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# Dedication

*To the loving memory of my father*

*I know that you are in god hands know but I want to thank you for all the things you have done for me since day one. I love you forever.*

*To My mother*

*For her affection, love, and prays of day and night make me able to get such success and honor.*

*To my husband*

*For his patience, love, friendship, humor and for supporting me and encouraging me to believe in myself. Thank you for understanding how important this was to me, every step of the way you pushing me forward, I could not have done this. You are an equal part in this accomplishment.*

*To my brothers and sister*

*For always being on my side, your protection and support and for sharing my dreams. You're my best friends and companions.*

*Along with all hard working and respected teachers*

**LYDIA**

|

# Dedication

*I dedicate this dissertation*

*To my Parents Ahmed and Messad*

*Whose words of encouragement and push for tenacity ring in my ears. Anything good that has come to my life is because of your love, examples, and guidance.*

*To my sweet nephew Ilyas*

*To my sisters*

*Who taught me the power of hope. Thank you for always helped me when I m frustrated with projects and home work, you have always supported me by saying “don t give up on the thing you have just started “I m honored to be your sister.*

*To my brothers*

*Who love me, care for me, listen to me and give me good advice*

*Along with all hard working and respected teachers*

*To all my friends*

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## **Abstract**

*The aim of this research is mainly concerned with evaluating the Algerian middle school textbook entitled On the Move in terms of pronunciation issue. To carry out our research, we used Jeremy Harmer (2001) techniques of teaching pronunciation. As regards data collection, On the Move textbook was the corpus used. In order to analyze the data, we opted for a mixed-method research, combining quantitative and qualitative methods. The former helped us to obtain statistical data and the latter served in interpreting the results using content analysis. The obtained findings answer the two research questions that are asked in the introduction. The first one is that, On the Move textbook contains more supra-segmental activities than segmental ones. The second is that, the four techniques of pronunciation teaching suggested by Jeremy Harmer (whole lessons, discrete slots, integrated phases, and opportunistic teaching) are implemented in On the Move.*

## *List of Abbreviations*

- (EFL) English as a Foreign Language
- (ESL) English as a Source Language
- (FLT) Foreign Language Teaching

## *List of Diagrams*

- Diagram 01: The Number of Pronunciation Activities and Other Activities in Each Unit.....27
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## General Introduction

- **Statement of the Problem**

Languages play a great part in our life. Today English is one of the most spoken languages all over the world; it is an international language which is used as a means of communication. In Algeria, English as a Foreign Language is taught in schools, and it emphasizes on the four basic skills of listening, speaking, reading, and writing. One of the most important aspects of learning a language is to master the pronunciation of that language, and its appropriate use.

Pronunciation is a vital ingredient in teaching a foreign language. Since, it is the most important thing that students have to master in order to communicate appropriately and fluently. Rodney (2002:183) states that it is obvious that creating a stronger link between pronunciation and communication can help increase learner's motivation by upbringing pronunciation beyond the lowest common denominator of 'intelligibility' and encouraging students' awareness of its potential as a tool for making their language not only easier to understand but more effective. Moreover, Harmer (2001:183) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but also improve speaking immeasurably.

Learners want to learn the English Language in order to have a good knowledge with a high level of accuracy and fluency. Learners with a good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with a bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study.

This work is about evaluating pronunciation activities that *On the Move* textbook includes. The aim of the work is to quantify and classify pronunciation activities into

segmental and supra-segmental features, and see whether Jeremy Harmer strategies are implemented in these activities. In doing so, the theoretical framework explored in the present dissertation is Jeremy Harmer's approach to teaching pronunciation described in his book *The Practice of ENGLISH LANGUAGE TEACHING* (2001), in which he suggests four techniques of teaching pronunciation which are: whole lessons, discrete slots, integrated phases, and opportunistic teaching in order to help students learn pronunciation.

Textbook evaluation is a work which is conducted by many researchers in different aspects of language, grammar, vocabulary; listening, speaking...Pronunciation is also a concerned issue which is conducted in several textbook. Such as, the memoir presented by Miss Bouaza Nadia and Chaouche Fatiha from the Mouloud Mammeri university of Tizi Ouzou, department of English, they wrote a dissertation entitled 'Textbook Evaluation: Pronunciation in **At the Crossroads**' written in 2012-2013, but to the present time no research have been conducted at the level of the English department evaluating pronunciation in *On the Move* textbook.

