PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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ABOUBAKR BELKAID UNIVERSITY, TLEMCEN

FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES

The Communicative Value of Teaching Pronunciation With Close Reference to the ELT Textbook

At the Crossroads

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MAGISTER DEGREE IN APPLIED LINGUISTICS AND TEFL

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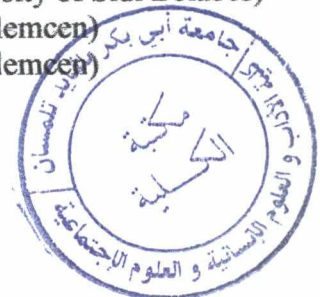
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DEDICATION

In memory of my father (1934 – 2008)

To my mother

To my wife

To my daughter

ABSTRACT

Pronunciation is part and parcel of aural-oral communication. It reveals a lot about the native speaker's geographic origin, social status, education, attitudes, feelings and emotions. The foreign speaker, who is usually 'taught a sanitised reconstructed assortment, indicates through pronunciation, his degree of foreignness or closeness to some academic standard variety, be it British, American, Australian, or the like.

As a skill, the formal teaching of pronunciation has traditionally been marginalised in the spectrum of activities in TEFL materials. Until recently, it was left to soak in through mere exposure and not infrequent corrections at the sound or word stress levels at best. Discourse, contextualisation and sociolinguistic rules of use which make up genuine communication have yet to be implemented in textbooks and classroom practices in order not to deprive learners of phonological choice and interactive opportunity.

The present work seeks to determine the communicativeness of pronunciation activities in a classroom context, using as its corpus the elements of pronunciation presented for formal teaching in *At the Crossroads*, the prescribed textbook for high school freshmen, and weighting its claims against certain theoretical criteria in order to find out:

- whether the prescribed activities meet conditions for communicativeness and communicative competence;
- which constituents of communication are made evident;
- whether the teaching of pronunciation is based on segments, prosody or a combination thereof in context or in isolation;
- the degree to which pronunciation is integrated and interactive; with a particular reference to listening, an important part of the aural-oral training in the textbook.

Considering that a textbook is by no means a reliable reflection of what actually takes place in the classroom, a survey is conducted among the practitioners in order to assess whether or not they go by the book when it comes to teaching pronunciation, and to examine the declared and undeclared assumptions and objectives behind their teaching.

To push the research further, the pronunciation teaching performances of four volunteer practitioners are videotaped, and the video CD, an integral part of this research, is later examined by experienced inspectors of English and University lecturers using the Observation Grid constructed along the criteria drawn from the state of the art literature.

We wind up the research with the findings based on the analyses of the answers to the three research tools used in this research: a checklist, a survey questionnaire and an Observation Grid, conducted through three types of informants respectively, myself for the evaluation of the

communicativeness of the pronunciation tasks of *At the Crossroads*, practising teachers as regards the evaluation of their own dealings with pronunciation, and inspectors and University lecturers for the classroom observation, followed by some recommendations and perspectives for future research.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS

ATC	At the Crossroads
BA	Bachelor of Arts
C.S	Connected Speech
CBA	Competence (Competency) Based Approach
CO1	Classroom Observation (Number One)
TEFL	Teaching English as a Foreign Language
H.M	Hidden Message
I	Intonation
ICT	Information and Communication Technology
KSAs	Knowledge, Skills, Abilities
ONPS	Office National des Publications Scolaires (National Board for Educational Publications)
TO1	Teacher Observed (Number 1)
P.M	Phonology Map
R	Rhythm
S	Sound
S.S	Sentence Stress
TESOL	Teaching of English to Speakers of Other Languages
W.S	Word Stress

LIST OF GRAPHS

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GENERAL INTRODUCTION

Recent world events have highlighted the need to expedite communication at a global level. The role of a language for international communication understandably and almost unquestionably has fallen to English because of the leadership role the USA plays in almost every field: politics, finance, military, media, computing, research, wealth, Nobel Laureates, medals in the Olympics, etc. Like other countries, Algeria has followed suit both within and without the mainstream educational system, as evidenced by the booming number of private language schools in various parts of the country.

Within the educational system, the Pedagogical Instructions state that **"the ultimate objective of language learning is communicative competence i.e.; appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and in writing."** (Inspectorate of English, 1984:3). The latest trend in teaching methodology implemented in Algeria to achieve that objective is the Competency Based Approach, or CBA[1]. It promotes learning through doing and problem solving through tasks as the way to learn, in the present case, a language.

This Competency refers to an individual's demonstrated knowledge, skills, or abilities (KSAs) performed to a specific standard. Competencies are observable, measurable, and hopefully re-usable behavioural acts that require a combination of KSAs to execute. In other words, competencies consist of a combination of knowledge, skills, and abilities that are necessary in order to perform a major task or function in the work setting, in our case the classroom.

The textbook under consideration has been designed in accordance with CBA principles and a learner-centred approach.

It is a truism to say that poorly pronounced segments and supra-segments lay very heavy stress on the listener. They may lead to ambiguities, misunderstandings or even inhibit comprehension and lead to a total breakdown in communication. Unfortunately, the teaching of pronunciation, which some scholars have labelled the 'Cinderella' of TESOL, has long suffered from neglect, probably due to the absence of any aural/oral activities in the formal examination system at the level concerned.

Today, it is refreshing to note that pronunciation is being brought back as an issue of concern for aural/oral communication to take place effectively. Curriculum developers, textbook designers

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[1] It is worth noting that for the first time in Algeria, one single approach, namely CBA, is implemented for all subjects and at all levels from primary to pre-University.

and teachers worth their salt, each in their respective domains, try to devote more time, concern and activities to the teaching and learning of pronunciation.

At the Crossroads, a recently published textbook (2005) has continued the challenge taken up by the previous textbooks of the series with a rubric entitled *Say it Clear* whose aim is to train the learners' **"tongues and lips to speak correctly, but also meaningfully"** as stated in Middle School Book Three 'To the Student', and **"to pronounce correctly, mark stress and use the intonation appropriate to the context,"** as stated by the textbook writers in their note 'To the Student' two years later. One of the declared aims of the grassroots phonology presented in *At the Crossroads* is to achieve oral intelligibility in a correct meaningful way, appropriate to the context. Pronunciation is therefore to be given the importance it deserves, without denying the relevance of other aspects of language, such as lexis or grammar or semantics to name but a few, to construct intelligible utterances leading to communication.

As its title implies, this research aims to arrive at a working definition of 'communicativeness' and assess its existence or absence in the corpus. It is also an attempt to investigate the status of the teaching of pronunciation inasmuch as it relates to communicative competence at the level concerned.

The main issues related to the research revolve around the following major questions:

- Which aspects of pronunciation are presented in the textbook?
- To what extent are these elements communicative?
- Which aspects of pronunciation are teachers most concerned with?
- What pedagogical assumptions guide the teaching of pronunciation?
- To what extent is the pronunciation taught representative of speech used in real-life communication?
- To what extent is pronunciation integrated, contextualised and interactive?
- Are high school teachers adequately trained for the teaching of pronunciation?
- How do teachers justify their attitude towards the formal teaching of pronunciation?

To arrive at answers to the above questions, a major step is to work out the state of the art in the area of communicativeness, the concept of communicative language ability, and that of representative language. The findings, based on research and guidelines highlighted by scholars who have become references, true household names in their respective fields, are used to develop the research instruments to apply first to examine the corpus as it appears in *ATC*, then to assess how practising teachers view their own approach to that corpus, and finally to see how experienced inspectors and University lecturers evaluate the videotaped performances of some secondary school

practitioners. In other words, we examine one and the same feature, pronunciation, from three different angles: that of the textbook designers through a checklist, that of the practitioners through a survey questionnaire, and that of practising teachers through an Observation Grid. At the same time, since pronunciation is the key element guiding the work, it is of overriding importance to determine what is meant by pronunciation and define its constituent features. All this is done in the first chapter.

Chapter Two takes into account the relevant findings arrived at during the theoretical study in the preceding chapter to construct, pre-test and administer the first research instrument: a checklist to evaluate the phonological content of *ATC*. Our corpus is defined through an inventory which illustrates the distribution of pronunciation activities in the book.

This first tool or checklist aims at investigating the effectiveness of the corpus and methodology used in the textbook and the degree of interaction and integration of the teaching of pronunciation with other skills. We weight what the textbook purports to present against the criteria of the checklist which will confirm or invalidate the textbook designers' claims in the various areas of communicativeness, communicative language ability and representative language. The data collected through the checklist are processed and analysed and the results published. All along this chapter, we try to emphasize the relationship between pronunciation and communication and the part the former plays in fostering and furthering the latter.

Chapter Three and Chapter Four concern themselves with the teaching aspect of the research and use two instruments: a self-assessment survey for the former, and an Observation Grid for the latter. The survey aims at finding how teachers view pronunciation, how they usually teach its features, including their basic attitude to the overall teaching of pronunciation. The Observation Grid on the other hand gives a picture of what actually happens in classrooms, through the videotaping of four classes.

Both instruments are constructed along the criteria drawn out in the first chapter. They are pre-tested, and then administered to the relevant target population, that is practitioners for the self-assessment survey in Chapter Three, and Inspectors and University lecturers for the Observation Grid in Chapter Four.

The data collected are then processed and the results published and analysed to shed some light on how pronunciation is handled, whether it meets the criteria of communicativeness, integration and language representation.

In our conclusion, we attempt to weight the status of pronunciation in *At the Crossroads* and the extent to which it is used to foster communication. In addition to the effectiveness of materials and methodology used in the textbook, the evaluation is concerned with the degree of interaction

and integration of the teaching of pronunciation with other skills and aspects of language learning. Some recommendations are made to all actors concerned and new perspectives suggested for future research.

In a nutshell, the first chapter deals with the state of the art theory behind the concept of communicativeness in general, the role played by pronunciation and the teaching thereof. Some criteria are worked out to construct the research instruments to be used in the two following chapters.

The second chapter is devoted to the definition of the corpus in *ATC* and the development of the checklist to analyse that corpus as regards its communicativeness. It also weights what *ATC* purports to teach against the criteria drawn from the literature.

The third chapter is specifically concerned with the teaching aspect of pronunciation, as assessed by practitioners through a survey questionnaire. The research instrument is constructed, pre-tested, the informants sampled, and the survey administered. The data are collected and processed and the results published.

The fourth chapter examines the video-taped performances of some teachers through the expert eyes of Inspectors and University lecturers using an Observation Grid. Here again the research tool is constructed on the basis of the literature examined in Chapter One. The outside observers fill in the relevant grids. Their data are collected, processed, and the results used to confirm or invalidate the findings arrived at in the previous chapters using other tools.

The Conclusion analyses the findings arrived at after the processing of the results published in the previous three chapters. It also provides some recommendations and suggestions for future research.

A Video CD and the tapescripts of the four classes filmed accompany the present research.

CHAPTER ONE

COMMUNICATIVENESS AND TEACHING

THE THEORY BEHIND THE RESEARCH TOOLS

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PRONUNCIATION: COMMUNICATIVENESS AND TEACHING

THE THEORY BEHIND THE RESEARCH TOOLS

1.1 Introduction

This chapter sets forth the theoretical background behind pronunciation and the communicative value it holds in fostering intelligibility.

We start with a thorough look at the three major concepts of communicativeness, communicative language ability and representative language, based on research and guidelines highlighted in the state of the art literature by scholars who have become authorities in the field. Then, since pronunciation is the key element guiding the work, it is of paramount importance to define its constituent elements in terms of segments and suprasegments, with a special word on listening. Then, it tries to design a framework for establishing criteria to be used to develop the three research tools used in our multi-approach technique: a checklist for the evaluation of the prescribed textbook in Chapter Two, a questionnaire for the self-assessment survey by practitioners in Chapter Three, and finally an Observation Grid to evaluate the four classroom observations in Chapter Four. All along the present chapter, the research lays the ground to underline the relationship between pronunciation and communication and the part the former plays in furthering the latter.

1.2 Communicativeness

Pronunciation cannot and must not be separated from communication. Without it, oral communication cannot take place. Another reason why it cannot be separated is, as Beebe (1978) puts it, it communicates in the same way as morphology, syntax or discourse organisation.

Despite this remarkable insight being universally accepted in the literature, pronunciation does not have the status it deserves in teaching materials. It is left to be picked up by the learners. At best it is 'taught' in the form of isolated instances to be memorised, leaving the learners to develop their own learning strategies. The 'accumulated entities approach' (Rutherford, 1987) largely concerning sounds (but also vocabulary or grammar rules) overrides attention to interaction, paving the way to authentic communication. Pennington and Richards highlight this treatment of pronunciation as incidental to communication and rightly declare:

"It is artificial to divorce pronunciation from communication and from other aspects of language use, for sounds are a fundamental part of the process by which we

communicate and comprehend lexical, grammatical, and sociolinguistic meaning" (1986:208)

The language in the textbooks should not aim at learning *per se*, but should embody a philosophy that prioritises language as and for communication.

Cauldwell and Hewings (1996b) argue that coursebook rules on intonation are **"inadequate as descriptions of what occurs in naturally occurring speech"** (p.327). Taking an example from intonation, they state that textbooks **"allow us to describe only a fraction of intonation choices made in the language as a whole"** (p.333). This is why textbooks and classroom practices ought to provide learners with better models to allow them to **"understand the communicative significance of the patterns of intonation"** (ibid:327).

1.2.1 Canale's Components of Communication

Canale remains the undisputed father of the components of communication, and his production is the standard reference in the field. He describes seven criteria for successful communication. They are

> **"(1) the continuous evaluation and negotiation of meaning on the part of the participants (2) ... social interaction ... (3) a high degree of unpredictability and creativity in form and message ... (4) clues as to correct interpretations of utterances ... (5) a purpose ... (6) authentic language and (7) success being judged on the basis of actual outcomes"** (1983:3-4)

These seven points are going to be presented in succession.

1.2.1.1 Communication as "the continuous evaluation and negotiation of meaning on the part of the participants"

The users of a language should be competent enough to decipher the message conveyed in all its forms: linguistic, attitudinal, sociolinguistic, etc. They should also be able to respond using the appropriate features of pronunciation so that mutual intelligibility can occur.

Ellis stresses for meaning to arise, communication **"must be negotiated rather than predetermined"** (1982:75). Richard and Rogers state that **"Language that is meaningful to the learner supports the learning process"** (1986:72).

Breakdowns in this understanding require communication to be repaired in real time, or analysed collaboratively later. Jenkins states that

> "even at the level of pronunciation, intelligibility is dynamically negotiable between speaker and listener, rather than statically inherent in a speaker's linguistic form ..." (2000:79)

1.2.1.2 Communication as "social interaction"

An accurate EFL learner doesn't excel at constructing correct grammatical utterances solely, but should also know how, when, where and with whom to use them.

Morley's assessment that pronunciation is an **"integral part of, not apart from, oral communication"** (1987, preface), and Ellis' recognition of language as **"a form of social activity"** (1982:73), embody a communicative value. Central to achieving this is collaboration, which Stern urges frequent use of, **"not just for occasional communicative activity"** (1992:180). This is necessary to avoid what Johnson describes as **"communicative incompetence"** (1979:194). Richards and Rogers state that **"activities in which language is used for carrying out meaningful tasks promote learning"** (1986:72).

1.2.1.3 Communication with "a high degree of unpredictability and creativity in form and message"

By definition, communication is an unpredictable and creative process, driven by choices. Allen deplores the restraint of this creativity by audio-lingual techniques,

> **"too often ... there is little carryover into the student's own conversations outside the classroom ... mimicry needs to be supplemented by insight into the link between stress and meaning, especially were discourse is concerned"** (1971:78-9)

Traditional curricula have not changed and neither have the corresponding textbooks. They provide little room for choices or unpredictability. Ellis regrets that

> **"what is said by learners is controlled at every point by the book and needs to be complemented by real choice"** (1998:41).

Candlin (1994) observes that language **"remains the convenient property of the textbook ... unreal and unauthenticatable objects for display and empty acquisition"** (p.viii). This may be disabling for learner-choice too when learners attempt to personalise language and communicate. The focus should be on the contrasting context-embedded choices available to the speaker, and pivotal to prediction and meaning creation. Halliday calls this concept of selection **"meaning potential"** (1973:27), that is to say

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"... sets of options, alternatives, in meaning, that are available to the speaker-hearer ... sets of options representing what the speaker 'can do' ... can mean" (ibid:29)

1.2.1.4 Communication as "clues to correct interpretations of messages"

Contextual clues are essential for the negotiation of discourse to anticipate and deal **"proleptically with aspects of interaction, not just in retrospect"** (McCarthy & Carter, 1994:178). Johnson warns against **"non-instrumental language teaching"** (1979:200), whereby language is divorced from context thus removing clues helpful to the creation of a shared understanding. So, it is essential to provide the participants in the talk with clues so that they can anticipate the possible objections and answer them in advance.

Context is also important at the phonemic level. Brazil states that

> **"the treatment of particular sounds can be more easily appreciated, and their execution more easily practised, if they are set in the context of a communicative utterance whose intonation we are able to take into account"** (1994:2)

Realistic contexts are essential to subconsciously acquire or consciously experiment with these phonemic clues. Both classrooms and materials should encompass these realistic contexts together with their appropriate features of pronunciation.

1.2.1.5 Communication for "a purpose"

> **"The emphasis is not upon pronouncing words, or even sentences. It is rather upon speaking language which is carrying message, and doing so in some situation in which that message matters to both speaker and listener"** (Brazil, 1994:4)

Bradford describes this component as the *"pragmatic use of linguistic forms to convey meaning in spoken discourse"* (1988:2). Motivation is central to communication, thus materials ought to prioritise it. Johnson states that listeners cannot **"approach interactions in a state of readiness with a speaker aim,"** referring to the communicative intent (1979:200). Thus, phonological decisions should be made in contextualized, purpose-driven speech, at the levels of segments and prosody. This requires exposure to authentic language that embodies communicative tasks, context-specificness and a purpose.

1.2.1.6 Communication using "authentic language"

Authenticity is a fundamental construct of communicative tasks, being central to interaction and spontaneity in spoken language. Although textbook material is largely artificial, it can still be illustrative of real life communication. Marks (1999) states that 'artificial' devices can increase salience and accessibility to language for learners, but it must be borne in mind that overly-contrived, unrealistic language can be unhelpful and misleading.

Conversely, Jenkins (2000) asserts that 'dissimilatory processes', whereby speakers subordinate their speech strategies to accommodate their listeners' needs through clearer articulation, may actually aid hearer perception. A typical example is the Voice of America broadcasts in 'special English'. This could, however, put at a communicative disadvantage learners who later experience authentic speech.

Along quite the same lines, Brown (1990) states,

> **"It is … essential that, as soon as the student begins to be capable of understanding quite small pieces of structured English, he should be exposed to some English as it is normally spoken. Otherwise, he will learn to rely on un-English signals and he will have no reason to learn English signals"** (1990:159)

Thus learners should be provided with those segmental and suprasegmental elements likely to guide them to interpret those English signals. In that context, textbooks and classroom instructions should cater for these needs. The main concern with authentic texts is to maintain those features which highlight meaning.

1.2.1.7 Communication with "success being judged on the basis of actual outcomes"

'Actual outcomes' entail the use of phonological variations and decisions alone to successfully complete the communicative task. Success could also be based on outcomes at the segmental level, through cognitive exercises beyond mere repetition and mimicry. Listening for changes in intonation, the placement of stress, or the intervals between tone units, all represent achievable outcomes, considerably important at elementary level. The best feedback of success is the end being achieved. This incorporates all of the components of communication to varying degrees.

1.2.2 The Concept of *Communicative Language Ability*

What are the competences to develop in the speakers to make them full participants in the communicative act?

One of the changing perspectives regarding learning and language learning is to use detailed competence specifications to define concepts. Based on that, the two components of communicative language ability are divided into communicative competence and communicative performance. In turn, communicative competence is made up of five different competences: linguistic, pragmatic, discoursal, strategic and sociolinguistic.

1.2.2.1 Communicative Competence

Communicative competence is perceived differently by different scholars. There are on the one hand those who claim that competence and performance are separate aptitudes/abilities, and those who believe that they are linked.

Chomsky (1956), Hymes (1972), Canale and Swain (1980) and Canale (1983) all separate knowledge from actual use. Chomsky, for example, posited that knowledge of grammar alone is sufficient. Hymes, on the other hand, emphasizes the importance of a sociolinguistic element. Canale (1983) advances a more interactive model, inclusive of discoursal and strategic competences. He states that preparation to communicate rather than communication, or "actual use" (p 5), constitutes competence:

> **"the main goal is to prepare and encourage learners to exploit in an optimal way their limited communicative competence in the second language in order to participate in actual communication"** (1983:17)

Conversely, Richards and Rogers (1986) claim that **"communicative ability involves acknowledging the interdependence of language and communication"** (p.66), along the same lines as Halliday (1973) who highlights the functional importance of language, recognizing knowledge (or potential ability), and use (actualised potential) as being interdependent.

Widdowson (1978) asserts that acquiring communicative competence is **"the ultimate aim in language learning"** (p.67). Widdowson (1979) usefully and pertinently recognizes that communicative competence is not a list of items that have been learnt. It is rather **"a set of strategies or procedures"** (p.248) to be used in context.

This combination of competence (knowledge) and performance is termed "communicative performance" by Canale and Swain, or **"the realization of competencies and their interaction in the actual production and comprehension of utterances"** (1980:6).

Most of them agree however that communicative competence is made up of the five following competences.

1.2.2.1.1 Linguistic Competence

Linguistic competence is concerned with knowledge of the language itself, its form and meaning. As stated by Canale, linguistic competence

"remains concerned with mastery of the language code (verbal or non-verbal) itself. Thus included here are features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics." (Canale, 1983:7).

1.2.2.1.2 Pragmatic Competence

Pragmatic competence includes the knowledge of pragmatic conventions to perform acceptable language functions as well as the knowledge of sociolinguistic conventions to perform functions appropriately in a given context (Bachman, 1990:89-90).

Pragmatic competence is generally considered to involve two kinds of ability. On the one hand, it means knowing how to use language in order to achieve certain communicative goals or intentions. This has also been called 'illocutionary competence'. On the other hand, it can be seen as social knowledge necessary to select the language forms to use in different settings, and with people in different roles and with different statuses. In many ways, pragmatic competence and sociolinguistic competence overlap.

1.2.2.1.3 Discourse Competence

"Normal linguistic behaviour does not consist in the production of separate sentences but in the use of sentences for the creation of discourse." (Widdowson 1978:22)

Sentences do not occur in isolation; they combine to form discourse. Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the individual parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, e-mail messages, newspaper articles? Halliday describes the variables present within ever-evolving discourse:

"Once conversation starts, a new element is added; each new step defines the environment afresh. The meaning of whatever is said is with respect to what has gone before. The process is a stochastic one: the probabilities are reset at each boundary, and the linguistic resources regrouped to face the new situation." (1985:58)

1.2.2.1.4 Strategic Competence

Strategic competence is the ability of a speaker to use gestures, facial expressions, synonyms or antonyms, definitions, etc in order to keep the channels of communication open. It consists in using communication strategies. It means also knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, such as a smile as a substitute for a faulty or unknown intonation contour for example.

Canale and Swain say that:

"strategic competence is verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence." (1980:30).

Canale later extended the definition of strategic competence to mean,

"... (a) to compensate for breakdowns in communication due to insufficient competence or to performance limitations and (b) to enhance the rhetorical effect of utterances." (1983:339).

Bachman's (1990) 'communicative language ability' also refers to strategic competence as an important part of all communicative language use.

1.2.2.1.5 Sociolinguistic Competence

The fifth constituent, sociolinguistic competence, refers to the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. It concerns who says what to whom and under what circumstances.

Hymes (1972) contributed the notion of sociolinguistic 'appropriateness', distinguishing between what is possible, what is feasible, what is appropriate, and what is actually done in the use of communicative language.

Sociolinguistic competence, according to Swain,

"addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors such as topic, status of participants, and purposes of the interactions. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form" (1984:188).

1.2.2.2 Communicative Performance

This is the second aspect of communicative language ability for most researchers. It is the actual realization of the various competences internalised during the teaching/learning process.

Performance necessitates intelligible pronunciation, also essential to communicative competence (Morley, 1987). This provides clear interactive goals and requires actual use. Pennington states **"no communication can take place without a certain level of mutual intelligibility"** (1996:220).

Allwright considers it fundamental to using language communicatively.

"Communication has become fully accepted as an essential and major component of the product of language teaching, but it has not yet been given more token place, as an essential and major component of the process. A logical extension of the argument would suggest that if communication is the aim, then it should be the major element in the process" (Allwright, 1979:167)

Brown recognizes **"students' eventual need to apply classroom learning to heretofore unrehearsed contexts in the world"** (1994:29). Materials need to provide the contexts in which knowledge and use, or learning and acquisition can be tested, applied and evaluated.

Performance helps learners see the interdependence of pronunciation and successful oral-aural interchange. This is evidenced through breakdowns in communication which give the attentive teacher immediate, focused and relevant teaching opportunities to **"bring students to the point where they can use the outside world"** (Krashen, 1982:183). Similarly, Widdowson urges learners to **"do the things they will recognize as purposeful ... and have some resemblance to what they use their own language to do"** (1990:160).

Having seen the first two concepts of communicativeness and communicative language ability, we turn now to the third essential concept without which authentic communication is impossible, namely representative language that fleshes out the previous two concepts.

1.2.3 Representative Language

This third and final concept is introduced through three aspects: connected speech, integration and interaction.

1.2.3.1 Connected Speech, Not Citational Misrepresentation

When people speak naturally, they do not use lists of words, lists of sounds, lists of structures, or lists of stresses. They combine various sounds, intonation patterns, lexical items, structures to convey the meaningful messages they intend to convey.
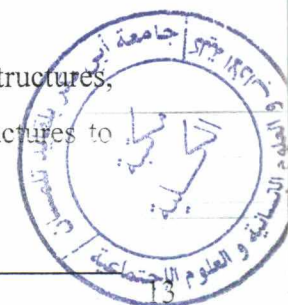
It is pivotal to note, as Kenworthy (1987) does, that one of the aims of learning English speech is to be able to communicate effectively. Therefore, primary attention should be given to connected speech, to the production of natural language with genuine communicative aims, rather than the citational or segmental language typical of many textbooks. Cauldwell warns how a citational form approach, in the form of sequences of **"words bounded by pauses, stressed, with falling tones"** (2002:18), misrepresents speech and that **"in pursuit of segmental accuracy, students practise disfluent speech"** (ibid:18). Cauldwell & Hewings (1996b) warn,

> **"This misrepresentation may disable students from becoming good listeners and fluent speakers, as they expect to assemble and decode speech word by word"** (p.49)

It is worth noting that the debate is still on concerning which connected speech effects should be presented, how and whether these should be practised by the learners or simply observed. Brown argues for a reduced emphasis on production as **"learner speech seldom meets the conditions for connected speech phenomena to occur naturally"** (1990:62). Likewise, Underhill (1994) questions the communicative importance of relatively unimportant aspects of pronunciation, such as assimilation or juncture, which Dalton and Seidlhofer state are **"painstakingly practised"** (1994:115). However, we join Roach (1991) who advocates raising learners' awareness of the difficulties they may meet in real life. He states,

> **"...it is clearly valuable to do exercises related to rhythm and linking...learners of English must be made very clearly aware of the problems that they will meet in listening to colloquial, connected speech"** (1996:130).

1.2.3.2 Integration

Integration means to focus on the implementation of pronunciation in the teaching learning process at the level of the curriculum, textbook and classroom. It also means integrating both segmental and suprasegmental features; and associating the instruction of pronunciation with the teaching of lexis, spelling, syntax, morphology, etc., with every macro skill and at every phase of the teaching process: presentation, manipulation, consolidation, assessment, remedial teaching, creative writing, etc.

Hedge (2000) highlights the importance of striking the right balance between 'holistic and atomistic approaches' with her preference for the prevalence of the former.

Pronunciation as a competence should be linked with other skills in order to maximize learning outcomes.

The Communicative Value of Teaching Pronunciation

> **"It is frequently the case that the different sections ... in textbooks have no principled connection with each other. Indeed, there is often considerable disparity between the differing sections"** (Widdowson, 1988:145-6)

This seems to be the case, for pronunciation, with its fragmented and piecemeal activities. Widdowson's recognition of 'non-integratedness' needs to be considered by book designers. Grant states that **"The carry over from controlled practice into real-time communication"** (2000:77) represents a significant challenge in integrating pronunciation. In order to smooth the implementation of communicative pronunciation across all areas of the textbook, a global integration is needed.

1.2.3.3 Interaction

The teaching learning process involves teachers interacting with learners and learners with other learners. That implies that learners reinvest the input and language resources they have acquired to produce **"comprehensible output"** (Swain, 1985).

Leading learners to produce output reinforces their communicative competence and helps them **"cope with their lack of language knowledge by struggling to make themselves understood"** (Hedge, 2000:13). She advocates having recourse to pair and group work where learners talk to each other to negotiate meaning.

> **"There is a principle underlying current ELT practice that interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students. This one reason why pair work and group work have become common features of contemporary classrooms"** (ibid:13)

Having examined the three concepts of communicativeness, communicative language ability and representative language, we now turn to what constitutes the blood and marrow of our research, pronunciation[2], so that we may compare it in the next chapter to the actual content of *ATC*.

1.3 Constituting Elements of Pronunciation

Pronunciation refers to the production of sounds that are used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as, stress, rhythm, intonation, juncture (suprasegmental aspects), how the

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[2] It is important to note, to avoid any likely confusion, that the word 'pronunciation' in *ATC* refers to the sounds where 'pronounce correctly' is dissociated from 'marking the stress' or 'use the intonation correctly', (*To the Student*, page x, *ATC*).

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voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions (paralinguistic features[3]) that are closely related to the way one speaks a language.

A broad definition of pronunciation includes both suprasegmental and segmental features. Brazil (1994) recognises their independence as being **"closely related ... to the end of the efficient communication which they serve"** (p.2), and that work in one area supports and reinforces work in another. In his book *Pronunciation*, Laroy (1995) reinforces their importance by saying that in the same way as it is impossible to speak without sounds, it is equally impossible to speak without rhythm and intonation, and these **"deeply affect the quality of speech sounds."** (p.39). Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The suprasegmental aspects of pronunciation are presented first.

1.3.1 Suprasegmental Aspects of Pronunciation

The suprasegmental features are those which operate over longer stretches of speech than the sound, such as, stress, rhythm, intonation and connected speech.

Although these features are sometimes called the 'unteachables', Laroy (1995) suggests that they are not 'unlearnable'. They are presented below in succession.

1.3.1.1 Stress

Stress refers to the prominence given to certain syllables within words of more than one syllable. It is signalled by volume, force, pitch change and syllable length.

One noticeable feature of English is the reduced nature of unstressed syllables. Thus, stressed syllables are longer, louder, more forceful and at different pitch, while unstressed are shorter, softer, weaker and often display a difference in quality. This change in the quality of the sound is caused by the influence of stress (or the absence of it) on sound. Content words (also known as lexical words or full words) usually have one fixed realization with usually one major stressed syllable. Function words (also known as empty or grammatical words) are usually unstressed except for contrast, and they have more than one realization.

It may often be the failure to 'unstress' syllables appropriately that makes learners' pronunciation difficult to understand because, unlike some other languages, English tends to maintain a perceptible isochrony from one stressed syllable to the next stressed syllable by

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[3] Paralinguistic features such as voice quality, gestures, facial expressions, hesitations, pauses, etc., play an important role in communication. Thornbury (1993) and Pennington (1996) for example take a very strong position about voice quality in particular. But however meaningful the contribution of paralinguistic features to communication, they are outside the scope of this research and shall be ignored.

unstressing the syllables in between. This specific beat gives English its characteristic rhythmic potential pattern.

1.3.1.2 Rhythm

Roach (1991) describes rhythm as a notion involving **"some noticeable event happening at regular intervals of time; one can detect the rhythm of a heart-beat, of a flashing light or of a piece of music"** (p.120). This definition is based on the fact that English is a stress-timed language referring to the perceived regularity of stressed syllables in speech.

> **"It has often been claimed that English speech is rhythmical , and that rhythm is detectable in the regular occurrence of stressed syllables; of course, it is not suggested that the timing is as regular as a clock – the regularity of occurrence is only relative"** (ibid., 1996:120).

For rhythmical purposes, **"the speaker must adjust delivery to ensure utterance of the stressed syllables is in time, virtually regardless of how many syllables there may be between stresses."** (Orton, 2000:1).

Many authors insist on the importance of rhythm in language acquisition and competent language use. Although rhythm is a difficult feature to master by both foreign teachers and learners, it remains essential to be taught in language classrooms.

The misuse or lack of English rhythm in speech is a major factor that can inhibit communication. Walker (1989) compares the rhythm of the language to **"the tide of talk, the pulse of poetry and prose, and the conduit for communication"** (p.98). Graham (1992) asserts that rhythm, stress and intonation are essential elements without which it is impossible to convey meaning successfully. He also points out that failing to reach the stress-timed rhythm has consequences for communication. Adams, who studied the influence of rhythm on intelligibility, holds the same view and she found that many learners produce an **"anomalous rhythm which seriously impairs the total intelligibility of the utterance"** (1979:122).

1.3.1.3 Intonation

Most specialists in phonetics and phonology agree that intonation in particular has the greatest likelihood of impeding intelligibility in a learner's perception and production of speech.

Unlike rhythm which resembles the drums of the orchestra, intonation represents the violin and its melodious tunes. It is commonly agreed that intonation is linked to the change of the tonic in a given sense group. Speakers tend to group words together in chunks that make sense, called 'sense groups' or 'tone groups' or 'breath groups'. Sense groups are often bounded by short pauses,

and are said within a single intonation contour or tune. Within each of these, there is usually one tonic. The tone is important because it carries the major pitch change, and it changes according to the speaker's intended meaning.

Roach asserts that **"No definition is completely satisfactory, but any attempt at a definition must recognise that the pitch of the voice plays the most important part"** (1991:133).

The major changes of pitch take place on the tonic syllable. Five major patterns of tones are traditionally identified: fall, rise, fall-rise, rise-fall and level.

Intonation is crucial in performing several functions in language. Roach (1991) lists four major functions conveyed by intonation.

Attitude Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoken language. It has been given much importance by scholars especially since it overlaps with the discourse function below. Besides, it helps vehicle the speakers' feelings, emotions and attitudes. A sentence said differently may indicate different feelings such as boredom, anger, puzzlement, or happiness. It explains why people say: "It is not what he said that irritated me. It is how he said it."

Prominence Intonation helps to produce the effect of prominence on syllables that need to be perceived as stressed, and in particular the placing of tonic stress on a particular syllable marks out the word to which it belongs as the most important in the tone-unit. This has been called the 'accentual function' of intonation.

Grammar The listener is better able to recognise the grammar and syntactic structure of what is being said by using the information contained in the intonation: for example, such things as the placement of boundaries between phrases, clauses or sentences, the difference between questions and statements and the use of grammatical subordination may be indicated.

Discourse Looking at the act of speaking in a broader way, we notice that intonation can signal to the listener what is to be taken as new information and what is given or old information. It can suggest when the speaker is indicating some sort of contrast. In conversations, it can convey to the listener what kind of response is expected. These are examples of the 'discourse function' of intonation.

