

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Naama - University center
Faculty of Letters and Foreign Languages
Section of English

Teaching Pronunciation to Young Pupils in Primary schools Mecheria -Naama

**Dissertation Submitted to the Department of English as a Partial
Fulfillment of the requirement for the degree of Master in Linguistics**

PRESENTED BY:

- Hatite Yasser
- Belaskri Mohammed El-Hachemi

SUPERVISED BY :

Dr. Douha Abderahmane

BOARD OF EXAMINERS

Belaid Bekhta	Chairperson	Naama University Center
Douha Abderrahmane	Supervisor	Naama University Center
Bendbiche Moncef	Examiner	Naama University Center

Academic Year:2022-2023

Dedication

To myself,

To all members of my family,

To all people who know me.

To all Teachers

HACHEM & YASSER

Acknowledgements

I am deeply indebted to all those who have given me the benefit of their remarks. In particular, I should express my gratitude

WE must also record our debt to all the English language teachers in Makhlouf Kouider Primary School , Kaci Saada Primary School , Kamel Ramdane Primary School , Slimani Eddine Primary School and Boudia Mahfoud Primary School. in Mecheria for their invaluable helps in collecting data.

Abstract

The purpose of this study is to investigate the reasons why third-year primary school students struggle with Learning English, despite receiving instruction in the language . The objective is to assist teachers in identifying the challenges students face in learning Language and to propose solutions for improving learning instruction in primary schools.

To achieve this objective, a questionnaire was distributed to five English teachers from five primary schools in Mecheria. The questionnaire aimed to gather the teachers' experiences and insights. The analysis of the data revealed that insufficient time is dedicated to teaching English, with teachers primarily focusing on writing skills. While most teachers acknowledge the importance of teaching pronunciation, they lack the necessary resources, such as language laboratories, to effectively teach it. Additionally, the questionnaire highlighted that limited exposure to the English language contributes significantly to pronunciation difficulties. Pupils only have the opportunity to listen to and speak English within the confines of the classroom. Therefore, the key to improving students' English speaking skills lies in maximizing their opportunities for classroom conversation in English.

Résumé

Le but de cette étude est d'enquêter sur les raisons pour lesquelles les élèves de troisième année du primaire ont du mal à apprendre l'anglais, malgré l'enseignement de la langue. L'objectif est d'aider les enseignants à identifier les défis auxquels les élèves sont confrontés dans l'apprentissage de la langue et de proposer des solutions pour améliorer l'enseignement de l'apprentissage dans les écoles primaires.

Pour atteindre cet objectif, un questionnaire a été distribué à cinq professeurs d'anglais de cinq écoles primaires de Mecheria. Le questionnaire visait à recueillir les expériences et les idées des enseignants. L'analyse des données a révélé qu'un temps insuffisant est consacré à l'enseignement de l'anglais, les enseignants se concentrant principalement sur les compétences en écriture. Alors que la plupart des enseignants reconnaissent l'importance d'enseigner la prononciation, ils manquent des ressources nécessaires, telles que des laboratoires de langues, pour l'enseigner efficacement. De plus, le questionnaire a mis en évidence qu'une exposition limitée à la langue anglaise contribue de manière significative aux difficultés de prononciation.

De plus, le questionnaire a mis en évidence qu'une exposition limitée à la langue anglaise contribue de manière significative aux difficultés de prononciation. In addition, the questionnaire highlighted that limited exposure to the English language contributes significantly to pronunciation difficulties.

En outre, le questionnaire a souligné qu'une exposition limitée à la langue anglaise contribue de manière significative aux difficultés de prononciation.

In addition, the questionnaire highlighted that limited exposure to the English language contributes significantly to pronunciation difficulties. Les élèves n'ont la possibilité d'écouter et de parler anglais que dans les limites de la salle de classe. Par conséquent, la clé pour améliorer les compétences en anglais des élèves réside dans la maximisation de leurs opportunités de conversation en anglais en classe.

.List of tables

CHAPTER ONE:

Table1: Single- valued consonants.

Table1.1: Single- valued consonants with some exceptions.

Table 2: Consonants with two sound values.

Table 3: Composite consonants that have one sound values.

Table 4: Vowels letters with two sound values.

Table 5: Some cases where consonants are deleted.

Table 6: Assimilation of nasals.

CHAPTER TWO :

Table7: The aspects of the English language that are most important to be taught.

Table8: The degree of difficulty of teaching Grammar, Vocabulary and pronunciation.

Table9: The appropriate level for teaching pronunciation.

Table10: The appropriateness of the English curriculum for third- year Primary school pupils. Table 11: The use of techniques in teaching pronunciation.

Table 12: The necessity of the language laboratory in teaching pronunciation.

Table 13: Agreement /disagreement on the sufficiency of time devoted to teaching pronunciation.

Table14: The phonetic aspects that are difficult to be learnt.

Table15: The appropriateness of teaching intonation for beginners.

Table16: The important aspect in introducing a new word.

Table17: The usefulness of correcting the pupils' pronunciation.

Table18: The frequency of correcting the pupils' pronunciation.

Table19: How the pupils are tested in pronunciation.

List of figures

CHAPTER TWO :

Fig 1: Degree of importance of the aspects of the English language to be taught.

Fig2: The degree of difficulty of teaching Grammar, Vocabulary and pronunciation.

Fig3: The appropriate level for teaching pronunciation.

Fig4: The appropriateness of the English curriculum for third- year Primary school pupils

. Fig5: The use of techniques in teaching pronunciation.

Fig 6: The necessity of the language laboratory in teaching pronunciation.

Fig7: Agreement /disagreement on the sufficiency of time devoted to teaching pronunciation.

Fig8: The phonetic aspects that are difficult to be learnt.

Fig 9: The appropriateness of teaching intonation for beginners.

Fig 10: The important aspect in introducing a new word.

Fig11: The usefulness of correcting the pupils' pronunciation.

Fig.12: The frequency of correcting the pupils' pronunciation.

Fig.13: How the pupils are tested in pronunciation.

Phonetics symbols

Vowels and diphthongs	Consonants
/ɪ/ as in sit	/p/ as in pen
/i:/ as in see	/b/ as in bad
/e/ as in ten	/t/ as in tea
/æ/ as in hat	/d/ as in did
/ɑ:/ as in arm	/k/ as in cat
/ɒ/ as in got	/g/ as in got
/ɔ:/ as in saw	/tʃ/ as in chin
/ʊ/ as in put	/dʒ/ as in june
/u:/ as in too	/f/ as in fall
/ʌ/ as in cup	/v/ as in van
/ɜ:/ as in fur	/θ/ as in thin
/ə/ as in ago	/ð/ as in then
/eɪ/ as in pay	/s/ as in so
/aɪ/ as in five a	/z/ as in zoo
/əʊ/ as in home	/ʃ/ as in she
/aʊ/ as in now	/ʒ/ as in vision
/ɔɪ/ as in join	/h/ as in how
/ɪə/ as in near	/m/ as in man
/eə/ as in hair	/n/ as in no
/ʊə/ as in pure	/ŋ/ as in sing
	/l/ as in leg
	/r/ as in red
	/j/ as in yes
	/w/ as in wet

Table of Contents

GENERAL INTRODUCTION

1.Statement of the problem.....	1
2.Aim of the study	1
3.Hypothesis	1
4.Tools of research	1
5.Structure of the study.....	2
6.The obstacles.....	2

CHAPTER ONE : Preliminary Considerations in Teaching English and pronunciation .

Introduction	3
I. Learning pronunciation	3
1. The teacher's role	3
2. The learners' role.....	4
3. Factors affecting pronunciation learning.....	4
3.1. Biological factors.....	4
3.2. Personality factors	5
3.3. Native language factor.....	5
3.4. Amount of exposure	6
4. Setting realistic goals.....	6
II. Intelligibility	6
1. Defining intelligibility	6
2. factors affecting intelligibility	7
2.1. The sender	7
2.2. The receiver	7
3. Intelligibility problems	8
3.1. sound substitution.....	8
3.2. Links between words	8
3.3. The use of stress	8
3.4. The use of intonation	9

4. Assessing intelligibility	9
5. Analysing ease of intelligibility.....	9
III. Sounds and spellings	10
1. The English spelling system	10
2. The phonetic alphabet.....	12
3. Spelling and pronunciation errors.....	12
4. Rules and regularities	13
4.1 Rules for consonants.....	13
4.2 Rules for vowels	15
5. Linking, deletion of consonants and assimilation	15
5.1. Linking	15
5.2. Deletions of consonants.....	16
5.3. Assimilation.....	17
Introduction	19
I. Pronunciation Instruction in perspective.....	19
1. The history of pronunciation teaching.....	19
1.1 Direct method	20
1.2 The reform movement	20
1.3 Audiolingualism	20
1.4 Community Language Learning.....	20
2. Pronunciation teaching today	21
II. A communicative approach to pronunciation teaching	21
1-Teaching consonants and vowels	21
1.1 Information gap activities.....	21
1.2 matching exercises.....	22
1.3 „fluency square“ activities.....	22
2. Teaching connected speech	23
2.1 Dialogues and role plays.....	23
2.2 games	24
3. Teaching suprasegmentals	24
3.1 Oral reading	24

3.2 Shadowing	24
3.3 Focused activities	24
III. Innovative techniques	24
1. Fluency-building activities	24
1.1 Effective listening exercise.....	25
1.2 Personal introduction collage	25
1.3 backward buildup	25
2. Using multisensory modes.....	26
2.1 Visual and auditory reinforcement	26
2.2 Kinesthetic reinforcement	26
2.3 Tactile reinforcement.....	26
3. Use of authentic materials	26
4. Techniques from psychology	27
5. Using multimedia	27
IV. Pronunciation syllabus design	28
1. Variables to be considered.....	28
1.1Learner variables	28
1.2 Setting variables	28
1.3 Institutional variables	29
1.4 linguistic variables.....	29
1.5 methodological variables.....	29
V. Evaluation.....	30
1. Self-monitoring and correction.....	30
2. Peer feedback.....	30
3. Teacher feedback and correction.....	30
Conclusion.....	31
CHAPTER THREE: The research Methodology	
Teachers' questionnaire	
Introduction	32

1. The Sample	32
2. The Questionnaire.....	32
3. Results	33
4. General discussion.....	47
Conclusion.....	47
THE GENERAL CONCLUSION	49
SUGGESTIONS.....	50
BIBLIOGRAPHY	51
APPENDIX	52

GENERAL INTRODUCTION

1. Statement of the problem

Learning a language entails becoming acquainted with its grammar, vocabulary, phonology, and even culture. This investigation will focus on English phonology. The issue we are dealing with is the learners' inability to accurately pronounce English. They do not speak English properly, despite learning the correct pronunciation. In other words, the issue is the causes of the learners' mispronunciation of English.