- **Aims and Significance of the Study**

The present work is about the study of the fourth year Algerian Middle school textbook *On the Move*. Its aim is to see whether pronunciation is implemented in teaching English as a Foreign Language in Algeria, and to evaluate pronunciation activities in terms of their features and identify whether they include the relied theory of Jeremy Harmer in which he states the four techniques of teaching pronunciation.

*On the Move* textbook is an educational tool used in teaching EFL. Researchers need to evaluate it in order to find out its weaknesses, strengths and to improve teachers teaching techniques.

## • **Research Questions and Hypotheses**

Since there are not researches which dealt with pronunciation evaluation in *On the Move* textbook, the current work will bring some knowledge about pronunciation activities in it by providing answers to the following research questions:

- To which extent are Segmental and Supra -Segmental activities presented in *On the Move*?
- Do *On the Move*'s activities include the four strategies suggested by Jeremy Harmer: Whole Lessons, Discrete Slots, Integrated Phases and Opportunistic Teaching?

The following hypotheses are advanced trying to predict the results:

- Supra –Segmental activities are more presented than Segmental ones.
- The strategies used in teaching pronunciation activities are related to Jeremy Harmer's strategies.
- The strategies used in teaching pronunciation activities are not related to Jeremy Harmer's strategies.

## • **Research Techniques and Methodology**

To conduct the research, the present study uses the mixed methods in order to collect and analyze data. In the first part, the quantitative method is used for the sake of quantifying the number of segmental and supra-segmental activities in *On the Move* textbook that is designed for learners of English, four year at the middle school. In the second part, the qualitative method is aimed to see whether the four strategies suggested by Jeremy Harmer are included or not. The use of the mixed-methods research helps to gather the appropriate data and enables the understanding of the results.

## • **Structure of the Dissertation**

The present dissertation follows the traditional complex type. It is divided into four chapters, in addition to a General Introduction and a General Conclusion. The first chapter consists of the different key concepts and definitions presented by various authors from

different relevant perspectives. The second chapter is about the research techniques and methodology that includes the procedures and the corpus of the investigation. The third chapter is called presentation of the findings. It presents the results of the study. The fourth or the last chapter is discussion of the findings which presents the analysis of the results and shows the interpretations and the explanations of the findings.

## **Introduction**

This chapter consists of the review of the literature on pronunciation. It aims at defining pronunciation in relation to English language teaching, and it highlights some key concepts that underlie pronunciation. The chapter involves three main sections. The first one deals with the different definitions of pronunciation. Then, the second section is concerned with the major approaches to language teaching pronunciation. The third one refers to describes Harmer's strategies of teaching pronunciation.

### **1. Definitions of Pronunciation**

Pronunciation is needed in language learning, since it is part of speech which enables the learner to communicate effectively. The concept of pronunciation is an important subject which is defined by different authors, each one with his or her view and explanation.

According to Peter Roach (2001:86) pronunciation is "*the act of producing the sounds of a language*". This means that, Pronunciation is the act or manner of pronouncing words, sounds or letters, or a set of symbols indicating how word to be pronounced. Pronunciation has an important role in making successful communication, because Learners with good English are likely to be understood, even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Jenkins (2000) asserts that pronunciation as "*possibly the greatest single barrier to successful communication*" (Jenkins, 2000: 83).

### **2. Phonetics and Phonology**

Phonetics and Phonology are two disciplines needed in teaching and learning the English pronunciation, since they are both sciences required in language speech process which is the main focus of English communicators.

- **Phonetics**

In Crystal's (2003:237) view" *phonetics is the study of the way humans make, transmit, and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions: articulatory phonetics, acoustic phonetics and auditory phonetics.*" This means that, phonetics study how people produce, transmit and receive a specific sound.

- **Phonology**

Gimson (1989:6) states that "*Phonological level analyses the pattering of sounds in a language.*" That is to say, phonology is a discipline which focuses on analyzing the system sounds of the language.

Indeed, Crystal (2003: 237) shares the same view with Gimson (1989) when he says that Phonology is the study of the sound systems of languages and the general properties displayed by these systems. Phonology studies only those contrasts in sound, which make differences of meaning within a language. When we talk about the 'sound system' of English, we are referring to the number of phonemes, which are used in a language, and to how they are organized.