1.3.1.4 Connected Speech

Textbook designers and practitioners, to name but a few, are fully aware that in natural connected speech, words are pronounced differently from the way they are pronounced in isolation or in a context-free form (Roach, 1991). But when it comes to the classroom situation, there is a tendency to neglect the features'of the stream of speech as un-academic elements **"typical of rapid, casual, speech"** or as **"something which foreign learners do not need to learn"** (ibid:127).

Cauldwell and Allan (1995) however state that such 'negligible' features of the stream of speech which are considered 'worthless' and assigned to rapid casual speech, do in fact also occur in slow careful speech.

Three aspects of connected speech are examined below: assimilation, elision and juncture.

1.3.1.4.1 Assimilation

The characteristics which sounds have when pronounced in isolated words can be subject to changes caused by neighbouring sounds when they are parts of a stream of speech. According to Roach (1991), we identify assimilation when we find **"a phoneme realised differently as a result of being near some other phoneme belonging to a neighbouring word"** (p, 124). Assimilation is a process which causes initial or final speech sounds to be modified in a way which makes them more similar to their neighbours.

The types of assimilation that have been given most attention to are those affecting consonants. The case where the phoneme that comes first is affected by the one that follows it is called regressive assimilation, e.g. 'ten men' /ten men/ in careful speech is realised as /temmen/ in rapid speech. The case where the phoneme that comes in second position is affected by the preceding one is called progressive assimilation. An instance of this type of assimilation is the progressive assimilation of voice with the suffix 's' which is pronounced as /s/ if the preceding consonant is voiceless and as /z/ if the preceding consonant is voiced.

1.3.1.4.2 Elision

As mentioned in the preceding section, there are many cases where sounds which are produced in words pronounced in isolation, or in slow, careful speech, are not found in other styles of speech. This refers to the deletion, or elision, of sounds in connected speech.

"under certain circumstances sounds disappear; one might express this in more technical language by saying that in certain circumstances a phoneme may be realised as zero, or have zero realisation or be deleted" (Roach, 1991:127).

Both consonants and vowels may be affected, and sometimes whole syllables may be elided. Unstressed function words like 'and' realised in its strong form as /ænd/ may be realised as /n/ in rapid connected speech. Another instance of elision is with /h/ in unstressed function words such as auxiliary verbs or personal pronouns, e.g. 'Tell her' /tel hɜ: / may be realised as / tel ə/ in connected speech.

1.3.1.4.3 Juncture

Roach defines junctures as **"the relationship between one sound and the sounds that immediately precede and follow it"** (1991:128).

In English native speakers link and blend sounds at word boundaries in a way which is quite distinct from that of other languages, and these features help to manage the patterns of stress, unstress and pitch change discussed above. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication.

A case of juncture is that of 'inclusive r'. The phoneme /r/ does not occur in final position in RP, but when a word's spelling ends in 'r' or 're' and a word beginning with a vowel follows, the common realisation for RP speakers is to pronounce /r/ before the vowel. For example:

'more' /mɔ:/ but 'more elements' / mɔ:r elɪmənts/.

Another case is the 'intrusive r', when a sound 'r' is placed between two neighbouring words where the first finishes with a vowel and the following begins with a vowel. For example: India and China is realised in RP as / ɪndɪə rn tʃaɪnə /

Having examined three aspects of connected speech, we now turn to the smallest unit of pronunciation, that is the segment or sound.

1.3.2 Segmental Aspects of Pronunciation

Learning to produce the sounds of English is a crucial part of learning pronunciation in English. Many learners may have difficulty with particular sounds, sound combinations or putting particular sounds in particular positions.

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, glides (combinations of two or three vowel sounds) or consonants.

Consonants are made by a blockage or partial blockage of the air stream. These segments are usually described in terms of where the sound is made in the mouth, or place of articulation; how

the sound is made, or manner of articulation; and whether or not the vocal cords vibrate, that is the presence or absence of voice.

Vowels are usually described in terms of: length, the relative position of the tongue from high to low and front to back; the degree to which the lips are rounded, spread or neutral.

We now examine an integral part of communication, the covert, receptive counterpart of pronunciation, that is listening.

1.3.3 Listening

Listening and pronunciation are core elements to enhance communicative competence. Unfortunately, the impact of pronunciation on listening and vice versa is largely underestimated and underused in textbooks. Brown (1994) declares that

> **"the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language"** (p.233)

Driven (1981) analysed listening texts from EFL textbooks and found that they differed from real-life speech in several ways. These include too much information, too clear enunciation, distinct turn-taking and structural repetitions, which is hardly the case in true communication.

Underwood (1993) adds that exposure to authentic listening material that provides a genuine picture of spontaneous speech is essential if we wish to help the learners to cope later with real-life speech. She advocates its use from the very early stages.

A segmental approach is unfortunately the norm on which most textbooks are designed, which means that learners are taught to **"rely on acoustic signals which will be denied them when they encounter the normal English of native speakers"** (Brown, 1990:159) and will thus **"experience a devastating diminution of phonetic information at the segmental level when they encounter normal speech"** (ibid:60).

Cauldwell and Hewings (1996a) welcome more integrated materials which guide listening for intonation, deploring that intonation **"is usually seen to fall exclusively under the heading 'pronunciation' and outside the domain of listening comprehension"** (p.49).

In the case of the present research, this type of listening, important and valuable as it may be, will be considered outside its scope.

The type of listening that falls within the scope of this research is in the area of 'ear-training', as will be discussed in the appropriate chapter.

1.4 Defining the Criteria for the Research Instruments

Having gone through a fairly detailed examination of the literature of concern to us, it is possible to move to the final step of this chapter, that is to draw the criteria to be used in the construction of the three research instruments mentioned earlier: the checklist to evaluate the phonological content of *ATC*; the survey to get the practitioners' feedback as regards their own teaching of phonology; and last but not least the Observation Grid to evaluate the actual performances of four teachers.

1.4.1 A Checklist for Evaluating Phonology in *ATC*

We have opted for a checklist and close-ended questions with the firm belief that it is the simplest to complete, to process and to analyse. The application of this technique is felt to

(a) eliminate the greater subjectivity and complexities involved with assigning relative scores or scales;

(b) be easily and readily replicable for validation and verification purposes; and

(c) provide consistent and quantifiable measurements for more confident and assertive interpretation.

However, even with such a simple method, a certain degree of subjectivity may still subsist. Sheldon (1988) observes

"it is clear that coursebook assessment is fundamentally a subjective rule of thumb activity, and that no neat formula... will ever provide a definite yardstick" (p, 245).

There have been cases of hesitation where our intuition has not been immediate. This has been more so with the criteria involving value judgements such as notions of 'meaning' and 'authenticity'.

The following headings have been taken into consideration: Communicative Language Ability, Canale's Components of Communication, Aspects of Pronunciation, Integration and Interaction, and finally Listening.

For each heading, wherever feasible, relevant criteria are selected and worded in a quantitative question anticipating eliciting an answer in the form of a number, which makes the data processing as objective possible.

1.4.2 A Survey Questionnaire for Teachers' Self-assessment

The survey, intended for self-assessment by the practising teachers, makes reference more specifically to the aspects of communicative language ability and representative language. The

questions revolve around the following headings: The rationale behind the teaching of pronunciation, the questions of integration and interaction, the contexts of use, the development of communicative competences, and connected speech versus citational listings.

1.4.3 Observation Grid for Classroom Observation

The third and final instrument is the Observation Grid, which draws from all theoretical aspects examined above in the present chapter and presents 24 criteria divided into four parts. Part one takes the lion's share: It addresses the elements of communication. Part two examines the teacher's proficiency. Part three looks at class organisation. The fifth and final part revolves around the issue of material and equipment.

1.5 Conclusion

The review of literature has provided us with insight into the relationship between pronunciation and communication. References consolidate the hunch that views pronunciation as a considerable element in reaching communicative purposes. They also highlight the teachability of pronunciation and should be included in EFL syllabuses and should therefore be an integral component of textbooks. Criteria to be used to evaluate the textbook in the next chapter have been inspired by the review of the literature.

The tentative definition of communicative language ability arrived at serves one more purpose: to show that communication is too complex a concept that cannot be encompassed in a research of this size.

The seven criteria set by Canale and mentioned under 1.2.1.1 through 1.2.1.7, plus the five competences listed in 1.2.2.1.1 through 1.2.2.1.5 provide the framework to be used in the evaluation of the textbook, teachers' self-assessment survey and classroom observation. They should be essential components in materials to expedite communicative competence. More details are imparted in the next chapter. It would be wrong, however, to claim that the 25 criteria selected to evaluate the textbook represent prescriptions as to how to teach or learn languages. They are simply meant to be descriptive.

CHAPTER TWO

EVALUATING PHONOLOGY IN *ATC*

2.1 Introduction

2.2 Description of At the Crossroads

    2.2.1 Pronunciation Related Objectives

    2.2.2 General vs. Pronunciation Tasks in *ATC*

    2.2.3 Segmental Features

    2.2.4 Suprasegmental Features

2.3 The Evaluation Criteria to Construct the Checklist

2.4 Data Processing, Analysis and Results

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    2.4.2 Context and Book Controlled Drilling

    2.4.3 Meaning, Negotiation of Meaning and Interaction

    2.4.4 Predictability of form and message

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    2.4.6 Authenticity and Communicative Purpose

    2.4.7 Communicative Outcome

    2.4.8 Integration

    2.4.9 Listening and Audio Material

2.5 Conclusion

EVALUATING PHONOLOGY IN *ATC*

2.1 Introduction

This chapter deals with the evaluation of the phonology content of the textbook under consideration, *At the Crossroads*. The evaluation is based on the literature reviewed in the previous chapter in the form of Canale's set of seven communication criteria, the five competences synthesised in communicative language ability, the three aspects of context, integration and interaction that make up the representative language, and the constituting elements of pronunciation.

The aim is to assess the communicative value allotted to pronunciation in the prescribed textbook, to weight its status in *At the Crossroads* and the extent to which it is used to foster communication, and to examine the methodology underlying the handling of pronunciation and its user-friendliness.

The evaluation will also address the degree of interaction and integration of the teaching of pronunciation with other skills and aspects of language learning.

We constantly keep in mind the assumptions that the syllabus and textbook designers make towards their target population in terms of objectives and methodology, exclusively with regard to pronunciation.

The chapter opens on a brief description of *ATC*, followed by a computation of all and only the tasks it contains, because all the items related to phonology appear in tasks. The rest of the chapter follows these five steps.

First, the pronunciation tasks are counted apart from the other tasks, here labelled as 'general' and the general /pronunciation tasks ratio is calculated.

Then, within the pronunciation tasks group, segmental and suprasegmental tasks are calculated separately and the segmental/suprasegmental tasks ratio is calculated and their distribution across the units displayed.

After that the corpus is identified through a very detailed inventory of the pronunciation related tasks. The corpus is then displayed in Appendix 4.

Only then is the research tool developed in the form of 25 criteria drawn from the literature and worded in question forms in a checklist to evaluate the textbook.

Finally the data is processed and the results analysed and displayed under eight headings.

2.2 Description of At the Crossroads

The textbook, *At the Crossroads*, encompasses points set down to be part of the new English syllabus initiated by the Ministry of Education in 2005 for high school freshmen[4]. A general truism is reiterated, namely that a textbook is not the syllabus *per se* but it is a mere illustration of it, amongst potentially scores of others. Teachers and Inspectors are advised to refer to the syllabus and accompanying pedagogical documents to help them understand **"the ways in which the book 'translates' the syllabus"** (1 AS Teacher's Book, p.3).

Published in 2005-2006 by the National Board for Educational Publications (ONPS), the textbook is intended for learners aged 15 to 16 who have already had four years of English, or roughly 360 contact hours at the level of the middle school. When they join high school as freshmen, they have more or less mastered basic grammatical structures, general lexis related to everyday life, occupations, school and similar environments, and through both imitating their teachers and formal teaching, the pronunciation of English. The textbook of concern to us, constructed like its four predecessors along the principles of the Competency Based Approach, serves both as a student's book and workbook. There is also a teacher's book in the form of notes that are meant to assist teachers through the use of the textbook. However, there are no audio recordings, which is regrettable, especially since there is a considerable need for good models in the listening tasks.

The textbook is divided into five units meant to be covered in twenty contact hours each (*At the Crossroads*, p.8). All five units are designed along the same pattern. Every unit contains four sequences and three sections.

The first sequence, 'Listening and Speaking', includes the part of major concern to us, that is 'Say it Clear', while the second is entitled 'Reading and Writing'. Both sequences aim at encouraging learners to anticipate before listening and reading, check their guesses and produce a reasonable stretch of speech orally and in writing. The third sequence is called 'Developing Skills'. It focuses on making use of all four traditional skills to perform given tasks. The final section is called 'Extension and Consolidation'. As its name implies, its aim is to encourage the learners to combine knowledge and know-how to reach a certain degree of competence in expanding their communicative abilities.

As regards the three sections, the first one is entitled 'Stop and Consider'. It provides the learners with practice through manipulation and use of the language points dealt with in either the unit under study or in the middle school curriculum. The second is called 'Project Workshop'. In

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[4] The phrase 'High School Freshmen' is preferred to the longer 'First Year Students of Secondary Schools'.

this section, the learners are to work in groups, reinvesting and integrating the functions and skills acquired earlier. The third section is called 'Check Your Progress'. It is a self-assessment phase where the learners are provided with a series of activities to assess their progress and feel a morale-boosting sense of achievement, or lack of progress, diagnosing an early weak spot conducive to quick remedial work.

The following chart summarises the components of the textbook of each of the five units in their chronological sequencing:
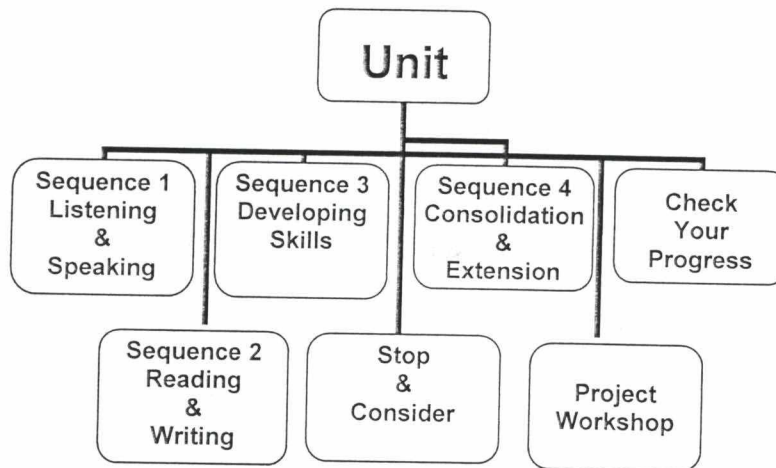
Figure 1: *The Map of At the Crossroads*

2.2.1 Pronunciation Related Objectives

CBA imposes such tasks as telephoning, conducting a meeting, making a group presentation, etc.; it is therefore only sensible to set meaningful communication as a major objective of the EFL instruction. Intelligible pronunciation is, no less than the other linguistic elements, of great importance in achieving this goal. It is clearly stated that one of the aims set by the syllabus and the textbook designers is to encourage learners to **"communicate with the proper pronunciation, stress and intonation."** (TO THE TEACHER, p.3 of the handout presented to teachers.)

The concern is mentioned again in the textbook which aims at building skills such as interpreting attitudes, points of view; identifying and interpreting contexts, topics, functions, information by **"focusing attention on intonation, stress patterns and sound-spelling links in the SAY IT CLEAR rubric."** (1 AS Teacher's Book, p.7).

In other words, the textbook does not seek to introduce learners to intelligible pronunciation only, but also foster their awareness of prosodic skills both receptively and productively. It is clearly stated in the teacher's book that the material is meant to train learners to interact in oral situations by **"practising the intonation and stress patterns in the SAY IT CLEAR rubric."** (p.7).

2.2.2 General vs. Pronunciation Tasks in *ATC*

As seen in the previous chapter, most researchers regret the fact that many syllabuses and textbooks have sidelined and marginalised the instruction of pronunciation because of pseudo arguments such as 'irrelevance', 'unteachability' and / or 'unlearnability'. Fortunately, *At the Crosswords* does not share such views, and has opted for the implementation of the formal teaching of pronunciation to high school freshmen, in continuity with what was done in the previous four English textbooks. In the present book, out of an overall number of 373 tasks, 45 (or 12.06%) have pronunciation as their main focus.

The graph below provides a general view of the share allotted specifically to the teaching of pronunciation.
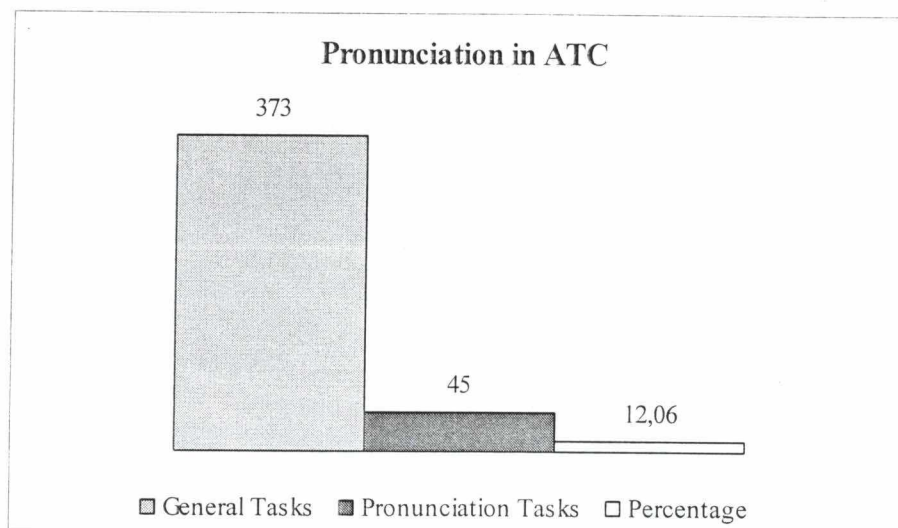
Graph 1: *General vs. Pronunciation Tasks in ATC*

The following displays the distribution of the 45 pronunciation tasks across the five units of the book.

	General Tasks	Pronunciation Tasks
Unit One	83	10
Unit Two	73	07
Unit Three	71	10
Unit Four	71	09
Unit Five	75	09
Total	**373**	**45**
Percentages	100	12.06%

The next step is to make a quantitative examination to find out, within the 45 Pronunciation tasks, how many are segmental and how many are suprasgmental. We end up with 13 in the first category and 32 in the second as visually presented in the following graph.
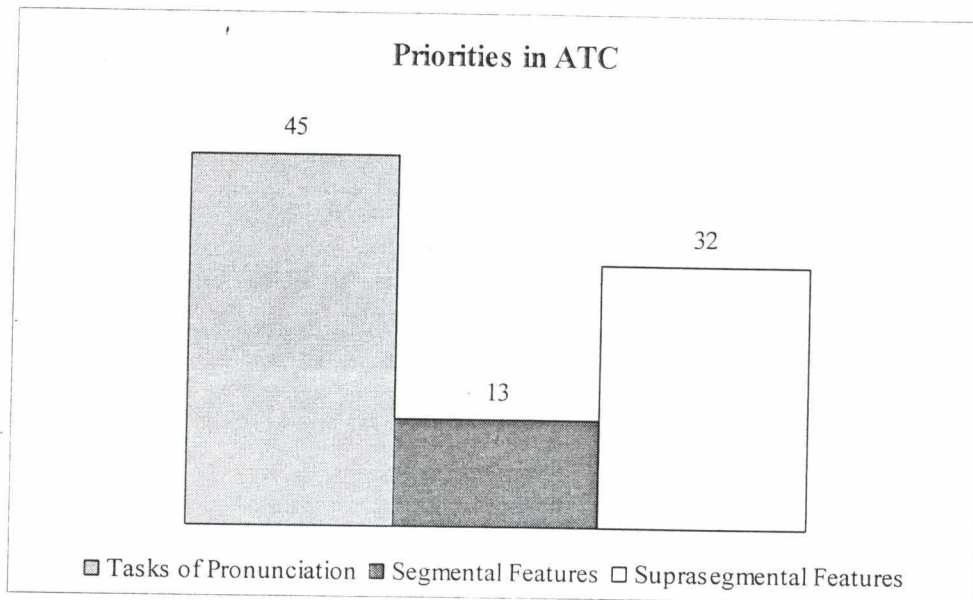
Graph 2: *Segmental and Suprasegmental Tasks in ATC*

These 45 pronunciation tasks are distributed fairly equally among the five units of the book. Each unit has a pronunciation focus section designed to raise the learners' awareness of selected features of pronunciation of the English language[5], as shown in the table below.

	Overall	Pronunciation	Segmental	Suprasegmental
Unit One	83	10	04	06
Unit Two	73	07	00	07
Unit Three	71	10	02	08
Unit Four	71	09	05	04
Unit Five	75	09	02	07
Total	373	45	13	32
Overall %	100	12.06%	03.48%	08.57%
Pronunciation Tasks %		100%	28.88%	71.11%

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[5] Phonetic transcription activities have been excluded from our inventory because (a) they are written not oral tasks, (b) they are limited to sounds and word stress (c) intonation and connected speech are ignored.

From the table above, we notice that segmental tasks represent 03.48% of the total number of tasks in the textbook, and 28.88% of the pronunciation tasks. The suprasegmental tasks represent 08.57% of the total number of tasks in the textbook, and 71.11% of the pronunciation tasks.

Within pronunciation tasks, suprasegmental features (71.11%) by far outnumber the segmental features (28.88%). This reveals the assumptions held by the textbook designers when they give the lion's share to features such as intonation, word and sentence stress or juncture in connected speech. This is a clear recognition on their part of the pivotal role these features play in genuine communication.

After the quantitative study, a qualitative study of the distribution of segmental and suprasegmental tasks across the units yields the results given below.

2.2.3 Segmental Features

The present section focuses on the segmental aspect as presented in the textbook and identifies the teaching points and their distribution throughout the units of the textbook.

	Problem Consonants	Silent Letters
Unit One	+	+
Unit Two	-	-
Unit Three	+	+
Unit Four	+	-
Unit Five	+	-

The first element that stands out when observing the table above is the occurrence of 'problem consonants' in four units out of five. The problem consonants dealt with are /t/, /d/, /s/, /z/, /f/, /v/, /n/, /ŋ/, /ndʒ/, /ŋg/, /ŋk/, /ʃ/ and /tʃ/. The tasks devised to achieve this objective are represented in a series of words containing the problem sounds which the learners have to identify and read aloud under their teachers' supervision.

Silent letters, under the heading 'Link between pronunciation and spelling', are given a share within units one and three. In unit one, the pronunciation of 'r' is focused on aiming at raising the learners' awareness of where it is pronounced and where it is not. In unit three, the focus addresses different letters such as initial 'w' and 'k', 'l', 'gh', etc.

2.2.4 Suprasegmental Features

The distribution of suprasegmental features is given emphasis all along this section. The table below summarises the results.

	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
Word Stress	+	+	+	+	+
Sentence Stress	+	-	-	-	-
Intonation	+	+	-	+	+
Connected Speech	-	-	+	-	-
Final 's'	-	-	+	-	-
Final 'ed'	-	+	-	-	-
Rhythm	-	-	-	-	-
Phonetic Transcription	+	+	+	+	+

The first striking observation is the absence of any activities dealing with Rhythm.

Tasks devoted to word stress take the lion's share. All of the five units comprise tasks dealing with this feature, using the ear-training technique. It starts with stress in two-syllable words where learners are asked to identify which syllable is stressed. Then, in unit two, learners are expected to tackle stress in three-syllable words following the same type of instruction, that is, identifying the stressed syllable in the words read aloud by their teachers. Unit three gives room to two aspects of word stress: stress in compound words and stress shift between nouns and adjectives. Here again, learners have to listen to their teachers and identify the stressed syllables. In unit four, stress shift among nouns and adjectives is reinforced following the same technique of listening to the teacher and marking the stressed syllables. The fifth and last unit focuses on stressing words ending in 'tion' and 'ssion' and also stress in words formed with prefixes.

The second feature that benefits from considerable concern is intonation[6]. It is dealt with in four units out of five. In unit one, learners are introduced to intonation in polite requests where they listen to their teacher and use arrows to mark whether intonation is rising or falling. The same principle is followed in unit two getting learners to identify falling or rising intonations in a poem. The focus in unit four is on intonation in indirect questions, where learners have to listen to the teacher and mark falling and rising intonation with arrows. The last unit gives opportunity to work on intonation in so-called 'yes/no' questions and complex sentences.

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[6] For teaching purposes, sentence stress is dealt with separately from intonation in the book.

Other suprasegmental features singled out in the textbook concern the pronunciation of final 'ed' and final 's'. They are dealt with in units two and three respectively. Both aspects fall under the same way of approach inasmuch as learners are given words ending in 'ed' and 's' and have to classify them according to their pronunciation.

Sentence stress and connected speech are the remaining features that are presented in units one and three respectively. They are given less attention than the features displayed above. Sentence stress is practised within short dialogues. Learners have to guess which word will stand out most if they read the sentences out loud. After that, they listen to their teachers and check their answers. In unit three, an aspect of connected speech, elision, is presented. Learners have to read isolated unrelated sentences and decide whether 'h' is pronounced in function words.

After the description of the phonology content of *ATC* and before moving to the construction of the checklist and the actual evaluation of that section, a full inventory of all pronunciation tasks is given in Appendix 4. It constitutes the corpus of our research. It gives in a table form, the unit number, the page, the number of the task on that page, the instructions for the task to be followed by the learners, the pronunciation constituent concerned: Sound, Word Stress, Rhythm, Sentence Stress, Intonation, Connected Speech and finally the part of the syllabus covered as indicated by the Phonology Map on the opening pages of *ATC*.

As mentioned in the sample, HM or Hidden Message, an activity requiring the re-writing of a sentence from its phonetic transcription to normal alphabet has been ignored.

Here is a self-explanatory sample to make things clearer.

P = Page	# = Number	S = Sounds	I =Intonation	S.S = Sentence Stress
W.S = Word Stress	C.S = Connected Speech	P.M = Phonology Map	H.M = Hidden Message	

Unit	P	#	Pronunciation Task	S	W.S	R	S.S	I	C.S	P.M
One	6	1	Listening to the teacher and marking the intonation					X		Polite requests
Two	38	3	Classifying adjectives according to their stress patterns		X					Corrective stress
	38	H.M	Rewriting phonetic script using letters of the alphabet	Not taken into account.						

2.3 The Evaluation Criteria to Construct the Checklist

The points discussed in Chapter One provide the basis for the elaboration of twenty-five criteria of varying degrees of objectivity and measurability, derived from Canale's seven components of communication and the five language ability competences, as well as the features and integration, interaction and representative language presented in the previous chapter.

Originally, as explained in 1.4.1, the checklist was constructed around questions requiring 'yes' or 'no' answers. It was pre-tested by myself as the one and only informant for this tool and it was re-written in the form of quantitative questions to kill three birds with one stone: first decide whether the criterion is met or not; second, if it is met, calculate how many times it appears in the textbook; and third indicate in which unit it appears.

Heading 1: Nine questions, numbered from 1 to 9 have been elaborated to cover the Communicative Language Ability criteria. Criterion one evaluates the presence of globally-applicable rules and patterns in expediting 'correct' knowledge. Criteria 2 and 3 check if pronunciation is treated in isolation within an accumulated entities approach, or whether language is used in context. Criterion 4 looks for other competences as part of the communicative competence. Criterion 5 assesses Allwright's inquiry as to whether communication is "the major element" in the task considered. Criterion 6 is concerned with opportunities for performance on the part of the learners. Criterion 7 considers whether pronunciation is part of a greater pedagogic process, serving as a pre-speaking or listening task or an end in itself. Criterion 8 evaluates whether the activity is purely mechanical, part of repetition or a substitution drill. Criterion 9 focuses on the ongoing choices speakers have to make as discourse progresses.

Heading 2: Nine other questions, numbered from 10 to 18 cover the communicativeness concept according to Canale. Criterion 10 inquires into the inclusion or not of meaning or negotiation of meaning during the presentation or the consolidation phases. Criterion 11 investigates whether the tasks devised by the textbook writers are interactive, encouraging the learners to communicate with each other. Criterion 12 looks for the presence of pair and / or group work to make the tasks more interactive. Unpredictability being a major feature of spontaneous communication, criterion 13 investigates the degree of unpredictability concerning form and message. Criterion 14 inquires into the degree of control established by the textbook and the amount of freedom, if any, it grants teachers and students. Criterion 15 investigates whether the tasks help to raise the learners' awareness about the ongoing nature of discourse. Criterion 16 inquires into the presence of communicative purpose connected to the tasks. Criterion 17 investigates the presence of authentic language at the levels of reception and production. Criterion

18 inquires into the use of tasks to achieve a communicative outcome based on correct pronunciation.

Heading 3: Questions 19 and 20 refer to the traditional aspects of pronunciation. Criterion 19 aims at identifying the tasks dealing with segmental features of pronunciation. Criterion 20 identifies the tasks devoted to the suprasegmental features.

Heading 4: Two more questions, 21 and 22 focus on the integration or isolation of the skills and the presence or absence of interaction.

Heading 5: The last three questions, numbered 23 through 25 tackle the listening aspect of phonology. Criterion 23 aims at identifying the tasks which involve listening. Criterion 24 investigates the use of audio-taped material with listening, if present. Criterion 25 investigates the representativeness of real spontaneous speech through listening.

Appendix 1(a) displays the checklist.

The checklist has been applied to all the pronunciation tasks which appear in *ATC*. An inventory of all these tasks -the corpus of the present chapter- appears in Appendix 4.

The global results appear in Appendix 1c, that is the number of the unit and the number of times that criterion is illustrated within a given unit.

A summary of these criteria and their declared objectives appears in a table form under Appendix 1b.

2.4 Data Processing, Analysis and Results

For impending processing purposes, it has been decided to reorganise the twenty-five criteria in the checklist under nine convenient headings, selected to cover thoroughly all the aspects of the literature under our concern, as explained under each heading.

Because they meet similar or related objectives, some 'parent' criteria have been merged. e.g. Listening (Criterion 23) and Audio Aids (Criterion 24), or Meaning and Negotiation of Meaning (Criterion 10) and Interaction (Criterion 12).

It is worth noting that as of now, the percentages given are computed with reference to the 45 pronunciation tasks, and not to the overall 373 tasks of *ATC*. Another point of interest is that the numbers before each criterion is the one that appears originally in Appendix 1a for easy reference.

The tables containing the criterion or criteria under consideration are presented immediately before the analysis for user-friendly reference, sparing the reader the trouble of continual referral to the results displayed in the table in Appendix 1c.

2.4.1 Eliciting Learnable Phonological Rules

The processing of the tasks which meet criterion 1 yields the following table.

Criterion	Unit number					Total	%
	1	2	3	4	5		
1. How many times does the task transmit globally applicable and learnable phonological rules?	4	3	4	3	3	17	37.77

As shown in the total column, 17 tasks (or 37.77%) are identified to impart to the learners a number of phonological rules.

At the Crossroads provides learners with opportunities to practise different features of pronunciation, individually, in pairs or groups, on their own or under the guidance of their teachers. Learners are guided in confronting the intricacy of pronunciation making recourse to learning by induction[7] in order to synthesise some phonological rules, which they are expected to reinvest to produce speech based on correct, acceptable, appropriate pronunciation.

Even though the rules drawn from the activities under the guidance of the teacher may not be comprehensive, they help ease the burden of the complexity of pronunciation. Several rules contribute to raising the learners' awareness about some of the features of pronunciation such as stress placing (e.g. Task #3 p.100), rising and falling intonation (e.g. Task #1 p.6) and some assimilation aspects.

An example of this is:

Guess how the 's' / 'es' endings of the words in the table below are pronounced. Tick in the appropriate column. (Task # 2, p.89)

You see	You say			You see	You say		
	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
Watches				Bangs			
Clocks				Banks			
Clogs				Dogs			
Nods				Docks			
Knots				Finishes			

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[7] Unlike what happens for grammar, "where the student is no longer asked to 'work it out' for himself but is given the relevant rule straightaway." (Page VIII To the Teacher § 2)

Caps				Robes			
Cabs				Ropes			
Bags				Beliefs			
Backs		,		Believes			
Boxes				Misses			
				Quizzes			

The task above aims at instilling in learners the correct pronunciation of final 's'. Pupils are supposed to induce from the examples before them that the pronunciation of final 's' is influenced by the sound that precedes it. Granted, they do not need to learn, in as many words, that it is an aspect of progressive assimilation implying that 's' is pronounced /s/ when preceded by voiceless sounds, /z/ when preceded by voiced sounds and /ɪz/ when preceded by sibilants.

2.4.2 Context and Book Controlled Drilling

The results obtained through implementing criteria 2, 3, 5, 8 and 14 are displayed in this table. They are used in the discussion that follows.

Criterion	Unit number					Total	%
	1	2	3	4	5		
2. How many times does the task practise pronunciation in isolation (i.e. as a list of independent items)?	6	4	9	9	6	34	75.55
3. How many times does the task include pronunciation features in context?	4	2	0	0	2	8	17.77
5. In how many tasks is communication "the major element" in the task?	1	1	0	0	2	4	08.88
8. How many times does the task involve mechanical performance?	9	4	9	9	8	29	64.44
14. In how many tasks is language entirely textbook controlled?	10	6	10	9	9	44	97.77

Communication does not appear to be 'the major element' in the tasks dealing with pronunciation. Only 4 tasks out of 45, or 08.88% are found to convey communication as "the major element", whereas 29 tasks out of 45 or 64.44% are recorded to involve controlled performance. A typical example of guided drilling follows: (At the Crossroads. Task #1, p 27).

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1. Read the dialogues below and underline the words where the letter 'r' is not pronounced.

A. I'm afraid the doctor isn't there at the moment.

B. Sorry, I don't understand. Can you speak more slowly please?

A. I'm sorry to hear that Irma is sick.

B. I really appreciate how you feel about it.

A. Georgette rang you up at four. Her message is over there on the fridge.

B. Oh this is great. She's inviting us to her birthday party.

2. Now, listen to your teacher read the dialogues and check your answers. Then play the dialogues with you classmate.

This reveals structural audio-lingual influence with *Listen and Repeat* or *Listen and Substitute* as one of the main forms of instruction in tasks dealing with pronunciation. We have nothing against eclecticism, but the textbook offers mainly activities which never go beyond that drilling phase and fall short of genuine communication.

Another instance from the textbook exemplifying this observation is: (*At the Crossroads*, Task # 1, p.38)

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1. Draw the table and indicate how 'ed' is pronounced in each verb. Tick in the right box.

Verbs	/t/	/d/	/ɪd/
travelled			
Sailed			
stopped			
started			
landed			
climbed			

2. Now listen to your teacher and check your answers to exercise 1. Then say the verbs aloud.

It should be made quite clear that there is no immodest intention on our part to belittle the effectiveness of such a practice. Drills are 'a necessary evil' when dealing with the instruction of

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certain features of language, pronunciation included. The point is that the use of drills should not be an end in itself. Drills should be a starting point, to boost the learner's self-confidence, before moving to a truly communicative activity.