Research questions:

- Do third-year primary school learners effectively utilize the English rules they learn in class when they learn?
- Do third-year primary school learners actively engage in spoken English or primarily focus on memorizing rules for examinations?
- What are the contributing factors to the lack of accuracy in English speaking skills among third-year primary school Pupils, even though they possess knowledge of pronunciation rules?

2. Aim of the study

The objective of this study is to investigate the factors that contribute to the difficulties faced by third-year primary school pupils in Naama when pronouncing English accurately. The research aims to raise awareness among teachers regarding the challenges learners encounter in acquiring proper pronunciation skills. Ultimately, the study seeks to propose effective solutions to enhance the teaching of pronunciation in primary schools in Naama for improved outcomes..

3. Hypothesis

We hypothesize that if Naama third- year Primary school pupils speak the English language inside the classrooms , then they will pronounce it accurately.

4. Tools of research

Concerning data collection, I have taken as a sample third- year pupils in five Primary Schools in Mecheria, Naama. **Makhlouf Kouider** Primary School , **Kaci Saada** Primary School , **Kamel Ramdane** Primary School ,**Slimani Eddine** Primary School and **Boudia Mahfoud** Primary School . A questionnaire is opted for collecting data.

The questionnaire is intended for English teachers at the five primary schools indicated above. It attempts to draw on their experiences and ideas about teaching English in primary schools in Mecheria-Naama. The questionnaire has eighteen questions, and teachers are required to check the appropriate boxes or provide a comprehensive comment where applicable..

5. The structure of the study

The current study is organized into three major chapters: the first and second are devoted to the literature review, and the third is concerned with the analysis of the responses and results acquired from the instructors questionnaire..

The first chapter is divided into eight sections. The first section is about learning English and the factors that influence this process. The second section deals with the notion of intelligibility, the problems that lead to the unintelligibility and how to assess it. The third section is about sounds and spellings. It speaks about how the English spelling system works. It deals also with the differences between written and spoken English and speaks about linking, deletion of consonants and assimilation. also we focuses on the history of pronunciation instruction. It explains how certain contemporary techniques to pronunciation instruction work. Under the Communicative Approach, the Fifth portion is concerned with teaching pronunciation. The sixth segment discusses the cutting-edge strategies utilized in the teaching of pronunciation nowadays. The seventh one discusses how to build a pronunciation syllabus and what variables to consider. Finally, some information about evaluating the learner's pronunciation is provided.

The last chapter is mainly an investigation of how teachers in Primary Schools teach English and what techniques are used.

6. The obstacles :

1. **Limited Exposure to English:** Young learners in Mecheria, Naama may have limited exposure to the English language outside the classroom. This can hinder their ability to practice pronunciation. To overcome this obstacle, incorporate listening activities, songs, and videos into your lessons to expose students to authentic English pronunciation.
2. **Different Phonological Systems:** Arabic, the primary language spoken in Mecheria, Naama, has a different phonological system compared to English. This can lead to difficulties in pronouncing certain English sounds. Address this obstacle by focusing on the specific sounds that are challenging for Arabic speakers and provide targeted practice and feedback.
3. **Lack of Confidence:** Young learners may lack confidence in speaking English, especially when it comes to pronunciation. Create a supportive and encouraging classroom environment where students feel safe to make mistakes. Celebrate their efforts and provide constructive feedback to build their confidence over time.
4. **Resistance to Change:** Changing pronunciation habits can be challenging for young learners. They may resist adopting new pronunciation patterns. To address this, emphasize the importance of clear communication and understanding in English. Highlight the benefits of accurate pronunciation and provide engaging activities that motivate them to practice and improve.
5. **Limited Resources:** Limited access to resources and materials specific to teaching pronunciation may pose a challenge. Look for online resources, phonics apps, and interactive websites that provide pronunciation practice. Additionally, create your own materials, such as flashcards or pronunciation charts, to support your teaching.
6. **Large Class Sizes:** In some cases, primary school classes in Mecheria, Naama may be large, making it difficult to provide individual attention to each student's pronunciation needs. Maximize opportunities for pair or group work, where students can practice and provide peer feedback. Incorporate activities that allow you to assess students' pronunciation skills efficiently, such as pronunciation games or group discussions.
7. **Time Constraints:** With a packed curriculum, there may be limited time allocated specifically for pronunciation instruction. Integrate pronunciation practice into other language learning activities, such as reading aloud, speaking exercises, or vocabulary drills. This way, you can incorporate pronunciation practice without adding extra time to your lessons.

CHAPTER ONE

Preliminary Considerations in Teaching English and Pronunciation

Introduction

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

I. Learning English

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

1. The teacher's role

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

In order to prevent learners from developing inaccurate assumptions about English Learning, it is crucial for teachers to provide feedback on their performance and inform them whether they have pronounced words correctly or not. Additionally, teachers play a vital role in guiding learners' attention towards areas that require improvement, as learners might overlook important aspects. For instance, learners may not realize that word stress or variations in pronunciation can impact the message conveyed to the listener. Kenworthy (1994: 2) emphasizes the importance of teachers making learners aware of the power and significance of sounds.

Learners require the teacher's assistance in developing a plan of action, deciding what to focus on and when to leave well enough alone, because they may notice that something about their English is not like the way English people do it and may try to change it, but their efforts are misplaced because that feature is a refinement, acceptable to the English ear, or not essential for intelligible speech.

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

1.2. The learners' role

Kenworthy (1994: 2) emphasizes that learners must actively respond in order to make strides in their language learning. However, it is important to recognize that this process is not as simple as it may initially appear. A critical aspect of successful language acquisition is the learners' willingness to assume responsibility for their own learning. Even if the teacher possesses exceptional skills in identifying and addressing errors, meaningful change or improvement is unlikely unless learners take proactive measures and actively monitor their progress. It is vital for learners to actively participate, engage in self-reflection, and take ownership of their learning journey to achieve significant progress.

1.3. Factors affecting English learning

1.3.1. Biological factors

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

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

Thus, we assume that if someone pronounces a second language like a native, he probably started learning it as a child. Conversely, if a person does not begin to learn a second language until adulthood, he will never have a native-like accent even though other aspects of

His language such as syntax or vocabulary may be indistinguishable from those of native speakers.

1.3.2 Personality factors

The learner's personality plays a crucial role in acquiring the sound system of a second language. According to Avery and Ehrlich (2008: 6), learners who exhibit confidence and a willingness to take risks are likely to have more opportunities for practicing the English language in interactions with native speakers. Conversely, learners who are introverted, inhibited, and hesitant to take risks often lack sufficient opportunities for language practice.

Considering the impact of the learner's personality on language progress, it is important for teachers to foster a non-threatening atmosphere in their classrooms. It is crucial not to force Pupils to participate if they are not ready or comfortable. Creating an environment that is supportive and encouraging allows learners to gradually build their confidence and take risks at their own pace. By doing so, teachers can facilitate language development for all Pupils, regardless of their individual personality traits.

1.3.3. The native language factor

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

Avery and Ehrlich (2008: 6) identify three distinct ways in which the influence of the native language can be observed. Firstly, difficulties arise when English sounds do not exist in the sound system of the learner's mother tongue. Adult learners, in particular, may struggle to pronounce unfamiliar sounds as they have not developed the necessary muscle coordination for producing those sounds. Rivers (1968: 114) highlights the role of teachers in teaching the correct mouth positions for these unfamiliar sounds, while allowing Pupils to utilize native-language approximations for other sounds.

Secondly, challenges emerge when the rules governing the combination of sounds differ between the learner's native language and English. These differences can lead to difficulties in accurately producing and perceiving certain sound combinations.

Lastly, learners may encounter issues in transferring the patterns of stress and intonation from their native language to the second language. The rhythmic patterns, word stress, and intonation of the native language can influence the way learners approach stress

and intonation in English.

In summary, the influence of the native language on pronunciation can be observed through difficulties with unfamiliar sounds, differences in sound combination rules, and challenges in transferring stress and intonation patterns from the native language to the second language.

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

3.4. The amount of exposure

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

4. Setting realistic goals

According to O'Connor (1999: 1), there are millions of foreign Pupils who have different goals when learning English. While some aim to improve their reading and writing skills, others aspire to speak English proficiently, ensuring their classmates and English speakers can understand them.

It is unrealistic for teachers to completely eliminate a foreign accent, as noted by O'Connor. However, some learners may have the desire to approach a native-like accent, especially those who plan to become English teachers themselves. For other learners, a more attainable objective is to be intelligible, meaning they can convey a comprehensible message without focusing excessively on achieving native-level pronunciation.

In teaching, it is crucial for the teacher to prioritize addressing critical errors and aspects of Pupils' speech that hinder comprehension. Learners should be made aware that mispronouncing certain words can impede understanding for the listener. By focusing on these key areas, teachers can help their Pupils improve their intelligibility and effectively communicate in English.

