People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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An Evaluation of Pronunciation Instructions in Algerian Middle School EFL Coursebooks in Light of the Competency-Based Approach: The Case of My Book of English Fourth Year Middle School.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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2024/2025

Acknowledgement

In the Name of Allah, the Most Gracious, the Most Merciful

First and foremost, the blessing of accomplishing this work goes to Allah for bestowing upon us energy and patience. We would also like to express our sincere and eternal gratitude to our supervisor Dr. ZAHRA Bourezg. Without her unmeasured help during this short period of time, valuable guidance, understanding, encouragement, and patience, we could never have completed this piece of research. Special recognition is due to the honorable members of the board of examiners who have accepted to examine and evaluate this study: Dr. Naoual KHELALFA and Dr. Nawal CHAOUCHI. We would also like to express our deepest gratitude to all the Middle School teachers for responding to our questionnaires, and for showing their willingness to share their ideas. Without their cooperation and support, our research would not have been carried out. Their responses have provided important data for this study. Last but never least, we would like to thank all those who sustained us directly or indirectly in achieving this work.

Dedication

In the name of Allah, the most gracious the most merciful

To the pure soul of my beloved father and his cherished memory, I dedicate this humble work. His unconditional love, support and sacrifice shaped who I am today and every success I make echoes his hope for my future. Being his daughter has been always my immense pride. I pray the almighty God to grant you eternal peace in El-Jannah and reward you for your good deeds.

To my lovely mother whose patience, prayers and support inspired me to make my dreams come true. Even a million thanks would never express my gratitude towards you my dear "parents".

With profound appreciation, I dedicate this work to my siblings to whom I owe thankfulness for their unwavering love, care and encouragement.

Imen OUNIS

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List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

IPA: International Phonetic Alphabet

L1: First language

LFC: Lingua Franca Core

MBE4: My Book of English 4MS

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Abstract

In English as a Foreign Language (EFL) settings, accurate pronunciation is fundamental for an effective language acquisition affecting learners' confidence, intelligibility and communicative success in real-life contexts. However, pronunciation instructions in the Algerian EFL coursebook receive limited attention and remain inadequately addressed. This study explores how pronunciation instructions are integrated into the official fourth year middle school coursebook *My Book of English*, and the extent to which they align with the principles of the Competency-Based Approach (CBA). A mixed-methods approach was adopted, combining a structured questionnaire distributed to 21 EFL teachers, with content analysis of the coursebook. The questionnaire explored fourth year middle school teachers' perceptions of the adequacy, clarity, and effectiveness of these components. The coursebook analysis examined the pedagogical design of pronunciation components. Findings indicate that while pronunciation tasks are present, they are often mechanical, inconsistently implemented, and poorly integrated into communicative contexts, with an uneven focus on supra-segmental features. Teachers also reported limited training and a lack of resources to teach pronunciation effectively. The study concludes that coursebook content should be revised to include more communicative, interactive, and multimodal pronunciation instructions. Furthermore, recommendations include the integration of audio-visual aids, context-based practice, and increased teacher training. Overall, the study offers practical insights for curriculum developers, coursebook authors, and teacher educators aiming to enhance pronunciation instructions in Algerian EFL contexts.

Keywords: Pronunciation instruction; Competency-Based Approach (CBA); My Book of English; 4MS teachers; English as a Foreign Language, Mixed-methods approach.

General Introduction

1. Background of the Study

The increasing global dominance of English as a lingua franca has made oral communication effectiveness a main priority in foreign language education since the 2000s (Jenkins, 2000; Saito, 2017). The worldwide position of English has transformed educational priorities about language teaching throughout the world especially in nations where English functions as a foreign language (EFL). The main educational goal in these contexts focuses on developing learners' communicative competence which includes both grammatical accuracy and vocabulary acquisition and fluency and intelligibility in spoken interactions.

Pronunciation stands as a fundamental element of communicative competence because it enables precise message transmission and reception. Pronunciation requires learners to properly produce both segmental elements (such as consonants and vowels) and supra-segmental elements (such as stress, rhythm, and intonation). These elements function together to generate speech which maintains both understanding and natural speech quality (Derwing & Munro, 2005; Morley, 1991). The instruction of pronunciation helps learners build essential clarity and prosodic patterns needed for effective communication. The correct pronunciation skills of learners directly enhance their confidence and participation and their willingness to communicate in English which leads to better classroom discussion and real-life interaction (Martin & Sippel, 2021). Pronunciation teaching stands as a vital pedagogical element, yet it receives inadequate attention and inconsistent treatment in EFL coursebooks (Gilakjani, 2016). Instructional programs along with coursebooks devote limited time on pronunciation instruction which results in isolated exercises or complete omission of pronunciation teaching.

The current marginalization of pronunciation instruction stems from standardized assessments which place excessive emphasis on reading writing and grammar. in turn shapes

instructional priorities (Khaghaninejad & Maleki, 2015). Learners frequently experience insufficient systematic exposure and guided practice which prevents them from improving their spoken English. Teachers commonly express their lack of formal training and insufficient confidence and resources for delivering effective pronunciation instruction (Thomson & Derwing, 2015; Macdonald, 2002). The research indicates that pronunciation instruction methods based on rote repetition and decontextualized drills persist in teaching despite their proven ineffectiveness in developing communicative competence (Morley, 1991). Research indicates that pronunciation instructions should transition toward communicative methods which integrate meaningful contexts with multimodal resources including audio recordings and visual phonetic aids and interactive technologies (Saito, 2017; Dettori & Lupi, 2019).

The strategies match the principles of the (CBA) pedagogical framework. The theory-practice gap remains substantial regarding coursebook design and classroom implementation. Theoretical models that advocate holistic language teaching with integrated pronunciation instructions remain unimplemented in many coursebooks. Educational systems that adopt the (CBA) face a significant challenge because they lack instructional materials that implement its communicative and learner-centered principles. The research investigates how the official EFL coursebook *My Book of English* for fourth year middle school learners addresses pronunciation instructions through the (CBA) framework. The research evaluates both teacher perceptions of pronunciation instruction effectiveness and coursebook content to connect theoretical recommendations with practical implementation. The study joins an expanding body of research which advocates for better pronunciation instruction in EFL coursebooks.

2. Statement of the Problem

EFL teaching in Algeria has undergone significant reforms in recent years, especially in line with the (CBA) introduced by the Ministry of Education. The fourth-year middle

school coursebook *My Book of English* is a key resource designed to equip learners with essential linguistic, communicative, and cultural competencies. However, there is a need to explore teachers' perceptions and evaluate the coursebook pronunciation instructions' effectiveness that often pose challenges for teachers during classroom implementaion. Drawing from our own experience as EFL teachers at middle school, we have observed that pronunciation instructions do not consistently reflect the core principles of the (CBA). Furthermore, they often fail to accommodate the diverse learning styles of learners, limiting their effectiveness in achieving intended communicative outcomes. This misalignment between theoretical objectives and actual classroom practices highlights a critical gap in the current approach to pronunciation instructions. Therefore, this dissertation seeks to evaluate the extent to which the pronunciation content of *My Book of English 4MS* aligns with (CBA) principles and meets the needs of diverse learners in Algerian middle school classrooms.

3. Research Aims & Objectives

The main purpose of this research is to assess the pronunciation instructions in the coursebook and its overall effectiveness by comparing them to established theoretical principles. This study also investigates the difficulties that 4th year middle school teachers encounter when teaching this subject. The study seeks to achieve the following objectives, the first one to identify both positive and negative aspects of the coursebook pronunciation instructions. Regarding the second research aim is to collect information about how teachers view the coursebook instructions. While, the third is to assess the degree to which the coursebook follows (CBA) principles while accommodating different learning styles. In addition, this research will provide recommendations to enhance pronunciation instruction methods in Algerian middle school settings.

4. Research Questions

Based on the problem statement, this study endeavors to respond to the following questions:

RQ1- To what extent are pronunciation instructions integrated in *My Book of English 4MS z*?

RQ2- How effectively does the coursebook align with the (CBA) principles and cater to different learning styles?

RQ3- What are the perceptions of teachers regarding the strengths and weaknesses of pronunciation instructions in the fourth-year middle school coursebook?

5. Significance of the Study

The research will enhance ELT in Algeria through an evidence-based assessment of pronunciation instructions in the fourth-year middle school coursebook *My Book of English*. The research results will guide coursebook developers and policymakers and educators to enhance their materials by identifying necessary improvements for better serving Algerian EFL learners.

6. Research Methodology

6.1. Method

The research employed a mixed-method design which combined quantitative and qualitative data collection methods to validate results through multiple perspectives. The combination of methods provides a better understanding of the research problem. The questionnaire serves as the first instrument to gather teacher perceptions about the

effectiveness of pronunciation instructions in the coursebook. The instrument contains four distinct sections. The first section of the instrument collects demographic information from participants. The second section of the survey assesses teachers' opinions about the pronunciation instructions found in the fourth-year middle school coursebook. The third section of the survey investigates the pronunciation teaching obstacles and methods employed by participants. The final section of the questionnaire asks participants to provide suggestions and feedback which can enhance the pronunciation instructions in *My Book of English 4MS*. Content analysis in the second part examines the coursebook structure and syllabus while analyzing pronunciation sections in each sequence and evaluating material features and pronunciation instruction coverage.

6.2. Population and Sampling

Our research involved distributing the questionnaire to 50 teachers who taught fourth year middle school learners at different schools within Tebessa. The research used purposive sampling as its sample technique, which may restrict the ability to generalize the research findings to other populations, by distributing the questionnaire link to participants. The final sample size reached 21 teachers who chose to participate from the initial 50 teachers.

7. Structure of the Dissertation

The research consists of two essential chapters. The first chapter serves as theory-based content which contains two sections. The study foundation is explained in this section. The research examines pronunciation in language learning and its importance for the CBA and evaluation frameworks for coursebooks. The second chapter of the practical section examines and interprets questionnaire data while performing a systematic content analysis

of *My Book of English 4MS* before drawing general conclusions about the study's pedagogical implications and limitations.

Chapter One: Theoretical Framework

Section One: Pronunciation Instructions

1.1. Definition of Pronunciation

The production of sounds in spoken language represents the fundamental building block for second and foreign language learning. EFL pronunciation focuses on how learners pronounce English sounds by integrating segmental elements (single vowels and consonants) with supra-segmental elements (stress and intonation patterns and rhythm). The components work together to generate speech that remains clear while being natural and holding contextual meaning (Kelly, 2000). The production of speech sounds in pronunciation includes articulatory phonetics which studies the physical sound creation process with vocal organs and auditory phonetics which studies how listeners perceive and understand these sounds. A person with effective pronunciation skills demonstrates correct articulation together with phonological pattern recognition abilities during communication. Sound holds significance because it functions as a component of the code for a particular language. Sound maintains its significance because it serves to generate meaning when used in specific communicative contexts. Pronunciation extends beyond the production of separate sounds since it plays an essential role in meaning transmission. Dalton and Seidlhofer (1994) explained that pronunciation requires accurate sound articulation alongside appropriate use of prosodic features for effective information transmission. The point of view incorporates systematic phonological processes that include assimilation, elision, linking and juncture. The researchers state that these elements form essential components for creating fluent and understandable speech.

In applied linguistics pronunciation serves as a dynamic learning process that responds to individual learner needs while being shaped by factors such as first language interference and

age of acquisition and motivation and exposure and instructional quality. Different language learners experience special difficulties when trying to pronounce sounds that do not exist in their native language because they must differentiate between the /θ/ and /ð/ sounds and the short and long vowel sounds /ɪ/ and /iː/. Modern EFL teaching promotes pronunciation instruction which focuses on making learners' speech understandable and effective at communication rather than striving for native speaker accuracy. According to Morley (1991) the primary purpose of pronunciation education should aim to develop functional intelligibility while enhancing communicability alongside increased self-assurance and speech-monitoring competence. Pronunciation functions as an essential communicative ability which enables learners to communicate effectively and confidently in spoken English.

1.2. Pronunciation, Phonetic and Phonology

The study of pronunciation maintains different perspectives regarding its relationship with phonetics and phonology. Jones and Evans (1995) together with Kenworthy (1987) use pronunciation, phonetics and phonology as equivalent terms yet Thornbury (2005) distinguishes between pronunciation and phonology. According to Burgess and Spencer (2000) pronunciation differs from phonology because phonology represents theoretical language sound system knowledge while pronunciation involves practical speech sound application. The accepted method of language speech production and reception constitutes pronunciation. The correct pronunciation of words enables clear communication which helps people understand each other.

1.3. Components of Pronunciation

Pronunciation is made up of two major components:

1.3.1. Segmental and Supra-segmental Features

1.3.1.1. Segmental Features: The sound system of a language consists of phonemes, the smallest contrastive units that form words and convey meaning. Phonemes are divided into vowels and consonants. Mispronouncing a phoneme can alter a word's meaning (Burns, 2003). According to Brown (2014), segmental elements refer to individual vowel and consonant sounds that combine to form syllables, words, and utterances.

- **Vowels**: vowels are produced when the airstream flows freely from the larynx to the mouth and can be classified as monophthongs (pure vowels), diphthongs, or triphthongs. Monophthongs are categorized based on tongue position, articulation, and lip shape. Diphthongs involve a glide between two vowel sounds, while triphthongs include a transition between three vowels.
- **Consonants**: on the other hand, are sounds produced by obstructing or constricting airflow in some way. They are described based on place of articulation, manner of articulation, voicing (voiced or voiceless), and force of articulation (fortis or lenis). For instance, the English consonant /t/ is an alveolar plosive voiceless fortis sound, while /m/ is a bilabial nasal voiced lenis consonant.
- **Consonant cluster:** another important aspect of consonants is clustering, where multiple consonants appear together in a sequence. English allows three-consonant clusters at the beginning of words, following specific phonotactic rules. Since consonant clusters differ across languages, they can pose pronunciation challenges for learners.

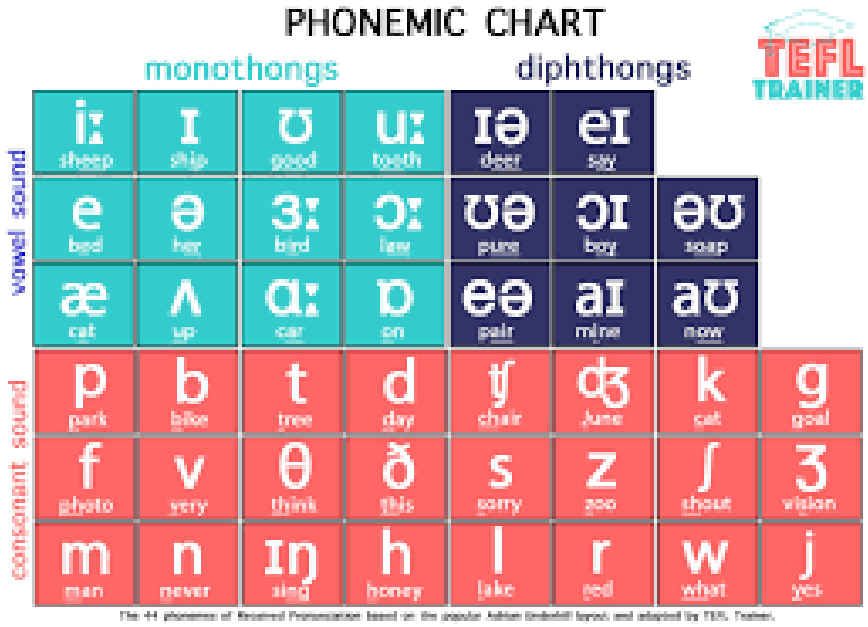


Figure 1: IPA Phonemic Chart: Vowel and Consonant Sounds in English

1.3.1.2. Supra-segmental Features: Suprasegmentals are phonetic features that extend beyond individual sounds and influence larger speech units such as words and sentences (Brown, 2014). These elements include stress, rhythm, intonation, and connected speech features.

- **Stress :** Stress refers to the emphasis placed on certain syllables within words and sentences. At the word level, multisyllabic words have one syllable receiving primary stress, which affects pronunciation and meaning. Sentence stress highlights important words (usually content words) while reducing the prominence of function words. The most significant stressed syllable in a sentence is called the tonic. Primary stress is crucial for communication and is teachable (Haycraft, 1992; Hahn, 2004; Dalton & Seidlhofer, 1994).
- **Rhythm**: Rhythm is the pattern of strong and weak syllables in speech. English is a stress-timed language, meaning stressed syllables occur at roughly equal intervals regardless of the number of unstressed syllables in between (Roach, 2009; Avery & Ehrlich, 1992). This contrasts with syllable-timed languages, where each syllable takes a similar amount of time to pronounce.

- **Intonation :** it refers to the pitch variations in speech that convey meaning and emotional intent (Roach, 2009; Brown, 2014). It affects how sentences are understood and helps structure thought groups and units of speech separated by pauses. The most prominent element within a thought group, called the tonic, carries both major stress and pitch change, shaping the speaker's intended meaning (Goodwin, 2001). Despite its complexity, intonation can be effectively taught even to beginner learners.

Overall, the distinction between segmental and supra-segmental features is crucial in pronunciation teaching, shaping instructional methods and influencing learners' communicative effectiveness.