A considerable control of the textbook over language is identified in answer to criterion 14. In as many as 97.77% of the tasks, no room is left for creation by the learners as the language is entirely prescribed. This does not give learners much opportunity and freedom to generate language in off the cuff interaction on their own, which kills spontaneity in communication, and hence communication itself.

The features of pronunciation are presented and practised in a string of isolated unrelated independent items to be memorised, viz they do not show the use of these features in real contexts of use. This is confirmed by criteria 2 and 3 scoring 75.55% and 17.77% respectively.

The following chart summarises the situation:

Context and Book Controlled Drilling

34   8   4   29   44

- ▣ Pronunciation in isolation   ▣ Elements in contexts of use
- ☐ Communication as 'the major element' ☐ Mecahnical performance
- ▣ Textbook Control
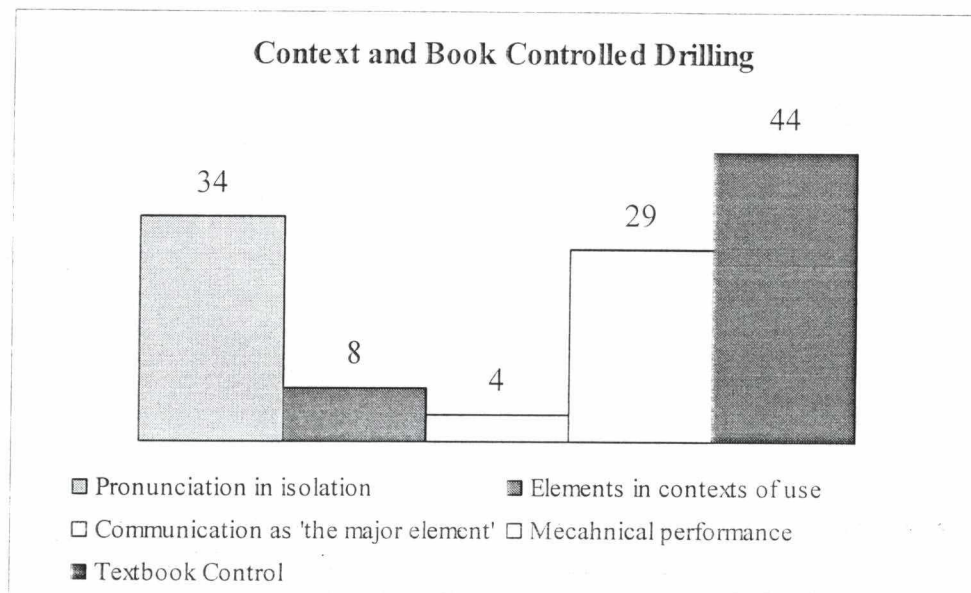
Graph 3: *Context and Controlled Book Drilling*

It is clear from what precedes that tasks present pronunciation as a skill to be practised with minimal consideration as to the communicative potential it can generate. There is no pedagogical gradation concerning the sequencing of tasks from controlled, to partly guided, to free production of single-patterned instances, then hopefully, last but not least, to free interaction involving connected speech and the reinvestment of previously internalised patterns in a semi life-like context. In other words, the gradation suggested is to start with repetition drills, then stimulus-response drills, then free production of isolated sentences built on the pattern learnt that day, and ending up with multi-patterned spontaneous interactive tasks, paving the way to authentic communication.

2.4.3 Meaning, Negotiation of Meaning and Interaction

The results shown in the following table provide data for the discussion that comes below.

Criteria	Unit number					Total	%
	1	2	3	4	5		
10. How many times does the task focus on meaning or negotiation of meaning?	2	1	1	1	2	7	15.55
11. How many times is the task genuinely interactive (do learners talk about what they want to)?	0	1	0	0	0	1	02.22
12. How many times does the task require pair work or group work?	1	1	0	0	1	4	08.88

Apart from seven tasks that meet criterion 10, meaning does not characterise the majority of the tasks in the textbook. There is focus on accuracy of the linguistic form, which restricts attention towards meaning and negotiation of meaning.

In the area of pronunciation, *At the Crossroads* does not seem to encourage interaction among learners. It is probably left to the teachers to decide when to have pair or group work. Criterion 12 denotes only one task (*At the Crossroads*. p.38) displaying interactive aims.

1. Draw the table below and write the adjectives according to their stress pattern.

Adjective	oOo	Ooo
dramatic	dramatic /drə'mætɪk/	wonderful /'ɯʌndəfəl/
saddening		
magical		
wonderful		
fantastic		
relaxing		
exciting		
depressing		

2. Listen to your teacher and check your answers to exercise 4. Then use the adjectives and play a dialogue with your classmate.

Example: A: I saw / read …

B: What was it (the story/book/film) like?

A: It was wonderful / depressing …. You should read/see it.

Apart from this task however, the others do not grant learners much opportunity to talk about what is of interest to them: they just have to follow prescribed patterns.

An attempt at interaction is made via pair or group work in four tasks where reading dialogues predominates. Not only is it insufficient quantitatively, but pair work or group work alone cannot render a mechanical activity interactive and truly communicative.

2.4.4 Predictability of form and message

The following table shows the results obtained concerning the tasks meeting criterion 13.

Criterion	Unit number					Total	%
	1	2	3	4	5		
13. In how many tasks is there a degree of unpredictability concerning form or message?	0	1	0	0	0	1	02.22

As shown in the table above, only the task mentioned earlier (Task #4 p.38) includes an element of unpredictability according to the data shown for criterion 13. This suggests the dictatorial rule of the textbook depriving learners from exerting choice. This differs from real-life communication where speakers adapt their language continually as the conversation goes on.

Here is a prescribed example that stops short of true communication as defined earlier when all the substitution options are offered, and at no time, are the learners encouraged to use their imagination and previous knowledge and volunteer their own answers. (Tasks # 1 and 2, p.130)

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1. Listen to the dialogue below and indicate the direction of the voice at the end of each sentence.

↘   ↗

A: Is the earth really getting warmer?

B: It's absolutely certain. The earth is getting warmer.

A: And why does it matter if the world gets warmer?

B: Oh it matters a lot. If the earth gets hotter the sea level will rise.

2. Pair work: Play out the dialogue above with the right intonation changing the last sentence with one of the following.

a. If the earth gets warmer, this will cause flooding.

b. We'll suffer from droughts if the earth gets warmer.

c. If the earth gets hotter, it will become a desert.

d. If the earth gets warmer, many islands will be under water.

2.4.5 Consciousness Raising about Discourse

The table below displays the results that meet criterion 15.

Criterion	Unit number					Total	%
	1	2	3	4	5		
15. How many times does the task raise the learner's consciousness as to the ongoing nature of discourse?	2	1	1	0	2	6	13.33

The data collected using criterion 15 shows that six tasks only are meant to raise consciousness as to the ongoing nature of discourse. For the rest, there is a decontextualised presentation of form and book controlled drilling. There appears to be little regard for the correlation between certain phonological patterns and ongoing nature of communication.

The textbook is more concerned with expediting rules governing features of pronunciation than guiding the learners in making discourse choices.

2.4.6 Authenticity and Communicative Purpose

Results concerning the tasks that meet criteria 16 and 17 are recorded in a table form below.

Criteria	Unit number					Total	%
	1	2	3	4	5		
16. In how many tasks is there a communicative purpose connected to the task?	1	1	0	0	0	2	04.44
17. In how many tasks does the context involve authentic language being comprehended or produced?	2	1	1	1	3	8	17.77

In a true communicative setting, authenticity and purpose go hand in hand. Criteria 16 and 17 deal with just this aspect. No more than two tasks (Tasks #1 and 2 p.130) are found to be connected to a communicative purpose while only eight tasks (Task #1 and 2 p.27, task #5 p.27, task #4 p.38, task #1 and 2 p.57 and tasks #1 and 2 p.130) make use of authentic language being comprehended or produced. In all the others, neither authenticity nor communicative purpose does prevail. Most activities under scrutiny contain language which consists of simple display of words or sentences containing little focus on meaning and communication.

Since textbook control is the established rule throughout, little is left for learners to practise features of pronunciation beyond the mechanical orientation of the tasks.

This is evidenced by the following example (Task#3 p.88), a string of isolated unrelated utterances, unthinkable in an authentic communication.

Read the sentences below very quickly. Then cross out letter 'h' in the words in which it is not pronounced.

Example: Tell him /ɪm/ to come home /həʊm/.

- He said he would.

- What's his name?

- This is his answer.

- Who told her that he was here?

- He says that he has lost his hat.

- His name's Hamlet.

- Give him the address of the hotel.

- He's the one who told her.

2.4.7 Communicative Outcome

The results obtained with item 18 are displayed in the following table.

Criterion	Unit number					Total	%
	1	2	3	4	5		
18. How many times does the task have a communicative outcome dependent / based on correct pronunciation?	1	1	0	0	0	2	04.44

Criterion 18 shows two activities only (Task#3 p.88, and Task#2 p.130) that have a communicative outcome depending on correct communication. Most outcomes are predetermined, in the sense that all the options are supplied by the textbook, and hence there can be no frustration due to breakdown in communication, nor that incommensurable satisfaction and aura the mastery of a foreign language can confer. This situation prevents learners from experiencing the importance that pronunciation has in spontaneous communicative contexts.

2.4.8 Integration

The following table displays the results obtained with criteria 21 and 22.

Criterion	Unit number					Total	%
	1	2	3	4	5		
21. In how many tasks is pronunciation the main focus of the task?	10	5	9	9	9	42	93.33

22. In how many tasks is the task linked to other skills on the page or unit?	0	4	0	0	3	7	**15.55**

Criterion 21 reveals that 42 tasks or 93.33% show the predominance of pronunciation as a subject in its own right treated most of the time in isolation from other aspects of the language. This approach focuses on pronunciation, ignoring the association it has, of necessity, with other language components. This association, if and when underlined, may raise awareness on the part of learners of the functionality of pronunciation. Instead the instruction of pronunciation is based on an approach where Listen and Repeat and Listen and Substitute as consolidation procedures prevail to the quasi-exclusion of any other.

This isolation is corroborated by the results shown with Criterion 22. It reveals that no more than 15.55% of the tasks are linked to other teaching points on the page or the very unit in which they are displayed. That implies that the remaining 84.45% are by no means linked with any other skills in the textbook. Most pronunciation tasks are mere token contributions to the feature to which they are connected, making them hardly re-usable in another context.

Moreover, learners are not given much opportunity to try out the components of pronunciation in context. The material concerning pronunciation in the textbook is context-reduced if not context-free, mostly based on modelling and isolated practice. This approach focuses on pronunciation for pronunciation's sake, depriving the learners of the impact it can have on other skills and functions.

For instance, the task below in Unit One (Task #1 p.6) deals with intonation with polite requests, although the main functions of the unit are *Instructing and Expressing Purpose*.

Listen to your teacher read each of the sentences below and mark the intonation at the end with an appropriate arrow (   ).

a. Could you speak more slowly please?

b. Can you speak louder please?

c. Can you say that more clearly please?

d. Could you go less quickly please?

A better integration of pronunciation in this unit could be the introduction and practice of intonation patterns related to sequencing, that is to say, giving instructions according to a specific order. In this case, focus can be directed towards raising learners' awareness about rising and falling intonation in instructing and sequencing. Thus, a rising intonation helps understand there is another instruction to come whereas a falling intonation indicates the end of the list of instructions.

2.4.9 Listening and Audio Material

The number and percentage of tasks that meet criteria 23, 24 and 25 are presented in the table below.

Criteria	Unit number					Total	%
	1	2	3	4	5		
23. In how many tasks does the pronunciation task involve listening?	5	3	4	6	4	22	48.88
24. In how many tasks is the listening accompanied by audio-taped material?	0	0	0	0	0	0	00,00
25. In how many tasks does the listening provide "a true representation of real spontaneous speech"?	2	0	0	0	1	3	06.66

There exist scores of listening activities in *ATC*. Most salient amongst them are the passages in the Listening and Speaking section of *ATC* with accompanying tasks. The scripts appear between pages i and viii at the end of the book. Unlike activities such as for example Task #3 p.130, Task #3 p.100, Task #2. p.68, the others have been excluded from the research because their primary concern is listening comprehension and not phonology.

Criterion 23 shows that nearly half the tasks (48.88%) focusing on pronunciation include listening. Most of the listening follows the same pattern, that is *Listen and Say* or *Listen and Check*, which is more mechanical than functional and suggests little cognitive involvement of a higher level. The listening is more test-like than actual samples of real-life communication. Moreover, as shown in criterion 25, the listening provides little exposure to a true representation of genuine spontaneous speech. On the contrary, the listening shows orientation towards structured non-contextual language.

Through the evaluation, several tasks including listening have been identified. However, there is no audio-taped material accompanying the textbook. The quality of the listening model is directly linked to the teacher's competence. The teacher is the one and only model expected to convey the notion of correctness, not to mention features such as intonation and connected speech.

Any textbook including listening with a focus on pronunciation should have recourse to audio-taped material by native speakers. Learners should be exposed to a model that is as close to real life as possible, which is not always the case with their own teachers alone.

Since the textbook writers have not accompanied the textbook with some audio material, it is interesting to see how teachers remedy its absence. This is investigated through the survey questionnaire and classroom Observation Grid in Chapter Three.

2.5 Conclusion

The data clearly shows that communication according to the definition displayed in Chapter One is of minimal concern. Instead, a prescriptive and almost textbook-centred approach predominates. Students are learning more about the features of the pronunciation of the English language than really learning pronunciation. A vivid example is when learners are supplied with some rules regarding the rise or fall of the voice as it pertains to a so called 'Yes/No' or 'Wh question'. More appropriately, learners should be made aware of the attitudinal functions of intonation, even through making reference to similar functions in the learners' native language.

At the term of the evaluation of the phonology content of the textbook and given the results arrived at, we are provided with insights into the understanding of this teaching material as far as pronunciation is concerned. Some of the revelations bring comfort to the partisans of pronunciation and the teaching of pronunciation as an important element to achieve intelligibility. Both segmental and suprasegmental features are given a share in *At the Crossroads*. However the findings shed some doubts about the effectiveness of the tasks devised and the pedagogical gradation followed by the textbook in achieving communicative objectives. The identification of strengths and weaknesses aspires to help enhance teachers' capacity to select suitable material. This can help adapt, modify and eventually improve on the material dealing with pronunciation in the textbook. Therefore, much needs to be done on the part of teachers to exert their expertise and experience in bringing out the most substantial results in the teaching-learning process. The teaching of pronunciation is hard and demanding. It requires great competence on the part of teachers. One of the challenges is to be an exemplar worth following for the learners, especially that there is no audio-taped material accompanying the textbook. Issues dealing with this area of the teaching-learning setting are investigated in the next chapter dealing with the analysis of the survey questionnaire and classroom Observation Grids.

In the end, we shall conclude with K.E.S. Bereksi's observation:

> **"No book, however rich, varied, motivating, expertly written, artistically illustrated, scientifically graded, finely printed, abundantly documented, no book written by man can appropriately meet all our demands all the time. The only valid *book* is the *books* that the teacher writes for each and every class, each and every level, each and every year. Any other book ... is like money, a good servant but a bad master, and therefore the teacher worth his salt is bound to adapt the textbook ... to the needs, interests and levels of proficiency of his students."** (1993:17-18).

CHAPTER THREE

TEACHER'S SELF-ASSESSMENT SURVEY

3.1 Introduction

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TEACHERS' SELF-ASSESSMENT SURVEY

3.1 Introduction

In addition to investigating the corpus in the textbook as shown in the previous chapter, a survey has been conducted using a questionnaire to unveil the teachers' basic attitudes towards the overall teaching of pronunciation: how they view pronunciation, the degree of their satisfaction with the teaching/learning material as presented in the textbook, how they teach its different features, how well -or how poorly- they have been prepared to that specific aspect of their duties. This chapter discusses the data collected using the questionnaire constructed and administered to 60 teachers. Teachers are generally required to use the textbook with respect to the syllabus, but they are left free as to what features of pronunciation to teach and how to teach them. The questionnaire administered to the target population is deemed to be a most convenient tool to work out the issues specified above.

The chapter begins with a description of the survey questionnaire and the need for its piloting. It goes on with the sampling of the informants, the types of questions and the collection of data. The data from the 23 plus items are then rearranged within nine convenient headings. The responses related to each heading are then processed one by one. The final part displays the processed data with a sociolinguistic bend in the sense that the results are given for the 60 informants as a whole, and then distributed by sex and by seniority when pertinent.

3.2 Description of the Questionnaire

The survey questionnaire, a copy of which is exhibited under Appendix 2a, is the second research tool used in this dissertation. It aims to explore critically how practitioners using *ATC* treat pronunciation. Like the Checklist applied in Chapter Two and the Observation Grid to be used in Chapter Four, it is inspired by the literature concerning the three major concepts of communicativeness, communicative language ability and representative language explored in the first chapter. It is made up of items numbered from 1 to 23, including a few subentries in item 5 (5a and 5b), item 13 (13a and 13b), item 14 (14a, 14b and 14c), item 17 (17a and 17b) and item 18 (18a and 18b). These items are worded through three different types of questions, where each type is selected for its characteristics to best meet the specified objectives. The questionnaire includes multiple choice questions, rating and ranking questions where informants are asked to rank options offered to them, in addition to open-ended questions awarding the informants the opportunity to comment and expand on some of the issues.

Items 1, 2, 3 and 4 aim to collect information concerning the teachers' personal data of a sociolinguistic nature. It includes personal, educational and professional indication about them. The indication of their identity has been left optional, with the firm belief that anonymity can be conducive to more sincere expression.

Items 5a and 5b investigate whether pronunciation is taught formally in their classes and the motivation behind its teaching. Formal teaching of pronunciation describes a planned and direct instruction of pronunciation as a skill, not to be confused with the occasional correction of the sound or the word stress that may happen randomly while teaching other skills.

Item 6 inquires into the way teachers feel about teaching pronunciation. It seeks to find out whether teachers feel comfortable when dealing with pronunciation in their classes.

Items 7 and 8 aim to determine the amount of time devoted to the formal teaching of pronunciation and the way it is distributed throughout the unit. According to the teacher's notes, a unit can be covered in 16 to 18 hours or 20 hours according to the textbook writers.

Item 9 investigates the aspects of pronunciation teachers focus on in their classroom practices. It aims to picture out the aspects of pronunciation that are emphasised and the ones that are sidelined.

Item 10 is based on the assumption that some features are neglected because of their degree of complexity and difficulty. So, it aims to cross-check the findings scored in item 9 and list the aspects of pronunciation teachers find difficult to teach.

Item 11 seeks to determine the frequency in which features of pronunciation are presented in contextualised language as opposed to strings of isolated unrelated elements based on decontextualised citational listing. Since contextualisation is an important way to approach communication and highlight the communicative impact of pronunciation, item 12 sheds light on the assumption teachers have about the role pronunciation plays in expediting communication.

Items 13a and 13b inquire into the ways and techniques teachers use to approach pronunciation in their everyday practice.

Items 14a, 14b and 14c have been designed to explore the teachers' own training in teaching pronunciation. They aim to identify if any pre-service and/or in-service training has been completed by teachers, equipping them with the pedagogical tools to pursue their job efficiently.

Item 15 inquires into teachers' past practices concerning the teaching of pronunciation. The objective is to find out if teachers taught pronunciation before it was in the textbook. Findings in item 15 can be cross-checked with findings in items 5a and 5b, which can shed light on the assumptions teachers have about the teaching of pronunciation.

Item 16 looks into the frequency with which teachers use *At the Crossroads* to teach pronunciation. We thus wish to find out the teachers' degree of commitment and attachment to the textbook to achieve their objectives in teaching pronunciation. Is it a slavish attachment to the textbook deprived of any critical thinking indicative of an "I am paid to teach the book; if it is in the book, I must teach it" attitude? Or is it a "Who can do better than the experts; all I can do is try and adapt the book." attitude? Or is it reflective of a "The book is no more than a useful resource centre for me to pick and choose" attitude? Or is it a "I don't need a book: the learners are the syllabus and I know my kids best" attitude?

Items 17a and 17b examine the degree of satisfaction of the teachers with the textbook and determine the degree to which the material in *At the Crossroads* meets their expectations. They aim also to identify, if present, the weaknesses of the textbook in treating the various components of pronunciation. This is based on the of teachers perception of the shortcomings of *At the Crossroads*.

Items 18a and 18b aim to find out whether teachers use additional material in teaching pronunciation and the reason(s) behind the selection of such material, if applicable. Additional material describes any other material apart from the traditional use of the prescribed textbook and the low-tech chalkboard.

Items 19 and 20 inquire into the availability of recordings by native speakers to be used in the teaching of pronunciation. They also aim to determine the views teachers hold in case such resource material is not to be found.

Item 21 investigates the degree of satisfaction of teachers with the textbook concerning the teaching of pronunciation. This item is aimed to crosscheck findings in items 16, 17a and 17b.

Item 22 investigates whether teachers perceive *At the Crossroads* as an effective tool in enhancing the learners' awareness of prosodic features both receptively and productively.

Item 23 looks into the teachers' assessment of any progress, if at all, achieved by their present learners after the implementation of the formal teaching of features of pronunciation, in comparison with other students they may have had when pronunciation was not taught formally. It is based on the teachers' appreciation of what they observed in their classes.

3.3 Piloting the Questionnaire

A questionnaire is a good instrument of data collection provided that the informants fully understand the questions and appropriately answer them, thus providing the researcher with convenient data to analyse.

When we construct a questionnaire, we cannot predict with absolute certainty how the informants will react to its content. There are many reasons that can get in the way of the outcome

the researcher expects. One of the intended results of the piloting or pre-testing operation is to verify the time it takes to answer the questions, the clarity of the instructions and the wording of the various questions. Respondents are not mind readers. Pre-testing a questionnaire thus helps avoid confusion, correct any ambiguities, misunderstandings, unintended vagueness, too high a degree of technicality, potential contradictions, etc. Such an operation guarantees to a great extent that the questionnaire is understood the way meant by its developer and does meet the anticipated objective efficiently and economically. In doing so, we aim at finding out practical answers to issues that can be important for the success of the questionnaire and maximise its efficiency, without deviating from the objectives set. Piloting a questionnaire can also shed some light on when, where and how to mobilize the potential informants.

To launch the operation, eight teachers -five females and three males- are selected. The questionnaire to be completed is accompanied with extra questions meant to collect the respondents' impressions concerning time, overall length of the test, clarity of the questions and instructions, effort required to provide answers, in one word to assess the user-friendliness of the research tool. The testers are offered the opportunity to carry out the assignment when and where they feel most comfortable to complete it. Quite naturally, they chose the privacy of their own homes and returned the completed forms two days later. Understandably, all eight teachers have first year classes and belong to different schools.

The eight teachers that take part in the pilot study are excluded from the actual study. This also means that the questionnaires in the pilot study represent hard copies and are not included in the data to be analysed.

Feedback from these teachers contributes considerably to improving the design of the questionnaire. Comments in the pilot study have prompted in the present case the addition and the rewording of some items.

An instance of addition is question 19. During the piloting phase, it was felt essential to add a question that could distinguish between those teachers who taught pronunciation before *ATC* and those who did not. Therefore item 19 was added and worded as follows: Did you teach pronunciation formally before (when it was not in the textbook)?

An example of rephrasing questions occurred in item 9.

Before the piloting: When you teach pronunciation, which aspects do you focus on? And the respondents were expected to tick one of the following options: Segmental – Suprasegmental – Both

Many testers did not quite understand what was meant by the options.

It was therefore decided to rewrite it in a more self-explanatory way.

After the piloting, item 9 became: When you teach pronunciation, which aspects do you focus on? (More than one tick is possible)

- Sound – Rhythm – Word Stress – Intonation – Sentence Stress – Juncture

This change takes place because the items used in the question turn out to be too technical, or ambiguous, or confusing to be understood by the overwhelming majority of teachers.

The updated questionnaire appears under Appendix 2a.

3.4 The Sampling of Informants and Data Collection

Needless to say, the sample of informants has to be truly representative of the English teaching population of the Wilaya of Oran in terms of number, sex and seniority. We tried thence to reach at least one fifth of the overall population. To that end, we seized the opportunity of two two-day seminars bringing together fifty teachers each organised by the Inspector of English of the Wilaya of Oran in Lycée Lotfi. All the teachers present have used or use *ATC*. Fifty questionnaires were handed out to fifty teachers in each seminar. The teachers were granted the freedom to complete the survey questionnaire at home in their own free time in order to avoid any rush likely to cause careless or ill-considered responses. Out of one hundred questionnaires distributed, sixty were filled in and collected the next day.

The sample of informants for this step of the research represents over 27% of the English teaching population in the Wilaya[8]. A sample of this size gives as fair a picture as possible of the teaching population in Oran, not only ion terms of size, but also in terms of gender and seniority.

- **gender**: we have 13 male and 47 female teachers of English as informants,
- **seniority**: we have 18 junior[9] teachers and 42 senior teachers in terms of years of teaching,
- **level taught**: all the teachers are teaching or have taught High-school freshman English, and are using or have used *ATC*.

3.5 Data Processing, Analysis and Results

The responses of the informants have been conveniently grouped under nine headings, bringing together related items to make processing and analysis more focused. Each of the nine headings are presented below from 3.5.1 through 3.5.9 indicating their declared objectives, the results first globally and then distributed by seniority and by sex when they are felt to be pertinent. Seniority as explained earlier has been limited to two classes: junior teachers with under ten years' seniority, and senior teachers with ten years' seniority and over.

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[8] According to Mr Louznadji, current Inspector of English in Oran, there are 221 teachers of English in the area.
[9] We arbitrary divided the teaching population into two classes. 'Junior' teachers have less than ten years' seniority. 'Experienced' teachers have more than ten years' seniority.

As far as this computation is concerned, percentages are calculated out of the total number of informants, that is sixty. With reference to seniority, because there are forty-two experienced teachers and eighteen junior teachers, percentages are calculated out of 18 for the junior teachers and out of 42 for the experienced teachers. Concerning sex, percentages are calculated out of 13 for the male teachers and 47 for the female teachers.

A copy containing a summary of the informants' answers appears under Appendices 2b, 2c and 2d. Appendix 2b gives the results tallied for the informants considered as one single group representing the total population. Appendix 2c presents the same results but calculated according to the seniority of the respondents, and finally Appendix 2d displays the same data classified by sex.

3.5.1 Formal Teaching of Pronunciation Before and After *ATC*

This section considers *At the Crossroads* as a point of reference or a dividing line. Before the introduction of *ATC*, there was no required formal teaching of pronunciation, except for the specific examination oriented final 'ed' or final 's'. In other words, when we look into the responses to the relevant items of the questionnaire, our aim is to see whether or not informants taught pronunciation on their own initiative before it was implemented in the syllabus and illustrated in the textbook.

Responses to items 5a and 15 show an important disparity in the number of informants who claim to teach pronunciation. It is comforting to see that as many as 18 teachers (30%) did actually teach pronunciation formally even before *ATC*. Surprisingly enough though, as many as 13 'outlaws' (or 21.67%) still do not teach pronunciation formally although the syllabus prescribes it and the book presents it. Only 47 teachers (78.33%) -when 60 (or 100%) was expected- do teach pronunciation formally.

The following graph gives a visual indication of the informants as a whole who taught and teach pronunciation.
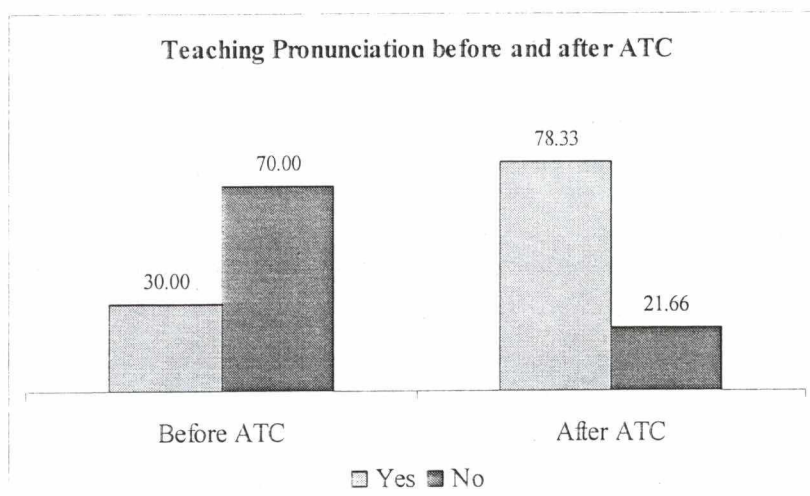
Graph 4: *Teaching Pronunciation before and after ATC*

If we refer to the same data according to seniority, the vast majority of junior teachers with 17 responses (or 94.44%) declare that they teach pronunciation formally while as many as 30 (or 71.42%) of experienced teachers do not. Not more than 4 (or 22.22%) of the junior teachers and 14 (or 33.33%) the experienced teachers say they taught pronunciation before *ATC*.

The teaching of pronunciation according to sex shows balanced results between male and female teachers claiming they teach it with 10 (or 76.92%) and 37 (or 78.72%) of the responses respectively. Disparity however is clear between the male teachers with 7 (or 53.84%) and the female teachers with 11 (or 23.04%) who declare they taught pronunciation before *ATC*.

Some tentative conclusions can be drawn from the results above. There are still 13 (or 21.67%) teachers, including 1 junior teacher (or 05.55%) and 12 experienced teachers (or 28.57%), who do not teach pronunciation despite the fact that it is part of the syllabus and included in the textbook. The rationale behind their discarding the formal teaching of pronunciation is dealt with in the next section. It might be worth investigating if the change in favour of teaching pronunciation (from 18 to 47) is motivated by a real shift in teachers' attitude, or is simply due to some loyalty to the textbook and the syllabus.

The graphs below illustrate the number of teachers who taught pronunciation before it became prescribed in the textbook and those who did not on the one hand; and on the other hand those who teach it now it is part of the syllabus and the 'rebels' who still refuse to teach pronunciation. Graph 5 distinguishes the respondents by seniority while Graph 6 by sex.
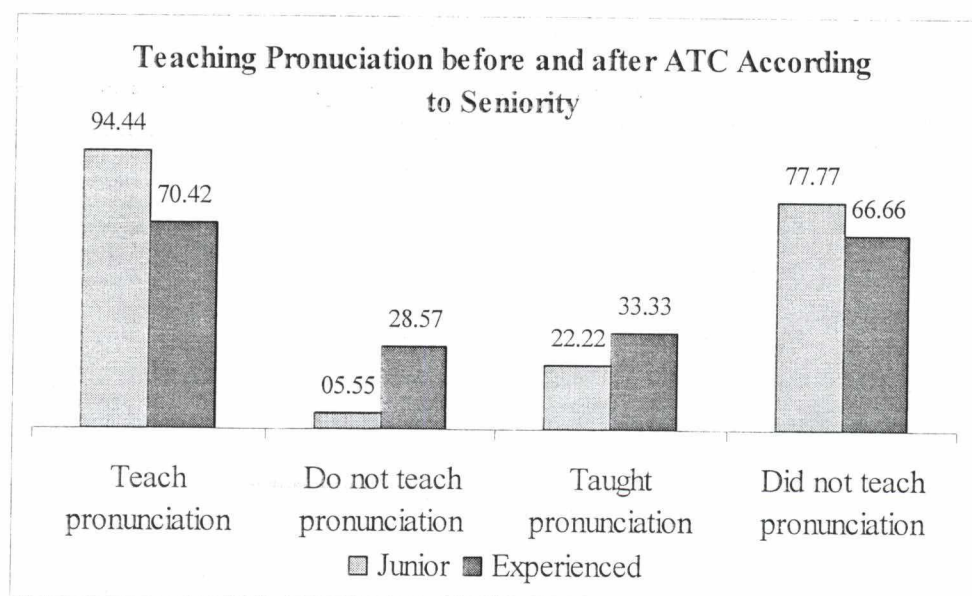
Graph 5: *Teaching Pronunciation before and after ATC (by Seniority)*
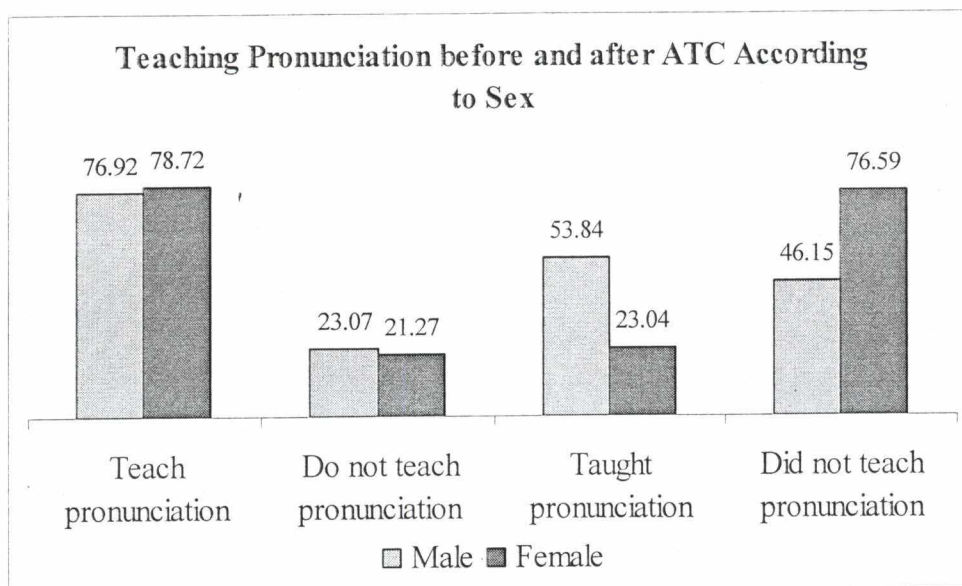
Graph 6: *Teaching Pronunciation before and after ATC (by Sex)*

3.5.2 Rationale behind Teaching or not Teaching Pronunciation

The part in the questionnaire that deals with the reasons behind teaching pronunciation is identified in item 5b. Forty-five subjects have responded to this item. Findings in this part of the questionnaire give some insight into the underlying reasons for teaching or not teaching pronunciation formally.

The answers are derived from item 5b, an open-ended question where the respondents were asked to justify their respective positions. Some did not feel the need to justify their responses, which explains why there are only 45 responses in total. The table below summarises the different motives.

Reasons	Response Count	Response Percent
I teach pronunciation because		
1. it is part of the syllabus.	8	13.33%
2. it is an important skill that helps to understand and be understood.	7	11.66%
3. it is in the textbook.	5	08.33%
4. it is an obligation.	4	06.66%
5. it provides pupils with different pronunciation rules.	4	06.66%
6. I want to improve pupils' pronunciation.	4	06.66%

7. it is part of the learning process.	2	03.33%
8. pupils like it.	2	03.33%
Total:	36 out of 47	
I don't teach pronunciation because		
1. I too need some training	4	06.66%
2. it is very difficult	2	03.33%
3. time is too short	1	01.66%
4. pupils are not native speakers of English and never speak it outside the classroom	1	01.66%
5. it is not important for pupils	1	01.66%
Total:	9 out of 13	

It is clear from the table above that different assumptions influence the informants in their approach to pronunciation. Eight reasons in favour of teaching pronunciation and five against this practice are listed.

