers strongly highlight the insufficient time given on teaching pronunciation. Another thing conclusion that can be drawn is the teachers' lack of training.

As for the students, it is crucial to be aware of the students' goals in pronunciation teaching to better understand their perceptions of its place in the classroom. All teachers, with no exception whatsoever, identified "intelligibility" as their main goal of pronunciation teaching. This may be because the goal of aiming at a native-like accent is unrealistic.

## ➤ *Discussion of Differences and Similarities in Perceptions of Pronunciation between Students and Teachers in the EFL Classroom:*

Both of teachers and students agree that pronunciation practice is significantly important, and that Phonetics and Phonology are very helpful in pronunciation teaching and learning. However, here comes the discrepancy. Students and teachers' respective goals for pronunciation learning were strikingly different. Teachers' goal is intelligibility whereas students aim to be like native speakers.

### **2.7 Suggestions and recommendations to Better Teach pronunciation**

The research demonstrates that the importance of pronunciation is undeniable though there are striking discrepancies between teachers and students' perceptions about its goals and implementations. The following are the main suggestions derived from students and teachers' perceptions' as far as good pronunciation instruction

#### **2.7.1 Suggestions from Students**

There seems to be a common sense towards the way pronunciation should be taught among students. First and foremost, they strongly believe that pronunciation is not provided a sufficient time whatsoever. They also added that the curriculum design should be updated to include various and more activities, bearing in mind that students are different and may have divergent interests. In a journal named *Factors Influencing English Pronunciation Learning and Suggestions for Pronunciation Teaching*, it is suggested to integrate authentic teaching materials in designing curricula. Students, additionally, should be provided a sufficient amount of time to practice learning phonetic symbols. That it, it has predominantly found that students are not given enough time to practice the fundamentals of pronunciation, let alone its dimensions. Also, what is supposed to be included in the curricula should be of interest to students or, at least, will set them in an engaging and didactic environment.

#### **2.7.2 Teaching Techniques and Teachers' Suggestions**

Teachers mentioned that listening is the most used technique in teaching pronunciation, and they approach it differently. For example, some of them utilize music with lyrics while others display some recordings of random native speakers' conversations, sometimes with IPA transcription.

As for the suggestions, one of the teachers recommended the use of dictionaries with phonetic transcription for students. He or she also advised their colleagues to be effective in their error correction and be flexible with students. He or she stated:

“The use of dictionary (either in a hard copy- the traditional way- or e-dictionary) to memorize the correct pronunciation in addition to the right transcription. Teacher's reaction towards mistakes and errors must be effective, influential and pleasant... not harsh which can affect the student's self-confidence, performance, and self-esteem....”

In the very same journal, the aforementioned above, named *Factors Influencing English Pronunciation Learning and Suggestions for Pronunciation Teaching*, it is also suggested that teachers should correct their students only implicitly. Hence, the word implicit implies that if they do explicitly, there would be some unwanted consequences. Notably, decreased motivation, negative emotional impact, dependence on external feedback, and reduced engagement.

## **2.8 Research Limitations**

Like most researches, this research was confronted with some limitations that have to be acknowledged. Notably, the process of data collection was somewhat tumultuous because some participating teachers and students who deliberately agreed to take part of this study did not complete the questionnaires. Additionally, the time coincided with end-of-semester tests and meetings which resulted in impossibility of teachers to be interviewed, and therefore resorting to written format sent via email. It is also worth addressing that there is a lack of prior relevant studies in Algeria, and not much even universally, comparatively with other studies.

## **2.9 Conclusion**

Undoubtedly, the realm of pronunciation has witnessed considerable focus recently after it has been neglected for a long time. This research, was a small-scale study among students learning English in Algeria, more precisely, Salhi Ahmed University center, where they are exposed to Linguistics in which they study phonetics and Phonology. It is thus essential to be cognizant of the fact that in any other context, results will change accordingly.

The research demonstrates that the importance of pronunciation is undeniable. However, there are striking discrepancies between teachers' and students' perceptions about its goals and implementations. Therefore, getting to comprehend both views by comparing and contrasting will definitely improve pronunciation practice in EFL classroom. That is to say, resorting to the appropriate approaches and methodologies in teaching pronunciation.

# **General Conclusion**

## **General Conclusion**

In conclusion, this master dissertation has provided a comprehensive exploration of the perceptions of both students and teachers regarding the significance of pronunciation in EFL classrooms. The findings reveal that while both students and teachers recognize the importance of pronunciation, there exist notable disparities in their perceptions, particularly concerning pronunciation goals and instructional approaches.