1.4. Approaches to Pronunciation Teaching:

According to Kelly (1969) pronunciation stands as the "Cinderella" of foreign language instruction because it received less attention than grammar and vocabulary throughout history. Western linguists dedicated their attention to grammar and vocabulary for an extended period which made these subjects more familiar to teachers (Kelly, 1969). Systematic pronunciation study emerged as a field of study only during the period leading up to the 20th century (Celce-Murcia et al., 2010). Modern language teaching has established two primary methods for pronunciation instruction which include (1) Intuitive-Imitative Approaches and (2) Analytic-Linguistic Approaches. The only method used for teaching pronunciation before the late 19th century was the intuitive-imitative approach which teachers supported with their own incorrect phonetic observations from spelling (Celce-Murcia et al., 2010).

1.4.1. The Intuitive-Imitative Approach

This approach relies on learners' ability to listen to and replicate the target language's sounds and rhythms without explicit instruction. The effectiveness of this approach has

improved with advancements in audio technology, from phonograph records to digital media such as CDs and DVDs (Gilbert, 2008).

1.4.2. The Analytic-Linguistic Approach

on the other hand, incorporates phonetic symbols, articulation charts, and contrastive analysis to help learners understand and produce sounds. This approach does not replace the intuitive method but rather complements it by providing explicit instruction alongside imitation (Celce-Murcia et al., 2010).

1.4.3. Pronunciation Teaching Today

Since the 1980s, Communicative Language Teaching (CLT) has dominated language instruction. This approach prioritizes real-world communication, making pronunciation essential. Research indicates that non-native speakers must reach a certain pronunciation threshold to be intelligible, regardless of their grammar and vocabulary proficiency (Morley, 1987).

Certain groups require especially high pronunciation proficiency, including:

- Foreign teaching assistants and faculty in English-speaking universities
- Professionals in technical, business, and industrial fields
- International businesspeople and diplomats using English as a global language
- Refugees in resettlement and vocational programs aiming to integrate into English-speaking societies.

Overall, pronunciation teaching has evolved significantly, with varying levels of emphasis in different methodologies. Today, it remains an essential part of effective communication in language learning.

1.4.4. Traditional and Communicative Approaches

Teaching pronunciation methods have undergone substantial changes throughout time because they follow the same developments as language teaching approaches. The traditional teaching method draws its foundation from behaviorist learning theories that establish habits through repetitive practice and response-based reinforcement. The model requires learners to listen to native-speaker examples while practicing sound and word repetition through mechanical exercises. The teacher functions as the primary model for learners while providing correction and the main emphasis remains on segmental accuracy which includes correct production of vowels and consonants (Zouaidi, 2024). The method proves useful for teaching phoneme awareness to learners but fails to address the supra-segmental elements which include stress patterns and intonation and rhythm. The decontextualized nature of traditional drills creates limitations in preparing learners for spontaneous and meaningful spoken communication in real-life situations. The communicative approach implements CLT principles by prioritizing fluency and interaction and meaning-making instead of form-focused repetition. Pronunciation serves as an integral part of communicative competence instead of existing as an independent teaching objective. Learners develop their pronunciation skills through interactive activities that include dialogues and role-plays and interviews and information-gap tasks. The activities help learners learn stress patterns and intonation contours and rhythmic flow naturally. The communicative approach prioritizes listener comprehension and intelligibility above native-like pronunciation achievement. This perspective holds special importance in multilingual and international settings because English acts as a lingua franca among speakers who are not native English speakers. Traditional methods provide a strong base for phonological accuracy yet communicative methods provide a more complete and applicable system for teaching practical speaking abilities. Educators support using a combined teaching approach which unites beneficial

aspects of both models to meet different learner requirements for developing articulatory skills and communicative fluency (Saito, 2017).

1.5. Explicit and Implicit Pronunciation Instructions:

The instruction of pronunciation divides into two main categories which focus on different cognitive aspects of language learning through explicit and implicit methods. The teaching methods of explicit instruction focus on direct and conscious instruction. The teaching method provides learners with detailed explanations about phonological rules which include sound articulation and stress placement and intonation patterns. The teaching method uses structured drills and phonetic charts and International Phonetic Alphabet (IPA) to show English sound systems in a visual and systematic way. The guidance enables learners to develop metalinguistic awareness which helps them monitor their pronunciation and make precise adjustments. The method works best for adult learners and learners who prefer analytical approaches to learning forms (Werfel, 2017). The implicit instruction method teaches pronunciation through natural exposure and contextual interaction without explicit phonological rule teaching. Learners absorb pronunciation patterns subconsciously by:

- Listening to authentic conversations.
- Watching English-language videos or films.
- Participating in communicative tasks such as role-plays, discussions, and collaborative activities.

This approach mirrors the acquisition process of a first language, allowing learners to internalize features such as stress, intonation, and rhythm through meaningful use rather than isolated repetition. Implicit learning is particularly beneficial for developing fluency, natural prosody, and spontaneity in speech, encouraging learners to engage confidently and intuitively with the language.

Advantages of the implicit approach include:

- A more holistic understanding of spoken English,
- Increased confidence in speaking without fear of formal error correction,
- Enhanced long-term retention and authentic usage of pronunciation features.

The majority of EFL teaching environments use explicit methods because of their curriculum design and limited resources. The explicit teaching methods help learners develop accurate articulation but they do not provide enough training for authentic communicative speech. The recommended teaching approach combines explicit accuracy instruction with implicit fluency exposure to achieve optimal results. The blended teaching approach helps learners learn pronunciation rules through meaningful interactions while developing their ability to understand patterns in context which leads to better intelligibility and spoken confidence (Bemani Naeini & Adni, 2017).

1.6. Pronunciation Teaching Techniques and Activities

The instruction of pronunciation needs more than basic repetition and isolated mispronunciation correction. The teaching process demands a systematic approach to select methods which address segmental features and supra-segmental features including stress and intonation and rhythm. The most widely employed teaching methods include minimal pair drills because they help learners differentiate between similar sounds such as /iː/ and /ɪ/ in “sheep” and “ship.” The drills improve learners' ability to recognize phonemes and their discrimination skills especially when teaching sounds that do not exist in their native language. (Isna & Indah, 2024). Real-time repetition of spoken input through shadowing activities proves most effective for teaching rhythm and intonation elements. The practice of clapping syllable stress and using visual arrows to show pitch variation helps learners learn English melodic patterns and improves their communicative

effectiveness. Role-plays together with dialogues and interactive speaking tasks enable learners to practice pronunciation in authentic communication contexts which develops their fluency and functional language abilities. Through recording and playback techniques learners can monitor their speech and track their progress while developing self-correction skills (Correa & Grim, 2014). Songs and chants and tongue twisters serve as creative learning tools which provide both entertainment and memorability for pronunciation training particularly suitable for young or beginner learners. The techniques help learners remember sound patterns while creating an enjoyable and emotionally engaging learning experience. The consistent implementation of various teaching methods enhances articulatory control while improving speech intelligibility and enables learners to gain confidence in their English communication abilities in real-life situations.



Figure 2: Learners Practicing Minimal Pair Drills in a Classroom Setting

Effective pronunciation instruction integrates a variety of engaging and purposeful techniques that foster both segmental and supra-segmental mastery. Each method contributes

uniquely to the development of learners' speaking skills and overall communicative competence:

- Shadowing Activities: In this technique, learners listen to a short-spoken passage and repeat it immediately, attempting to imitate the speaker's rhythm, stress, and intonation. Shadowing improves fluency, enhances prosodic awareness, and exposes learners to authentic models of speech that are often absent in conventional coursebook-based instruction. (Suyadi, 2024)
- Stress and Intonation Exercises: These activities help learners control the supra-segmental features of speech, such as sentence stress, pitch variation, and rising or falling intonation. Mastery of these elements is essential for expressing grammatical meaning, emotion, and conversational intent naturally and effectively.
- Role-Plays and Dialogues: These communicative activities create realistic, interactive scenarios where pronunciation is applied in spontaneous conversation. By using language in meaningful contexts, learners move beyond isolated sound practice and develop pronunciation as a communicative tool.
- Recording and Playback: This self-monitoring strategy enables learners to record their own speech, compare it with native or proficient models, and identify specific areas for improvement. The technique promotes learner autonomy, reflection, and self-directed pronunciation refinement.
- Songs, Chants, and Tongue Twisters: These fun and memorable activities facilitate the internalization of sound patterns, rhythm, and stress through repetition and melody. They are especially useful for building learner motivation, reducing anxiety, and reinforcing pronunciation in an enjoyable way.

Taken together, these techniques form the basis of a multi-sensory, learner-centered approach to pronunciation teaching. By combining:

- Auditory input (listening to models),
- Visual support (such as phonetic symbols or diagrams), And Kinesthetic engagement (through mouth movement or physical stress marking),
- teachers can accommodate different learning styles and reinforce pronunciation through diverse cognitive pathways. In such an approach, learners are not passive recipients of input but active participants in the learning process, cognitively analyzing phonological patterns, physically practicing articulation, and emotionally engaging through enjoyable tasks.

The implementation of these interactive strategies addresses traditional coursebook limitations to develop learner speaking skills and fluency and confidence in speaking. The strategies create an inclusive learning environment that helps learners develop the necessary communicative skills to use English effectively in academic and professional and everyday situations (Saito & Van Poeteren, 2023).

1.7. Pronunciation Teaching and Instructions in the (CBA)

The (CBA) to language education adopts a learner-centered philosophy that focuses on developing practical and transferable communication skills. The (CBA) views pronunciation as an integral part of language instruction rather than a separate or secondary aspect of language teaching because it forms a vital element of communicative competence. The ability to speak clearly and accurately enables listeners to understand messages better and leads to improved fluency which directly supports real-world communication effectiveness (Boukhentache, 2020).

The (CBA) method integrates pronunciation instruction into task-based learning systems which teach language through realistic communication tasks. (CBA) teaches pronunciation through interactive listening and speaking activities instead of using rote sound repetition and decontextualized drills. The teaching of segmental features including consonant and vowel

sounds and minimal pairs and phoneme discrimination and supra-segmental features such as word stress and sentence rhythm and intonation contours and connected speech occurs in (CBA). The teaching of these features happens through explicit instruction while learners practice them in authentic scenarios that include dialogues and role-plays and storytelling and interviews and presentations. (CBA) stands out because it promotes learner independence while encouraging learners to take an active role in their learning process. The teaching of pronunciation under (CBA) requires learners to learn methods for assessing their own speech production. The approach promotes learners to use guided self-assessment and peer feedback and reflective listening through recording their own voice. The approach supports the integration of different multimodal resources which include visual phonetic charts and pronunciation software and interactive apps and audiovisual materials and online tools that accommodate diverse learning styles (auditory, visual, and kinesthetic) to enhance the learning experience (Fleming, 2025). The CBA-based pronunciation instruction aims to develop learners' ability to communicate effectively while building their confidence in real-life situations rather than focusing on native-like accuracy. The (CBA) approach focuses on functional language use instead of theoretical knowledge which matches its broader objectives. Teachers who adopt this model should create personalized pronunciation tasks which are engaging and communicatively purposeful to show learners that pronunciation develops their language abilities instead of being a technical exercise.

1.8. The Role of Phonetic Transcription and the IPA

The International Phonetic Alphabet (IPA) functions as a fundamental tool for English language instruction because it provides learners with a standardized visual system to represent speech sounds. The IPA serves as more than a tool for decoding English spelling irregularities because it connects written symbols to actual pronunciation which enables

learners to understand correct articulation despite orthographic differences. (Helping K-12 learners improve pronunciation with IPA transcription, 2025) Early implementation of the IPA in EFL instruction helps learners develop phonological awareness while improving their listening discrimination abilities and their understanding of phoneme-grapheme relationships. The skills developed through IPA training prove especially useful for learners who encounter new sounds that do not exist in their native language. The practical classroom implementation of IPA instruction can be delivered through different interactive approaches such as:

- Using phonetic flashcards to highlight sound distinctions.
- Asking learners to transcribe short sentences or dialogues.
- Encouraging regular consultation of phonetic transcriptions in dictionaries when encountering new words.

These activities help demystify the pronunciation of complex vocabulary and empower learners to take ownership of their language development. The IPA gives learners the necessary tools to analyze speech sounds independently and recognize them and produce them accurately. The IPA gives teachers a systematic framework to model pronunciation and deliver precise feedback to learners. Instructors can use specific IPA symbols to demonstrate exact articulation differences instead of providing vague comments. The use of IPA symbols results in more precise pronunciation instruction according to Bridge Education (2022). The IPA functions as an essential educational tool in situations where learners have restricted access to real spoken English because it provides them with a dependable reference system. Learners develop better sound pattern understanding and English fluency through consistent practice with IPA symbols during drills and transcription exercises and dictionary work.

Table 1: English Spelling vs. IPA Transcription

Word	Spelling	IPA Transcription	Algerian Learner Error	Correct Sound
Though	Though	/ðəʊ/	/zəʊ/ or /doː/	/ð/
Tough	Tough	/tʌf/	/tuːf/	/ʌ/
Through	Through	/θruː/	/truː/ or /sruː/	/θ/
Vision	Vision	/ˈvɪʒən/	/ˈvɪdʒən/ or /ˈvɪzən/	/ʒ/
Cheap	Cheap	/ʧiːp/	/ʃiːp/	/ʧ/

1.9. Pronunciation Assessment in EFL Learning

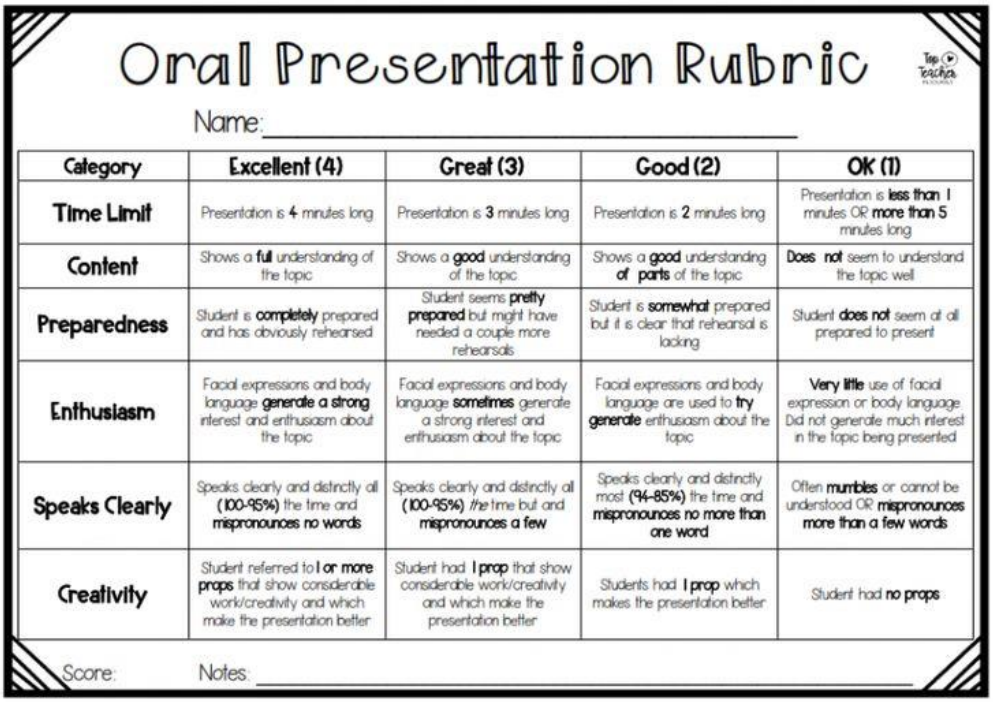
The assessment of pronunciation serves as a crucial tool to help learners develop their oral language skills yet numerous EFL programs fail to prioritize this essential component. The evaluation of grammar and vocabulary happens through written exams but pronunciation assessment usually depends on spontaneous teacher feedback instead of formal assessment methods. A proper pronunciation assessment system needs to use both formative and summative evaluation methods. The ongoing developmental assessment process includes teacher observations of classroom interactions and immediate corrective feedback as well as peer assessments and self-evaluation through recorded speech and pronunciation journals. The strategies help learners develop metacognitive awareness while they can identify particular pronunciation areas that need improvement during real-time learning (Çetin, 2019). The summative assessment of pronunciation takes place at the conclusion of learning cycles through tasks including oral presentations and reading aloud and interviews and recorded monologues. The evaluation of pronunciation domains through analytic rubrics assesses key areas such as:

- Segmental accuracy (articulation of individual sounds).
- Supra-segmental features (stress, rhythm, intonation).
- Fluency and speech rate.
- Overall intelligibility.

The assessment of pronunciation remains neglected in formal assessment frameworks because of unclear rubrics and insufficient teacher training and curriculum emphasis. The exclusion of pronunciation from assessment rubrics creates a false impression that this skill is unimportant although it remains essential for communicative competence. Learners develop strong written English abilities but fail to become understandable speakers of the language (Macdonald, 2002).

- To address this gap, pronunciation assessment should be systematically embedded into EFL curricula. This involves:
- Designing clear, objective, and transparent pronunciation rubrics.
- Training teachers to implement formative and summative assessment tools effectively.
- Encouraging learner involvement through self-monitoring and peer feedback.

By integrating pronunciation assessment into communicative language teaching, educators can provide learners with constructive feedback, track their oral development, and foster confidence in spoken communication. When aligned with instructional goals, assessment becomes not merely a grading tool, but a key driver of learner autonomy and improvement in real-world language use.



