

Assessing suprasegmental phonology instruction in Ibn Saad high school in Tlemcen, Algeria : Case of Stress

تقييم تعليمية علم الاصوات في ثانوية ابن سعد بتلمسان حالة الاجهاد

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Abstract:

In spite of its importance in communication, phonology seems to suffer poor quality teaching in the Algerian high school, reflected in some anomalies and serious deviations in the sound system instruction. The purpose of this research was to examine the ways phonology and stress prosody, are approached in EFL classrooms . To this effect, a teacher's questionnaire, and a semi- structured interview were administered. These were corroborated by a third year textbook analysis. The collected data were carried out quantitatively and qualitatively. The results revealed deficiencies in phonology instruction, owing to teaching misconceptions, the teacher's defective in-service training regarding suprasegmental phonology, and insufficient teaching time allotment. The research concludes with a set of remedial treatments to improve the area.

Keywords: phonology; prosody; suprasegmental phonology; stress; teaching

على الرغم من أهميته في التواصل، يبدو أن علم الأصوات يعاني من ضعف جودة التدريس في المدرسة الثانوية الجزائرية مما يعكس بعض الحالات الشاذة والانحرافات الخطيرة في تعليم النظام الصوتي. الغرض من هذا البحث هو دراسة طرق تناول علم الأصوات فوق القطعية وعروض التشديد بشكل خاص في الطور الثانوي في الجزائر. ولهذا الغرض، تم إجراء أداتين رئيسيتين، استبيان المعلم، ومقابلة شبه نظمه مع مفتش عام للغة الإنجليزية. وقد تم تأكيد ذلك من خلال تحليل الكتاب المدرسي للسنة الثالثة. اما البيانات المجمعة فقد تم تنفيذها كميًا ونوعيًا. كشفت النتائج عن أوجه قصور مهمة في تعليم علم الأصوات، بسبب عوامل مثل المفاهيم الخاطئة في التدريس، والتدريب المعيب

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للمعلم أثناء الخدمة، وعدم كفاية وقت التدريس. ويختتم البحث بإجراءات علاجية لتحسين هاد الميدان.

الكلمات المفتاحية: علم الأصوات؛ علم العروض؛ علم الأصوات فوق القطعية؛ التشديد؛ تعليم

1. INTRODUCTION

Modern trends in language education have strongly recommended communication-oriented teaching methodologies viewing language performance as an acquired system based on meaningful interaction in the target language and natural communication stressing the messages being conveyed and understood (Krashen, 2010). This philosophy of foreign language teaching has strongly underpinned the field of English Language teaching (ELT) in Algeria mainly under the umbrella of Competency-based Approach which stresses the enhancement of the learners' speaking abilities and oral-related skills. However, the latter cannot be attained without tapping the English phonological features in the learning journey of the students. In this line of thought, important instructional deviations and misconceptions of the phonological aspect of the English language have significantly affected the learning of the English sound system and the acquisition of the pronunciation skill in the Algerian EFL classrooms. The choice of the topic stems from the fact that the importance of teaching the phonological stress, as an important aspect of pronunciation is almost not realized, and most teachers tend to ignore it in their teaching practices. There is little evidence that the majorities of them are aware of the significance of such aspect of pronunciation, and therefore unable to help their learners with acquiring satisfactory pronunciation skills. The teaching of different macro skills such as listening, reading and writing, looks so engraved in the teachers' methodology that just a little consideration is given to other aspects of instruction. Recent classroom-based research in Algerian context has revealed that the teaching of the language micro skills like grammar and vocabulary, occupies the lion's share in EFL instruction. Such focus can also characterize the content of the teachers' lesson planning that displays a structure-oriented view when setting their pedagogical objectives. Additionally, the curriculum and learning aims seem to be exam oriented as learners are supposed to sit for a high stake exam. The type of students' exposure to different aspects of classroom instruction, the nature of tasks performed, and the quality of teachers' training under the umbrella of the current Competency Based Approach need to be questioned in order to gauge their influence on phonology instruction. The objective of the present study is to raise the teachers' concern about the significance of phonological issues in the Algerian EFL classroom practices, and how these cater to the learners' communication skill requirements. In this vein, the investigation seeks to explore the way phonology is approached by teachers, and unravel the anomalies of the phonological issue in language instruction. To this effect, the researcher administered a questionnaire and an interview corroborated by a third year textbook analysis to increase the reliability of the results. A quantitative and a qualitative approach was adopted to analyze the collected data. The question of teaching phonology mainly that of 'stress' in the Algerian context lies at the heart of the investigation, and can be represented in the following research questions:

1. What is the status of phonology and suprasegment stress in the pedagogical activities of EFL teachers in IbnSaad, Tlemcen high school in Algeria?
2. Are the phonological skills equally integrated as other language skills in teaching practices?
3. What type of assessment is designed for the measurement of the suprasegment of stress?

