

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussof University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Teachability of English Pronunciation to Final-Year Middle-School Pupils: The Suitability of the Set Textbook Content to Pupils Needs and Abilities

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Ms. Zohra HAMIMOUR
- 2) Ms. Meryem BOUANAKA

Supervisor:

Dr. Djalal MANSOUR

Board of Examiners:

Chairwoman: Ms. Rima MEDJDOUB
Supervisor: Dr. Djalal MANSOUR
Examiner: Dr. Rima HADEF



I dedicate this work to:

My dear father who always encourages me to work hard and learn more.



My kind mother who has scarified every moment of her life to raise and educate me. I am deeply

and forever indebted to her for her endless love, support and care.



To my kind-hearted sisters Farida, Hayet, Khadidja, Marwa. Salima, Fatiha and Khrofa.



To my brothers Abdelnour and Moloud.



To my research partner and dear friend, Zohra HAMIMOUR, who shared with me conducting the

Dissertation.



To all my precious friends: Warda, Asma, Emann, Anissa, Manel, Somiya,

Souad, Maysoune, Nihad and Ikeram.



To all people who have supported and helped me carry out this research work



To all my precious people



Meryem BOUANAKA

First of all thanks to Allah the most Merciful.

Deepest gratitude to the loveliest persons, my dearest parents, who helped me during all my life and my studies. Thank you my father Mouhammed, thank you my mother Djamila.



My sweet heart, my second half, the one who has been with me through thick and thin, my husband Nafaa.



My two sons Mouhammed Iyad, my first joy, and my baby Abdelkodous.



To the soul of the purest heart, my brother Samir may God have mercy on him.



My brothers Cherif and his wife, Chemseddin and Hani and to my sisters Souad and her husband Farid, Afaf and her husband Mourad.



My father-in-law Foudil and my mother-in-law Sakina.



My sisters-in-law: Souhila, Zineb, Rokaia and Amina.



My hardworking friend Meryem

To all my relatives

Zohra HAMIMOUR

Acknowledgments

In the name of ALLAH the most Gracious and the Most Merciful. We must express gratitude first to ALLAH who gave us the opportunity to finish writing this research.

All gratitude and appreciation go to our supervisor Dr. Djalal MANSOUR for his continuous guidance, valuable suggestions, moral support and encouragement throughout this work. He has always been patient and caring in supervising us.

We would thank the board of examiners: Ms. Rima MEDJDOUB and Dr. Rima HADEF for devoting their precious time to reading and evaluating our work.

Our deepest gratitude, also, goes to Dr. Fouad BOULEKROUN, Dr. Rima HADEF and Ms. Shafiaa SHEBAT for providing us with the valuable and the necessary references we desperately needed to conduct this study.

We owe a great debt to many final year middle school teachers who kindly answered our evaluation checklist and the questionnaire.

Thank you

Abstract

Textbooks should be designed in a way that suits the learners' needs as well as their abilities. This dissertation set itself the overriding aim of investigating the teachability of the pronunciation content incorporated into the second-generation fourth year middle school textbook through evaluating its suitability to the manifold learners' needs and abilities. This study has been conducted through a descriptive method; the research has been carried out through a self-constructed evaluation checklist and a questionnaire for fourth year middle school teachers. More specifically, the questionnaire sample consists of randomly selected twenty-eight fourth year middle school English teachers; the teachers' questionnaire was a blend of both qualitative and quantitative data; this latter assisted the researchers to create the evaluation checklist item about fourth year middle school pupils' pronunciation learning needs. Through a review of the available checklists, which were mostly designed to evaluate general English textbooks but they were not generalizable enough to be adopted in the evaluation of any English textbook or to suit any learning/teaching context, and some insights from the questionnaire, we were able to take decisions for creating the evaluation checklist that would best suit this study. The checklist merit scores were calculated to deduce a total score and the qualitative data was resumed and discussed in a joint report. The results of both the checklist and the questionnaire showed that the pronunciation content is not suitable for the learners' needs and abilities because it contains some unattainable pronunciation objectives that are beyond fourth year middle school pupils' abilities and level and it does not provide the learners with what they need to reach the pronunciation objectives, like time, practice, audio materials and motivational tasks.

Key words: pronunciation, teachability, suitability pronunciation content, textbook, textbook evaluation, needs and abilities.

List of Abbreviations

CD : Compact Disc

DVD : Digital Versatile Disc

GA: General American

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language

L2: Second Language

MS: Merit Score

Q: Question

PVS: Perfect Value Score

RP: Received Pronunciation

USA: United States of America

List of Tables

Table 1.1: Classification of Consonant Sounds.....	19
Table 3.1: Teacher’s Degree.....	57
Table 3.2: Years of Experience.....	58
Table 3.3: Experience of Teaching Fourth Year Pupils	58
Table 3.4: The Importance of Pronunciation for Pupils.....	59
Table 3.5: The Pronunciation Level of Pupils.....	60
Table 3.6: Difficulty of Teaching Pronunciation to Young EFL learners.....	61
Table 3.7: Techniques Used to Encourage Pupils to Improve Their Pronunciation.....	63
Table 3.8: The Teachers’ Participation in Textbook Evaluation.....	64
Table 3.9: The New 4 th Year Middle School Textbook Coverage to the General Objectives of Syllabus.....	64
Table 3.10: The Teachers’ Attitudes towards the Clarity of Pronunciation Objectives.....	65
Table 3.11: Sufficiency of the Use of Textbook in Teaching Young Learners	66
Table 3.12: Teacher’s Pronunciation Teaching-Assisted Materials	67
Table 3.13: The Adequacy Pronunciation Teaching.....	68
Table3.14: The Sufficiency of Activities or Opportunities to Practice Pronunciation.....	69
Table 3.15: The Pronunciation Content Ought to Be Taught in 4 th Year Middle School.....	70
Table 3.16: The Fourth Year Middle School Pupils’ Needs.....	72
Table 3.17: The Textbook Suitability to Pupils’ Needs.....	73
Table 3.18: Pronunciation Content Suitability to Learners’ Abilities.....	74
Table 3.19: Difficulty of Some Pronunciation Features.....	75
Table 3.20: The Most Difficult Pronunciation Features in the Textbook.....	76
Table 3.21: Teacher’s Suggested Modification to the Textbook Pronunciation Content.....	77
Table 3.22: The Teacher’s Recommendation	79

Table 3.23: My Book of English Pronunciation Content.....	84
Table 3.24: The Scores Interpretation.....	88
Table 3.25: The Checklist Items' Scores.....	89-91
Table 3.26: The Objectives Category Rating	91
Table 3.27: The Content Category Rating.....	93
Table 3.28: The Materials Category Rating.....	96
Table 3.29: The Practical Assignments Category Rating.....	97
Table 3.30: The Examples Category Rating.....	99

List of Graphs

Graph 3. 1: Teacher’s Degree.....	57
Graph 3.2: Years of Teaching English.....	58
Graph 3.3: Teaching Fourth Year Middle School Pupils.....	59
Graph 3.4: Pronunciation Importance for Pupils.....	60
Graph 3.5: Pupils Pronunciation Level	61
Graph 3.6: Difficulty of Teaching English Pronunciation to Young EFL Learners.....	61
Graph 3.7: Techniques Used to Improve Learners Pronunciation	63
Graph 3.8: Participation in Textbook Evaluation.....	64
Graph 3.9: The Middle School Textbook Coverage to the General Objectives of the Syllabus...65	
Graph 3.10: Clear Set Objectives Specific to Pronunciation Teaching in the Textbook	66
Graph 3.11: Sufficiency of the Activities or Opportunities to Practice Pronunciation	67
Graph 4.12: Teacher’s Pronunciation Teaching- Assisted Materials	68
Graph 3.13: The Adequacy of Pronunciation	69
Graph 3.14: Sufficiency of the Activities or Opportunities to Practice Pronunciation.....	70
Graph 3.15: Pronunciation Content Ought to be Taught in Fourth Year Middle School	71

Graph 3.16: Fourth Year Middle School Pupil’s Needs	72
Graph 3.17: The Textbook’s Suitability to Pupils Needs.....	73
Graph 3.18: Pronunciation Content Suitability to Pupils Abilities	74
Graph 3.19: Difficulty of Some Pronunciation Features.....	75
Graph 3.20: The Most Difficult Pronunciation Features in the Textbook.....	76

Table of Contents

Dedications.....	I
Acknowledgment.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Graphs.....	VIII
Table of Content.....	X
The General Introduction.....	1
1. Statement of the Problem.....	1
2. Aim of the Study.....	2
3. Research Questions.....	2
4. Research Hypothesis.....	2
5. Research Methodology.....	3
5.1 Participants.....	3
5.2 Instruments.....	3
6. Structure of the Dissertation.....	4

Chapter One: Pronunciation

- Introduction.....5
- 1.1. Pronunciation.....5
 - 1.1.1. Phonetics and Phonology.....6
 - 1.1.2. The English Sound System.....7
 - 1.1.2.1. Vowels.....9
 - 1.1.2.1.1. Pure Vowels.....10
 - 1.1.2.1.1.1. Description of Vowels..... 10
 - i.* The horizontal Tongue Position..... 10
 - ii.* The vertical Tongue Position..... 11
 - iii.* Lip Position 11
 - 1.1.2.1.1.2. Diphthongs.....12
 - 1.1.2.1.1.3. Triphthongs.....13
 - 1.1.2.1.2. Consonants..... 13
 - 1.1.2.2.1. Description of Consonants.....14
 - 1.1.2.2.1.1. Place of Articulation..... 14
 - 1.1.2.2.1.2. Manner of Articulation..... 17
 - 1.1.2.2.1.3 voicing.....19
 - 1.1.3. Syllable..... 20
 - 1.1.3.1. Consonant Clusters..... 21
 - 1.1.3.2. Grammatical Ending.....21
 - 1.1.4. Stress..... 22
 - 1.1.4.1. Word Stress.....23
 - 1.1.4.2. Sentence Stress.....24

1.1.4.2.1. Weak and Strong Forms.....	24
1.2. Pronunciation Teaching.....	25
1.2.1. The Importance of Pronunciation Teaching.....	25
1.2.2. Approaches to Pronunciation Teaching.....	26
1.2.2.1.The Intuitive-Imitative Approach.....	27
1.2.2.2.Analytic-Linguistic Approach.....	27
1.2.2.3.The Integrative Approach.....	27
1.2.3. EFL Arab Learners' Pronunciation Problems.....	28
1.2.4. The learnability of English Pronunciation.....	31
1.2.4.1.Factors Influencing English Pronunciation.....	31
Conclusion.....	33

Chapter tow: Textbook Evaluation

Introduction.....	34
2.1. Definition of Textbook.....	34
2.1.1. The Importance of Textbook in the Classroom.....	35
2.1.2. Advantages and Disadvantages of the Use of Textbook.....	36
2.1.3. Textbook and Learner's Needs.....	37
2.1.3.1. Needs Analysis Procedure.....	38
2.1.3.2.1.1.Types of Needs.....	39
2.1.3.2.1.1.1. Objective Vs Subjective Needs.....	39
2.1.3.2.1.1.2. The Target and Learning Needs.....	40
2.2. Textbook Evaluation.....	40
2.2.1. Arguments for Textbook Evaluation	42

2.2.2. Types of Textbook Evaluation.....	43
2.2.3.2. Pre-Use Evaluation.....	43
2.2.3.3. Whilst or In-Use Evaluation.....	44
2.2.3.4. Post-Use Evaluation.....	44
2.2.4. Checklists of Textbook Evaluation.....	44
2.2.4.2. Models of Checklists.....	45
Conclusion.....	54

Chapter Three: Data Collection and Analysis

Introduction	55
3.1. The Teachers' Questionnaire.....	55
3.1.1. The Aim of the Teachers' Questionnaire.....	55
3.1.2. The Sample and Population.....	55
3.1.3. Description of the Questionnaire.....	56
3.1.4. Analysis of the Teacher's Questionnaire.....	57
3.1.5. Summary of the Findings and Comments.....	79
3.2. The Evaluation Checklist.....	81
3.2.1. Description of the Textbook.....	81
3.2.2. The Pronunciation Content presentation.....	83
3.2.3. The Evaluation Checklist	84
3.2.3.1. The Checklist of the Textbook Evaluation.....	85
3.2.4. The Textbook Evaluation.....	88

3.2.5. The Checklist Scoring.....	89
3.2.6 The Checklist Scoring Interpretation.....	91
3.2.7. Discussion of the Results.....	100
3.3. Pedagogical Implications and Recommendation.....	102
3.3.1. Implication for Forth Year Middle Teachers.....	102
3.3.2. Recommendations and Implications for Textbook Writers.....	103
3.4. Limitations.....	103
3.5. Suggestions for Future Research.....	104
Conclusion.....	105
General Conclusion.....	106
List of References	
Appendices	
المخلص	
Resume	

General Introduction

1. Statement of the Problem

Learning a foreign language satisfactorily requires adequate learning of all its many varied aspects, including grammar, lexis and pronunciation. Pronunciation is deemed as one of the most problematic component for most non-native speakers because its acquisition is affected by some learner-related factors, like motivation, individual differences, and their attitudes to the language they are learning (Dalton & Seidlhofer, 1994). The learners' first language, likewise, may interfere with the acquisition of pronunciation. Pronunciation, in its widest sense, can be defined as the production of the speech sounds, stress, and intonation. It, in addition, is defined as the production and reception of the sounds on the one hand and as the production of the significant sounds that may affect communication on the other (Dalton & Seidlhofer, 1994).

The English language is taught in Algeria as a foreign language; the most used material in the teaching of English in the Algerian classes is the textbook. It is considered as the backbone of any teaching subject matter and it serves as the main source that directs the teaching/learning process; many scholars acknowledge the merits of the use of textbooks in the classroom. On the other hand, the textbooks may fail to satisfy all the learning and teaching requirements because they are not designed to meet the specific needs of targeted group of learners because they are set based on some guesses that may not perforce match the learning process requirements or produce the most suitable and attainable objectives for the target group of learners (Armani, 2003). Thus, textbook evaluation has a key role to play in the formation and adaptation of the teaching materials. We related our research topic, which is pronunciation, to the evaluation of the Algerian middle school fourth year textbook whose objective is to investigate to what extent its content is compatible with fourth year middle school pupils' needs and abilities.

2. The Aim of the Study

This research has sought out to investigate the teachability of English pronunciation in the Algerian classes through the evaluation of the suitability of the pronunciation content provided in the textbook to final middle school pupils' needs and abilities.

3. Research Questions

The present research addresses a number of questions. The primary leading question that we have endeavored to answer is:

To what extent is "My Book of English" pronunciation content suitable to fourth year middle school pupils' needs and abilities?

Other secondary questions that can be derived from the main question are:

1. Does the pronunciation content presented in the final year middle school textbook meet the pupils' pronunciation learning needs?
2. What are the challenges faced by teachers when dealing with the pronunciation content of "My Book of English"?
3. What are the techniques used by teachers to make the pronunciation content of "My Book of English" suitable to the learners?
4. Are there any pronunciation elements beyond the pupils' level?
5. Does the textbook provide the suitable pronunciation content that matches the content that ought to be taught in the fourth year middle school?

4. Research Hypothesis

The previous questions lead us to hypothesize that:

If the textbook's pronunciation content fits the learner's needs and abilities, the teachers would face fewer challenges when teaching pronunciation lessons.

5. Research Methodology

5.1 Participants

The sample consists of twenty eight teachers of English at different middle school from different provinces of the country. These teachers' teaching experience in middle schools ranges between three to twenty years. Amongst these participants, sixteen were selected to answer the checklist of evaluation. Eight of these teachers experienced textbook evaluation before.

5.2 Instruments

In order to answer the research questions, two instruments were used to collect the necessary data. First, we designed a questionnaire for 4th year middle school teachers. The questionnaire has enabled us to inquire about the teachers' awareness of the importance of teaching pronunciation to 4th year middle school pupils and effectiveness of the textbook use in pronunciation teaching to young learners, more importantly, it has provided the researchers with the requisite data about fourth year middle school pupils' needs to set the most suitable checklist to evaluate the targeted textbook. Second, the self-constructed evaluation checklist was designed to suit the evaluation purposes and the context based on the teachers' views concerning the learners' needs. The checklist is the actual evaluation of the pronunciation

content and it was rated by fourth year middle school teachers to test the suitability English pronunciation lessons to final-year middle school pupils.

6-Structure of the Dissertation

Besides the general introduction and the general conclusion, this work is built up of two main parts; one is theoretical, and the second one is practical. For the theoretical, the first chapter is concerned with pronunciation teaching. It deals with pronunciation definition, phonetic and phonology, the description of pronunciation features presented in “My Book of English”, its approaches and the importance of teaching pronunciation. The second chapter deals with what is meant by textbooks, their role in the classroom, textbook and learners’ needs, textbook evaluation, types of evaluation and the importance of textbook evaluation. It also presents models of checklists. For the practical part, the third chapter is where the textbook pronunciation content is analyzed and evaluated based on the self-constructed criteria. The fourth will deal with the analysis of the data collected from the teachers’ questionnaire.

Chapter One: Pronunciation

Introduction

Human beings are viewed as talking animals whose language is highly organized into a set of sounds. In order to communicate, people produce well-structured utterances the meaning of which is modified by the use of other features, including stress, intonation and rhythm. Moreover, each language is characterized by a specific and different sound system.

This chapter is dedicated to the theoretical background that is relevant to pronunciation and pronunciation teaching. We have attempted, for the sole sake of literature review relevance to the theme under scrutiny and to make theory and practice flow together and complement each other, to dwell as satisfactorily as space permits on the segmental and suprasegmental features of pronunciation that are presented in the textbook; it is these features as such which we will evaluate in the upcoming chapters.

1.1. Pronunciation

Broadly speaking, pronunciation can be defined as the process of producing speech sounds in order to communicate; it is an important aspect of language. Furthermore, pronunciation is composed of two main features: segmental and suprasegmental. And people use both of them in order to make their speech more intelligible. Intelligibility is defined by Kenworthy (1987) as “The ability of being understood by the listener... So, it is the same as understandability”(p.13). In connection with this, Celce-Murcia, Brinton and Goodwin (1996) point out that “Intelligible pronunciation is one of the necessary components of oral communication” (p.8).

1.1.1. Phonetics and Phonology

Since we are concerned with studying pronunciation, it will be fairly useful if we make a brief reference to two of the academic disciplines which have been universally associated with studying sound features and sound patterns and so forth, namely phonetics and phonology. According to Kreidler (2004), phonetics deals with the articulatory aspects of speech, how sounds are produced by the organs of speech, and the acoustic aspect is concerned with how sounds get transmitted through the waves and how they affect the reception of those sounds by the hearer, whereas phonology is concerned with how sounds in a given language are organized into a system and it is broadly interested in the description of pronunciation, its communicative possibility and what leads to differentiation of utterances. Similarly, Kelly (2000) defined phonetics as the study of speech sounds and it consists of a number of branches, namely physiological phonetics, articulatory phonetics, acoustic phonetics, auditory phonetics and perceptual phonetics. Phonology, on the other hand, is viewed by this scholar as the study of systems of sounds within a specific language. He added that phonology deals with the segmental and the suprasegmental features of language.

For Clark and Yallop (1995), both phonetics and phonology are correlated with the study of speech, Cruttenden (2008), on the contrary, claimed that phonetics is a sub-discipline of linguistics which studies the spoken language and it overlaps with all the parts of linguistics including morphology, syntax, pragmatics and sociolinguistics. Moreover, Ladefoged (2001) suggested a definition for phonology “Phonology is the description of systems and patterns of sounds that occur in a language. It involves studying a language to determine its distinctive sounds and to find out which sounds convey a difference in meaning” (p.23).

To this end, we can, on the basis of the cited definitions, conclude that phonetics is concerned with the description of the speech sound while phonology is concerned with how

sounds of a given language or a set of different languages are organized into a system and how different sounds convey different meanings.

1.1.2. The English Sound System

The English sound system is composed of forty four sounds. Before we go through a detailed explanation of the English sounds, we need to make a distinction between sounds and letters. Avery and Ehrlich (1992) have noted that there is a no one-to-one correspondence between sounds and letters in English. Moreover, their claim is supported by the following instances:

- The same sound is represented by different letters such as too, through and shoe.
- One letter may have different phonetic representations. For example, the letter ‘s’ can be pronounced /z/ or /s/.
- Two letters represent only one sound. By way of example, the combination of the letters ‘p’ and ‘h’ in the word *phonetics* represent only one sound, which is /f/.
- Some letters have no sound representatives, the commonest case is perhaps the letter ‘k’ which is silent, for instance, in the following words: knife, knight.

Kelly (2000) has added that the English language, unlike other languages, is not a phonetic language; in other words, there is no relationship between the letters and their pronunciation in comparison with other languages, such as Spanish and Italian. O’Conner (1980), in addition, stated: “These must never be mixed up. Letters are written, sounds are spoken” (p.7).

In the English sound system, there are twenty-four consonants and twenty vowels. We usually refer to a sound using the word phoneme. Notwithstanding, Odgen (2009) distinguishes them from each other stating that the phoneme is the smallest component of the sound and they have different transcriptions. What is more, sounds are described by phonetic

features, while the phonemes are defined as phonological units relating them to structures and organizations.

The words “vowels” and “consonants” are very familiar ones, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean. Consonants are sounds that are produced with closed or nearly closed articulations. Similarly, Kelly (2000) states that consonants: “Are formed by interrupting, restating or diverting the airflow in a variety of ways” (p.47). Vowels, on the other hand, are defined by Odgen (2009) as “Syllabic sounds made with free passage of air down the mid-line of the vocal tract, usually with a convex tongue shape, and without friction. They are normally voiced; and they are normally oral” (p.56). The foregoing discussion must have made fairly clear that the main distinction between vowels and consonants is that the air-stream passes freely without any obstruction when we produce vowels while it is obstructed at some point of the oral cavity while we produce consonants.