Oral Presentation Rubric

Name: _____

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is **4** minutes long	Presentation is **3** minutes long	Presentation is **2** minutes long	Presentation is **less than 1** minutes OR **more than 5** minutes long
Content	Shows a **full** understanding of the topic	Shows a **good** understanding of the topic	Shows a **good** understanding **of parts** of the topic	**Does not** seem to understand the topic well
Preparedness	Student is **completely** prepared and has obviously rehearsed	Student seems **pretty prepared** but might have needed a couple more rehearsals	Student is **somewhat** prepared but it is clear that rehearsal is lacking	Student **does not** seem at all prepared to present
Enthusiasm	Facial expressions and body language **generate a strong** interest and enthusiasm about the topic	Facial expressions and body language **sometimes** generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to **try generate** enthusiasm about the topic	**Very little** use of facial expression or body language Did not generate much interest in the topic being presented
Speaks Clearly	Speaks clearly and distinctly all **(100-95%)** the time and **mispronounces no words**	Speaks clearly and distinctly all **(100-95%)** *the* time but and **mispronounces a few**	Speaks clearly and distinctly most **(94-85%)** the time and **mispronounces no more than one word**	Often **mumbles** or cannot be understood OR **mispronounces more than a few words**
Creativity	Student referred to **1 or more props** that show considerable work/creativity and which make the presentation better	Student had **1 prop** that show considerable work/creativity and which make the presentation better	Students had **1 prop** which makes the presentation better	Student had **no props**

Score: Notes: _____

Figure 3: Teacher Using a Pronunciation Rubric During an Oral Assessment

Section Two: Pronunciation in EFL and the Algerian Context

2.1. Pronunciaion in EFL Learning:

The production of speech sounds through proper pronunciation stands as an essential element for language acquisition because it enables proper communication. The process of producing sounds allows people to transmit meaning and then combining sound elements creates linguistic messages. The two essential elements of English pronunciation include segmental features which represent individual sounds and supra-segmental features which represent stress rhythm and intonation patterns. The term pronunciation lacks a single universally accepted definition because scholars examine it through various research perspectives. According to Peter Roach (2001) pronunciation means the production of language sounds but Jenkins (2000) declares that it stands as « the most significant obstacle to successful communication». The ability to pronounce words clearly helps listeners understand

messages regardless of grammatical errors but poor pronunciation creates barriers to understanding even when the grammar is correct. Richards and Renandya (2002) explain that pronunciation functions through individual sounds together with their accompanying sound features which operate at segmental and supra-segmental levels. The elements that comprise pronunciation according to Ur (1996) include sounds along with stress patterns and rhythm and intonation. According to Schmitt (2002) pronunciation directly affects the process of communication. Schmitt (2002) explains that pronunciation functions through the vocalization of speech sounds for human interaction yet Dalton and Seidlhofer (1994) define it as the creation and interpretation of essential sounds that convey meaning across various situations. The definition of pronunciation by Seidlhofer (2001) refers to meaningful sound perception and production in languages but Underwood (1989) emphasizes that pronunciation exists solely as spoken words separate from written language. Various academic perspectives exist regarding pronunciation when examining phonetics and phonology. Some researchers including Jones and Evans (1995) and Kenworthy (1987) use pronunciation and phonetics and phonology as synonyms but Thornbury (2005) identifies these terms as separate entities. The authors Burgess and Spencer (2000) explain phonology as the theoretical study of language sound systems but pronunciation represents the practical implementation of these features in spoken language. The accepted method of language speech production and interpretation of speech sounds forms the definition of pronunciation. The process of communication depends heavily on pronunciation because it ensures both clear communication and understanding of messages.

2.2. Importance of Pronunciation in EFL communication:

EFL leaning heavily depends on pronunciation because it directly affects learners' ability to both understand and express spoken language. Strong grammar and vocabulary skills do

not guarantee effective communication since poor pronunciation leads to misinterpretations and failed conversations. The instructional goal of intelligibility has gained acceptance as a more practical approach than native-like pronunciation because English serves as an international lingua franca in global contexts. (Morley, 1991) Pronunciation serves both linguistic and psychological and affective purposes. The ability of learners to create understandable speech directly affects their self-esteem and motivation and their willingness to use spoken communication. According to Gilakjani (2016) better pronunciation skills improve communicative competence while building learner confidence which leads to increased language use participation.

The written abilities of learners in EFL learning environments do not match their spoken language skills. Learners demonstrate strong performance in grammar-based written tasks and vocabulary recognition but face challenges when producing clear and understandable speech. The curriculum focusses on reading and writing skills creates a common gap between learners' written abilities and their spoken abilities. Learners receive inadequate structured practice in pronunciation which restricts their overall communicative effectiveness according to Safariyan & Shahrokhi (2014). The teaching of pronunciation should become a fundamental component of communicative language instruction instead of remaining an additional skill. The integration of pronunciation instruction through contextualized learner-centered activities in classroom routines leads to improved oral fluency and listening comprehension which results in more confident and competent English usage in real-life situations.

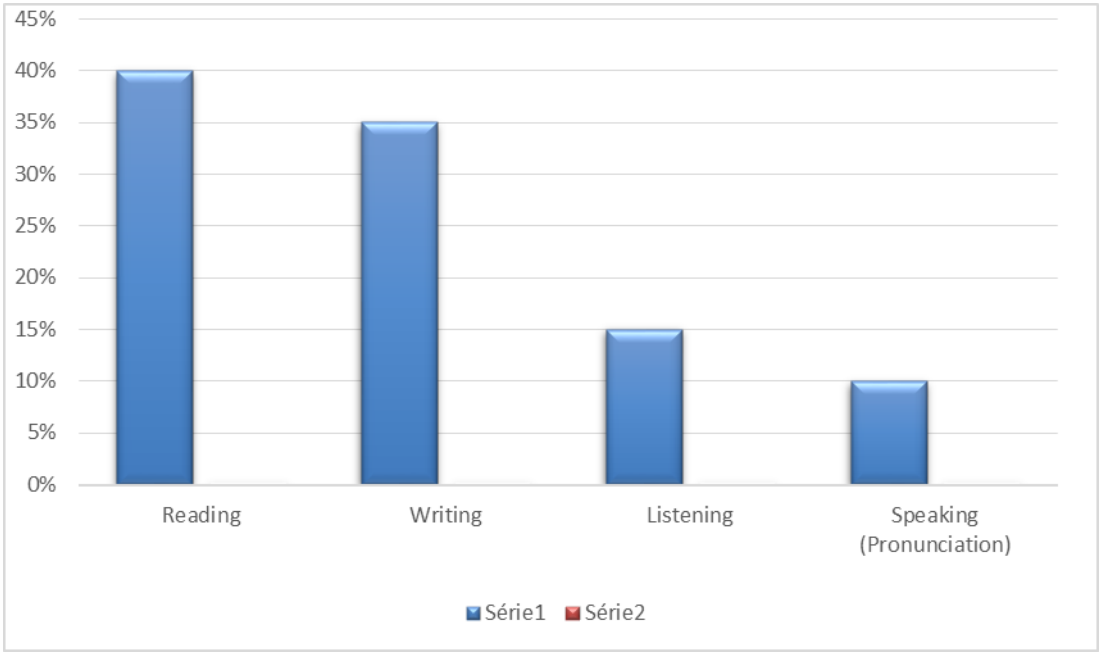


Figure 4: Mismatch Between Written and Oral Proficiency in Algerian Middle Schools

The EFL instruction materials known as coursebooks show an uneven distribution between teaching written language skills including grammar and sentence structure and vocabulary and pronunciation instruction. The linguistic form receives strong foundation in coursebooks but pronunciation practice and authentic listening input receive insufficient emphasis. The listening activities found in these materials consist mainly of scripted or overly simplified dialogues which do not represent the natural prosody of English speech including rhythm and stress and intonation. The assessment of pronunciation appears rarely in language assessment protocols whether through formative or summative evaluation methods. The absence of pronunciation instruction in language curricula implies that speech accuracy holds less importance than other language abilities which affects both teaching methods and learner learning goals. The current teaching approach leads learners to excel in written assignments yet face challenges with fundamental spoken communication which has become essential for academic and professional and intercultural success. Learners who do not receive regular pronunciation instruction will probably develop permanent pronunciation errors that affect their ability to correctly pronounce individual phonemes and use supra-segmental features.

The pronunciation problems that learners develop during early stages of learning become increasingly hard to correct as they move toward more advanced language proficiency levels. (Topal & Ibrahim, 2024)

The solution to these challenges requires an integrated communicative approach to pronunciation instruction which incorporates pronunciation into regular classroom activities and supports language objectives. The instruction of pronunciation should become an essential part of speaking tasks and listening comprehension and vocabulary exercises instead of remaining an optional peripheral skill. Learners will better internalize sound patterns and develop clear confident oral communication when pronunciation becomes visible and assessable and functionally relevant. The development of effective pronunciation training leads to better listening comprehension because learners need to recognize and understand phonological elements in spoken language to produce speech effectively. The dual nature of pronunciation as both receptive and productive skill makes it essential for achieving holistic language competence (Khaghaninejad & Maleki, 2015). The improvement of pronunciation creates a positive feedback system which enhances both receptive and productive oral skills to produce more confident and competent EFL users.

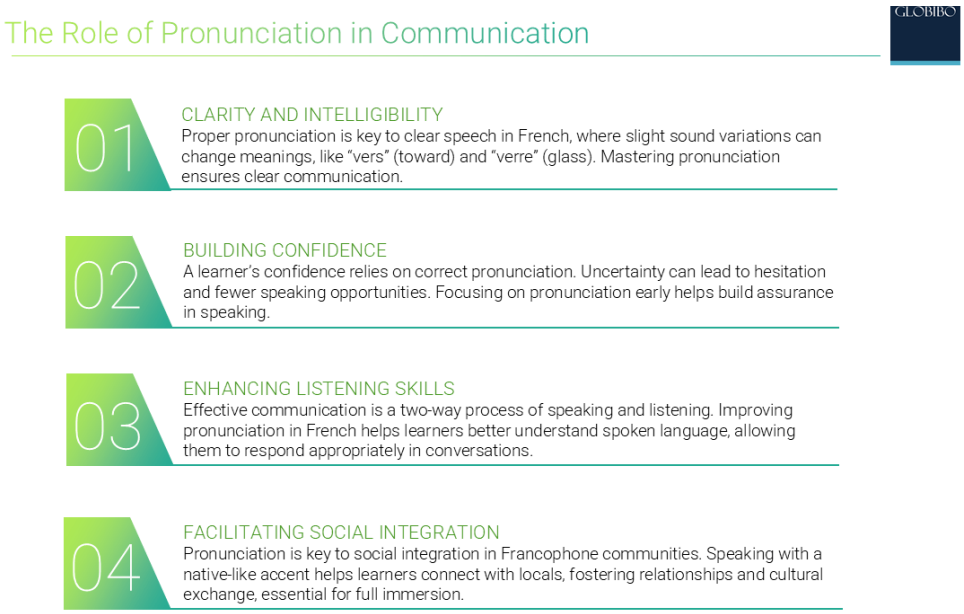


Figure 5: The Central Role of Pronunciation in Communication and Learner Confidence

2.3. Challenges in Pronunciation Teaching and Learning in EFL Classrooms:

Multiple obstacles in EFL pronunciation education create barriers for learners to develop their oral skills and build speaking confidence. The main challenge in teaching pronunciation arises from insufficient classroom time because most curricula focus on grammar and reading and writing skills. The practice of pronunciation education remains secondary to other skills or occurs only through error correction instead of planned instruction. The absence of authentic listening materials including native-speaker audio and multimedia input and interactive platforms prevents learners from experiencing natural rhythm and stress patterns and pronunciation variations. The absence of authentic exposure prevents learners from developing the prosodic features which form the basis of understandable speech (Tharatorn & Surisa, 2022).

2.3.1. Learner-Related Challenges:

The factors that influence pronunciation instruction include learner-specific elements such as age, proficiency level, linguistic and cultural background, prior exposure to the target language, motivation, and learning style. Teachers have minimal influence on these variables yet they remain vital for designing curricula and delivering classroom instruction. According to Celce-Murcia et al. (1996) these factors determine learners' capacity to learn intelligible pronunciation so they must be taken into account when developing pronunciation teaching strategies.

2.3.2. Teacher-Related Challenges :

2.3.2.1. Teachers' Pronunciation Competence :

Learners learn pronunciation from their teachers who serve as their primary pronunciation models. The English sound system requires pronunciation instructors to demonstrate complete mastery according to Rogerson-Revell (2011). According to Gimson (1977 as cited in Rogerson-Revell 2011) teachers need to achieve precise pronunciation because learners especially young learners learn by copying their instructors. Teachers who demonstrate strong pronunciation skills according to Szpyra-Kozłowska (2015) will focus on pronunciation instruction but teachers with weak pronunciation skills tend to ignore it.

2.3.2.2. Teachers' Knowledge and Training:

Specialized training together with specific knowledge stands as a necessity for teaching pronunciation effectively. The researchers Dalton & Seidlhofer (1994), Murphy (1997) and Jenkins (1998) stress that language teachers must possess strong knowledge of phonetics and phonology. Teachers who understand English phonology can predict pronunciation challenges which enables them to create suitable teaching methods (Burgess & Spencer, 2000). Teachers require both phonetic and phonological understanding and particular teaching methods to deliver effective pronunciation instruction (Tench, 1981; Ross, 1992; Celce-Murcia et al., 1996). The majority of English-proficient teachers do not use a structured method when teaching pronunciation according to Ross (1992). The solution according to Burgess & Spencer (2000) should involve teaching pronunciation methods in teacher training programs instead of traditional phonetics and phonology classes with a focus on classroom application..

Recent studies also highlight the need for training in both theoretical and practical aspects of pronunciation teaching (Brown, 2014). Brown distinguishes between phonetics and

phonology as academic subjects and pronunciation teaching as a practical discipline that requires knowledge of effective teaching techniques, learner motivation, and instructional strategies. For teachers to be well-prepared, they must develop a strong foundation in phonetics, phonology, and pronunciation pedagogy, enabling them to provide learners with high-quality pronunciation instruction.

The teaching of pronunciation in EFL contexts encounters various obstacles because of limitations in curriculum planning and big class sizes and time constraints and testing effects. The process becomes more complex because of learner-specific factors and teacher-related challenges which include pronunciation competence and training. A well-structured approach must be implemented to solve these challenges through better teacher training and suitable teaching materials and increased pronunciation focus in language curricula.

Systematic pronunciation instruction produces enduring advantages which surpass classroom achievement. The integration of pronunciation into daily language learning through assessment and communicative tasks and targeted feedback enables learners to develop English fluency for academic and professional and social interactions worldwide.

2.4. Testing Pronunciation:

The EFL context presents pronunciation teaching challenges because of national language policies and teacher training and curriculum design and teaching resource availability. The elements that teachers cannot control affect the duration of pronunciation instruction and the quality of teaching materials and technical support availability. The approach to pronunciation teaching depends heavily on class size and examination systems and time constraints.

2.4.1. The Examination System and Washback Effect:

The EFL context presents pronunciation teaching challenges because of national language policies and teacher training and curriculum design and teaching resource availability. The elements that teachers cannot control affect the duration of pronunciation instruction and the quality of teaching materials and technical support availability. The approach to pronunciation teaching depends heavily on class size and examination systems and time constraints.

2.4.2. Test-Driven:

The term “test-driven” refers to an approach or system where the primary focus and ultimate goal are centered around achieving success on specific assessments or evaluations. In an educational context, this means that teaching, curriculum design, and learner effort are largely geared towards performing well on tests, exams, or standardized evaluations. The content learned is often limited to what is expected to be on the test, and teaching methods might prioritize memorization or rote learning over deeper understanding or critical thinking. The value of knowledge is often measured by its direct utility in passing a test.

Key characteristics often include:

- Emphasis on measurable outcomes.
- Curriculum narrowing to tested subjects.
- Teaching “to the test.”
- Pressure on learners and educators to achieve high scores.

Learning might be superficial or temporary, designed for recall rather than long-term retention or application.

2.4.3. Learning-Driven: The "learning-driven" approach focuses on developing authentic deep understanding together with critical skills and intellectual curiosity. The learning-driven paradigm focuses on complete learner development through exploration and problem-solving activities that enable knowledge application in different situations beyond testing. The assessment function in learning-driven environments tracks learner progress in understanding and skill development instead of controlling the entire educational process. Knowledge holds value that goes past evaluation scores because it enables practical use in real life situations and supports individual growth and mental development.

Key characteristics often include:

- Focus on conceptual understanding and critical thinking.
- Broader curriculum and interdisciplinary connections.
- Learner-centered approaches, encouraging inquiry and creativity.
- Assessment as a feedback mechanism for learning.
- Knowledge acquisition for lifelong learning and adaptability.

2.5. The Role of Coursebooks in EFL Pronunciation Instructions :

EFL programs heavily depend on coursebooks because they function as essential educational resources for teaching and learner learning. Research indicates that coursebooks deliver organized language content which includes grammar and vocabulary and particularly pronunciation (Cunningsworth, 1995; Tomlinson, 1998). The materials establish organized lesson plans which lead learners through planned curricula and demonstrate authentic language elements and pronunciation models. Coursebooks function as essential resources for classrooms with non-native English-speaking teachers because they provide learners with

consistent and accurate language instruction (Richards, 2001). The main benefit of coursebooks lies in their ability to establish standardized teaching practices between different classrooms. The standardized content delivery through coursebooks enables learners to receive equal learning materials which facilitates fair assessment (Richards, 2001). Coursebooks function as essential reference materials outside the classroom because they represent the main point of contact learners have with English language content after their teachers' direct instruction. The materials play a vital role in pronunciation practice and review while supporting self-directed learning. According to Ur (1996) coursebooks provide learners with structure and direction while granting them autonomy to monitor their progress. Coursebooks serve as professional development tools and instructional guides for inexperienced teachers who need help with lesson presentation and classroom management. The pronunciation practice and listening comprehension materials found in coursebooks include audio CDs and workbooks which are essential for learner learning.