Hypotheses

To investigate the aforementioned questions, the researcher set up the following hypotheses:

1. The status accorded to phonological issue including stress, in IbnSaad high school, is so low in the teachers' repertoire that it has generated imperfections in teaching phonology.
2. Phonology suffers marginalization in instruction and in teachers' in-service training comparing to other prioritized language skills.
3. Instruction of stress targets mainly exams rather than the pronunciation skill building.

2. Literature Review

1.2 Phonology in Language Instruction in Algeria

The aims of teaching English in the high school can be said to be multiple. It permits the Algerian community to get involved in the process of modernization by joining the English speaking communities using English for all types of communications. Part of the Algerian president's speech before the setting up of CNRES (National Commission for Educational System Reform) in 2001, emphasized that being a parameter of social and individual development, and a catalyst for professionalism and expertise, English language will have to equip learners with assets for success in modern world. In vein, Algerian educational authorities have opted for a teaching method known as Competency Based Approach (CBA) which has been enthusiastically embraced as an elixir for the language teaching problems in Algeria. Presumably it holds the learner at the center of the learning process; it targets what the learners are able to do in real life situations rather than what they are expected to learn (Weddel, 2006). Since interaction is one of the most targeted competencies in the CBA approach, some sections in the newly designed textbook and the syllabus target the mastery of the sound system or phonology which is an important aspect of pronunciation teaching. It seeks to highlight the structure of the sound system which involves segmental features like vowels and consonants, and suprasegmental features such as stress and intonation (Broughton et al ,1980), for mastering these aspects reinforces successful communication and ensures meaningful interaction. In the same line of thought, Richards et al(Richards et al., 2002, p175) expound that pronunciation (also known as phonology) comprises both segmental and suprasegmental features.

In Algeria, the degree of focus devoted to phonology instruction varies among teachers. Some instructors consider the teaching of phonology peripheral, which may contribute to the learners' pronunciation failure. This idea is advocated by Brown (2010, p. 1) who holds that pronunciation is underestimated in many ESL programmes despite its salience in successful communication.

2.2 Phonological Stress

Stress, as a prosodic and suprasegmental feature, is tantamount to the high degree of prominence marking utterances of words and sentences to achieve the speaker's intelligibility. Gordon (2016, p.175) states that stress is marked by a greater prominence paired with specific syllable, and displayed by various acoustic properties. The correct placement of phonology stress in the speaker's utterances highly contributes to the increase of comprehension because meaning depends partly on the accurate use of stress and its correct placement. This meaning is emphasized Kenworthy (1987, p. 28) when he stated that if a learner fails to place the stress correctly in his utterances in front of a native speaker, difficulty appears in deciphering meaning, and this may lead to communication breakdown. To probe the issue of stress in phonology instruction, the research had recourse to the following investigative methods.

3. Methods and Instruments

1.3 Subjects and Research Context

In order to engage into the aforementioned issue of phonology and stress prosody, a research was conducted in Ibsaad high school, located in the province of Tlemcen, a town in the west of Algeria. The sample population included thirteen (13) secondary school teachers (males and females) whose teaching experience ranged between ten and twenty years. These teachers were randomly chosen during a seminar held in the same school that gathered a large number of teachers of English from different high schools across the province of Tlemcen. They were basically holders of 'Licence' degree from Algerian universities, and were actually in charge of teaching the three secondary school levels of 1AS, 2AS, and 3AS all streams (maths, science, literary) students. The participants were directly involved in the process of teaching the phonological issue, and in charge of training their learners for the baccalaureate exam; needless to recall, these teachers are also supposed to be aware of the importance of teaching phonology in English language instruction under the umbrella of Competency Based Approach. The second source of data was a pedagogical authority, the general inspector of English whose knowledge of the phonological dimension in English language teaching added more reliability to the work.