Though it is hardly possible to consider the phonetics of a language without studying its phonology, because they are interrelated studies.

### **3. English Pronunciation Features**

The English Language sound system combines three categories of pronunciation features: Segmental features, Supra-segmental features and connected speech features.

#### **3.1. Segmental Features**

The sound (segment) is the smallest unit of speech which is called phoneme, the latter includes both consonants and vowel sounds. If the sound is pronounced incorrectly, it will change the meaning of the word (Burns, 2003).

### 3.1.1. Consonant Sounds

Roach (1991:10-11) consider The English consonants as the non-vowel sounds that are formed by interrupting, restricting or diverting the air flow in a variety of ways and these are usually found in the beginning or in the end of a syllable rather than in the middle of it. Moreover, Hajaj and Jaber (1991:18) add :” *The consonant sound is formed when the speech organs obstruct the body of air expelled from the lungs, either completely or partially at certain points in the oral tract*”.That is to say, consonants are produced by narrowing the mouth which blocks the air or hinders it, and the active movements of the tongue to touch some parts of the mouth cavity. In the English language it exists 24 consonants which are b, d, g, v, ð, z, ʒ, h, p, t, k, f, θ, s, ʃ, tʃ, dʒ, m, n, ŋ, l, r, j, w. These latter are the first basic elements that the learners must know from the beginning of the learning process. Kelly (2000:6) states several descriptions of the English consonants which are:

#### ❖ **Manner of Articulation**

Manner of articulation refers to the interaction made between the airstream and the articulators. In other words, the way in which the obstruction of air is made. Thus, consonants can be classified according to the different levels of airstream obstruction and complexity. In English, there are six places in the mouth through which the air goes out in order to produce consonants which are:

- **Plosives**

Plosives are often called stops in some phonetics books (O’Connor, 1967:51). In plosives, the airstream coming out from the lungs can completely be stopped if the lips or the tongue touches some part of the upper mouth. Thus, a complete closure is made somewhere in the vocal tract increasing the air pressure and then releasing it in an explosive manner.

Plosives include the sounds: /p/, as in “paper”, /b/ as in “bird”, /t/ as in “ten”, /d/ as in “dream”, /k/ as in “king”, and /g/ as in “goal”.

- **Nasals**

Nasal sounds are produced with a complete closure in the oral tract and the air escapes through the nose. Hence, air from the lungs is directed out through the nasal passage alone (Ladefoged and Maddieson, 1996:102). The sounds of the nasal are /m/ as in “mother”, /n/ as in “nurse”, and /ŋ/ as in “sing”.

- **Fricatives**

Roach (2009) defines fricatives as consonants that are produced with the air escaping through a small passage and makes a hissing sound. They are continuant consonants, which mean that you can continue making them without an interruption as long as you have enough air in your lungs (Roach, 2009:48). Fricatives include the sounds: /f/ as in “fly”, /v/ as in “variety”, /θ/ as in “think”, /ð/ as in “thus”, /s/ as in “sound”, /z/ as in “zoo”, /ʃ/ as in “fish”, and /ʒ/ as in “beige”.

- **Affricates**

Clark and Yallop (1995:67) state that Affricates are produced when the airstream is blocked somewhere in the mouth; there is almost always some degree of air turbulence and hence a friction at the release of the stop. There exist two affricates in English: /tʃ/ as in “French”, and /dʒ/ as in “judge”.

- **Lateral**

Roach (2009:61) defines a lateral as a consonant in which the passage of the air through the mouth does not go in the usual way along the centre of the tongue; instead there is

a complete closure between the centre of the tongue and the part of the roof of the mouth where contact is to be made. Lateral sound is /l/ as in the word “life”.

- **Approximants**

Kelly (2000:53) defines approximants as sounds that are produced when two articulators move close to each other, however not close enough to stop the air or cause a friction. Approximants are /r/ as in “red”, /j/ as in “yes”, and /w/ as in “wood”. Approximants are often called semi vowels because unlike the other consonants, they are made without a restriction of the airflow. (ibid)

- ❖ **Place of Articulation**

It describes the place where the sounds are made. According to Kelly (2000) the sounds can be identified in several places this includes:

- **Bilabial**

Bilabial are sounds formed by using both upper and lower lips. The initial sounds in the words “pat”, “bat”, and “mat” are bilabials. They are represented by the symbols /p/, /b/, and /m/. Even /w/ in the beginning of the word: “walk” can be described as bilabial. (Yule, 1985: 28).