The use of coursebooks has received criticism from various stakeholders. Coursebooks contain artificial language and avoid sensitive cultural topics and do not meet the needs of local learners (Richards, 2001). The overuse of coursebooks can result in a passive teaching approach where teachers become content deliverers instead of instructional designers. Such limitations can be overcome through proper adaptation and supplementation or guided usage.

The growing digital resource availability does not diminish the essential role of coursebooks in EFL classroom instruction. Research indicates that coursebooks create feelings of security and progress for learners particularly in their pronunciation and core language skills development (Razmjoo, 2007). The research of McGrath (2002) and Byrd (2001) demonstrates that coursebooks deliver dependable content along with prepared activities which determine classroom dynamics and educational results. Many educators view coursebooks as essential educational tools which function as program navigation systems

(Sheldon, 1988) to establish both organizational structure and educational goal achievement paths. Coursebooks function as affordable yet powerful educational resources in settings where resources are scarce especially within developing nations. The resources function as educational materials while transmitting cultural values and communication standards (Cortazzi & Jin, 1999). Their dual function of linguistic and cultural education makes them essential for worldwide EFL teaching environments.

In sum, coursebooks are more than just teaching aids, they are foundational to the learning process, especially in pronunciation instruction. They offer structure, promote consistency, and support both teachers and learners in achieving language proficiency.

Conclusion

The chapter established the theoretical foundations of pronunciation instruction through the (CBA) framework. The research demonstrated how pronunciation development strengthens communicative competence while discussing multiple teaching approaches and strategies for EFL pronunciation instruction. The (CBA) promotes learner-centered instruction which combines skill-integrated and real-life-oriented approaches that should guide pronunciation pedagogy. The research revealed a theoretical-practical divide which affects under-studied settings including Algeria. The theoretical foundation established in this chapter leads to the following chapter which focuses on practical research aspects. The research will study pronunciation instruction in *My Book of English* fourth-year middle school official coursebook and evaluate EFL teachers' opinions and classroom methods through content analysis and questionnaire data.

Chapter Two: Field Work

Introduction

The chapter provides an extensive evaluation of gathered data through mixed-methods research which merges questionnaire results with content analysis of *My Book of English 4 MS* and connects them to the theoretical framework and empirical evidence from the study. The second chapter explains the interpretation of findings together with study limitations and provides pedagogical implementations that improve pronunciation instructions in MBE 4MS and the entire curriculum.

Section One: The Methodological Framework

1. Research Design

The first section of the Research Method uses a questionnaire to gather quantitative data which evaluates teachers' views about pronunciation instructions and teaching aids from the coursebook. The assessment enables teachers to provide recommendations for future syllabus development in pronunciation instruction. The second section uses content analysis to examine qualitative data. The analysis focuses on major pronunciation instruction problems found in *My Book of English 4MS* while considering the competency-based teaching framework.

Section Two : Teachers' Questionnaire:

This section is designated to describe teachers' questionnaire and to report, to analyze, and to interpret the data collected.

2.1. The description of the Questionnaire:

This questionnaire is designed to gather data from fourth-year middle school EFL teachers regarding their perceptions and practices related to pronunciation instruction in the Algerian coursebook *My Book of English 4MS*, as part of a Master's research study. It comprises 15 questions divided into four sections: background information, evaluation of pronunciation activities, teaching challenges, and recommendations. The questionnaire includes a combination of multiple-choice, open-ended, and Likert-scale items. The Likert scale, specifically a five-point scale ranging from "Strongly Disagree" to "Strongly Agree," is employed in Section Two to assess teachers' perceptions of the coursebook's ability to address diverse learning styles and improve pronunciation skills. The variety of questions offers a comprehensive understanding of the effectiveness and challenges of pronunciation instruction at this level.

2.1.1. General and Background Information: It collects demographic and professional data of respondents, including gender, years of teaching experience, educational degree, and trainings in pronunciation teaching.

2.1.2. Pronunciation Instructions and Activities: It explores the frequency of using coursebook's pronunciation tasks by teachers and their alignment with diverse learning styles, and the availability of pronunciation teaching materials.

2.1.3. Teaching Challenges and Techniques: This section investigates the common techniques used to teach pronunciation and the challenges face by teachers.

2.1.4. Recommendations and Feedback: This section invites teachers to provide recommendations and feedback for pronunciation instructions enhancement.

2.2. Sampling Strategy

To align with the study's objectives and ensures the inclusion of participants who possess the adequate knowledge and relevant expertise and experience in teaching English pronunciation at the middle school level, a purposive sampling was chosen to conduct our research.

2.3. Analyzing the Results of the Teachers' Questionnaire

The questionnaire data underwent analysis through table presentation to show both frequency and response percentage. The research began with 50 teachers as the target sample but the questionnaire received responses from only 21 teachers.

2.3.1. The Questionnaire Analysis

Section One: General and Background Information

Table 2

Gender of the sample

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	16	76,2	76,2	76,2
	Male	5	23,8	23,8	100,0
	Total	21	100,0	100,0	

The data analysis shows that females made up the majority of study participants at 76.2% (16 out of 21) while males comprised only 23.8% (5 out of 21). The gender distribution shows females dominate the study population at 76.2% (16 out of 21) while males make up only 23.8% (5 out of 21). This gender imbalance shows females dominate the study population which could impact the research findings especially when gender influences the perspectives

or experiences about the investigated topic. The study results should be interpreted with this gender difference in mind.

Table 3

Years of Experience

Years of teaching experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3 Years	2	9.5	9.5	9.5
	4 to 6 Years	1	4.8	4.8	14.3
	7 to 10 years	12	57.1	57.1	71.4
	More than 10 years	6	28.6	28.6	100,0
	Total	21	100,0	100,0	

The table shows that most participants (57.1%) have 7 to 10 years of teaching experience, followed by 28.6% who have more than 10 years. Only a small percentage presents teachers who have 1 to 3 years (9.5%) or 4 to 6 years (4.8%) of teaching experience. This suggests that most respondents are experienced educators, which aligns well with the study's aim to explore informed perspectives on pronunciation instruction. As indicated in the reference memorandum, the depth of classroom experience can significantly influence teachers' confidence and strategies in delivering pronunciation instruction, particularly in adapting materials and addressing learner needs.

Table 4

Educational Degree:

Educational degree (Select all that apply)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	6	29,4	29,4	29,4
	Master's degree	10	35,3	35,3	74,5
	Teachers' Training School (l'ENS)	5	25,5	25,5	100,0
	Total	21	100,0	100,0	

The data shows that participants have different levels of educational qualifications. The largest group consists of those with a Master's degree (35.3%), followed by Bachelor's degree holders (29.4%). A notable portion (25.5%) graduated from a Teachers' Training School (l'ENS). This distribution indicates a well-qualified teaching population, with the majority holding postgraduate qualifications, suggesting a strong academic background among the participants.

Table 5

Pronunciation Teaching Training

Did you receive any formal training in pronunciation teaching?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	76,2	76,2	76,2
	Yes	5	23,8	23,8	100,0
	Total	21	100,0	100,0	

The data shows that most participants (76.2%) lacked formal pronunciation teaching training yet 23.8% received such training. The study results confirm the memorandum's

concern about insufficient professional development opportunities for pronunciation instruction. Teachers who lack formal training may struggle to implement pronunciation tasks effectively and use proper techniques and address individual pronunciation difficulties which negatively affects learners' oral proficiency and intelligibility.

Table 6:

Types of formal pronunciation teaching.

If yes, please specify					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		14	66,7	66,7	66,7
	Phonetics	1	4,8	4,8	71,4
	Easy instructions need just listening and know some phonitc transcriptions nd few rules	1	4,8	4,8	76,2
	ENS courses	1	4,8	4,8	81,0
	I participated in several training with British Council	1	4,8	4,8	85,7
	Ministry of education training programme	1	4,8	4,8	90,5
	No	1	4,8	4,8	95,2
	The Algerian Ministry of Education training forums.	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

The table shows the types of formal pronunciation training received by a minority of respondents (approximately one-third), while the remaining 66.7% did not specify or possibly did not respond to the question. The responses of those who provided details show a variety of limited forms of training, including phonetics courses, ENS training, Ministry programs, and British Council workshops. The memorandum shows that these training experiences are scattered and individual, which indicates a systemic problem with unified, in-depth professional development for pronunciation instruction. This fragmentation may contribute to inconsistent pronunciation teaching practices across educational institutions.

Section Two: Pronunciation Instructions and Activities in My Book of English 4MS

Table 7

Frequency of pronunciation tasks integration.

How regularly do you integrate pronunciation tasks from My Book of English 4MS in your lessons					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	4.8	4.8	4.8
	Never	1	4.8	4.8	9.6
	Often	2	9.5	9.5	19.1
	Rarely	10	47.6	47.6	66.7
	Sometimes	7	33.3	33.3	100,0
	Total	21	100,0	100,0	

The data shows that the use of pronunciation tasks from My Book of English 4MS in classroom lessons is quite low. A total of 80.9% of teachers said that they either rarely (47.6%) or sometimes (33.3%) use these tasks. Only a few respondents said that they often

(9.5%) or always (4.8%) use them, while an equal 4.8% said that they never use them at all. This indicates that although pronunciation tasks are available, their use is not consistent, which may be due to a lack of emphasis on pronunciation instruction or the way the coursebook presents these activities.

Table 8

The emphacized pronunciation aspect.

Which pronunciation aspects are most emphasized in the coursebook? (Select all that apply)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consonant Sounds	2	9.5	9.5	9.5
	Vowel Sounds	6	28.6	28.6	38.1
	Vowel sounds, Consonant Sounds	12	57.1	57.1	95.2
	Vowel sounds, Consonant sounds, Stress Patterns	1	4.8	4.8	100,0
	Total	21	100,0	100,0	

The data shows that 57.1% of teachers believe that both vowel and consonant sounds are the most emphasized pronunciation aspects in the coursebook. This indicates that the segmental features of pronunciation are the primary focus of the coursebook. Additionally, 28.6% highlighted vowel sounds alone, while 9.5% emphasized only consonant sounds. A small number of teachers (4.8%) stated that the coursebook covers vowel sounds, consonant

sounds and stress patterns together, indicating that there is little attention to supra-segmental features such as stress. This distribution indicates that segmental elements are well covered, but there is a need to address prosodic features which are important for natural and intelligible speech.

Table 9

Evaluation of pronunciation instructions' effectiveness.

How would you rate the effectiveness of the pronunciation instructions in the coursebook in improving learners' pronunciation skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Effective	5	23.8	23.8	23.8
	Ineffective	5	23.8	23.8	47.6
	Neutral	9	42.9	42.9	90.5
	Very ineffective	2	9.5	9.5	100,0
	Total	21	100,0	100,0	

The survey results indicate that 42.9% of participants had neutral opinions about the coursebook pronunciation instructions while 23.8% believed they were effective and 23.8% found them ineffective and 9.5% rated them as very ineffective. The results show that 23.8% of teachers found the instructions effective but 23.8% considered them ineffective and 9.5% rated them as very ineffective which indicates that nearly a third of participants were dissatisfied. The results indicate that a small number of educators find some instructional value in the coursebook but most educators believe pronunciation instruction needs improvement.

Table 10

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [Many opportunities are provided to learners for active sound production and physical practice (Kinesthetic)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	4,8	4,8	4,8
	Disagree	9	42,9	42,9	47,6
	Neutral	3	14,3	14,3	61,9
	Strongly disagree	8	38,1	38,1	100,0
	Total	21	100,0	100,0	

The research shows that most teachers think the pronunciation tasks in the coursebook are not well designed to meet the needs of different learning styles such as auditory, visual and kinesthetic. Specifically, 42.8% disagreed and 38.1% strongly disagreed, making up a combined 80.9% of respondents. Only 4.8% agreed that the tasks support varied learning preferences, while 14.3% remained neutral. This indicates a significant gap in the coursebook's inclusivity and adaptability to different learner needs, especially regarding physical and interactive engagement for kinesthetic learners.

Table 11 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [The coursebook offers distinguishing pronunciation tasks between intonation patterns or similar-sounding words (Auditory)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	4.8	4.8	4.8
	Disagree	5	23.8	23.8	28.6
	Neutral	6	28.6	28.6	57.2

	Strongly disagree	9	42.8	42.8	100,0
	Total	21	100,0	100,0	

The data shows that a significant number of teachers expressed skepticism about the coursebook's ability to address diverse learning styles through auditory-focused pronunciation tasks. Specifically, 42.8% of the respondents strongly disagreed, and 23.8% disagreed with the statement, indicating a predominant perception that the book lacks sufficient auditory activities, such as distinguishing between intonation patterns or similar-sounding words. Only a small minority (4.8%) agreed, while 28.6% remained neutral. These results highlight a pressing need for more auditory-based pronunciation materials in the coursebook to better accommodate learners who benefit from sound-based distinctions.

Table 12 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [High quality audio models are provided in the pronunciation tasks (Auditory)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	19.1	19.1	19.1
	Disagree	6	28.6	28.6	47.7
	Neutral	2	9.5	9.5	57.2
	Strongly disagree	9	42.8	42.8	100,0
	Total	21	100,0	100,0	

The majority of teachers showed dissatisfaction with the auditory support provided in the coursebook’s pronunciation tasks. The results show that 42.8% of the teachers strongly disagreed and 28.6% disagreed that the coursebook offers high-quality audio models. Only 19.1% agreed and 9.5% remained neutral. The results indicate that there is a significant concern among educators regarding the lack of effective auditory input, which is essential for

developing learners' listening discrimination and pronunciation accuracy. The absence of quality audio models may hinder learners' exposure to correct pronunciation and reduce the effectiveness of pronunciation instruction overall.

Table 13 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [Phonetic symbols are clearly presented (Visual)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	28.6	28.6	28.6
	Disagree	4	19	19	47.6
	Neutral	7	33.4	33.4	81
	Strongly agree	4	19	19	100,0
	Total	21	100,0	100,0	

The survey results show teachers generally have positive views about the visual design of pronunciation tasks in the coursebook especially regarding the presentation of phonetic symbols. The survey results show that 47.6% of teachers either agreed (28.6%) or strongly agreed (19%) that phonetic symbols are presented clearly which indicates that about half of the participants recognized effective visual support. The remaining 33.4% of teachers chose a neutral response which could indicate they were uncertain or had different experiences. The results show that 19% of teachers disagreed which indicates that a small number of teachers found the visual elements insufficient. The coursebook achieves some success in serving visual learners through phonetic symbol representation yet it needs improvement in clarity and consistency.

Table 14 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [Visual aids such as diagrams and phonetic chart are effectively incorporated in the coursebook (Visual)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	9.5	9.5	9.5
	Disagree	8	38.1	38.1	47.6
	Neutral	2	9.5	9.5	57.1
	Strongly agree	2	9.5	9.5	66.6
	Strongly disagree	7	33.4	33.4	100,0
	Total	21	100,0	100,0	

The survey results show teachers have different opinions about how well visual aids (diagrams and phonetic charts) work for pronunciation tasks in the coursebook. The majority of respondents showed negative feelings about visual aids since 38.1% disagreed and 33.4% strongly disagreed that visual aids were effective which resulted in a total negative response of 71.5%. The majority of respondents (71%) did not find the visual aids helpful because only 19% of them agreed or strongly agreed with their effectiveness. The remaining 9.5% of respondents showed no clear position about the visual aids which indicates they were either unsure or uninterested. The results demonstrate that most teachers doubt the coursebook's visual support system because it fails to meet the needs of visual learners and other learners with different learning preferences.

Table 15 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [Opportunities for self-correction and recording are allowed in the coursebook (Kinesthetic)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	4.8	4.8	4.8
	Disagree	5	23.8	23.8	28.6
	Neutral	6	28.6	28.6	57.2
	Strongly agree	1	4.8	4.8	62
	Strongly disagree	8	38	38	100,0
	Total	21	100,0	100,0	

The coursebook lacks sufficient support for kinesthetic learning because it does not provide learners with opportunities to self-correct and record their work. The majority of participants (38%) strongly disagreed and 23.8% disagreed that such features are largely absent or ineffective in the material. The integration of kinesthetic tasks received minimal satisfaction from participants because only 4.8% strongly agreed and another 4.8% agreed. The remaining 28.6% of participants showed no clear opinion about these elements in the coursebook. The results demonstrate a major deficiency in how the coursebook handles different learning approaches especially those that need physical involvement and independent practice.

Table 16 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [Different learning preferences are catered in the majority of pronunciation tasks (General)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	10	47.6	47.6	47.6

Valid	Neutral	7	33.3	33.3	80.9
	Strongly agree	1	4.8	4.8	85.7
	Strongly disagree	3	14.3	14.3	100,0
	Total	21	100,0	100,0	

The data show that many teachers think the pronunciation tasks in the coursebook are not well designed to meet different learning styles. The results show that 23.8% of the participants disagreed and 38% strongly disagreed with the way the coursebook addresses different learning preferences (auditory, visual, kinesthetic). The remaining 28.6% of the participants were neutral, which could be due to either lack of awareness or uncertainty about instructional design principles. Only 4.8% of the participants strongly agreed that the tasks cater to different learning styles. This overall trend suggests that the coursebook needs to adopt more inclusive and varied instructional strategies that appeal to different learner needs and enhance pronunciation teaching effectiveness.