First, the reasons behind the teaching of pronunciation are discussed. For 13.33% of the subjects, pronunciation needs to be taught because it is in the syllabus. 08.33% teach pronunciation because it is in the textbook and 06.66% feel obliged to do so. Although reasons1, 3 and 4, provided by informants who teach pronunciation, are expressed differently, they appear to describe a common motive prompted by a prescribed –compulsory– teaching of pronunciation.

A number of informants, 11.66%, believe that improvement in their pupils' pronunciation of English can increase effective mutual intelligibility in EFL. The need to help learners improve their pronunciation with no reason given is considered by 06.66% of the informants as important enough to justify the teaching of pronunciation.

Four respondents representing 06.66% of the informants assert that they teach phonology to provide learners with rules concerning pronunciation. When learners are provided with learnable reusable phonological rules, they can derive immense advantages. Attention must be drawn however as to the difference between teaching English pronunciation vs. teaching about English pronunciation. The best, we believe, is the prevalence of the former over the latter.

We move now to the reasons put forward against the formal teaching of pronunciation which are presented critically below. The most striking point appears to be the teachers' own deficit in the skill under consideration. Four out of nine admit their own poor mastery of the phonology of

English and feel the need for personal training in the field. In the same vein, two more informants do not teach pronunciation formally because they find it difficult to do so. They believe that pronunciation is one of the most problematic aspects of English for both teachers and learners. Such attitudes feed, to a certain extent, the marginalisation of pronunciation and its teaching.

For one respondent, it is difficult to find the time to teach phonology when there are so many other 'priorities'.

For the two answers left, one respondent expressly puts forward and one respondent seems to imply the moot point that because the pupils are not native speakers of English and will hardly ever have the opportunity to use that language outside the classroom, spending time teaching phonology is time wasted for too much ado about nothing.

All this nurses a feeling of discomfort and uneasiness when teaching pronunciation among 36.7% of the population under study as shown in answer to item 6. It is refreshing however to discover that 63.3% of the subjects feel comfortable dealing with the instruction of pronunciation.

3.5.3 Aspects of Pronunciation Taught

Responses to item 9 make clear what aspects of pronunciation the teachers focus on. They reveal that the lion's share is taken by the teaching of sounds for 93.3% of the informants. Another 83.3% of the subjects focus on the teaching of word stress in their classes while just over half the population concerned or 56.7% of the respondents declare they train their learners in the area of intonation. As far as rhythm is concerned, 28.3% of the population say they include this element in their instruction. The teaching of sentence stress and that of juncture get the lowest scores with 08.3% and 05% respectively.

The following bar graph gives a visual summary in decreasing order of the results.

Informants' Priorities in Teaching Aspects of Pronunciation

93.30   83.30   56.66   28.30   08.30   05.00

□ Sound ▨ Word Stress □ Intonation □ Rhythm ▨ Sentence Stress □ Juncture
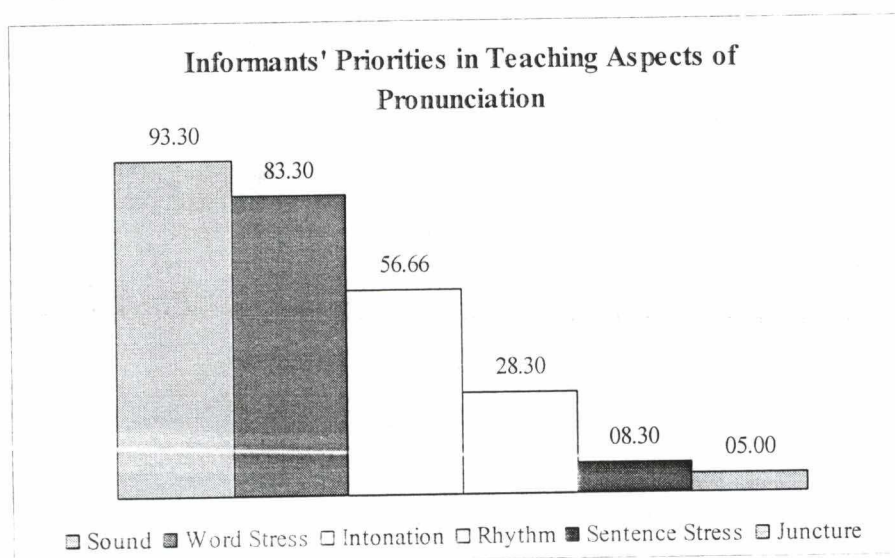
Graph 7: *Priorities in Teaching Aspects of Pronunciation*

In terms of seniority, the following table presents the responses by junior teachers.

Aspects	Response Percent	Response Count
Sound	94.4%	17
Rhythm	55.6%	10
Word Stress	72.2%	13
Intonation	94.4%	17
Sentence Stress	11.2%	02
Juncture	05.6%	01

The above table shows that the teaching of sounds and intonation is practised by 17 out of 18, or 94.4% of the junior teaching population. More than half the junior teachers train their learners in word stress and rhythm, reaching 72.2% and 55.6% of the population respectively. The results also indicate that 2 junior teachers or 11.2% of the junior population and 1 junior teacher or 05.6% of the same population teach sentence stress and juncture respectively.

Concerning responses attributed to the population of experienced teachers, they are shown in the following table.

Aspects	Response Percent	Response Count
Sound	92.9%	39
Rhythm	16.7%	07
Word Stress	88.1%	37
Intonation	40.5%	17
Sentence Stress	07.1%	03
Juncture	04.8%	02

The results presented in the table above show that the overwhelming majority of the experienced teachers under investigation focus on sounds with 92.9% of the population concerned. Another huge number -37 respondents out of 42 or 88.89%- emphasise the instruction of word stress in their teaching practises. Less than half this population (40.5%) train their learners in intonation. The aspects that have scored the least are rhythm, sentence stress and juncture with 16.7%, 07.1% and 04.8% respectively.

The following graph summarises the situation. The distribution of the teaching of the aspects of pronunciation is set against the population of junior teachers and the population of experienced teachers.
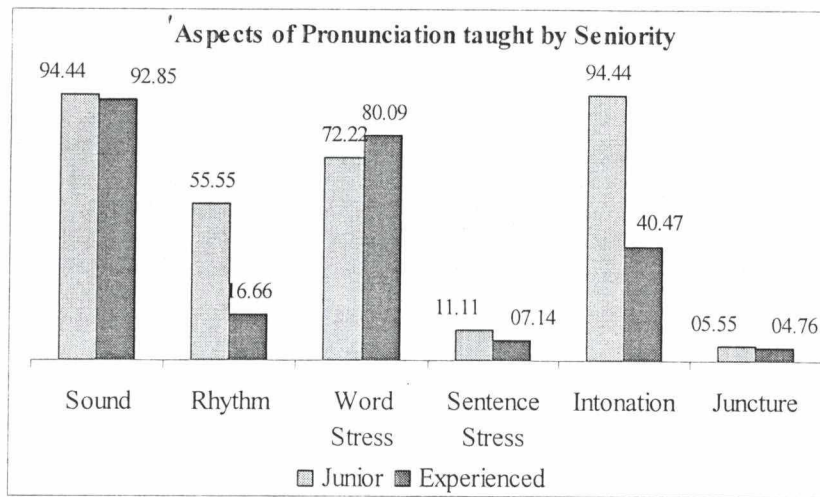
Graph 8: *Aspects of Pronunciation Taught According to Seniority*

When we compare the two groups, we realise that the teaching of sentence stress and juncture is disregarded by both groups. Apart from this observation, the group of junior teachers is more homogeneous than the group of experienced teachers with the treatment of the other aspects of pronunciation, that is, the teaching of sound, rhythm, word stress and intonation is balanced.

The group of experienced teachers shows reluctance to teach intonation whereas the group of junior teachers demonstrates more interest. This observation is worth mentioning, especially with the communicative value conveyed by intonation. This interesting finding is worth exploring further.

3.5.4 Problematic Aspects of Pronunciation

The responses collected for item 10 provide us with information concerning the aspects of pronunciation that teachers find difficult to teach. Four informants left the question unanswered.

The following table presents the informants' problematic areas in teaching pronunciation.

Aspects of Pronunciation	Response Percent	Response Count
Sound	00,00%	00
Juncture	06.66%	04
Rhythm	13.33%	08
Word stress	26.66%	16

Intonation	43.33%	26
Sentence stress	46.66%	28

The above table shows that the teaching of sounds does not represent any problem to the targeted population. However, almost half the informants admit that they encounter difficulties as far as the teaching of sentence stress and intonation is concerned. The former scores 46.66% and the latter scores 43.33% of the respondents. Rhythm and Juncture are perceived as difficult to apprehend as evidenced by the low scores 06.66% and 13.33% respectively, and more specifically for rhythm, by its total absence from *ATC*.

When we examine the results obtained in this section and compare them to those in Section 3.5.3, the findings seem to tally showing that, to varied extents, prosodic features of pronunciation represent a problem area. Concerning the teaching of rhythm and juncture, the low scores represented in both sections can be best explained by the fact that the teaching of rhythm is not included in *At the Crossroads* and juncture to a lesser degree.

3.5.5 Contextual Teaching of Pronunciation and its Bearing on Communication

When asked about the frequency with which pronunciation is introduced to the learners in context, 33 out of 60 or 55% of the informants claim to do so 'sometimes'. The informants who 'always' deal with pronunciation in context represent 23.3% or 14 out of 60. The results also indicate that 12 out of 60 or 20% of the population 'rarely' teach pronunciation in context. Only one informant declares that s/he 'never' teaches pronunciation in context.

The computation of the results according to seniority shows that there are 2 junior teachers (or 11.11%) and 12 senior teachers (or 28.57%) who declare that they 'always' teach pronunciation in context. Pronunciation is 'sometimes' taught in context by 11 junior teachers (or 61.11%) and 22 experienced teachers (or 52.38%). Not more than 5 (or 27.77%) junior teachers and 7 (or 16.66%) experienced teachers declare that they 'rarely' present the aspects of pronunciation in context. The remaining informant who never teaches pronunciation in context belongs to the group of experienced teachers.

Concerning sex, the results show that pronunciation is 'always' taught in context by 2 male teachers (or 15.38%) and 12 %) female teachers (or 25.53. As many as 6 male teachers (or 46.15%) and 27 female teachers (or 57.44%) say they 'sometimes' teach pronunciation in context. Pronunciation is 'rarely' taught in context by 3 male teachers (or 23.07%) and 9 female teachers (or 19.14%). Pronunciation is 'never' taught in context by one male teacher.

The frequency of teaching pronunciation in context according seniority and sex gives the following graph.

The Frequency of Teaching Pronunciation in Context According to Seniority
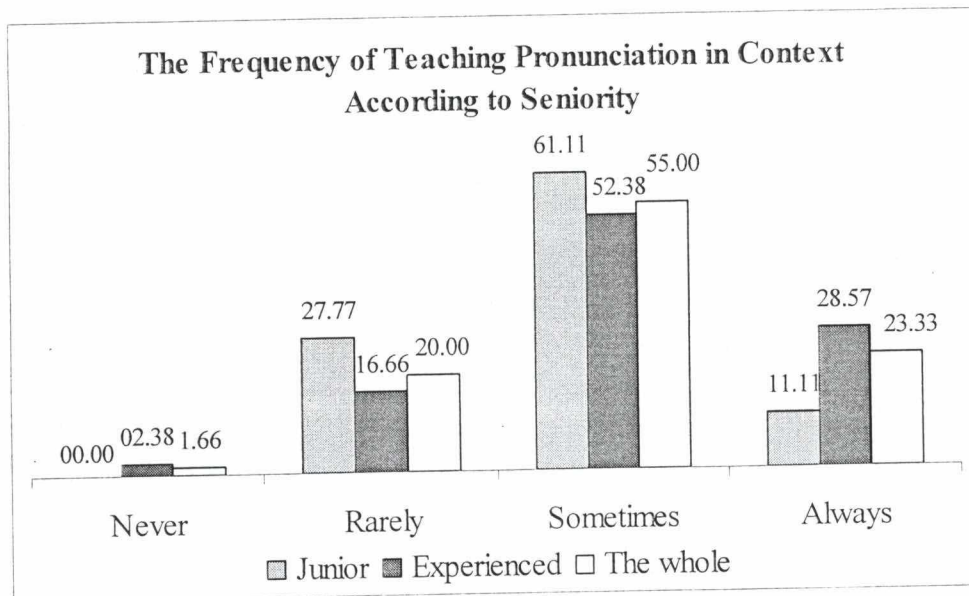
Graph 9: *The Frequency of Teaching Pronunciation in Context (by Seniority)*

The results shown above are encouraging to a certain extent since contextualisation is important in fostering the learners' awareness of the communicative value features of pronunciation help to convey.

This is corroborated by item number 12 regarding the view the informants hold about the impact that the teaching of pronunciation can have on communication. 53 out of 60 (or 88.3%) of the population under study support the position stating the role of teaching pronunciation in enhancing communication. The 7 teachers (or 11.66%) who do not share this view are all female teachers, including 2 (or 11.11%) junior and 5 (or 11.19%) experienced teachers.

3.5.6 How Pronunciation is Approached

The results collected in item 13a show a variety of ways informants have recourse to when approaching pronunciation.

These results are presented in the following table.

Ways	Response Percent	Response Count
Class tasks/activities with pronunciation as the main focus	66.70%	40
Class tasks/activities with pronunciation as a component	36.70%	22

| Through imitation of a model | 46.70% | 28 |
| Through listening aids | 35.00% | 21 |

The first notable fact is that a considerable number of the population with 66.7% devotes some teaching practices to pronunciation as the main objective of the lesson. Even if pronunciation is not the main focus, 22 informants out of 60 (or 36.7%) assert that it is a component of their teaching practices. 28 (or 46.7%) of the population declare that they approach pronunciation through listening to models to provide some fairly accurate examples for learners to imitate. The use of listening aids is adopt ed by 21 out of 60 (or 35%) of the population under study.

It is refreshing to find out that the improvement of pronunciation constitutes an objective the majority of the informants aim at. It has become part and parcel of the teaching practises in our schools.

Nevertheless, the use of imitation can be effective only if the model is accurate enough, that is, the model has good pronunciation and demonstrates native-like proficiency. This issue will be dealt with in more details in Chapter Four with the class observations.

Moreover, we deplore an insufficient use of listening aids. Audio and video material can provide more accurate models to follow.

3.5.7 Pre-service and In-service Education

Item 14, including items 14a, 14b and 14c, shed some light on the nature of training teachers have received at the level of university or pre-service training, and the experiences they have gone through in their teaching careers and which form part of their continued professional development, in-service training.

At university, the informants state that no specific training in the teaching of pronunciation has been given to them. They claim that courses of phonetics and phonology have been the only training they have received as far as pronunciation is concerned, emphasising the fact that learning about the speech sounds of a language and being trained in the ways in which formal teaching and learning of these speech sounds in institutional settings are two distinct areas of concern.

Throughout their teaching experiences, 42 respondents out of 60 (or 70%) deplore the fact that no in-service training concerning the teaching of pronunciation has been offered. Of the 18 remaining, 12 have attended two seminars while 6 participated in only one. In all these seminars, the respondents were trained in the teaching of final 'ed', final 's' and syllable counting in connection with formal exams in which such questions occur.

It sounds as though the syllabus and its illustration through *At the Crossroads* are too demanding in terms of teaching pronunciation. It is suggested therefore that more training be offered to cover the other features of pronunciation which teachers are expected to teach.

3.5.8 Informants Rapport with *At the Crossroads*

Item 16 establishes the frequency with which the population under study uses *At the Crossroads* to teach the various aspects of pronunciation. The results indicate that 34 teachers ((or 56.66%) 'sometimes' use *At the Crossroads* to achieve the set objectives concerning pronunciation. Those who 'always' use *At the Crossroads* to teach pronunciation represent 9 teachers out of 60 (or 15%) of the total population. The informants who show some reluctance to use *At the Crossroads* to teach pronunciation represent, on the one hand, 8 out of 60 (or 13.3%) of the respondents who 'rarely' use *At the Crossroads* and on the other hand, 9 out of 60 (or 15%) of the informants who 'never' have recourse to *At the Crossroads* in teaching pronunciation.

These results for the total population seem to correlate with those recorded for seniority. There are 3 junior teachers (or 16.66%) and 6 senior teachers (or 14.28%) who say they 'never' use *ATC*. Nearly the same number of people, 3 junior teachers (or 16.66%) and 5 experienced teachers (or 11.90%) declare they 'rarely' use *ATC*. As many as 10 junior teachers (or 55.55%) and 24 experienced teachers (or 57.14%) assert they 'sometimes' use *ATC*. no more than 2 junior teachers (or 11.11%) and 7 experienced teachers (or 16.66%) state they 'always' use *ATC* to teach pronunciation.

The following graph makes things clearer visually.
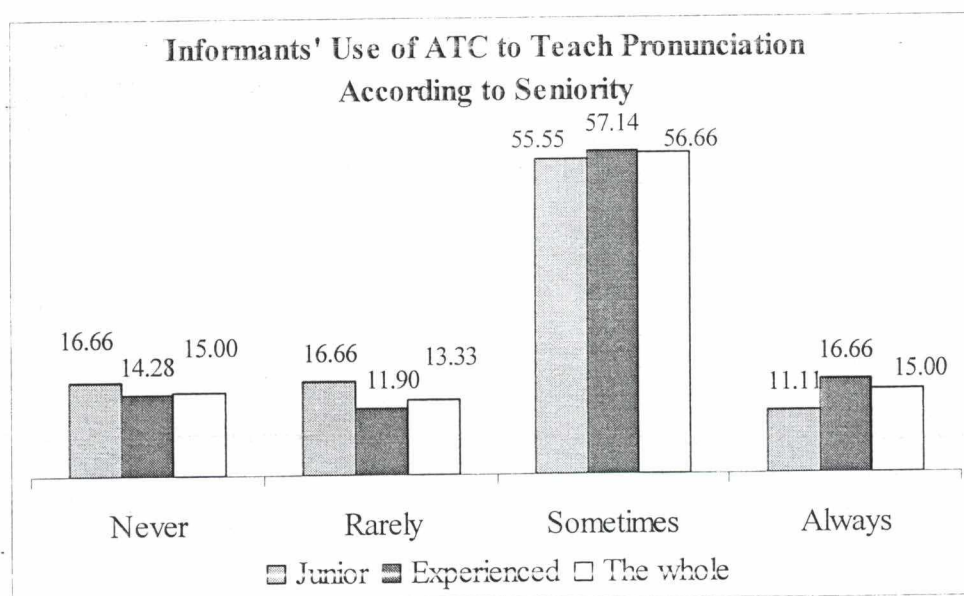
Graph 10: *Using ATC to Teach Pronunciation (by Seniority)*

As far as the informants' degree of satisfaction with the treatment of pronunciation in *At the Crossroads* is concerned, only 3 out of 60 (or 5%) of the respondents declare that the material in the textbook meets their expectations 'completely'. No more than 6 (or 10%) declare that *ATC* meets their expectation 'to a great extent'. A great majority representing 38 informants (or 63.33%) assert that, 'to a certain extent', *At the Crossroads* is in line with their expectations concerning the teaching of pronunciation. Nevertheless, 13 out of 60 (or 21.7%) of the informants are not satisfied with the material used in *At the Crossroads* to approach pronunciation.

In terms of seniority, only 3 senior teachers (or 07.14%) are completely satisfied. A smaller number, including 2 junior teachers (or 11.11%) and 4 senior teachers (or 09.52%), declare they are satisfied 'to a great extent'. The largest group, made up of 12 junior teachers (or 66.66%) and 26 senior teachers (or 61.90), say the material in the textbook meets their expectations 'to a certain extent'. The teachers that express complete dissatisfaction represent 3 junior teachers (or 16.66%) and 10 senior teachers (or 23.80%)

The following graph gives a clearer view of the findings mentioned above.
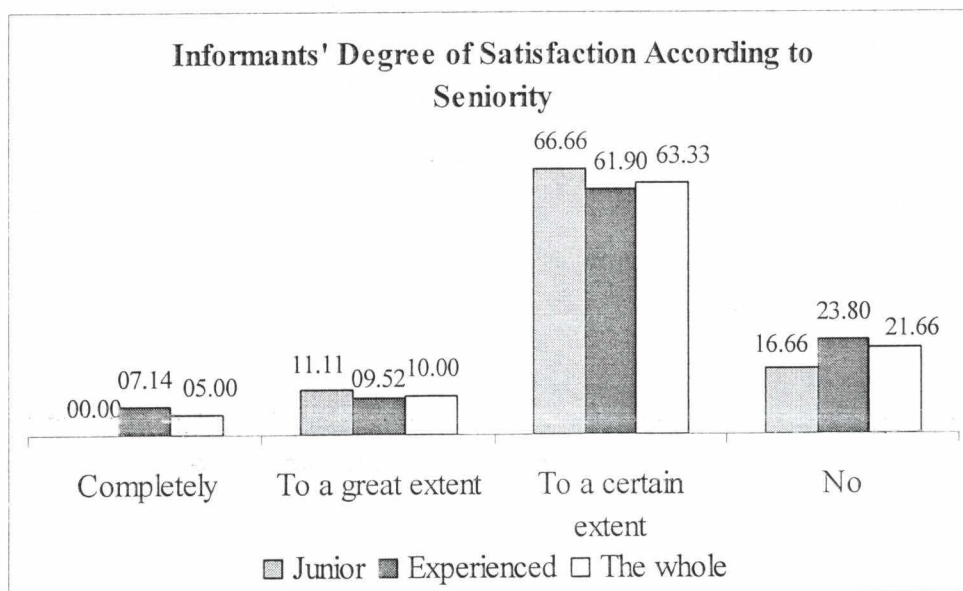
Graph 11: *The Degree of Satisfaction with ATC According to Seniority*

The main conclusion we can draw is that a great majority of the informants agree with the fact that there is still room for improvement in the treatment of the elements of pronunciation in *At the Crossroads*.

This is confirmed with the results recorded in item 21. Most respondents show a low degree of satisfaction with the textbook as far as the teaching of pronunciation is concerned.

In this context, the responses concerning the weaknesses diagnosed in *At the Crossroads* have been analysed. The analysis has yielded the following list of the most recurrent reasons, perceived as shortcomings by the informants.

- Absence of some aspects of pronunciation (4 or 06.66%);
- Lack of audio-visual aids, especially recordings of English native speakers (5 or 08.33%);
- Decontextualised language (4 or 06.66%);
- Insufficient material and practice dealing with pronunciation (9 or 15 %);
- Absence of explicit rules (3 or 05%);
- Inadequation with the learners' levels of proficiency (4 or 06.66%).

Several of these shortcomings have been observed and mentioned in Chapter Two when dealing with the actual evaluation of the textbook.

We can add another shortcoming identified in item 22, which investigates the informants' opinion about the impact *At the Crossroads* has in fostering an awareness of the prosodic skills. Forty respondents (or 66.7%) think that *At the Crossroads* does not fulfil its role as an enhancing tool to promote prosodic skills either receptively nor productively.

It can be deduced that the majority of the informants have doubts as to the effectiveness of the textbook as a tool capable of improving the learners' mastery of the elements of pronunciation productively and receptively.

3.5.9 Use of Additional Material

In this section, the results dealing with the informants' use of outside material and the reasons motivating this addition are presented.

An important number of informants scoring 39 responses (or 65%) declare that they do not use any material other than *At the Crossroads* to teach pronunciation. These 39 teachers represent, in terms of seniority, 14 junior teachers (or 77.77%) and 27 experienced teachers (or 59.52%) and, in terms of sex, 8 (or 61.53%) male and 31 (or 65.95%) female teachers.

These results are better illustrated in the following table.

	Choice offered	Junior	%	Experienced	%	Male	%	Female	%
Do you use additional pronunciation teaching material	Yes	04	22.22	17	40.47	05	38.46	16	30.04
	No	14	77.77	25	59.52	08	61.53	31	65.95

Although findings in 3.5.8 indicate that a considerable number of informants (38 responses for 'to a certain extent' and 13 responses for 'no') express dissatisfaction with the treatment of the elements of pronunciation in *At the Crossroads*, there is still nevertheless an unwavering loyalty to the book, at the expense of outside material that might be of great help.

The reasons that discourage the informants from making use of extra teaching material to their paraphernalia appear in the responses to item 18b. From the results obtained therein, we can list the most important reasons that hinder the use of additional material, as stated by the respondents.

- Absence of the necessary material, including hardware[10] and software (15 or 25%)
- Low level of mastery of technology (5 or 08.33%)
- Lack of time (4 or 06.66%)
- Too long syllabus (3 or 05%)

The reasons shown above and the informants' reliance on the material provided in *At the Crossroads* lead us to think that most respondents do not want to shackle off routine. They may feel unsure as to what material is most appropriate. They may merely think that the textbook is the product of professionals and they cannot do better. They may simply be apprehensive because it is time consuming and they may not be willing to devote much of their time to searching for additional material. Moreover, little effort is made to catch up with high-tech equipment.

Moreover, in answer to the question about the use of audio recordings by native speakers, 51 informants out of 60 (or 85%) assert they do not use them in their teaching. An overwhelming majority with 98.3% of the respondents regret the absence of such aids, as shown below:
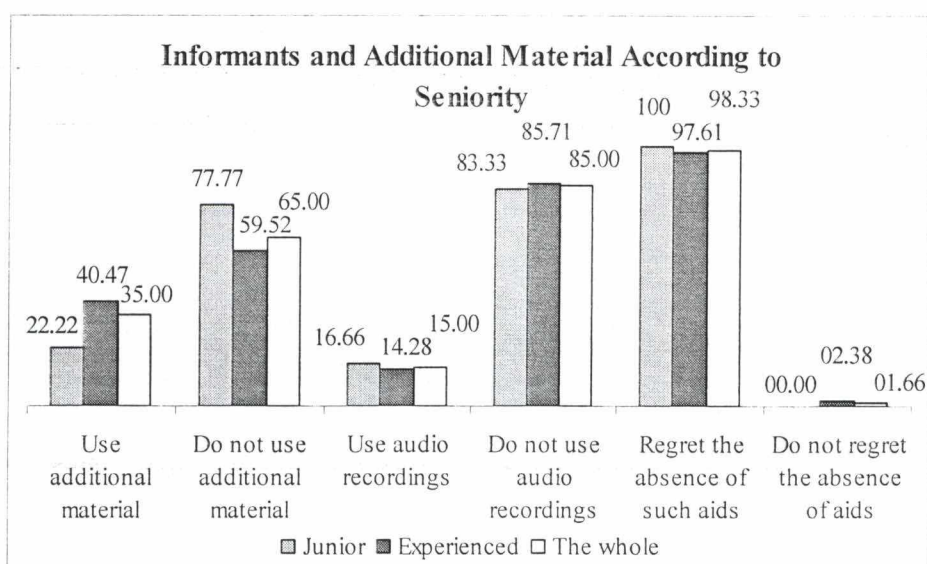
Graph 12: *Informants and Additional Material (by Seniority)*

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[10] Hardware is meant to describe equipment such as cassette players, data show projectors and even plugs in walls whereas software describes content such as scripts, audio and video material.

It is obvious that most informants are aware of the benefits they can gain from the use of additional material, especially recordings by native speakers, in enhancing learners' proficiency in pronunciation. However, there is much to be done to remedy. Nowadays, with the advance of technology, any teacher worth her or his salt can have access to a variety of resources through the Internet and satellite channels, and thus select invaluable material and inputs to expose to the learners.

3.6 Conclusion

The analysis of the questionnaire helps delve further into the informants' assumptions and beliefs concerning pronunciation, its treatment in *At the Crossroads* and the way it is approached y the various practitioners in the classroom context.

At the two ends of the pendulum, we have those who taught pronunciation before it was officially introduced in the syllabus and textbook and who keep teaching it now it is prescribed, and those at the other end who did not teach it then and do not teach it now. As was anticipated in the previous chapter, the overwhelming majority of teachers limit their teaching to strings of isolated, unrelated, decontextualised utterances. The teaching is more in the form of *Listen and Repeat* or *Listen and Substitute*, light years away from spontaneous communication. Attention is paid exclusively to the form, disregarding meaning, attitudes and emotions. Many teachers feel they are penalised, especially the old hands, since they lack both pre-service and in-service training in this particular area. It looks as though Littejohn's (1992: 84) observation about the dependency textbooks generate among teachers is applicable to the population concerned. Although they voice some criticism about *At the Crossroads* for its inadequacy in meeting the needs and the levels of ability of the learners as regards the teaching of pronunciation, they persist in a teaching methodology deprived of any use of additional material, especially technology that can provide invaluable input. The prosodic features for levels beyond the word unquestionably present a problem area for the practitioners. The tallied results show that even for the parts presented in *ATC* –sentence stress, intonation, connected speech– teachers limit themselves to the exclusive presentation and manipulation of the form alone, leaving questions of usage and meaning outside the scope of their teaching.

CHAPTER FOUR
VIDEO-TAPED CLASSROOM OBSERVATION

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VIDEO-TAPED CLASSROOM OBSERVATION

4.1 Introduction

After exploring the literature and examining pronunciation from the angle of the prescribed textbook and the self-assessment of the practitioners, we come now to an important test. As the saying goes, the proof of the pudding is in the eating. The instruments of research used in the preceding chapters (the checklist and the questionnaire) shed light on the material in its own right, and what is supposed to happen in classrooms according to the teachers surveyed. The methodological approach used in this chapter is an exploratory qualitative case study in which the lessons of four in-service teachers are videotaped for further study and analysis. The analysis is based on an outer view approach guided by the interpretations and comments the chosen inspectors make.

This approach is adopted in the present section with the firm belief that it is the ideal methodology to meet our objectives. It serves as a tool to conduct an in-depth investigation and have better understanding of the state of pronunciation and the teaching of pronunciation in the classroom context.

The instrument of research in this final case -an Observation Grid- is meant to give a faithful picture of what really happens in classrooms via the videotaping and as seen through the eyes of experts. Like the other tools, it is also inspired by the literature explored in Chapter One. This chapter describes the construction of the Observation Grid, the filming of four pronunciation classes in three different schools, and the evaluation of those classes by five experts. To this end, the participants and the research settings are described. The Observation Grid appears under Appendix 3a. The data collected, contained in a summary of the responses of all the observers to the four classes is displayed under 3b. The results are processed under four headings: Elements of communication, Teacher's Proficiency, Class organisation, and Material. The findings are then presented and discussed.

A video CD containing the films of the four classes observed and the four corresponding scripts accompany this dissertation.

This chapter opens on a description of the participants and the setting. Then the different classes observed are described. Then the observation grid is developed and data are collected, processed and the results are analysed and published.

4.2 The Participants

This part of the research is conducted with the participation of informants set in two separate groups according to the tasks they are meant to perform, as required by the outsiders' view approach adopted in this chapter. The first group represents the teachers who are observed and filmed while teaching their regular classes, and the second represents the inspectors and University lecturers who watch the videotapes and provide feedback in the form of their responses to the items in the Observation Grid.

4.2.1 The Teachers Observed

One of the constraints of this research was to find teachers who accept to be observed and have their performances videotaped. Not only do they feel uncomfortable when observed and worse still filmed, but many also admit that their feeling of uneasiness increases when the observation concerns pronunciation.

Among the considerable number of teachers approached, only four eventually accepted to contribute to the research. They all happen to be female teachers of high school freshmen. Two of them belong to the same institution, and the other two come from two other schools.

All of them hold a BA in English and show varying degrees (2, 6, 12 and 14 years) in terms of seniority. By the working standards set in this dissertation, two are junior teachers, and two are experienced ones.

4.2.2 The Observers

A group of five informants made up of three inspectors and two University lecturers accepted to examine the corpus, i.e. the four video-taped lessons and fill in the Observation Grid provided. Their feedback constitutes the second part of the analysis in this chapter.

4.3 The Data and Data Collection

In full agreement with the four teachers, we requested appointments for classroom observations that met with their regular scheduled lessons of pronunciation they selected to be observed in. The teachers were encouraged to approach the targeted teaching point/s the way they and their students were used to.

Conducting the observations involved, on the one hand, making videotaped recordings of the lessons, and on the other hand taking notes to help indicate elements that cannot be noticed through videotaping. A Sony camcorder is used to conduct the videotaping of the classroom observation. It was decided to film the whole lesson, fifty plus minutes of it in all four cases. There was no filming

when the teacher was explaining the intrusion of the camera and the tripod and the cameraman, or when the roster man came to collect the names of absent learners, or when requested to do so by the teachers for reasons beyond my control. Most of the time the camera was fixed to a tripod facing the teacher, and now and again, it was hand held to sweep across the classroom when deemed necessary.

The tapescripts for the four recordings have been prepared. For this purpose, we use the acronym TO which stands for teacher observed followed by a number from 1 to 4 to symbolise each of the four teachers.

The first part of the data in this chapter is made up of the recordings in the form of a DVD and the transcripts. These are then given to the five observers for critical examination. In order to direct their observation towards specific phenomena to be studied, the evaluators are supplied with the Observation Grid described in 4.5 below. The feedback from the evaluators constitutes the second part of the data.

4.4 Description of the Setting

As mentioned earlier, there are four classroom observations in three different schools. A description of the setting where the video-taping took place is given below. This description includes the presentation of the schools and the classes.

4.4.1 The Schools

All three schools are located in the Wilaya of Oran. Two of them are in the city of Oran and one is in its suburbs.

The three schools are state high schools and provide instruction to different streams. In the case of the first year classes, there are literary and scientific streams.

Our investigation revealed that all three schools have access to the Internet for teachers and learners, and they are also equipped with laptops and data-show projectors to display electronic data (data-logging equipment).

4.4.2 The classes

For the purpose of the research, it is obvious that the classes to be observed are of necessity high school freshmen. It is due to chance that the four classes belong to the scientific stream. The selection of the class was the teacher's; we only expressed our need for a freshman class.

The four classes are regular mixed-ability classes with a student population ranging from 27 to 36 per class.

For each class, the following description includes the different steps of the lesson, the teacher's approach/es and technique/s, the teaching materials and teacher-learner and learner-learner interaction.

4.5 Description of the Classes'

4.5.1 Classroom Observation One

The class counts 27 pupils seated in three rows. The observed teacher, TO1, is a thirty-five-year-old secondary school teacher. She has been teaching English as a foreign language for 14 years. She is the most senior teacher of the group.

The lesson TO1 chose to present is about intonation in questions. The lesson presented by TO1 does not exist as such in *ATC*. Aspects of rising and falling intonation appear in Units 1, 2 and 5. TO1 does not make any reference to the book.

TO1 begins the lesson by introducing the concept of intonation and eliciting a definition on the part of the learners who seem familiar with the concept. After agreeing on a definition of intonation and other concepts such as rising and falling intonation, the teacher writes a set of sentences on the board. The sentences represent so called 'Wh questions'. The learners listen to the teacher read the sentences and are asked to identify the type of intonation, that is, whether it is a rising or a falling intonation. The aim is to lead the learners to induce that there is a falling intonation with 'Wh' questions.

The same procedure is followed with so called 'yes/no' questions trying to draw the learners' attention on a rising intonation at the end of this type of sentences. During these two steps, the learners are to listen to the teacher and just say "up" with an upward hand movement for a rising intonation, and say "down" with a downward hand movement for a falling intonation.