2.3 Data Collection Instruments

To examine phonology instruction, this empirical research opted for mixed method approach for data collection. The investigation involved a questionnaire for teachers to fulfil a quantitative analysis on the basis of close-ended questions, likert scale , and differential semantic meaning scale. On the other hand, a semi-structured interview was organized with the general inspector of English, based on open-ended questions to allow more expanded data, and enable a qualitative analysis. For sampling strategy, participants were selected on the basis of probability random sampling technique, for it allows all sample population to have the same chance of being selected (Dornyei, 2007). The data collection was corroborated by some statistics inferred from the teaching materials like the learners' textbook to increase the statistical data and achieve more credibility in the findings.

1.2.3 Teachers' Questionnaire

An important source of data, the teachers' questionnaire, was devised to elicit information from an important pedagogical authority, the teacher. The elicitation technique varied from close-ended, to differential meaning scale, to Likert scale questions. These questions were meant to sustain the quantitative aspect of the investigation.

Question1: How long have you been teaching English?

Answers to this question showed that Five teachers taught English for more than twenty years; Six teachers' experience ranged between ten and twenty years while two teachers had less than ten years teaching experience.

Question2: Have you received any in-service training in teaching phonology?

Through a 'yes/No' question, and contrary to the pre-service training, all teachers admitted that they were never trained to the didactics of phonology.

Question3: Stress is taught to prepare learners for high stakes exam.

This question was released in the form of Likert scale in which informants specify their level of agreement or disagreement about the statement. One (1) teacher strongly agreed, six (6) teachers agreed while six remaining teachers disagreed with the idea.

Question4: How often do you assess stress?

This question was intended to know about the frequency of the assessment in the unfolding of the instructional material regarding phonology. Answers revealed that ten (10) teachers scarcely did it, one (1) never did it, and two(2) often assess stress.

Question5: When assessing stress, teachers target: high stake exam or oral proficiency.

This close-ended multiple choice question was designed to elicit information about the purpose of assessment. Seven(7) teachers held the purpose of high stakes exam whereas the six(6) others opted for oral proficiency.

2.2.3 Inspector's Interview

The inspector was a 59 years old man, having taught for 29 years in the high school, and currently holding the position of general inspector of English, supposedly a reliable academic authority, eager to be questioned through a semi-structured interview on educational matters mainly the phonological issue which he regarded as a tricky problem for the teachers, likely to shackle the learner's listening intelligibility. The semi-structured interview most importantly revolved around three main points. First, the teaching aspects targeted in seminars and whether the issue of phonology or pronunciation is ever been considered by the inspector as part of training agenda in seminars; second, the question of whether the phonological stress taught to exam scores or to pronunciation skill; third, the way phonology stress is assessed by teachers.

3.2.3 Textbook of 'New Prospects'

The CBA was introduced in Algeria in 2003, and it is being applied till today. Most importantly, in the light of the stated approach, the designed textbooks, '*At the Crossroads*', '*Getting Through*', and '*New Prospects*', respectively designed for 1AS, 2AS, 3AS (secondary school classes), are founded on three main competencies : interpretation,

interaction, and production. The third year English textbook ‘New Prospects’ (Arab & Bensemmane, 2005) under the present study has a recurring format which appears along the six units comprising similar sequences as shown below:

Language outcomes

- *Listen and Consider*
- *Read and consider*

Skills and strategies outcomes

- *Listening and speaking*
- *Reading and Writing*
- *Project outcome*
- *Assessment*

These component parts have been embedded in the same order of appearance in all the units and offer a variety of tasks intended to develop different learners’ competencies. The textbook also consists of six mandatory units designed for different streams with specific time allotment as illustrated in table1:

Table 1Teaching units with relative themes and time allotted:

Unit Order	Theme	Stream
One	Ancient Civilizations	Foreign Languages (LE) Philosophy (LP) 4 H
Two	Ethics in Business	Science(S) / Maths (M) Management(GE) 4 H
Three	Education in the World	LE / LP 5H / 4H
Four	Consumers and Safety	S / M / GE 3H
Five	Astronomy	S / M / GE 3H
Six	Feelings and Emotions	LE / LP 5 H / 4H

Source : 3AS Textbook of ‘ New Prospects’