After defining the English sounds, we can proceed to state how they are produced. According to Cruttenden (2008), speech production is not only a result of some mechanisms between speech organs; they, also, are a result of mental processes by the mind which is translated, later, to a sound produced by the speech organs. In addition, Avery and Ehrlich (1992) states that the production of sounds is the movement of the air-stream from the lungs through the mouth or the nose, which gets modified by the position of the lip, tongue, or other parts of the speech-producing apparatus.

Accordingly, the production of speech is made in two different phases. Firstly, the psychological stage where speech is processed and analyzed in the brain. Secondly, the physiological stage where the speech is produced by the speech organs starting from the lungs which release the air that will move towards the oral or the nasal cavities. And the speech

sounds are the result of some modifications that occur to the air-stream at the level of the mouth or the nose.

The parts of the mouth included in the production of speech sounds can be divided into two categories. According to Masloh (1980, as cited in Amer, 2012), the articulators are parts of the mouth, that move and affect the air-stream; they are responsible for the production of the sounds and they are the lower lip, the bottom teeth, the tongue, and lower jaw. The unmovable parts of the mouth involved in the articulation are the upper teeth, alveolar ridge, the hard palate, the soft palate and the uvula. Moreover, the points of articulation are formed as a result of a movement of an articulator towards an unmovable organ.

1.1.2.1. Vowels

The vowels are one of major categories of English sounds. There are twelve pure vowels, eight diphthongs and five triphthongs. Kelly (2000), however, minimizes the number of vowels to twenty excluding the triphthongs. The vowels, unlike the consonants, are produced with little obstruction to the airflow. In addition, Odgen (2009) distinguishes vowels and consonants stating that the vowels play a central role in phonetics because we may find words containing no consonants, like “awe” but we never find a word containing no vowel. They are defined by Cruttenden (2008) as “Median..., oral..., frictionless...and continuant” (p.26). Crystal (2008), on the other hand, defines them phonologically as “Those units which function at the centre of syllables” (p.517). In the production of all the vowels, the vocal cords are vibrating and the velum, or the soft palate, is raised constraining the air to pass through the oral cavity. Accordingly, vowels can be described as voiced and oral sounds.

1.1.2.1.1. The Pure Vowels

The words “monophthongs” and “pure” are the most frequently used words to differentiate a single vowel from other categories of vowels, diphthongs and triphthongs, which we will consider later. McMahan (2002) has differentiated the pure vowels from the complex vowels by stating that the quality of the pure vowels is unchangeable and stable from the beginning to the end of their production. Roach (2008), also, has stated that: “A vowel which remains constant and does not glide is called a pure vowel” (p.21). There are, as mentioned before, twelve pure vowels in English where we can find seven short vowels /ə, e, æ, ʌ, ɪ, ʊ, ɒ/ and five long vowels /ɔ:, u:, i:, ɑ:, ɜ:/. It is clearly noted that the long vowels and the short vowels are distinguished by the length mark made of two dots /:/. According to Roach (2008), the vowel length depends on the sound that follows the vowel and the presence or the absence of stress. The most distinguishable articulators in the production of vowels are the lip and the tongue. So, the parameters that are used to describe vowels are the horizontal tongue position, the vertical tongue position and the lip configuration.

1.1.2.1.1.1. Description of Vowels

***i.* The Horizontal Tongue Position**

By horizontal tongue position, we mean which part of the tongue is raised towards the hard palate during the production of pure vowels. It should be borne in mind that the tongue is not raised enough to obstruct the air-stream. The pure vowels, therefore, are named front vowels, central vowels and back vowels.

➤ **Front Vowels**

The front vowels are produced when the front part of the tongue is raised towards the soft palate and they are /ɪ, i:, e, æ /.

➤ **Central Vowels**

The central vowels are produced when the body of the tongue is raised towards the area where both the soft palate and the hard palate join and they are /ɜ:, ʌ, ə /.

➤ **Back Vowels**

The back vowels, in contrast with the front vowels, are produced when the back part of the tongue is raised towards the soft palate. These are the back vowels the English sound inventory possesses: /ɒ, ʊ, ɑ:, ɔ:, u:/.

ii. The Vertical Tongue Position

The vertical tongue position, or tongue height, is the second parameter used to describe vowels and it refers to which extent the tongue is raised or lowered in the mouth when the vowel is being produced. Accordingly, the pure vowels are named as high vowels, mid vowels and low vowels.

➤ **High Vowels**

The high vowels, or close vowels, are produced when the tongue is raised in the mouth towards the roof the mouth and they are /ɪ, i:, ʊ, u:/.

➤ **Mid Vowels**

The vertical tongue position is neither high nor low in the mouth during the production of the mid vowels; McMahan (2002) has referred to them as “High mid or low mid”. The mid vowels are /e, ə, ɜ:, ɔ:/.

➤ **The Low Vowels**

For the low vowels, the tongue is not raised at all. Kelly (2000) names the low vowels as the “open vowels” because the mouth is widely open when these vowels are produced and they are /ɒ, ɑ:, æ, ʌ/.

iii. Lip Position

In addition to the horizontal and the vertical tongue positions, the lip position is important in the articulation of the vowel sounds. The main types of lip position are introduced by Roach (2008).

Rounded: the lip corners are pushed forwards and their shape is similar to a circle during the production of the vowel sounds /ɒ, u:, ɔ:, ʊ/.

Spread: the lip corners are separated from each other to give them a smile-like shape during the production of the vowel sounds /i:, ɪ, e, ɜ:/.

Neutral: the lip shape is difficult to be distinguished whether it is spread or rounded during the production of the sounds /ə, ʌ, ɑ:, æ/.

1.1.2.1.2. Diphthongs

Diphthongs are the combinations of two short vowel sounds. Odgen (2009) asserts that: “Diphthongs are monosyllabic vowels which have two discernibly different points, one at the start and one at the end” (p.64). From the point of view of length, diphthongs are considered as long vowels. The first part of a diphthong in English is much longer and louder than the second. In the production of diphthongs, the tongue moves from one vocalic position to another. The eight English diphthongs are usually grouped into two types, depending on the movement of the tongue. The first group, the central diphthongs, ends with a glide towards the vowel in the center of the mouth, and they are /ɪə, eə, ʊə/. The second group, closing diphthongs, ends with a glide towards higher position in the mouth, and they are /eɪ, aɪ, ɔɪ, əʊ, aʊ/.

1.1.2.1.3. Triphthongs

Triphthongs are the most complex sounds in English because they are a combination of three vowel sounds. They are defined by Roach (2008) as “Triphthongs are a glide from one vowel to another to a third, all produced rapidly and without interruption” (p.24). Triphthongs are formed by adding the vowel /ə/ to the closing diphthongs. Thus, there are two types of triphthongs. First, that formed by the closing diphthongs ending with /ɪ/ and the second, which is formed by the closing diphthongs ending with /ʊ/. So, we have the following triphthongs: /eɪə, aɪə, ɔɪə, əʊə, aʊə/.

1.1.2.2. Consonants

Consonants are a major class of sounds occurring in all human languages. A consonant is a speech sound that is articulated with complete or partial closure in the vocal track. Crystal (2008) notes that: “A consonant is one of the two general categories for the classification of

speech sounds, the other is vowel” (p.103). The 24 English consonants can be distinguished in terms of phonetics and phonology. Phonetically, they are sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced. Besides, phonetics descriptions of consonants include information about whether the vocal cords are vibrating (voicing), the specification of the duration of the sound, the airstream mechanism included and the direction of the airflow. Phonology sees consonants as units which function at the margins of syllables either singly or in clusters (Crystal, 2008). Consonants are described in terms of: voicing, place of articulation and manner of articulation.

1.1.2.2.1. Description of Consonants

There are three basic characteristics that should be referred to in the discussion of consonants: place of articulation, manner of articulation and voicing.

1.1.2.2.1.1. Place of Articulation

The place of articulation is the physical location in the vocal tract that a phoneme is produced in, and the kinds of articulatory movements that are involved in producing a sound. In English there are six places where the airstream is obstructed in the formation of consonants. Avery and Ehrlich (1992) believe that there are sounds made with the lips, sounds made with the tip of the tongue, sounds made with the blade of the tongue and sounds made with the back of the tongue.

➤ Sounds Made by the Lips

- **Both Lips (Bilabial)**

The first sound of the words “pat”, “bat” and “mat” are produced with the two lips together and touching momentarily. For this reason, they are called bilabial (Avery & Ehrlich,

2008). Ogden (2009) states: “Bilabial are sounds made at the lip level. ‘bi’ means ‘two’ and ‘labial’ is an adjective based on the Latin word for ‘lips’”(p.12).

- **Lower Lip and Upper Teeth (Labiodental)**

Labiodental consonants are made with the upper teeth ‘dental’ against the lower lip ‘labio’. According to Ogden (2009):

In English the labiodental sounds [f v] occur. Logically speaking, labiodental sounds could involve the lower teeth and the upper lip, but this is difficult for most people to do: it involves protruding the jaw, and most people have upper teeth that sit in front of the lower teeth. Labiodental sounds can be made with the teeth against either the inside the surface of the lip (endolabial) or the outside edge of the lip (exolabial). (p.12)

The sounds /f/ and /v/ are referred to as labiodental sounds because the lips (labio) and teeth (dental) are involved in their production.

- **Sounds Made with the Tip of the Tongue**

- **Tip of the Tongue and the Teeth (Interdental)**

During the production of the first consonant sounds of the two words ‘they’ and ‘thigh’, the obstruction of the airstream occurs because the tip of the tongue is between the teeth or just behind the teeth. The phonetic symbols for these sounds are not the same as the English letters. The ‘th’ letters in ‘thigh’ are represented by the symbol /θ/ and the ‘th’ letters in ‘thy’ are represented by the symbol /ð/. The sounds /ð/ and /θ/ are referred to as interdental because the tongue is placed between the (inter) the teeth (dental) (Avery & Ehrlich, 1992).

- **Tip of the Tongue and the Tooth Ridge (Alveolar)**

Alveolar sounds are made at the alveolar ridge point of articulation. According to Roach (2008), “The alveolar ridge is between the top front teeth and the hard palate. You can feel its shape with your tongue. Its surface is really much rougher than it feels, and is covered with little ridges”. (p.09). The sounds /t/, /d/, /n/, /l/, /s/, /z/, and /r/ are known as alveolar sounds because the tongue either touches or approaches the alveolar ridge (tooth ridge) in their production (Avery & Ehrlich, 1992).

- **Sounds Made with the Blade of the Tongue**

- **Blade of the Tongue and the Hard Palate (Alveopalatal)**

There are four sounds in English that are referred to as alveopalatal : /tʃ/, /dʒ/, /ʃ/, /ʒ/and /r/. These sounds are produced with the tongue blade reaching the hard palate just below the alveolar ridge. The speaker will feel the blade of the tongue rising to approach the hard palate, when the words ‘wish’ and ‘beige’ are pronounced being attentive to the position of the tongue within the pronunciation of the ultimate sounds. . Avery & Ehrlich, 2008)

- **Sounds Made with the Back of the Tongue**

- **Back of the Tongue and the Soft Palate (Velar)**

Velar sounds are made with the tongue back (or dorsum) raised towards the soft palate. The soft palate is at the back of the roof of the mouth, and is also known as the velum (Ogden, 2009). Avery and Ehrlich states that: “The sounds /k/, /g/ and /ŋ/ are referred to as velar sounds because they are made with the back of the tongue rising to touch the soft palate or velum” (p.17).

1.1.2.2.1.2.Manner of Articulation

The manner of articulation is the way the airstream is affected as it flows from the lungs and out of the mouth and the nose. Celece-Murcia et al. (1996) have noted that:

In the production of consonant sounds, then, we can think of the air as moving through an obstacle course created by different configurations of the speech organs. As the air encounters these obstacles, different kinds of sounds are produced. The type of obstacle course the air takes, referred to as the manner of articulation. (p.44)

The manner of articulation refers to the interaction between the different articulators and the airstream. Building on that, consonants are grouped into: plosives (stops), fricatives, affricates, nasals, laterals, and approximants. In the following lines a description of these sounds will be elucidated.

➤ Plosives (Stops)

When a complete closure is made somewhere in the vocal tract, plosives occur. The air that passes from the lungs into the mouth can be completely stopped because the lips or the tongue actually touch some part of the upper mouth. Ogden (2009) points out: “Plosives are made with a complete closure in the oral tract and with the velum raised, which prevents air escaping through the nose” (p.16). Plosive sounds are: /p/, /t/, /k/, /b/, /d/ and/g/. Plosive sounds are sometimes called stops.

➤ Fricatives

Fricatives are sounds made by a partial obstruction of the airstream. This partial obstruction results from the lips or the tongue coming close to some part of the upper teeth. Fricative consonants are characterized by a narrowing of the air passage, which produces a frictional or rubbing noise as the air passes through the tiny opening formed by the

articulating organs. In principle, it is possible to produce fricatives at any point whether in the mouth, from the lips, and also in the larynx itself. As Kelly (2000) has stated: “fricatives occur when two vocal organs come close enough together for the movement of air to be heard between them” (p.50). Fricative consonants are: /f/, /v/, /s/, /z/, /ʒ/, /dʒ/, /ð/, /θ/, /ʃ/, /h/.

➤ **Affricates**

Affricates are sounds that start as plosives then are released as fricatives. Roach (2008) notes that: “affricates are rather complex consonants. They begin as plosives and end as fricatives. A familiar example is the affricate heard at the beginning of the word ‘church’ ” (p.48). The initial consonant of ‘church’ starts with the stop consonant /t/, and is released as the fricative /ʃ/. Affricate sounds are: /tʃ/ and /dʒ/.

➤ **Nasals**

Nasal sounds are sounds made with the air escaping through the nose. When there is a complete closure in the mouth, therefore all the air escapes through the nose, nasal sounds will occur. (Crystal 2008). Unlike the case of all other vowels and consonants which require the soft palate to be raised and the air cannot pass through the nose, nasals require the soft palate to be lowered and the air does not pass through the mouth. There are three main nasal consonants: /m/, /n/ and /ŋ/.

➤ **Laterals**

The lateral sound occurs when the airflow is released around the sides of the tongue. In the production of the lateral sound the passage of the air does not go as the usual way along the center of the tongue. There is a full closure between the portion of the mouth where contact is made and the center of the tongue. (Roach, 2008). The consonant /l/ is a

lateral sound which has two allophones: clear /l/, which occurs before vowel sounds like in ‘lip’ and dark /l/ which occurs before consonants as in ‘held’.

➤ **Approximants**

In the production of approximants the airstream moves around the tongue in an unobstructed way. Kelly (2000) has confirmed that: “approximants occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow” (p.53). Approximant sounds are: /r/, /j/, and /w/. The sounds /j/ and /w/ are sometimes referred to as ‘semi-vowels’.

1.1.2.2.1.3. Voicing

Another way to describe consonants is in terms of voicing. Voicing is discussed by determining whether the vocal cords are vibrating or not. One way to distinguish voiced and voiceless consonants is as explained by Celce-Murcia et al. (1996):

To put the palm of your hand against your Adam’s apple (i.e., larynx) and alternate hissing like a snake /ssssss/ with buzzing like a bee /zzzzz/. When you buzz, you can feel your vocal cords vibrating: /z/ is a voiced sound. When you hiss, however, you feel nothing because the vocal cords are not moving: /s/ is a voiceless sound. (p.42)

Voiced sounds occur when the vocal folds are vibrating, for instance, the sounds: /b/, /z/, /a/ and /l/; voiceless sounds occur when there is no vibration of the vocal folds, for example the sounds: /p/, /s/ and /h/.

Table 1.1. Classification of Consonant Sounds (Celce-Murcia et al.,1996)

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	/p/			/t/		/k/	
Voiced	/b/			/d/		/g/	
Fricatives							
Voiceless		/f/	/θ/	/s/	/ʃ/		/h/
Voiced		/v/	/ð/	/z/	/ʒ/		
Affricate							
Voiceless					/tʃ/		
Voiced					/dʒ/		
Nasal							
Voiced	/m/			/n/		/ŋ/	
Liquid							
Voiced				/l/	/r/		
Glide							
Voiceless	(/hw/)*						
Voiced	/w/				/y/		

1.1.3. Syllable

The syllable is a significant unit of pronunciation. A syllable is greater than one sound and less than a word. Defining a syllable is not an easy task. While almost everybody can recognize the syllable, almost nobody can define it. According to Ladefoged (2001):

In one sense, a syllable is the smallest unit of speech. Every utterance must contain at least one syllable. It is convenient to talk of speech as being composed of segments such as vowels and consonants, but these segments can be observed only as aspects of syllables. (p.230)

A syllable is defined by Crystal as “A unit of pronunciation typically larger than a single sound and smaller than a word” (p.467). If the syllable of two words begins with a vowel, we say this initial syllable has a zero onset. The syllable can be initiated with one consonant, and any consonant can be an initial consonant, with the exception of (ŋ); (dʒ) is uncommon.

When the syllable has two or more consonants together we call them consonant clusters (Roach, 2008).

1.1.3.1. Consonant Cluster

As mentioned before, when a syllable contains two or more consonants together, the resulting unit is called a consonant cluster. Therefore, a consonant cluster is a group of consonants with no vowel between them, or it is a group of consonants which has no intervening vowel. Crystal (2008) has defined them as “A term used in the analysis of connected speech to refer to any sequence of adjacent consonants, especially those occurring initially or finally in a syllable” (p.81). There are two positions in which

consonant clusters occur in a syllable: initial and final position. It is possible to have one, two or three consonant sounds at the beginning of a syllable but not more. Here are some examples that illustrate common two consonant clusters at the beginning of the syllables: play, swim, skin, tree, spin. As we have said before, it is also possible to have three consonant sounds at the beginning of a syllable and these are some words that serve as examples of three initial consonant clusters: stream, splash, scratch. In the final position or at the end of a syllable, we can have one, two, three or four consonants together. Many longer clusters are in words with the grammatical ending –s or –ed. Here are some words ending with consonant clusters: think, sixths, sick (Celce-Murcia et al., 1996). Roach (2008) has stated that: “If there is no final consonant we say that there is a zero coda. When there is one consonant only, this is called the final consonant. Any consonant may be a final consonant except h, r, w, j” (p.73).

1.1.3.2. Grammatical Endings

Grammatical endings are suffixes that add grammatical information to nouns and verbs. These grammatical endings indicate the number or tense of nouns or verbs. In the following lines we will discuss the pronunciation of the grammatical morphemes –ed and –s. The morpheme –ed indicates simple past tense as in ‘he asked’ me and perfect aspect as in ‘Maya has visited’. And the morpheme –s makes plurality as in books and boys etc. The –s morpheme also indicates the possessive and the third person singular as in ‘John’s’ and ‘she makes’. It is difficult to know how to pronounce –ed in English, because it has three ways of pronunciation. It depends on the letter before. The three ways are: /t/ as in ‘hoped’, /d/ as in ‘played’ and /ɪd/ like in ‘painted’. –ed is pronounced /ɪd/ when the verb ends with /d/ or /t/ sounds like in ‘decide’. If the letter before –ed morpheme ends with the sounds /p/, /f/, /s/, /tʃ/,

/ʃ/, or /k/, -ed is pronounced /t/ like in 'finished'. For all other words -ed is pronounced /d/ as: 'cried'. We have to notice that the sounds /t/ and /d/ are different in voicing although both of them are pronounced with the tip of the tongue touching the tooth ridge. The /t/ is voiceless and the /d/ is voiced. The phoneme /s/ is spelled 's' for the plural form, but it has two different pronunciations, thus it is pronounced /s/, /z/ or /ɪz/. If the plural is attached to a final sound which is voiceless, the plural is pronounced /s/, as in 'cats, fruits and suits'; if the plural is attached to a final sound which is voiced, the plural is pronounced /z/, as in 'kings, heroes and beans'. The plural is pronounced /ɪz/ after these six sounds: /s/, /z/, /ʃ/, /dʒ/, /tʃ/ /dʒ/, as in 'houses, foxes and gauges'. The plural rule is applicable also to third person singular present ending and the possessive ending (Avery & Ehrlich, 1992).

1.1.4. Stress

An essential element of English pronunciation is stress and it is used to make some certain elements produced with more emphasis and prominence (Dalton & Seidlhofer, 1994). Ladefoged (2001) has explained:

Stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables –whatever they might be. A stressed syllable is pronounced with a greater amount of energy than an unstressed syllable, and it is more prominent in the flow of speech (p.231).

Stress, as mentioned above, can be placed in words and sentences as well. This is what is coming in the following paragraphs.

1.1.4.1. Word Stress

In English there is a special relationship between the different parts of a word. In an English word of two or more syllables, one of them will have stress. That syllable is perceived as such because of an interplay of a number of different features, such as loudness, length of vowel, etc. If the learner does not stress one syllable more than another or stresses the wrong syllable, it would be difficult for the listener to understand the word. Word stress cannot be decided in relation to the syllables of the word. Many writers believe that English word stress is so difficult to foretell; thus, it is better to treat stress placement as a property of the individual words. Stress placement will be learned when the word itself is learned (Roach, 2008; Jones, 1922). In order to decide where to put stress, it is necessary to answer these questions: First, is the word morphologically simple or complex (i.e. It contains a prefix or a suffix)? Second, is the word a verb or a noun or an adjective (what is the nature of its grammatical category)? Third, how many syllables does the word contain and what is the phonological structure of these syllables? (Roach, 2008).