TO1 carries on with intonation in tag questions. After a brief description of the structure of tag questions, two examples are written on the board. The teacher directs her pupils, through listening to her reading of the two sentences, to become aware of two intonation patterns. She says that there is a falling intonation with negative tag forms whereas the intonation rises when the tag is positive.

After the initial presentation, the teacher moves to the practice phase. In order to achieve this aim, she writes some sentences on the board and asks the learners to mark the intonation at the end of each sentence. The sentences selected give a global revision of the three patterns mentioned above. In the absence of specific instructions, some learners work individually while others join efforts in pairs.

After the learners have finished the activity, the teacher calls on volunteers to say the sentences with the correct intonation. Individual learners are called on to say the sentences and indicate whether they end with a falling or rising intonation.

4.5.2 Classroom Observation Two

The class is organised around four rows with 31 pupils. The observed teacher, TO2, is thirty-eight years old with an experience of 12 years of EFL teaching in the secondary school. She is the second experienced teacher of this experiment.

The lesson presented by TO2 concerns the pronunciation of final 's'. This aspect is dealt with in Unit 3 entitled *Our Findings*. The material used by the teacher to achieve her objectives is textbook-driven. It is mainly based on a passage on page 79 of *At the Crossroads*.

The pronunciation lesson is integrated within a reading comprehension lesson. It is part of a sequence called *Developing Skills* where the learners are to read a passage and do three comprehension activities before moving to the part of interest to us.

The part that is of particular concern to our research comes as a fourth activity. TO2 leads her learners to pick out words ending in 's' from the text and classify them according to the pronunciation of their final 's', that is, they have to identify whether 's' is pronounced /s/, /z/ or /ɪz/. In order to have a list of the words finishing with 's', the teacher asks her learners to propose words. The learners shout out words all together and the teacher selects some and jots them down on the board. Before dealing with the classification, she reviews the phonetic symbols with her learners. They are presented in terms of voice and voicelessness and written on the board under headings such as voiced, voiceless and, what TO2 calls, exceptions. In fact, she is referring to sibilant sounds like /s/, /z/, /ʃ/, /tʃ/ and /dʒ/. This review aims at reminding the pupils that 's' is pronounced /s/ after voiceless sounds, /z/ after voiced sounds and /ɪz/ after sibilant sounds. After that, TO2 designates a learner to go to the board to write the correct answers given by his classmates. It seems that the learners are accustomed to answering collectively. More than one learner answer at the same time, and the teacher selects the correct one asking the designated pupil to write it on the board. For further practice, TO2 asks her pupils to give other examples and pronounce them with the correct realisation of final 's'. She listens to them agreeing with some and correcting others.

4.5.3 Classroom Observation Three

There are 36 pupils in this classroom distributed through three rows. The observed teacher, TO3 is a twenty-eight year-old lady who has been an EFL teacher for 6 years.

The aspect of pronunciation presented in this observation is on the pronunciation of final 'ed'. With reference to the textbook, this aspect of pronunciation is included in Unit Two entitled *Once upon a Time*. TO3 does not make use of *At the Crossroads*. She uses a biography in a handout that she had distributed to the learners during an earlier class.

TO3 begins the lesson by identifying the type of text and the aspect of pronunciation to be dealt with in this class. The learners are asked to pick out from the text the verbs (printed in bold characters), and which are all regular verbs ending in 'ed'.

She calls on the pupils to say the words ending in 'ed' without providing any feedback concerning the accuracy of the pronunciation. She just says 'yes' to all the answers even if some words are mispronounced. Some examples of mispronunciation are:

Divorced /dɪvɔ:sed/ instead of /dɪvɔ:st/

Reduced /rɪdju:sed/ instead of /rɪdju:st/

Shocked /ʃɒked/ instead of /ʃɒkt/

The words are written on the board in order to be used in the next task which consists in classifying them in one of the appropriate columns symbolised by /t/, /d/ and /ɪd/ according to the pronunciation of final 'ed'. The activity is performed by the class as a whole with the pupils raising their hands to propose an answer at times and shouting it out at other times. The correct answer is written on the board in the appropriate column.

She encourages her learners to come up with the principles that govern the pronunciation of final 'ed'. She uses the phonetic symbols to summarise the rules determining the pronunciation of this aspect of assimilation.

4.5.4 Classroom Observation Four

The classroom is organised in three rows seating thirty pupils. The observed teacher, TO4 is twenty-four years old. She is the least senior of the group of TOs with only two years' teaching experience.

She is video-taped in her teaching of the pronunciation of final 'ed' and final 's'. The units in which these aspects of pronunciation are dealt with have already been mentioned. TO4 uses neither *ATC* nor any other written material. The decision to teach these two aspects during the same lesson is the teacher's. When asked about the rationale behind her choice, she insisted on the fact that this is how she usually proceeds with no further explanation.

The teacher starts the lesson by inquiring into the pupils' past activities aiming to generate sentences displaying regular verbs in the past simple. She selects three regular verbs and writes them on the board.

TO4 adopts a knowledge supplier type of instruction. She describes the principles governing assimilation in the case of final 'ed'. She uses terms such as voiced and voiceless without explaining them or checking if they are clear to the pupils.

Then, TO4 asks the learners to classify the words written on the board according to the pronunciation of their final 'ed'. One pupil at a time is designated to say the word and write it under the correct sound symbol in the table.

After that, with the collaboration of the class as a whole, the teacher writes the letters that influence the realisation of final 'ed'. She writes letters but says sounds, for example, she writes 'ch' and says /tʃ/.

TO4 moves on to the second aspect of pronunciation, namely the realisation of final 's'. She starts by eliciting from the pupils words ending in 's' and writes them on the board. She makes the learners repeat the words to draw their attention to the three different realisations of the final 's'. She follows an approach similar to the one adopted for the pronunciation of final 'ed'. She lists the letters or sounds, difficult to say which is which, that influence the pronunciation of final 's'.

She finishes with the traditional activity of classifying words according to the pronunciation of their final 's'. The activity is corrected adopting a whole-class approach.

4.6 Description of the Classroom Observation Grid

A class Observation Grid is constructed aiming at drawing the observers' attention to the phenomena that are of particular concern to our research. The grid presents 24 items divided into four parts listed as: elements of communication, teacher's proficiency, class organisation and material.

The observers are asked to note the presence or absence of the targeted criteria by ticking the appropriate column, 'yes' or 'no', or the appropriate qualifier ranked from 'excellent' to 'poor'. The first type of scoring is used with three parts, namely elements of pronunciation, class organisation and material. The ranking type is used with the part dealing with teacher's proficiency.

The first part of the Observation Grid, called Elements of Communication, includes thirteen items, numbered from 1 to 13, elaborated to uncover the teacher's focus when teaching pronunciation. Item 1 is concerned with form while item 2 focuses on meaning and attitude. Item 3 inquires into the actual negotiation of meaning and attitude. Item 4 observes the teachers' focus on possible outcome if the aspect taught is missed out or improperly used. Item 5 investigates the

pedagogic gradation moving from presentation and consolidation towards authentic communication. Item 6 refers to recourse to previous knowledge that can be useful to link the old with the new especially during the presentation phase. Item 7 observes the use of or the reference to the learners' mother tongue as a technique to help them conceptualise the notion taught. The integration of phonology with other skills and aspects of language is investigated through item 8. The involvement of authentic context-embedded language is investigated at both the comprehension level, with item 9, and the production level with item 10. Item 11 investigates whether the teachers encourage the re-use of the item taught in a communicative setting. Item 12 examines if the teachers encourage their learners to interact with each other. Raising consciousness on the ongoing nature of discourse is observed through item 13.

The next five items, numbered from 1 to 5 cover the teacher's own proficiency. Item 1 focuses on the teacher' mastery of the subject matter, namely phonology. Item 2 weights the teachers' spoken English in terms of native-likeness that can make them good enough models to be imitated by the learners. Item 3 investigates whether the teachers explain concepts clearly while item 4 observes the teachers' capacity to respond to the learners questions adequately. Item 5 inquires into the appropriateness of the tasks devised by the teachers in order to encourage their learners to transfer explicit knowledge of rules into pronunciation practice.

Five more items, numbered from 1 to 5 cover class organisation. Items 1, 2 and 3 investigate the ways teachers address their learners. The options offered are addressing individual learners, the whole class and pairs and/or groups. Items 4 and 5 observe whether the teachers give their learners the opportunity and time to practise the aspect of pronunciation taught.

The last five items, numbered from 1 to 5, focus on the material used in class. Item 1 concerns the use of *ATC*. Item 2 looks into the use of outside material. Items 3 and 4 inquire about the use of audio and video-taped material. Item 5 inquires into the use of ICT such as computers, projectors, etc.

The following table summarises the four parts and their declared objectives.

Part	Items	Declared Objectives
Elements of pronunciation	13	It investigates the presence of the targeted elements of communication such as meaning, attitude, negotiation of meaning and attitude, authenticity, contextualisation, interaction, etc.
Teacher's proficiency	5	It investigates the capacity of the teachers to master the subject matter and the accuracy of their pedagogy to transmit it. It also assesses their aural proficiency that can determine their quality as models.

| Class organisation | 5 | It investigates the way the teachers group and interact with their learners to practise the declared aspect of pronunciation. |
| Material | 5 | It investigate the type of material the teachers have recourse to in class to achieve their objectives. |

A copy of the Observation Grid appears in the Appendix under number 3a.

4.7 Data processing, Analysis and Results

The responses collected from the five observers are grouped and counted. The total and percentage concerning each item are established and used in the analysis of the grid. The percentage is calculated out of 20 responses (5 times 4) for each item.

The results are presented in the following sections.

4.7.1 Elements of Communication

Form vs. Meaning

The results obtained with items 1, 2 and 3 are presented in the table below.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
1. Focuses on form	Yes	4	5	5	5	19	95
	No	1	0	0	0	1	5
2. Hints at meaning and attitude.	Yes	2	0	0	2	4	20
	No	3	5	5	3	16	80
3. Focuses on negotiation of meaning and attitude.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100

From the table above, it can clearly be seen that all five observers (or 100%) agree that TO2, TO3 and TO4 focus on form, except for TO1 who scores 4 responses (or 80%).

Both TO1 and TO4 are observed to hint at meaning and attitude by 2 observers (or 40%). TO3 and TO4 however do not include meaning at all.

The observers (100%) unanimously indicate the absence of negotiation of meaning and attitude.

The total population shows an emphasised focus on form with 19 responses (or 95%) rather than on meaning and attitude with 01 response (or 5%). A complete neglect of negotiation of meaning and attitude is observed with the score of 20 (or 100%).

The following graph displays the scores mentioned above.
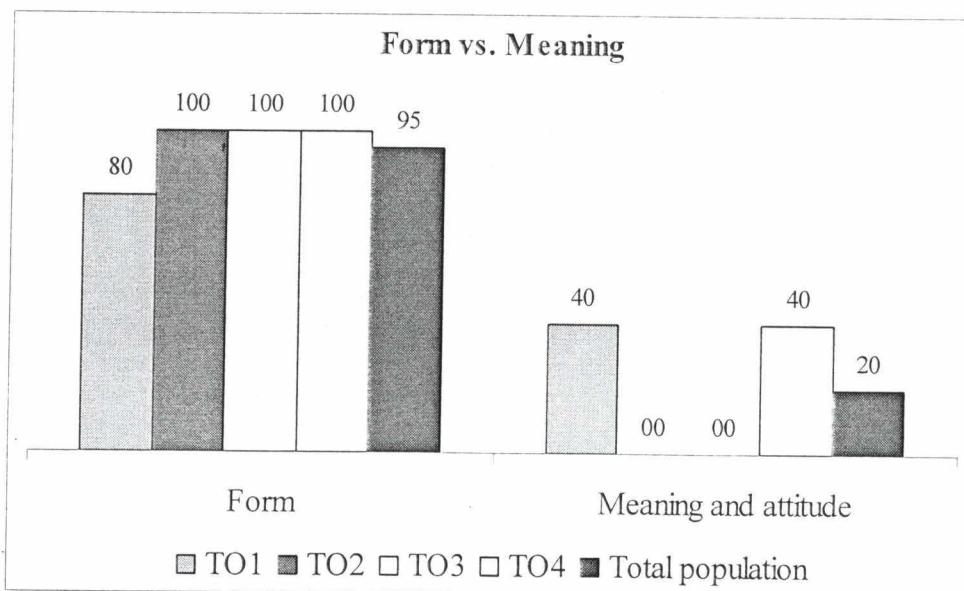
Graph 13: *Focus on Form vs. Meaning and Attitude*

Hints at Outcome in Case of Deficiency

The processing of item 4 gives the following table.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
4. Hints at possible outcome if item taught is missed out or improperly used.	Yes	1	3	2	1	7	35
	No	4	2	3	4	13	65

According to the table above no more than 1 response (or 20%), obtained by TO1 and TO2, describes teachers highlighting the possible outcome if the item taught is missed out or improperly used. In the case of TO2 and TO3, as many as 3 responses (or 60%) and 2 responses (or 40%) are recorded respectively.

When we view the results shown above with reference to the total population, a total of 7 responses (or 35%) note the attention drawn to the possible outcome if the item taught is missed out or improperly used.

Gradation towards Communication

The following table shows the results obtained with item 5

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
5. Goes beyond presentation and	Yes	0	1	0	0	1	5

consolidation to authentic communication.	No	5	4	5	5	19	95

Only 1 response (or 5%), is scored with item 5 showing a gradation from presentation and consolidation to authentic communication. It is observed with TO2. The overwhelming majority sticks to repetition and responding to stimuli.

Reference to Previous Knowledge

The results scored with item 6 are presented in the table below.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
6. Refers to previously acquired knowledge in the field.	Yes	1	4	2	5	12	60
	No	4	1	3	0	8	40

Results obtained with item 6 demonstrate, to varying degrees, that the majority of the teachers observed, with 12 responses (or 60%), refer to previously acquired knowledge in the field. The results described individually show that TO1, TO2, TO3 and TO4 score 1 response (or 20%), 4 responses (or 80%), 2 responses (or 40%) and 5 responses (or 100%) respectively.

Integration of Other Aspects of Language

The results obtained with item 8 give the table blow.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
8. Integrates other skills and other aspects of language	Yes	3	2	2	3	10	50
	No	2	3	3	2	10	50

We can note from the table above that there are fairly close results with all the teachers. The scores range from 2 to 3 as far as the integration of other skills and other aspects of language are concerned. These results viewed for the total population indicate that 10 responses (or 50%) denote the integration of other skills and other aspects of language with the teaching of pronunciation.

Authenticity

The following table presents the results obtained with items 9 and 10.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
9. Involves authentic context-	Yes	0	1	1	2	4	20

embedded language at the comprehension level	No	5	4	4	3	16	80

According to the results displayed in the table above, the involvement of authentic context-embedded language at the reception level does not constitute a top priority for the bulk of teachers observed.

The results point out a timid attempt at including authenticity and context of use. TO1 does not score any response. TO2 and TO3 score 1 response (or 20%) each. TO4 scores 2 responses (or 40%). The total population scores only 4 responses (or 20%).

Reinvesting in a Communicative Setting

The table below displays the results scored with item 11.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
11. Encourages the correct re-use of the item taught in a communicative setting.	Yes	0	0	1	1	2	10
	No	5	5	4	4	18	90

The results obtained with item 11 show that TO1 and TO2 do not score any point concerning the encouragement of the correct use of the aspect taught in a communicative setting. TO3 and TO4 score 1 response from one single observer (or 20%) each. The computation of the results scored by the total population shows a low degree of encouragement on the part of teachers to reinvest what they have learnt in a context involving genuine communication.

Aspects completely ignored

Collected here are the items that received a 'No' response from all the observers for all the teachers observed. The results obtained with items 7, 10, 12 and 13 are shown in the following table.

Questions	Choice offered	Responses				Total	%
		TO1	TO2	TO3	TO4		
7. Refers to learners' native tongue.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100
10. Involves authentic context-embedded language at the production level.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100

12. Encourages interaction between learners.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100
13. Raises consciousness on the ongoing nature of discourse. ＇	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100

No response is recorded with item 7. This means that there is no reference made to the learners' native tongue to teach the aspects of pronunciation.

According to scores with item 10, the results displayed in the table above, the involvement of authentic context-embedded language at the production level is far from being a concern for the teachers observed.

From the results displayed in the rest of the table above, it is clear that neither is there encouragement of interaction between learners nor raising consciousness on the ongoing nature of discourse. They are totally disregarded.

According to the results presented in this part, namely Elements of Communication, some observations are obvious. It is patent that form prevails over meaning and attitude in the classrooms observed. Form is important and should not be disregarded. Unfortunately, it is the one and only step in the classes observed neglecting meaning and attitude completely. This focus on usage over use and neglect of negotiation of meaning and attitude deprive the aspects of pronunciation of the communicative functions they can transmit.

This situation is accentuated by the pedagogy adopted by the population observed. A pedagogy that is limited to the presentation of a list of items/chunks in isolation neglecting context and authenticity. The learners are not given the possibility to transfer their knowledge of the aspects learned into an act of communication. This knowledge, if acquired, is left internalised away from any real communicative use.

The learners cannot be active participants in true communication acts if they are not encouraged to interact with each other using the aspects of pronunciation they are taught. Instead, these pupils are observed to be writing more than speaking.

Little is said about how different linguistic constituents (grammar, lexis, pronunciation, paralinguistic features, etc.) all work towards genuine communication.

In the observation column, many experts have commented on the following points: awareness raising, attitudinal function, integration, discourse and methodology.

Awareness raising: No reference at all is made to the native tongue. This could help raise the

	learners' awareness of the universality of certain pronunciation features, such as for example the attitudes attached to certain intonation contours for instance; or the law of the least effort when dealing with regressive or progressive assimilation.
Attitudinal Function	They suggest ways to raise the learners' awareness of the function of pronunciation as for example making them say the same utterance but expressing a different attitude to raise their awareness of the function of pronunciation
Integration	Another suggestion is to make the learners keep the same intonation contour but change the lexis (opposites of adjectives for example: Mary is so 'ugly'. Mary is so 'beautiful'.) to make learners aware of the integration of skills.
Discourse	Another important suggestion is to ask the learners about a given utterance: Who can say that? Where? To whom? In what circumstances? And ask them how it could change if one of the elements -speaker, addressee, topic- is changed in order to raise the learners' awareness of the discourse function of language.
Methodology	The observers also mention that in order to give the learners a sense of achievement, recordings of similar oral productions should be made at regular intervals, with extra features added to avoid boredom on the part of the fast learners. Example Task 1 page 27: seen a first time with the instructions as worded by the textbook writers, seen a second time to introduce the inclusive 'r', a third time to introduce silent letters, etc.

The summary of the experts' comments wrap up the discussion on Elements of Communication. In the next section, the results concerning teachers' proficiency are examined.

4.7.2 Teacher's Proficiency

In this part of the grid not one single response to any of the items proposed is scored as 'excellent' by the observers.

Mastery of Phonology

The results obtained with item 1 provide us with some indication of the teachers' mastery of phonology. Only 1 response (or 20%), obtained by TO2, describes her mastery as 'good'. This mastery is described as 'fair' for TO1 by one evaluator, scoring 1 (or 20%), TO2 and TO3 with 2

responses (or 40%) each and TO4 with 3 responses (or 60%). The most important number of responses is obtained with 'poor' scoring 4 responses (or 80%) by TO1, 3 responses (or 60%) by TO3 and 2 responses (or 40%) by TO2 and TO4.

The results above viewed according to the total population show that the observers think that the teachers' command of phonology is 'poor' with 11 responses (or 55%), 'fair' with 8 responses (or 40%) and 'good' with 1 response (or 5%).

The graph below provides a better visualisation of the results presented above.
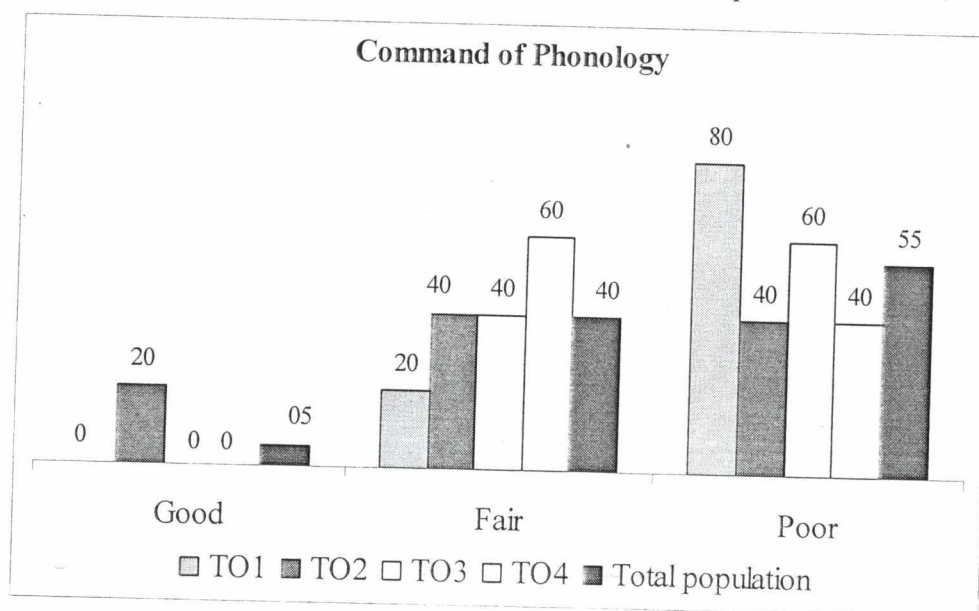
Graph 14: *Teachers' Command of Phonology*

Modlar Potential

Item 2 investigates the teachers' ability to represent good models worth following in terms of pronunciation. The results show that only 1 response (or 20%) views TO2 as a good model. A similar number of responses is recorded describing TO1, TO2, TO3 and TO4 as 'fair' with 3 responses (or 60%). The responses that describe the teachers observed as 'poor' are attributed to TO1, TO3 and TO4 with 2 responses (or 40%) each and TO 2 with 1 response (or 20%).

As regard the total population, only 1 response (or 5%) describes the population as good, 12 or 60% as fair and 7 or 35% as poor models in terms of pronunciation.

The results shown above are displayed in the following graph.
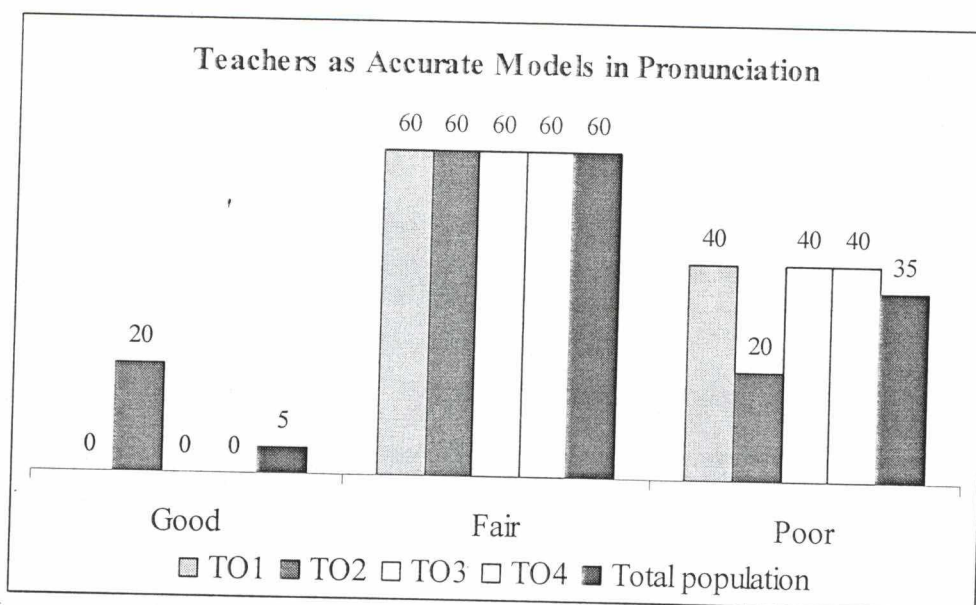
Graph 15: *Teachers as Accurate Models in Pronunciation*

Clarifying Concepts

Item 3 inquires into the teachers' expertise to explain concepts clearly. The computation shows that TO1 and TO4 are observed to be 'good' with 1 response (or 20%) and TO2 with 2 responses (or 40%). TO1, TO2 and TO3 are described as 'fair' scoring 2 responses (or 40%) each and TO4 with 1 response (or 20%).

The results described according to the total population show that no more than 4 responses (or 20%) underline the fact that the population are 'good' at explaining concepts, 7 responses (or 35%) show that it is 'fair' and 9 responses (or 45%) give 'poor' appreciation.

The graph below presents the results shown above.
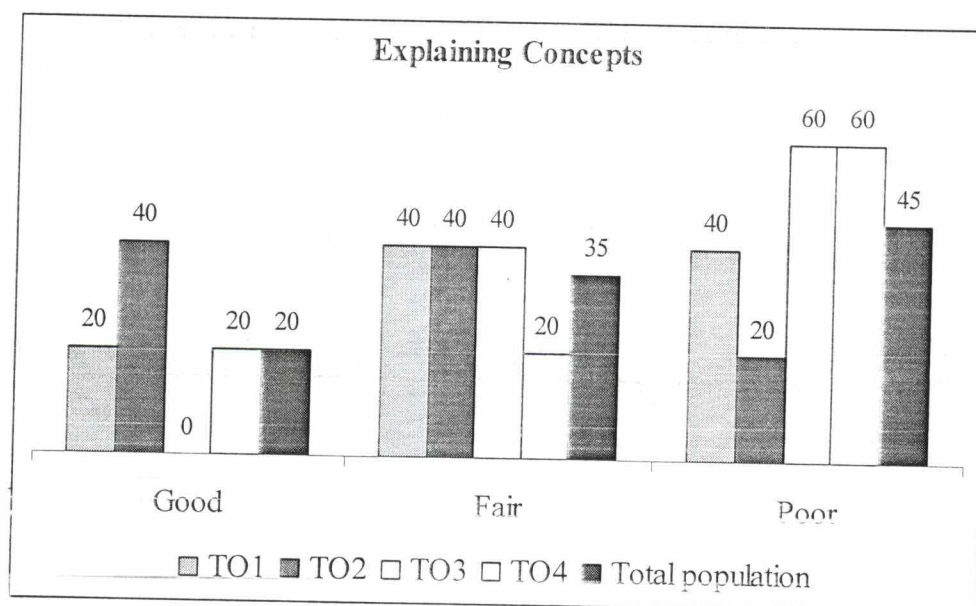
Figure 16: *Teachers' Explanation of Concepts*

Answering Learners' Queries

The observers' assessment of the responses to the learners' questions provided by the teachers' is inquired into with item 4. The results point out that only 1 response (or 20%) qualifies TO2's replies as 'good'. No more than 2 responses (or 40%) qualify TO2 and TO3's replies as 'fair' and while only 1 response (or 20%) is recorded with TO1. Most of the responses are recorded with 'poor'. They are distributed in a increasing order as 2 responses (or 40%) with TO2, 3 responses (or 60%) with TO3, 4 responses (or 80%) with TO1 and 5 responses (or 100%) with TO4.

The results presented as regard to the total population point out that only 1 response (or 5%) shows satisfaction with the Teachers' responses to the learner's questions, 5 responses (or 25%) describe it as fair and 14 responses (or 70%) show it is 'poor'.

The results presented above are displayed in the following graph.
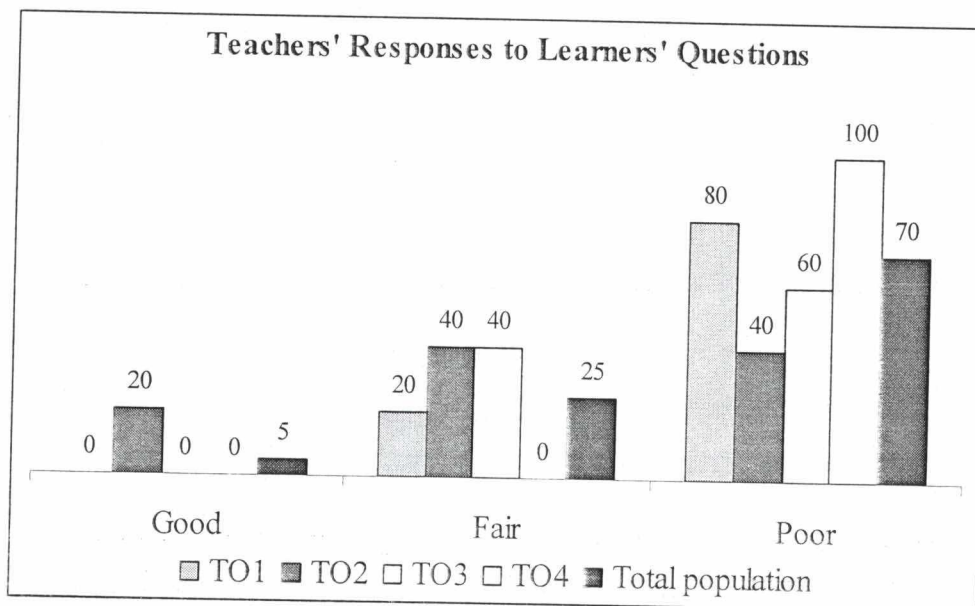
Graph 17: *Teachers' Responses to Learners' Questions*

Capacity to reinvest

Item 5 investigates the accuracy of the tasks devised by teachers to encourage their learners to re-invest the rules they have learned into pronunciation practice. The computation shows that only TO1 scores 1 response (or 20%) qualifying the tasks devised as 'good'. The quality of the tasks is observed as 'fair' with TO3 scoring 2 responses (or 40%) and TO1, TO2 and TO4 scoring 1 response (or 20%) each. The largest number of responses falls under the 'poor' heading where TO1 and TO4 score 3 responses (or 60%) each and 4 responses (or 80%) apiece.

The results viewed in terms of the total population indicate that just 1 response (or 5%) considers that the tasks devised by the teachers encourage the learners to transfer explicit

knowledge of rules into pronunciation practice as 'good'. No more than 5 responses (or 25%) describe the tasks devised as 'fair'. As many as 14 tasks (or 70%) view the quality of the tasks as 'poor'.

The following graph displays the results mentioned above.
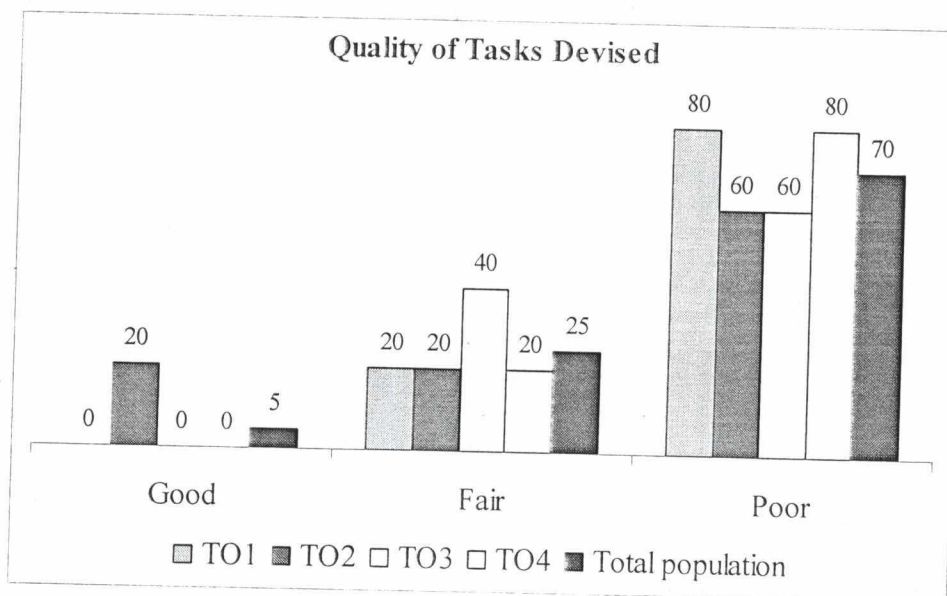
Graph 18: Devising Tasks to Encourage the Transfer of Rules into Pronunciation Practice

Overall View

The results displayed in this part, namely teacher's proficiency, highlight the fact that the teachers observed cannot hide their weaknesses in terms of mastery of the phonology of English. An instance of this deficiency is when two teachers who confuse sounds, phonetic symbols, and letters. Another instance concerns the one and only teacher who dealt with intonation and who does not seem to grasp the real signification and appropriate realisation of the intonation patterns.

The graph below gives a summary of the results displayed above. They are presented as regards the total population.
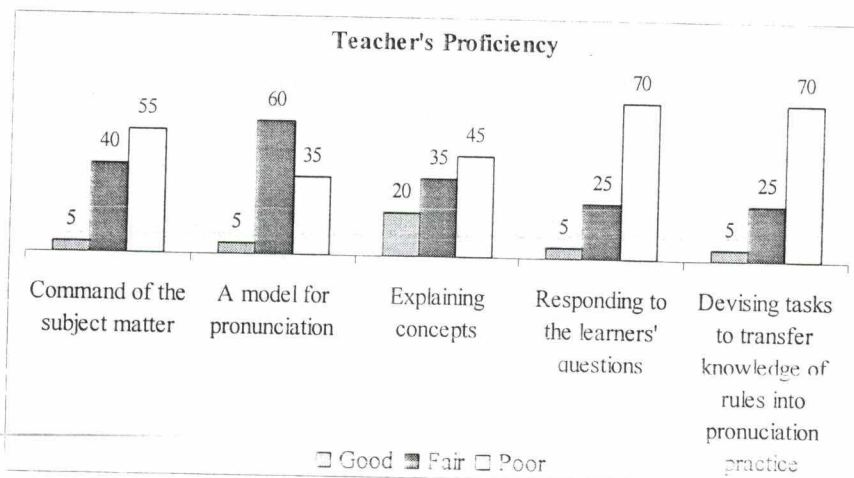
Graph 19: *Teachers' Proficiency*

Here are some notable observations made and advice given by the Inspectors and the University lecturers.

- o Some teachers give the wrong information: e.g. the 's' of 'always' or the intonation contour of the tag question.
- o Teachers should clearly distinguish between letters and sounds: the sound /x/ does not exist.
- o Teachers should stick to orthodox terminology: voiced and voiceless instead of vibrated and non vibrated sounds.
- o Learners are to be given the opportunity and the time to truly communicate with their teachers and with each other.

The results concerning teacher's proficiency have been discussed in this section. The next section is devoted to class organisation.

4.7.3 Class Organisation

Addressing Individual Learners

Item 1 investigates whether teachers address individual learners. The computation shows that it is the case with 4 responses (or 80%) attributed to TO1 and TO2 each and 3 responses (or 60%) with TO3 and TO4 apiece. The total population is observed to address individual learners with 14 responses (or 70%).

Addressing the Whole Class

Addressing the whole class is inquired into with item 2. The results show that working with the whole class is observed with all the teachers observed. TO4 scores 5 responses (or 100%). TO2 and TO3 are attributed 4 responses (or 80%) each. No more than 1 response (or 20%) is recorded with TO1. as regard the total population, As many as 14 responses (or 70%) point out that addressing the whole class is present in the classes observed.