1.3.2.3 Phonological Issue in the Textbook

An overview of the aforementioned textbook suggests that a lot of classroom practice pertain to the study of grammar, vocabulary and other skills such as reading and writing while just a little attention is addressed to the teaching of phonology. This has been the general trend of EFL classrooms with a peripheral status of phonology. Baiche (2009 p.8). validated this orientation stating that it has been made more explicit in the current textbooks under Competency Based Approach in contrast to former methodologies. Though the communicative orientation of the third year (3AS) textbook is reflected in the inclusion of pronunciation section, namely ‘pronunciation and spelling’intended to enhance the pronunciation and communicative skills., the section of phonology is limited only to bits of the sound system.

2.3.2.3 ‘Assessment’ in the CBA-based Textbook (New prospects)

Assessment refers to the systematic collection of data to monitor the success of a programme or course in achieving intended learning outcomes for students (Brookhart, 2003). Teachers use it to gauge classroom performance and inform instructional decisions and future actions to respond to the learners’ needs. Assessment is continuous and integral to the teaching and learning process (Brown, 2010). The researcher inquired into the assessment issue in order to know whether or not this aspect of language instruction is being implemented in EFL classrooms to measure the teaching frequency of stress assessment.

4. Data Analysis

1.4 Textbook of ‘New Prospects

After the data had been collected, a detailed analysis was carried out, sustained by statistics about the occurrence of the phonological issue in the yearly English programme and the learners’ exposure to phonology in the textbook, and which can be illustrated in table2.

Table2. Time allotment for phonology instruction

Unit in the third year textbook instruction	Yearly Time allotment for phonology
1.ancient civilizations	one (1) hour and a half
2.Ethics in Business	1 hour
3. Education	1 hour and a half
4. Advertising	1 hour
5. Astronomy	2 hours
6. Feelings and Emotions	1 hour and a half

Source: 3AS Textbook of ‘New Prospects’

The little occurrence of phonology is, therefore, quite visible as indicated in the table above. When it comes to the phonological stress, like other aspects of phonology, it occupies a little room for instruction. The time devoted to teach stress for literary streams can be said to be critically short as it appears exclusively in two sections only ‘*Read and Consider*’ and ‘*Listen and Consider*’ in a time restricted context. The following table better explains the idea.

Table3. Phonological stress in3AS textbook for Literary stream:

Unit	Sequence	Phonological Stress in the textbook
1.Ethics in Business	Listen and Consider	Stress in words ending in ‘ics’
2.Ethics in Business	Read and Consider	Stress shift in words with the same root
3.Education	Read and consider	Stress in words ending in suffix ‘tion’
4. Advertising	Listen and Consider	Stress shift from verbs to nouns
5. Astronomy	Listen and Consider	Stress in two syllable words

Source: 3AS Textbook of ‘New Prospects’

The table shows clearly that the total sessions pertaining to stress instruction do not exceed five sessions. If we assume that a single ‘stress’ lesson was covered within an approximate time of half an hour, the total time of teaching ‘stress’ would not exceed two hours and a half per year. Therefore it would be fair to say that the time devoted to this aspect of pronunciation is not adequate. Two hours and a half time per year for teaching the phonological stress does not suffice, and proves that this important aspect of pronunciation is suffering segregation in EFL classroom. The phonological issue similarly appears in the last rubric of self assessment where it is expected to be assessed amid other language outcomes in not more than one hour session. Concerning the scientific streams, the task of pronunciation is presented as shown in the table below:

Table 4. Phonological occurrence in the 3AS textbook (scientific stream):

Unit / Theme	Sequence of Listen and Consider	Sequence of Read and Consider
1.Ethics in Business	Stress in words ending in ‘ics’	Stress shift in words with the same root.
2.Advertising	Stress shift from verbs to nouns	Stress in content words and function words
3.Astronomy	Stress in two syllable words	Pronunciation of plural Final ‘s’ and ‘es’
4Feelings and Emotions	un/accented ‘h’ Reading the consnt cluster’ngth’	Final ‘ed’

If we were to evaluate the total annual amount of time, the tables above would suggest that the annual phonological course content is scheduled to be fulfilled within an approximate time of nine (9) hours in a total annual course time of one hundred and eight (108) hours for literary streams and eighty one (81) hours for scientific streams (table 4)

Table 5 Phonological stress teaching time schedule in percent

Streams	Weekly teaching Hours	Yearly Teaching Hours	Yearly ‘stress’ Teaching hours	cumulative Percent
Foreign Languages	4	108	9	8.33%
Literature and philosophy	4	108	9	8.33%
Experimental Science/ Maths	3	81	9	11.11%
Management and Economy	3	81	9	11.11%

In other words, statistically speaking, phonology represents only 8.33% for the literary streams and 11.11% for the scientific streams of the total annual English course programme, which clearly indicates that learners are rarely exposed to phonology.