- **Labiodentals**

Labiodentals are produced by lips and teeth. As Yule (1985:28) specifies: “*These are sounds formed with the upper teeth and the lower lip. The initial sounds of the words fat and vat, and the final sounds of the words safe and save are labiodentals*” .The sounds /f/, and /v/ are pronounced with an air obstruction when the bottom lip and the top teeth come together and touch each other.

- **Dental**

Both of the sounds /θ/ and ð/ are called dentals. They are sounds made by the tongue-tip against or close to the front teeth. Avey and Ehrlich (1992:14) describes the two sounds “as interdental sounds because the tongue is placed between (inter) the teeth (dental)”.

- **Alveolar**

Yule (1985:28) defines alveolars as sounds formed with the front part of the tongue on the alveolar ridge, which is the rough bony ridge immediately behind and above the upper teeth. Sounds that are produced this way are: /t/, /d/, /n/, /l/, /s/, /z/, and /r/.

- **Alveo-palatal**

Avery and Ehrlich (1992:15) define it as sounds that are made with the blade of the tongue approaching the hard palate just behind the tooth ridge. These sounds are: /ʃ/, /ʒ/, /tʃ/, and /dʒ/.

- **Velar**

They are sounds produced with the back of the tongue against the back part of the mouth momentarily (Yule, 1985:29). This place of articulation is referred to as velar. Sounds that are produced this way are /k/ as in the word “take”, /g/ as “goal”, and /ŋ/ as the final sound in the word “raining”.

- ❖ **Voicing**

After the place and the manner of articulation which make consonants differ from each other, there is a third way to distinguish between consonants which is voicing. The term voicing is used to refer to the vibration of the vocal folds (Jones, 2003:581). This means that, sounds which are accompanied by voicing are called voiced sounds, while those which are not are called voiceless sounds. For example: /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for these sounds (Roach, 1991:26-34).

### 3.1.2. Vowel Sounds

A vowel sound is the sound that makes the least obstruction to the flow of the air. In other words, when the sound is produced, the air passes freely via the mouth without touching any part of it. The English vowels are said to be divided into single vowel (short and long vowels), a combination of two-vowel sounds (diphthongs), or a combination of three vowel sounds (triphthongs).

- **English Short Vowels**

There are seven short vowels in English, although they can have different lengths in different contexts (Roach, 2000:14). They are: \ ɪ \ as in “kit”, \ e \ as in “bed”, \ æ \ as in “cat”, \ ʌ \ as in “run”, \ ɒ \ as in “wash”, \ ə \ as in “about”, \ ʊ \ as in “woman”.

- **English Long Vowels**

English long vowels tend to be longer than the above mentioned short vowels in similar contexts. (Roach, 2000: 19) They are: \ i: \ as in “green”, \ a: \ as in “start”, \: ɜ \ as in “learn”, \ ɔ: \ as in “law”, \ u: \ as in “blue”.

- **Diphthongs**

According to Jones (2003:152) a diphthong is a sound in which there is a glide from one vowel quality to another. This means that the two vowels are joined or put together to form what is called a diphthong. For example, the combination of \ e \ and \ ɪ \ sounds to form \ e ɪ \ as in Kate. There are eight diphthongs in the English language which are: \ e ɪ \, \ aɪ \, \ ɔɪ \, \ aʊ \, \ ɪ ə \, \ e ə \, \ ʊ ə \ (Crystal, 2003:237).

- **Triphthong**

Triphthong is the most complex English sound, and it is defined by Crystal (2003:237) as the glide from one vowel to another and then to a third vowel, all this is produced rapidly and without interruption. Thus, There are five triphthongs in the English

language and are composed of the five closing diphthongs with sound \ə\ added at the end (\a  
u ə\, \a ɪ ə\, \e ə ɪ \, \ə ʊ ə\ ) (Roach, 2000:24).

## **3.2. Supra-Segmental Features**

Trask (1996:343) defines the supra-segmental feature as *"a phonological element whose domain is something larger than a single segment and whose phonetic realization can only be described by reference to adjoining domains in the same utterance"*.