Pair and Group Work

Item 3 focuses on work with pair and group work. The responses recorded indicate that addressing pairs and groups is absent in the classes observed.

Practice Opportunity

The computation of responses scored with item 3 provides us with some indication of opportunities the teachers give to their learners to practise the aspect of pronunciation taught. This opportunity is considered to be sufficient with varying degrees by the observers. As many as 4 responses (or 80%) are recorded with TO2. No more than 2 responses (or 40%) are attributed to TO4. Only 1 response (or 20%) is observed with TO1. The results viewed as regard to the total

population indicate that 8 responses (or 40%) are recorded to show the observer's satisfaction with the amount of opportunities given to the learners.

Practice Time

Item 5 inquires into the amount of time given to the learners to practise the aspect taught. The results indicate that 3 responses (60%), scored by TO2, consider the amount of time as sufficient. TO1, TO3 and TO4 score only 1 response (20%).

The results described with reference to the total population point out that 6 responses (or 30%) express satisfaction with the amount of time.

The graph below gives a clear description of the situation.
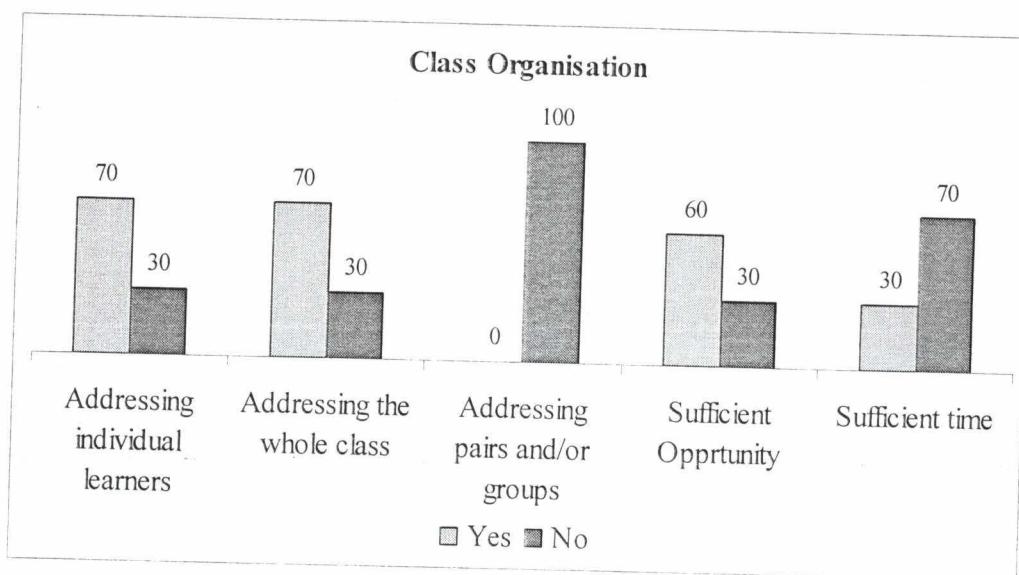
Graph 20: *Class Organisation*

In the observation column, the five outside observers noted that the legitimate agents in communication are the pairs rather than the individual pupils or the class. Teachers should make greater use of pair work.

4.7.4 Material

ATC Use

Item 1 investigates the use of *ATC* to teach pronunciation. The results clearly show that only TO2 uses *ATC* scoring 5 responses (100%). The other teachers observed do not have recourse to it.

The results described as regard the total population give 5responses (25%).

Outside Material Use

Item 2 inquires into the use of outside material. The computation points out that TO2 does not use any outside material while TO1, TO3 and TO4 are observed to use outside material scoring 5 responses (100%).
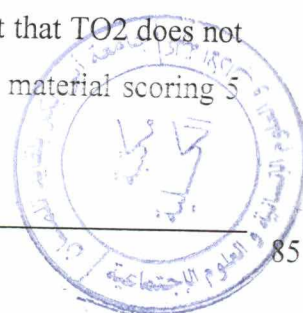
The total population therefore scores 15 responses (75%) concerning the use of outside material.

Material Completely Ignored

Items 3, 4 and 5 received a 'No' response from all the observers for the teachers observed.

According to scores collected with items 3 and 4, there is no use of audio-video material. The results in item 5 show the absence of ICT in the classes observed.

The following graph gives a clear visual illustration.
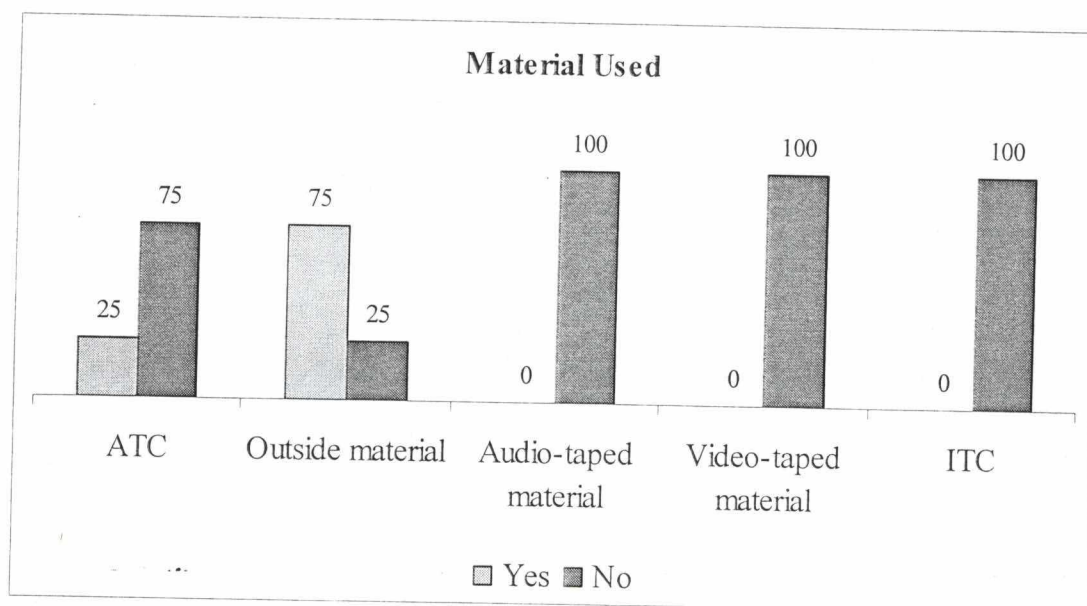
Graph 21: *Material Used*

One major finding in our research shows that teachers neglect the use of audio-visual aids. These very helpful resources should become an integral part of the lesson. They should be considered as basic tools to facilitate the learning of many aspects of pronunciation.

Instead of having teachers as the only model of spoken English, varied aids can help to provide the learners and the teachers with English by native speakers in the form of radio programmes, talk shows, weather forecast, the news, etc that represent real authentic speech. This can also minimise the teachers' talk to help them save their voices, save time and motivate the learners.

How to find time to plan and use such tools should not be thought of as a burden but rather as a worthwhile means to facilitate the leaning process. The question should take into consideration what material is available and how to make it the most effective.

The tools and techniques that can be used are too numerous to be listed in this section. They vary from Realia to Video/TV Strips. Above all, data show (lap top and projector) is a tool that we

favour the most and use in our classes. It offers limitless possibilities that can make the teaching of pronunciation more effective.

It seems to be a reasonable objective since high schools are all equipped with at least a set of lap top and projector. It is up to the teachers to act in favour of a change in their teaching and get some training in manipulating such devices.

This is confirmed by the inspectors who declare that audio-aids should be made readily available to provide learners with native or native-like models to be followed by the learners.

4.8 Conclusion

This final chapter puts the phonological input to the test of the classroom, which, all in all, is the closest to real life. Four classes have been observed and filmed and the video-tapes examined by Inspectors and University lecturers. The performances have been scrutinised against an Observation Grid constructed along the principles presented in Chapter One.

The data collected and its treatment has been devised to reinforce, together with the other research instruments, the framework of the research in terms of validity and reliability. In the context of data collection, this approach has served to corroborate the data collected from the other sources.

The data clearly highlights the teachers' inadequate preparation for the teaching of pronunciation, as well as the total absence of audio material likely to boost the teachers' self confidence and enhance the learners' capabilities.

The very fact that only one teacher was bold enough to present a pronunciation lesson devoted to intonation, and not to the all-too-often rehearsed lessons on the pronunciation of final 's' or final 'ed' says a lot about the self-confidence of the practitioners.

GENERAL CONCLUSION

Summary

Findings Revisited

Recommendations and Suggestions

Final Words

GENERAL CONCLUSION

We have tried to be systematic and consistent throughout this dissertation. We have also attempted to be just, rigorous and objective aiming at achieving reliable and valid findings. Our general conclusion presents a summary of the four chapters which make up the research, followed by a reminder of the major findings, then before the final words, a series of recommendations and suggestions thought to be of major interest for future research.

Summary

Pronunciation including all its features (sounds, stress, rhythm, intonation, connected speech, and even paralinguistic elements) is of paramount importance in language communication and inadequate control of these features can affect not only fluency but also comprehensibility at all levels of use. The teaching of pronunciation should therefore be part and parcel of the teaching/learning process. It cannot be viewed however as formal teaching of rules, of do's and don'ts, but it should be supported by a pedagogy which brings to the surface in a conscious way the communicative value which pronunciation vehicles.

This research is motivated by the fact that pronunciation, especially as regards its prosodic features, plays a key role in communication. Not only does it give the competent user an enviable near-native sound, but also, and more importantly, it helps ease the burden on the listener, and reduces the risk of being misunderstood just because of the wrong use of a stress or intonation pattern. Another reason is that pronunciation has been sidelined by many textbook writers and practitioners for one reason or another, which made it the 'Cinderella' of the teaching/ learning process

To study the position and status given to pronunciation in our schools and more precisely in the first year at the secondary level, we have opted for a procedure combining three instruments of research. We believe that for an accurate description of the situation, it is best to approach it from different angles: first, the textbook which translates the syllabus into manageable chunks to be taught; secondly, the practitioners and what they declare they do; and thirdly the classroom which reveals what actually happens. To those ends, the instruments built for the research include a checklist for evaluating phonology in *ATC*, a survey questionnaire for teachers' self-assessment and an observation grid for actual classroom evaluation. They have been used to try and find answers to the questions put in the General Introduction.

Chapter One begins with a bird's eye view of the theoretical background, or the state of the art literature in the field. We have tried to define what is meant by communicativeness on the one hand

and pronunciation on the other. The review of literature has helped work out the research instruments which were applied first to examine the phonology in *ATC*, then to assess how practising teachers view their own approach to phonology, and finally to see how inspectors and University lecturers evaluate,the videotaped performances of some secondary school teachers.

A checklist, based on the findings arrived at in Chapter One, was constructed, pre-tested and administered in Chapter Two. It has been used to evaluate the phonological content of *ATC*. The evaluation has focused on the effectiveness of the material used to foster communication, the methodology adopted and the degree of integration and interaction with other skills. We have also weighted what *ATC* purports to teach against the criteria drawn from the literature. We have collected the data obtained through the checklist. The data have been processed, analysed and the results presented in the Appendices.

Chapter Three sets the teachers' overall assumptions about pronunciation, how they see its treatment in the textbook and the way they teach it. In order to achieve these aims, a self-assessment survey based on the literature presented in Chapter One was constructed . The Survey Questionnaire was pre-tested and administered to secondary school teachers who teach or have taught first year secondary school classes using *ATC*. The data obtained have been processed, analysed and the results displayed in the Appendices.

Chapter Four examines the video-taped performances of four teachers evaluated by expert inspectors and University teachers using the third research instrument, that is an Observation Grid. The grid was constructed along the criteria drawn out in Chapter One. It was pre-tested and administered to three inspectors and two University lecturers. The data have been collected, processed and analysed focusing on the way pronunciation is treated and whether it meets criteria of communicativeness and integration and language representation. The data obtained have been processed, analysed and the results appear in the Appendices.

Findings Revisited

The findings have been scattered through this dissertation in the order in which they were uncovered, analysed and displayed throughout Chapters Two, Three and Four. Here is a reminder of the most important ones, because of their frequency, their distribution or their impact, usually negative, on communication.

First of all, the elements presented in *ATC* had all been studied in Middle School. The pupils are just rehashing the same old material over and over again, without any stimulating challenges.

Another feature is the exclusive reliance on form and the total neglect of meaning and attitude on the part of the teachers. They seem satisfied just teaching rules and making sure these rules are

memorised and implemented. They confuse 'teaching' pronunciation with 'teaching about' pronunciation.

Worse still, no effort is made at contextualisation of pronunciation, especially its prosodic features. The teaching is limited to the presentation and manipulation of isolated items. In such cases, teaching generally stops short of true communication. .How could it be otherwise when context, authenticity and spontaneity that are the blood and marrow of genuine communication are ignored?

The video-taped classes reveal that there is much room for improvement before the teachers can act as reliable models for the learners. In spite of the presence of ICT equipment and access to the Internet, teachers still depend almost exclusively on the textbook.

Recommendations and Suggestions

Several observations and recommendations have been made in the process of results analysis in the previous chapters. There are some however that are felt to be most important and need concentrating on and hopefully doing more research on. They concern, with varying degrees of focus, all the agents at issue: university lecturers, syllabus designers, textbook writers, inspectors, headmasters, administrators, and above all teachers and their pupils in the classroom. The major recommendations concern the following five domains: training, resources, gradation, teaching, and awareness raising.

Need for more pointed training

One of the main problems identified in this research is the teachers' lack of self-confidence when it comes to teaching pronunciation, originating from their own training (or lack of training) in the area. Teachers should be made aware of the role played by each component and what shortcomings in that specific component would entail to communication as a whole. It should be part of their ongoing professional development programmes, including workshops, peer observations, etc. Without such preparation, reluctant teachers cannot be encouraged to deal with pronunciation more confidently and, hopefully, more effectively.

Knowledge of phonetics and phonology is not enough. Teachers should also be given more help by enriching their teaching practices with a variety of techniques and activities that have proven to be successful in the teaching of particular aspects of pronunciation. When teachers are given a chance to air and share ideas and cross-fertilize field-tested experiences with colleagues, the feeling of being isolated fades away giving room to more productive collaborative team work.

Training should take place at all times: by College lecturers during pre-service training at College to acquire the initial know-how and provide good models, by inspectors during in-service training sessions to be familiar with standard procedures to follow, and finally by self-enhancing readings and action research by practising teachers to diagnose weaknesses and provide satisfactory remedies.

Resources

Resources come under two headings: Keys and Information and Communication Technology

Keys

A major recommendation prompted by the outside classroom observers' grids is that prior to the longer term pre- and in-service training, the teachers are to be provided as early as possible with keys to the tasks in *ATC* first and foremost to avoid any potential blunders caused by their lack of training in the field.

Information and Communication Technology

The availability of computers and easy access to the Internet should prompt teachers worth their salt to add another string to their bow by becoming computer literate and making full use of the hundreds of websites that exist in the area of TEFL, and more specifically pronunciation.

The technological advances and their availability can assist teachers in furthering their professional development through self-access, research and sharing of material. ICT provides an ideal chance to start and develop a Bank of field tested activities and techniques to share among colleagues.

Gradation

Gradation has also been mentioned by the observers. It is essential at all levels:
o   from receptive (listening, identifying, matching, etc), to reproductive (copying, repeating, reordering, etc.), to productive (anticipating, saying, telling, reading, summarising, etc.),
o   from non-verbal to verbal,
o   from easy to difficult
o   from form to meaning, function and attitude,
o   from isolated chunks to connected speech,
o   from guided presentation and manipulation to semi-guided consolidation to free and spontaneous use.

In a nutshell, the procedure could move from guided covert minimal pairs, to reproducing to actual production and ad-libbing.

Another form of gradation worth exploring has been suggested and its absence deplored. The observers note that there is hardly any pedagogical gradation: neither vertical gradation, within the unit where the first task is easier than the following and builds up to it, nor horizontal gradation across the units. It sounds logical to move from full control over what the learners produce in the first units, then move gradually to partial guidance then to 'freedom' and spontaneity. In other words, the gradation suggested is to start for example with repetition drills, then stimulus-response drills, then free production of isolated sentences built on the pattern learnt that day, and ending up with multi-patterned spontaneous interactive tasks, paving the way to authentic communication.

Teaching

Teachers worth their salt need pay attention to the following five important factors.

▪ Firstly, all agents should make use of the learners' previously acquired knowledge to pave the way to new acquisitions and give the learners a sense of achievement, the feeling that they are indeed making progress. This previously acquired knowledge can originate from the learners' native tongue or from previous years of study.

▪ Secondly, teachers should bear in mind that form is important, essential, vital, but meaning and attitude must of necessity follow to flesh out form. Pupils should be trained from a very early stage to listen for those features.

▪ Thirdly, heavy emphasis need be laid on listening, a very important covert skill that paves the way to speaking. Listening should be exploited to its fullest through ear-training. It can be applied to all levels of pronunciation: sounds, stress, rhythm, sentence stress, marked vs. unmarked intonation, meaning expressed, imagining an adequate context, etc. But as soon as possible, tasks should be devised by teachers and textbook writers to make learners listen for phonological items in an authentic context.

▪ Fourthly, learners should be introduced at a very early stage to rhymes and songs such as 'Are you sleeping?', 'Humpty Dumpty', 'London Bridge is Falling Down', 'Twinkle, Twinkle, Little Star', 'This is the House that Jack Built', etc. That should help them master the quasi-isochronic recurrence of stressed syllables or rhythm.

▪ Last but by no means least, the right focus must be directed to the teaching points. Textbook designers, teacher-trainers and teachers in their classrooms should focus on what is more important to guide learners. For example, in their teaching of the pronunciation of final 'ed', the most important element is when an extra syllable is added, much more so than the voiceless /t/ or voiced

/d/ which are far less noticeable audibly. In the first instance, the presence or absence of an extra syllable plays an important part in rhythm. This aspect should be stressed more heavily than the /d/ or /t/ options.

Awareness Raising

Another major recommendation concerns awareness or consciousness raising. We recommend very strongly referring to the native tongue to show the learners (and perhaps some teachers too) that such a feature as intonation (for example) exists also in their native language(s) and plays the same attitudinal or accentual or discourse functions.

Final Words

It looks as though only lip service is being paid to the revival of the teaching of pronunciation, which is still the *Cinderella* of English language teaching. It is symptomatic that on the part of the textbook writers all the phonology input appears in the form of tasks, implying that all the items presented have been introduced in previous years, which is true. We can go as far as saying that some tasks dealt with earlier are more sophisticated than those in the present textbook. Another indicator is that out of four volunteers who accepted to have their teaching filmed, as many as three decided to teach more or less the same feature, i.e. final 's' or final 'ed', which they have been doing for years and which their pupils have been tested in when they took their BEM English examination. Only one dared venture on unfamiliar grounds.

All actors are involved: curricula designers, textbook writers, inspectors, teachers and administrators. They are involved in varied and complementary ways, each within their respective areas of concern and expertise, with a primary focus in mind: they are all cooperating for the good of the learner.

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APPENDICES

1a) Checklist for Textbook Evaluation

Criteria	Unit number					Total	%
	1	2	3	4	5		
A) Communicative Language Ability							
1. How many times does the task transmit globally applicable and learnable phonological rules?							
2. How many times does the task practise pronunciation in isolation (i.e. as a list of independent items)?							
3. How many times does the task include pronunciation features in context?							
4. How many times does the task raise the learners' awareness of sociolinguistic, discursive or strategic rules of use?							
5. In how many tasks is communication "the major element" in the task?							
6. How many times does the task represent an opportunity for purposeful language to be expressed?							
7. How many times does the task prepare the learner for language use through follow-up tasks?							
8. How many times does the task involve mechanical performance?							
9. In how many tasks does the content create learner awareness of the "stochastic" nature of discourse?							
B) Canale's Components of Communication							
10. How many times does the task focus on meaning or negotiation of meaning?							
11. How many times is the task genuinely interactive (do learners talk about what they want to)?							
12. How many times does the task require pair work or group work?							
13. In how many tasks is there a degree of unpredictability concerning form or message?							

14. In how many tasks is language in the task entirely textbook controlled?								
15. How many times does the task raise the learner's consciousness as to the ongoing nature of discourse?								
16. In how many tasks is there a communicative purpose connected to the task?								
17. In how many tasks does the context involve authentic language being comprehended or produced?								
18. How many times does the task have a communicative outcome dependent / based on correct pronunciation?								
C) Aspects of Pronunciation								
19. How many times is the task primarily segmental?								
20. How many times is the task primarily suprasegmental?								
D) Integration/Interaction								
21. In how many tasks is pronunciation the main focus of the task?								
22. In how many tasks is the task linked to other skills on the page or unit?								
E) Listening								
23. In how many tasks does the pronunciation task involve listening?								
24. In how many tasks is the listening accompanied by audio-taped material?								
25. In how many tasks does the listening provide "a true representation of real spontaneous speech"? (Underwood, 1993)?								

The numbers under columns 1 to 5 represent the number of times the criterion under study occurs.

1b) Declared Objectives of the Checklist Criteria

Criterion#	Literature drawn from	Declared Objectives
1	Linguistic Competence	It evaluates the presence of globally-applicable rules and patterns in expediting 'correct' knowledge.
2	Citational Approach	It evaluates the isolation of pronunciation within an accumulated entities approach.
3	Context	It evaluates whether language is used in contexts of use.
4	Communicative Language Ability	It looks for other competences as part of the communicative competence.
5		It assesses Allwright's inquiry whether communication is "the major element"
6	Follow up	It is concerned with opportunities for performance.
7	Morley pedagogic gradation	It considers whether pronunciation is part of a greater pedagogic process, serving as a pre-speaking or listening task.
8	Focus on form	It evaluates whether the activity is purely mechanical.
9	Discourse function	It focuses on the ongoing choices speakers have to make as discourse progresses.
10-18	Canale's seven criteria	They investigate the existence of Canale's components of communication mentioned in Chapter One (Section 1.2.1). These criteria encompass elements central to communicative language such as meaning, feedback, pair work, consciousness-raising, purpose, authenticity and outcome.
19-20	Elements of pronunciation	They evaluate whether the task is exclusively focusing on one aspect segmental/suprasegmental or seeking to ascertain the segmental-suprasegmental balance.
21-22	Integration	They aim at identifying the degree of integration of pronunciation with other skills.
23-25	Representative language	They evaluate the presence of listening and audio-taped material as support to practise pronunciation. They also investigate the extent to which the language in listening is representative of real spontaneous speech.

1c) Results of the Textbook Evaluation

Criteria	Unit number 1	2	3	4	5	Total	%
A) Communicative Language Ability							
1. How many times does the task transmit globally applicable and learnable phonological rules?	4	3	4	3	3	17	37.77
2. How many times does the task practise pronunciation in isolation (i.e. as a list of independent items)?	6	4	9	9	6	34	75.55
3. How many times does the task include pronunciation features in context?	4	2	0	0	2	8	17.77
4. How many times does the task raise the learners' awareness of sociolinguistic, discursive or strategic rules of use?	2	1	0	0	2	5	11.11
5. In how many tasks is communication "the major element" in the task?	1	1	0	0	2	4	08.88
6. How many times does the task represent an opportunity for purposeful language to be expressed?	1	1	0	0	2	4	08.88
7. How many times does the task prepare the learner for language use through follow-up tasks?	0	2	0	0	2	4	08.88
8. How many times does the task involve mechanical performance?	9	4	9	9	8	29	64.44
9. In how many tasks does the content create learner awareness of the "stochastic" nature of discourse?	0	1	0	1	2	4	08.88
B) Canale's Components of Communication							
10. How many times does the task focus on meaning or negotiation of meaning?	2	1	1	1	2	7	15.55
11. How many times is the task genuinely interactive (do learners talk about what they want to)?	0	1	0	0	0	1	02.22
12. How many times does the task require pair work or group work?	1	1	0	0	1	4	08.88
13. In how many tasks is there a degree of unpredictability concerning form or message?	0	1	0	0	0	1	02.22
14. In how many tasks is language in the task entirely textbook controlled?	10	6	10	9	9	44	97.77
15. How many times does the task raise the learner's consciousness as to the ongoing nature of discourse?	2	1	1	0	2	6	13.33

	1	2	3	4	5		
16. In how many tasks is there a communicative purpose connected to the task?	1	1	0	0	0	2	04.44
17. In how many tasks does the context involve authentic language being comprehended or produced?	2	1	1	1	3	8	17.77
18. How many times does the task have a communicative outcome dependent / based on correct pronunciation?	1	1	0	0	0	2	04.44
C) Aspects of Pronunciation							
19. How many times is the task primarily segmental?	4	0	2	5	2	13	28.88
20. How many times is the task primarily suprasegmental?	6	7	8	4	7	32	71.11
D) Integration/Interaction							
21. In how many tasks is pronunciation the main focus of the task?	10	5	9	9	9	42	93.33
22. In how many tasks is the task linked to other skills on the page or unit?	0	4	0	0	3	7	15.55
E) Listening							
23. In how many tasks does the pronunciation task involve listening?	5	3	4	6	4	22	48.88
24. In how many tasks is the listening accompanied by audio-taped material?	0	0	0	0	0	0	00,00
25. In how many tasks does the listening provide "a true representation of real spontaneous speech"? (Underwood, 1993)?	2	0	0	0	1	3	06.66

The numbers under columns 1 to 5 represent the number of times the criterion under study occurs.

2a) Survey Informant's Questionnaire

Name (Optional):   Sex: Age:

1. Degrees held

Country	Degree	Year Obtained

2. Learning experience

Institution Duration (in years)	Middle School	Secondary School	College	Elsewhere

3. If elsewhere, please indicate

4. Teaching experience

Institution Duration (in years)	Middle School	Secondary School	College	Elsewhere

5a. Do you teach pronunciation formally?

Yes   [   ]   No   [   ]

> **Formally**: Explicit and direct teaching of pronunciation (lessons) as opposed to occasional corrections of mispronounced elements.

5b. Why or why not?

6. Do you feel comfortable when teaching pronunciation?

Yes   [   ]   No   [   ]

7. How much time within a unit do you devote to the teaching of pronunciation?

8. Is that amount of time covered in one session (1) or spread throughout the unit (2)?

[ ]

9. When you teach pronunciation, which aspects do you focus on? (More than one tick is possible) ,

Sound [ ]   Rhythm [ ]   Word Stress [ ]   Intonation [ ]

Sentence Stress [ ]   Juncture [ ]

10. Which aspect/s of pronunciation do you find more difficult to teach?

[   ]

11. Do you teach pronunciation in a context?

Never [ ]   Rarely [ ]   Sometimes [ ]   Always [ ]

12. Does the teaching of pronunciation have an impact on communication?

Yes [ ]   No [ ]

13a. There are different ways to approach pronunciation. Which of these do you use? (Tick wherever applicable)

Class tasks/activities with pronunciation as the main focus   [ ]

Class tasks/activities with pronunciation as a component   [ ]

Through imitation of a model   [ ]

Through listening to some aids   [ ]

Other ways   [ ]

13b. If "other ways" is ticked, please describe:

[   ]

14. Have you had any formal training <u>in the teaching</u> of pronunciation?
(Courses, workshops, etc)

14a. As a student:

Yes ☐   No, ☐

14b. As a teacher:

Yes ☐   No ☐

14c. Please describe:

☐

15. Did you teach pronunciation formally before (when it was not in the textbook)?

Yes ☐   No ☐

16. Do you use the first year textbook to teach pronunciation?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

17a. Does the material in the textbook meet your expectations of the teaching of pronunciation?

Completely ☐   To a great extent ☐   To a certain extent ☐

No ☐

17b. If your answer to the question above is different from 'completely', give examples of shortcomings:

☐

18a. Do you use additional pronunciation teaching materials?

Yes [ ]   No [ ]

18b. Why or why not? '

[ ]

19. Do you use audio recordings by native speakers?

Yes [ ]   No [ ]

20. Do you regret the absence of such aids?

Yes [ ]   No [ ]

21. What is your degree of satisfaction with the textbook as far as the teaching of pronunciation is concerned?

Not satisfied 1   2   3   4   5 very satisfied   [ ]

22. Does the book foster an awareness of prosodic skills both receptively and productively?

Yes [ ]   No [ ]

> Prosodic: A characteristic which extends over more than one sound in an utterance, e.g. stress and intonation.

23. Did you notice any progress in the learners' pronunciation since you started teaching it explicitly?

Yes [ ]   No [ ]

2b) Results of the teachers' questionnaire

Questions	Choice offered	Informants' Comments	Responses	P	Respondents	No Answer
5a. Do you teach pronunciation formally?	Yes		47	78.3	60	0
	No		13	21.7		
5b. Reasons behind the teaching or not of pronunciation formally.		Part of the syllabus	8	13.33	45	15
		An important skill that helps to understand and be understood	7	11.66		
		Is in the textbook	5	8.33		
		Is an obligation	4	6.66		
		Provides pupils with different pronunciation rules	4	6.66		
		Improve pupils' pronunciation	4	6.66		
		Part of the learning process	2	3.33		
		Pupils like it.	2	3.33		
		Teachers need some training.	4	6.66		
		Very difficult	2	3.33		
		Time hindrance	1	1.66		
		The learners are not native speakers of English and never speak it outside	1	1.66		
		Not important for pupils	1	1.66		

6. Do you feel comfortable when teaching pronunciation?	Yes		38	63.3	60 0
	No		22	36.7	
8. Is the amount of time covered in one session (1) or throughout the unit (2)?	(1)		23	38.3	60 0
	(2)		37	61.7	
9. When you teach pronunciation, which aspects do you focus on? (More than one tick is possible)	Sound		56	93.3	60 0
	Rhythm		17	28.3	
	Word stress		50	83.3	
	Sentence stress		5	8.3	
	Intonation		34	56.7	
	Juncture		3	5	
10. Which aspect/s of pronunciation do you find more difficult to teach?	Sound		0	0	56 4
	Rhythm		8	13.33	
	Word stress		16	26.66	
	Sentence stress		28	46.66	
	Intonation		26	43.33	
	Juncture		4	6.66	
11. Do you teach pronunciation in a context?	Never		1	1.7	60 0
	Rarely		12	20	
	Sometimes		33	55	
	Always		14	23.3	
12. Does the teaching of pronunciation have an impact on communication?	Yes		53	88.3	60 0
	No		7	11.7	
13a. There are different ways to approach pronunciation. Which of these do you use? (Tick wherever applicable)	Class tasks with pronunciation as the main focus.		40	66.7	60 0
	Class tasks with pronunciation as a component		22	36.7	
	Through imitation of a model		28	46.7	
	Through listening to some aids		21	35	
	Other ways		6	10	
14a. Have you had any formal training in the teaching of pronunciation as a student? (Courses, workshops, etc)	Yes		34	56.7	60 0
	No		26	43.3	
14b. Have you had any formal training in the teaching of pronunciation as a teacher? (Courses, workshops, etc)	Yes		18	30.00	60 0
	No		42	70.00	

15. Did you teach pronunciation formally before (when it was not in the textbook)?	Yes			18	30.00	60	0
	No			42	70.00		
16. Do you use the first year textbook to teach pronunciation?	Never			9	15.00	60	0
	Rarely			8	13.3		
	Sometimes			34	56.7		
	Always			9	15.00		
17a. Does the material in the textbook meet your expectations of the teaching of pronunciation?	Completely			3	5.00	60	0
	To a certain extent			44	73.3		
	No			13	21.7		
17b. Examples of shortcomings concerning the treatment of pronunciation ion in *ATC*.		Missing aspects of pronunciation	4	6.66	26	34
		Lack of audio-visual aids, especially recordings of English native speakers	5	8.33		
		De-contextualised language	4	6.66		
		Insufficient material and practise	9	15		
		Absence of rules	3	5		
		Not adapted to the learners' level	4	6.66		
18a. Do you use additional pronunciation teaching materials?	Yes			21	35	60	0
	No			39	65		
18b. Reasons behind the use or not of additional material.	Do not use	Absence of the necessary material, including hardware and software	15	25	39	21
	Do not use	Low level of mastery of technology on the part of teachers	5	8.33		
	Do not use	Lack of time	4	6.66		
	Do not use	Too long syllabus	3	5		
	Use	Additional activities for consolidation	9	15		
	Use	Make the learners listen to native speakers	3	5		
19. Do you use audio recordings by native speakers?	Yes			9	15	60	0
	No			51	85		
20. Do you regret the absence of such aids?	Yes			59	98.3	60	0
	No			1	1.7		

21. What is your degree of satisfaction with the textbook as far as the teaching of pronunciation is concerned?	1 (not satisfied)		11	18.3		
	2		32	53.3		
	3		15	25	60	0
	4		2	3.3		
	5 (very satisfied)		0	0		
22. Does the book foster an awareness of prosodic skills both receptively and productively?	Yes		20	33.3	60	0
	No		40	66.7		
23. Did you notice any progress in the learners' pronunciation since you started teaching it explicitly?	Yes		45	75	60	0
	No		15	25		

Note: Items 1 through 4 do not appear because they concern the respondent's personal data.
   Item 7 concerns the amount of time devoted to the teaching of pronunciation within a unit. It has been left out because 55% of the respondents answered "It depends." While for the rest the time range was too wide: It varied from 10 minutes to two hours.