5. Discussion

The aforementioned results emanating from different sources of data revealed significant data likely to make a number of inferences regarding the status of phonology and phonological stress pedagogy in a constrained learning environment.

1.5 Teachers' Questionnaire

This source of data provided reliable information as to the teaching of phonology. Teachers who had a long teaching experience (question1) must have acquired some knowledge about the dimension of the sound system through their teaching and training. Teachers conceded that the subject of phonology rarely appears in the unfolding of the teaching units comparing to other teaching aspects, and the students were rarely exposed to this type of instruction. Concerning the second question of teachers' in-service training, ten (10) out of thirteen (13) teachers acknowledged that they did not receive any in-service training on pronunciation-related issues. The teachers' posture regarding in-service training and the low frequency of seminars on how to teach phonological and pronunciation-related strategies to EFL learners could be reinforced by the inspector's declarations which support the teachers' view and assures the accuracy of the teachers' responses with regard to their exposure to phonology in their in-service training.

The question pertaining to the motive behind teaching phonology including stress (question3), was devised in the form of Likert scale in order to rate the teachers' purpose of teaching phonology, whether it is pronunciation skill building or sitting for the BAC exam. The majority of teachers (54%) agreed that there was a strong correlation between the teaching of stress and the BAC exam. The informant teachers who massively showed a strong agreement on 'teaching-test' correlation as demonstrated earlier (question 4), corroborated this tendency. Alexander, (1967, p.7) expounded that a formal assessment inclined to the written language will only exert a deleterious effect on language learning when it is regarded as an end in itself. The arguments mentioned can serve as a basis to make, at least at this point of analysis, minor inferences about the question of intelligibility and pronunciation skill acquisition, as not being the main drive for the current syllabus. The learner is still regarded as a recipient that has to be filled with knowledge, and provided with specific strategies to cope with high stakes exams, achieve the maximum scores in formal examinations, and eventually be praised for the written performance. In the classroom environment, he seems to remain under the teacher's authority rather than being self-directed learner.

2.5 Inspector's Interview

As far as the question of phonology is concerned, the inspector yielded significant data as to the number of seminars scheduled in an academic year and the status of pronunciation in in-service training and classroom practices. The respondent claimed that teachers attended two or three yearly seminars which targeted mainly the teaching of the four macro skills, namely reading, listening, speaking, and writing, in addition to other issues relating to didactics like lesson planning and classroom management, teacher-centered, learner-centered

approach. However, the question of how to teach phonology never appeared on the inspector's agenda to rank abreast the least priority training tasks. The interviewee also advanced significant data as to whether phonology was taught to exam or to the pronunciation skill building. He argued that exam scores lie at the heart of inspectors and teachers' concerns alike on account of their importance in yearly academic appraisals. Since the high school BAC exam is fulfilled in a written form, the students' performance in phonology is gauged on a written-basis, and there would be no need to focus on oral proficiency or pronunciation skill which, by contrast, held a little significance in any academic assessment. When it came to the question of frequency of phonology, that is, how often teachers exposed their students to phonology matters like 'stress', the respondent, as a frequent visitor of EFL classrooms, confirmed that phonological elements rarely appear amongst classroom practices, let alone the learning outcome of phonological stress. The interviewee furthered that all inspectors' formal visits to EFL classrooms targeted the teachers' pedagogical performance in teaching the macro skills but no consideration was given to phonology, let alone the supra segment of stress.

The interview with the inspector also revealed an important facts pertaining to the teaching of phonology. The type of in-service training to which teachers are occasionally subjected does not seem to respond to the teachers' pedagogical requirements. Two seminars a year are not really sufficient to provide teachers with in-depth pedagogies to help them with pedagogical insights to cope with the diversity and complexity of the EFL classroom instruction. Furthermore, such seminars focus generally on the macro skills of listening, speaking, reading, and writing, or at best they can extend to classroom management, or unit planning, but never to how to teach phonology and pronunciation matters.