II. Intelligibility

1. Defining intelligibility

Learners rely on the guidance of the teacher to establish a strategic plan for their language learning journey. This includes determining areas of focus and knowing when to prioritize certain aspects while leaving others as they are. Learners may notice differences between their English and that of native speakers and automatically attempt to make changes. However, their efforts might be misplaced, as some of these differences are mere refinements or acceptable variations to the English ear, and not essential for achieving intelligible speech.

It is the teacher's responsibility to design exercises and activities that are beneficial to the learners. These activities should provide ample opportunities for practice, experimentation, and exploration. Additionally, the teacher should be mindful that certain activities align better with the learning styles and approaches of specific learners, as different individuals have varying preferences and strengths in their learning process. By considering these factors, the teacher can create a conducive learning environment that supports the diverse needs and preferences of the learners.

2. Factors affecting intelligibility

2.1. The sender

The speaker plays a crucial role in effectively transmitting a message. When a learner's speech is characterized by frequent self-corrections, hesitations, and grammatical restructurings, it becomes challenging for the listener to follow their speech. According to Kenworthy (1994: 14), speakers who hesitate and pause excessively are more prone to making errors in English compared to confident speakers who maintain a smoother flow of speech.

Another factor that impacts intelligibility is speaking too quickly. Second language learners often believe that their difficulty in understanding native speakers stems from their fast pace of speech, and they are partially correct in their observation. However, it is not solely the speed of speech that poses difficulties; rather, it is the challenge of distinguishing the crucial elements from the less important ones. If listeners can easily identify and comprehend the essential words and information, intelligibility issues are likely to be minimized.

To put it simply, the speaker's manner of delivery, including excessive hesitation or speaking too quickly, can impede intelligibility. However, by maintaining a confident and fluent speaking style while ensuring the emphasis is on conveying the most important elements of the message, learners can enhance their overall intelligibility.

2.2. The receiver

Intelligibility is influenced by both the speaker and the listener. A significant factor for the listener is their familiarity with the foreign accent. According to Catford (1967: 149), the listener's cultural background and their familiarity with the speaker's cultural background can impact intelligibility. For example, an American speaker who frequently interacts with Japanese speakers of English but has limited exposure to Indian English may find it more challenging to understand the Indian speaker compared to the Japanese speaker. Familiarity and exposure play a crucial role at the individual level. When the listener knows a non-native speaker well, understanding them becomes easier. On the other hand, listening to a stranger with the same accent may pose comprehension difficulties. This parallels the situation where parents can understand their young children's speech easily, while other adults may struggle to comprehend what the child is saying.

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

3. Intelligibility problems

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

3.1. Sound substitution

When a speaker replaces one sound with another, it can create difficulties for the listener. Some sounds are similar enough that they can be considered equivalent by the listener, causing no significant issues. However, in certain cases, the learner may substitute a sound with another that is distinctively recognized by the listener. Kenworthy (1994: 17) provides an example of a speaker who substitutes the sound /θ/ with /s/ due to its absence in their native language. As a result, words like "sick" and "thick" are pronounced identically by this learner. Unless the context provides assistance, the listener will encounter challenges in understanding the speaker. Links between words, English native speakers usually use links between words, they can add a sound.

3.2. The use of stress

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

3.3. The use of intonation

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

4. Assessing intelligibility

Based on Kenworthy (1994:20), all what you have to do to assess intelligibility of particular speakers is simply to ask someone to listen to them speak and say how difficult or easy they are to understand. Assessing intelligibility does not need complicated tests and procedures. If we want to evaluate the intelligibility of a group of learners, it is quite clear that their teachers are unsuitable as judges of intelligibility because of the factors of exposure and familiarity. The teacher becomes accustomed to his Pupils“ voice and develops special skills to understand their speech.

The ideal judges are listeners who have not had an abnormal amount of exposure to non-native speech nor any previous contact with the speakers being assessed. Non-native listeners can also be used as judges. The best source of this type of judge is, of course, other learners of English in the class or school.

5. Analysing ease of intelligibility

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

The sample

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

The topic of the sample

The samples of speech should be on the same topic. If it is a reading- aloud task, and the learners are supposed to read the same passage, it will not work. Because they will learn it by heart in the tenth reading. The best solution is to ask the learners to describe someone they know or tell a story. In this case, the teacher will have samples on the same topic and are not identical, so that he can make a comparison.

The judges

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

VI. Sounds and spellings

1. The English spelling system

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

Feature 1

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

Feature 2

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

Feature 3

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

Feature 4

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

Feature 5

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

Feature 6

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

Feature 7

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

2. The phonetic alphabet

It is sometimes very difficult to identify sounds in terms of orthographic symbols because different letters may represent the same sound in English as in „do“ and „two“, the vowel sound /u/ is the same in each particular case, but it is represented in actual alphabet in two different ways. In the same manner, the sound represented by the letter or symbol /f/ can be found and spelled differently in: „enough“ or „photo“. Because of all these problems, a phonetic alphabet was adopted in which each letter stands or represents in one –to-one correspondence with each sound. In other words, a particular sound is always represented by the same symbol.

3. Spelling and English errors

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

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

The last source of difficulty is the learner's phonetic abilities. For example, if he has difficulty in distinguishing English /p/ from English/b/, then in a dictation test, he will spell „pill“ as „bill“. Japanese learners, for example, have problems in distinguishing /r/ from/l/. Thus, they would write „Largerse“ instead of „Rogers“

4. Rules and regularities

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

They have also to know that when the letter „y“ occurs in the Primary or the end of a word it stands for a vowel sound. When it occurs at the beginning of a word, it stands for a consonant sound.

Affixes also need to be clearly identified by the learners. They should know that the units with a basic meaning, and which can be added to the beginning of the word such as „un, re“ are called prefixes. The units that can be added to the end of a word such as „ion, ist“ are called suffixes.

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

4.1. Rules for consonants

Here are some of the regularities of English spelling. We will start by rules for consonants. Table1 shows consonant letters that have one sound value only. (Kenworthy (1994:101))

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

Table 1. Single valued consonants.

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

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

Table 1.1. Single Valued consonants with some exceptions.

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

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

Table 2. Consonants with two sound values.

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

Letters	Sound	Letters	Sound
ck	/k/ as in : pick	ph	/f/ as in : phone
ng	/y/ as in : sing	sh	/ʃ/ as in : shut
tch	/tʃ/ as in :watch		
wh	/w/ as in : which		

Table 3. Composite consonants that have one sound value

Two composite letters have two possible sound values

- „ch“ can represent: the sound / tʃ / as in: choice, child.
the sound /k/ as in : character, chord.
- „gh“ can represent: the sound /f/ as in: enough, tough. And it can also stand for silence as in: though, tough.

4.2 rules for vowels

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

Letter	Sound1	Sound2
a	/e ₁ / hate	/æ / hate
e	/ɪ/ pete	/e/ pet
i	/a ₁ / mine	/ɪ/ fit
θ	/a _ʊ / note	/ɒ / not
u	/ju:/ cute	/ʌ / cut

Table 4. Vowel letters with two sound values.

- If the single vowel letter is followed by a single consonant letter, then the vowel sound will be sound2
- If the single vowel letter is followed by two consonant letters, it will have also sound 2.
- If the single vowel letter is followed by a consonant and the letter „e“, it will represent the sound 1.
- In the case of polysyllabic words and based of Kenworthy (1994:105), all you have to do is count the number of consonants following the vowel regardless of the suffix ending. If the vowel letter is followed by one consonant it will take sound 1, for example, in “relation” the „a“ letter will pronounced as /e₁/. If the vowel is followed by two consonants, it will take sound 2 in table 5, for example in „action“, “a” is pronounced /æ/.

This rule works for the single letters “a,e, o,u”.

5. Linking, deletion of sounds and assimilation

5.1 linking

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

Linking consonants to vowels

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

Linking consonants to consonants

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

Linking identical consonants

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

Linking vowels to vowels

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

5.2. Deletion of consonants

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

Example	English when simplified	Delete sound
Band shell	/bæ nʃeɪl/	/d/
Left field	/lɛft fi:ld/	/t/
Next month	/nɛks mʌnθ/	/t/
postman	/pəʊsmən/	/t/

Table 5. Some cases where consonants are deleted

5.3 Assimilation

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

Assimilation of nasals

The final nasal consonants of function words assimilates in place of articulation to a following stop consonant.

When the negative “n’t” is attached to an auxiliary verb, the /t/ is often changed to a short transitional sound at the same place of articulation as the following consonant and the /n/ assimilates to this consonant.

Written form	Spoken form	Assimilation
I can believe it	/aɪ kəm bəli:v ət/	n→m
I can go	/aɪ kəŋ gəʊ /	n → y
I can’t believe it	/aɪ kə mp bəl i:v ət/	nt → mp
I can’t go	/aɪ kəŋk gəʊ/	nt → yk

Table 6. Assimilation of nasals

Palatalization

The change of /d+/y/ to /dz/and of /t+/y/ to /tʃ / is referred to as palatalization. It is called palatalization because the tooth ridge sounds/t/ and /d/ are pronounced further back in the mouth, closer to the hard palate. Here we have two examples: not yet /nɒtʃet /

could you move /kʊdʒɜmu:v/

When „want“ and „going“ are followed by „to“ in verb+ infinitive constructions, they are usually pronounced „ wanna“, „gouna“. Similarly, the expression“ I don’t know“ is pronounced „I dunno“.

6. The history of English teaching

During earlier centuries, foreign language teaching predominantly emphasized grammar and vocabulary, often neglecting the teaching of English. According to Celce-Murcia et al. (2000: 2), this led to a situation where "grammar and vocabulary have been much better understood by most language teachers than English."

Two primary approaches emerged for teaching English: the intuitive-imitative approach, employed before the late nineteenth century, and the analytic linguistic approach. The intuitive-imitative approach relied on learners' ability to listen to and imitate the rhythms and sounds of the target language, often employing tape recorders and language labs. On the other hand, the analytic-linguistic approach utilized tools such as a phonetic alphabet and vocal apparatus charts to focus learners' attention on the sounds and rhythms of the target language. This approach was developed to complement rather than replace the intuitive-imitative approach.