2c) Results of the Teachers' Questionnaire (Seniority)

Questions	Choice offered	Junior		Experienced		Total	%
		R	%	R	%		
5a. Do you teach pronunciation formally?	Yes	17	94.44	30	71.42	47	78.33
	No	01	05.55	12	28.57	13	21.66
6. Do you feel comfortable when teaching pronunciation?	Yes	13	72.22	25	59.52	38	63.33
	No	5	27.77	17	40.47	22	36.66
8. Is the amount of time covered in one session (1) or throughout the unit (2)?	(1)	08	44.44	15	35.71	23	38.33
	(2)	10	55.55	27	64.28	37	61.66
9. When you teach pronunciation, which aspects do you focus on? (More than one tick is possible)	Sound	17	94.44	39	92.85	56	93.30
	Rhythm	10	55.55	07	16.66	17	28.30
	Word stress	13	72.22	37	80.09	50	83.30
	Sentence stress	02	11.11	03	07.14	05	08.30
	Intonation	17	94.44	17	40.47	34	56.66
	Juncture	01	05.55	02	04.76	03	05.00
10. Which aspect/s of pronunciation do you find more difficult to teach?	Sound	00	00.00	00	00.00	00	00.00
	Rhythm	03	16.66	05	11.90	08	13.33
	Word stress	04	22.22	12	28.57	16	26.66
	Sentence stress	08	44.44	20	47.61	28	46.66
	Intonation	12	66.66	14	33.33	26	43.33
	Juncture	00	00.00	04	09.52	04	06.66
11. Do you teach pronunciation in a context?	Never	00	00.00	01	02.38	01	01.66
	Rarely	05	27.77	07	16.66	12	20.00
	Sometimes	11	61.11	22	52.38	33	55.00
	Always	02	11.11	12	28.57	14	23.33
12. Does the teaching of pronunciation have an impact on communication?	Yes	16	88.88	37	80.09	53	88.33
	No	02	11.11	05	11.90	07	11.66
13a. There are different ways to approach pronunciation. Which of these do you use? (Tick wherever applicable)	Class tasks with pronunciation as the main focus	13	72.22	27	64.28	40	66.66
	Class tasks with pronunciation as a component	05	27.77	17	40.47	22	36.66
	Through imitation of a model	09	50.00	19	45.23	28	46.66
	Through listening to some aids	06	33.33	15	35.71	21	35.00
	Other ways	00	00.00	06	14.28	06	10.00
14a. Have you had any formal training in the teaching of pronunciation as a student? (Courses, workshops, etc)	Yes	09	50.00	25	59.52	34	56.66
	No	09	50.00	17	40.47	26	43.33

14b. Have you had any formal training in the teaching of pronunciation as a teacher? (Courses, workshops, etc)	Yes	05	27.77	13	30.95	18	30.00
	No	13	72.22	29	69.04	42	70.00
15. Did you teach pronunciation formally before (when it was not in the textbook)?	Yes	04	22.22	14	33.33	18	30.00
	No	14	77.77	28	66.66	42	70.00
16. Do you use the first year textbook to teach pronunciation?	Never	03	16.66	06	14.28	09	15.00
	Rarely	03	16.66	05	11.90	08	13.33
	Sometimes	10	55.55	24	57.14	34	56.66
	Always	02	11.11	07	16.66	09	15.00
17a. Does the material in the textbook meet your expectations of the teaching of pronunciation?	Completely	00	00.00	03	07.14	03	05.00
	To a great extent	02	11.11	04	09.52	06	10.00
	To a certain extent	12	66.66	26	61.90	38	63.33
	No	03	16.66	10	23.80	13	21.66
18a. Do you use additional pronunciation teaching materials?	Yes	04	22.22	17	40.47	21	35.00
	No	14	77.77	25	59.52	39	65.00
19. Do you use audio recordings by native speakers?	Yes	03	16.66	06	14.28	09	15.00
	No	15	83.33	36	85.71	51	85.00
20. Do you regret the absence of such aids?	Yes	18	100	41	97.61	59	98.33
	No	00	00.00	01	02.38	01	01.66
21. What is your degree of satisfaction with the textbook as far as the teaching of pronunciation is concerned?	1 (not satisfied)	05	27.77	06	14.28	11	18.33
	2	08	44.44	24	57.14	32	53.33
	3	05	27.77	10	23.80	15	25.00
	4	00	00.00	02	04.76	02	03.33
	5 (very satisfied)	00	00.00	00	00.00	00	00.00
22. Does the book foster an awareness of prosodic skills both receptively and productively?	Yes	06	33.33	14	33.33	20	33.33
	No	12	66.66	28	66.66	40	66.66
23. Did you notice any progress in the learners' pronunciation since you started teaching it explicitly?	Yes	14	77.77	31	73.80	45	75.00
	No	04	22.22	11	26.19	15	25.00

Note: Items 1 through 4 do not appear because they concern the respondent's personal data.
Item 7 concerns the amount of time devoted to the teaching of pronunciation within a unit. It has been left out because 55% of the respondents answered "It depends." While for the rest the time range was too wide: It varied from 10 minutes to two hours.

2d) Results of the Teachers' Questionnaire (Sex)

Questions	Choice offered	Male		Female		Total	%
		R	%	R	%		
5a. Do you teach pronunciation formally?	Yes	10	76.92	37	78.72	47	78.33
	No	03	23.07	10	21.27	13	21.66
6. Do you feel comfortable when teaching pronunciation?	Yes	09	69.23	29	61.70	38	63.33
	No	04	30.76	18	38.39	22	36.66
8. Is the amount of time covered in one session (1) or throughout the unit (2)?	(1)	06	46.15	17	36.17	23	38.33
	(2)	07	53.84	30	63.82	37	61.66
9. When you teach pronunciation, which aspects do you focus on? (More than one tick is possible)	Sound	12	92.30	44	93.61	56	93.30
	Rhythm	00	00.00	17	36.17	17	28.30
	Word stress	13	100	37	78.72	50	83.30
	Sentence stress	02	15.38	03	06.38	05	08.30
	Intonation	07	53.84	27	57.44	34	56.66
	Juncture	01	07.69	02	04.25	03	05.00
10. Which aspect/s of pronunciation do you find more difficult to teach?	Sound	00	00.00	00	00.00	00	00.00
	Rhythm	03	23.07	05	10.63	08	13.33
	Word stress	02	15.38	14	29.78	16	26.66
	Sentence stress	03	23.07	25	53.19	28	46.66
	Intonation	09	69.23	17	36.17	26	43.33
	Juncture	01	07.69	03	06.38	04	06.66
11. Do you teach pronunciation in a context?	Never	01	07.69	00	00.00	01	01.66
	Rarely	03	23.07	09	19.14	12	20.00
	Sometimes	06	46.15	27	57.44	33	55.00
	Always	02	15.38	12	25.53	14	23.33
12. Does the teaching of pronunciation have an impact on communication?	Yes	13	100	40	85.10	53	88.33
	No	00	00.00	07	14.89	07	11.66
13a. There are different ways to approach pronunciation. Which of these do you use? (Tick whenever possible)	Class tasks with pronunciation as the main focus	08	61.53	32	68.08	40	66.66
	Class tasks with pronunciation as a component	04	30.76	18	38.39	22	36.66
	Through imitation of a model	08	61.53	20	42.55	28	46.66
	Through listening to some aids	03	23.07	18	38.39	21	35.00
	Other ways	01	07.69	05	10.63	06	10.00
14a. Have you had any formal training in the teaching of pronunciation as a student? (Courses, workshops, etc)	Yes	09	69.23	25	53.19	34	56.66
	No	04	30.76	22	46.80	26	43.33
14b. Have you had any formal	Yes	02	15.38	16	30.04	18	30.00

training in the teaching of pronunciation as a teacher? (Courses, workshops, etc)	No	11	84.61	31	65.95	42	70.00
15. Did you teach pronunciation formally before (when it was not in the textbook)?	Yes	07	53.84	11	23.04	18	30.00
	No	06	46.15	36	76.59	42	70.00
16. Do you use the first year textbook to teach pronunciation?	Never	01	07.69	08	17.02	09	15.00
	Rarely	02	15.38	06	12.76	08	13.33
	Sometimes	08	61.53	26	55.31	34	56.66
	Always	02	15.38	07	14.89	09	15.00
17a. Does the material in the textbook meet your expectations of the teaching of pronunciation?	Completely	00	00.00	03	06.38	03	05.00
	To a great extent	01	07.69	05	10.63	06	10.00
	To a certain extent	09	69.23	29	61.70	38	63.33
	No	03	23.07	10	21.27	13	21.66
18a. Do you use additional pronunciation teaching materials?	Yes	05	38.46	16	30.04	21	35.00
	No	08	61.53	31	65.95	39	65.00
19. Do you use audio recordings by native speakers?	Yes	03	23.07	06	12.76	09	15.00
	No	10	76.92	41	87.23	51	85.00
20. Do you regret the absence of such aids?	Yes	13	100	46	97.87	59	98.33
	No	00	00.00	01	02.12	01	01.66
21. What is your degree of satisfaction with the textbook as far as the teaching of pronunciation is concerned?	1 (not satisfied)	02	15.38	09	19.14	11	18.33
	2	08	61.53	24	50.06	32	53.33
	3	04	30.76	11	23.04	15	25.00
	4	00	00.00	02	04.25	02	03.33
	5 (very satisfied)	00	00.00	00	00.00	00	00.00
22. Does the book foster an awareness of prosodic skills both receptively and productively?	Yes	06	46.15	14	29.78	20	33.33
	No	07	53.84	33	70.21	40	66.66
23. Did you notice any progress in the learners' pronunciation since you started teaching it explicitly?	Yes	08	61.53	37	78.72	45	75.00
	No	05	38.46	10	21.27	15	25.00

Note: Items 1 through 4 do not appear because they concern the respondent's personal data. Item 7 concerns the amount of time devoted to the teaching of pronunciation within a unit. It has been left out because 55% of the respondents answered "It depends." While for the rest the time range was too wide: It varied from 10 minutes to two hours.

3a) Classroom Observation Grid

Elements of communication	Yes	No	Comments
1. Focuses on form			
2. Hints at meaning and attitude.			
3. Focuses on negotiation of meaning and attitude.			
4. Hints at possible outcome if item taught is missed out or improperly .			
5. Goes beyond presentation and consolidation to authentic communication.			

	Yes	No	
6. Refers to previously acquired knowledge in the field.			
7. Refers to learners' native tongue.			
8. Integrates other skills and other aspects of language			
9. Involves authentic context-embedded language at the comprehension level			
10. Involves authentic context-embedded language at the production level.			
11. Encourages the correct re-use of the item taught in a communicative setting.			
12. Encourages interaction between learners.			
13. Raises consciousness on the ongoing nature of discourse.			

Teacher's proficiency					
	Excellent	Good	Fair	Poor	Comments
1. Demonstrates command of the subject matter (phonology).					
2. Represents an accurate model in pronunciation for the pupils to imitate					
3. Explains concepts clearly.					
4. Responds to the learners' questions adequately.					
5. Devises tasks which encourage the learners to transfer explicit knowledge of rules into pronunciation practice.					

Class organisation			
	Yes	No	Comments
1. Addresses individual learners.			
2. Addresses the whole class.			
3. Addresses pairs and/or groups.			
4. Gives the learners opportunity to practise the aspect of pronunciation taught.			
5. Gives the learners enough time to practise the aspect of pronunciation taught.			

Material			
	YES	NO	Comments
1. Uses *ATC* (At the Crossroads).			
2. Uses outside material.			
3. Uses audio-taped material.			
4. Uses video-taped material.			
5. Uses ITC (CD, computers, etc.).			

Summary of salient points of the taped lesson

Additional Observer Comments

All five observers (C01 through C05) received one Observation Grid to fill in for each of the four teachers observed (Informants TO1 through TO4) with the relevant information for each one.

Concerning teacher one: '

Informant: TO1
Informant's seniority: 14 years.
Aspect/s of pronunciation treated: Intonation
Duration of the taped lesson: 34 minutes out of one hour.

Observer's code: _____
Number of students: 27
Page # in *ATC*: n/a

Concerning teacher two:

Informant: TO2
Informant's seniority: 12 years.
Aspect/s of pronunciation treated: final 's'
Duration of the taped lesson: 22 minutes out of one hour.

Observer's code: _____
Number of students: 31
Page # in *ATC*: p.79

Concerning teacher three:

Informant: TO3
Informant's seniority: 06 years.
Aspect/s of pronunciation treated: final 'ed'
Duration of the taped lesson: 31 minutes out of one hour.

Observer's code: _____
Number of students: 36
Page # in *ATC*: n/a

Concerning teacher four:

Informant: TO4
Informant's seniority: 02 years.
Aspect/s of pronunciation treated: final 's' and 'ed'
Duration of the taped lesson: 24 minutes out of one hour.

Observer's code: _____
Number of students: 30
Page # in *ATC*: n/a

3b) Global Results Classroom Observations

Questions	Choice offered	Responses					%
		TO1	TO2	TO3	TO4	Total	
Elements of communication							
Focuses on form	Yes	4	5	5	5	19	95
	No	1	0	0	0	1	05
Hints at meaning and attitude.	Yes	2	0	0	2	4	20
	No	3	5	5	3	16	80
Focuses on negotiation of meaning and attitude.	Yes	0	0	0	0	0	00
	No	5	5	5	5	20	100
Hints at possible outcome if item taught is missed out or improperly used.	Yes	1	3	2	1	7	35
	No	4	2	3	4	13	65
Goes beyond presentation and consolidation to authentic communication.	Yes	0	1	0	0	1	05
	No	5	4	5	5	19	95
Refers to previously acquired knowledge in the field.	Yes	1	4	2	5	12	60
	No	4	1	3	0	8	40
Refers to learners' native tongue.	Yes	0	1	0	0	1	05
	No	5	4	5	5	19	95
Integrates other skills and other aspects of language	Yes	3	2	2	3	10	50
	No	2	3	3	2	10	50
Involves authentic context-embedded language at the comprehension level	Yes	0	1	1	2	4	20
	No	5	4	4	3	16	80
Involves authentic context-embedded language at the production level.	Yes	0	0	0	0	0	00
	No	5	5	5	5	20	100
Encourages the correct re-use of the item taught in a communicative setting.	Yes	0	0	1	1	2	10
	No	5	5	4	4	18	90
Encourages interaction between learners.	Yes	0	0	0	0	0	00
	No	5	5	5	5	20	100
Raises consciousness on the ongoing nature of discourse.	Yes	0	0	0	0	0	00
	No	5	5	5	5	20	100

Questions	Choice offered	Responses					%
		TO1	TO2	TO3	TO4	Total	
Teacher's proficiency							
Demonstrates command of the subject matter (phonology).	Excellent	0	0	0	0	0	00
	Good	0	1	0	0	1	05
	Fair	1	2	2	3	8	40
	Poor	4	2	3	2	11	55
Represents an accurate model in pronunciation for the pupils to imitate	Excellent	0	0	0	0	0	00
	Good	0	1	0	0	1	05
	Fair	3	3	3	3	12	60
	Poor	2	1	2	2	7	35
Explains concepts clearly.	Excellent	0	0	0	0	0	00
	Good	1	2	0	1	4	20
	Fair	2	2	2	1	7	35
	Poor	2	1	3	3	9	45
Responds to the learners' questions adequately.	Excellent	0	0	0	0	0	00
	Good	0	1	0	0	1	05
	Fair	1	2	2	0	5	25
	Poor	4	2	3	5	14	70
Devises tasks which encourage the learners to transfer explicit knowledge of rules into pronunciation practice.	Excellent	0	0	0	0	0	00
	Good	0	1	0	0	1	05
	Fair	1	1	2	1	5	25
	Poor	4	3	3	4	14	70

Questions	Choice offered	Responses					%
		TO1	TO2	TO3	TO4	Total	
Class organisation							
Addresses individual learners.	Yes	4	4	3	3	14	70
	No	1	1	2	2	6	30
Addresses the whole class.	Yes	1	4	4	5	14	70
	No	4	1	1	0	6	30
Addresses pairs and/or groups.	Yes	0	0	0	0	0	00
	No	5	5	5	5	20	100
Gives learners opportunity to practise the aspect of pronunciation taught.	Yes	1	4	1	2	8	40
	No	4	1	4	3	12	60
Gives the learners enough time to practise the aspect of pronunciation taught.	Yes	1	3	1	1	6	30
	No	4	2	4	4	14	70

Questions	Choice offered	Responses					%
		TO1	TO2	TO3	TO4	Total	
Material							
Uses *ATC* (At the Crossroads).	Yes	0	5	0	0	5	25
	No	5	0	5	5	15	75
Uses outside material.	Yes	5	0	5	5	15	75
	No	0	5	0	0	5	25
Uses audio-taped material.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100
Uses video-taped material.	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100
Uses ITC (CD, computers, etc.).	Yes	0	0	0	0	0	0
	No	5	5	5	5	20	100

4) The Corpus: Inventory of Pronunciation Tasks in ATC

P = Page
W.S = Word Stress
C.S = Connected Speech

# = Number
S.S = Sentence Stress
P.M=Phonology Map

S = Sounds
I = Intonation
H.M = Hidden Message

Unit	P	#	Pronunciation Task	S	W.S	R	S.S	I	C.S	P.M
One	6	1	Listening to the teacher and marking the intonation					X		
	6	2	Transforming statements into requests with the right intonation					X		
	6	3	Classifying words according to stressed syllable		X					
	6	4	Listening to the teacher, correcting and then pronouncing words		X					-Intonation in polite requests
	6	H.M	Rewriting phonetic script using letters of the alphabet	Not taken into account.						-Stress in two-syllable words
	27	1	Reading dialogues and underlining silent 'r'	X						-Problem consonants /t/, /d/, /s/, /z/, /f/, /v/
	27	2	Listening to the teacher read the dialogues to check and then playing them out in pairs	X						
	27	3	Reading sentences to practise the pronunciation of the targeted consonants (/f/or /v/, /d/ or /t/, /s/ or /z/	X						-Primary stress in sentences
	27	4	Listening to the teacher read the sentences to check the answers	X						
	27	5	Guessing which word is heard the most and justifying the answer				X			
	27	6	Listening to the teacher read the dialogues to check and then playing them out in pairs				X			
Two	38	1	Classifying words according to 'ed'						X	
	38	2	Listening to the teacher to check and then say the words aloud						X	
	38	3	Classifying adjectives according to their stress patterns		X					
	38	4	Listening to the teacher to check and then using the adjectives to play a dialogue with a partner		X					-Stress in three-syllables words
	38	H.M	Rewriting phonetic script using letters of the alphabet	Not taken into account.						-Pronunciation of final 'ed'
	57	1	Listening to the teacher read a poem and identifying the intonation at the end of each verse					X		-Corrective stress
	57	2	Reading the poem aloud paying attention to intonation a and rhyme					X		-falling/rising intonation
	62	13	Classifying words according to 'ed'						X	
Three	68	2	Listening to the teacher and classifying the words according to the stress pattern		X					
	68	3	Listening to the teacher pronounce pairs of words and classifying them according to the stress pattern (stress shift)		X					
	68	H.M	Rewriting phonetic script using	Not taken into account.						

			letters of the alphabet							
Three	88	1	Identifying the silent letters and crossing them out	X						-Stress in compound words -Stress shift (noun/adjectives) -Pronunciation of /h/ in stressed and unstressed syllables -Problem letters: Silent 'w', 'n', etc. -Pronunciation of final 's'
	88	2	Listening to the teacher to check and then repeating the words without pronouncing the silent letters	X						
	88	3	Reading sentences quickly and then crossing out the 'h' when it is not pronounced						X	
	88	4	Listening to the teacher to check the answers						X	
	89	1	Reading a two-line dialogue and identifying the problem	X						
	89	2	Guessing the pronunciation of 's'/'es' and ticking the appropriate column						X	
	89	3	Reading sentences aloud with the appropriate pronunciation of the 's'/'es' endings						X	
	93	9	Classifying words according to the pronunciation of final 's'						X	
Four	100	1	Listening to the pronunciation of a direct question and identifying the intonation pattern (rising/falling)					X		- Intonation in indirect questions - Stress shift (noun/adjective) - Problem consonants: /n/ and /ŋ/
	100	2	Listening to the same question asked directly and identifying the intonation pattern					X		
	100	3	Listening to the teacher read the names of sciences and marking the stress			X				
	100	4	Listening to the teacher read the adjectives derived from the same nouns and marking the stress (stress shift)			X				
	100	H.M	Rewriting phonetic script using letters of the alphabet	Not taken into account.						
	120	1	Listening to the teacher and identifying the sentence s/he reads from the pairs.	X						
	120	2	Reading the sentences and identifying the sounds that make the sentences different	X						
	120	3	Completing the transcription of the word by ticking the appropriate box	X						
	120	4	Listening and checking then pronouncing the words appropriately	X						
	120	5	Rewriting phonetic script using letters of the alphabet							
Five	130	1	Listening to a dialogue and indicating the direction of the voice					X		-Intonation in yes/no questions and complex sentences Stress in words ending in 'tion', 'ssion' Stress in words starting with prefixes -Problem
	130	2	Playing out the dialogue with the right intonation changing the last sentence with one of the given					X		
	130	3	Listening to words and marking the stressed syllable			X				
	130	4	Pronouncing the verbs and their derivations			X				
	130	H.M	Rewriting phonetic script using letters of the alphabet	Not taken into account.						
	139	4	Listening to two sentences and marking their intonation						X	
	149	1	Guessing how 'ch' is pronounced	X						

Five			in the given words									consonants: /ʃ/, /k/, and /tʃ/
	149	2	Listening to the teacher read the words to check	X								
	149	5	Rewriting the opposites using phonetic scripts and putting stress where appropriate		X							
	149	6	Checking with the teacher and practising pronouncing the opposites		X							

5) Inventory of Listening Tasks outside our concern

Unit	P	#	Instructions	OBSV
One	5	2	Listening to the teacher to check answers.	
One	5	3	Listening to the dialogue and playing out using sequencers	
One	12	2	Listening to a telephone conversation to check answers	
Two	5	5	Listening and filling in a table	
Two	37	1	Listening to a tale to check answers	
Two	37	2	Reordering pictures	
Two	37		Listening to the second part of tale to check answers	
Two	37	4	Reordering sentences to get a coherent story	
Two	44	1	Listening to the dialogues and writing the number of each facility in one of the little box	
Three	67	1	Listening to an extract from an interview to check answers	
Three	67	2	Listening again and reporting what the interviewee says about newspapers	
Three	74	1	Listening to an interview to check answers	
Three	74	2	Listening again and filling in a form	
Four	99	1	Listening to the first part of a presentation of an invention to check answers	
Four	99	2	Listening to the second part of the presentation and answering questions	
Four	99	3	Listening to the whole text and jotting notes in a table	
Four	106	1	Listening to a conversation and answering questions	
Four	106	2	listening again and completing sentences	
Five	129	1	Listening to a radio report to check answers	
Five	129	3	Listening again and to check answers	
Five	129	4	Listening again and answering questions	
Five	136	3	Listening to a dialogue and completing the minutes	

6) Hardware used

Sony Handycam DCR TRV285E

Manufacturer's product description

This new Sony Digital8 camcorder provides all the advantages of digital movie making. The DCR-TRV285E is well suited to first time camcorder owners. Suitable for a first Digital Handycam user, the Sony DCR-TRV285E camcorder allows you to enjoy all the advantages of digital recording. There's an i.LINK connection for digital video editing on a PC or to copy footage to a DVD recorder, as well as USB for Web streaming purposes. PRODUCT FEATURES: 2nd Start / Stop REC button on LCD frame; 2nd zoom button on LCD frame.

General
MPN: DCRTRV285E.CEH, DCR-TRV285E
Product Type: Camcorder
Width: 8.5 cm
Depth: 15.1 cm
Height: 9.8 cm
Weight: 0.8 kg

Main features
Camcorder Sensor Resolution: 540 Kpix
Camcorder Effective Video Resolution: 350 Kpix
Webcam Capability: Yes
Media Type: Digital 8
Colour Support: Colour
Optical Sensor Type: CCD
Optical Sensor Size: 1/6"
Min Illumination: 0 lux
Analogue Video Format: PAL
Digital Zoom: 990 x
Recording Speed: SP, LP
Shooting Programs: Spotlight, Sunset & Moon, landscape, portrait mode, Beach & Ski, sports mode
Special Effects: Solarisation, Sepia, Mosaic, Stretch, Slim, Pastel, Monotone, Negative Art
Faders: White fader, monotone fader, mosaic fader, black fader
Image Stabiliser: Electronic (Steady Shot)
Max Shutter Speed: 1/4000 sec
Min Shutter Speed: 1/50 sec
Exposure Modes: Programme, automatic
White Balance: Automatic

Lens system
Type: Zoom lens - 2.5 mm - 50 mm - f/1.6-2.4
Focal Length: 2.5 mm - 50 mm
Focal Length Equivalent to 35mm Camera: 42 - 840mm
Focus Adjustment: Automatic, manual
Auto Focus: TTL contrast detection
Lens Aperture: F/1.6-2.4
Optical Zoom: 20 x
Zoom Adjustment: Motorised drive
Filter Size: 37 mm

Additional features
DV input: Yes
Low Lux / Night Mode: Yes
Built-in Light: Yes
Time Code: Yes
Additional Features: Built-in speaker, demonstration mode, backlight compensation, digital noise reduction

Viewfinder
Viewfinder Type: LCD monitor

Viewfinder Colour Support: Black & White
Viewfinder Resolution: 90,000 pixels

Display
Type: LCD display - TFT active matrix - 2.5" - colour
Display Form Factor: Rotating (270°)
Display Format: 123,000 pixels

Microphone
Type: Microphone - built-in
Microphone Technology: Electret condenser
Microphone Operation Mode: Stereo
Connections
Connector Type:

- 1 x composite video/audio output
- 1 x IEEE 1394 (FireWire/i.LINK)
- 1 x USB
- 1 x DC power input

Software
Software: Drivers & Utilities, Sony Picture Package

Miscellaneous
Included Accessories: Camcorder shoulder strap, lens cap
Cables Included:

- A/V cable
- USB cable
- SCART-Phono adapter, A/V cable
- USB cable

Power
Power Device: Power adapter - external

Battery
Supported Battery: Sony NP-FM30
Supported Battery Details: 1 x Li-ion rechargeable battery - 700 mAh (included)

Manufacturer warranty
Service & Support: 1 year warranty
Service & Support Details: Limited warranty - 1 year

7) Software used

http://www.surveymonkey.com

This site was used to design the survey used in Chapter Three. Once the data is collected, it helps the researcher sort and analyse it.

Tapescript CO1 (Intonation)

TO1: Intonation. What is it? Amina.

A pupil: It has a relation with the voice.

TO1: It has a relation with the voice. With voice, OK? To be more clear, intonation is the rise and the fall of the voice in speaking. The rise pupils! What's the meaning of the rise?

Pupils: the voice goes up

TO1: Good. The voice goes up. The rise means the voice goes up. However, fall, the voice goes down. Ok. To be more clear about the voice goes up and the voice goes down, we are going to check sentences. Take your copybooks, write the date, unit one. Intonation. It is, shall we repeat, the rise and fall of the voice in speaking. The voice goes up and the voice goes down. Look here, please. Look at these examples and say whether the intonation goes up or down. Now, here, you listen to me well. What's your job? Who is this person? And who are they? I repeat, what's your job? What do you notice here?

Pupils: Down.

TO1: Good. The intonation is down. We can say the intonation is down. Who is this person?

Pupils: Down.

TO1: Yes, my voice is down. Who are they?

Pupils: Down.

TO1: Down. Good. You are nice.

So, what can we remark here?

A pupil: With who and what, the intonation is down.

TO1: What is what and who? Hafida.

A pupil: WH questions.

TO1: Good. So the intonation with WH question goes down. Copy down on you copybooks this exercise to check rapidly the second one. It is not part one. It is task one. Task two. Read the following statements and say whether the intonation goes down or up. It is clear to you the question pupils? Yes? We are going to see what form of questions. Question two. Have you finished writing? Yes or not yet.

Pupils: Not yet.

Task two. Read the following statements and say whether the intonation goes down or up. Listen to me here. Put down your pens. Is she your keypal? Are they your teachers? Am I a polite a person? Is he your son? Repeat number one. Is she your keypal?

Pupils: Miss.

TO1: Samia.

A pupil: Up.

TO1: Yes, the intonation is up. We accept it, up. Is it like this?

Pupils: No.

TO1: That's the opposite. Number two. Are they your teachers?

Pupils: Up.

TO1: Number three. Am I polite person?

Pupils: Up.

TO1: Is he your son?

Pupils: Up.

TO1: Tell me about it. Which sort of question have we got here?

Pupils: Yes or No questions.

TO1: Why do we call them Yes/No questions? When I ask you, "Is she your keypal?"

A pupil: you wait an answer.

TO1: Very nice. Yes, Amina. You wait an answer. I wait an answer, yes, she is or no, she isn't. So here, we have WH questions. The intonation is down. However, with Yes/No questions, the intonation goes up. This is the first remark. We can write it as an observation. Shall I clean the middle?

Pupils: Yes.

TO1: Ok. You write exercise two. Have you finished?

Pupils: Not yet.

TO1: Ok. No problems. Have you already finished?

Pupils: Yes

TO1: We are going to see tag questions. Exercise three. Do you know pupils tag questions?

Pupils: Yes.

TO1: Yes! Very good.

A pupil: we did it last year.

TO1: What's the meaning of tag questions? Amina, did you do it last year? Try to remember.

Pupils: Questions

TO1: Questions automatically, yes.

Pupils: Two parts.

TO1: Good. Two parts. What else? You have two parts in tag questions. They are composed from two parts structured with either affirmative form or negative form. Shall I write to you? You want to copy it?

Pupils: Yes.

TO1: Write with me.

Examples. You write first. Tea originally comes from China. Doesn't it? Tea doesn't come from China. Does it? You write first then we check the intonation, here, in the first sentence then the second one. Don't forget to write the definition of tag questions. Clear everybody. You can see well? Look here, number one. Listen to me. Tea originally comes from China, doesn't it? Tea doesn't come from China, does it? What about number one?

A pupil: The intonation is up.

TO1: Where?

A pupil: Doesn't it? It is negative.

TO1: Very nice, Hafida. We have the negative form in the first tag question. So our intonation is going down. Number two we have... Have we got the negative form in number two?

Pupils: No.

TO1: So, it's the affirmative form. Tea doesn't come from China, does it?

Pupils: Up.

TO1: The intonation goes up. What we can say here when the speaker is completely of what he's saying. So, the intonation goes down. But, when he is not completely of what he's saying, the intonation goes up. We add something here in our observations. Tag questions Intonation goes down with negative form. Intonation goes up with affirmative form. Shall I clean here?

Pupils: Yes, miss.

TO1: See an exercise? Yes? Task four? Yes? You can add here something. Please add it to the observations with tag questions. If the speaker is completely of what he is saying, automatically the intonation goes down. If the speaker is not completely of what he is saying, the intonation goes up. We're going to see an exercise. Shall I clean the middle? Exercise of application. Read the following and say whether the intonation goes up or down. You read that pupils. You concentrate well. You ca you use arrows. Don't write goes up or goes down. Use directly the arrows. Let's correct.

A pupil: Goes up

TO1: Read the sentence.

A pupil: He hasn't taken this, has he?

TO1: Can you repeat, please?

A pupil: He hasn't taken this, has he?

TO1: He hasn't taken this, has he?

A pupil: Goes up.

TO1: Repeat it. Read it well.

A pupil: he hasn't taken this, has he?

TO1: Ok. Write it on the board. The intonation goes up. Number two. Yes miss.

A pupil: They can't move, can they?

TO1: Loudly, please.

A pupil: They can't move, can they?

TO1: Benchouia.

A pupil: what's the matter?

TO1: What's the matter? Say it like this. What's the matter?

A pupil: What's the matter?

TO1: Good. Djaballah.

A pupil: Did you understand?

TO1: Did you understand?

A pupil: the voice goes up.

TO1: Good. The voice goes up. You stay there, Djaballah.

A pupil: Is this important?

TO1: Is this important?

A pupil: It goes up.

TO1: You carry on, Hafida.

A pupil: Is it an e-mail?

TO1: Is it an e-mail? Halim.
A pupil: Who sent this message?
TO1: Who sent this message? Thank you very much for your attention, pupils.

Tapescript CO2 (Final 's')

TO2: Have you got your books? Open them page 79 and have a look at the text. Have a look at the text now, please. What is it about? Where is it taken from? Is it a, answer a, b or c? There are three answers.
Look. Is it advertisement page, advice column or is it an opinion page? What is it about according to you? Have a look at it.
Pupils: Advice column.
TO2: It is an advice column. So it is answer b. Right. You told me that there four paragraphs. You know there are four paragraphs, and there are four titles. Can you give each paragraph its title? Can you match each paragraph with its own title? They are given. Look at the question number two. There are four titles. Each paragraph is given a title. Can you match each paragraph with its title? If you don't have your books, you cannot work, you know! Can you read that? Can you read it for us?
A pupil: Expressing concern over a problem.
TO2: Very good. Yes. Anybody who wants to repeat what she said. What she has just said. Yes. Benhalima, please. Can you repeat what she has just said? Can you repeat Miss Roumaissa?
A pupil: Expressing concern over a problem.
TO2: So it is answer…
Pupils: "b".
TO2: Right. So it is answer b. So paragraph one…its purpose is…can you dictate it for me?
A pupil: expressing concern over a problem.
TO2: What does the psychologist show his patient?
Sympathy. He shows her sympathy. He is sympathetic with her. It means he is sharing the problems with her. He doesn't give her the solutions yet. He is only sympathetic with her. So what is it?
Pupils: "d".
TO2: "d". Do you agree with me?
Pupils: Yes.
TO2: of course. Yes. It is "d".
Anybody who wants to come and writes the answer? Yes, Miss Fadila. You will find the synonyms of these words in the text of course. To be able to means to… it begins with m. is it difficult? I'll help you right. Look at the first paragraph.
Pupils: Manage.
TO2: Manage, right. It means can also. It is the synonym of can, manage. And anxious has its synonym here.
Pupils: Quiet.
TO2: Not the opposite, the synonym. Not quiet.
A pupil: Panic.
TO2: Panic is a noun. And what is anxious here?
A pupil: Adjective.
TO2: Adjective of course. You know…when you are looking for a word, you must also look at its part of speech. If it an adjective, you must put an adjective. If it is a noun, you must look for a noun. If it is a verb, you must look for a verb. So anxious…
A pupil: Nervous.
TO2: Nervous. Yes.
Now, the word thorough. We must explain what is the word thorough. Sometimes, you have easy exams and tests and sometimes you have thorough, difficult and…
A pupil: Hard.
TO2: Ok. Hard. So thorough means hard, difficult.
Pick out all the words which finish with 's'. let's write them all.
Pupils: 'Always', 'revise'…
TO2: 'Always'. Please slowly.
Pupils: 'Revise', 'lessons', 'anxious'…
TO2: Have you finished here?
Pupils: Yes.
TO2: Yes, go on.
Pupils: 'Nervous', 'exams', 'sports', 'questions'…
TO2: We have already written 'questions'?

Pupils: 'Reasons'.

TO2: 'Reasons'? Right. And the last one is 'sports'.

Pupils: It's written.

TO2: We have already written it.

Pupils: Yes Miss.

TO2: Right. So it's 'hands'. We have it, yes. 'Hands'. Now, who wants to remind me of the phonetic symbols? All the phonetic symbols. You have written them, right. Have you finished there?

Some pupils: Yes.

Other pupils: No

TO2: Not yet. Please quickly. Now, anybody who wants to give me all the phonetic symbols. Let's begin with voiced ones. You remember them. I've given them to you. Voiced: /b/ sound

Pupils: /g/ sound

TO2: /g/ sound

Pupils: /m/ sound.

TO2: /m/ sound.

Pupils: /n/ sound.

TO2: /n/ sound.

Pupils: /d/ sound.

TO2: /d/ sound.

Pupils: /l/ sound.

TO2: /l/ sound.

Pupils: /z/ sound.

TO2: Ok. Do you remember the exceptions which we have talked about?

Pupils: Yes.

TO2: Can you give them to me?

Pupils: /z/ sound.

TO2: Have you finished here?

Pupils: Yes.

A pupil: No

TO2: Quickly. Azzouz, quickly! Let's continue with the exceptions. You said /s/ sound...

Pupils: /z/ sound.

TO2: /ʒ/ sound and /dʒ/ sound. Do you remember them? That's all. Ok.

A pupil: /ʃ/ Miss!

TO2: Right. Let's write here. Look here. This is /s/, /ʃ/ ...

A pupil: /ð/.

TO2: Ah! It's voiced, isn't it? Now let's talk about the exceptions, /s/, /ʃ/, /z/, /ʒ/ and /dʒ/ sound. We are going to talk about them later. Let' talk about voiceless now. Give me the voiceless ones.

Pupils: /p/ sound, /k/ sound, /t/ sound /θ/ sound...

TO2: /θ/ right.

Pupils: /f/ sound /tʃ/ sound.

TO2: /tʃ/ sound is there. Ah! It's not written. Right.

Pupils: 'ing'.

TO2: ah! /ŋ/.

Pupils: Yes.