There are three main supra-segmental features which are:

### **3.2.1. Intonation**

An overall definition of intonation is provided by Levis (1999:37), who views it as: *"the quality of language that includes both rhythm and melody, and is produced by tonal height and depth along with stress, volume and varying length of pause"*. In other words, intonation is thought as the melody of the language, and the way the voice goes up and down plays an important role in the meanings of communication. For example, the meaning of these two sentences is not the same:

- Can you take the scissors? (Rising pitch) – Request
- Can you take the scissors (Falling pitch) – Command

### **3.2.2. Stress**

Stress is divided into word and sentence stress. Harmer (1993) states that students have to be sure about what they want to say, because at the meaning level, some words are given more prominence than others. Consequently, the position of the stress can change the meaning or even the function of the words. For example:

- Can YOU take the spoon? (Not someone else)
- Can you take the SPOON! (Not the knife)

- **Word Stress**

Each word of two or more syllables which is said alone, and has a stress on one of its syllables is called word-stress. Harmer (2001:187) asserts that “*Stress is important in individual words, in phrases, and in sentences*”.

- **Sentence Stress**

In connected speech, we do not hear a stress on every word. Some words lose their stress, especially when we talk quickly, other words keep their stress and these stressed syllables form what is called sentence stress.

### **3.2.3. Rhythm**

English learners should be capable of saying a word or sentence without stumbling over the sounds in order to make it fluent. Generally speaking, rhythm consists of intonation, syllables of strong and weak stress, pause and continuant. So, besides the mastery of sentence and word stress, it is as equally important for English learners to recognize the stress-timed rhythm, and be able to develop new articulatory habit.

### **3.2.4. Connected Speech Features**

Another related dimension to the articulation of English sounds is the adjustments of these sounds in connected speech, and which reflect native speakers' attempts to connect words and syllables smoothly in the normal stream of speech (Celce-Murica *et al.*, 1996:165). When describing how sounds are articulated in connected speech, the following areas should be highlighted (Avery and Ehrlich 1992; Celce-Murica *et al.* 1996)

- **Linking**

Linking refers to the connection of one word's final sound to the initial sound of the following one in speech. Dretzke (1998:112) defines Linking as one of the typical features of spoken English; connecting sounds smoothly. Also, there is linking between consonants and

vowels, vowels and consonants, and vowels and vowels. E.g: blue ink →\blu:wɪŋk\ and left arm→\lef ta:m\).

- **Assimilation**

Laver (1994:383) defines assimilation as the influence exercised from a segment at the beginning of one word to a segment at the beginning of the next. The segments can be made more similar in terms of phonation, place of articulation, nasal aspect of articulation, or degree of stricture. E.g: I can't go →\aɪ kənˈgəʊ\ and I can't believe it →\aɪ kembili:vɪt \).

- **Palatalization**

It refers to the linking of sounds in which the two sounds change into a palate-alveolar sound (E.g: \d\ + \j\ → \dʒ\, \s\ + \j\ → \ʃ\, \t\ + \j\ → \tʃ\ and \z\ + \j\ → \ʒ\). It occurs regularly with words such as “did”, “would”, and “could” when followed by “you”.

- **Deletion (Elision, Ellipsis, or Omission)**

Elision is the omission of sounds in connected speech where both consonants and vowels may be affected, and sometimes whole syllables may be elided (Crystal, 2003:158). E.g. textbook / tektbʊk /), but there is exception with consonant clusters starting with grammatical endings such as “missed chances”.

#### **4. Teaching Pronunciation**

In recent years, there has been a greater emphasis on teaching pronunciation, especially in ESL/EFL classrooms. This is due to the increasing realization that poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, stereotyping and discrimination. Morley (1994:16) suggests that the focus on pronunciation teaching nowadays should be on designing “*new-wave instructional programs*”.