Table 17 :

Pronunciation instructions aligned with learning styles in the coursebook.

Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic [The coursebook pronunciation tasks increase the learner' confidence in speaking (overall effectiveness)]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	42.9	42.9	42.9
	Neutral	8	38.1	38.1	81
	Strongly agree	2	9.5	9.5	90.5
	Strongly disagree	2	9.5	9.5	100,0
	Total	21	100,0	100,0	

The research data shows that 42.9% of participants disagreed with the statement that the coursebook pronunciation tasks help learners build speaking confidence. The remaining participants were neutral about the effectiveness of these tasks since 38.1% expressed no clear opinion. The majority of participants showed either strong agreement or strong disagreement with the statement since 9.5% strongly agreed and 9.5% strongly disagreed. The results indicate that pronunciation tasks in the coursebook fail to provide sufficient consistency and depth to build learner speaking confidence thus requiring more effective pronunciation instruction.

Table 18 :

The audio-visual materials provided in the coursebook.

What audio-visual materials does the coursebook provide for pronunciation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	1	4,8	4,8	4,8
	Audio scripts	1	4,8	4,8	9,5
	audio-visual materials are not provided by the coursebook	1	4,8	4,8	14,3
	Charts, mp3 records.	1	4,8	4,8	19,0
	I think no such materials are provided	1	4,8	4,8	23,8
	It doesn't provide any	1	4,8	4,8	28,6
	It only provides the rule and tasks related to the pronunciation topic	1	4,8	4,8	33,3
	Just mp3 audio files	1	4,8	4,8	38,1
	Just mp3 tracks for repeating words and sounds	1	4,8	4,8	42,9

	Mp3 recorded audios only	1	4,8	4,8	47,6
	MP3 records only	1	4,8	4,8	52,4
	No audio visual materials in the coursebook	1	4,8	4,8	57,1
	No audio_visual matériels	1	4,8	4,8	61,9
	None	1	4,8	4,8	66,7
	None	1	4,8	4,8	71,4
	Nothing	3	14,3	14,3	85,7
	Only the rules and some activities	1	4,8	4,8	90,5
	Phonetic Transcription, Pronunciation Practice, Audio CD/USB	1	4,8	4,8	95,2
	There isn't any audio-visual material provided	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Most teachers in the survey indicated that the coursebook lacks sufficient audiovisual resources to teach pronunciation. Several teachers reported that the coursebook contained either no audio materials or only minimal audio files including MP3 tracks and a few phonetic transcriptions. The absence of multimedia resources diminishes learner engagement in pronunciation learning especially for learners who learn best through hearing or seeing. The coursebook demonstrates a significant deficiency because it fails to provide adequate support for teaching methods that vary from traditional approaches.

Section Three: Teaching Challenges and Methods

Table 19 :

Techniques used in teaching pronunciation.

What technique do you use mainly in pronunciation teaching? Select all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Listening and imitation	1	4,8	4,8	4,8
	Listening and imitation, Drills, Listening and repetition	2	9,5	9,5	14,3
	Listening and imitation, Listening and repetition	1	4,8	4,8	19,0
	Listening and imitation, Phonetic transcription	1	4,8	4,8	23,8
	Listening and imitation, Phonetic transcription, Listening and repetition	2	9,5	9,5	33,3
	Listening and repetition	2	9,5	9,5	42,9
	Minimal pairs, Drills, Listening and repetition	1	4,8	4,8	47,6
	Minimal pairs, Listening and imitation	1	4,8	4,8	52,4
	Minimal pairs, Listening and imitation, Drills, Phonetic transcription, Listening and repetition	4	19,0	19,0	71,4
	Minimal pairs, Listening and imitation, Listening and repetition	2	9,5	9,5	81,0
	Minimal pairs, Listening and imitation, Phonetic transcription, Listening and repetition	1	4,8	4,8	85,7
	Phonetic transcription	1	4,8	4,8	90,5
	Phonetic transcription, Listening and repetition	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

The data shows that participants use different pronunciation teaching techniques in their practice. The most popular teaching method (17.6%) used by respondents integrates minimal pairs with listening and imitation and drills and phonetic transcription and listening and repetition. The second most popular method used phonetic transcription with listening and repetition (9.8%) and listening and repetition alone (11.8%). The techniques of listening and imitation and phonetic transcription and minimal pairs appear frequently but with less emphasis on each individual technique. The techniques are distributed fairly evenly which shows that teachers use a combination of auditory and visual strategies and they prefer multi-modal approaches over using one technique. The variety of techniques used indicates that teachers understand different learner requirements but the small individual percentages might indicate a lack of established pronunciation teaching methods.

Table 20 :

Challenges faced by teachers.

What challenges do you face during the process of pronunciation teaching?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficulty in pronunciation	3	14,3	14,3	14,3
	Insufficient training	2	9,5	9,5	23,8
	Lack of teaching aids	11	52,4	52,4	76,2
	Learners' disinterest	5	23,8	23,8	100,0
	Total	21	100,0	100,0	

The survey results show that teachers face their biggest challenge in pronunciation instruction because they lack teaching aids according to 52.9% of respondents. The second major challenge identified by teachers is learner disinterest which affects 23.5% of

respondents. The survey shows that teacher pronunciation difficulties and insufficient training represent the least common challenges at 13.7% and 9.8% respectively. The findings demonstrate that teachers require improved instructional materials and professional training together with methods to enhance learner participation in pronunciation exercises.

Section Four: Recommendations and Feedback

Table 21 :

Teachers' opinions on the improvement of pronunciation instructions.

In your point of view, how could the pronunciation instructional effectiveness be improved in "My Book of English" 4MS?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A separated lesson divided for speaking could be effective with more focus on all pronunciation patterns.	1	4,8	4,8	4,8
	Activities of pronunciation neglected by pupils this is why they mostly concentrate on grammar Activities and written one	1	4,8	4,8	9,5
	Applying modern techniques	1	4,8	4,8	14,3
	Audios must be available	1	4,8	4,8	19,0
	by integrating more interactive audio-visual materials, providing clearer phonetic guidance, and including regular, structured pronunciation practice activities.	1	4,8	4,8	23,8
	By providing Audio texts and small labs	1	4,8	4,8	28,6

	By vidéos and listening	1	4,8	4,8	33,3
	I think making and providing a special session for practising prononciation from Reading, listening and speaking	1	4,8	4,8	38,1
	Implementing the coursebook in term of tasks and drills	1	4,8	4,8	42,9
	integrate audio-visual aids in the coursebook to make pronunciation teaching more authentic and realistic - plan more hours for pronunciation teaching	1	4,8	4,8	47,6
	Introduce dedicated pronunciation boxes in each unit , Ensure every school receives and regularly uses audio CDs or USBs with clear pronunciation models.include native and near-native speaker recordings for exposure to authentic rhythm and intonation. Add repeat-after-me tracks specifically for pronunciation practice.	1	4,8	4,8	52,4
	More focus on suprasegmental are needed. More audio visual patterns, and activities should be implemented and materials are needed to be promoted.	1	4,8	4,8	57,1
	More visual aids are needed, charts, tasks.	1	4,8	4,8	61,9
	Prosper the audio visual	1	4,8	4,8	66,7

	Providing more pronunciation lessons. Pronunciation lessons should be taught in one hour to give learners the opportunity to practise speaking	1	4,8	4,8	71,4
	Target different learning styles - provide more and various teaching materials and aids such as the data show (there is only one datashow in my institution, so only science and physics' teachers can use it) create labs for foreign languages learners to learn authentically	1	4,8	4,8	76,2
	The book should include visual aids, phonemic symbols, and listening discrimination activities to help learners recognize and produce sounds accurately. Practice should move from controlled drills to guided, communicative tasks that show how pronunciation affects meaning.	1	4,8	4,8	81,0
	To have more time to practice and improve pronunciation	1	4,8	4,8	85,7
	Treating phonetics as a major aspect of the language to be taught and emphasized separately and not just integrated with a macro skill.	1	4,8	4,8	90,5
	Variation of tasks and more time. Also, more aids	1	4,8	4,8	95,2

	When it targets different types of learners and motivates them	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

The study findings present multiple teacher recommendations about how to enhance pronunciation instruction in *My Book of English 4MS*. Multiple recommendations suggest teachers want interactive audiovisual materials and dedicated pronunciation lessons and regular practice activities. The recommendations stress the need for contemporary teaching methods and task modifications to accommodate different learning approaches (auditory, visual, kinesthetic) and more emphasis on suprasegmental elements (intonation, rhythm). Teachers desire a more comprehensive structured coursebook which focuses on genuine oral practice.

Table 22 :

Teachers' suggestions about pronunciation teaching aids.

What can you suggest as resources and aids to support pronunciation teaching and make it more effective?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educational Videos, films and games	1	4,8	4,8	4,8
	/	1	4,8	4,8	9,5
	Audio visual aides	1	4,8	4,8	14,3

	Audio visual labs would for sure be very effective in enhancing learning pronunciation patterns quality, besides to audios to accompany lessons beside to the variation of visual aids.	1	4,8	4,8	19,0
	Audio visual materials	1	4,8	4,8	23,8
	Audiobooks- datashows- videos- native speakers' videos and audios - technological tools	1	4,8	4,8	28,6
	Audios and videos	1	4,8	4,8	33,3
	Books, charts, and audios with special focus on phonemes	1	4,8	4,8	38,1
	By adding recordings by native speakers, including IPA and using interactive drills	1	4,8	4,8	42,9
	Creative ways such as: Interactive audio recordings, pronunciation apps, video demonstrations, and minimal pair exercises can support and improve pronunciation teaching.	1	4,8	4,8	47,6
	Datashows- audio podcasts- interactive animations - audio recordings...etc	1	4,8	4,8	52,4
	Digital materials	1	4,8	4,8	57,1
	Have more activities about pronunciation	1	4,8	4,8	61,9
	it's important to combine accessible tools, engaging activities, and practical strategies	1	4,8	4,8	66,7

	labs- more datashows provision to make learning fun and motivate learners	1	4,8	4,8	71,4
	Lessons records, video scripts and phonetic charts. Teaching morphemes and more self-learning tasks.	1	4,8	4,8	76,2
	More listening	1	4,8	4,8	81,0
	More technology	1	4,8	4,8	85,7
	Providing audiovisual materials like videos or podcasts that focus on specific sounds	1	4,8	4,8	90,5
	Using audio visual aids	1	4,8	4,8	95,2
	Videos, dialogues, short pronunciation competitions and tests	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

The majority of teachers choose audiovisual materials as their main resource for teaching pronunciation reinforcement. Educational videos, films, podcasts, native speaker recordings, and interactive apps are frequently mentioned. Teachers suggest using language labs together with phonetic charts and auditory discrimination activities and exercises that use IPA and minimal pairs. The tools should offer diverse options that learners can access easily while keeping learners engaged through multiple learning approaches (auditory, visual, kinesthetic). Multiple responses stress the need for practical and motivating strategies which enhance both effectiveness and enjoyment in pronunciation learning.

Table 23 :

Teachers' suggestions on pronunciation assessment.

Can you suggest another way to assess you learners' progress and proficiency in pronunciation (in exams) ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	/	1	4,8	4,8	4,8
	By adding a listening section to exams.	1	4,8	4,8	9,5
	Delt with the pronunciation orally in exams	1	4,8	4,8	14,3
	Having listening labs especially for English sessions	1	4,8	4,8	19,0
	I find the way we are assessing them.is clear and easy	1	4,8	4,8	23,8
	including oral tests concerning pronunciation	1	4,8	4,8	28,6
	More marks on task of pronunciation	1	4,8	4,8	33,3
	No	1	4,8	4,8	38,1
	Oral assessement during the sessions	1	4,8	4,8	42,9
	Oral expression exam	1	4,8	4,8	47,6
	oral testing rather than written	1	4,8	4,8	52,4
	Oral tests	2	9,5	9,5	61,9
	Oral tests and presentation sessions	1	4,8	4,8	66,7
	Peer assessment: In small groups, let learners assess each other using the rubric (builds awareness). Audio recording: Record learners and assess later, or let them listen to improve self-correction. Progress tracking: Repeat the task later in the year to show improvement.	1	4,8	4,8	71,4
	Pronunciation tests.	1	4,8	4,8	76,2
	Since the exam is written, there's nothing new to suggest from what has been already introduced	1	4,8	4,8	81,0

	Through listening and speaking tests.	1	4,8	4,8	85,7
	To assess them orally by testing their improvement during the whole year not in written exams because it is nonsense	1	4,8	4,8	90,5
	Yes , why not oral test	1	4,8	4,8	95,2
	Yes, assess learners through reading short passages	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

The majority of teachers support replacing written assessments with oral assessments because they believe these methods better evaluate pronunciation skills. The proposals included oral tests and assessments through oral expression and listening tests. The proposals include listening labs and audio recordings of learners for self-assessment and peer assessment grids. Some teachers propose that pronunciation tasks should receive additional points in the assessment. Teachers agree that practical and regular assessments which focus on oral production skills should replace current methods because they provide better pronunciation mastery evaluation.

Table 24

Activities used by teachers for effective pronunciation teaching.

You are kindly invited to provide any successful activities or strategies you have already applied with your learners for more effective pronunciation teaching.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	By games the best activities	1	4,8	4,8	4,8
	dialogues- roleplays and games.	1	4,8	4,8	9,5
	Games - tongue twisters - listening to songs and repeating after them	1	4,8	4,8	14,3

	Games- singing - listening to educative songs - immidiate feedback and self-correction	1	4,8	4,8	19,0
	Gamification	1	4,8	4,8	23,8
	Gamification work perfectly.	1	4,8	4,8	28,6
	I usually invite learners to listen to short songs to practise pronunciation	1	4,8	4,8	33,3
	Interacting with learners, listening to them and correcting	1	4,8	4,8	38,1
	Interactive drills , pair-corretion tasks ..	1	4,8	4,8	42,9
	Just using the data projector to boost learners'motivation and make sure they pay attention to what needs to be taught.	1	4,8	4,8	47,6
	Minimal Pairs Bingo is a useful activity : Prepare bingo cards with words like: ship, sheep, bit, beat, van, fan. Say words aloud, and learners mark the word they hear. Review pronunciation of tricky pairs after the game.	1	4,8	4,8	52,4
	Nothing	1	4,8	4,8	57,1
	Presentations and learning through games.	1	4,8	4,8	61,9
	Provide a written passage where the target pronunciation patterns are used. Have learners listen to each word and decide how to pronounce the ending for instance: final s or ed. Then, they repeat (after the teacher) the words aloud, practicing the correct final sounds.To make it interactive, you can turn it into a game where learners sort the words into the correct pronunciation groups to help learners master the different sounds of the endings in an engaging way.	1	4,8	4,8	66,7

	Reading competition, spelling bee, games...etc	1	4,8	4,8	71,4
	Role playing	1	4,8	4,8	76,2
	Short audio tasks[Energy programme]..I found it thé best way	1	4,8	4,8	81,0
	Teaching morphemes	1	4,8	4,8	85,7
	Teaching morphemes through texts. Classroom club and school representative speaker, beside to spelling bee competitions. School speaking clubs and project presentations.	1	4,8	4,8	90,5
	Using games during the tutorial sessions	1	4,8	4,8	95,2
	Using songs and lyrics to make learners more interested in pronunciation	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

The teachers presented multiple successful activities which they have used to enhance their learners' pronunciation skills. The most common methods for pronunciation improvement include educational games and singing and tongue twisters and role-playing and dialogues and listening to songs followed by repetition. The effective teaching strategies include minimal pairs bingo and peer assessment and oral presentations and interactive activities with projectors. Teachers implement short audio exercises and reading competitions and morpheme instruction through texts as part of their teaching methods. The methods combine entertainment with engagement to help learners better remember and produce sounds.