1.1.4.2. Sentence Stress

In spoken English there are several ways in which the speaker gives the listener information about the relative importance of the different parts of the message. One way to do so is to stress the important words. This is called sentence stress (Kenworthy, 1987). Sentence stress occurs when certain words are said more loudly and with more emphasis than others. In English content words are stressed because they are essential to the meaning of the sentence. Generally, shorter words or words that are clear from the context do not get stressed (Trusler, 2015).

1.1.4.2.1 Weak and Strong Forms

English words can be pronounced in two different ways; these are called strong forms and weak forms. After the basic points about word stress and sentence stress have been dealt with, weak forms and strong forms should be introduced. In English several weak forms and strong forms are used. It is necessary to learn how weak forms are used because of two reasons; first, most native speakers think that “all strong–form” pronunciation sounds unnatural and foreign. Second, speakers who are not familiar with weak forms find it difficult to understand speakers who use weak forms. So learners should learn about weak and strong forms to understand what they hear (Roach, 2008).

1.2.Pronunciation Teaching

Historically speaking, teaching pronunciation appeared first around 1940 in the audio lingual methods and continued in communicative language teaching methods; nevertheless, the approaches to pronunciation teaching have varied along with history (Nikbakht, 2011). They are intuitive-imitative approach, analytic-linguistic approach and integrative approach. In teaching pronunciation, the first thing teachers need to realize is what model to teach. Cruttenden (2008) has stated that “Learners learning English as an L2 or foreign language were considered to have two possible models: the British one, Received Pronunciation (RP), and the American one, General American (GA)” (p.6). The most common model used in teaching English pronunciation is Received Pronunciation because it is nearer to the Standard English. Furthermore, pronunciation is a sub-skill in speaking and it is very important to be taught; Celce-Murcia et al. (1996) have argued that the purpose of teaching pronunciation is not to help learners to be native-like speakers but it aims to help them produce meaningful and intelligible utterances.

1.2.1. The Importance of Teaching Pronunciation

Although pronunciation is an inseparable aspect of language, there is little or no time allocated to teaching it in EFL classes. Harmer (2001, as cited in Gilakjani, 2016) language teachers devote their attention to grammar and vocabulary while they allocate no attention to pronunciation and he stated that the reasons behind that ignorance were the lack of high quality of pronunciation teaching/learning materials and the lack of time to practice pronunciation. In connection with this, Pronunciation is considered as a neglected element during the selection and the organization of the content of most coursebooks in comparison with grammar and lexis (Kelly, 2000). In fact, however, learning grammar and vocabulary will not help learners to be intelligible whereas knowing how sounds are produced and which syllable to be stressed strengthens the student's comprehension and intelligibility (Gilakjani, 2016). Moreover, developing a good pronunciation in the target language is one of the most important needs for the learners; it enables them not only to be understood, but also to understand others. The suprasegmental features of pronunciation are as important as segmental features to be taught because mastering the intonation, stress, and rhythm is correlated with being understood by others (Celce-Murcia et al., 1996). Besides, achieving intelligible pronunciation, which helps learners to build their communicative competence, does not depend only on sound systems, but also requires developing their stress, intonation and rhythm because they convey meaning of an utterance. In brief, teaching pronunciation has proven to be an essential part in every language lesson; pronunciation activities, which help learners to recognize how sounds are produced and words are stressed, do not only help students to be more confident with the different sounds, but also it, most importantly, helps them to develop their speaking skill (Harmer, 2007).

1.2.2. Approaches to Pronunciation Teaching

Grammar and vocabulary have been studied for a much longer time span than pronunciation by linguists and philologists. As a result, grammar and vocabulary are better understood by language teachers than pronunciation, which started to be studied before the beginning of the twentieth century (Celce-Murcia et al., 1996). According to Celce-Murcia et al., there are three general approaches to teaching pronunciation that have been developed in the field of language teaching: the intuitive-imitative approach, the analytic linguistic approach and the integrative approach. These approaches combine traditional methods and modern techniques. In what follows a brief description of each of these approaches along with their underpinning principles will be dwelt upon.

1.2.2.1. The Intuitive-Imitative Approach

In the intuitive imitative approach, it is believed that without need to any explicit information, student ability to imitate the rhythms and sounds of the target language will enhance their pronunciation. According to Cary (2002, as cited in Hismanoglu & Hismanoglu, 2010), the immergence of the intuitive-imitative approach was in the 1960's; 1970 and right up into the 1980's, with the invention of language laboratories and the audio-lingual method.

1.2.2.2. Analytic-Linguistic Approach

The analytic-linguistic approach was developed to complement the intuitive imitative approach instead of replacing it. In the analytic-linguistic approach the use of information and tools such as a phonetic alphabet, articulatory description, charts of the vocal apparatus, contrastive information, and additional aids to supplement listening, imitation and production, explicitly shows the sounds and rhythms of the target language and focuses attention on it (Celce-Murcia et al., 1996). In the analytic approach instruction focuses on an

explicit intervention. That is, teachers use some pedagogical aids such as the phonemic chart and articulatory description in addition to some exercises like minimal drills (Cary, 2002, as cited in Hismanoglou & Hismanoglou, 2010).

1.2.2.3. The Integrative Approach

Pronunciation in the integrative approach is practised in meaningful task-based activities that facilitate learners' learning and satisfy their needs. In this approach more emphasis is on the suprasegmentals of stress, rhythm, and intonation as practised in extended discourse beyond the phoneme and word level (Morly, 1994 as cited in Hismanoglou & Hismanoglu, 2010). Morly (1994, as cited in Hismanoglou & Hismanoglou, 2010) states that "There is a dual-focus oral communication program where the micro level instruction is focused on linguistic (i.e, phonic-phonological) competence...with the goal of developing discourse, sociolinguistics, and strategic competence by using language for communicative purposes." (p.984). Pronunciation is seen as a necessary device of communication rather than an isolated training and practice sub-skill.

1.2.3. EFL Arab Learners' Pronunciation Problems

Human speech sounds differ from one language to another; there are no two languages that share precisely the same group of sounds or produce sounds in exactly the same manner. Therefore, learning pronunciation of a second or a foreign language may turn out to be problematic for learners. More specifically, the Arabic and English languages have different sound systems. Certainly, Arabic pupils of English will face problems in learning some English sounds. In connection with this, Lado (1957, as cited in Amer, 2012) has asserted "We have here major source of difficulty or ease in learning the foreign language...those structures that are different will be difficult" (p.58). On this basis, we

consider some problems that may occur during the English pronunciation teaching-learning process.

- **Vowel Sounds**

The English sound system, as stated before, consists of twenty vowels and five triphthongs; Watson (2002) reports that the Arabic sound system, in contrast, consists of three main vowels /u, I, a/ and three long vowels /u, I a/. In addition, Maslah (1980) asserts that the Arabic language consists of three diphthongs only which are a combination of a vowel and a consonant: and they are /ay/ and /aw/ (as cited in Amer, 2012). Obviously, Arab learners of English would face difficulties learning the English vowels especially those that are not available in their mother tongue. Similarly, Cruttenden (2008) predicts that learning the English vowels will be problematic for all learners of English as a foreign language with any 11 background because English has the largest number of vowels. Swan and Smith (2001, as cited in Ali Bin-Hady, 2016) have demonstrated that Arab learners would pronounce the English vowels /ɑ:, i:, u:, æ ,eɪ, əʊ, ʊ/ easily because they are similar to the ones in their mother tongue sound system while they may mispronounce the English vowels /e, ɒ, ʌ, ə, eə, əʊ, ʊə, əɪ , ɔɪ, ɪə ,əɪə, əʊə/ because they have no equivalents in Arabic.

- **Consonant Sounds**

The English and the Arabic sound systems, likewise, do not share the same set of consonant sounds. Furthermore, there are some English consonants which do not have near or similar equivalents in the Arabic phonology, such as /p, v, ʒ /. Altamimi (2015, as cited in Ali Bin-Hadi, 2016)' study proved that Arab learners of English are highly likely to substitute them by /b, f, dʒ/ respectively because they are the nearest available sounds in their mother tongue. On the other hand, the consonants /ð/ and /θ/ occur in standard Arabic consonants; Avery and Ehrlich (1992) have claimed that they are substituted by /t/ and /d/ or by /s/ and /z/

by speakers of some Arabic dialects. Lastly, the Arabic spelling is pretty much phonetic. All its consonants, in other words, stand for a sound whereas some English consonants, in some cases, have no sound counterpart i.e they are called silent letters. In this case, Arab learners of English will accidentally use their native language rules of pronunciation. For example, the word 'knee' is expected to be pronounced as /knɪ:/ instead of /nɪ:/ (Stevens, 2017).

- **Consonant Clusters**

Consonant clusters are a combination of two or more consonant sounds that may occur at the beginning, in the middle, or at the end of a syllable. The English language combines two types of consonant clusters that are composed of two sounds like: pr, pl, gr, thr, thw, sp., or three consonant sounds like: spr, skr, str, spl. According to Swan and Smith (2001) the Arabic language, in contrast, combines only three main consonant clusters (as cited in Ali Bin- Hady 2016). Moreover, Arabic consonant clusters are composed only of the two consonant sounds which occur only word-medially or word-finally (Amer, 2012) .Thus, Arab learners cannot pronounce the English consonant clusters correctly. To cope with such difficulty, they insert the /ɪ/ vowel, which is called the intrusive vowel to break the consonant cluster. For example: splash /sɪblæʃ/ instead of /splæʃ/, asked /ɑ:skɪd/ instead of /ɑ:skt/, and walked /wɔ:lkɪd/ instead of / wɔ:lkt/ (Amer, 2012).

- **Stress**

Stress is the degree of emphasis that is given to a syllable in a word or to word in a sentence. Kenworthy (1987) states that both Arabic and English are stress-timed languages. It is expected, therefore, that Arab learners of English might not face any difficulties with English stress patterns. Notwithstanding, stress replacement can be difficult for Arab learners because it is constant in their mother tongue while it is changeable in English according to the word grammatical class.

In summary, teaching English pronunciation to EFL Arab pupils can be hugely challenging due to the differences between the phonological systems of the two languages. The source of the errors that Arab pupils tend to make is considered to be unavailability of certain sounds and rules of pronunciation in their mother tongue.

1.2.4. The Learnability of English Pronunciation

Some learners can acquire a reasonable knowledge of the target language in few months, whilst other learners do not have the same ability of acquiring knowledge of L2 or FL in a short duration of time. This is so due to some reasons and factors that may affect the learnability of English pronunciation. These factors will be dealt in what follows.

1.2.4.1. Factors Influencing English Pronunciation

There are several factors that affect pronunciation learning, as Kenworthy (1987) and Murcia et al. (1996) believe. The following are factors that have an influence on the learning of pronunciation: the native language, age, the amount of exposure to FL, phonetic ability, attitude, identity and motivation.

The first language of the learners plays a crucial role in the acquisition of second or foreign language pronunciation. A great deal of research in which sound systems of English are compared with other languages supplies predictions of these problems and difficulties (Kenworthy, 1987). Celce-Murcia et al. (1996) have asserted that “Second language is filtered through the learner’s first language, with the native language facilitating acquisition in those cases where the target language structures are similar, and “interfering” with acquisition in cases where the target structures are dissimilar or nonexistent” (p.20). That is, the first language of learners affects their pronunciation learning either positively or negatively.

Age plays a major role in pronunciation learning. It is assumed that, if learners can pronounce a second language with a native-like accent, they must have probably started learning it during their childhood. Conversely, if the learner starts to learn L2 or FL during adulthood she/he will never achieve native-like accent, although her/his vocabulary and syntax would not be distinguishable from native speakers' syntax and vocabulary (Kenworthy, 1987). A much researched topic is the relationship between age and the mastery of L2 or FL pronunciation, but the results are rather conflicting. Some researchers believe that there is a sensitive period for learning. As mentioned in Kenworthy (1987), a study of Italian learners of English in the USA carried out by Oyama showed that the younger a person was when he/she started learning English (age of arrival to USA) the more native-like his/her accent will be. This study showed that learning native-like pronunciation is very difficult for all except the younger learners (Kenworthy, 1987).

Furthermore, attitudes are factors related to the learner's personality and learning desires which may influence the process of learning pronunciation. Attitudes towards the target language, its native speakers and the target culture may affect either positively or negatively the ability to learn pronunciation. Therefore, if the learners were interested in learning a foreign spoken language, they would tend to have better pronunciation. Motivation, on the other hand, or the desire to speak accurate pronunciation or to be a native-like speaker helps the learners to acquire pronunciation (Celce-Murcia et al., 1996). They introduced three types of motivation. Integrative motivation is the desire to be integrated in the target language, assimilative motivation is the learner's desire to be a member of the target society and instructional motivation is the learner's tendency to acquire a language to reach a specific goal.

Equally importantly, it is generally viewed that some learners are weak in phonemic coding ability. Moreover, some learners have the ability to differentiate sounds

from each other better than others. Indeed, learners with phonetic ability tend to learn pronunciation easier and faster and would benefit from its tasks (Kenworthy,1987).

The amount of input students receive influences their pronunciation acquisition. To put it in another way, learners who are exposed to native speakers of the foreign language or live in an English speech-community tend to develop a good English pronunciation. Krashen (1982) has pointed out that the input and exposure to the target language leads to better pronunciation acquisition (as cited in Nikbakht, 2011).

Conclusion

In a nutshell, our foregoing chapter attempted to tackle the most prominent features of the English pronunciation and pronunciation teaching. By highlighting the suprasegmental features that help in the comprehension of words and sentences and segmental features, which play a major role in oral communication. We provided also a general overview on pronunciation teaching and the relevant research that aimed to provide a framework for all of the above within the context of Algerian fourth year middle school textbook in terms of pronunciation context . The following chapter will be devoted to present an overview on the textbook and its evaluation.

Chapter Two: Textbook Evaluation

Introduction

Textbooks are the core materials and the widely used ones virtually in most educational institutions. Moreover, programme developers need to evaluate textbooks in order to make the wisest decisions possible in selecting the content of a textbook to present the most suitable material for students/pupils. For this reason, textbook evaluation is an essential phase which the textbook needs to pass through. In this chapter, we will provide an overview of ‘textbook’, including its definition, importance, advantages and disadvantages, and its relation with the learners’ needs. Besides, we will attempt to discuss textbook evaluation, importance of textbook evaluation, checklist of textbook evaluation and models of checklists.

2.1. Definition of Textbook

The textbook is a published book the purpose of which is to provide knowledge of a specific subject matter. Hutchinson and Torros (1994) have defined textbook as ‘an organized and pre-packaged set of teaching/learning materials’ (p.328). In language teaching, a textbook displays aspects of language, such as grammar, vocabulary and pronunciation. Similar to the statement above, Cunningswoth (1995) has identified textbook as a source for learners to practise and do activities, such as vocabulary, pronunciation, grammar, listening, reading, speaking and writing. Moreover, the textbook serves as a medium that helps teachers in arranging a teaching and learning process and it provides the teacher with ready-made lessons; thus, it serves as a guide for both teachers and students. Based on these definitions, we can deduce that a textbook is the source of the content of learning and teaching activities that shapes much of what happens in the classroom.

Published materials that facilitate English language teaching are considered under the general category of English language textbooks. In this paper, the words textbooks, coursebook and teaching material are used interchangeably.

2.1.1. The Importance of Textbook in the Classroom

The textbook plays a major role in the teaching-learning process. It is crucial to any EFL programme all over the world; thus, it is almost a universal element in ELT. It is an important resource for teachers as well as learners. Researchers have suggested that it is widely common to see ELT professionals incorporating the use of textbooks for daily teaching purposes and very few of them would not use published ELT materials at some stage of their career (Byrd, 2002; Cunningsworth, 1984; Harmer, 1991; Litz, 2005; McDonough & Shaw, 1993, as cited in Lawrence, 2011). O'Neill (1982) has provided four justifications for the use of textbooks. First, a large part of the textbook can be suitable for the learners' needs. Second, textbooks allow learners to refresh themselves with past lessons. So, the element of surprising student's expectations will be removed. Third, textbooks have the practical aspect of providing material which is well presented in a valuable form. Finally, well-designed textbooks can be adapted by the teacher, and students can create spontaneous interactions in the classroom as well. Richard (2001) has believed that: "Without textbooks, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed" (p.245). The importance of the use of textbooks has been justified by many researchers. However, opinions on whether textbooks can actually help or hinder the teaching and learning process seem to polarize. In light of this, we will mention some pros and cons of using textbooks in EFL classes in the following lines.

2.1.2.. Advantages and Disadvantages of the Use of Textbook

Textbooks are very useful materials in ELT; they still serve as the most crucial element in the teaching-learning of English despite the huge development in technology and media. The use of textbooks in ELT has pros as well as cons. The start is with pros. Many researchers believe that textbooks use in the classroom has some benefits. First, Cunningsworth (1995) had argued that textbooks are:

- A resource for presentation material (spoken and written)
 - a source of activities for learner practice and communicative interaction
 - a reference source for learners on grammar, vocabulary, pronunciation etc
 - a source of stimulation and idea for classroom language activities
 - a syllabus (where they reflect learning objectives which have already been determined)
 - a resource for self-directed learning or self-access work
 - a support for less experienced teachers who have yet to gain in confidence.
- (p.07)

Textbooks help teachers and learners to direct their teaching-learning process and they are good sources for learners. Second, textbooks clearly survive because they satisfy certain needs. Hutchinson and Torres (1994) have believed that: “Textbooks survive and prosper primarily because they are the most convenient means of providing the structure that the teaching–learning system particularly the system in change -requires” (p.317). Third, the use of textbooks makes teachers and learners aware of where they are going and what is coming next. Therefore, there is a sense of structure and progress (Ur, 1991). Forth, textbooks are seen as providers of input into classroom lessons in the form of texts, activities, explanations, and so on (Hutchinson & Torres, 1994). The fifth advantage of using textbooks is the fact that it is the cheapest way of providing each learning material for each learner (Ur,

1991). Last and not least, the use of textbooks in a program can ensure that students in different classes receive similar content and therefore can be tested in the same way (Richard, 2001). We have seen some examples of the positive side of using textbooks in ELT. However, this positive side does not imply that the use of textbooks has no negatives. Some researchers argue the fact that textbook use has cons as it has pros. Each class or, specifically, each learner has his/her specific learning needs. Thus, no one textbook can possibly supply these satisfactorily (Ur, 1991). Learners will lose interest if they find the materials dull and not interesting, no matter how pedagogically the textbook is (Cunningsworth, 1995). The structure of the textbook may inhibit creativity and imagination during the learning and teaching process (Ur, 1991). Teachers in their teaching will rely mostly on the textbook. Thus, they will lose the sense of creativity and their art of teaching. Textbooks may contain inauthentic language because texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often wholly not representative of real language use (Richard, 2001). Harmer (2007) have claimed that “coursebooks, used inappropriately, impose learning styles and content on class and teachers alike, appearing to be “fait accompli” over which they can have little control” (p.181-182).

2.1.3. Textbook and Learners’ Needs

Material designers need to take into consideration a wide range of factors during the process of selecting the content of coursebooks. They need to take into account the target group needs, or students, to whom the textbook is addressed. It is clearly stated by Byrd (2001) that: “Textbooks are for students...must also fit the needs of students as learners of English” (p.417). Thus, the textbook’s targeted objectives must be compatible with learners’ needs and interests. In relation with that, Cunningsworth (1995) has mentioned that the uses of textbook are considered helpful and effective when its aims and goals have already been

prepared in a set of practices based on what the learners need to learn. For the textbook to be suitable for the learners, its content selection needs to be preceded by a preparatory needs analysis phase whose purpose is to collect information about the learners in order to make more accurate decisions about the content of the teaching material. Further, Richard (2001) is of the conviction that the process of needs analysis is one of the processes of curriculum development and it is one of its major assumptions. He has referred to needs analysis as ‘A distinct and necessary phase in planning educational programs’ (p.51).

Similarly, the usefulness and effectiveness of textbooks is related to its ability to serve as tool to meet the learners’ needs, expectations, beliefs, backgrounds, interests, and learning styles. Nunan (1989, as cited in Richard, 2001) wrote:

The effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum. ... Learners have their own agendas in the language lessons they attend. These agendas, as much teacher’s objectives, determine what learners take from any given teaching/ learning encounter. (p.176)

Finally, Cunningswoth (1995) stated that learners may lose interest in a tedious and uninspiring textbook because they expect a material that leads to enjoyable and easy learning. He adds that the learners’ desire of having attractive and enjoyable coursebooks is a factor that needs to be taken into consideration.

2.1.3.1. Needs Analysis Procedure

The term needs analysis was first introduced in language teaching through the emergence of English for specific purposes in the 1970s the aim of which was to gather

information about the target group of learners' different needs, lacks, expectations and target language skills in order to set the most suitable course for them (Richard, 2001). In the same vein, Nunan (1989) has defined it as "family of procedures for gathering information about learners and about communication tasks needs analysis" (p.75). He, furthermore, argues that needs analysis is the starting point of any language programme design because its findings guide the selection and the gradation of the content and the learning activities.

2.1.3.1.1.Types of Learners' Needs

The concept learners' needs was discussed by different scholars. Brindely (1984, as cited in Richard, 2001) have mentioned that the term needs is used sometimes to refer to expectations, lacks, constraints and requirements. Similarly, they were defined by Widdowson (1981, as cited in Juan, 2013) as the future requirement of learners and what is expected from them to measure or learn as a result of a given course.