Throughout the twentieth century, various methods were utilized in foreign language teaching, including the Grammar Translation Method, which paid little attention to the teaching of English. In this chapter, however, we will concentrate on methods that genuinely address the teaching and learning of English. Celce-Murcia et al. (2000: 3-7) provide descriptions of some of these methods.

6.1. The Direct Method:

Around the beginning of the twentieth century, the direct method gained widespread recognition and adoption. This approach involved teaching English through intuition and imitation, where Pupils imitated the teacher as a model and made their best efforts to approximate the model through imitation and repetition.

6.2. The Reform Movement:

During the 1890s, phoneticians like Henry Sweet, Wilhelm Vietor, and Paul Passy played a significant role in English language teaching and established the International Phonetic Association in 1898. They developed the International Phonetic Alphabet (IPA). During this period, emphasis was placed on teaching the spoken form of the language, and learners received phonetic training to develop proficient speaking skills.

6.3. Audiolingualism:

Audiolingualism emerged after the Second World War as a method in which the teaching of English held great importance. Lindsay and Knight (2006: 18) state that "correct English was strongly encouraged from the beginning" in this method. The teacher served as a model for sounds or words, which Pupils then imitated or repeated. Additionally, minimal pair drills were frequently employed, involving the use of words that differ by a single sound in the same position. For instance, the teacher might say the words "sheep" and "ship" and ask the learners to determine if they are the same or different. Subsequently, other examples could be given, prompting the learners to identify the produced sound, either the one present in "sheep" or that in "ship."

6.4 Community Language Learning

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

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

7. English teaching today

According to Mac Carthy (1967:137), anyone teaching a modern language through oral communication cannot avoid the necessity of pronunciation and teaching the English aspect of that language to Pupils. Presently, the dominant approach in language teaching is the communicative language approach. This approach emphasizes the practical, authentic, and functional use of language for meaningful purposes, as described by Lindsay and Knight (2006:20).

Rather than being a specific method, the communicative language approach is a teaching approach based on the belief that learning a language entails acquiring the skills to effectively communicate in real-world contexts beyond the confines of the classroom. As stated by Celce-Murcia et al. (2007:7), this approach acknowledges that non-native English speakers, regardless of their proficiency in grammar and vocabulary, may encounter difficulties in oral communication if they fall below a certain threshold level of English. The objective of teaching English within this approach is to enable learners to surpass this threshold level, ensuring that their English proficiency does not hinder their ability to communicate effectively. The subsequent section provides further elaboration on the teaching of English under the communicative language approach.

7.1 Teaching consonants and vowels

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

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

7.1.2 Information gap activities

This type of activity is used for practicing consonants and consonant contrasts. If learners, for example confuse /b/ and /v/, the following activity can be used. The teacher

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

This activity provides communicative practice with these sounds.

7.3 matching exercises

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

Becky has big boots.

Vicky has a velvet vest.

Barbara is carrying a big bag.

Virginia is wearing gloves.

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

7.3.1 ‘fluency square’ activities

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

Square 1: Cassie took a bus this morning.

Square 2: Cassie took a bath this morning.

Square 3: Cathy took a bath this morning.

Square 4: Cathy took a bus this morning.

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

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

7.3.1 Teaching connected speech

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

8. Dialogues and role plays

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

I saw Bob in the bookstore

Did he buy that book about atomic energy?

No, I think he bought a book about an energetic athlete.

8.1. Games

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

8.1.1 Teaching suprasegmentals

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

8.1.2 Oral reading

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

8.1.3 Shadowing

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

8.1.4 Focused activities

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

III. Innovative techniques

1. Fluency-building activities

Traditionally, the teaching of English focused on the accurate production of the sounds, rhythms and intonation. Fluency had not a great importance. According to Celce-

Muricia (2000: 291), the Pupils' fluency levels will almost affect their accuracy, and vice versa. Thornbury (2008: 6) states that fluency is not simply the ability to speak fast, it has to do also with pausing. Pauses can be long but not frequent, they should also occur at meaningful transition points. Celce-Muricia et.al .(2000:291-4) discuss the following techniques of fluency building:

1.1. Effective listening exercise

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

1.2. Personal introduction collage

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

1.3. Backward buildup

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

You

Know you

Don't know you

I don't know you

Building sentences up from the end, preserves the intonation contour of the original sentence.

2. Using multisensory modes

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

2.1. Visual and auditory reinforcement

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

2.2. Kinesthetic reinforcement

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

2.3. Tactile reinforcement

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

3. Use of authentic materials

The teachers should not overlook the rich resources available to them through the use of authentic materials such as jokes, advertising copy, passages from literature and so on. The

teacher can adapt these materials to the teaching purposes. Here are some examples stated by Celce-Murcia et al (2000:300). The first example is a cheer:

Two-four. six-eight

Who do we appreciate?

Tommy, Tommy, hurrah!

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

4. Techniques from psychology

Relaxation techniques which are borrowed from the field of psychology are useful in the warm up phase of the lesson. Pupils stand and place their hands on their diaphragms, breath deeply in and out. While doing that, the teacher gets his Pupils to call up images which is called guided imagery activities. Such warm up activities often help Pupils feel relaxed, during the rest of the lesson, which can be very important for teaching English.

5. Using multimedia

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

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

IV. English syllabus design

1. Variables to be considered

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

1.1. Learner variables

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

1.2. Setting variables

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

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

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

1.3. Institutional variables

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

1.4. Linguistic variables

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

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

1.5. Methodological variables

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

2. Applying the variables in the syllabus design

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

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

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

V. Evaluation

1. Self-monitoring and correction

Self-monitoring which means the ability of the learners to notice their own inaccuracies in their speech, and self-correction that means the ability to produce more targetlike language upon recognition of a production error (Celce-Murcia et al.348), these features are crucial in the process of developing the learners' English. Naiman (2008:170) states that:

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

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

2. Peer feedback

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

3. Teacher feedback and correction

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

Conclusion

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

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

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

CHAPTER TWO

THE RESEARCH METHODOLOGY

Teachers' questionnaire

Introduction

For the purpose of knowing the reason behind the failure of Primary school-pupils in speaking English accurately and learning it , a questionnaire is given to English teachers in five Primary Schools in Mecheria, Naama. , **Makhlouf Kouider** Primary School , **Kaci Saada** Primary School , **Kamel Ramdane** Primary School ,**Slimani Eddine** Primary School and **Boudia Mahfoud** Primary School.

This chapter deals foremost with the answers provided by English teachers in Primary Schools as they have expertise in this domain. The findings of this questionnaire are analysed starting by giving the characteristics of the sample, the description of the questionnaire, and analysing the data. The questionnaire aims at analysing the opinions of the teachers of English towards teaching English to pupils in Primary Schools in Naama. Thus, from this questionnaire we can get the right answers to why pupils fail in learning English in the Naaman Primary Schools.

1. The sample

The sample consists of five teachers of English from five Primary Schools in Mecheria. Naama: **Makhlouf Kouider** Primary School , **Kaci Saada** Primary School , **Kamel Ramdane** Primary School ,**Slimani Eddine** Primary School and **Boudia Mahfoud** Primary School. . Each one of the teachers has been teaching English for at least Five years. Their ideas are the result of their experience in teaching English for a long time.

2. The questionnaire

The purpose of the teachers' questionnaire is to investigate the factors contributing to the Learner s' difficulties in learning English at the primary schools in Mecheria, Naama.

The questionnaire administered to the teachers comprises a total of eighteen questions. Among these, three questions inquire about the teachers' teaching experience with primary school Pupils. Another set of three questions addresses the English curriculum specifically for the third year of primary school. The majority of the questionnaire, consisting of nine questions, focuses on the teaching practices employed for English instruction in primary schools. Lastly, one question probes how the teachers assess the English proficiency of their Learners.

pupils and two questions deal with the teachers' feedback on the learners' English errors.

3. Results

Q01: How long have you been teaching English?

The aim behind this question is to know the degree of expertise among the teachers in the domain of teaching pupils in Primary Schools. The scale of the period of years which have been taught goes from three to five years in the five Primary Schools.

Q02: Which aspect of the English language is the most important to be taught? And why?

In this question grammar, vocabulary and English were named and the teachers were asked to pick the appropriate answer, that is to say, the most important aspect that should be taught.

Suggestions	N	%
Grammar	02	40%
Vocabulary	01	20%
English	02	40%
Total	5	100%

Table7: The aspects of the English language that are most important to be taught.

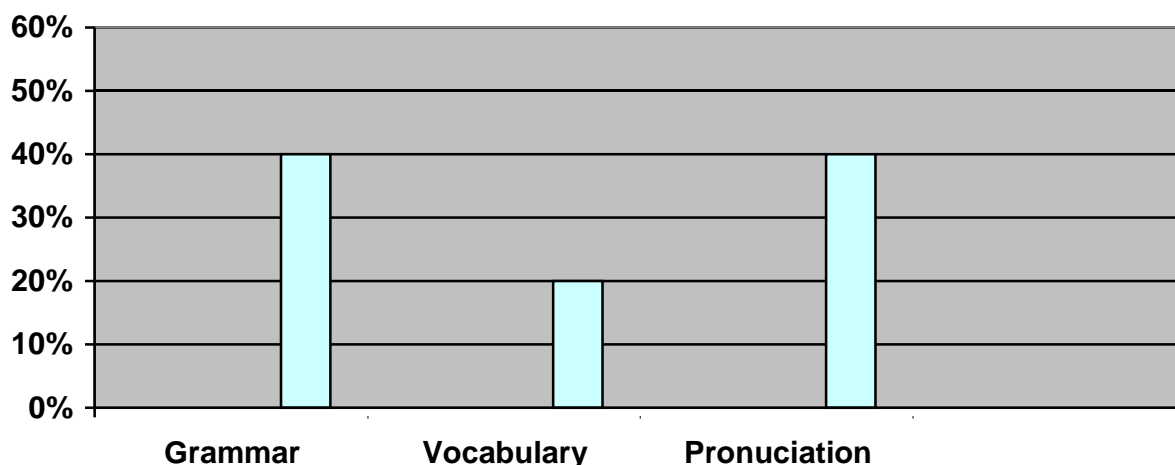


Fig 1: Degree of importance of the aspects of the English language to be taught

The table shows that the most important aspect that should be taught in English, then comes grammar and finally vocabulary which is represented by the least percentage. In fact, there is only one teacher who claims that Vocabulary is the most important aspect to be taught.