## 4.1. The Goals of Teaching Pronunciation

Pronunciation is considered as “*an integral part of oral communication*” (Morley, 1991:496). So, the weakness of pronunciation means the absence of oral communication, because poor pronunciation can condemn learners to less social, academic and work advancement than they deserve (Fraser, 1999). That is to say, it facilitates social communication. Indeed, Pronunciation teaching has to set some goals in the learning process in order to meet the communication needs of the learners. The main goal of pronunciation teaching is to make the learners intelligible, which is defined as one way process of effort in which non native speakers made themselves understood by native speakers who have privilege to decide whether it is intelligible or not (Jenkins, 2000:69). It means that the native speaker’s perception can be used to measure the intelligibility of non native speakers. Abercrombie (1949:120) asserted that most “*language learners need no more than a comfortably intelligible pronunciation*” in order to make communication possible with native and non native speakers.

Smith and Nelson (1985) suggest that the general term “intelligibility” should be categorized into a three-level system of intelligibility, comprehensibility, and interpretability.

- **Intelligibility**

“*Intelligible pronunciation is an essential component of communicative competence*” (Morley, 1987: 488). Pronunciation of learners of English should be understood by both native and nonnative speakers. Fraser (2000:07) says that “*with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas*” .That is to say, Learners have to learn to speak English not necessarily like natives, but well enough to understand and be

understood when speaking with people who have different accents. Also Burns (2003) asserts that even where learners produce minor inaccuracies in vocabulary and grammar; they are more likely to communicate effectively when they have good pronunciation and intonation.

According to Munro, Derwing, & Morton( 2006:112), intelligibility is defined as “*the extent to which a speaker’s utterance is actually understood*” (Munro, Derwing, & Morton, 2006:112). In other words, intelligibility does not focus on the meaning, but it focuses on the recognition of the listeners on the word, phrase or sentence produced by the speaker.

- **Comprehensibility**

Most learners of English need to develop their pronunciation ability to the point where it has no serious effect on comprehensibility when they are engaged in oral communication. Comprehensibility typically refers to a listener’s perception of the amount of effort involved in understanding a particular non-native speaker (Munro and Derwing, 1995). It means that comprehensibility corresponds to the amount of time and effort a listener takes to process or to understand an utterance rather than recognizing a word or a sentence.

The judgment of speech intelligibility is on the basis of the acoustic signal, as opposed to comprehensibility, which also incorporates signal-independent information such semantics, syntax, and physical context (Duffy, 2005).

- **Interpretability**

In this stage the listener is able to understand the purpose of what is said, and it is only at this moment that he recognizes the purpose which is intended by the speaker when uttering a word or an utterance, that is to say, interpretability focuses on the meaning behind the word or the sentence. Austin (1962) calls this stage the “illocutionary force”.

Interpretability gathers all what is said in the above mentioned goals of teaching pronunciation which are intelligibility and comprehensibility in order to make a successful communication. To sum up, Nelson (1982:59) notes that *“being intelligible means being understood by an interlocutor at a given time in a given situation”*. In other words, intelligibility is the recognition of an expression, knowing its meaning, and what that meaning signifies in the socio-cultural context. This conceptualization links comprehensibility to context of use, and relates the speaker, listener, linguistic social context, environment, and all those who help the interpretation of what has been said.

## **5. Fluency and Accuracy**

In the recent years, a lot of attention has been paid to design activities which focus more on tasks that include both of fluency and accuracy. With the appearance of the communicative approach, the two concepts have been seen as complementary in accomplishing a given task. Richards and Rodgers (2001:157) mention that *“fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”*. In other words, grammar, vocabulary, and all forms of language must be taught or learned within a context. In the same point, Hedge (2000:61) notes that *“The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary”*. Learners then should develop communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

- **Fluency**

Fluency is considered as the main characteristic of the speaker's performance because it helps him to maintain the conversation and make a successful communication. Hedge (2000:54) defines fluency as follows: "*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation*". In other words, fluency is the ability to respond in a coherent way through linking the words and phrases effectively then pronounce the sounds clearly using stress and intonation, and doing all of these quickly. Fluency is the ability to express idea in an intelligible, reasonable and accurate way without too much hesitation; otherwise the listeners will lose their interest.

- **Accuracy**

Most second language teachers nowadays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Accuracy is defined by (Skehan, 1996:23 cited in Ellis and Barkhuizen, 2005:139) as referring "*to how well the target language is produced in relation to the rule system of the target language.*" Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation. Otherwise, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time.

## **6. Major Approaches to Language Teaching Pronunciation**

The following account explains the evolution of teaching pronunciation with the development of the different language teaching methods.