2.1.3.1.1.1. Objective Vs Subjective Needs

The terms objective and subjective needs refer to the type of information gathered to set the learners' needs. In connection with this statement, Nunan (1989) has reported that the learners' objective needs are driven from the objective information collected from the target population which does not include attitudes and views of the learners. Simply, Brindley (1989) and Brown (1995) views (as cited in Juan, 2013) presented that the objective needs are concerned only with the factual information about the learners, including their language proficiency, language difficulty the target use of the language in real life situations and language that learners need to acquire. The subjective needs, on the other hand, are based on the subjective information which includes learners' attitudes, priorities, expectations and learning styles (Nunan, 1989). The subjective and objective dimensions of needs, therefore,

help curriculum designers to set what learners need to learn and the most suitable classroom tasks and activities.

2.1.3.1.1.2.The Target and Learning Needs

Hutchinson and Waters (1987) define the target needs as what the learners will be able to do in a target situation. It is an umbrella term which hides different distinctions including necessities, lacks and wants. First, necessities are needs determined by the target situation requirement and it refers to what should be learnt in order to function effectively in the target situation. Second, lacks are the gaps between the current proficiency level and the target one. Third, wants refer to the reflections of the learners' perception of what they need to learn. The learning needs, on the other hand, refer to what the learners need to do in order to learn and the learning needs can be time, space, materials, media, motivation and tasks. .

On the light of what has been said, we can safely say that learners' needs is an umbrella term hides two distinctions; they are what the learners need to learn and what they need in order to learn. The learners' needs are an important factor that may determine the selection of the textbook content. In addition, the textbook, as a widely used tool for curriculum implementation, must be set on the basis of learners' needs analysis and, more importantly, its appropriateness and acceptance are largely dependent upon satisfying the needs.

2.2. Textbook Evaluation

Textbook evaluation can be primarily defined as the process by which teachers develop their understanding of a material or a set of materials. Specifically, evaluation is the process through which teachers and course designers investigate the suitability and the effectiveness of a given teaching material. According to Hutchinson and Waters (1987),

“Textbook evaluation is basically a matching process: matching needs to available solutions”
(p. 97).

Tomlinson (2011) identifies material evaluation as the regular assessment of the value of the material in terms of its correspondence to their designed objectives and to the learning objectives. He proposed three main types of material evaluation: pre-use evaluation, in-use evaluation and post-use evaluation.

Armani (2011) maintains that textbook evaluation is the process through which material publishers, teachers, directors of studies and ministries guarantee the effectiveness of the material, the appropriateness of its level, the easiness of the instructions and tasks. It, also, is the process by which they investigate to what extent the material achieved the designed outcomes.

Textbook evaluation is usually conducted in order to investigate the suitability of the textbook content to the learners’ needs and abilities. In connection with this, Cunningswoth (1995) proposed four criteria for evaluating teaching materials. They are mainly related to the learners’ needs:

1. They should correspond to learners’ needs. They should match the aims and objectives of the language learning programme.
2. They should reflect the uses that learners will make of the language. Textbooks should be chosen in a way that will help equip students to use language effectively for their purposes.
3. They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid “method”.

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

2.2.1. Arguments for Textbook Evaluation

As it was previously stated, the textbooks are the main source for the teaching-learning practices. They, therefore, determine the success or failure of the teaching and learning process. Textbook evaluation is a very vital task for language learning and teaching. Cunningsworth (1995) introduced several reasons for textbook evaluation. More often than not, materials are evaluated in order to be adopted and used in classroom situations as a source of input. Also, the evaluation can be done to a material which is already adopted in order to identify which parts are suitable for teaching-learning situations and which areas require adaptation. Moreover, material evaluation is useful in providing defined and objective criteria when comparing potential textbooks. Finally, the process of textbook evaluation allows teachers to become more familiar with the material they are using and help them in their professional development. In relation to Cunningsworth statement, Sheldon (1988, as cited in Mukundand, Hajimohammadi and Nimehchisalem, 2011) reported two reasons of textbook evaluation. First, teaching material evaluation will assist teachers to select the most suitable textbook. Second, the teachers evaluate textbooks in order to develop a better understanding about their weaknesses and strengths; therefore, they will be able to provide some modifications and adaptations. Cunningsworth (1995) asserts: “No coursebook designed for a general market will be absolutely ideal for your particular group of learners” (p.5). In the same vein, Armani (2011) says that textbook publishers, in fact, prepare textbooks for unknown classes. To put it in another way, they select the content of the teaching materials based on some general findings provided by the ministry of education, like the class size, the exam boards, the learning context and the syllabus. Indeed, they design the coursebooks based on some guesses because they do not have access to information about the learners as

individuals. Since teachers are more familiar with their students' needs and learning styles, they need to hold a pilot study about the textbook before they use it to investigate the most suitable material and which areas would need some modifications to be more relevant to the learning situation and, more importantly, provide the learners with the ideal textbook that serves them better.

2.2.2.Types of Textbook Evaluation

ELT materials evaluation, or more precisely textbook evaluation, involves measuring the value or potential value of a set of learning materials (textbooks) by making judgments about the effect of the materials on teachers and learners who are using it. It is difficult to choose the right or appropriate textbook because of the increasing number of textbooks on the market (Cunningsworth, 1995; Harmer, 1991, as cited in Lawrence, 2001). The best time to conduct the evaluation of a textbook is still controverted amongst materials evaluation specialists especially when the aims are stated early in procedures. Cunningsworth (1995) and Ellis (1997) suggest that there are three different types of evaluation based on when it ought to be carried out and what it aims to evaluate in the textbook. These types of evaluation are: pre-use evaluation, whilst-use evaluation and post-use evaluation.

2.2.2.1 Pre-Use Evaluation

The pre-use evaluation is the type of evaluation that focuses on predictions of the potential value of a given material for the people who will use it. Tomlinson (2013) has said: "The pre-use evaluation involves making predictions about the potential value of materials for their users" (p.30). This type of evaluation is impressionistic and predictive; it is designed to examine the future or potential of a newly designed textbook Cunningsworth (1995). It refers to detecting the materials best suited to the learner's needs and objectives of the language programme before making the course (Ellis, 1997). Pre-use evaluation may facilitate the process of selecting a textbook by reaching an impression as to the potential educational value

of the textbook (Tomlinson, 2013). It is a quick and useful way for textbook selection if done by experienced teachers.

2.2.2.2. Whilst (In-Use) Evaluation

The whilst or the in-use evaluation is designed to examine materials that are being used. It is done after running the course to evaluate the overall aspects of used materials in order to investigate which activities served its purpose completely and which activities didn't work (Ellis, 1997). In this type of evaluation, materials are measured while using them or while observing them being used. It is more objective and reliable than the pre-use type, though it has some limitations. It is purely based on observation and so it measures solely what is observable.

2.2.2.3. Post-Use Evaluation

The post-use evaluation measures the actual effect of the materials on the users. It provides data with which reliable decisions about the use, adaptation or replacement can be made. This type of evaluation assesses the performance of the coursebook retrospectively and can identify its strengths and weaknesses that only emerge after a long period of use (Cunningsworth, 1995). The main limitation of the post-use evaluation is that it is time consuming and requires expertise to measure post-use effects reliably. After all, textbooks have a major role to play in EFL classes, so that teachers must have knowledge in conducting textbook evaluation.

2.2.3. Checklists of Textbook Evaluation

Textbooks are of great significance for teaching and learning and, as stated above, their evaluation is essential and one of the widely used methods of evaluating textbooks is the checklists. Furthermore, checklists are the commonest tools used in the textbook evaluation

process; they assist teachers, researchers as well as course designers to make judgments about the material quality. Checklist is defined by Mukundan, Hajimohmmadi and Nimehchisalem as “an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks” (2011, p. 21). They added that there are two main types of checklists: qualitative and quantitative. Checklists are a set of features that determine the areas that evaluators want to examine in a teaching material. Checklists make the evaluation easier, more objective and valid.

2.2.3.1. Models of Checklists

According to Sheldon (1988), textbook evaluation is subjective and no one criterion of evaluation can suit all the situations. As a result, several researchers in the field have developed their own checklists as a tool to judge the worth of textbooks. Few of them will be considered shortly.

2. Cunningswoth Checklist

Cunningsworth (1995) suggested an evaluative scheme consisting of eight aspects; They are aims and approaches, design and organization, language content, skills, topic, methodology, teachers’ books, and practical considerations.

A. Aims and Approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the course book suited to the teaching/learning situations?
- How comprehensible is the course book? Does it cover most or all of what is needed?
Is it a good resource for students and teachers?
- Is the course book flexible? Does it allow different teaching and learning styles?

B. Design and Organization

- What components make up the total course package (e.g. students' book, teachers' books, workbooks, cassettes)?
- How is the content organized (e.g. according to structures, functions, topics, skills, etc.)?
- How is the content sequenced (e.g. on the basis of complexity, "learnability", usefulness, etc.)
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Are there reference sections for grammar, etc.? Is some of the material suitable for individual study?
- Is it easy to find your way around the course book? Is the layout clear?

C. Language Content

- Does the course book cover the main grammar items appropriate to each level, taking learner's into account?
- Is the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development strategies for individual learning?
- Does the course book include material for pronunciation work? If so, what is covered individual sounds, word stress, sentence stress, intonation?
- Does the course book deal with the structuring and conventions of the language use above the sentence level; for example, how to take part in conversations, how to identify the main point in a reading passage?
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

D. Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' level, interesting, etc.? Is there sufficient reading material?
- Is listening material well-recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is the material for spoken English well designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles?

E. Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topic help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the course book?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?

F. Methodology

- What approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
 - What techniques are used for presenting/practicing new language items? Are they suitable for your learners?
 - How are the different skills taught?
 - How are communicative abilities developed?
 - Does the material include any advice/help to students on study skills and learning strategies?
 - Are students expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets)?

G. Teacher's Books

- Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules-specific information?
- Do the writers set out and justify the basic premises and principle underlying the material?
- Are keys to exercises given?

H. Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long lasting? Are they attractive in appearance?

- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening center, or video player? If so, do you have the equipment available for use? is it reliable?

3. McDonough and Shaw Checklist

McDonough and Shaw (2013) have presented a three staged model of textbook evaluation that includes an external, an internal and an overall evaluation.

1. External Evaluation

- The intended audience.
- The proficiency level.
- The context in which the materials are to be used.
- How the language has been organized into teachable units/ lessons.
- The author's view on language and methodology and the relationship between the language, the learning process and the learner.
- Are the materials to be used as the main 'core' course or to be supplementary to it?
- Is a teacher's book in print and locally available?
- Is a vocabulary list/ index included?
- What visual material does the book contain (photographs, charts, diagrams) and is there for cosmetic value only or is it actually integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?
- Do the materials represent minority groups and/or women in a negative way? Do they represent a 'balanced' picture of a particular country/society?

- What is the cost of the inclusion of digital materials (e.g.CD, DVD, interactive games, quizzes and downloadable materials from the web)? How essential are they ensure language acquisition and development?
- The inclusion of tests in the teaching materials (diagnostic, process, achievement); would they be useful for your particular learners?

2. The Internal Evaluation

- The presentation of the skills in the materials.
- The grading and sequencing of the materials.
- Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- Do listening skills are involved, are recordings ‘authentic’ or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- The relationship of tests and exercises to (1) learner needs and (2) what is taught by the course material?
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study, and is such claim justified?
- Are the materials sufficiently engaging to motivate both teachers and learners alike, or would you foresee a student/teacher mismatch?

3. Overall Evaluation

- Usability factor. How far could the materials be integrated into a particular syllabus as supplementary or ‘core’.
- Generalizability factor. Is there a restricted use of ‘core’ features which make the materials more generally useful?

- Adaptability factor. Can parts be added/extracted/used in another context/modified for local circumstances?
- Flexibility factor. How rigid is the sequencing and grading? Can the materials be entered at different points or used in different ways?

4. Ur Checklist

Ur (1996) proposed textbook assessment based on the extent the textbook satisfies the following criteria:

- Objectives explicitly laid out in an introduction and implemented in the material.
- The approach educationally and socially acceptable to target community.
- Clear and attractive layout, and print is easy to read.
- Appropriate visual materials available.
- Interesting topics and tasks.
- Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
- Clear instructions.
- Systematic coverage of syllabus.
- Content clearly organized and graded(sequenced by difficulty).
- Periodic review and test sections.
- Plenty of authentic language.
- Good pronunciation explanation and practice.
- Good vocabulary explanation and practice.
- Good grammar presentation and practice.
- Fluency practice in all four skills.
- Encourages learners to develop own learning strategies and to become independent in their learning.

- Adequate guidance for the teacher; not too heavy preparation load.
- Readily available locally.

5. Daoud & Celce-Murcia Checklist

Daoud and Celce-Murcia (1979 as cited in Byrd, 2001) proposed a checklist made up of five major components:

A. The Subject Matter

1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended(urban or rural environment; child or adult learners; male and/or females students)?
2. Is the ordering of materials done by topics or themes that are arranged in logical fashion?
3. Is the content graded according o the needs of the students or the requirements of the existing syllabus (if there is one)?
4. Is the material accurate and up-to-date?

B. Vocabulary and Structures

1. Does the vocabulary load (i.e., the number of new word introduced every lesson) seem reasonable for the students of that level?
2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?
3. Is the new vocabulary repeated in subsequent lessons for reinforcements?
4. Does the sentence length seem reasonable for the students of that level?
5. Is the number of grammatical points as well as their sequence appropriate?
6. Do the structures gradually increase in complexity to suit the growing reading ability of the student?

7. Does the writer use current everyday language, and sentence structures that follow normal word order?

8. Do the sentences and paragraphs follow one another in a logical sequence?

9. Are the linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation?

C. Exercises

1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?

2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?

3. Do the exercises promote meaningful communication by referring to realistic activities and situations?

D. Illustrations

1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?

2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?

3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?

E. Physical Make up

1. Is the cover of the book durable enough to withstand wear?

2. Is the text attractive (i.e., cover, page appearance, binding)?

3. Does the size of the book seem convenient for the students to handle?

4. Is the type size appropriate for the intended learners?

What is manifestly obvious from the ELT checklists of textbook evaluation listed above, we can perhaps safely conclude that there is no global checklist. In simpler terms, each researcher designed his/her own personalized checklist based on his/her own needs, objectives and principles.

Conclusion

Despite the huge development in technology, the textbook still serves as a crucial material in ELT classrooms almost all over the world. Due to the central role the textbook plays in foreign language teaching settings, textbook evaluation has been given much importance; therefore, teachers have to better their knowledge about textbook evaluation. This chapter dealt with textbook evaluation by highlighting some essential elements and steps used to evaluate a given material.

Chapter Three: Data Collection and Analysis

Introduction

This dissertation, as every research paper, contains a theoretical part, which provides literature review of both pronunciation and textbook evaluation, and the practical part which will be devoted to collect the data needed in order to evaluate the second generation fourth year middle-school textbook's pronunciation content in terms of its suitability to the pupils' needs and abilities. This present field of investigation is undertaken with two main research instruments. First, a teachers' questionnaire is administered to twenty-eight middle school teachers. The aim of the questionnaire is to shed light on the teachers' views about the use of "My Book of English" in teaching pronunciation. Second, a self-constructed checklist, through which the pronunciation content will be evaluated, is administered to sixteen experienced fourth year middle school teachers. Both the research instruments shared the aim of exploring to what extent the pronunciation content is suitable to the pupils needs and abilities.

3.1. The Teachers' questionnaire

3.1.1. Aim of the Teachers Questionnaire

Through this questionnaire, we aimed at investigating the teachers' perspectives on the pronunciation content and their views about the textbook as a source to teach pronunciation to young learners. The questionnaire, also, aimed at gathering qualitative data that may benefit the researchers to set the evaluation checklist concerning pronunciation learning needs.

3.1.2. The Sample and Population

The target population of study is fourth year middle school teachers of English. Our study population is from different provinces in Algeria. Just to exemplify Mila, Annaba,

Tissemsilt, Djelfa, Algiers, Setif, Djidjel, Skikeda and others are amongst the provinces where the participating teachers work. We were unable to get the responses of all the contacted teachers due to the health problem the world is facing 'Corona Virus' and the social distancing measures it made mandatory. We submitted the questionnaire via the internet. We collected 28 filled-in questionnaires out of a total of 50 which were successfully delivered to the prospective participating teachers.

3.1.3. Description of the Questionnaire

The questionnaire is composed of 22 questions split unevenly between multiple-choice questions and open-ended questions categorized into four sections. It opens with a brief introduction which provides the participants with an explanation of the aim of the research instrument as such. The first section attempted to gather general information about the sample including the degree held, their teaching experience and their experience in teaching final years at middle school. The second section was tailored to glean insights into the teachers' attitudes towards pronunciation teaching and the techniques used; this section, besides, aimed to explore the factors that may threaten the pronunciation teaching facility. The third section "Textbook Pronunciation Content" was designed essentially to investigate the suitability of the pronunciation content through asking about the satisfaction of the textbook to the materials required in pronunciation teaching, the suitable content and the learning needs. The concluding section will give the teachers the floor to express their suggestions, to state further comments or recommendations. This section, also, allows teachers to suggest modifications for future adaptation in order to make "My Book of English" better suited to the learners' needs and abilities.

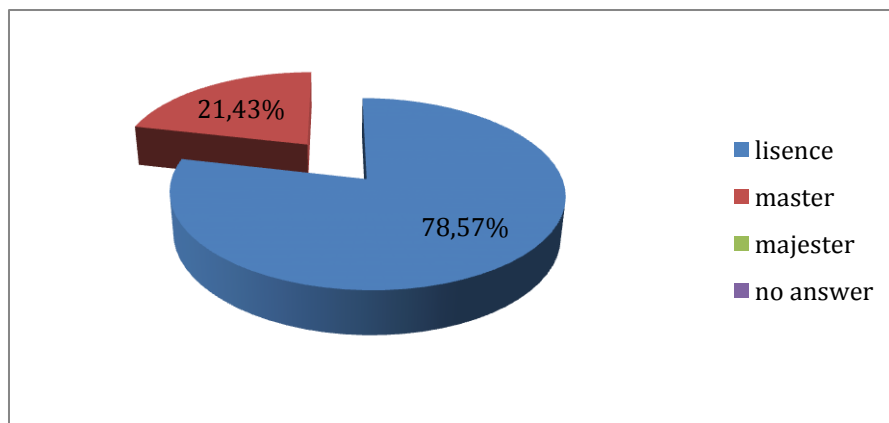
3.1.4. Analysis of the Teachers' Questionnaire

Section One: General Information

Q1: The Degree Held

Table 3.1: Teachers' Degree

Options	Subjects	%
a) Lisence	22	78.57%
b) Master	6	21.43%
c) Magister	0	0%
d) PhD	0	0%
Total	28	100%



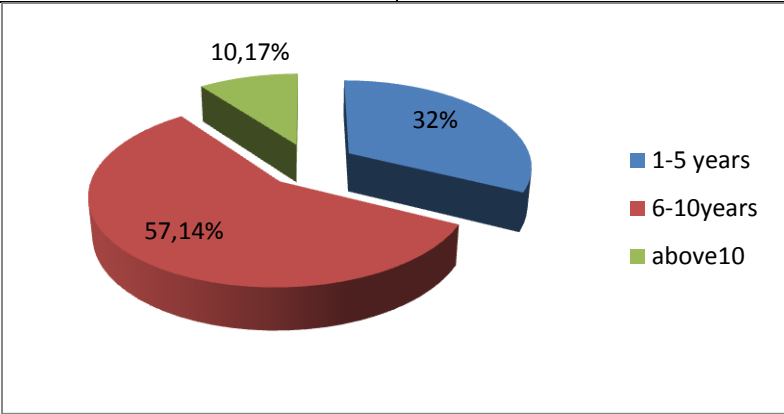
Graph: 3.1 Teacher's Degree

This question was introduced into the teachers' questionnaire to enable us to know what qualifications the participants have. According to table 4.1, 78.57% of the fourth year middle school teachers have a lisence degree, 21.43% hold a Master Degree, but no one has the Magister Degree.

Q2: How many years of working experience do you have?

Table 3.2: Years of Experience.

Number of years	Subjects	%
1-5	9	32.14%
6-10	16	57.14%
Above 10	3	10.71%
Total	28	100%



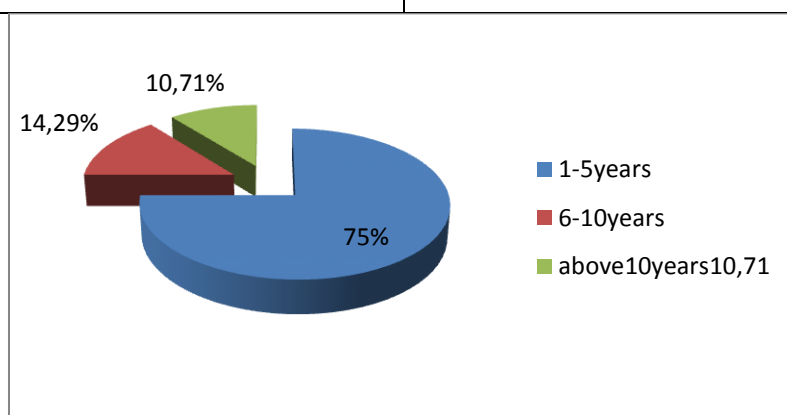
Graph 3.2: Years of Teaching English

The aim of asking this question was to reveal the teachers’ experience in teaching English in middle schools. Teachers were asked to give the exact number of years they had spent teaching English. More than half of the teachers 75.14%, according to table 06 and graph 4.2 have taught English in the middle school for more than six years (7, 8, 10, years). 32.14% of them have taught it for more than one year (2, 3, 4, 5 years), and only 10.71% have taught it for more than 10 years (12, 20, 30 years). The data obtained prove that the results of the questionnaire are reliable, valuable and concrete because the majority of our sample have sufficient experience in teaching.