Justifications

The Justifications that are provided by the teachers are the following:

Those who state that English is the most important aspect to be taught claim that teaching English helps pupils to Learn English accurately. In addition to that, the teachers state that the Mecheria -Naama pupils do not give too much attention to English that is why it should be taught.

Teachers who state that grammar is the most important aspect to be taught argue that grammar is the skeleton of any language and pupils cannot ignore it when learning a foreign language.

Only one teacher states that vocabulary is the most important aspect to be taught. He supports his opinion by saying that mastering any language depends on the richness of the vocabulary.

Q03: Which one is the most difficult to be taught? grammar, vocabulary or English?

This question aims at knowing which aspect among the three named above is difficult to be taught. The Teachers are the best ones to answer this question because they have the experience that allows them to do.

Answers	N	%
Grammar	02	40%
Vocabulary	01	20%
English	02	40%
Total	05	100%

Table8: The degree of difficulty of teaching Grammar, Vocabulary and English

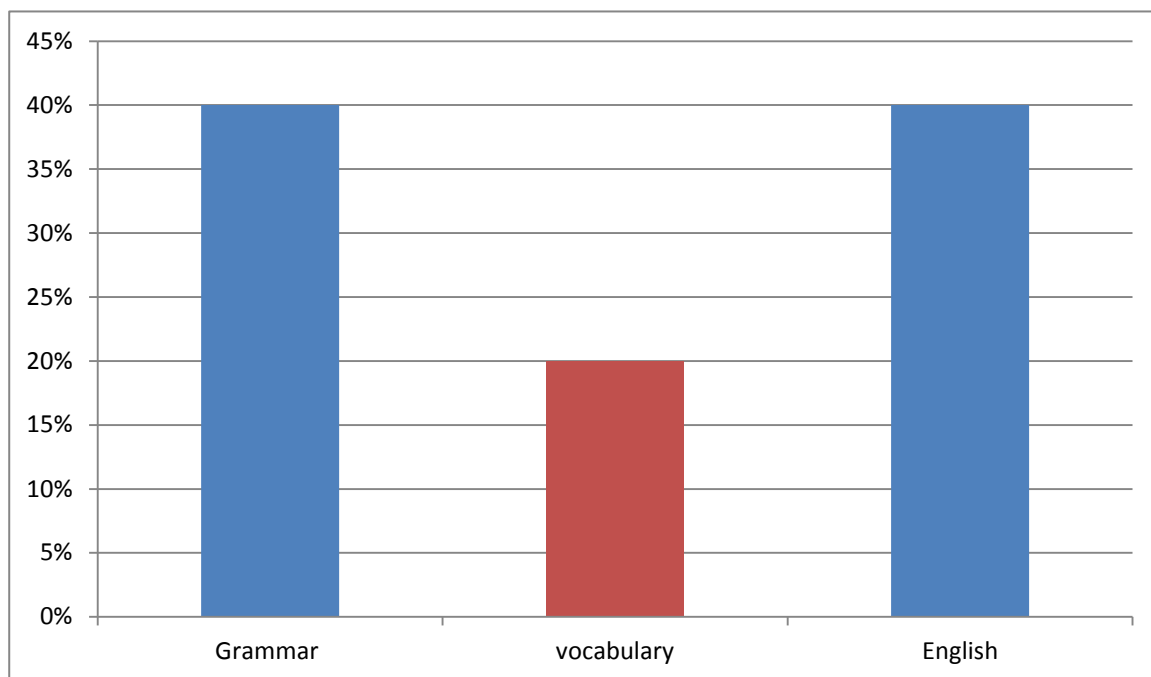


Fig2 The degree of difficulty of teaching Grammar, Vocabulary and English

The above table shows clearly that English is considered by the majority of teachers as the most difficult aspect to be taught because there are no fixed rules.

Two teachers claim that grammar is difficult to be taught because of some complex features .

Q04: It is better to teach English to: beginners, intermediate or advanced learners?

It aims at finding the appropriate level for teaching English so that the learners get the benefits.

Answers	N	%
Beginners	03	60%
Intermediate	02	40%
Advanced	00	0%
Total	05	100%

Table9: The appropriate level for teaching English

There are two teachers who state that the appropriate level for teaching English is intermediate learners. Whereas three teachers claim that teaching English should be for beginners .Based on that, we cannot say that beginners should not be taught English. It is clear that they should learn simple things about English such as vowels and consonants. Complex things about English are taught in the following stages.

Q05: Do you think that the English curriculum is appropriate for third- year Primary school pupils?

The purpose of this question is to see whether the curriculum goes with the pupils’ real level or not

Answers	N	%
Yes	04	20%
No	01	80%
Total	05	100%

Table10: The appropriateness of the English curriculum for third- year Primary school pupils

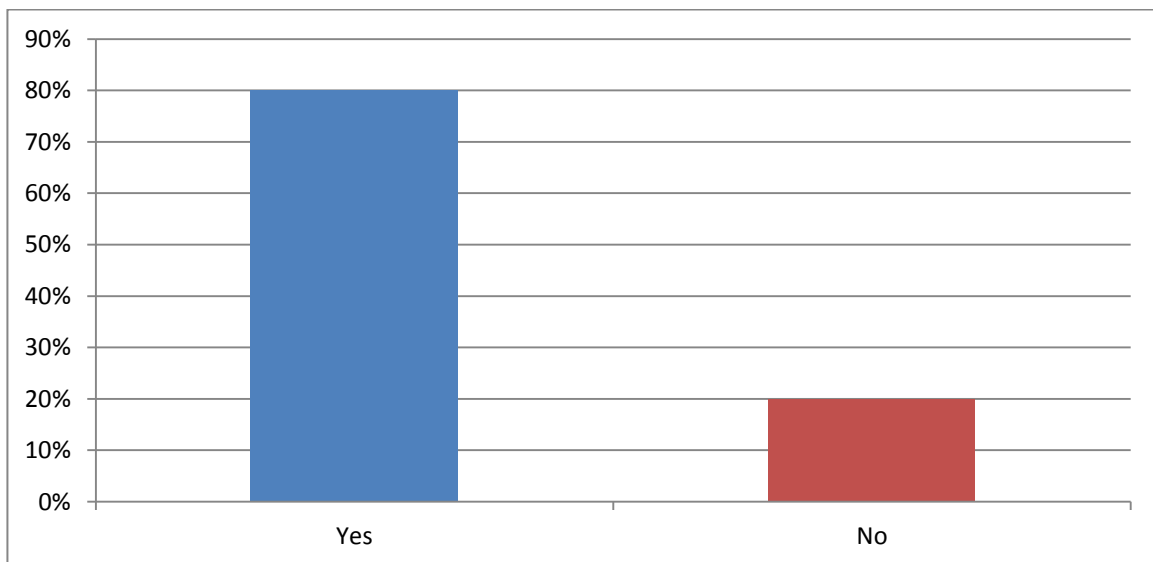


Fig4: The appropriateness of the English curriculum for third- year Primary school pupils

For teacher answered „yes“ because They think that the English curriculum goes with the pupils abilities and there is no problem faced by them concerning it. One teacher answered “no”. He gave different reasons for their answer. One reason is that the curriculum is over loaded and He suggested to slim it down. Another reason is that the curriculum does not go with the pupils“ real level. In another word, it is not appropriate for this level .

Q06: What are the techniques that should be used in teaching English for young learners?

In this question some techniques were named and the teachers are asked to opt for the appropriate technique.

Answers	N	%
Drills	04	0%
Dialogues And Role Plays	01	100%
Others	00	0%
Total	05	100%

Table 11: The use of techniques in teaching English

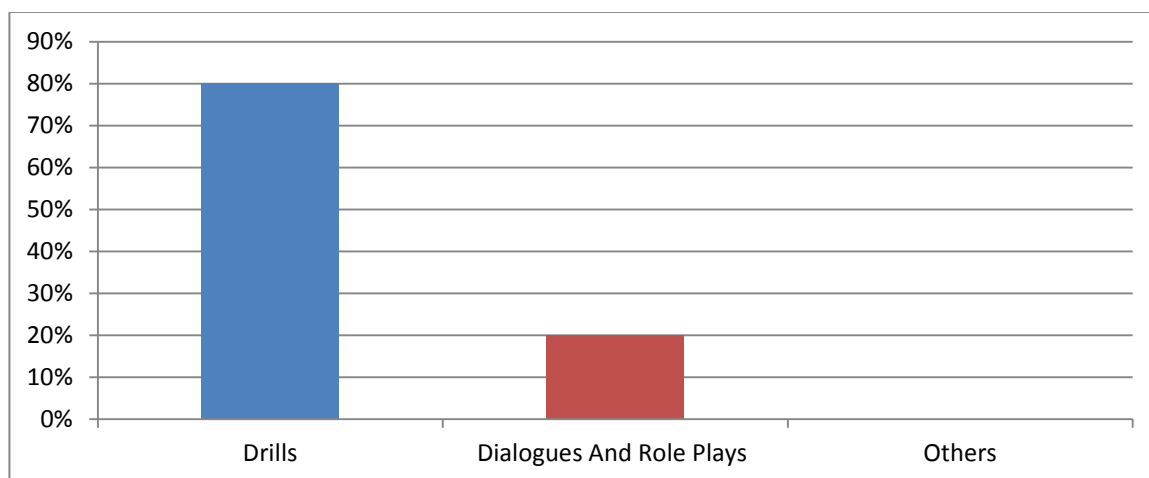


Fig5: The use of techniques in teaching English

Four teachers said that drills are the techniques that should be used in teaching English. The reason behind their choice is that drills are based on repetition which helps

the learners in pronouncing the language accurately. Drills are used generally in teaching vowels and consonants. One teachers opted for dialogues and role plays because Its help the learners in practising the language in a communicative way. Dialogues and role plays are used for teaching supraseg mentals as stated by Naiman (2008:170).