Assessment of phonology or pronunciation was no exception to the investigative procedure. When asked about the practice of assessment as a necessary teaching tool to gauge the learners' performance in identifying and implementing the characteristics of the suprasegments for speech intelligibility, 83% (10 teachers) of the participants admitted that they rarely assessed the learning of Stress, and 9% (1) of them stated that they never assessed the phonological aspect. Moreover, teachers claim that the occurrence of the phonological stress instruction was limited, and the suprasegmental aspect was occasionally taught.

On the basis of the aforementioned premises, the present case study research yielded significant results emphasizing a positive correlation between research questions and alternative hypotheses advanced earlier. The investigation enabled to make a number of inferences about phonology instruction: phonology in general and stress in particular receive the least importance in the teacher's instructional repertoire; students suffer limited exposure to the sound system and its assessment; teaching time allotment does not respond to the learners needs; finally, the teaching of phonology and stress is test-oriented, and teachers' final objective generally target high exam scores and academic rewards rather than achieving the learners 'communicative competence.

6. Recommendations to bolster phonology instruction

A number of recommendations relating to the way the phonological issue could be approached in terms of instruction. Teachers could deploy a set of strategies to manage the teaching and assessment of phonology. Teachers ought to engage in professional development

through reflection-in actions by developing new forms of understanding that allow them to address their misconceptions in knowledge regarding the teaching of phonology, recognize their successes and failures, and identify the students' needs to become more effective and confident teachers (Richards & Flavell (2005). They should strike a balance between the communicative and the written tasks because the communicative dimension and meaningful interaction are critical to language acquisition. Additionally, teachers could, besides the learned system, teach towards the acquired system of language performance (Krashen, 2010), which enables the students to engage in informal situations, and have access to more exposure to prosodic features. In this way, learners will engage in extensive listening and raise their awareness of the importance of listening to the native spoken discourse and good non-native speakers' model of pronunciation, stressing the use of stress and intonation and their benefits for meaningful interaction in the target language. Listening models may include international TV channels like the BBC and CNN, movies, and native English speaking programmes. Learners could also be stimulated to take advantage of the current technological innovations like social media and podcasts to inspire from formal English spoken discourse and improve their speaking skills. Other recommendations would extend to the refinement of the 3AS textbook by course designers to devote more room for suprasegmental aspects to allow an optimal exposure to pronunciation matters, that is, through an increase in time allotment, and assignment of more interactive tasks that lay more emphasis on prosodic features and their role in communication skill building. Finally, inspectors have also their share of responsibility in promoting the suprasegmental phonology. They could devote more time for training teachers the pedagogy of prosodic features to enhance pronunciation. Additionally, they may plan more seminars on pronunciation teaching and other suprasegmental features of the English language. Such measures would bolster the learners' volition to engage in the classroom phonological practices, foster their intellect, and allow the teachers to promote the teaching of suprasegmental phonology in language instruction.

7. CONCLUSION

The present research aimed to examine the teaching of suprasegmental phonology to third year secondary school students, and unravel the factors standing behind deviations and failure in teaching this aspect of instruction to high school learners in Algeria. The findings of the research yielded several reliable data pertaining to phonology instruction. First, the timing devoted to phonology teaching is irrelevant and needs to be revisited; second, teachers manifested a terrible lack of in-service training in the teaching of phonological issues including suprasegmentals; third, classroom instruction did not really reflect the competency-based philosophy that stresses communicative-oriented language functions; fourth, phonology is test-oriented, and consequently poorly taught and assessed. These factors counted significantly for the stress teaching demise, and caused the phonological issue to fall behind other aspects of classroom instruction, and eventually rank abreast of low priorities in language teaching. To round off, phonology in general and stress in particular suffer neglect in an inauspicious discursive learning environment and, hence deserve the label of the cinderella of language teaching. Teaching tasks in the Algerian EFL classroom should have more focus on pronunciation issues including the suprasegmental features to enhance the

learners' communicative skills and augment their rate of intelligibility. It is hoped that the results of the present study will increase awareness on the importance of teaching the sound system, and contribute to the betterment of pronunciation instruction.

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