Q3: How many years have you been teaching fourth year middle school pupils?

Table 3.3: Experience of Teaching Fourth Year Pupils

Number of years	Subjects	%
1-5	21	75%
6-10	4	14.29%
Above 10	3	10.71%
Total	28	100%



Graph 3.3: Teaching Fourth Year Pupils

The aim behind including this question in the questionnaire was to report valuable and reliable answers concerning the actual needs, abilities and level of fourth year middle school pupils. Based on the data above, one can notice that more than seventy percent (75%) of the teachers have taught fourth year middle school pupils for more than one year. 14.29% have taught fourth year middle school pupils from six to ten years. The remaining 10.71% have taught it for more than 10 years

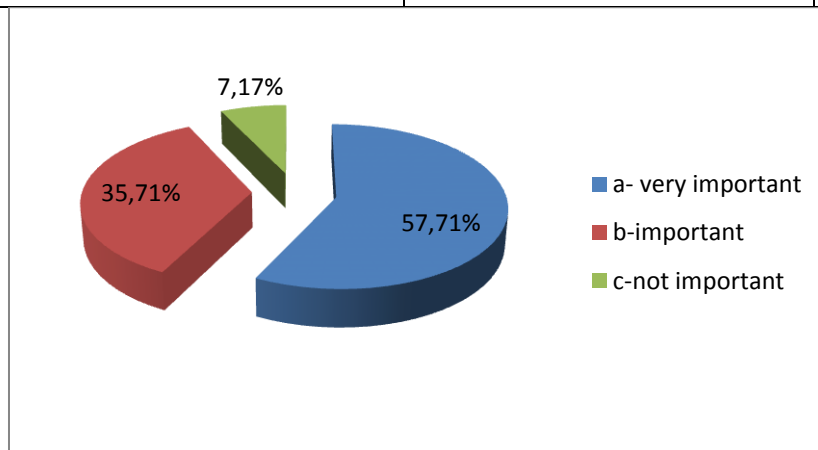
Section Two: Pronunciation

Q4: How important is pronunciation for pupils?

Table 3.4: The Importance of Pronunciation for Pupils

Options	Subjects	%
a. Very important	16	57.71%

b. Important	10	35.71%
c. Not Important	2	7.14%
Total	28	100%



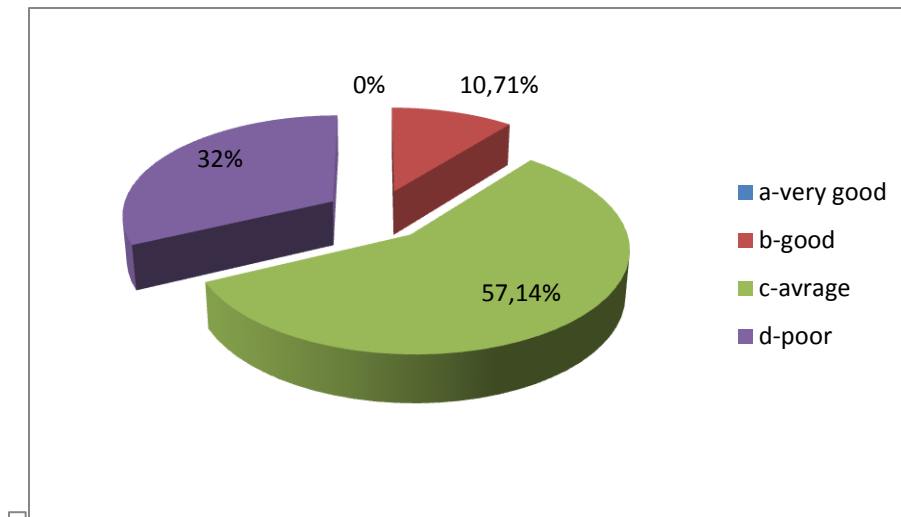
Graph 3.4: Pronunciation Importance for Pupils

The aim of this question was to investigate to what extent teachers are aware of pronunciation teaching. From the data shown above, we can notice that the majority of the teachers 57.71% believe that pronunciation is very important for pupils, while 35.71% believe that pronunciation is important for pupils. The 7.14% of teachers believe that pronunciation is not important for pupils.

Q5: How do you consider your pupils' pronunciation level?

Table 3.5: The Pronunciation Level of Pupils

Options	Subjects	%
a. Very good	0	0%
b. Good	3	10.71%
c. Average	16	57.14%
d. Poor	9	32%
Total	28	100%



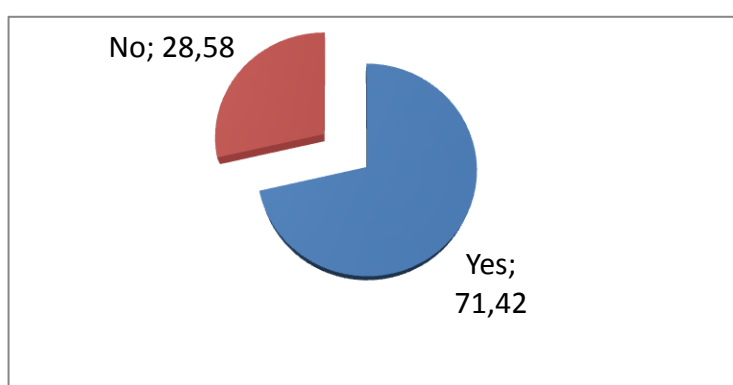
Graph 3.5: Pupil's Pronunciation Level

This question was included in the questionnaire to empower us to know what level and abilities fourth year middle school pupils have. No teacher thinks that his/her pupils' pronunciation level is very good, and only 10.71% of them believe that their pupils' pronunciation level is good. The majority of the respondents (57.14%) believe that their pupils' pronunciation level is average, and 32% think that the pronunciation level of their pupils is poor.

Q6: Do you consider teaching English pronunciation to EFL young learners a difficult teaching practice?

Table3.6: Difficulty of Teaching Pronunciation to Young EFL Learners

Options	Subjects	%
Yes	20	71.42%
No	8	28.58%
Total	28	100%



Graph 3.6 Difficulty of Teaching English Pronunciation to Young EFL Learners

Twenty teachers i.e. 71.42% agree that they face difficulties when teaching pronunciation to young EFL learners, whereas 28.58% of the teachers believe that they face no difficulty when teaching English pronunciation to young EFL learners. This shows that the majority of fourth year middle school teachers have some difficulties in teaching pronunciation to their pupils.

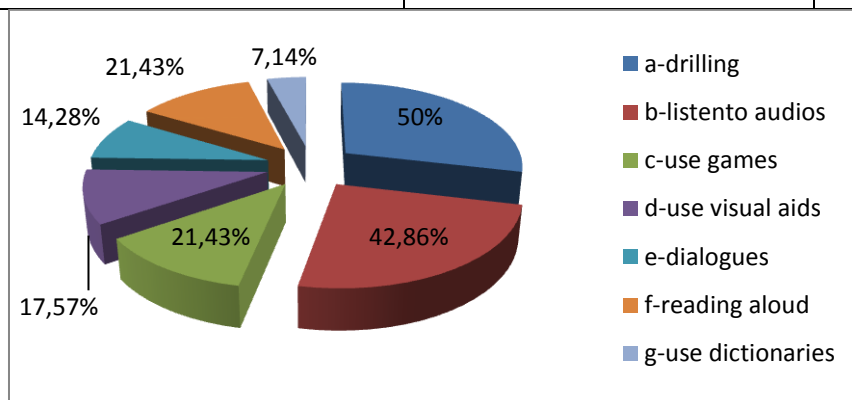
Q7: If the answer is eyes” please say why:

Most of the participating fourth year middle school teachers think that their problem in teaching pronunciation to their pupils is the lack of time: one said: “English pronunciation has many rules, thus there should have been much time devoted for this type of lessons. As a matter of fact, there is only one hour or two for each sequence that tackles a lot of pronunciation concepts in one hour and this is a big fault”. Another teacher said: “At middle school we are not allowed to teach pronunciation as a separate lesson. Ten minutes within a lesson are not enough at all to teach pronunciation in a context, it is not enough to practice and produce”. Some teachers believe that the interference of some factors, such as the social background of the learners and the interference of the French language adversely affects the accurate production of the English sounds. The majority of the teachers insist on the need for more time to teach pronunciation lessons because they think that their learners are not familiar with the English language as a whole let alone its highly intricate sound system. They are not even interested in learning foreign languages.

Q8: What are the techniques you often deploy to encourage your pupils to improve thier pronunciation?

Table 3.7: Techniques Used to Encourage Pupils to Improve Their Pronunciation

The teachers' own answers	Numbers	%
a)Drilling	14	50%
b)Listen to audios	12	42.86%
c) Use games	6	21.43%
d) Use visual aids	5	17.58%
e)Dialogues	4	14.28%
f)Reading aloud	6	21.43%
g)Use dictionaries	2	7.14%



Graph 3.7: Techniques Used to Improve Learner's Pronunciation

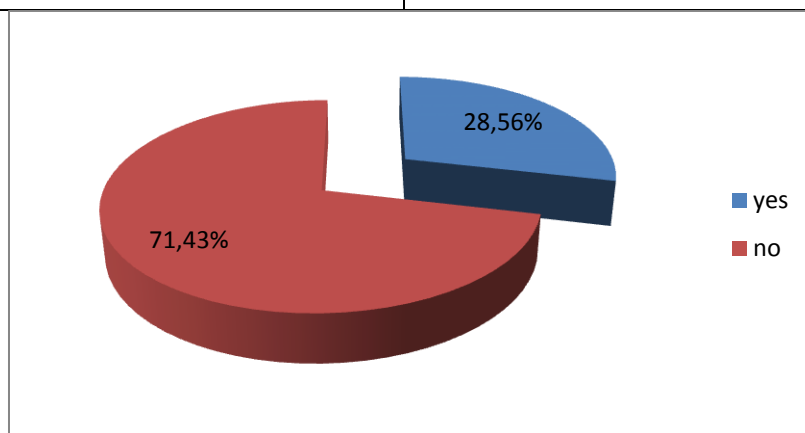
As the table shows, it is clear that teachers try to use quite a range of different techniques to improve the pupils' pronunciation. Drilling and listening are amongst the mostly used techniques by the teachers (92%), and (60%) of the teachers use visual aids, reading aloud and games. Finally, dialogues and dictionaries are used only by (%21) of the teachers.

Section Three: Textbook Pronunciation Content

Q9: Have you happened to participate in textbook evaluation?

Table 3.8: Participation into Textbook Evaluation

Options	Subjects	%
Yes	8	28.56%
No	20	71.43%



Graph 3.8: Participation into Textbook Evaluation

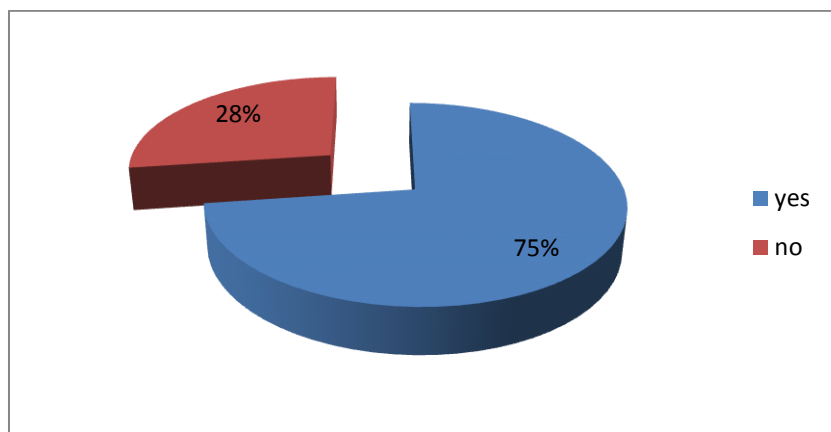
By asking this question we wanted to know who has previously participated in textbook evaluation and who has not and through this question we wanted to include teachers who experienced textbook evaluation in the evaluation of “My Book of English” pronunciation content. Eight of the teachers answered by yes i.e. 28.56%, while 71.43% of the teachers said that they have never participated into textbook evaluation process before.

Q10: The new 4th year middle school textbook covers the general objectives in the syllabus.

Table 3.9: The New 4th Year Middle School Textbook Coverage to the General Objectives of the Syllabus

Options	Subjects	%
---------	----------	---

Yes	21	75%
No	7	25%
Total	28	100%



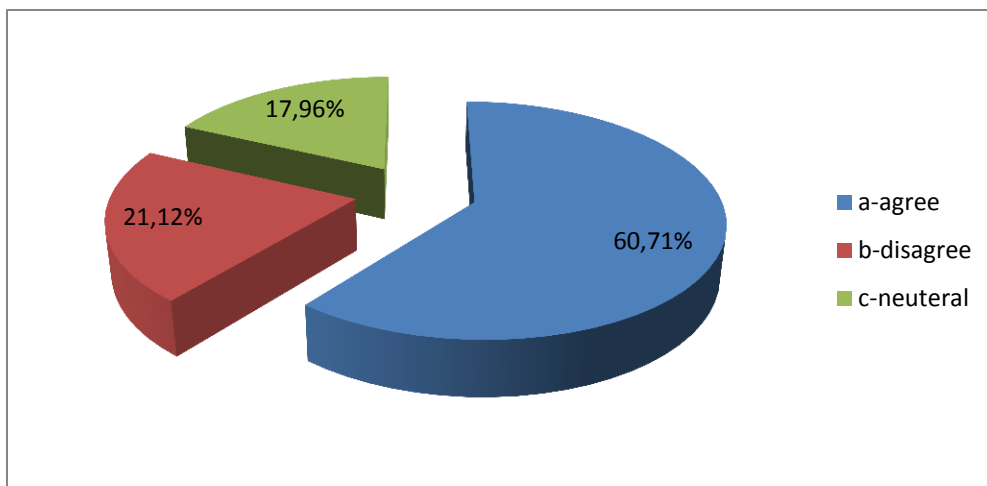
Graph 3.9: The Middle School Textbook Coverage to the General Objectives of The Syllabus

This table shows that more than 21 teachers, which is the 75% of them, agree on answering by "yes" to the tenth question which means they see that the new textbook covers the general objectives in the syllabus whereas the minority of them represented by the 25% of them think that the textbook does not cover the general set objectives that are in the syllabus.

Q11: Are there clearly set objectives specific to pronunciation teaching in the textbook?

Table 3.10: The Teachers' Attitude Towards the Clarity of Pronunciation Objectives

Options	Subjects	%
a)Agree	17	60.71%
b)Disagree	6	21.12%
c)Neutral	5	17.96%
Total	28	100%



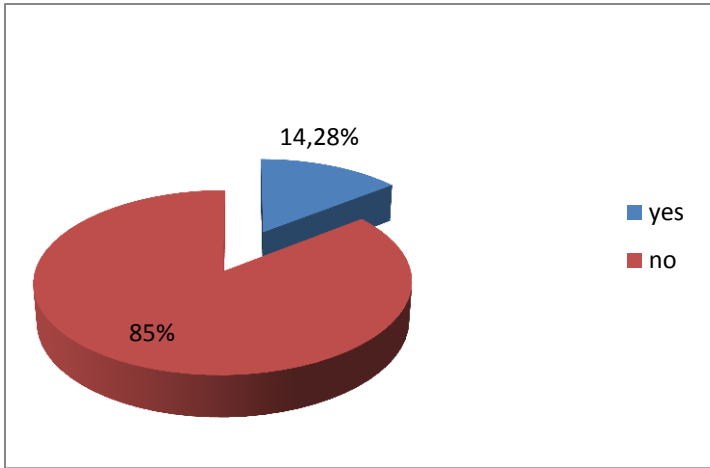
Graph 3.10: Objectives of Pronunciation Teaching in the Textbook

As the graph shows, 60.71% (seventeen) of the teachers contend that there are clearly set objectives specific to pronunciation teaching in the textbook. 21.12% (six) of the teachers said that they disagree with that. The remaining five teachers 17.96% are neutral. Thus, more than half of the teachers believe that objectives related to pronunciation teaching are clearly set in the 4th year textbook.

Q12: Do you think that the use of the textbook in teaching pronunciation to young learners is enough?

Table 3.11: Sufficiency of the Use of Textbook in Teaching Young Learners

Options	Subjects	%
Yes	4	14.28%
No	24	85%
Total	28	100%



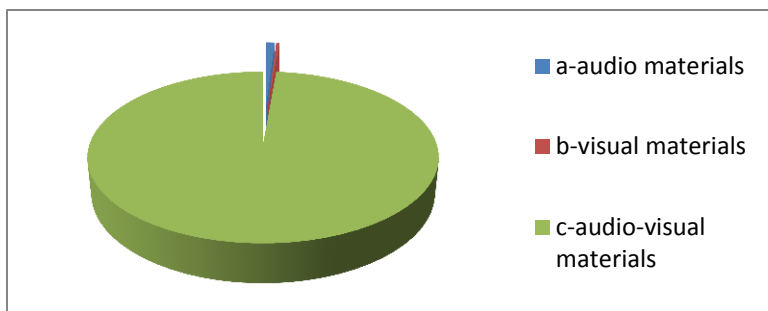
Graph 3.11: Sufficiency of the Use of Textbook in Teaching Young Learners

This question was set in the teachers’ questionnaire to know the extent the textbook satisfies the needs of fourth middle-school pupils as young learners. As the table and the graph above indicate, the biggest percentage of the teachers 85% argue that the textbook is not enough to teach pronunciation to their pupils and they use other materials to do so, while 4 teachers represented by 14.28% believe that the use of the textbook is enough to teach pronunciation without the help of any other material. By this result, we understand that the textbook is insufficient material to English pronunciation to young learners. In this question, teachers were asked to list the external materials they rely on if they responded negatively to this item. Teachers’ answers to this question are shown in the table below.

Q13: If the answer is “no”, what are the other materials you rely on in teaching pronunciation?

Table 3.12: Teachers’ Pronunciation Teaching Assisting Materials

Teachers’ own answers	Subjects	%
a)Audio materials	13	46.43%
b)Visual materials	5	17.86%
c)audio-visual materials	13	46.43%



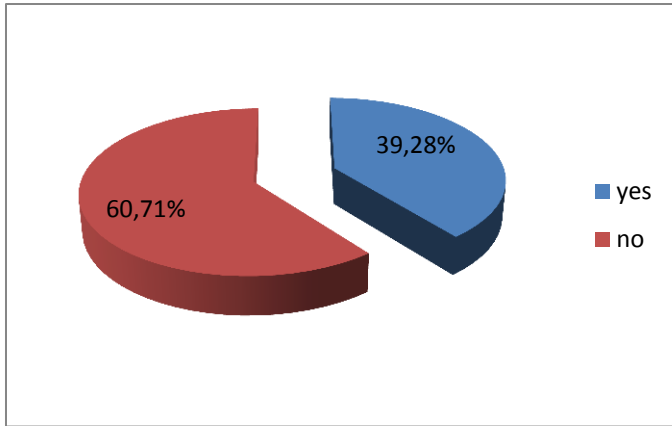
Graph 3.12: Teacher's Pronunciation Teaching-Assisting Materials

This is one of the open-ended questions the present questionnaire includes; the informants answered through stating various materials, not only one, they believe they must use to facilitate the pronunciation teaching-learning process to young learners. As demonstrated in the table, the audio and audio-visual materials, such as songs, audio scripts, recorded materials, and videos are the commonest used materials (46.43%) that are relied upon to complement the textbook and ensure better learning outcomes. The visual materials (17.86%), on the other hand, are less frequently used by the teachers. The informants confirmed that using listening materials will improve young learners' pronunciation scores.

Q14: Are the materials tailored to meet pronunciation teaching requirements in the textbook adequate?

Table 3.13: The Adequacy of Pronunciation Teaching Materials

Options	N	%
Yes	11	39.28%
No	17	60.71%
Total	28	100%



Graph 3.13: The Adequacy of Pronunciation Teaching Materials

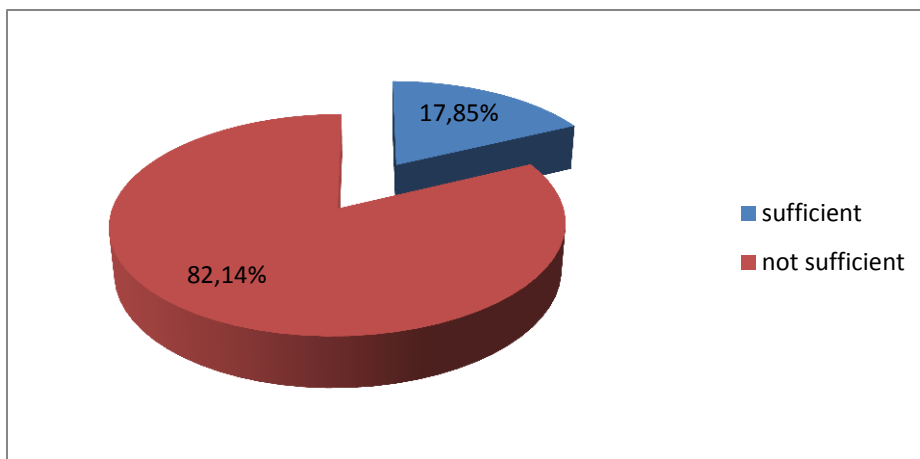
Table 3.13 and figure 3.13 point out that 60.71% of the respondents answered by "no" and this indicates that more than half of the participants believe that materials tailored to meet pronunciation teaching requirements are not adequate, whereas 39.28% i.e. 11 respondents believe that they are adequate. The data gained from this item indicates that the textbook failed to assist teachers in teaching pronunciation.