Q07: Which technique do you use and why?

The aim behind this question is to know which technique is used actually by the teacher and why he has chosen to use this technique and to know whether there is a common technique or each teacher uses a specific one according to his pupils.

Suggested answers

Four teachers use drills and claim that in drills the semantic aspect in neglected, that is to say, there is no focus on meaning which make the learners concentrate on English and try to say the word as it is uttered by the teacher. One teacher uses dialogues because the learners can practice almost everything through dialogues. They can practice isolated sounds, stress, intonation...ect.

Q08: Is it necessary to use a language laboratory in teaching English?

The question is asked in order to know if it is possible to teach English in the case of not having a language laboratory. In other words, is it true that we cannot teach English without a laboratory?

Answers	N	%
Yes	05	100%
No	00	00%
Total	05	100%

Table 12: The necessity of the language laboratory in teaching English

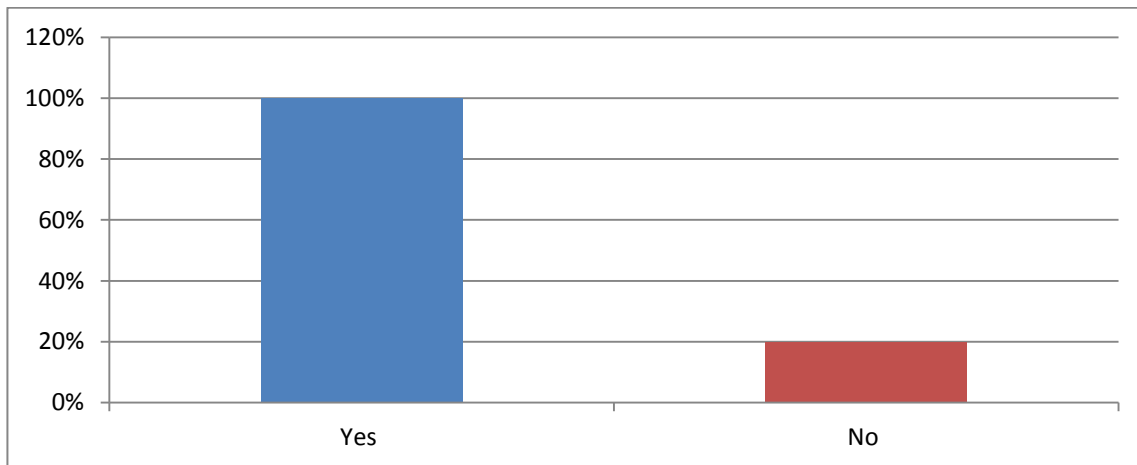


Fig 6: The necessity of the language laboratory in teaching English

The majority of teachers claim that using a language laboratory is necessary in teaching English. The reason behind their opinion could be that language laboratories provide a native spoken language which help the teachers too much in teaching pupils.

Q:9-How much time is devoted to phonetic courses per week?

This question is asked to know how much time each teacher gives to teaching English.

Suggested answers

The majority of teachers give twenty to thirty minutes per week to phonetic courses. Two teachers claim that time devoted to phonetic courses depends on the files. The English book of third year is divided into files, each file has its objectives and goals.

Q:10-Is it enough?

This question was put to see if teachers are satisfied with the amount of time devoted to teaching English

Answers	N	%
Yes	01	20%
No	04	80%
Total	05	100%

Table 13: Agreement /disagreement on the sufficiency of time devoted to teaching English

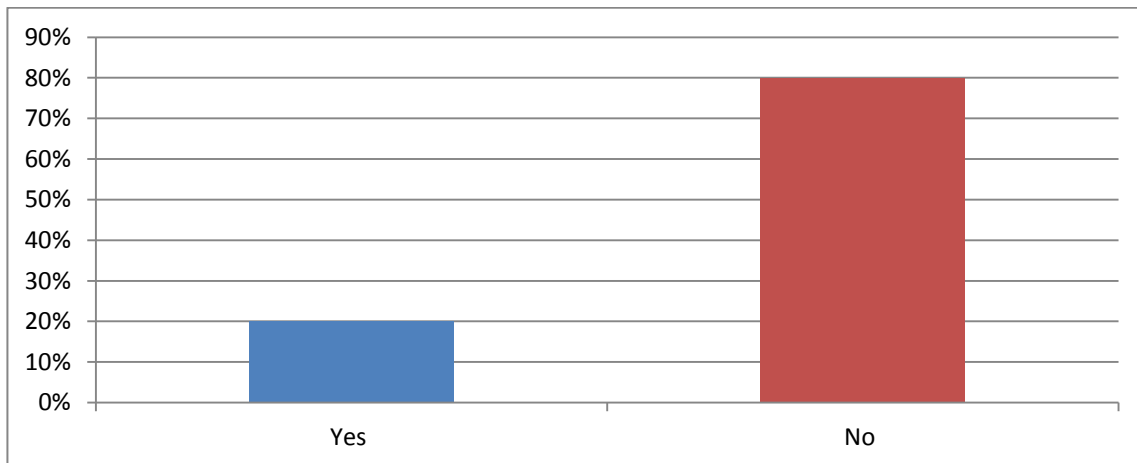


Fig7: Agreement / disagreement on the sufficiency of time devoted to teaching English

The above table shows that One teachers say that the time devoted to teaching English is enough though it is little because the learners are beginners, and they do not need a very long time. Moreover, they learn simple things which do not require too much time.

Four teachers say that the time devoted to phonetic courses is not enough. Pupils need time to practice speaking English. They claim that the longer time devoted to teaching English the better it is for the learners.

Q11-Which aspect of phonetics pupils find difficult?

The purpose of this question is to know the area which is difficult for pupils in learning English. Teachers tick the appropriate answer : consonants and vowels, stress or intonation.

Answers	N	%
Consonants And Vowels	00	00%
Stress	02	44,44%
Intonation	03	55,55%
Total	05	100%

Table14: The phonetic aspects that are difficult to be learnt

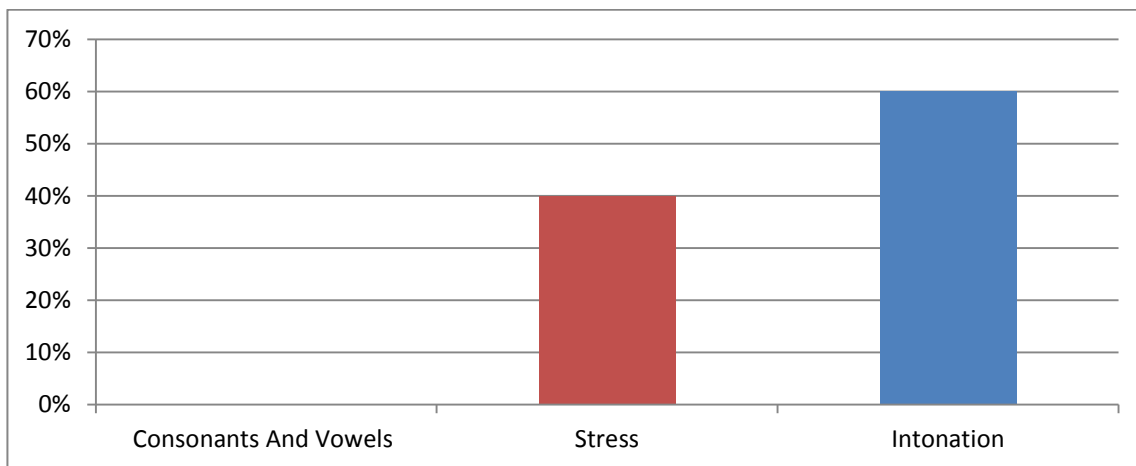


Fig8: The phonetic aspects that are difficult to be learnt

The table shows that pupils do not have difficulties in learning consonants and vowels. Two teachers opt for stress and three teachers for intonation.

Justifications

The majority of teachers think that pupils find problems within stress and intonation because of the lack of fixed rules. They claim that learners cannot understand why the intonation is rising in one case and falling in another one. Another reason is that pupils find stress and intonation very boring and seem to be lost. The last reason is that there is not enough practise in using stress and intonation in speaking.

Q12 :Is it appropriate to teach intonation for beginners?