Students overwhelmingly view pronunciation as crucial, emphasizing the importance of phonetics and phonology in pronunciation instruction. However, they express dissatisfaction with the limited focus on pronunciation practice in class, indicating a misalignment between their expectations and the current instructional approach. Moreover, students' pronunciation goals, primarily aiming to sound like native speakers, underscore the need for a nuanced understanding of their aspirations in pronunciation teaching.

On the other hand, teachers acknowledge the importance of pronunciation and the role of phonetics and phonology in its improvement. Nevertheless, there is a notable reluctance among some teachers to teach pronunciation, possibly stemming from a lack of interest or training in this area. Additionally, teachers unanimously highlight the

insufficient time allocated for teaching pronunciation, suggesting a need for greater emphasis and support in pronunciation instruction.

Furthermore, the comparison of perceptions between students and teachers reveals a significant difference in pronunciation goals. While teachers prioritize intelligibility, students aspire to achieve native-like pronunciation. This disparity underscores the importance of aligning instructional objectives and student expectations to enhance pronunciation learning outcomes.

In light of these findings, it is evident that addressing the discrepancies between students' and teachers' perceptions, as well as aligning instructional goals with student aspirations, is crucial for improving pronunciation instruction in EFL classrooms. Moving forward, educators must prioritize pronunciation practice, leverage effective instructional approaches, and provide adequate support and training for teachers to meet the diverse needs and goals of students in pronunciation learning.

Since this research took place in a specific department in a specific place, it would be worth investigating other areas in Algeria, bearing in mind that perceptions do vary from one individual to another. Additionally, bigger samples may change the results in some sort of way. The researcher highly recommends conducting research on the effectiveness of teaching phonetics and phonology. This was apparent when all teachers and students acknowledged their importance. It would therefore require time since such research requires pretests and posttests.

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# APPENDICES

## Appendix. 1: Learners' questionnaire

Dear Participant,

Thank you for agreeing to participate in this questionnaire. Your input is essential for understanding students' perspectives on pronunciation learning. Please take a moment to respond to the following questions honestly and to the best of your ability. Your responses will be kept confidential and used for research purposes only.

1. Pronunciation is very helpful and should be taught

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

2. Why do you want to learn pronunciation? (explain)

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3. How satisfied are you with the way pronunciation is taught at the department of English?

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

4. Studying phonetics and Phonology is very helpful?

- Strongly Agree
- Agree

- Neutral
  - Disagree
  - Strongly Disagree
5. studying segmentals and IPA is very helpful
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
6. Studying suprasegmental features such as stress, intonation, and rhythm is very helpful
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
7. Do you feel that teachers adequately address pronunciation? and how?

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8. In your opinion, how does pronunciation impact overall language proficiency and communication skills?

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9. what do you think should be the goal of pronunciation?

- to be intelligible
- to speak like native speakers

## Appendix. 2 : Teachers' Questionnaire

Dear Participant,

Thank you for taking the time to participate in this questionnaire. Your insights are invaluable for understanding teachers' perceptions of teaching pronunciation. Please answer the following questions to the best of your ability. Your responses will be kept confidential and used for research purposes only.

1. How important do you think teaching pronunciation is in language learning?

\_\_\_\_\_

2. How much do you like teaching pronunciation

Very much 1 2 3 4 5 very little

3. How much time within English courses is devoted to pronunciation?

\_\_\_\_\_

4. Give some reasons why you would not focus on the following aspects of pronunciation:  
stress, rhythm, intonation, and features of connected speech.

\_\_\_\_\_

5. How confident are you about teaching the following features of pronunciation (from 1 not confident at all to very confident 5)

	1	2	3	4	5
IPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhythms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected Speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How have you learnt what you know about the teaching and learning of pronunciation?
7. In your experience, what role does pronunciation play in students' overall language proficiency and communication skills?
8. What challenges do you face when teaching pronunciation?
9. What is your main goal of teaching pronunciation?

To help students to be intelligible

To sound like native speakers

### **Appendix.3: Interview Guide for Students**

1. How often do you practice pronunciation?
2. How do you feel about your current level of pronunciation?
3. What do you understand about phonetics and phonology?
4. Do you think phonetics and phonology are important for improving pronunciation?
5. What pronunciation challenges do you face?
6. How do you feel about your own pronunciation?
7. How do you think pronunciation affects your overall English language skills?
8. How do your teachers help you improve your pronunciation?
9. What pronunciation exercises or activities do you find most helpful?
10. Do you have any suggestions for how pronunciation could be taught better?
11. Is there anything else you would like to add about learning pronunciation?