Q15: The activities or opportunities to practise the learned pronunciation items are:

- a. Sufficient
- b. Not sufficient

Table3.14: The Sufficiency of Activities or Opportunities to Practise Pronunciation

Options	Numbers	%
Sufficient	5	17.85%
Not sufficient	23	82.14%
Total	28	100%



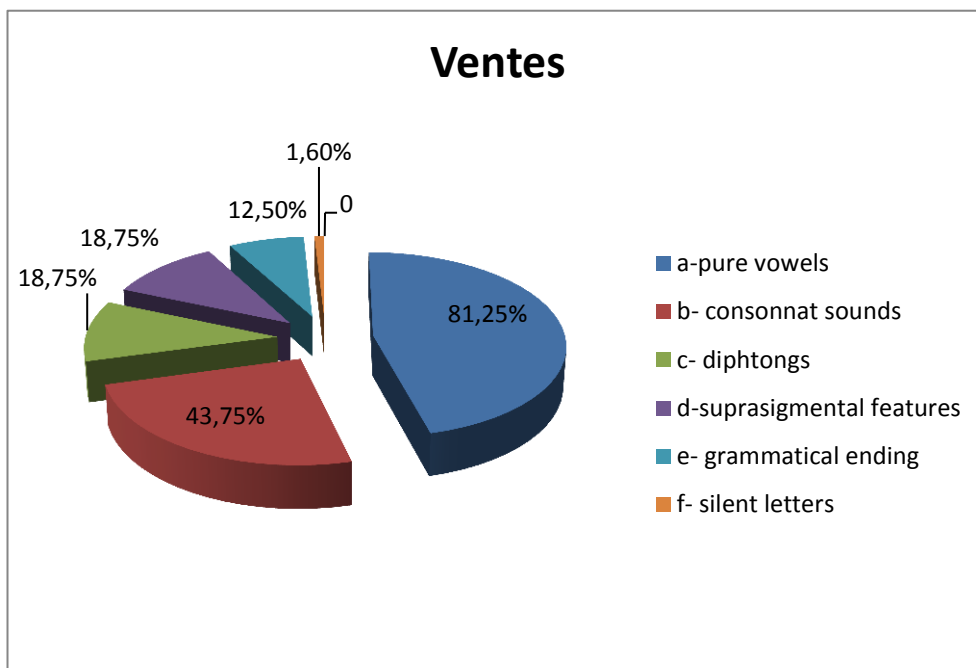
Graph 3.14: The Sufficiency of the Activities or Opportunities to Practise Pronunciation

Figure 3.14 shows that a considerable number of teachers 82.14% think that pupils do not have sufficient activities or opportunities to practise the pronunciation items that they have learned before. Only five (17.85%) teachers claimed that it is sufficient.

Q16: As a fourth year middle school English teacher, what is the pronunciation content your pupils need to acquire?

Table 3.15: The Pronunciation Content Ought to Be Taught in 4th year Middle School

Teachers' own answers	N	%
a)Pure vowels	13	81.25%
b)Consonants sounds	7	43.75%
c)Diphthongs	3	18.75%
d)Suprasegmental Features	3	18.75%
e)Grammatical Ending	2	12.5%
f)Silent letters	1	1.60%



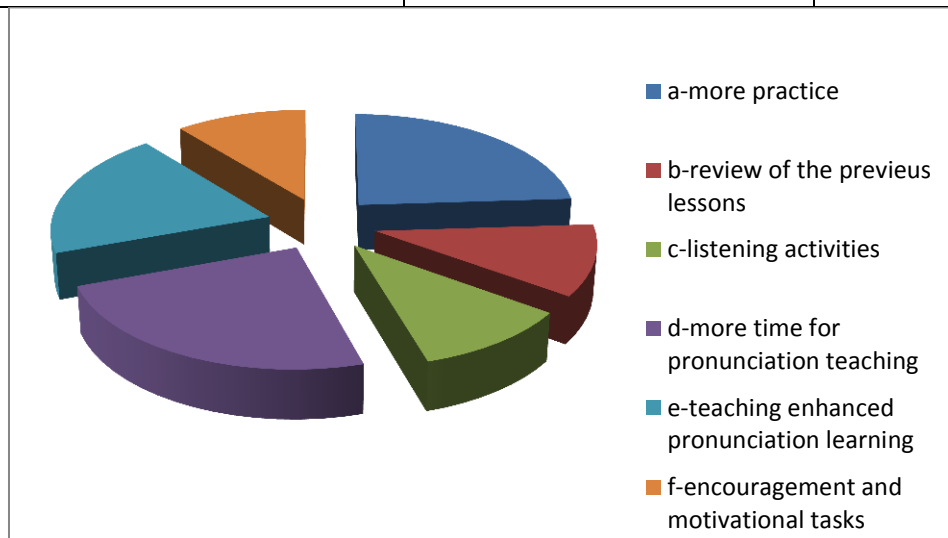
Graph 3.15: The Pronunciation Content Ought to Be Taught in 4th Year Middle School

For the researchers to test the compatibility of the pronunciation content presented in the textbook with the actual needs of the 4th year middle school pupils, the informants were asked about what aspects of pronunciation should be taught in final year middle school classes based on what the learners need and are able to learn. Unfortunately, this question was answered appropriately only by 16 participants who listed more than one option. From the data shown above, we could notice that the most appropriate pronunciation features which ought to be in the 4th year middle school textbook are the pure vowel sounds (81.25%) and the consonant sounds (43.75%). They confirmed that pure vowels and consonants are the pronunciation content that is supposed to be taught at that level with providing the pupils with enough time to practice. On the other hand, diphthongs (18.75%), suprasegmental (18.75%), grammatical endings (12.5%) while silent letters (1.60%) are viewed as less compatible with the target pupils' needs and abilities.

Q17: What do your 4th year middle school pupils need to acquire the pronunciation content presented in the textbook?

Table 3.16: Fourth Year Middle School Pupils' Needs

The teachers' own answers	Number	%
a)More practice	11	39.28%
b)Review of the previous lessons	5	17.86%
c) listening activities	5	17.86%
d)More time for pronunciation teaching	11	39.28%
e)Technology enhanced pronunciation learning	9	32.14%
f)Encouragement and motivational tasks	5	17.86%



Graph 3.16: Fourth Year Middle School Pupils Needs

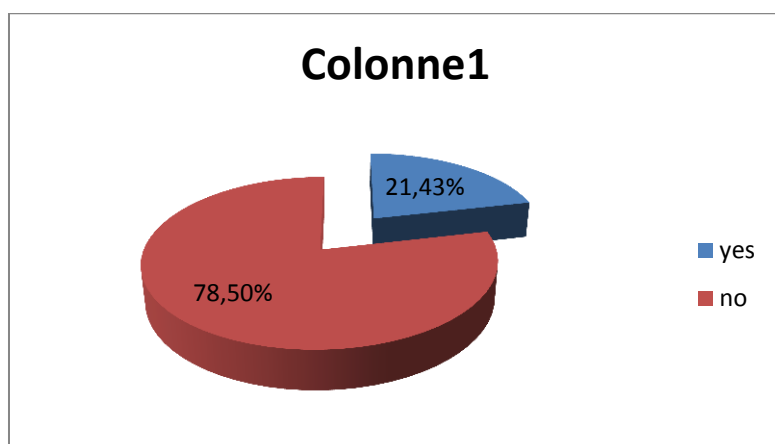
Through this item we want to know what are the pronunciation learning needs or what 4th year middle school need to acquire from the pronunciation content presented in the

textbook. It is clearly noticeable from the table and the graph that teachers listed various needs. The participants identified more time and practice (39.28%) devoted to pronunciation as the major need of 4th year middle school pupils. Moreover, the informants insisted that fourth year middle school pupils, as young learners, need to be taught the English sounds through the use of computers, videos, data shows, the internet, and, more crucially, the language laboratories (32.14%). Equally importantly, they mentioned that learners are not interested in pronunciation as a learning task as such; so, they need more encouragement and motivational tasks (25.90%) and they listed children stories, songs and games. Finally, the informants stated that the pupils are not familiar with the pure vowels they had been previously introduced into and they need to be reviewed.

Q18: Does the textbook address all the needs of final year middle school pupils?

Table 3.17: Textbook’s Suitability to Pupils’ Needs.

Options	Subjects	%
Yes	6	21.43%
No	22	78.57%
Total	28	100%



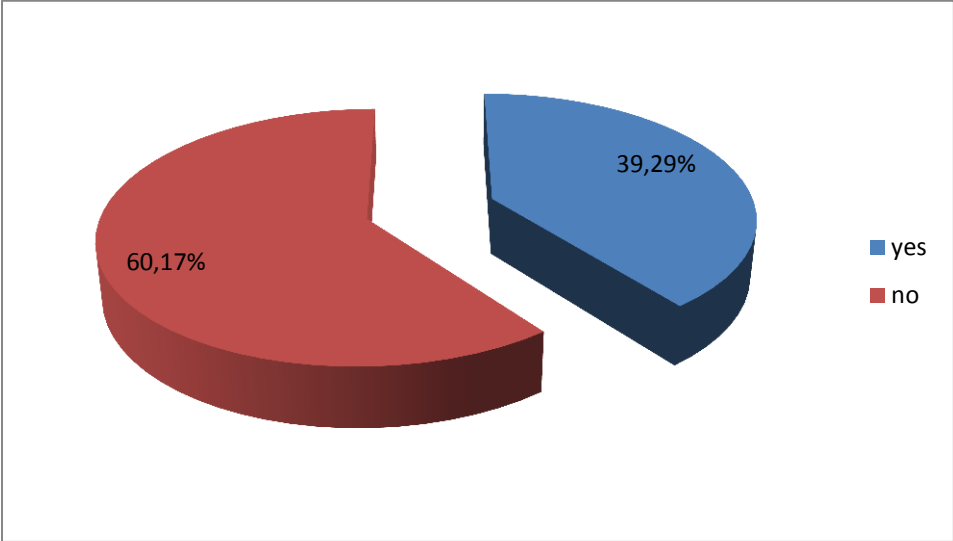
Graph 3.17: Textbook’s Suitability to Pupils’ Needs.

The aim of this item is to see to what extent the textbook meets both the linguistic and the learning needs of fourth year middle school pupils. The results demonstrated in the table reveal that the majority of teachers (78.57%) pointed out that textbook content is not relevant to the needs of the 4th year middle school pupils. However, we can notice that (21.43%) of the participants claim that textbook meets the needs of the targeted learners.

Q19: Is the pronunciation content presented in the textbook at the right level for the pupils’ current abilities?

Table 3.18 Pronunciation Content Suitability to the Pupils ’Abilities.

Options	Subjects	%
Yes	11	39.29%
No	17	60.17%
Total	28	100%



Graph 3.18: Pronunciation Content Suitability to the Pupils’ Abilities.

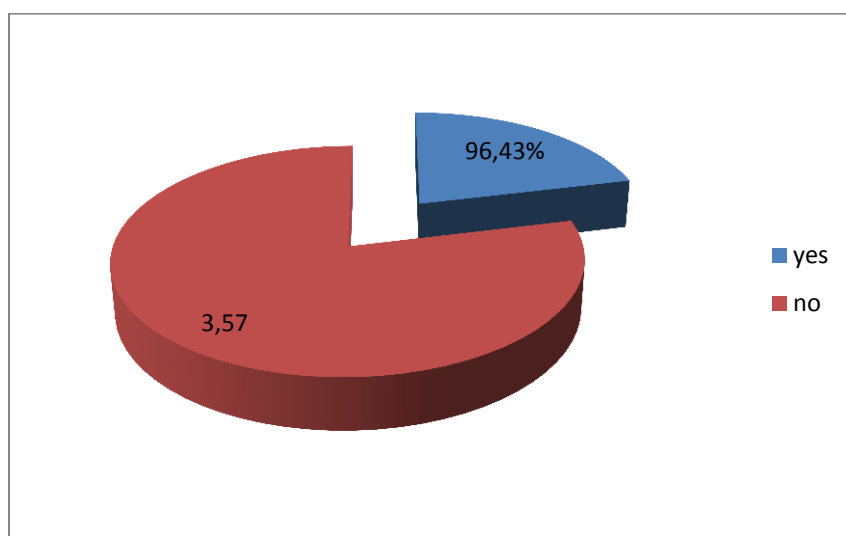
As the table and the graph indicate more than half of the teachers (60.17%) consider that My Book of English pronunciation content is not at the right level for the pupils’ current abilities. In addition, they clarified that the pronunciation features, diphthongs and

triphthongs are beyond the students' level. Notwithstanding, the rest of the participants (39.29%) opted for the suitability of the pronunciation content to 4th year middle school pupils' level.

20: Do your pupils find some pronunciation features difficult to learn?

Table 3.19: Difficulty of Some Pronunciation Features

Options	Subjects	%
Yes	27	96.43%
No	1	3.57%
Total	28	100%



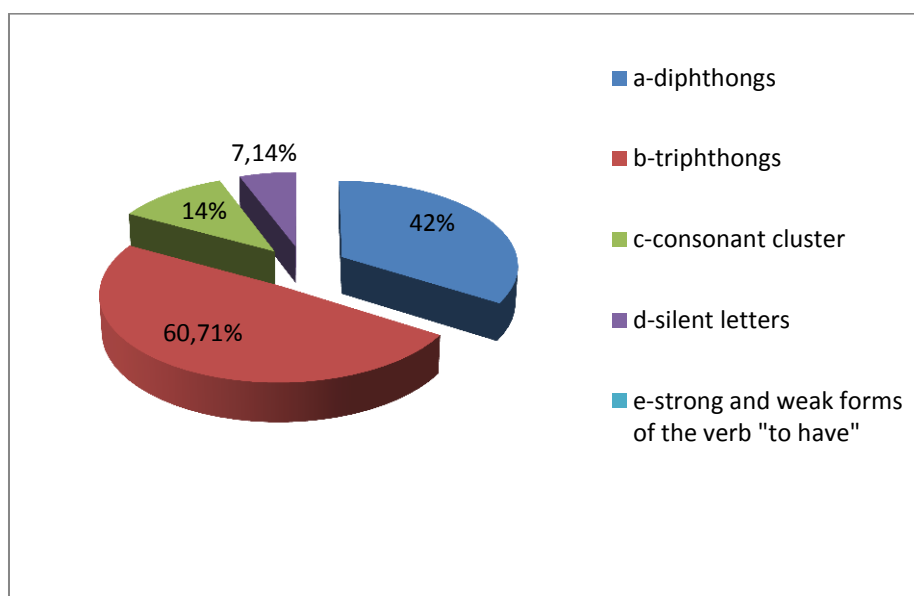
Graph 3.19: Difficulty of Some Pronunciation Features

The data obtained show that a great majority of teachers (96.43%) stated that final year middle school pupils consider the pronunciation features as complicated and its accurate production is the major problem they face. Moreover, only one participant claimed that his/ her pupils do not find the pronunciation features as difficult.

Q21: If your answer is “yes”, please mention them

Table 3.20: The Most Difficult Pronunciation Features in the Textbook

The teachers' own answers	Numbers	%
a)Diphthongs	15	42%
b)Triphthongs	17	60.71%
c)Consonant clusters	5	14%
d)Silent letters	2	7.14%
e)strong and weak forms of the verb” to have”	1	3.57%



Graph 3.20: The Most Difficult Pronunciation Features in the Textbook

As the table above shows, triphthongs and diphthongs (100%) are the most common problematic pronunciation features that fourth year middle school pupils face. The majority of the teachers acknowledged that 4th year pupils are not able to distinguish the pure

vowels from each other. Consonant clusters and the silent letters (21.14%) are the second category of pronunciation features which teachers deem as difficult for the learners to acquire.

Q22: What modifications do you suggest to be added into the 4th year middle school in relation to pronunciation teaching in order to make it better suited to the pupils' needs and abilities?

Table 3.21: Teachers' Suggested Modifications to the Textbook Pronunciation Content

Teacher	Answers
Teachers 01	“We hope to present pronunciation as a separate lesson within a context with activities for practice. It is too much to teach the triphthongs in such level”.
Teachers 02	“I suggest to give more time to pronunciation lesson and devote special sessions for them. Then, remove the complicated lessons and replace them with others those suit pupils' level of comprehension, especially for slow pupils who are numerous”.
Teacher 03	“I would suggest to use more audio materials that can be correlated with the text book for more pronunciation efficiency and include more tasks to give more opportunities for learners to practice their pronunciation”.
Teacher 04	“It's too late for this stage. Teaching English method in Algerian schools should be reconsidered. English is a language that requires more listening lessons. Listening is the basic skill even more than reading. We learn any language by listening. ” .
Teacher 05	“The programme is overcrowded; we should omit some sounds which are difficult for them e.g. : triphthongs, diphthongs and

	keep only the simple ones to learn them more”.
Teacher 06	“Teaching English pronunciation is a challenging task with different objectives at each level. We should vary the types of pronunciation tasks in the textbook in a way that motivates learners such as games, tongue twisters which have so much fun”.
Teacher 07	“The textbook designers need to include reviews of the previous lessons”.

The table above encompasses the most important points raised by the teachers. According to those answers, the pronunciation content must be taught in a separate lesson and reduced by omitting the complex sounds and attach the lessons with listening activities. In addition, the textbook must contain more practical assignments and accompany it with audio materials.

Section Four: Teachers’ Recommendations

This section was devoted entirely to the participants to voice their ideas and comments as regards the pronunciation content and the textbook as a whole. Most of the teachers suggested that the textbook in question needs to be reviewed due to the weaknesses in it in order to be more suitable for 4th year middle school pupils.

The important points raised by 4th year middle teachers are:

Table 3.22: The Teachers' Recommendations

Teacher	Recommendation
Teacher 01	“We need to encourage learners to speak, so that, we can have a clear vision concerning their tongue weaknesses and the appropriate techniques to fix that up. We have a complete generation who has a lack to expressing themselves using a correct- well pronounced- English”.
Teacher 02	“I suggest to give more time to pronunciation, add more tasks and less lessons, provide language laboratories and audio materials”.
Teacher 03	“Pronunciation for a new comers to the target language was and still an absolute headache for none native speakers. It is not question of versifying the strategies. But it is more of oneself dedication to acquire the proper pronunciation if there is a proper one of course”.
Teachers 04	“The textbook is made up of boring practices. They should keep more interesting topics”.
Teachers 05	“The pronunciation content objectives need to be reviewed and some of them must be omitted like triphthong”.

3.1.5. Summary of Findings and Comments

The findings gained from the teachers' questionnaire guided the researchers to draw conclusions for this study and to answer the research questions. Reconsidering the teachers' views about “My Book of English”, we could perhaps safely state that the textbook

failed, at least in part, to provide the target learners neither with the most suitable pronunciation content nor with the needed materials to learn English pronunciation.

In the first section, we aimed at collecting the necessary information about our participants. The data revealed that the major degree held by the informants is licence and the dominant percentage of teachers demonstrates those have been teaching English at middle school for a long period of time. Of course, this will insure that findings furnished by the respondents are valid, reliable and important since the informants are sufficiently aware of their pupils' needs and abilities.

In the second section, fourth year middle school teachers were questioned about their views concerning pronunciation teaching. The overwhelming majority of the informants are unanimously aware of the importance of pronunciation as an aspect of the language being taught and the plurality of them use more than one technique to facilitate pronunciation learning. In the same vein, we aimed to detect the sources of difficulty the teachers face while teaching pronunciation to fourth year middle school pupils. Furthermore, after interpreting the data, we note that the major reason was the lack of time which is, later, considered as a basic need required in teaching pronunciation.

The third section of the present research instrument was mainly devoted to test both the effectiveness of textbook in teaching pronunciation to young learners and the suitability of the pronunciation content to the target group of learners' needs and abilities through the participants' answers. According to them, the textbook failed to facilitate the process of pronunciation acquisition to young learners because it does not provide teachers with the needed materials. They, also, added that they need to rely on external sources to satisfy their pupils' pronunciation learning needs, like data shows, computers and the internet. Most significantly, the textbook does not provide the actual pronunciation content that is supposed

to be more compatible with fourth year middle school pupils' needs and abilities. What is more, the textbook, according to the teachers, presents pronunciation features that are beyond the fourth year middle school pupils' abilities. This section concluded with the teachers' suggestions to make the pronunciation content better suited to the pupils' needs and abilities. Additionally, the overwhelming bulk of the respondents suggested that the pronunciation content can be suitable for fourth year middle school pupils only if it replaces the complex sounds with pure and simple ones and provides the pupils, as young learners, with motivational tasks and more opportunities to practise the targeted pronunciation features.

In the light of the analysis of the data collected from the teachers' questionnaire, we are now able to confirm that the textbook does not provide the suitable pronunciation content that may effectively meet fourth year pupils' linguistic needs, pronunciation learning needs and their current abilities. It is worth mentioning that the teachers consider pronunciation as a hugely difficult teaching task because the textbook does not satisfy basic pronunciation learning needs which is time and practice and, perhaps most significantly, the pronunciation content contains some pronunciation features that are beyond fourth year middle school pupils' level of comprehension is a major reason that affected the teachability of the English pronunciation at this level.

3.2. The Evaluation Checklist

3.2.1. Textbook Description

My Book of English was first published in 2019. Its authors are Tamrabet Lounis, Chenni Abdlefetah, Boukri Nabila, Chenni Dallel and Samara Abdelhakem. The fourth year textbook is made up of three sequences displayed all across 144 pages. This textbook is designed to be utilized by final year middle school pupils. Furthermore, the textbook opens

with a foreword, which is written in Arabic, addressed to the pupils, the book map, the coursebook representation and the three sequences. The textbook closes with third irregular verbs list, the trilingual glossary and the vowels and consonants sounds charts.