The aim behind this question is to know if teaching of intonation for beginners is beneficial or it must be delayed to the following stages

Answers	N	%
Yes	04	80%
No	01	20%
Total	05	100%

Table15: The appropriateness of teaching intonation for beginners

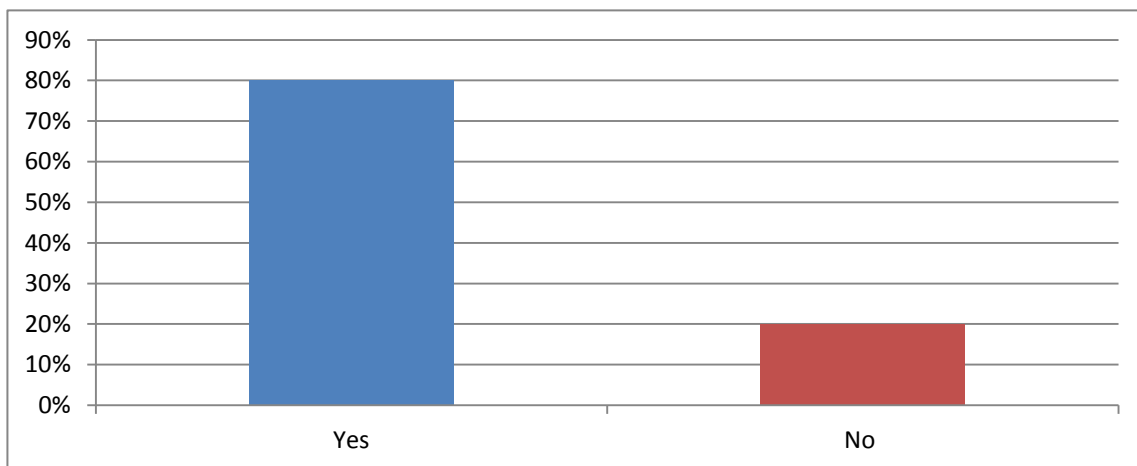


Fig 9: The appropriateness of teaching intonation for beginners

The table shows that four teachers support the idea of Naiman (2008:169) who focuses on the teaching of suprasegmentals from the earliest stages. However, One teachers say that intonation should not be taught for beginners. They have to learn just consonants and vowels.

Q13: When you introduce a new word, do you focus much more on its meaning, English or both?

The aim behind asking this question is more important for the teacher the pupil knows the meaning of a word or pronounces it accurately.

Answers	N	%
Meaning	01	20%
English	01	20%
Both	03	60%
Total	05	100%

Table16: The important aspect in introducing a new word.

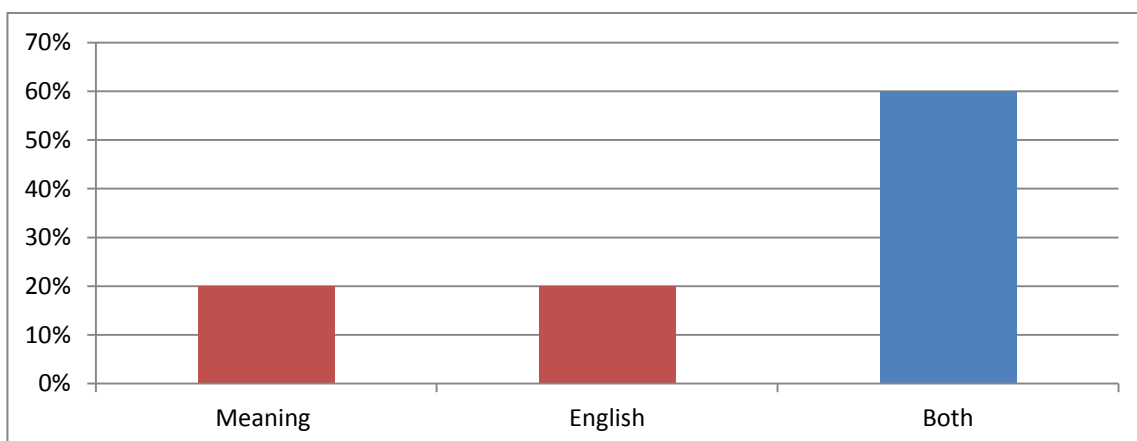


Fig 10: The important aspect in introducing a new word

Only one teacher care about meaning without English. For him, what is important is to know the meaning of the words to enrich one’s vocabulary regardless of knowing how to pronounce it.

One teachers opt for English and three for both. It means that the Five teachers care about teaching the pupils how to pronounce the new words with a focus, of course, on meaning.

Q14: Do you think that the teacher’s correction of pupils’ English is useful?

This question was asked for the sake of knowing whether it is always beneficial for the pupils when the teacher corrects their English or not:

Answers	N	%
Yes	02	100%
No	03	00%
Total	05	100%

Table17: The usefulness of correcting the pupils’ English

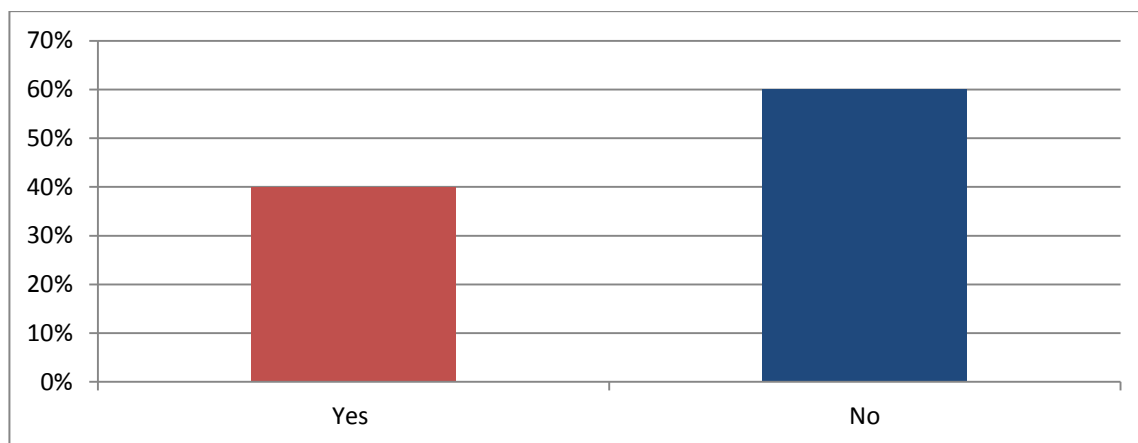


Fig11 : The usefulness of correcting the pupils’ English

Two teachers answer by “yes” , and three teacher opts for „no“. The reason is that it is not always useful to correct the pupil’s English. Overcorrection may make the

pupils unwilling to speak to avoid being corrected by the teacher. The teacher should know when and how to correct the pupils' English.

Q15: Do you correct your pupils' English: always, sometimes, rarely or never?

This question aims at knowing when teachers correct their pupils' English.

Answers	N	%
Always	04	80%
Sometimes	01	20%
Rarely	00	0%
Never	00	0%
Total	05	100%

Table18: The frequency of correcting the pupils' English

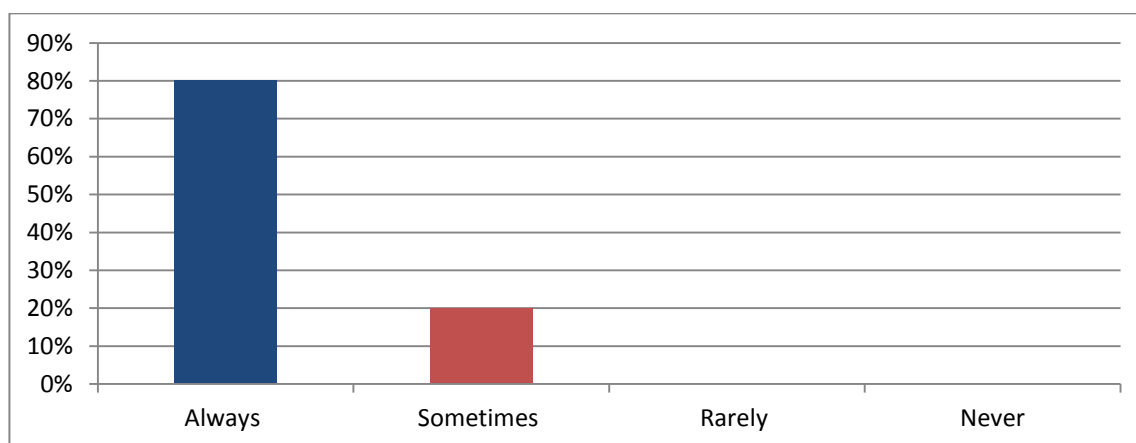


Fig.12: The frequency of correcting the pupils' English

The table shows that Four teachers claim that they always correct the pupils' English. That is to say, whenever the pupil makes an error, the teacher corrects him. One teacher say that they sometimes correct their pupils' English. If the pupils' English destroys the meaning, it should be corrected. But if it is acceptable there is no need to interfere each time and disturb the pupils.

Q16: How do you test your pupils in English? Do you focus on the learner’s oral production or his written production?

The purpose of this question is to know the best method in testing English based on the teachers’ experience.

Answers	N	%
Oral production	04	57,14%
Written production	01	42,85%
total	05	100%

Table19: How the pupils are tested in English

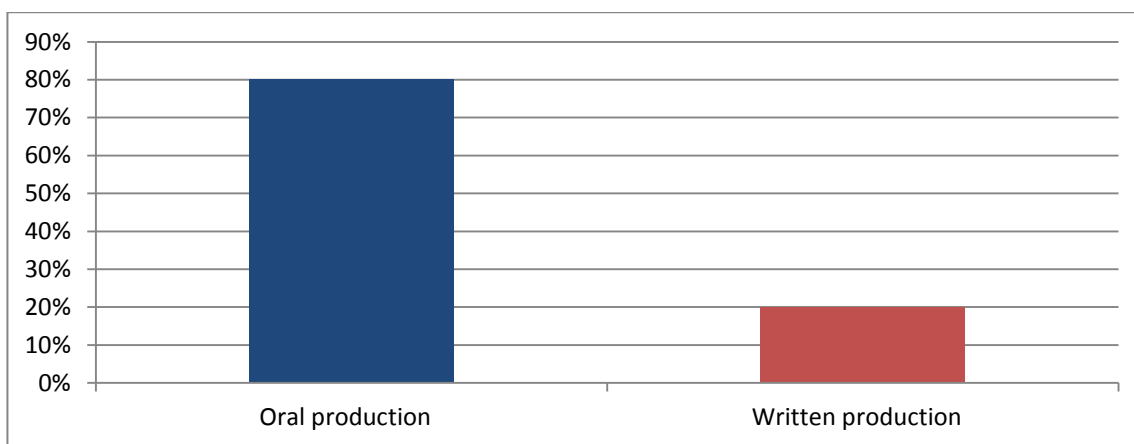


Fig.13: how the pupils are tested in English

Four teachers test their pupils in English by focusing on their oral production. One teacher focus on the learner’s written production. In fact the two ways are used with each other. Some aspects need to be tested in a written way for example the transcription of vowels and consonants.