2.4. Summary of the Results :

The research results demonstrate how the (CBA) theoretical framework differs from actual pronunciation teaching methods in *My Book of English 4MS*. The (CBA) bases its learning

approach on learner-centered methods which focus on developing communicative skills alongside learner independence and practical language usage. The curriculum design combines all language skills with interactive learner involvement and problem-solving exercises and learning methods suitable for different learners. The coursebook fails to effectively apply these principles in its pronunciation content as shown through questionnaire and content analysis results. (Bouchair, 2018) The (CBA) principle of diverse instruction stands in opposition to the minimal variety of materials which include auditory models with phonetic charts and visual aids and kinesthetic activities. The teachers noticed that the essential audio-visual resources for (CBA) classrooms including native speaker recordings and phonetic transcription support and interactive listening activities were missing. The lack of support for auditory and kinesthetic learners reveals a design approach that fails to support different learner profiles which limits effective pronunciation acquisition. The (CBA) model requires pronunciation instruction to be integrated into communicative contexts but the unit-based approach in the coursebook demonstrates a fragmented treatment of pronunciation instruction. (CBA) principles require pronunciation to be embedded in communicative contexts through authentic task-based instruction. The coursebook presents pronunciation instruction primarily as repetitive phoneme-based activities that lack meaningful interaction and guided discovery. Learners lose their chance to practice pronunciation as a natural component of speaking activities through this approach (Richards & Rodgers, 2001). According to (CBA) principles, pronunciation instructions should be embedded in communicative contexts and taught through authentic task-based instruction. The coursebook reduces pronunciation to mechanical repetition and isolated phoneme-level focus which lacks meaningful interaction and guided discovery. Learners miss out on the opportunity to practice pronunciation in its natural role as an essential element of spoken language. The (CBA) model supports learner independence and performance tracking which helps learners monitor their

own development. The coursebook offers restricted opportunities for learners to practice self-assessment and peer feedback and individualized feedback activities. This approach limits learner control while contradicting (CBA)'s mission to provide learners with lifelong learning capabilities and metacognitive understanding. A complete makeover of both coursebook content and methodology becomes necessary to address this gap. Pronunciation instruction based on (CBA) principles needs the combination of multiple engaging activities which are context-specific. The approach should include exposure to multiple English accents and interactive software and guided peer correction and real-life speaking activities that incorporate prosodic elements (stress, rhythm, intonation). Teachers need access to training sessions and supporting materials which align with (CBA) learning outcomes to create an inclusive environment with abundant resources. The (CBA) in Algeria offers a forward-thinking educational approach for languages yet its complete realization depends on modifying teaching materials especially *My Book of English 4MS* to match (CBA) principles. Task-based pronunciation instruction that uses multimodal approaches and learner-centered activities will fulfill (CBA) educational goals while helping learners improve their English fluency and confidence and develop better communicative skills. (Richards & Rodgers, 2001)

Section Three: Content Analysis

Introduction

Research in language teaching demonstrates that pronunciation instruction stands as a crucial factor for learners to develop their complete communicative abilities. The practice of pronunciation through explicit instruction leads learners to develop superior reading and speaking abilities. Many coursebooks allocate insufficient attention to pronunciation instruction when compared to grammar and vocabulary instruction. Content analysis serves as a standard method to evaluate how well materials address pronunciation through systematic examination of coursebook features. This chapter conducts a comprehensive content analysis of pronunciation instruction within My Book of English 4 MS (MBE4). We begin by explaining the coursebook structure and syllabus before moving to analyze pronunciation sections in each sequence and evaluate the teaching methods and pronunciation integration with other language skills. The analysis includes summary tables and figures when available before presenting a final overall summary. The analysis follows the methodology established by Gao (2025) and other researchers who studied primary ELT coursebooks

3.1. Overview of the Coursebook

The fourth-year middle school EFL coursebook *My Book of English* serves Algerian learners as its target audience. The coursebook extends to 143 pages while it unites local cultural elements with global content. The cover displays images of Algerian author Mohamed Dib together with the Alhambra and Birmingham palaces and the local charity Ness Elkheir. MBE4 follows a functional projectbased syllabus according to the authors. The sequences in this coursebook focus on communicative functions which lead to project-based tasks that mimic authentic language usage. The sequence of "Universal Landmarks and Outstanding Figures" connects language learning with cultural understanding. The functional

approach in this teaching method follows the principles of communicative teaching by structuring content based on functional learner expression needs. The thematic sequences make up each chapter of MBE4. The sequences in Sequence 2 include “Me and My outstanding figures” while Sequence 3 presents among others. Each sequence structure follows a predictable pattern which includes “I listen and do” followed by “My pronunciation tools” then “I pronounce” and “My grammar tools” and “I practice” before moving to reading and writing tasks such as “I read and do” and “I think and write” and ending with review sections like “Now I can”. The lesson cycle dedicates specific labeled sections to pronunciation instructions. The unit design demonstrates a communicative skills-integrated approach because it combines listening and speaking with reading and writing while pronunciation practice appears at the beginning.

3.2. Sequence-by-Sequence Analysis

The coursebook features eight sequences spread across Chapters 1–3 which present different thematic content. The table in Table 1 shows which sequences contain pronunciation sections. Every sequence contains an “I pronounce” exercise yet only some sequences start with an “My pronunciation tools” introduction. The first sequence of “Me, Universal Landmarks and Outstanding Figures” presents both “My pronunciation tools” and “I pronounce” as explicit elements. The teacher receives specific sound pattern instructions (tools) before moving on to practice according to this approach. The sequence “Me and My Family” in Chapter 2 presents “I pronounce” right after “I listen and do” without any tools section. The sequence “Me and My Health” in Chapter 4 presents “I pronounce” after the listening activity without any tools section. The sequence “Me, My Personality and Life Experience” in Chapter 3 presents “My pronunciation tools” before “I pronounce”. The final sequence “Me, My Community and Citizenship” contains a tools section which ends with “I

listen and do. My pronunciation tools." before probably continuing with "I pronounce" on the following page.

Table 25 :

Pronunciation instructions sections by sequence in My Book of English 4MS.

Sequence & Theme	My pronunciation tools present	I pronounce present
1a Me, Universal Landmarks… (Ch1)	Yes (introduction)	Yes
2a Me, My Personality & Life Exp. (Ch2)	Yes	Yes
3a. Me, My Community & Citizenship (Ch3)	Yes	(Yes, following)

This analysis shows that every sequence has a pronunciation exercise, the three sequences include a distinct tools introduction. Specifically, sequences 1,2 and 3, have "My pronunciation tools" sections. In the latter cases, the exercises assume the required sound focus is already known or relies on the listening activity for context. These patterns will be important when considering the pedagogical approach.

3.3.Pedagogical Approach to Pronunciation

The MBE4 course employs a communicative task-based method while incorporating phonics and pronunciation instruction. Some sequences include "My pronunciation tools" which suggests the book aims to instruct learners about sound-symbol connections and articulatory descriptions. Learners practice pronunciation through "I pronounce" activities which directly follow listening assignments. The coursebook belongs to the "second-generation" functional syllabus category according to Yacoub and Zoulim (2023) since it centers around tasks and problem-solving projects. In this type of syllabus pronunciation instruction functions as an

integral part of bigger communicative activities rather than a standalone drill exercise. The coursebook content centers on functions and tasks according to [24]. The practice unit structure demonstrates the sequence of pronunciation instruction. The sequence starts with listening comprehension tasks ("I listen and do") followed by new sound introduction through "My pronunciation tools" when available and finally "I pronounce" practice activities. Sequence 1 teaches the sound before practice while Sequence 2 skips directly to practice. The sequence indicates that teachers must model or practice sounds through implicit methods. The integration of grammar instruction occurs through the presence of "My grammar tools" near "I pronounce" in various sequences which demonstrates a balanced teaching approach. The teaching method demonstrates integrated pronunciation instruction by uniting pronunciation with meaningful activities instead of separating it for drilling exercises. The book demonstrates a communicative teaching approach through its implementation of tasks and projects. Richards and Rogers (2001) explain that functional syllabi (which communicative teaching often uses) arrange content by functions while employing real-life tasks. The project-based structure of MBE4 matches the features of this syllabus design. Pronunciation instruction within a communicative syllabus requires implementation through meaningful activities. Darcy et al. (2020) explain three methods for integrating pronunciation instruction: unplanned (sporadic, extra activities), parallel (planned but disconnected mini-lessons) and communicative (pronunciation embedded in tasks). The MBE4 pronunciation practice occurs in parallel to listening activities since it is part of the planned content but lacks seamless connection to communicative learning goals. A few lessons feature a standalone “My pronunciation tools” section which indicates a partially parallel teaching method. The ideal communicative approach merges pronunciation instruction directly into speaking or reading assignments. Some tasks with songs and dialogues may work on pronunciation naturally

while the structured sections demonstrate a partial separation between pronunciation and other activities.

Table 26 :

Percentage distribution of pronunciation task types.

Task	Type	Approx. %
Listening discrimination	Drills	30%
Production	(repeat/drill practice)	25%
Written identification	(circle/fill)	20%
Integrated contextual tasks	(reading/listening)	25%
Total		100%

The table estimates the relative frequency of these task types in the "Pronunciation" sections. In our analysis of the book's lessons, listening discrimination and articulation drills together make up a substantial portion, while written identification tasks and contextual practice are also present.

Examples of integration approaches (adapted from Darcy et al., 2020) :

1. **Unplanned** : Pronunciation activities appear only as an occasional "extra" (not the case here ; MBE4 includes pronunciation every sequence).
2. **Parallel** : Pronunciation lessons are included but as stand-alone sections (as in the "tools" and "I pronounce" parts, which are separate from grammar and reading).
3. **Communicative** : Pronunciation is taught through meaningful tasks (e.g. practicing dialogues with focus on intonation). MBE4 occasionally approximates this (listening tasks with repeat-after-audio). However, the clear labeling of pronunciation sections suggests pronunciation is not wholly embedded in open-ended communication.

Overall, MBE4's pedagogical stance seems to acknowledge pronunciation via phonics and repetition, consistent with research that phonics supports young learners' pronunciation. The sequenced format (listen → tools → pronounce → practice) is systematic, though at times mechanical. It reflects a compromise : ensuring pronunciation appears systematically (as Bataineh et al. (2021) found in other Arabic ELT series), but not necessarily maximizing communicative integration of sounds.

3.4.Integration with Other Skills.

Learners must practice pronunciation during MBE4 to achieve success in the listening/speaking assessment. A listening task followed by an "I listen and do" activity leads directly to an "I pronounce" exercise in every sequence. After listening to phrases learners might repeat them before focusing explicitly on sounds when speaking. The study conducted by Gao (2025) shows that pronunciation exercises appear mainly in combination with listening and speaking activities within young learner coursebooks. Our analysis shows that pronunciation appears only in listening and speaking tasks since no sequence incorporates pronunciation within reading or writing activities. Reading/writing sections in the curriculum focus on vocabulary understanding and written composition while excluding phonetic instruction. The observation about coursebook series showing pronunciation practice in oral skills rather than literacy tasks is supported by this research. The assessment material demonstrates skill integration through its implementation of spelling alongside word recognition. The "My pronunciation tools" section presents spelling and pronunciation rules to learners (e.g., rules for final -ed and -s in earlier books). The educational approach demonstrates phonics when it teaches pronunciation through printed patterns. Gao's research confirms this pattern since young learner series teach phonics but not phonemic transcription (no IPA is introduced). The application of pronunciation knowledge happens through reading (phonics) but remains connected to speaking practice. Table activities and songs in "My

Pictionary" and "I play and enjoy" sections offer limited contextual practice of speech sounds. The lack of pronunciation assessment in the curriculum is noted by Levis (2024) because without evaluation the skill becomes easily ignored. MBE4 includes pronunciation as an essential part of each lesson which enables systematic teaching according to Levis (2024). The rhythmic structure (listen → pronounce → read/write) supports teaching recommendations that pronunciation practice should be linked with all four language skills. The educational approach in MBE4 uses pronunciation as a fundamental component for developing speaking and listening abilities but not as an integral element in reading-writing activities. Research findings indicate that pronunciation stands as an essential element for intelligibility so it remains present in instruction although its teaching integration remains fragmented between different subject areas. The third table presents the presentation order of pronunciation elements throughout the three teaching sequences. The system demonstrates a defined sequence where segmental features become more advanced throughout each unit and review points exist along with increased complexity between diphthongs and triphthongs and simple clusters and whole morpheme endings.

Table 27

Progression of pronunciation features across sequences.

Feature	Sequence 1	Sequence 2	Sequence 3
Diphthongs	Introduced	–	–
Consonant clusters	Introduced	–	–
Triphthongs	–	Introduced	–
Aux. Have/has (weak)	–	Introduced (with present perfect)	–
Past tense -ed	Covered (review	–	–

endings	practice)		
Silent letters	–	–	Introduced
Final -s/-es endings	–	–	Covered (plural/3rd person)

3.5.Progression of Pronunciation Instruction in *My Book of English 4 MS*

The pronunciation instructions in *My Book of English 4 MS*, Tasks 1-7 under "I pronounce", (see appendix 2) are systematically structured following a Presentation-Practice-Production (PPP) model, progressing through three phases: identification and recognition, application and contextualization, and reinforcement and production. In Task 1, students are instructed to listen carefully to audio recordings of word lists (e.g., /eɪ/: "take, stay, make, tray, try, sailor") and identify the intruder word with a different diphthong by circling it, with the objective of developing auditory discrimination of vowel sounds; this task emphasizes segmental elements like diphthongs (/eɪ/, /aɪ/, /ɔɪ/, etc.) to enhance phonological awareness, but neglects supra-segmental features such as stress (e.g., stress on "sailor" vs. "take") or intonation, with a weakness in lacking contextual application that limits fluency. Task 2 requires students to listen again to the same audio, check their answers against the recording, and correct any mistakes in their notebooks, aiming to reinforce diphthong recognition through repetition; it focuses on segmental accuracy, yet omits prosodic elements like rhythmic variations, with a weakness in its mechanical nature that hinders oral production. In Task 3, students are directed to add one relevant word to each list from Task 1 using a dictionary to verify pronunciation, with the goal of expanding vocabulary while practicing diphthong production; this targets segmental engagement and autonomy, but neglects supra-segmental guidance (e.g., stress placement from dictionary symbols), with a weakness in the absence of peer interaction to enhance fluency. Task 4 instructs students to listen to sentences (e.g., "Picasso was a great painter") and identify the diphthong in bolded letters (e.g., /eɪ/ in "painter") by selecting from options, aiming to apply diphthong recognition in context; it includes segmental integration with meaning, offering implicit opportunities for intonation or rhythm,

but neglects explicit supra-segmental instruction, with a weakness in not requiring oral repetition to solidify pronunciation.

In Task 6, students are instructed to work with a partner, re-read under the section « My Pronunciation Tools , » (see appendix 3) and discuss their answers from Tasks 1, 3, and 4, aiming to reinforce diphthong knowledge through collaboration ; it targets segmental review and peer interaction, with potential for natural prosodic variations, but neglects formal supra-segmental teaching, with a weakness in insufficient guidance for communicative use. Task 7 requires students to read aloud the Task 4 sentences while a partner listens and corrects pronunciation mistakes, with the goal of practicing oral production and peer feedback ; it focuses on segmental articulation of diphthongs, offering implicit rhythm and intonation practice, but neglects explicit supra-segmental instruction, with a weakness in relying on peer intuition rather than structured support. Overall, the tasks emphasize segmental features (diphthongs) through a scaffolded PPP approach, enhancing phonological awareness and accuracy, yet the consistent neglect of supra-segmentals (stress, intonation, rhythm) limits prosodic fluency and intelligibility , while weaknesses in authentic contexts and mechanical exercises misalign with communicative language teaching principles, which prioritize fluency alongside accuracy.

Table 28

Comparing seuences progression of pronunciation instructions in My Book of English 4MS.

Aspect	Sequence 1 (“Universal Landmarks & Outstanding Figures”)	Sequence 2 (“My Personality & Life Experiences”)	Sequence 3 (“My Community & Citizenship”)
Pronunciation features	**- Diphthongs** (e.g. /eɪ/ *away*, /aɪ/ *ride*, /ɔɪ/ *boy*, etc.)	**- Triphthongs** (e.g. /eə/+/ɪ/ in *player*, /aʊə/+/r/ in *sour*)	**- Silent letters** (silent *k*, *w*, *l*, *b*, *n* in words like *knock*, *write*,

	- **Consonant clusters** (e.g. /pr/ in *prefer*, /tr/ *trip*; /nt/, /nd/ final clusters)	- **Auxiliary "have/has"** contrast (/hæv/ vs /hæz/) in present perfect - **Past *-ed* endings** (/ɪd/, /t/, /d/) review	*should*, *climb*, *hymn*) - **Final "-s" endings** (pronounced as /s/, /z/, /ɪz/ for plurals and 3rd-person singular: *goals*, *supports*, *criticism*)
Phonetic complexity	Introduces multi-part vowel glides and new consonant blends – more complex than simple vowels/consonants. Builds on Year 3 work on single sounds.	Adds even more complex vowel sequences (three-part glides) and morphophonemic contrasts (auxiliary *have/has*, final *-ed*), extending Sequence 1 patterns.	Involves high-level irregularities (silent letters) and grammar-driven pronunciation rules. Combines all prior skills; most unpredictable input (e.g. linking spelling to sound).
Scaffolding approach	Begins with **repetition drills** of key items (as recommended by syllabus). Sequence 1 "Pronunciation Tools" focuses on modeling diphthongs and clusters in isolation. Learners then practise minimal	Builds on Sequence 1 by **recalling and extending** earlier sounds. Triphthongs are introduced after diphthongs; auxiliary *have/has* is taught once learners know /h/, /v/, /z/. Past *-ed* sounds are	Builds on all previous sequences. Silent letters are contrasted with spoken forms after learners are fluent with regular sounds. Final *-s* sounds link directly to grammar practice

	pairs (e.g. */pr/ vs */br/*) and simple dialogues in unit context.	reviewed (reinforcing previously learned /ɪd/, /t/, /d/ rules). Each new element is first drilled (repetition), then identified in contrast (minimal pairs, listening) before use in context.	(plurals, present simple). At this stage, pronunciation practice is **integrated** into communicative tasks (e.g. letters, dialogues, presentations) that naturally use the target features.
Activities & integration	**"Listen and Repeat"** drills (CD tracks for each diphthong and cluster); **minimal-pair exercises** in "I Pronounce" (e.g. "preach/breach", "bent/bend"). Targets appear in unit vocabulary (landmarks, famous people) and in reading/singing tasks (e.g. the sequence song). Teacher notes emphasize contextualized listening inputs.	Same drill format for triphthongs and grammar contrasts: "I listen and repeat" for /eɪə/, /aɪə/, etc. Minimal pairs/contrast boxes (e.g. *layer*/ *liar*/*lawyer* for /eə/, /aɪə/, /ɔɪə/). Auxiliary *have/has* practice tied to model dialogues (present perfect Q&A). Follow-up "I pronounce" tasks involve reading texts with the new sounds	Drills for silent letters ("*knife*, *writer*, *palm*, *climb*, *autumn*" – listen & repeat), and for /s/ vs /z/ (e.g. *supports* vs *disasters*). Spoken practice is embedded in authentic-sounding tasks: reading a letter, interviewing a community member, etc. Class activities include listening dialogs and peer

		(e.g. stories about personal history).	reading to reinforce correct pronunciation. Pronunciation is always tied to grammar (plural/singular forms) and unit vocabulary (citizenship topics).