My book of English, as mentioned before, is composed of three sequences each sequence is divided further into 12 main sections. Moreover, the successive teaching sequences represent the body of the textbook and they are devoted to discuss different topics. Furthermore, they share the same sections following the same order.

The sections are clearly classified into two main categories. The first category is devoted to addressing the learners' receptive skills. To give illustrations, **I Listen and Do** section, which spans 11 pages for each sequence, is devoted to the listening skill where the pupils are required to listen to scripts that are relevant to the topical scope of the sequence per se. Then, the learners are asked to do some tasks, such as fill in the gaps activities. **My Pronunciation Tools** section is presented in almost six pages in each sequence. This section presents two different pronunciation lessons. Moreover, the current section is followed by **I Pronounce** section where the students produce the different English sounds and apply the pronunciation rules they learnt previously. **My Grammar Tools** is the fourth section and it is similar to the pronunciation one. Quite simply, it is presented in six pages for each sequence and it represents two grammatical rules; in addition, it is followed by a section where the students are asked to practise the grammatical rules which is entitled **I Practice**.

The second category, unlike the first one, is devoted to the productive skills. For example, **I Read and Do** is a section in which the students are required to read texts that are related to the general topic of the sequence and answer the attached tasks. In addition, **I Learn and Integrate** and **I Think and Write** are sections where the students are supposed to use their knowledge that they have already gained in the preceding sections of the sequence,

such as vocabulary, grammar, skills and attitudes in writing reports, web articles, short essays or letters. **Now, I Can, I Play and Enjoy, I Read for Pleasure** sections are presented at the end of each sequence to bring some entertainment and enjoyment into the learning scene. Finally, and perhaps most significantly, **I Get Ready for my BEM Exam** section concludes each sequence of the textbook in which BEM subjects are suggested for the pupils in order to examine their gained knowledge.

3.2.2. The Pronunciation Content Presentation

As stated in the first chapter of this research, pronunciation is an important aspect of language learning and it is essential for both communicative competence and speaking skill efficiency. For that reason, pronunciation is presented in all language teaching materials. My Book of English presents phonology in all its sequences. Demonstrating this, diphthongs, consonant clusters, tridphtongs, grammatical endings, strong and weak forms of the verb “to have” and the silent letters are the pronunciation lessons provided in the textbook. Accordingly, the textbook focuses more on segmental features of pronunciation rather than the suprasegmental ones. Besides, the textbook allocates two main sections in all the three sequences for pronunciation teaching and all of them follow the same pattern of presenting the pronunciation content. More specifically, all the three sequences of the textbook unfold with ‘My Pronunciation Tools’ under which comes the pronunciation lessons. Furthermore, each pronunciation lesson is initiated with a brief and general definition of the targeted sound. Then, the sounds are presented in examples of single words accompanied with their phonological description to be drilled by the learners after listening to the teacher pronouncing them. In the case of the consonant clusters, the learners are asked to drill the minimal pairs of initial and final consonant clusters. This section is followed by “**I Pronounce**” section where the pupils are required to do different tasks in order to be able to produce the sounds correctly.

Table 3.23: My Book of English’s Pronunciation Content

	Pronunciation lesson 1	Pronunciation lesson 2	Pronunciation lesson 3
Sequence 1	The diphthongs	The consonant clusters.	
Sequence 2	The triphthongs	The strong and weak forms of the auxiliaries: “have”, “has”.	The pronunciation of “ed” endings in the past participle forms of regular verbs. (review)
Sequence 3	Silent letters: “k”, “w”, “l”, “b” and “n” (review)	Pronunciation of “s” endings in plural nouns and 3 rd person singular of verbs in the present simple tense(review)	

3.2.3. The Evaluation Checklist

The aim of this study, as mentioned earlier, is to evaluate the pronunciation content in terms of its suitability to the learners’ needs and abilities. In connection with that, we constructed an evaluative checklist as a tool to evaluate the targeted textbook and, more crucially, to answer the research questions of this study. We stated in the preceding chapter few models of checklists which have a common structure and share the aim of evaluating the whole content of the teaching materials. Since we are concerned solely with pronunciation

content, we needed to build a self-constructed checklist which fits our research requirements. Sheldon (1988) stated that no one global criteria of evaluation can be applied to all the situations or meet all the evaluation objectives. Therefore, the need to accommodate an evaluative criteria specific and relevant to local needs and context usually arises. The developed checklist adopted similar elements and followed the structure of standardized evaluative procedures of different scholars, such as Daoud and Celce-Murcia (1979, as cited Byrd, 2001), Byrd (2001) Cunningsworth (1995) and Ur (1991) with the addition of new items and modifications that fit our research orientations proper. The checklist was created based on some criteria suggested by Messick (1995) and Tomlinson (2003) (as cited in Mukundan, Hajihammadi & Nimehchisalem, 2001); they argued that the checklist needs to be relevant to the evaluation purposes and it must be free of large, vague and dogmatic items.

Our evaluation checklist is made up of twenty questions classified into five main sections. The checklist questions were answered and rated by sixteen fourth year middle school teachers

. 3.2.3.1. The Checklist of Textbook Evaluation

The current study aims at investigating to what extent the pronunciation content is teachable. According to Pienemann (1989), what is taught by teachers can be transferred to learning only when learners are ready to acquire it. For this reason, we built the evaluation checklist in order to evaluate the suitability of the pronunciation content to the pupils' needs and abilities.

In the same vein, Tomlinson (2013) has stated that any evaluation checklists must be selected based on some learning/teaching principles. Thus, we grounded our checklist criteria on syllabus design principles, learning/teaching beliefs and pronunciation teaching beliefs.

We, likewise, constructed some checklist items based on the teachers' questionnaire data about fourth year middle school pupils' needs.

- The learning objectives must be explicitly stated in order to help the teachers to evaluate the learners' behavior and it makes the learners know what is expected from them to be able to achieve at the end of the instruction .(Brindley, 1984, as cited in Nunan, 1989).
- Nunan (1989) has claimed if learners were informed about the learning objectives they will welcome the learning experience with great acceptance and appreciation.
- The content is graded largely based on the difficulty criterion, i.e. it will be graded from the easiest to the most difficult items (Nunan, 1988).
- Krashen (1982) put forth the widely known input hypothesis which indicates that any new knowledge or input must be "a little bit beyond" the acquired knowledge.
- Drilling and repetition of the target sounds are the main ways to teach pronunciation (Kelly, 2000).
- Celce-Murcia et al. (1996) consider phonetic transcription as well as phonetically transcribed texts as an important activity to teach pronunciation.

In the light of what is mentioned above principles, we constructed the following criteria:

Objectives of Syllabus

- 1- How relevant is the textbook to the stated aims of the syllabus?
- 2- Are the objectives explicitly stated and implemented in the textbook?
- 3- Do the objectives seem to be reasonable for the pupils' level?
- 4- Can the objectives be measured by 4th year middle school pupils?
- 5- Do the objectives cover all the pupils' needs?

Pronunciation Content

- 1- Is the content graded according to the pupils' needs?
- 2- Do the pronunciation features presented in the textbook gradually increase in complexity to fit the pupils' ability to understand?
- 3- Does the textbook provide reviews of the previous pronunciation lessons?
- 4- Is the pronunciation content compatible with the pupils' background knowledge?
- 5- Does the textbook provide good presentation and explanation of the pronunciation features?
- 6- Do the pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?

Materials

- 1-Is the textbook attached with audio materials?
- 2-Can the audio materials be readily used readily by the pupils?

Practical Assignments

- 1- Does the textbook provide the pupils with enough opportunities to practise the taught speech sounds?
- 2- Do the practices ensure that the students will be able to produce the speech sounds correctly?
- 3- Are the practical tasks provided in the textbook at the right level for the pupils current abilities?

Examples

- 1- Are the pronunciation lessons followed by simple examples?
- 2- Are they enough?

- 3- Are the examples of the taught speech sounds clear, simple and free of unnecessary and additional words that may confuse the pupils?
- 4- Are the examples accompanied by their phonetic transcription?

3.2.4. The Textbook Evaluation

This part of the chapter is devoted to examining the suitability of the pronunciation content. Furthermore, the evaluation of “My Book of English” is conducted through the researchers’ analysis of the pronunciation content in addition to the data collected from the self-constructed checklist which was rated by sixteen experienced fourth year middle school teachers because it seems sensible for the teaching materials to be evaluated by those who are more involved in their use. The self-constructed checklist is numerical which has been following Ansary and Babaii (2002)’s scoring system whose research as such was based on Tucker (1975)’s findings. Furthermore, the rating system, according to them, is based on a perfect value score 2 (**PVS**) which is the ideal rate or the value that is supposed to be given to a criterion and the merit score (**MS**) which indicates the real rate assigned by the evaluator to the criterion and it consists of the numbers 0-2. In addition, the checklist scoring system’s purpose is to produce a final score which indicates to what extent the textbook satisfies the universal characteristics of ELT/ESL textbooks. Based on their findings, checklist items will be numerically rated on a scale from 0 to 2 as shown below:

Table 3.24: The Scores Interpretation

0= poor	1= satisfactory	2= good
---------	-----------------	---------

For the case of this study, the checklist was answered by more than one evaluator. So, we collated and averaged the different scores assigned by the teachers in order to get the

merit score of each criterion. Finally, the total score will indicate to what extent the textbook pronunciation content is suitable to the pupils' needs and abilities.

3.2.5. The Checklist Scoring

Table 3.25: The Checklist Items' Scores.

The Checklist Items	0	1	2	PVS	MS
Objectives of the Syllabus					
1- How relevant is the textbook to the stated aims of the syllabus?				2	2
2- Are the objectives explicitly stated and implemented in the textbook?				2	2
3- Do the objectives seem to be reasonable for the pupils' level?				2	1
4- Can the objectives be measured by 4 th year middle school pupils?				2	1
5- Do the objectives cover all the pupils' needs?				2	0
Pronunciation Content					
1- Is the content graded according to the pupils' needs?				2	1
2- Do the pronunciation features presented in the textbook gradually increase in				2	2

<p>complexity to fit the pupils' ability to understand?</p> <p>3- Does the textbook provide reviews of the previous pronunciation lessons?</p> <p>4- Is the pronunciation content compatible with the pupils' background knowledge?</p> <p>5- Does the textbook provide good presentation and explanation of the pronunciation features?</p> <p>6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?</p>				2	1	
<p>3- Does the textbook provide reviews of the previous pronunciation lessons?</p> <p>4- Is the pronunciation content compatible with the pupils' background knowledge?</p> <p>5- Does the textbook provide good presentation and explanation of the pronunciation features?</p> <p>6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?</p>				2	1	
<p>5- Does the textbook provide good presentation and explanation of the pronunciation features?</p> <p>6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?</p>				2	1	
<p>6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?</p>				2	0	
Materials						
<p>1- Is the textbook attached with audio materials?</p> <p>2- Can the audio materials be readily used by the pupils?</p>				2	0	
<p>2- Can the audio materials be readily used by the pupils?</p>				2	0	
Practical Assignments						
<p>1- Does the textbook provide the pupils with enough opportunities to practise the taught speech sounds?</p> <p>2- Do the practices ensure that the students will be able to produce the speech sounds accurately?</p>				2	0	
<p>2- Do the practices ensure that the students will be able to produce the speech sounds accurately?</p>				2	1	

3- Are the practical tasks provided in the textbook at the right level for the pupils current abilities?				2	1
Examples					
1- Are the pronunciation lessons followed by simple examples?				2	2
2- Are the examples enough?				2	1
3- Are the examples of the taught speech sounds clear, simple and free of unnecessary and additional words that may confuse the pupils?				2	2
4- Are the examples accompanied by their phonetic transcription?				2	2
Total				40	21

Satisfaction= 52.5%

3.2.6. The Checklist Scores Interpretation

Table 3.26 The Objectives Category Rating

The Criteria	Yes	%	No	%	Merit Score
Objectives of Syllabus					

1- How relevant is the textbook to the stated aims of the syllabus?	15	93.75	1	6.25	2
2- Are the objectives explicitly stated and implemented in the textbook?	11	68.75	5	31.25	2
3- Do the objectives seem to be reasonable for the pupils' level?	7	43.75	9	56.75	1
4- Can the objectives be measured by 4th year middle school pupils?	6	37.5	10	62.5	1
5- Do the objectives cover all the pupils' needs?	3	18.75	13	81.25	0

1- How relevant is the textbook to the stated aims of the syllabus?

A quick look at the textbook informed us about the stated objectives but it is quite doubtful to confirm that they are sufficiently aligned with the syllabus aims. From the table above, a great majority of teachers answered that the textbook pronunciation objectives are indeed relevant to the aims of the syllabus. They claimed that it covers more than 70% of the syllabus aims.

2- Are the objectives explicitly stated and implemented in the textbook?

Through the analysis of the textbook, we could find that the learning objectives are stated in the book map as the phonetic features that will be acquired by the learners. Indeed, 68.75% of the teachers confirmed that the objectives are clearly stated and implemented in the coursebook. They, however, stated that there is no sufficient time devoted to reach those objectives. Four teachers added that they devote only 10-15 minutes to teach two different pronunciation lessons.

3- Do the objectives seem to be reasonable for the pupils' level?

As the table illustrates, this item of the checklist received a low rating. Similarly, 56.26% of the participants agreed that not all the objectives seem reasonable for the pupils' level; similarly, they emphasized that the pronunciation objectives, such as diphthongs, triphthongs, consonant clusters and silent letters are beyond 4th year pupils' level.

4- Can the objectives be measured by 4th year middle school pupils?

Similar to the previous point, not all the stated objectives can be measured by the pupils. Through our analysis of the book we can ensure that 43% of the objectives cannot be reached by the pupils. Besides, 10 teachers (62.5%) suggest that achieving all the pronunciation objectives is quite impossible.

5- Do the objectives cover the pupils' pronunciation needs?

As depicted in the table above, this criterion received a very low rating (0). And 81.25% of the participants declared that the objectives stated in the textbook do not cover the learners' needs and that they are inconsistent with the real needs of fourth year pupils. They added that fourth year middle school pupils need to acquire only the simple sounds not the complex ones.

Pronunciation Content

Table 3.27: The Content Category Rating

The Criteria	Yes	%	No	%	Merit
---------------------	------------	----------	-----------	----------	--------------

					Score
Pronunciation Content					
1- Is the content graded according to the pupils' needs?	6	37.5	10	62.5	1
2- Do the pronunciation features presented in the textbook gradually increase in complexity to fit the pupils' ability to understand?	11	68.75	5	31.25	2
3- Does the textbook provide reviews of the previous pronunciation lessons?	6	37.5	10	62.5	1
4- Is the pronunciation content compatible with the pupils' background knowledge?	7	43.75	9	56.25	1
5- Does the textbook provide good presentation and explanation of the pronunciation features?	9	56.25	7	43.75	1
6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?	5	31.25	11	68.75	0

1- Is the content graded according to the pupils' needs?

According to the results above, the majority of the participants insisted that the pronunciation content is randomly graded and they suggested that the content must be re-ordered from familiar to unfamiliar features because the pupils, as non-native speakers of English, need to be reminded about the pronunciation features which they had learnt in the previous years but the textbook's pronunciation content is initiated with diphthongs, which are beyond the pupils' level and they are new for them.

2- Do the pronunciation features presented in the textbook gradually increase in complexity to fit the pupils' ability to understand?

With regard to the pronunciation features gradation, the textbook content was graded from simple to complex. A good case in point, the textbook introduces diphthongs in the first sequence and triphthongs in the second sequence. In addition, 11 teachers (68.75%) agreed that the pronunciation features increase in a manner that can be considered to some extent as reasonable for the pupils.

3- Does the textbook provide reviews of the previous pronunciation lessons?

From the textbook analysis, we could deduce that it provides reviews of lessons that the learners had dealt with in the previous years. Notwithstanding, 10 teachers (62.5%) argued that the textbook does not provide a continuous review for the pronunciation lessons presented in the 4th year textbook.

4- Is the pronunciation content compatible with the pupils' background knowledge?

As far as the textbook suitability to pupils' background knowledge is concerned, the textbook meets this criterion because it presents complex vowels, for instance, for learners who already studied the pure vowels in the third year. Yet, only seven teachers out of sixteen (43.75%) confirmed that the content matches the learners' background knowledge.

5- Does the textbook provide good presentation and explanation of the pronunciation features?

According to the tables, the textbook fulfilled this criterion. To put it in another way, 65.25% of the teachers agreed that the textbook provides a good presentation of the targeted sounds attached with examples.

6- Do the various pronunciation lessons occur in a suitable frequency that fits the pupils' abilities?

In terms of pronunciation lessons occurrence frequency, the textbook presents two lessons per sequence. Moreover, 11 teachers (31.25%) argue this frequency is not suitable for the learners' abilities and it is clearly shown in the tables above that this item got a very low rating (0).

Materials

Table 3.28: The Materials Category Rating

The Criteria	Yes	%	No	%	Merit Score
Materials					
1- Is the textbook attached with audio materials?	5	31.25	11	68.75	0
2- Can the audio materials be readily used by the pupils?	4	25	12	75	0

1- Is the textbook attached with audio materials?

The pronunciation content needs to be delivered to young learners via the use of audio materials. According to the teachers' rating to this item, My Book of English is not attached with any assisting material and they added that they had to rely on other resources to get them, such as the internet.

2- Can the audio materials be readily used by the pupils?

In relation to the previous point, the audio materials hardly exist in each 4th year middle school classes. In case they are provided by teachers, only teachers can readily use them as denoted in the tables above.

Practical Assignments

Table 3.29: The Practical Assignments Category Rating

The Criteria	Yes	%	No	%	Merit Score
Practical Assignments					
1- Does the textbook provide the pupils with enough opportunities to practise the taught speech sounds?	4	25	12	75	0
2- Do the practices ensure that the students will be able to produce the speech sounds accurately?	6	37.5	10	62.5	1
	6	37.5	10	62.5	1

3- Are the practical tasks provided in the textbook at the right level for the pupils current abilities?					
--	--	--	--	--	--

1- Does the textbook provide the pupils with enough opportunities to practise the taught speech sounds?

My Book of English presents two lessons for each sequence; and they are followed by a section entitled **I Pronounce** where the pupils practise pronunciation features through seventeen different practices. Notwithstanding, the teachers gave a very low rating (0) to this item of the checklist and they claimed that the learners need more time and more opportunities to practise this aspect of language because there is not enough time devoted neither to teaching pronunciation features nor to practising them.

2- Do the practices ensure that the students will be able to produce the speech sounds accurately?

As stated in the previous point, the textbook devotes two pages for pronunciation practices. The participants, in contrast, argued that these practices are not sufficient to ensure the pupils' correct production of the English sounds without the assistance of the audio materials.

3- Are the practical tasks provided in the textbook at the right level for the pupils current abilities?

The textbook provides a variety of pronunciation activities where the learners are asked to listen and produce the correct sounds. Furthermore, the participants gave a moderate

rate (1) to this item. In other words, 10 teachers (62.5%) claimed that there are some activities beyond the current capacities of the learners.

Examples

Table 3.30: The Examples Category Rating

The Criteria	Yes	%	No	%	Merit Score
Examples					
1- Are the pronunciation lessons followed by simple examples?	13	81.25	3	18.75	2
2- Are the examples enough?	6	37.5	10	62.5	1
3- Are the examples of the taught speech sounds clear, simple and free of unnecessary and additional words that may confuse the pupils?	12	75	4	25	2
4- Are the examples accompanied by their phonetic transcription?	12	75	4	25	2

1- Are the pronunciation lessons followed by simple examples?

From the analysis of the textbook, we could notice the pronunciation lessons are followed by some examples. In addition, 81.25% of the respondents agreed that the textbook provides the learners with simple examples after the presentation of each pronunciation lesson.

2- Are the examples enough?

The textbook attaches each pronunciation lesson with more than twenty examples. Moreover, this item received a moderate rate (1) because 10 teachers (62.5%) assert that providing the learners with more than twenty examples without allocating enough time to drilling them is not enough to familiarize the students with the English sounds.

3- Are the examples of the taught speech sounds clear, simple and free of unnecessary and additional words that may confuse the pupils?

On a more positive point, the majority of the teachers responded to this item positively by agreeing that the examples are simple and free of unnecessary words. Indeed, the examples presented in the textbook refer only to the targeted sounds without mentioning any additional details.

4- Are the examples accompanied by their phonetic transcription?

After reviewing the examples presented in textbook, we could notice that they are accompanied with the phonetic transcriptions of the targeted sounds only. In relation to this, 12 teachers (75%) agreed, while the rest of the respondents (25%) claimed that not all the examples are attached with phonetic transcriptions.

3.2.7. Discussion of the Results

The teachers' evaluation checklist is intended to scrutinize the suitability of the pronunciation content to the targeted learners. The checklist, likewise, aims at examining the effectiveness of the textbook to assist fourth year middle school teachers in teaching pronunciation. In light of what has been reported, the textbook is neither effective nor suitable to the learners' needs and abilities.

In the first category, which is concerned with the suitability of the stated objectives to the learners' actual needs and abilities, the scores revealed that the objectives are relevant to the syllabus but they are not set based on what fourth year middle school pupils need and are able to learn. In addition, the overwhelming majority of the teachers commented that there is not sufficient time devoted to reaching the objectives. What is more, the objectives are not explicitly stated at the beginning of each lesson but they are presented as mere statements referring to the target pronunciation features. Certainly, unclear objectives will not provide teachers with sufficient knowledge to work towards achieving the outlined goals or inform them about the specific competencies they want their group of students to acquire. The unclear objectives will not assist teachers assessing neither the effectiveness of the course nor the learners' performance after the instruction and the unclear objective, also, fail to inform the pupils about the learning experiences they will undertake.