TO2: What is it voiced or voiceless?

Pupils: Voiced.

TO2: Like you remember the example I gave last time?

Pupils: Yes.

TO2: What is this?

Pupils: Ring.

TO2: You pronounce /g/?

Pupils: No.

TO2: You say 'ring'. You throw it away. And now...let me...please listen to me. You remember with voiced sounds, the final 's' is pronounced how? How is it pronounced? A pupils: 'z'.

TO2: We don't say 'z' we say /z/ sound. And for voiceless?

Pupils: /s/ sound.

TO2: Good, right. And what about these exceptions?

Pupils: /ɪz/

TO2: You're great, good. Now, somebody come to the blackboard please. Miaad. Yes number 1. you will pronounce the word correctly, and you put a cross under the right word, right.

A pupil: 'Always'.

Pupils: /z/ sound.

TO2: Ok. It is /z/ sound, right. Stay here. Second one.

Pupils: 'Lessons'.

TO2: Can you repeat it, please?

A pupil: 'Lessons'.

TO2: The /n/ sound is voiced, isn't it?

Pupils: Yes.

TO2: So to pronounce it, it must be 'z'.

A pupil: 'Tests'

TO2: 's' sound. Why? Because it is…

Pupils: 't'

TO2: Voice...

Pupils: Voiceless.

Pupils: 'Anxious'

TO2: 'Anxious'. Good. Very good.

Pupils: 'Nervous'.

TO2: 'Nervous'.

Pupils: 's'.

TO2: It is /s/ sound; yes.

Pupils: 'Exams'

TO2: 'Exams'.

Pupils: /z/ sound.

TO2: Because you said with voiced, 's' is pronounced /z/ sound.

Pupils: Yes.

TO2: If you check it in the dictionary, you find that it is with /z/ sound. Right. Pupil…

Pupils: Pupils.

TO2: Can you repeat, please?

Pupils: Pupils. /z/ sound.

TO2: Of course, it's /z/ sound. Why? Because it is…

Pupils: /l/ sound.

TO2: /l/ sound is…

Pupils: Voiced.

TO2: Voiced. It is voiced.

Pupils: 'Scores'.

TO2: Is it 'scores' /z/ or 'scores' /s/?

Pupils: 'Scores' /z/.

TO2: Now if you tell /r/…we haven't written it /r/. Is it voiced or voiceless?

Pupils: Voiced.

TO2: Voiced. It is voiced. Quest…

Pupils: Questions.

TO2: Questions, of course.

Pupils: Reasons. /z/ sound.

TO2: Reasons, ok.

Pupils: 'Hands'.

TO2: It is 'hands' /s/ or 'hands' /z/?

Pupils: 'Hands' /z/.

TO2: 'd', is it voiced or voiceless?

Pupils: Voiced.

TO2: Ok. Now, can you think about others? Can you think of other examples, of course?

A pupil: 'Whores'.

TO2: 'Whores'! You know that the /r/ is not pronounced. It is long. How do you transcribe it phonetically? Are you able to do it? Pronounce it please.

A pupil: 'Whores'

TO2: Look! What do we need?

Pupils: Long /ɔː/.

TO2: Long /ɔː/, great. So she says…is it /hɔːz/ or /hɔːs/?

Pupils: /hɔːz/.

TO2: /z/ sound because it's a vowel. And after a vowel also ok…it's written in your paper I gave you. After a vowel, we also pronounce /z/ sound and not /s/ ; ok. Good. And what about /ɪz/? Give me some examples.

Pupils: Misses.

TO2: Good. Let's write it here. Other examples.

A pupil: Waters.

TO2: Waters.

A Pupil: No, it's uncountable.

TO2: It is uncountable. She says waters. Do we say 1 water, 2 waters? No, it is uncountable.

A pupil: Buses.

TO2: Very good. Bus…bu.

Pupils: Buses.

TO2: Buses, great.

A pupil: Watches.

TO2: Watch, watches.

A pupil: Doors:

TO2: Doors. Now doors…look! This is the same problem. She always gives me long /ɔː/. She likes it. Give me others please. Especially, give me examples with /ɪz/ sound. She…TV. She…

Pupils: Watches.

TO2: /ɪz/. Because you remember that with /ʃ/…with /ʃ/ and /ʒ/ sounds, we pronounce /ɪz/. She watches.

A pupil: Practises.

TO2: Practises.

A pupil: Finishes.

TO2: Good, finishes. Great. Ok

A pupil: Washes.

TO2: Wash, washes. She washes yes or he washes right. And what about you there? Bachir, give me an example. Don't sleep.

A pupil: Watches.

TO2: Very good, great.

A pupil: Dogs.

TO2: Dogs. Is it…

A pupil: /z/.

TO2: Very good. /z/ sound because /g/…it is voiced. So we say…very good…dogs, great.

A pupil: Books.

TO2: Books. Oh, great. What is it? /s/ sound or…

A pupil: /s/ sound.

TO2: Great. So dogs and books.

A pupil: looks.

TO2: Looks ok. She looks. Ok, thank you very much.

Tapescript CO3 (Final 'ed')

TO3: What type of text is this?

Pupils: …. (Lots of pupils talking at the same time.)

TO3: Please, don't talk together. Yes.

A pupil: This is a biography.

TO3: This is a biography, ok. What else? Ok. So I will tell you. Today, we are going to do the pronunciation of final…

A pupils: 's'.

TO3: Is it 's'?

Pupils: 'ed'.

TO3: 'ed' exactly, good. How many paragraphs do you have in the text? Haw many paragraphs are there?

Pupils: Five paragraphs.

TO3: Exactly. Ok. Five paragraphs?

Pupils: Four, Miss.

TO3: So listen here. This row is going to read paragraph one. Ok? And this is going to read paragraphs two and three because they are short. Ok? And this is going to read paragraph…

A pupil: Four.

TO3: Four, exactly. Ok? And listen to me. When you read these paragraphs, pick out...yes, you can shut the door. Are you listening?

Pupils: Yes.

TO3: Ok. I want you to pick out the words that are in bold type. What is bold type? Bold type, ok. What is bold type, Loukaia?

A pupil: *En gras*

TO3: Ok. Pick out all the verbs that are in bold type...Hbib. Ok. Have you finished? Go Sihem. Can you start?

A pupil: Diana Francis spent some time...

TO3: No, I said pick out all the verbs that are in bold type. Ok. Go Sihem.

A pupil: Looked.

TO3: Yes Loukaia.

A pupil: Looked.

TO3: Looked, good. Wiam, next.

A pupil: Devoted

TO3: Who else...Bakhta.

A pupil: Changed

TO3: Ok. Next, Khaled.

A pupil: married

TO3: Before.

A pupil: Missed

TO3: Good, missed. Next.

A pupil: Divorced.

TO3: Yes Imane.

A pupil: Separated.

TO3: Exactly, separated. Next, Fatiha.

A pupil: Devoted.

TO3: Devoted. Next. Djamel.

A pupil: Divorced.

TO3: Divorced! Ok, we'll write it. Next.

Pupils: Change.

TO3: Raise your hands. Dahmane.

A pupil: Change.

TO3: Change, ok. Next. Houaria.

A pupil: Loved.

TO3: Loubna.

A pupil: Admired

TO3: Exactly. Houaria, can you write all the verbs? Good. What about here paragraphs number two and three? Ok, we have...ok one just one, Khadidja.

A pupil: Resigned

TO3: The next. Ok Youssef, you said...Bouchra.

A pupil: Reduced

TO3: Ok. Speak up.

A pupil: Committed

TO3: Ok. Said.

A pupil: Died.

TO3: You have...Yes Karima. Speak up.

A pupil: Succeeded

TO3: Ok. Next, Djihane.

A pupil: Died.

TO3: Died. Reda, next.

A pupil: Happened.

TO3: You wait, ok. Ok, next Houda.

A pupil: Caused.

TO3: Ok. Hichem.

A pupil: Shocked.

TO3: Ok. You said shocked as you said. Ok. What about here, paragraph three? Ok, Nacera. The last paragraph. We have finished with this row. Yes, Ibrahim. Which paragraph you are? In which paragraph you are?

Pupils: Four.

A pupil: Proved.

TO3: Yes. Repeat.

A pupil: Proved

TO3: Ok. Amine.

A pupil: Televised.

TO3: Ok. Speak up, please.

A pupil: Watched.

TO3: Watched and…Abid. Abid, speak up.

A pupil: Conclude.

TO3: No, before. Hafsa, you write on the board. Exactly, involved. And the last one, Hamid.

A pupil: Devoted

TO3: Exactly. Hamid, you wait.

A pupil: We forget one.

TO3: Where? In the first paragraph?

A pupil: No, paragraph four.

TO3: Ok. And the last one, Mokhtar.

A pupil: Assassinated.

TO3: So check with your friend if she writes all the verbs. She writes all the verbs? Ok, write them on your copybooks. What are you going to do? Or, what is the best answer to this task? What are you going to do?

A pupil: 't', 'd'…

TO3: Make a…

Pupils: Table…

TO3: A table, exactly. Can you make it here, Belabid? Come here, Belabid. Draw a table there. Ok. Are you going to put quotations?

A pupil: No, Miss.

TO3: Ok. What do you put? Adel, is it correct? Look at here.

Pupils: No

TO3: Yes, Houaria.

A pupil: Capital letter and…

TO3: Ok. Is it correct?

Pupils: No. 'ed'.

TO3: So it's correct because you say 'ed'.

Pupils: No 'id'.

TO3: Correct it. Good, ok. Now…how are you going to…can someone start the…classifying these verbs?

A pupil: Miss…

TO3: Ok, sorry. Listen here. When you classify the verbs here in the table, are you going to focus on, to emphasise on the last letter before the 'ed' or the last sound before the 'ed'?

Pupils: The last sound.

TO3: Exactly, the last sound before the 'ed', ok. Can you start? Ok.

Pupils: Miss.

TO3: Yes, Imane.

A pupil: Married, 'd'.

TO3: Ok, married, 'd'.

A pupil: Looked, 't'.

TO3: Exactly, looked, 't'. I'm going to write, ok. Married, ok, looked. One by one. Next. Djamel.

A pupil: Admired.

TO3: Yes. 'ed'? Is it correct? Amine.

A pupil: 'd'.

TO3: Exactly, admired.

Pupils: Miss.

TO3: Benhabib.

A pupil: Missed.

TO3: 't', good. Next, Djihane.

A pupil: 'Sparted'.

Pupils: separated, 'ed'.

TO3: Listen. Repeat.

A pupil: 'Sparted'.

TO3: 'Sparted', she said. Is it correct? Chaida.

A pupil: Separated.

TO3: Repeat, Houda.

A pupil: Separated.

TO3: Exactly. Separated, ok.

Pupils: 'ed'.
TO3: Ok, next. Raise your hands. Next, Loubna.
A pupil: Devoted.
TO3: Exactly. Devoted. Next verb, Faudil.
A pupil: Divorced.
TO3: Where is it? Can you repeat? Divorce…
A pupil: Divorced.
TO3: Divorced, he said. Is it correct? Yes, Ilham.
Pupils: Divorced, 't'.

TO3: Why is divorced /t/ and not divorced /ɪd/ or divorced /d/? Why?
Pupils: 's'. We have 's'.
TO3: Because the last sound is 's'. and look at here. Do they have the same last sound?
Pupils: Yes.
TO3: Missed, ok and divorced, ok. The last sound is 's'.
Pupils: Yes.
TO3: Ok. So you see…Next. What do you have? Khadidja.
Pupils: Changed.
TO3: Khadidja, I said. Yes Khadidja. Pronounce it.
A pupil: Changed.
TO3: Changed?
Pupils: Changed.
TO3: Changed, ok. Next.
Pupils: Miss.
TO3: Rihab.
A pupil: Loved.
TO3: Exactly. Loved. Next, Mokhtar.
A pupil: Preferred.
TO3: Ok. Preferred. Preferred, I think with one 'r'. Yes or no? Two 'r', ok. Karima.
A pupil: Resigned.
TO3: Exactly. Resigned. Next.
Pupils: Miss.
TO3: Next, Amine Soltane, yes. Amine.
A pupil: Reduced.
TO3: 't'.
Pupils: Yes, Miss. Reduced.
TO3: Reduced, Ok.
A pupil: Committed.
TO3: Committed?
Pupils: Committed, 'ed'.
TO3: Committed, exactly. Next.
Pupils: Miss.
TO3: Ilham.
A pupil: Double 'm'.
TO3: Yes, Ilham.
A pupil: Succeeded.
TO3: Succeeded. Next.
Pupils: Miss.
TO3: Yes, Amine. Amine…yes. Speak up.
Pupil: Proved.
TO3: Proved.
Pupils: Miss, died.
TO3: We are in the third paragraph. Died. Next, Bouchra.
A pupil: Happened.
TO3: Happened?
Pupils: Happened.
TO3: Ok, happened. Next, Hichem. We are there. Please. Yes, Hichem.
A pupil: Pursued.
TO3: This is the right pronunciation. Exactly. Ok, next. Yes, Khaled.
A pupil: Shocked.
TO3: Shocked?

Pupils: Shocked.
TO3: Shocked.
Pupils: 't'.
TO3: Next. Please.
Pupils: Miss.
TO3: Yes.
A pupil: Caused.
TO3: Exactly, caused. Next. Raise your hands. Hafid.
A pupil: Proved.
TO3: Yes, we are here. Ok.
Pupils: Miss, 'ed', caused.
TO3: Ibrahim you said that…yes repeat Ibrahim. What do you say? Caused? Caused, 'z'. Sorry, I say caused /d/ and I write it in caused /ɪd/. Sorry. Thank you. Next. Can I clean this one?
Pupils: Yes.
TO3: Next, Karima. We are here.
A pupil: Watched.
TO3: 'd'. is it correct? Repeat.
Pupils: Watched, 'ed'.
TO3: Speak up. One at a time. Soltane, be careful! Yes, Bensaid.
A pupil: Watched.
TO3: 'd'. is it correct, watched?
A pupil: Watched, 't'.
TO3: Yes. Next. Next, Fatiha.
A pupil: Concluded.
TO3: Concluded. Next, Fatiha.
A pupil: Involved.
TO3: Yes, involved.
Pupils: 'd'.
TO3: Ok. Hichem.
A pupil: Assassinated, 'ed.
TO3: Exactly. Assassinated. Now this table, can you pick up the rule? When the 'ed' is pronounced 't' and when the 'ed' is pronounced 'd' and when the 'ed' is pronounced 'ed'. Ok, we start with 't'. When we have the sound 'k', the sound…
Pupils: 's'.
TO3: 's'
Pupils: 'c'.
TO3: 's', 'c', the same sound. Divorce, ok. How do you pronounce 'ch'?
Pupils: 'k'.
TO3: 'k'. you pronounce it 'k'. Ok, look at here. What do you have? Please, Hichem. Pronounce it first. What do you have?
A pupil: Shocked.
TO3: Look at here. Shocked, ok. What is the last sound? Before the 'ed' is what?
Pupils: /k/
TO3: /k/, ok. Next.
Pupils: 'ch'.
TO3: Which sound do you have?
Pupils: /ʃ/
TO3: /ʃ/. You know that…how you write the…/ʃ/, ok. You remember. So, can someone repeat? The 'ed' is pronounced 't' when you have sounds like
A pupil: /k/.
TO3: /k/ sound.
Pupils: 's' sound.
TO3: 's' sound. Not the 's' sound, /s/ sound. Yes or no? ok. /k/ sound, /s/ sound…
A pupil: /ʃ/ sound.
TO3: /ʃ/ sound. When you say /tʃ/, I say…
A pupil: /k/.
A pupil: 'th'.
TO3: Yes Feriel. What about the verb finish? Finish, what do you have? What do you have as the last sound?

A pupil: /ʃ/.

TO3: We have /ʃ/ and we have /tʃ/, ok. Ok, so can we repeat? We said /s/ sound, /k/ sound, /ʃ/ sound…

A pupil: /tʃ/ sound.

TO3: /tʃ/ sound. Do you have others? Do you know others?

A pupil: 'p' sound.

TO3: 'p' sound. Example.

A pupil: Stopped.

TO3: Exactly Loukaia. Stopped, ok. And do you have another sound?

A pupil: 'f'.

TO3: 'f', example. Example, the 'f' sound.

A pupil: Looked.

TO3: Looked?

A pupil: Left.

TO3: Left? Left, is it a regular verb, Bensaid? When I say stop laughing, which verb I am using? When I say stop laughing. Hen! Reda, stop laughing, ok. So which verb I am using?

Pupils: Laugh.

TO3: The verb to laugh. How do you write it? Can someone spell it? Hichem, how do you write it? Spell it. L- …

A pupil: A-U-G-H.

TO3: You see, gh here is pronounced…

Pupils: 'f'.

TO3: /f/ sound. That's why I said when you pronounce the final 'ed', you focus on the last sound. You don't focus on the last letter, how it's written. Is it clear?

A pupil: Paragraph.

TO3: Paragraph. Is it a verb, Hichem?

A pupil: No, gh pronounced 'f'.

TO3: Ok, we can have…Benhabib, very happy I don't know why. So can someone repeat rapidly? When is the 'ed' pronounced 't'? Rapidly, when you have…one someone Lukaia.

A pupil: Sounds 'k'…

TO3: So the 'ed' is pronounced 't when we have…what…

Pupils: The sound 'k'.

TO3: Please.

A pupil: 'c' sound.

TO3: 'c' sound? /s/ sound. Next.

A pupil: 'k'.

TO3: /k/ sound.

Pupils: /tʃ/ sound.

TO3: /tʃ/ sound.

Pupils: /ʃ/ sound.

TO3: /ʃ/ sound.

A pupil: 'p' sound.

TO3: 'p' sound.

Pupils: 'f' sound.

TO3: 'f' sound.

A pupil: 'th'.

TO3: 'th'? But you know that 'th' has two pronunciations. Do you remember?

A pupil: /ʃ/.

TO3: The 'th', I'm not speaking about 'ch'.

A pupil: /ð/.

TO3: You have /θ/ and /ð/. You have /ð/ and /θ/. So both are pronounced 't'? both of them? Both of them are pronounced 't'.

A pupil: 't' we say 't'

TO3: The 't' sound! look at the 't' sound. Look at Hichem. Ok, both of them? Ok, we will check after. We finish. Ok, let's write here. When the 'ed' is pronounced 'd'? When? Pick up the rule from the table. What do you have?

Pupils: 'r' sound, vowels…

TO3: Ok, vowels, all vowels. Please, don't speak all together. Ok, vowels. Ramdane, be careful. Ok ,when we have vowels…

Pupils: 'r'.

TO3: 'r' sound.

Pupils: 'g' sound.

TO3: Close the door.

Pupils: 's' sound.

TO3: 's' sound! Look at here.

Pupils: 'z' sound.

TO3: Ok, 'z' sound.

Pupils: 'b' sound.

TO3: 'b' sound.

A pupil: 'l' sound.

TO3: 'l' sound.

A pupil: 'n' sound.

TO3: 'n' sound 'm' sound.

A pupil: 'd' sound.

TO3: 'd' sound.

A pupil: 'n' sound.

TO3: The 'n' sound, we already said it. What else?

A pupil: 'g' sound.

TO3: We have already said it. What else? That's it? Ok. So we say vowels, what else?

A pupil: 'r'.

TO3: 'r', 'v', 'n'...

A pupil: 'm'.

TO3: 'm'.

A pupil: 'g'.

TO3: 'g'. What else?

A pupil: 'l'.

TO3: 'l'.

A pupil: 'b'.

TO3: 'b'.

A pupil: 'z'.

TO3: 'z' sound.

A pupil: 'd'.

TO3: 'b', 'd' sound.

A pupil: Miss 'd', 'ed'.

TO3: 'b' sound. What else?

A pupil: Miss, 'w'.

TO3: 'w' sound we say? Which sound? Which sound is it? 'w' sound? What is the... Which sound we have here?

Pupils: /ŋ/.

TO3: /ŋ/. /ŋ/ sound, we write it like that. Ok, next. Reda. Ok. What about...

A pupil: Miss, 'ed'.

TO3: And this 'ed' when you have just...

Pupils: 't' and 'd'.

TO3: 't' and 'd' please write.

A pupil: Miss.

TO3: Yes.

A pupil: 'x' is 'ed'.

TO3: Exact. Very good, Rihab. Here, example. Give me example.

A pupil: Box.

TO3: A verb. A verb that ends with the 'x' sound. Which verb? If I say fix.

Pupils: fixed.

TO3: Fixed /ɪd/, fixed /d/ or fixed /t/? Bensaid.

A pupil: Fixed /t/.

TO3: Fixed /t/, exactly. So, we add it here. Next. Do you remember others? Other verbs.

A pupil: Miss, /j/ sound.

TO3: /i/ sound.

A pupil: Miss, enjoyed.

TO3: Ok, /j/ sound. Next. Other verbs. You write this.

Tapescript CO4 (Pronunciation of final 'ed' and 's')

TO4: Ikram. What did you do yesterday? What did you do yesterday? Ok, Messaouda.
A pupil: I watched TV. I...
TO4: You...
A pupil: I watched TV.
TO4: You watched TV, ok. What about you Belhamiti? Are you interested in listening music?
A pupil: Yes.
TO4: Yes, I am...
A pupil: Interested.
TO4: I am interested, ok. What about you, Amoumene?
A pupil: I helped my mother.
TO4: You...
A pupil: I helped...
TO4: Ok, you helped your mother. Hafida. Can you pronounce me the following verbs?
A pupil: Watched, interested, helped.
TO4: What have you noticed?
A pupil: The sounds.
TO4: First, these are regular...
Pupils: Verbs.
TO4: Regular verbs. Normally, the form of the simple past regular verbs is adding 'ed' at the end of the verbs. But this 'ed' is pronounced...
Pupils: Differently.
TO4: Differently. Here watched /t/. Why?
Pupils: Because 'ch'.
TO4: Why? Why 'ed' after 'ch' is pronounced 't'?
A pupil: Voiceless.

TO4: It is non vibrated sounds, ok. /tʃ/ it is a sound produced...yes...with no vibration. /tʃ/ it is a non vibrated sound, ok. So 'ed' after non vibrated sound is pronounced 't', ok. 'ed' after sounds produced with no vibration is pronounced 't'. Ok, what about interested?
Pupils: 'ed'.
TO4: Why?
A pupil: Because it has 't'.
TO4: Ok. Here we have something special. 't' is dental. It is produced with tooth, ok. And /d/ the same thing. Both of /t/ and /d/ are dentals. So they share the same feature in common. For this reason, it is pronounced /ɪd/. Interest...
Pupils: /tɪd/

TO4: /tɪd/. What about the third verb?
A pupil: Helped, 't'.
TO4: Yes, help...
Pupils: /t/.
TO4: Helped why? Why? Because we have 'p'. The second reason? Come on. What is the second reason? It is bilabial sound, ok. But it is pronounced with no...with no vibration, ok. You notice vibration /p/. it is produced with no vibration. I have said that 'ed' after non vibrated sounds is pronounced 't'. Ok, what about, for example...
A pupil: Played.
TO4: Ok, played. What about played?
Pupils: /d/.
TO4: Ok, /d/. So 'ed' is pronounced /d/ after...
Pupils: Vowels.
TO4: Vowels. Because vowels are produced with vibration. All the vowels, ok. Even /j/, /r/ or /w/. They are semi-vowels and 'ed' after them is pronounced/d/. For example, studied, ok. Studied, play, cry...
A pupil: Say.
TO4: Say, ok. Prepared. What about prepared?
Pupils: 'd'.
TO4: Why? Because the /r/ is vibrated sound. /r/ is vibrated sound. So we have known that 'ed' final 'ed' is pronounced...
A pupil: /d/.
TO4: /d/ after...
A pupil: Non-vibrated...

TO4: Non vibrated sounds and is pronounced 't'...

A pupil: After vibrated sounds.

TO4: No after non vibrated sounds and 'd' after vibrated sounds and 'ed' after...

A pupil: 't' and 'd'.

TO4: Both 't' and 'd'. ok, we'll have a short exercise to do. You follow me please. I'm going to mention something. It is so important. Don't forget slashes, ok. Don't forget them. So the first verb, any volunteer? Yes Miss.

A pupil: Walked.

TO4: Walked. Where? Here, stud...

A pupil: studied.

Pupils: 'ed'.

TO4: So it is 'ed'. You pass to write it, please. Studied where?

A pupil: 'ed'.

TO4: No, this /ɪ/ is original. Have you added?

Pupils: /ɪ/.

TO4: No, this is original. Study, studied.

Pupils: 'd'.

TO4: With 'd', yes. It is a vowel. Ikram, the second verb.

A pupil: Created.

TO4: Created. In which column?

A pupil: 'ed'.

TO4: Yes, created /ɪd/. Yes Fatiha.

A pupil: Called.

TO4: Called. Yes, because it vibrate sound. Ok, you write. Yes.

A pupil: Followed.

TO4: Followed. We have here a semi-vowel. 'w' is a semi-vowel. So we classify it in...

Pupils: 'd'.

TO4: Yes. The following.

Pupils: Miss.

TO4: Mesbah.

A pupil: Ended.

TO4: Ended, yes.

Pupils: Miss.

TO4: Yes.

A pupil: Walked.

TO4: Walked, yes. Yes Karima.

A pupil: Washed.

TO4: Washed with 't'. yes.

A pupil: Passed.

TO4: Passed with 't', yes. Keep silent please.

Pupils: Miss.

TO4: Yes.

A pupil: Named.

TO4: Named, ok. Named, 'd'. The last verb, followed. You have a semi-vowel, ok. Now you give me the rule. Raise your hands please. Give me the rule. Come on. It is pronounced 't' before, after...after what?

A pupil: After non vibrated sounds.

TO4: Ok, these sounds are /p/.

Pupils: /k/.

TO4: /k/.

Pupils: /f/.

TO4: /f/.

Pupils: 'ch'.

TO4: /ʃ/

Pupils: 'sh'.

TO4: /tʃ/. What about /ɪd/?

A pupil: Miss.

TO4: Yes, Belhamiti.

A pupil: 't'.

TO4: Here, 't' and...

Pupils: 'd'.

TO4: 'd'. and what about /d/? You raise you hands please.
A pupil: Vowels.
A pupil: 'l'.
TO4: Yes, 'l', 'm'.
Pupils: 'n'.
TO4: 'n', 'r'.
Pupils: 'w'.
TO4: /w/, 'y', vowels. What about the other consonants?
Pupils: 'b'.
TO4: 'b'.
Pupils: 'z'.
TO4: /z/.

Pupils: /ʒ/.

TO4: Ok, /ʒ/, /g/ and /ʒ/. What else?
Pupils: 'v'.
TO4: Yes, 'v'.
A pupil: That's all.
TO4: Have you forgotten something? It is clear so far? Shall we do move to another thing? Shall we? Ok, what about the final 's'? I think that final 's' and final 'ed' share, they share some features in common concerning vibrated and non vibrated sounds. Can you help with examples please? Ok, final 's'. what does it signify to you, 's'? Yes.
A pupil: Third...
TO4: Yes, third singular verb pronouns, yes, or simple present or...
A pupil: Plural.
TO4: The plural, yes. And the plural form of some nouns. Can you help with some examples ending with 's'.
A pupil: Says.
TO4: Yes, says.
Pupils: watches.
TO4: One, raise your hands. Yes.
A pupil: Watches.
TO4: Watches. Or...
A pupil: Rises.
TO4: Or...
A pupil: Cars.
TO4: Cars. Or...
A pupil: Bridges.
TO4: Bridges, ok. What would you pronounce the first word?
Pupils: Says.
TO4: Says. Second. You raise your hands. Ikram.
A pupil: Watches.
TO4: Watches. Yes, Abdelmalek.
A pupil: Rises.
TO4: Rises. And you.
A pupil: Cars.
TO4: Cars. Belhamiti.
A pupil: Bridges.
TO4: Bridges. What have you noticed here? We have...how many final 's' pronunciations do we have here?
Pupils: Three.
TO4: Three forms. Either...
Pupils: 's'.
TO4: 's' or...
Pupils: 'z'.
TO4: /z/ or...

Pupils: /ɪz/.

TO4: /ɪz/ ok. Where do you pronounce it 's'? Where? In which case? After what? Come on. After...is it a vibrated sound 's'? it is produced with no...
A pupil: Vibration.
TO4: Vibration. So before it we should have also sounds which are produced with no vibration ok. They are, yes, they are.
A pupil: ... the same.

Pupils: 't', 'p'…
TO4: P, /p/ yes.
A pupil: 'd'.
TO4: No, /d/ is vibrated.
A pupil: /k/.
TO4: /k/, ok /k/.
A pupil: 't'.
TO4: /t/.
A pupil: 'b'.
TO4: 'b' is vibrated sound, /z/ not /s/. come on. /p/, /k/, /t/ what about…
A pupil: 'f'.
TO4: Ok.
A pupil: 'h'.
TO4: No , 'h' is initial case. What about /z/? It is a vibrated sound. So we should have before it, it is preceded with vibrated sounds which are…ok. Cars, cars. /r/ ok.
A pupil: 'b'.
A pupil: /d/.
TO4: Ok /d/ like beds.

A pupil: /ʒ/.
TO4: /g/, /g/ like dogs. Ok, come on. /b/.
A pupil: 'n'.

TO4: 'n' ok. 'm', 'l' and vowels. 'v' also and 'y'. what about /ɪz/?
A pupil: 'ch'.

TO4: 'ch', I mean /tʃ/. 'sh'…

Pupils: /ʃ/.

TO4: /ʃ/.
A pupil: 'x'.
TO4: 'x'.
Pupils: 's'…'z'.
TO4: 's'.
A pupil: 'b'.
TO4: 'b' never.
Pupils: 'z'.
TO4: Ok 'z'. We have /θ/ and /ð/ like thin and this. Clothes, clothes, after 'th' which is pronounced /ð/, it is…
A pupil: /z/.
TO4: Ok, yes here. And after 'th' which is pronounced /θ/, for example months, months, clothes ok. So we have here /tʃ/, /ʃ/, 'x' /θ/ and /ð/. Give me examples. Yes.
A pupil: Glasses.
TO4: Glasses ok, glasses yes. Gases…
A pupil: Watches.
TO4: Boxes ok. Washes. Babies. Where do you classify babies?
Pupils: /z/.

TO4: In /z/. But it is pronounced /ɪz/, babies.

A pupil: We have /ɪ/…
TO4: Yes 'i' is original ok. This 'i' is original because words ending with 'y' in the plural form or singular form, they end with 'i-e-s'. so this 'ie' is original. Ladies, babies, you classify them in the middle position ok. So we carry on with examples.
A pupil: Boxes.
TO4: Boxes, yes, with…

A pupil: /ɪz/
TO4: Ok.
A pupil: Wishes.
TO4: Wishes, ok. Wish, desire, wishes here. Come on.
A pupil: Buses.
TO4: Buses, ok. Buses here.
A pupil: Misses.
TO4: Misses, ok here 's'. Yes, here. Come on. Belhamiti, come on. It is boring? No, so give me an example.

A pupil: Birds
TO4: Birds, ok. Birds here.
A pupil: Clogs.
TO4: Clothes.
Pupils: Clogs.
TO4: Dogs yes here. 'g' it is pronounced differently. Sometimes it is pronounced /dʒ/ ad sometimes /g/. For example bridges or judges. So if it's pronounced /g/, we classify it here; and if it pronounced /ʒ/, we classify it here ok. And we do some examples some words to classify. Yes.
A pupil: Cats.
TO4: Cats, where do you classify it?
A pupil: 's'.
TO4: Yes, cats. Why? Give me the reason. Because it is preceded by…
Pupils: 't'.
TO4: /t/ which is non-vibrated sound ok. What about the second verb?

Pupils: Ladies /ɪz/.
TO4: Ladies, where?

Pupils: /ɪz/.
TO4: Yes, because it is preceded by a vowel. What about…
Pupils: Plays.
TO4: One pupil, please. Yes.
A pupil: Plays.
TO4: Plays, you pronounce it.
A pupil: /z/.
TO4: /z/ ok. What about …
A pupil: Allows.
TO4: Allows, where?
Pupils: 'z'.
TO4: In 'z', ok. Before here, we have a semi-vowel. Yes, you.
A pupil: Words.
TO4: Words, where.
Pupils: 's'.
TO4: 'z'. Words, it is preceded by, ok, words. What about…
A pupil: Roots.
TO4: Roots, where?
Pupils: 's'.
TO4: Here. What about this?
Pupils: Chairs.
TO4: Chairs, yes. House…
Pupils: Houses.
TO4: Where?

Pupils: /ɪz/.
TO4: Ok. Is it clear so far? Have you understood?
A pupil: Miss:
TO4: Yes.
A pupil: Just words. We say words /s/ or words /z/?
TO4: Words /z/. Words /z/ because it is preceded by 'd'. And 'd' is a sound produced with vibration. /g/, /d/ it is voiced. It is clear? Have you understood?
Pupils: Yes.
TO4: Shall I repeat?
Pupils: No.
TO4: You take down this, please.

ملخص

دراسة استكشافية للقيمة الصريحية للأنشطة المتعلقة بالنطق في سياق الفصل الدراسي، حيث تستخدم مجموعة من العناصر (مدونة) المتمثلة في عناصر النطق المقترحة للتدريس الرسمي في مقرر السنة الأولى ثانوي عبر "في مفترق الطرق" (At the Crossroads). هذا التثليث المتضمن للتقييم المقرر، و الاستفتاء، و الدروس النموذجية تم ضبطه و توظيفه. يهدف هذا المنهج إلى فحص عناصر النطق المزعم تدريسها إن وجدت و تم تدريسها، الافتراضات التي يكنها الممارسين لها، و المطالبة عن حقيقة ما يجري في الفصول الدراسية. تجمع البيانات و تعالج. تقدم النتائج و تحلل. تقدم بعض الاقتراحات و التوصيات.

المفاتيح

التصريح – الكتاب المدرسي – النطق – التعليم – التقييم

Résumé

Exploration de la valeur communicative des activités concernant la prononciation de la langue anglaise dans le cadre de la classe en utilisant comme corpus les éléments de la prononciation présentés pour un enseignement formel à travers « At the Crossroads ». Une triangulation qui combine l'évaluation du manuel scolaire de la première année secondaire, un questionnaire destiné au enseignants et l'observation de classes est adoptée et implémentée. Cette approche vise à étudier les éléments de prononciation, si ils sont présents, qui doivent être enseignes, la position des enseignants vis à vis de l'enseignement de la prononciation et ce qui se passe vraiment au sein de la classe. Les données sont recueillies et traitées. Les résultats sont présentés et analysés. Quelques suggestions et recommandations sont avancées.

Mots clés:

Communication – Manuel scolaire – Prononciation – Enseignement – Evaluation

Summary

Exploration of the communicativeness of pronunciation activities in a classroom context, using as its corpus the elements of pronunciation presented for formal teaching in "At the Crossroads". A triangulation, combing textbook evaluation, survey questionnaire and classroom observation is adopted and implemented. This approach aims at examining what elements of pronunciation, if present, are to be taught, what practitioners claim about it and what really takes place in the classroom. Data is collected and processed. Findings are presented and analysed. Some suggestions and recommendations are advanced

Key Words

Communication – Textbook – Pronunciation – Teaching – Evaluation