Sources: All information is drawn from the *My Book of English 4MS*, teacher's manual and curriculum guidelines. The sequences' pronunciation sections (titled "My Pronunciation Tools" and "I Pronounce") explicitly list the features above. The teacher guide emphasizes the stepped approach (repetition → identification → production) and contextualized listening practice, which underpins the progression shown.

3.6.Summary of the Results

The content analysis of *My Book of English 4 MS* demonstrates a structured yet inconsistent method for teaching pronunciation. Every sequence of the coursebook contains an "I pronounce" section that guarantees pronunciation practice will always be included. The coursebook contains "My pronunciation tools" sections which introduce new sounds only in select sequences. The coursebook requires teachers and learners to identify many sounds through either implicit methods or by listening to the context. The "My pronunciation tools" section appears in Sequences 1, 3b, 4d to provide explicit pronunciation instruction. The "I pronounce" activities follow listening tasks in all instances which demonstrates that pronunciation instruction focuses primarily on oral skills. The book adopts a communicative function-based approach in its pedagogy but its pronunciation instruction combines traditional

phonics and repetition methods with communicative approaches. The systematic format of listen → tools → pronounce → practice provides consistent structure to the approach. The pronunciation lessons exist as separate sections although they follow a planned format. The book integrates reading/writing skills with pronunciation through phonics and vocabulary connections but it does not use authentic reading/writing activities. The findings support research indicating that elementary coursebooks prioritize pronunciation instruction for listening and speaking along with phonics education. MBE4 includes pronunciation instruction in every unit while also providing occasional explicit teaching methods which is beneficial. The approach could benefit from more interactive elements by linking pronunciation practice to communicative tasks and reading activities. The analysis indicates that MBE4 provides pronunciation instruction (contrary to the "neglected skill" issues identified by Morley (1991) and Nunan (1995)) yet it misses opportunities to integrate pronunciation more deeply. Teachers who use this book should implement additional pronunciation activities in context according to Levis & Sonsaat (2016) to maximize communicative competence through pronunciation.

Section Four: Discussion of the Results:

4.1. Answering the research questions:

The study's three research questions receive direct answers through the evaluation of both teacher responses and coursebook content. The first research question investigates the degree of pronunciation integration within *My Book of English 4MS*. The content analysis revealed that pronunciation appears systematically in "I Pronounce" sections yet the treatment remains superficial because it consists of repetitive drills which lack real communicative contexts. The instruction provides minimal attention to supra-segmental features and meaningful task-based practice. The second research question investigated if the pronunciation instruction follows the (CBA) framework. The content analysis together with teacher feedback demonstrates a

distinct mismatch between the two. The coursebook neglects to promote learner-centeredness together with autonomous learning and real-life language use which form essential elements of the Competency-Based Curriculum. The current approach fails to develop communicative competence effectively according to the collected data. The third question investigated how teachers perceive the pronunciation instruction presented in the coursebook. Most teachers through the questionnaire assessment found the activities insufficient. The content lacks diversity and it needs additional multimodal resources and interactive features according to the teachers. Many teachers pointed out that the coursebook lacks both methodological direction and pronunciation teaching training for educators.

4.2. Comparing the Objectives of the Study to the Results

The research evaluated both the effectiveness and educational quality of pronunciation instruction in *My Book of English 4MS* to determine if it fulfills learner requirements and follows (CBA) standards. The first objective which focused on identifying strengths and weaknesses used both a questionnaire and content analysis to show that pronunciation instruction appeared consistently yet only to a limited extent. The instruction lacked suprasegmental focus while multimodal support was absent and communicative tasks received minimal integration. The research aimed to establish if the coursebook follows (CBA) principles. The analysis of both data sources showed that the coursebook fails to implement (CBA) principles which include skill integration and meaningful communication and learner autonomy. The study achieved its objectives but the findings demonstrate a major mismatch between the current coursebook structure and the educational principles of the (CBA). The third objective aimed to collect information from teachers. The questionnaire results showed that teachers were unhappy with the coursebook's pronunciation elements because they found them unclear and lacked sufficient audio-visual resources and mismatched activities that failed to align with (CBA)'s learner-centered approach.

4.3. Limitations of the Study

While this research offers valuable insights into the evaluation of pronunciation instructions in *My Book of English 4 MS*, certain limitations must be acknowledged to contextualize the findings and guide future investigations.

One significant limitation lies in the scarcity of prior empirical studies on the teaching of pronunciation within Algerian middle schools, especially studies that specifically address coursebook evaluation in this domain. This lack of a strong local research base limited our ability to compare findings with broader trends in Algerian ELT contexts and may have affected the depth of the theoretical grounding.

The content analysis relied on a limited number of expert evaluations. Due to time constraints , only two teachers were involved in reviewing the coursebook. A larger pool of evaluators, possibly including phonology experts or coursebook designers, would have provided a more diverse set of perspectives and increased the reliability of the results. The limited teacher sample also restricts the generalizability of the findings to a wider population of EFL practitioners in Algeria.

Although the study employed a mixed-methods design, it was not possible to include classroom observations or structured interviews, which could have offered a more comprehensive view of how pronunciation instruction is implemented in real classroom settings. The absence of such triangulation means the study relies mainly on coursebook content and teacher questionnaires, without observing actual teaching practices or learner outcomes.

Another limitation pertains to the scarcity of accessible academic resources focused specifically on evaluating pronunciation instruction in EFL coursebooks. This scarcity restricted the literature review and may have limited the scope of our theoretical framework.

Consequently, only a select number of scholarly sources, books, journal articles, and online resources, were used to support the research.

The research focuses exclusively on *My Book of English 4 MS* , which may not fully represent the overall state of pronunciation instruction across all middle school levels or coursebooks in Algeria. This narrow scope limits the generalizability of the findings and calls for caution when applying the results to other educational contexts or resources.

4.4. Pedagogical Implications

The findings of this study hold substantial pedagogical significance that extend beyond the classroom and into the broader domains of curriculum planning, coursebook development, and teacher professional development. At the classroom level, the revealed inadequacies in *My Book of English 4MS*, particularly its insufficient support for pronunciation instruction, place a considerable burden on teachers. Many are compelled to compensate for these gaps by developing their own supplementary materials, employing ad hoc strategies, or improvising tasks with limited resources. This situation not only adds to their workload but also creates inconsistencies in instructional quality and learner experience, especially across schools with varying access to technological tools and training.

In light of the (CBA) framework which advocates for the integration of the four language skills through a learner-centered and communicative approach it becomes imperative that pronunciation is no longer regarded as a peripheral or optional component. Instead, it should be recognized as a fundamental aspect of oral proficiency, one that plays a decisive role in learners' intelligibility, confidence, and communicative effectiveness. The findings suggest a pressing need to allocate sufficient instructional time, pedagogical resources, and methodological planning to pronunciation, both within and beyond coursebook content.

For coursebook developers, these findings call for a re-evaluation of how pronunciation is integrated into course materials. Future coursebook editions should include a broader range of pronunciation activities, structured progressively across levels, and supported by multimodal resources such as phonetic charts, recorded dialogues, stress and intonation practice, and visual aids. These activities must be varied enough to address different learning styles auditory, visual, and kinesthetic and should move beyond the simple repetition of isolated sounds toward meaningful, contextualized use of language in communication-based tasks.

Furthermore, teacher training institutions and professional development programs must respond to the identified gaps in pronunciation pedagogy. The study revealed that a significant number of teachers have received little to no formal training in teaching pronunciation, which directly impacts their ability to deliver effective instruction. To rectify this, teacher education curricula should integrate dedicated modules focused on phonetics, pronunciation techniques, and the use of technology in pronunciation instruction. Workshops and continuous training on contemporary pronunciation teaching tools such as interactive software, mobile apps, peer assessment frameworks, and reflective pronunciation logs can empower educators to design tasks that are aligned with the (CBA) and are responsive to learners' linguistic needs.

Additionally, school administrators and educational policymakers need to recognize that supporting pronunciation instructions requires logistical investments, including the provision of audio-visual equipment, language labs, and access to authentic language input. Without such infrastructural backing, even the most competent teachers may find themselves constrained in applying effective, learner-centered methods.

In conclusion, the pedagogical implications of the study underscore the necessity of a systemic shift in how pronunciation is approached within the Algerian EFL context. It is not merely a matter of content delivery but of rethinking pedagogical design, teacher empowerment, and curriculum coherence. By addressing these issues holistically, it will be

possible to foster a more inclusive, effective, and communicative environment for learners to develop accurate and confident pronunciation skills thus aligning both materials and instruction more closely with the goals of the Competency-Based Curriculum.

4.5. Recommendations for Practice and Policy

To better align pronunciation and communication instruction in MS4 with (CBA) principles, several pedagogical and policy-level recommendations are proposed:

- Incorporate explicit pronunciation objectives, especially related to suprasegmental features, within communicative tasks.
- Provide teachers with training in phonology and communicative pronunciation teaching methodologies.
- Develop audio-rich materials that model pronunciation in authentic contexts.
- Design assessment rubrics that isolate pronunciation features (e.g., stress, intonation) within oral performance evaluations.
- Encourage learner reflection and self-monitoring through recording tasks and pronunciation journals.

To sum up, pronunciation, as an essential component of communicative competence, is implicitly acknowledged in both the MS4 curriculum and textbook. While (CBA) offers a solid foundation for performance-based learning, the implementation of pronunciation instruction remains underdeveloped. Addressing these gaps requires a more intentional, multimodal, and learner-centered approach to pronunciation within the communicative framework. In doing so, Algerian EFL learners will be better equipped to engage confidently and intelligibly in authentic spoken English contexts.

General Conclusion

This dissertation set out to evaluate the effectiveness of *My Book of English 4 MS* in addressing pronunciation instruction within the Algerian middle school context. Grounded in the framework of the (CBA), the study explored both the theoretical and practical dimensions of pronunciation instructions, an often-overlooked yet essential component of communicative competence in EFL classrooms.

Through a mixed-methods research design, combining a data collected via teachers' questionnaire and content analysis of the coursebook, the study revealed several key findings. While *My Book of English 4 MS* does integrate pronunciation instructions consistently across its sequences, this integration is often superficial or limited in scope. The “I pronounce” sections, though present in every sequence, tend to focus on mechanical and decontextualized practice. Explicit instruction is only occasionally provided through the “My Pronunciation Tools” sections, and even then, it lacks systematic coverage of segmental and supra-segmental features. Additionally, the analysis showed that pronunciation activities are not meaningfully integrated into broader communicative or literacy tasks, which limits their pedagogical value.

Teachers’ perceptions further reinforced these observations, pointing to a need for more dynamic, interactive, and context-based pronunciation tasks that align with learners’ needs and real-life communication demands. The results also highlighted a preference among teachers for more supportive materials and clearer guidance in the implementation of pronunciation activities.

Despite the limitations encountered, including a restricted number of participants and limited available research in the Algerian context, the study offers valuable implications for ELT stakeholders. It suggests that curriculum developers and coursebook designers should place greater emphasis on designing pronunciation activities that are not only consistent and explicit but also communicative and integrated across language skills. Moreover, teacher training

programs should better prepare educators to teach pronunciation effectively using available resources.

In conclusion, pronunciation remains a critical but underdeveloped aspect of language instruction in Algerian middle schools. Addressing this gap through improved materials and teacher support will be vital for enhancing coursebooks' oral proficiency and overall communicative competence in English.

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Appendices

Appendix 1

Fourth-Year Middle School Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to collect data from English teachers about our Master's research topic: " An Evaluation of Pronunciation Instructions in Algerian Middle School EFL Coursebooks: The Case of *My Book of English 4MS*. You are kindly requested to fill in this questionnaire to express your opinions about pronunciation teaching and instructions to 4MS level. Your contribution is highly appreciated and valuable. Thank you in advance for your participation.

Section One: General and Background Information

1. **Gender**

Female Male

2. Years of teaching experience

- 0-3
- 4-6
- 7-10
- more than 10 years

3. Educational degree

- Bachelor's degree
- Master's degree

- Doctorate degree
- Institute for Educational Technology (ITE)
- Teachers' Training School (l'ENS)

Section Two: Pronunciation Instructions and Activities in My Book of English 4MS

5. How regularly do you integrate pronunciation tasks from My Book of English 4MS in your lessons?

- Always
- Often
- Sometimes
- Rarely
- Never

6. Which pronunciation aspects are most emphasized in the coursebook? (Select all that apply)

- Vowel sounds
- Consonant sounds
- Stress patterns
- Intonation
- Speech rhythm
- Others (please specify) ……..

7. How would you rate the effectiveness of the pronunciation instructions in the coursebook in improving students' pronunciation skills?

- Highly effective
- Effective
- Neutral
- Ineffective
- Very ineffective

8. **Are the pronunciation tasks in the coursebook successfully designed to cater diverse learning styles (e.g., auditory, visual, kinesthetic)? Please circle one of the following options for each question**

Question	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
• Many opportunities are provided to learners for active sound production and physical practice (Kinesthetic)	1	2	3	4	5
• The coursebook offers distinguishing pronunciation tasks between intonation patterns or similar-sounding words (Auditory)	1	2	3	4	5
• High quality audio models are provided in the pronunciation tasks (Auditory)	1	2	3	4	5
• Phonetic symbols are clearly presented	1	2	3	4	5
• Visual aids such as diagrams and phonetic chart are effectively incorporated in the coursebook (Visual)	1	2	3	4	5
• Opportunities for self-correction and recording are allowed in the	1	2	3	4	5

coursebook (Kinesthetic)					
• Different learning preferences are catered in the majority of pronunciation tasks (General)	1	2	3	4	5
• The coursebook pronunciation tasks increase the learner' confidence in speaking (overall effectiveness)	1	2	3	4	5

9. What audio-visual materials does the coursebook provide for pronunciation?

……

…….

Section Three: Teaching Challenges and Methods

10. What technique do you use mainly in pronunciation teaching? (Select all that apply)

- o Listening and immitaion
- o Phonetic transcription
- o Minimal pairs
- o Drills
- o Listening and repetition

11. What challenges do you face during the process of pronunciation teaching?

- o Students' disinterest

- Difficulty in pronunciation
- Lack of teaching aids
- Insufficient training

Section Four: Recommendations and Feedback

12. In your point of view, how could the pronunciation instructional effectiveness be improved in "My Book of English" 4MS? ……..

……..

……

……

13. What can you suggest as resources and aids to support pronunciation teaching and make it more effective?

…….

…….

……

14. Can you suggest another way instead of written exams to assess your students' progress and proficiency in pronunciation? ……

……..

……

15. You are kindly invited to provide any successful activities or strategies you have already applied with your students for more effective pronunciation teaching.

……..

……..

……

……..

……..