The second category scores proved that the pronunciation content gradation is not graded based on the learners' needs. Moreover, the textbook pronunciation content is graded from simple to complex: however, teachers suggested that it would be more appropriate for the learners to regrade it from familiar to unfamiliar. In addition, the textbook presents two pronunciation lessons per a sequence and many teachers argued that this frequency is not acceptable for the fourth year middle school learners. Lastly, and perhaps most significantly, the time devoted to phonetic courses per a sequence is inconsistent with the load and the complexity of the presented pronunciation features in each sequence.

For the third category, this category was included in the checklist based on the teachers' answers who insisted on the use of audio materials in pronunciation teaching in order to motivate the learners and get them more engrossed in the learning process; the textbook, notwithstanding, is not attached with the audio materials.

For the last sections, namely the examples and the practical assignments, the textbook provides sufficient examples and practices but, as stated before, syllabus designers did not devote more space and time to pronunciation teaching and to presenting the pronunciation lessons as they are outlined in the textbook.

By a way of conclusion, the findings gleaned from the checklist results showed that the pronunciation content satisfies only 52.2% of the checklist items. The pronunciation content, thus, can be hardly accepted as suitable to fourth year pupils' needs and abilities due to the difficult pronunciation features presented in the textbook, the lack of audio materials and the insufficiency time devoted to examples and practices which are considered as essential requirements to learn pronunciation.

3.3. Pedagogical Implications and Recommendation

Taking into consideration the fourth year textbook pronunciation content evaluation and the questionnaire findings, this element aims at providing a set of suggestions which would illuminate textbook design and open perspectives to further research to improve pronunciation content in EFL teaching materials.

3.3.1 Recommendations for Fourth Year Middle School Teachers

Textbooks serve as the main source for teaching and learning for both teachers and learners. Textbook evaluation provides teachers with the chance to appraise the quality of the materials given to them. As discussed before, "My Book of English" is not wholly adequate to teach English pronunciation. Therefore, teachers need to adopt other materials, such as the Internet, videos, audios, listening scripts and interesting stories.

Teachers should encourage learners to express themselves by speaking. Similarly, listening is very important for learning the English pronunciation. Therefore, there should be

listening sessions, for instance listening to songs and native speakers' conversations. It is important to give more time to pronunciation lessons and devote special lessons for them and give more time to practice.

3.3.2. Recommendation and Implications for Textbook Writers

The checklist and the questionnaire findings, "My Book of English" displayed a set of weaknesses in relation to pronunciation teaching. Furthermore, the scores of the checklist indicated that the textbook is, in fact, neither effective in terms of pronunciation teaching nor suitable for the learners' needs and abilities. Starting with the objectives, although they are relevant to the syllabus aims, apparent and implemented in the textbook, they are not reasonably aligned with the learners' level. For the content, it was clearly stated in the checklist scores that it is not compatible with the learners' needs and abilities. It occurs in a frequency, two lessons per a sequence, which is not suitable for the learners' ability to comprehend. More importantly, although the big role audio materials in developing the aural/oral skills cannot be overstated, they are still absent and ignored.

Thus, it is imperative that all individuals involved in the programme design process consider the importance of their decisions to effectively match the textbook content with the real needs and abilities of the learners. . In simple terms, the first action to undertake is to minimize the number of the lessons and introduce reviews of the previous ones. It is also recommended that syllabus designers and material writers devote more space to pronunciation teaching, supplement pronunciation lessons with more listening activities and provide teachers with audio materials.

3.4. Limitation of the Study

Although the research has reached its aims, there were some unavoidable limitations. First, the world health crisis, “Covid 19” pandemic, prevented us conducting the research in more effective manner. It affected many aspects in our work. By a way of example, it prevented us from meeting and working us a team. Second, as a result to social distance our research was conducted only on a small size of population by administrating the questionnaire through the social media platforms and that prevented the researchers from explaining the aims of the questionnaire which led, later, to irrelevant responses by the sample. Finally, because the targeted textbook is a newly published one; teachers could not finish teaching the whole content presented in the textbook and that may threaten the reliability and the generalization of our study findings.

3.5. Suggestions for Future Research

The textbook evaluation is a very essential step to determine the validity of a given textbook content. In our dissertation we attempt to evaluate fourth year middle school textbook’s pronunciation content to detect to what extent this pronunciation content meets the learner’s needs and abilities.

- Further research should cover other language contents of this textbook in relation to the suitability to pupils’ needs and abilities.

-Further new research should discuss other levels new generation textbooks’ contents suitability to pupils needs and abilities.

- Other detailed work should be conducted to investigate the time needed to teach pronunciation content of English as well as where the pronunciation lessons should be placed within the textbook content.

-There should be future researches to investigate the pronunciation learning needs of EFL learners to design materials tailored to meet their needs and abilities.

- Using another qualitative research tool such as observation for a considerable period of time to determine the suitability of the pronunciation content presented in 4th year middle school textbook to pupils needs and abilities, would guarantee more reliable results.

Conclusion

This field of investigation was carried out by two descriptive research instruments: the teachers' questionnaire and the evaluation checklist. Both aimed at evaluating the suitability of the pronunciation content presented in My Book of English to the targeted group of learners' needs and abilities. The different quantitative and qualitative data obtained from the data collection tools proved that the pronunciation content presented in the textbook is far from being suitable to the pupils' needs and abilities. In addition, the data have shown that the teachers routinely face difficulties while teaching pronunciation to their pupils because the textbook failed to meet the basic needs of the learners and it is an inadequate source to teach pronunciation to teach young learners.

General Conclusion

The current research undertaking has been conducted to explore to which extent the pronunciation content presented in the second generation of fourth year middle school, namely “My Book of English”, is teachable through evaluating its suitability to the fourth year pupils’ needs and abilities.

This research paper is divided up into four chapters. The first and the second chapters are devoted to the theoretical overview concerning pronunciation and textbook evaluation. The third and the fourth chapters are dedicated to the evaluation of the pronunciation content.

In order to evaluate the second generation textbook for middle school in terms of the suitability of its pronunciation content to final year pupils’ needs and abilities, two research instruments have been used, a teachers’ questionnaire and a self-constructed checklist. The questionnaire was held in the quest of answering the research questions, to explore the teachers’ perspectives and views concerning the use of “My Book of English” teaching pronunciation, the learning needs, or the requirements needed in pronunciation teaching, and the most suitable pronunciation content for the targeted learners; the teachers’ views amassed via the questionnaire have guided the researchers in the formation of the checklist content. The results of both instruments have been analyzed quantitatively and qualitatively. Therefore, the two data-collection tools have effectively provided the researchers with adequate findings to answer the outlined research questions and to successfully fulfil the primary research objective, which was assessing the suitability of the pronunciation content.

In the same vein, the research data collecting methods’ results revealed that the pronunciation content is not compatible with the abilities of fourth year middle school pupils

because it presents unattainable pronunciation features, such as diphthongs and triphthongs. In addition, according to the teachers' views, the pronunciation content presented in "My Book of English" does not match the actual pronunciation content that ought to be taught to fourth year middle pupils based on what fourth year middle school learners are able and need to learn. Of an equal importance, the achieved results demonstrated that the textbook, likewise, fails to meet the pronunciation learning needs, such as audio materials, time and practice.

The List of References

- Armani, F. (2011). The process of evaluation: A publisher's view. In B. Tomlinson (Ed), *Materials development in language teaching* (2nd ed., pp.267-295). Cambridge, UK: Cambridge University press.
- Ali Bin-Hady, W. R.(2016). Teaching pronunciation for Arab learners of English: Using Gilberts' prosody pyramid. *South-Asian Journal of Multidisciplinary Studies* ,3 (3), 138-151.
- Amer, W. (2012). An investigation into the differences between English and Arabic consonant and vowel sounds: A contrastive study with pedagogical implications. *The Islamic University of Gaza: Palestine*.
- Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation* .Oxford: Oxford University Press.
- Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 415-427). US: Heinle & Heinle, Thomson Learning.
- Celce-Murcia, M. (Ed.), *Teaching English as a second or foreign language* (3rd). US: Heinle & Heinle, Thomson Learning.
- Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other language*. Cambridge: Cambridge University Press.
- Clark, J., & Yallob, C. (1995). *Introduction to phonetics and phonology* (2nd ed.). China: Blackwell publishers ltd.

- Cruttenden, A. (2008). *Gimson's pronunciation of English* (7th ed.). London: Hodder Education.
- Crystal, D. (2008). *A dictionary of linguistic and phonetics* (6th ed.). Oxford: Black well.
- Cunningworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.
- Ellis, R. (1997). The empirical evaluation of teaching. *ELT:Journal*, 51(1),36-41.
- Gilakjani, A., P. (2016). English language instruction: A literature review. *International Journal of Research in English Education*,1(1),1-6
- Harmer, J. (2007). *The practice of English Language teaching* (4th ed.).UK: Longman.
- Hismanoglu, M., &Hismanoglu, S. (2010). Language teachers' preferences of pronunciation teaching techniques: traditional or modern? *Procedia Social and Behavioral Sciences*, 2,983-989.
- Hutchinson, T.,& Torres, E.(1994). *The textbook as Agent of Change*. *ELT Journal*, 48 (4), 315-328.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centered approach*. Cambridge: Cambridge.
- Jones, D. M.A. (1922). *An outline of English phonetics*. NewYok: G.E. Stechert & Co.
- Kelly, G. (2000). *How to teach pronunciation*. England: Pearson Education.
- Kenworthy, J. (1987). *Teaching English pronunciation*. New York: Longman Inc.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. California: Pergamon Press Inc.

Kreidler, C. W. (2004). *The pronunciation of English* (2nd). Oxford: Blackwell.

Ladefoged, P. (2001). *A course in phonetics*. (4th ed). U.S.A.: Thomson Learning.

Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (June 2011). Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research*, 4(6), 21-28. University Putra Malaysia.

McDough, J., Shaws, C & Masuhara, H. (2013). *Materials and Methods in ELT: A teacher's Guide*. (3rd ed.). Oxford: Wiley-Blackwell.

McMahon, A. (2002). *An introduction to English phonology*. Edinburgh: Edinburgh university press.

Nikbakht, H. (2011). EFL pronunciation teaching: A theoretical review. *The Journal of Applied Linguistics*, 4 (1), 147- 263.

Nunan, D. (1989). *Syllabus design*. Oxford: Oxford University Press.

O'Conner, J. D. (1980). *Better English pronunciation*. Cambridge: Cambridge University Press.

O'Neill, R. (1982). Why use textbooks?. *ELT Journal*, 36, 104-111.

Ogden, R. (2009). *An introduction to English phonetics*. Edinburgh. Edinburgh university press.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Roach, p. (2008). *English phonetics and phonology: A practical course* (2nd ed). Cambridge: Cambridge University Press.

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42, 237- 246.

Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. (2nd ed.). Cambridge: Cambridge University Press.

Tomlinson, B. (2013). Materials evaluation. In Tomlinson, B. (Ed.). *Developing teaching materials in language*. (2nd ed., pp. 21-49). USA: Bloomsbury.

Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.

Watson, J.C.E (2002). *The phonology and morphology of Arabic*. Oxford: Oxford University Press.

Electronic References

Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*. Vol. VIII, No. 2. Retrieved from: <http://iteslj.org/Articles/Ansary-Textbooks/>

Juan, L. (2013). Literature review of the classifications of “needs” in needs analysis theory. *Internationnal Jouranl of Education and Literacy Studies*, 2 (3), 12-16. Retrieved from <http://dx.doi.org/10.7575/aiac.ijels.v.2n.3p.12>.

Lawrence, W. P. W. (2011). *Textbook Evaluation: A Framework for Evaluation the Fitness of the Hong Kong New Secondary School (NSS) Curriculum*. (Master dissertation, Departement of English, Hong Kong University). Retrieved from: <http://www.asain-efl-journal.com/thesis-wong.pdf>.

Pienemann, M. (1989). Is language teachable? Psycholinguistic experiment and hypotheses.

Applied Linguistics, 10 (1), 52-79. Retrieved from <http://apliij.oxfordjournals.org>.

Stevens, L. J. (2017). *Pronunciation problems native Arabic speakers have with spoken*

English. Accent and Pronunciation, Grammar. Retrieved from

<http://blog.talk.edu/grammar/pronunciation-problems-2/>.

Trusler, T. (2015). *Sentence stress. Grammar Usage*. Retrieved from

<https://esllibrary.com/blog/sentence-stress>

Appendix 01:

Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of a research work. It has been designed to gather information on the suitability or otherwise of the various pronunciation content of the 4th year middle school second generation textbook “My Book of English” to the learner’s needs and abilities.

Please, place a tick (√) in the appropriate box(s) or make full statement whenever required.

We would be endlessly grateful if you could answer the following questionnaire and hand it in at your earliest convenience. Although we have been compelled to administer it through rather unconventional means (through social-media platforms, we are ready to answer your questions. Please, feel free email your question(s) to our mentor and supervisor Dr. Djalal Mansour at djalal.mansour@centre-univ-mila.dz. . Alternatively, feel free to send him a private message via Facebook [messenger].

Your answers will be valuable for this study of ours.

Thank you in advance for your contribution to this work.

Section Two: General Information

1. Your degree is:

a. License

b. Master

c. Magister

d. PhD

2. How many years of working experience do you have?

.....year (s)

3. How many years have you been teaching fourth year middle school pupils?

.....year(s)

Section Two: Pronunciation

4. How important is pronunciations for pupils?

a. Very important

b. Important

c. Not important

5. How do you consider your pupils pronunciation level?

a. Very good

b. Good

c. Average

d. Poor

6. Do you consider teaching English pronunciation to EFL young learners a difficult teaching practice?

a. Yes

b. No

7. If your answer is 'yes', please say why:

.....
.....
.....

8. What are the techniques you often deploy to encourage your pupils to improve their pronunciation?

.....
.....

Section Three: Textbook Pronunciation Content

9. Have you happened to participate into textbook evaluation?

- a. Yes
- b. No

10. Do you think that the new 4th year middle school textbook covers the general objectives in the syllabus?

- a. Yes
- b. No

11. There are clear set objectives specific to pronunciation teaching in the textbook?

- a. Agree
- b. Disagree
- c. Neutral

12. Do you think that the use of the textbook in teaching pronunciation to young learners is enough ?

- a. Yes
-

b. No

13. If no, what are the other materials you rely on in teaching pronunciation?

.....
.....
.....
.....

14. Are the materials tailored to meet pronunciation teaching requirements in the textbook adequate?

a. Yes

b. No

15. The activities or opportunities to practise the learned pronunciation items are:

a. Sufficient

b. Not sufficient

16. As a fourth year middle school English language teacher, what is the pronunciation content your pupils need to acquire?

.....
.....
.....

17. What do your 4th middle school pupils need to acquire the pronunciation content presented in the textbook?

.....
.....
.....

18. Does the textbook address all the needs of final year middle school pupils?

a. Yes

b. No

19. Is the pronunciation content presented in the textbook at right level for the pupils'

current abilities?

a. Yes

b. No

20. Do your pupils find some pronunciation features difficult to learn?

a. Yes

b. No

21. If your answer is "yes", please mention them:

.....

.....

.....

22. What modifications do you suggest to be added in the 4th year middle school in relation to pronunciation teaching in order to make it better suited to the pupils' needs and abilities?

.....

.....

.....

.....

Section Four: teacher Recommendation

Please, feel free to add any further comments or suggestions. That, you think, would benefit the present research undertaking and augment its reliability, validity and pedagogical usefulness.

Appendix: 02

The Teachers' Textbook Evaluation Checklist

Dear teachers,

This checklist is a part of research work which aims at evaluating the suitability of the pronunciation content presented in "My Book of English" to fourth year pupils' needs and abilities. You are kindly asked to give scores to each criterion in the following checklist and answer by "Yes" or "No" or add further comments in the comments box.

Please, your answers are valuable for our research.

The Checklist of Textbook Evaluation

The Criteria	0	1	2	Comments
Objectives of the Syllabus				
1- How relevant is the textbook to the stated aims of the syllabus?				
2- Are the objectives explicitly stated and implemented in the textbook?				
3- Do the objectives seem to be reasonable for the pupils' level?				
4- Can the objectives be measured by 4th year middle school pupils?				
5- Do the objectives cover all the pupils' needs?				
Pronunciation Content				

<p>1- Is the content graded according to the pupils' needs?</p> <p>2- Do the pronunciation features presented in the textbook gradually increase in complexity to fit the pupils' ability to understand?</p> <p>3- Does the textbook provide reviews of the previous pronunciation lessons?</p> <p>4- Is the pronunciation content compatible with the pupils' background knowledge?</p> <p>5- Does the textbook provide good presentation and explanation of the pronunciation features?</p> <p>6- Do the pronunciation lessons occur in a suitable frequency that fits the pupils' abilities</p>				
<p style="text-align: center;">Materials</p> <p>1- Is the textbook attached with audio materials?</p> <p>2- Can the audio materials be readily used by the pupils?</p>				
<p style="text-align: center;">Practical Assignments</p> <p>1- Does the textbook provide the pupils with enough opportunities to practise the taught speech sounds?</p> <p>2- Do the practical tasks ensure that the</p>				

<p>students will be able to produce the speech sounds accurately?</p> <p>3- Are the practices provided in the textbook at the right level for the pupils' current abilities?</p>				
<p style="text-align: center;">Examples</p> <p>1- Are the pronunciation lessons followed by simple examples?</p> <p>2- Are the examples enough?</p> <p>3- Are the examples of the taught speech sounds clear, simple and free of unnecessary and additional words that may confuse the pupils?</p> <p>4- Are the examples accompanied by their phonetic transcription?</p>				

الملخص

هدفت هذه الدراسة الي اكتشاف امكانية تدريس دروس النطق المقدمة في كتاب الجيل الثاني للسنة الرابعة من التعليم المتوسط من خلال تقييم توافقه مع احتياجات و قدرات التلاميذ. اذا افترضنا ان كانت دروس النطق مناسبة لاحتياجات و قدرات التلاميذ سيكون تدريسها ممكنا من طرف الاساتذة. هذه الدراسة تبنت منهجا وصفيًا. انجز هذا البحث من خلال قائمة تقييم ذاتية و استبيان أجاب عليهما استاذة اللغة الانجليزية للرابعة متوسط. شملت عينة الاستبيان ثمانية و عشرون استادا اختيروا عشوائيا. استبيان الاساتذة هو مصدر لكل من البيانات الكمية والنوعية وهاته الاخيرة ساعدت الباحثين في ادراج عناصر تخص احتياجات تلاميذ الرابعة متوسط لتعلم النطق. من خلال مراجعة قوائم التقييم المتاحة التي تناولت موضوع تقييم عامة كتب اللغة الانجليزية ولكنها لم تكن معممة كفاية لتناسب اي كتاب واي مجال تدريسي. بالإضافة الي بعض الافكار المستوحاة من استبيان الاساتذة تمكنا من اتخاذ قرارات قادتنا لتأليف القائمة التقييمية التي يمكن لها ان تناسب هذه الدراسة على اكمل وجه. تم حساب العلامات الجزئية لاستنتاج العلامة الكلية و تم تلخيص البيانات النوعية في تقارير مفصلة. أثبتت كل من نتائج الاستبيان و قائمة التقييم ان دروس النطق ليست مناسبة لاحتياجات و قدرات التلاميذ لأنها تتضمن بعض الكفاءات المستهدفة التي تفوق قدرات تلاميذ الرابعة متوسط بالإضافة الي ان الكتاب لا يوفر للتلاميذ كل ما يحتاجونه لتعلم النطق كالوقت الكافي والتجهيزات الصوتية والتمارين التحفيزية.

الكلمات المفتاحية: النطق، امكانية التدريس، ملائمة دروس النطق، الكتاب المدرسي، تقييم الكتاب المدرسي، الاحتياجات و القدرات.

Le résumé:

Le but de cette étude est d'exposer la possibilité d'enseignement de la phonétique soumise dans le livre de la deuxième génération de la quatrième année secondaire d'après l'évolution de son accord avec les besoins et les compétences des élèves. Si on suppose que les leçons de phonétique s'adaptent aux besoins et aux capacités des élèves il sera possible de les enseigner par les profs. Cette étude a adopté une méthode descriptive. Cette recherche a été réalisé d'après une liste d'évolution subjective et d'un questionnaire que les professeurs d'anglais de quatrième année secondaire ont répondu dessus. Cette échantillon à impliqué vingt-huit professeurs choisis au hasard. Le questionnaire des profs est la source de toutes les données quantitative et qualitative qui a aidé les chercheurs à introduire des éléments qui concerne les besoins des élèves de la quatrième année secondaire pour apprendre la phonétique. D'après la révision des listes d'évaluation générale des livres d'anglais qui n'était pas assez généralisé pour être adaptée ni à aucun livre ni à aucun domaine d'étude. En plus de quelques idées inspiré du questionnaire des profs on a pu prendre des décisions qui nous ont conduit à faire une synthèse d'évolution qui s'adapte à cette étude intégralement et calculer les notes partielle pour conclure la note totale et résumer les données qualitatives dans des rapports détaillés. Toutes les résultats de sondage et de la liste d'évaluation ont prouvé que les cours de phonétique ne sont pas adéquat pour les besoins des élèves parce qu'elles incluent quelques compétences visées supérieurs au capacités des élèves de quatrième année secondaire de plus que le livre ne fournit pas aux élèves tout qu'ils ont besoin pour apprendre la phonétique tel que le temps suffisant et les matières auditives et les exercices de motivation.

Les mots clés: Phonétique. Possibilité d'enseignement, Le livre scolaire, Adéquate. Évaluation du livres scolaires, les besoins et les compétences.