Q17:In your opinion, why do pupils fail in pronouncing English accurately?

The aim of this question is to discover the true causes of the Pupils' failure to pronounce English. Teachers can precisely pinpoint the origin of this problem due to their experience..

Suggested answers

The teachers suggest several reasons for the Pupils' lack of progress in English. One reason is that Pupils only use and hear English during their classes and not for a sufficient amount of time to develop their language skills. Another factor is the absence of exposure to native English speakers, which is crucial for language learning, as discussed in the previous chapter. Additionally, Two teachers believe that pupils failure in English can be attributed to their lack of reading in the language. Regular reading helps Pupils become familiar with English and facilitates their language development. Lastly, the teachers argue that the curriculum in educational system places more emphasis on writing rather than on learning English, which may hinder Pupils' progress in the language.

Q18: What do you suggest for teaching English for Primary school –pupils?

Teachers propose several suggestions to enhance the teaching of English in Primary Schools. They recommend incorporating laboratories and recorders, as they provide valuable opportunities for Pupils to listen to native speakers. Emphasizing oral skills development through dialogues and listening to songs is also encouraged. The teachers suggest shifting the focus from writing skills to prioritizing listening and speaking skills. Another suggestion is to introduce English to beginners by initially focusing on simple sounds, such as short and long vowels, allowing ample time for practice until Pupils become familiar with the basics of the new language. Complex aspects can be introduced gradually. Furthermore, one teacher proposes avoiding the approach of teaching English all at once in Primary Schools.

4. General discussion

The purpose of the teachers' questionnaire is to identify the underlying reasons for the inaccurate English speaking skills among Primary School students. The analysis of the teachers' responses reveals their understanding of both the significance and challenges associated with teaching English. A majority of teachers express that insufficient time dedicated to English instruction is a key factor contributing to students' failure in language learning. Additionally, teachers highlight that the primary cause of students' struggles in English arises from their limited exposure to and practice of the language outside of the classroom. Therefore, it is crucial for students to actively use the language in order to develop accurate pronunciation skills.

Conclusion

The importance of teaching English accurately in Primary schools cannot be overstated. Therefore, it is essential for Mecheria - Naama educational system to prioritize and allocate more attention to this aspect. It is evident that solely using the English language within classroom settings is insufficient for the comprehensive development of students' English skills. However, if teachers place a greater emphasis on Encourage oral skills, it would significantly benefit learners in their English language proficiency.

GENERAL CONCLUSION

The primary objective of this study is to determine the reasons behind the inaccurate Learning of English among third-year pupils in Primary Schools. The research examines the historical context of English language instruction, identifies the factors influencing this process, and explores current teaching practices. Analysis of the teachers' questionnaire reveals that the pupils' failure in accurately Learning English stems from their limited speaking practice. The curriculum in Primary Schools predominantly focuses on writing skills, prioritizing English written proficiency over spoken proficiency. To address this issue, it is recommended to extend the time allocated for teaching English. This extension would provide pupils with more opportunities to actively listen to and speak the language, thereby enhancing their English Learning .

Suggestions:

1. **Start with Phonics:** Phonics is a method that helps children associate sounds with letters and letter combinations. Begin by teaching the basic phonemes (sounds) of the English language and gradually progress to more complex phonics rules. Use interactive phonics activities, flashcards, and word games to make it engaging.
 2. **Use Visual Aids:** Visual aids can be highly effective in teaching pronunciation. Use posters, charts, and diagrams that show mouth and tongue positions for different sounds. This visual representation helps students understand how to produce the correct sounds.
 3. **Practice Vowel Sounds:** Vowel sounds can be challenging for young learners. Use activities like vowel sound sorting, where students listen to and categorize words based on their vowel sounds. You can also create word wheels or flip books that allow students to manipulate vowel sounds and create new words.
 4. **Introduce Consonant Sounds:** Teach consonant sounds in a systematic way. Start with simple consonants like /p/, /b/, /m/, /t/, and /d/. Use interactive activities like "sound scavenger hunts" where students identify objects in the classroom that start with specific consonant sounds.
 5. **Focus on Word Stress:** Teach students about word stress and how it affects pronunciation. Demonstrate the difference in stress patterns by using hand gestures or clapping to emphasize stressed syllables. Play games like "Word Stress Relay," where students compete to say words with correct stress patterns.
 6. **Use Tongue Twisters:** Tongue twisters are not only fun but also help young learners practice specific sounds and improve their pronunciation skills. Start with simple tongue twisters like "Peter Piper picked a peck of pickled peppers" and gradually move to more challenging ones as students become more confident.
 7. **Incorporate Listening Activities:** Listening exercises are crucial for developing pronunciation skills. Use audio recordings or online resources that provide clear and accurate pronunciation models. Have students listen to the recordings and repeat the words or phrases. You can also play listening games like "Simon Says" where students mimic your pronunciation.
 8. **Provide Individual Feedback:** Observe students' pronunciation during speaking activities and provide individual feedback. Offer praise for their efforts and identify specific areas for improvement. Encourage self-awareness by having students record their own voices and compare them to native speaker models.
 9. **Engage in Conversations:** Create opportunities for students to engage in conversations where they can practice their pronunciation skills in a meaningful context. Role-play activities, interviews, or group discussions provide valuable practice and build their confidence.
 10. **Encourage Authentic Language Use:** Foster an environment where English is used authentically. Encourage students to speak in English during group activities or projects. Create language-rich spaces in the classroom by displaying English vocabulary charts, labels, and posters.
11. Moreover, consistent practice and a positive learning environment are key to helping young learners develop their pronunciation skills. Adapt these suggestions to suit the specific needs and interests of the students .

Bibliography

- Avery, P. and Ehrlich, S. (2008). „Spelling and English“. *Teaching American English English*. Oxford: Oxford University Press. 3-9.
- Catford, J.C. (1967). „Intelligibility“. In W.R Lee (ed.): *ELT Selection: Articles from English Language Teaching*. London: Oxford University Press. 142-150.
- Celec-Murcia, M. (1987). „Teaching English as Communication“. In J. Morley (ed.) 1987. *Current Perspectives on English*. Washington DC: TESOL.
- . et al. 2000. *Teaching English: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Dalton, C. and Seidlhofer, B. (2008). *Pronunciation*. Oxford: Oxford University Press.
- Firth, S. (2008). „English Syllabus Designs: A Question of Focus“. *Teaching American English English*. Oxford: Oxford University Press. 173-183.
- Gimson, A.C and Ramsaran, S. (1982). *An English English Companion to the Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Jull, D. et al. (2008). „Connected Speech“. *Teaching American English English*. Oxford : Oxford University Press. 73-90
- . (2008). „Teaching English: An Inventory of Techniques“. *Teaching American English English*. Oxford: Oxford University Press. 207-14.
- Kenworthy, J. (1994). *Teaching English English* London : Longman.
- Ladefoged, P. (1982). *A Course in Phonetics*, (2nd edn.). New York: Harcourt Brace Javanovich.

Lindsay, C. and knight,P. (2006). *Learning And Teaching English* Oxford: Oxford University Press.

Mc Carthy, P. (1967). „Phonetic Transcription and the Teaching of English“. In W.R .Lee (ed.): *ELT selections:Articles from English Language Teaching*. pp. 135-41 London: Oxford: Oxford University Press.

Mc Donough, S. (2002). *Applied Linguistics in Language Teaching*_London : Edward Arnold.

Morley, J. (ed.). (1987). *Current Perspectives on English*. Washigton DC: TESOL.

Naiman, N. (2008). “A Communicative Approach to English Teaching”. *Teaching American English English*. pp. 163-71 Oxford: Oxford University Press.

O’connor, J.D. (1999). *Better English English*. (2nd ed.). Cambridge: Cambridge University Press.

Rivers, W.M. (1968). *Teaching Foreign Language Skills*. Chicago: Cambridge University Press.

and Temperley M. S. (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New York : Oxford University Press.

Roach, P. (1977). *English Phonetics and Phonology*. (2nd ed.) Cambridge: Cambridge University Press.

Thornbury. S. (200). *How to Teach Speaking*. Harlow: Longman.

APPENDIX
Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a research work which is about the problems faced by third-year Primary school pupils in learning English. It aims at tapping into your experiences and ideas.

I would be grateful if you could answer the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed.

Thank you for your collaboration.

1- How long have you been teaching English?

.....

2- Which aspect of the English language is the most important to be taught?

Grammar Vocabulary English

Why?

.....

.....

3- Which one is the most difficult to be taught?

Grammar Vocabulary English 4- It

is better to teach English to:

Beginners intermediate advanced

5- Do you think that the English curriculum is appropriate for third- year Primary school? Yes no

If no, what do you suggest?

.....

.....

6- What are the techniques that should be used in teaching English for young learners?

Drills dialogues and role plays others

7- Which technique do you use and why?

.....
.....

8- Is it necessary to use a language laboratory in teaching English? Yes

no

9-How much time is devoted to phonetic courses per week?

.....

10-Is it enough?

.....

11- Which aspect of phonetics pupils find difficult?

Consonant and vowels stress intonation

Why?

.....
.....

12- Is it appropriate to teach intonation for beginners?

Yes no

13- When you introduce a new word, do you focus much more on its:

Meaning English

14- Do you think that the teacher's correction of pupils' English is useful?

15- Yes no

16- Do you correct your pupils' English?

Always sometimes rarely never

17- How do you test your pupils in English? Do you focus on : Learner's

oral production learner's written production

17- In your opinion, why do pupils fail in pronouncing English accurately?

.....
.....

18- What do you suggest for teaching English for Primary school –pupils?

.....
.....