Appendix 2

Fourth-Year Middle School Book Map

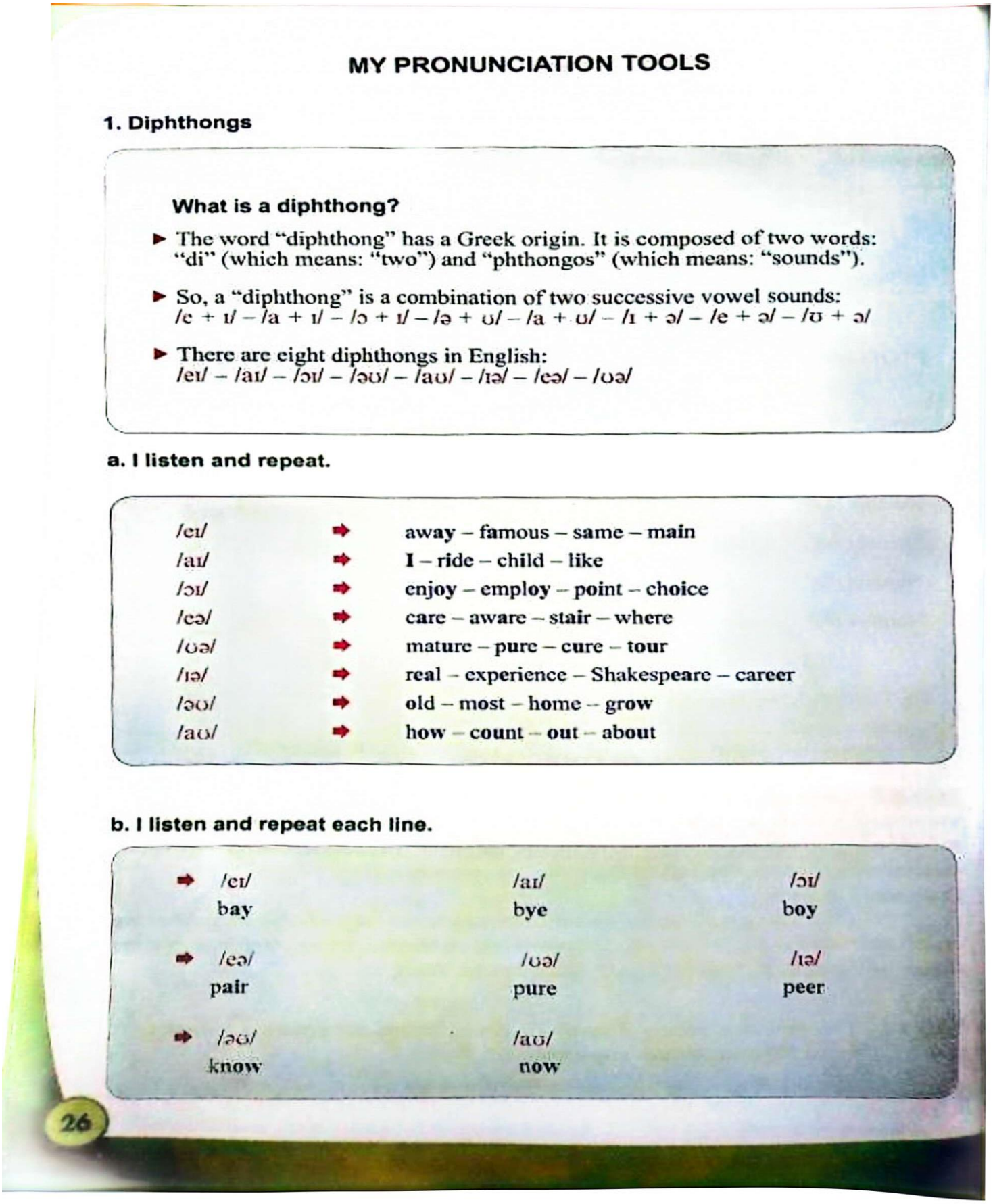
MY BOOK MAP

Sequence	Communicative objectives	Tasks for oral and written domains	Supports for oral and written domains	Linguistic objectives	
				Language forms	Pronunciation
Sequence 1 ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS	• Describe landmarks using specific information (architectural, cultural, geographical, etc.) • Narrate using historical information about landmarks • Narrate using biographical information about outstanding figures • Compare landmarks • Locate landmarks on a map • Describe an itinerary and identify its components:(departure; stopovers; final destination) • Organise discourse in chronological order	• A narrative account/biography • A fact file • Itinerary • Photo captions • Information gap • Following directions • Gap-filling/form filling • ID card/Bio card • Jumbled dialogue	• Conversations • Audios • Songs • Poetry • Short texts • Pictures • Photos • Maps • Blogs • Websites • Brochures	• Comparative of equality/ inferiority (as … as; not as … as) (review) • Qualifiers (review and expansion) • Strong adjectives to describe and value outstanding figures and landmarks • The passive voice (past simple tense) • Discourse markers (review and expansion): 1. Chronology (first; then/next; after that; finally ; shortly/soon afterward; later) 2. Cause and effect (because; as; since/therefore; so; as a result) (*review*)	• Diphthongs • Consonant clusters: 1. Initial consonant clusters 2. Final consonant clusters

• Make a profile • Report on significant events and life experiences • Give information and respond to questions about me: my dreams, my projects • Express similarities and differences • Seek relevant information on the web	• Profile • Conversation • Information gap • Information transfer • Oral presentation • Video Interview • Writing a journal • formal letter • Chat/networking • Video survey • Web articles	• Blogs • Websites • Journal • Letters • Emails • Charts • Posters • Memoirs	• The superlative with long and short adjectives • The present simple, past simple and simple future tenses (review) • The past simple and past continuous tenses in a narrative (with: "while"; "when") • The present perfect tense with time markers (ever, never, just) • Phrasal verbs • comparison and contrast markers (like; unlike; whereas) • Prefixing adjectives (negative meaning: dis/un/in/il/ir/im) • Suffixes: "ful" – "less"	• Triphthongs • Strong and weak forms of the auxiliaries: "have"; "has" • Pronunciation of "ed" endings in the past and past participle forms of regular verbs (review)
• Give advice • Make recommendations • Give instructions • Defend opinions • Compare eating habits and table manners • Express likes and dislikes • Documenting a topic on the web	• Recipes • open letter • problem solving • Interview • Opinion gap • Investigating • Debate/speech • Oral presentation • Charters	• Cookery book • Posters • Leaflets • Flyers • Adverts • Maps • Letters • Emails	• The imperative (review: advice & recommendations; instructions) • Conditional type one (present simple – future simple/present simple – imperative) • Sequencers (review and expansion) • "-ing" form after the verbs : enjoy; prefer; love/hate; like/ dislike	• Silent letters: "k"; "w"; "l"; "b"; "n" (review) • Pronunciation of "s" endings in plural nouns and 3rd person singular of verbs in the present simple tense (review)

Appendix 3

MS 4 Coursebook Pronunciation Tools



MY PRONUNCIATION TOOLS

1. Diphthongs

What is a diphthong?

- The word "diphthong" has a Greek origin. It is composed of two words: "di" (which means: "two") and "phthongos" (which means: "sounds").
- So, a "diphthong" is a combination of two successive vowel sounds:
  /e + ɪ/ – /a + ɪ/ – /ɔ + ɪ/ – /ə + ʊ/ – /a + ʊ/ – /ɪ + ə/ – /e + ə/ – /ʊ + ə/
- There are eight diphthongs in English:
  /eɪ/ – /aɪ/ – /ɔɪ/ – /əʊ/ – /aʊ/ – /ɪə/ – /eə/ – /ʊə/

a. I listen and repeat.

/eɪ/	➡	away – famous – same – main
/aɪ/	➡	I – ride – child – like
/ɔɪ/	➡	enjoy – employ – point – choice
/eə/	➡	care – aware – stair – where
/ʊə/	➡	mature – pure – cure – tour
/ɪə/	➡	real – experience – Shakespeare – career
/əʊ/	➡	old – most – home – grow
/aʊ/	➡	how – count – out – about

b. I listen and repeat each line.

➡ /eɪ/ bay	/aɪ/ bye	/ɔɪ/ boy
➡ /eə/ pair	/ʊə/ pure	/ɪə/ peer
➡ /əʊ/ know	/aʊ/ now	

I pronounce.

Task 1. I listen and identify the intruder diphthong in each list.

- /eɪ/: take – stay – make – tray – try – sailor
- /aɪ/: life – height – classmate – kind – pilot – writer
- /ɔɪ/: noise – voice – vice – soil – coin – point
- /eə/: hair – fair – air – ear – share – stair
- /oə/: cure – pure – tour – tear – mature – endure
- /ɪə/: clear – here – fear – dear – dare – engineer
- /əʊ/: throw – show – shout – close – post – poet
- /aʊ/: down – town – counting – accountant – load – loud

Task 2. I listen again and check my answers.

Task 3. I add one word to each list in task (1). I can use my dictionary.

Task 4. I listen carefully to the pronunciation of the letters in bold type in each sentence and identify the correct diphthong.

- /eɪ/, /aɪ/ or /ɔɪ/?
  Picasso was a great painter; he started painting at the age of eight.
- /eə/ , /oə/ or /ɪə/?
  When I was ten years old, my dream career was engineering.
- /əʊ/ or /aʊ/?
  Childhood memories remain the most important moments in our lives even when we grow old.

Task 5. I listen again and check my answers.

Task 6. I work with my partner. We read again (My Pronunciation Tools 1) and discuss our answers in tasks (1, 3 and 4).

Task 7. I read aloud the sentences in task (4). My partner listens to me and corrects my pronunciation mistakes.

Appendix 4

I Listen and Do in 4MS coursebook

SEQUENCE 1

ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS

I listen and do.

Task 1. *A group of Algerian middle school students are visiting London. They are riding an open-top double-decker bus and their English tourist guide is showing them London's most famous landmarks and monuments during this sightseeing tour.*
Which of the following pictures illustrates an open-top double-decker bus ?
I sort out the jumbled names of these vehicles with the help of my partner.



open-top double-decker bus

1



2 double-decker bus



3 coach

Task 2. I listen to the English tourist guide (**Part 1**) and write down the missing words in my copybook.

Today, we're going on a sightseeing tour around ....(**1**)..... We are now in the city of Westminster. In a few ....(**2**)....., you will see the Houses of Parliament along the ....(**3**).... Thames, on your left. The place is also known as Westminster Palace, which was originally built in the eleventh ....(**4**)..... On 16th October 1834 most of the building was destroyed by a fire. Six years ....(**5**)....., construction began on the current Houses of Parliament and was completed thirty years ....(**6**)..... In 1987, UNESCO designated the building as a World Heritage Site.

Task 3. I listen again to the English tourist guide (Part 1) and check my answers.

Task 4. I listen again to the English tourist guide (Part 1) and work with my partner. We compare our answers in tasks (1 and 2) and correct each other.

Task 12. I listen now to the English tourist guide (Part 4) and complete the ID card of the famous English writer in my co pybook.

ID CARD (1)

- First Name
- Surname
- Date of Birth
- Place of Birth
- Location of Birthplace
- Date of Death
- Place of Death
- Occupations
- Titles of Two Plays
- Name of Theatre



Task 13. I listen again to the English tourist guide (Part 4) and check my answers.

Task 14. I listen again to the English tourist guide (Part 4) and work with my partner. We compare our ID cards and correct any wrong information.

Task 15. I use my copybook to write a caption for the portrait of the famous English writer (task 12) that includes his full name and dates/places of birth and death between brackets, as in the following example:

Abdelhamid Ibn-Badis (Constantine 1889–Constantine 1940)

Task 16. I work with my partner. I use the information in the ID card (1) (task 12) and ask him/her questions about:

– the English writer's name mentioned by the tourist guide in the listening text.

– the English writer's date and place of birth.

– his occupations.

– his writings and some of their titles.

– his own theatre and its name.

– whether my partner has heard about this writer before.

Task 17. I change roles with my partner and we act out the quiz again.

Task 8. **I listen carefully to the pronunciation of the letters in bold type in each word and choose the corresponding diphthong between brackets.**

"My name's (/eɪ/ – /aɪ/) Omar. I'm from Algeria (/ɪə/ – /eə/). When I grow up (/əʊ/ – /aʊ/), I want to become a humanitarian (/ɪə/ – /eə/) worker. I am a very humane (/eɪ/ – /aɪ/) person: I've always shown (/əʊ/ – /aʊ/) great (/eɪ/ – /aɪ/) compassion, love and care (/ɪə/ – /eə/) for people in need. I want to help children who are suffering from war and poverty all over (/əʊ/ – /aʊ/) the world, especially the children in Palestine (/eɪ/ – /aɪ/). I'm now (/əʊ/ – /aʊ/) mature (/eə/ – /ʊə/) enough to know (/əʊ/ – /aʊ/) that this is the career (/ɪə/ – /eə/) I really (/ɪə/ – /eə/) dream of. I want to join (/aɪ/ – /ɔɪ/) the UNICEF or any other humanitarian organisation (/eɪ/ – /aɪ/) to realise (/eɪ/ – /aɪ/) my (/eɪ/ – /aɪ/) dream."

Task 9. **I listen again and check my answers.**

Task 10. **I work with a group of partners. We listen again and check our answers. Then, we correct each other.**

Task 11. **I read aloud the text in task (8). My partners listen to me and help me correct my pronunciation mistakes.**

Task 12. **I listen and identify the consonant cluster (/pr/; /br/ – /tr/; /dr/ – /nt/; /nd/ – /ft/; /kt/) in each word in the following list:**

drum – rent – shift – prize – sand – brake – trousers – rocked
prune – find – tramway – drown – hand – soaked – brave – land

Task 13. **I listen and identify the position ("initial" or "final") of each consonant cluster in task (12).**

Task 14. **I choose three words from the list in task (12) and use each one in a meaningful sentence.**

Task 15. **I work with a group of partners and we discuss our answers in tasks (12, 13 and 14).**

Task 16. **I listen and complete in my copybook the missing letters in each word between brackets (each dot stands for one missing letter).**

(..eparing) for a (..ip) has never been a (..eary) (eve..) for me. I am not a (..illia..) organiser, but I always do things with the (greate..) (exciteme..). First, I get my suitcase (pa....) as (be..) as I can. Then, I start planning. Which (..ain) to take? Which (monume..) to see? Which (restaura..) to go to? I (..ink) only mineral water when I (..avel) and never chat with taxi (..ivers) since they are the (mo..) talkative people in the world.

Task 17. **I listen again and compare my answers with my partner's. Then, I read aloud the text.**

الملخص

في سياق تعليم اللغة الإنجليزية كلغة أجنبية (EFL)، يُعد النطق السليم عنصرًا أساسيًا لاكتساب اللغة بفعالية، لما له من تأثير مباشر على ثقة المتعلم، ووضوح حديثه، ونجاحه في التواصل ضمن مواقف الحياة الواقعية. غير أن تعليم النطق في كتاب اللغة الإنجليزية المعتمد للسنة الرابعة من التعليم المتوسط في الجزائر لا يزال يحظى باهتمام محدود، كما أنه يُعالَج بشكل غير كافٍ. تهدف هذه الدراسة إلى تحليل كيفية إدراج تعليم النطق في الكتاب المدرسي الرسمي "كتابي في الإنجليزية" (My Book of English)، ومدى توافقه مع مبادئ المقاربة بالكفاءات (CBA). وقد تم اعتماد منهجية البحث المختلط، من خلال دمج تحليل محتوى الكتاب المدرسي مع استبيان منظم وُزّع على 21 أستاذًا للغة الإنجليزية. ركز الاستبيان على تصورات الأساتذة حول مدى وضوح، وفعالية، وكفاية تعليم النطق في الكتاب. أما تحليل المحتوى، فقد تناول التصميم البيداغوجي لمكوّنات النطق. أظهرت النتائج أن مهام النطق موجودة لكنها في الغالب آلية، غير منتظمة، ومتكاملة بشكل ضعيف ضمن السياقات التواصلية، مع تركيز غير متوازن على الخصائص فوق المقطعية (مثل النبرة والتنغيم). كما أبلغ المعلمون عن نقص في التكوين وغياب الموارد الكافية لتدريس النطق بفعالية. خلصت الدراسة إلى ضرورة إعادة النظر في محتوى الكتاب ليتضمن تعليمًا أكثر تواصلية، وتفاعلية، ومتعدد الوسائط للنطق. وتشمل التوصيات إدماج الوسائط السمعية البصرية، وتوفير أنشطة نطق مبنية على السياق، وتكثيف تكوين الأساتذة في هذا المجال. تقدم هذه الدراسة رؤى تطبيقية قيّمة لمطوري المناهج، ومؤلفي الكتب المدرسية، ومكوّني الأساتذة الراغبين في تحسين تعليم النطق في سياق تدريس الإنجليزية كلغة أجنبية في الجزائر.

الكلمات المفتاحية: تعليم النطق؛ المقاربة بالكفاءات (CBA)؛ كتابي في اللغة الإنجليزية؛ أساتذة السنة الرابعة متوسط؛ اللغة الإنجليزية كلغة أجنبية؛ المنهج المختلط.

Résumé

Dans le cadre de l'enseignement de l'anglais comme langue étrangère (EFL), une prononciation correcte constitue un pilier fondamental pour l'acquisition efficace de la langue, influençant directement la confiance des apprenants, leur intelligibilité, ainsi que leur succès communicationnel dans des situations réelles. Cependant, l'enseignement de la prononciation dans le manuel officiel d'anglais de quatrième année moyenne en Algérie demeure marginal et insuffisamment traité. Cette étude vise à examiner comment les instructions de prononciation sont intégrées dans le manuel officiel My Book of English, et dans quelle mesure elles sont conformes aux principes de l'approche par compétences (CBA – Competency-Based Approach). Une méthodologie mixte a été adoptée, combinant une analyse de contenu du manuel à un questionnaire structuré distribué à 21 enseignants d'anglais langue étrangère. Le questionnaire a exploré les perceptions des enseignants quant à la clarté, la pertinence et l'efficacité des composantes de la prononciation. L'analyse du contenu s'est focalisée sur la conception pédagogique de ces éléments. Les résultats révèlent que, bien que des activités de prononciation soient présentes, elles restent souvent mécaniques, mises en œuvre de manière incohérente, et mal intégrées aux contextes de communication. De plus, l'accent est inégalement mis sur les aspects suprasegmentaux (intonation, rythme, accentuation). Les enseignants ont également signalé un manque de formation spécifique ainsi que de ressources pour enseigner la prononciation de manière efficace. L'étude recommande une révision du contenu du manuel afin d'y intégrer des pratiques de prononciation plus communicatives, interactives et multimodales. Parmi les recommandations figurent l'utilisation de supports audiovisuels, la contextualisation des exercices de prononciation, ainsi qu'un renforcement de la formation des enseignants. Dans l'ensemble, cette recherche offre des perspectives pratiques aux concepteurs de programmes, auteurs de manuels et formateurs d'enseignants souhaitant améliorer l'enseignement de la prononciation dans le contexte algérien de l'EFL.

Mots-clés : Enseignement de la prononciation ; Approche par les compétences (APC) ; My Book of English ; Enseignants de 4e année moyenne ; Anglais langue étrangère ; Méthodologie mixte.