#### **Appendix.4: Interview Guide for Teachers**

1. How long have you been teaching?
2. How often do you focus on pronunciation in your classes?
3. How important do you think phonetics and phonology are in teaching pronunciation?
4. How do you integrate phonetics and phonology into your teaching?
5. What are the most common pronunciation challenges your students face?
6. What challenges do you face in teaching pronunciation?
7. How do you overcome these challenges?
8. Are there any specific techniques or activities you find particularly effective in teaching pronunciation?
9. Is there anything else you would like to add about teaching pronunciation? Or suggestions?

## **Appendix.5: Consent form**

The purpose of this research is to gain a better understanding of students' and teachers' perceptions of pronunciation in EFL classrooms in Salhi Ahmed University Center of Naama.

I confirm that I willingly take part in this research carried out by Yahya Mohamedou for an MA dissertation at Salhi Ahmed University Center. I understand that the information I provide will remain confidential, that the discussion in which I am taking part is recorded solely for research purposes and I consent to the recording of this discussion. The researcher has agreed that I may have access to the research findings.

Signed:

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## الملخص

هذه الدراسة الحالة تفحص تصورات المعلمين والطلاب حول أهمية النطق في فصول اللغة الإنجليزية كلغة أجنبية في الجزائر. باستخدام نهج مختلط، تحقق في طلاب السنة الثالثة في تخصص اللغة الإنجليزية لاستكشاف أهمية علم الصوتيات والفونولوجيا في تعليم النطق. تشمل جمع البيانات إجراء مقابلات مع 3 معلمين في اللغة الإنجليزية و5 طلاب من السنة الثالثة في مركز جامعة النعامة، بالإضافة إلى استبانات توزع على نفس المعلمين و30 طالباً. تكشف النتائج عن أن المعلمين والطلاب يرون أن النطق وعلم الصوتيات والفونولوجيا ضروريين في تعليم النطق، على الرغم من وجود اختلافات في الممارسة والأهداف. بينما يهدف العديد من الطلاب إلى النطق الشبيه بالناطق الأصلي، يعطي المعلمون الأولوية لـ "الفهم" كهدف رئيسي

**الكلمات المفتاحية:** اللغة الإنجليزية كلغة أجنبية، تعليم النطق، الصوتيات وعلم الأصوات، النطق الصوتي، النطق الشبيه بالناطق الأصلي، الوضوح.

## Résumé

Cette étude de cas examine les perceptions des enseignants et des étudiants sur l'importance de la prononciation dans les salles de classe d'anglais langue étrangère en Algérie. En utilisant une approche mixte, elle enquête sur les étudiants de troisième année en anglais langue étrangère pour explorer l'importance de la phonétique et de la phonologie dans l'enseignement de la prononciation. La collecte de données comprend des entretiens avec 3 enseignants d'anglais langue étrangère et 5 étudiants de troisième année au Centre universitaire de Naama, ainsi que des questionnaires distribués aux mêmes enseignants et à 30 étudiants. Les résultats révèlent que tant les enseignants que les étudiants considèrent la prononciation, la phonétique et la phonologie comme des aspects précieux de l'enseignement de la prononciation, bien que des différences existent dans la pratique et les objectifs. Alors que de nombreux étudiants visent une prononciation similaire à celle d'un locuteur natif, les enseignants donnent la priorité à "l'intelligibilité" comme objectif principal.

**Mots-clés :** Anglais langue étrangère (EFL), enseignement de la prononciation, phonétique et phonologie, de type indigène, intelligibilité.

## Summary

This case study examines teachers and students' perceptions of the importance of pronunciation in Algerian EFL classrooms. Using a mixed-method approach, it investigates third-year EFL students to explore the significance of phonetics and phonology in pronunciation instruction. Data collection includes interviews with 3 EFL teachers and 5 third-year students at Naama University Centre, along with questionnaires distributed to the same teachers and 30 students. Findings reveal that both teachers and students consider pronunciation, phonetics, and phonology valuable in pronunciation instruction, although differences exist in practice and goals. While many students aim for native-like pronunciation, teachers prioritize "intelligibility" as the main goal.

**Keywords:** English as a foreign language (EFL), Pronunciation instruction, phonetics and phonology, native-like, and intelligibility.