In the beginning of the nineteenth century, with the use of the Grammar Translation Method, teaching pronunciation was not taken into consideration in the field of foreign language teaching (Richards and Rodgers, 2001: 4-6). Grammar Translation Method neglects teaching pronunciation (speaking skills) because its aim is not to teach everyday communication (Kailani and Muqattach, 1995:39). Later on, an opposition to the Grammar-Translation Method was developed due to the increased opportunities for communication and the need for developing oral proficiency in foreign languages (Richards and Rodgers, 2001:7-8). In other words, with the industrial revolution and inventions people find themselves obliged to use language in order to communicate.

In the late nineteenth century, the foundation of the Direct Method gives an important attention to the teaching of pronunciation (Celce-Murica *et al.* 1996:3). Therefore, Second language was learned as same as the native language, and pronunciation was taught through imitation of speech model.

In the early part of the twentieth century the Direct Method was declined because of the limitations founded in teaching pronunciation (Celce-Murica *et al.* ,1996) which were about the lack of highly competent teachers, and the limited time given to practice (Richards and Rodgers, 2001).

With the beginning of World War II, the need of military for oral proficiency and the development of materials for preparing speakers to communicate resulted the rise of the Audio-lingual Approach (Richards and Rodgers, 2001:36-50). Priority was given to the spoken language, emphasizing listening and speaking from the initial stages of learning, and great importance was attached to pronunciation with special attention to intonation (Kailani and Muqattach, 1995:47). By the 1960s, pronunciation teaching was dismissed again with the development of the Cognitive Approach (Celce-Murcia *et al.*1996: 4-5).

Communicative Approach focuses on language as a communication. That is to say, the main focus was given to teach pronunciation in relation to context including all its main features as segmental, supra- segmental, and connected speech. Even though there were changes and new ways of teaching pronunciation, teachers and material developers found that it is difficult to teach pronunciation communicatively (Jenkins, 1998:119).

Finally, it seems that over the period of the evolution of language teaching methods, teaching pronunciation has been affected by different language teaching approaches. This is due to the different opinions expressed by various language methodologies, about the role of pronunciation aspect in language teaching and about how effectively it should be taught.

## **7. Pronunciation Teaching Strategies**

Techniques in teaching pronunciation hold an important role. According to Harmer (1998:79) teaching technique is how the teacher teaches his/her students with certain teaching style. That is, pronunciation teaching technique is a way of teaching using a specific procedure during the lesson.

There are a lot of common techniques given by many researchers, and which can be used by the teacher to teach pronunciation. For instance: drilling, chaining, listening, and reading activities.

Our work focuses on Jeremy Harmer's theory (2001) that includes the four main strategies used to teach Pronunciation. According to Harmer (2001:186-187) teachers have to decide when to include pronunciation teaching into lesson sequences. So, he suggests four teaching pronunciation strategies, which can be summarized as follow:

- **Whole Lessons**

This strategy is aimed to encourage teachers to plan a complete lesson to pronunciation. In other words, they have to deal with the different pronunciation activities in all the session. Activities like stress, intonation, connected speech... sometimes other aspect of language may

be included such as listening or vocabulary before going on to work on pronunciation practice.

- **Discrete Slots**

This strategy consists of inserting short bits of pronunciation work into lesson sequences (reading, speaking, grammar...). For example: the teacher spends few minutes on a particular aspect of intonation then works on the contrast between two or more sounds like long \i:\ and short \ɪ\.

- **Integrated Phases**

This phase assumes that teachers get students to focus on pronunciation issues as an integral part of a lesson. Pronunciation teaching forms a part of many sequences where students study language form, for example, they listen to the tape, when new words are modeled.

- **Opportunistic Teaching**

It assumes that teachers may stray from their original plan when it is necessary, and teach some pronunciation issue that has arisen in the course of an activity. The pronunciation issue in a given activity is not planned because the teacher has the opportunity and decides to come back to one or two aspects of pronunciation in order to solve the problem. This strategy is a successful way to memorize and remember the basic elements of pronunciation.

## **Conclusion**

This chapter has reviewed the different concepts related to pronunciation. It consists of three sections each one brings a new insight into pronunciation. The first section investigates the definitions given to this concept. It considers the different features of teaching pronunciation, its importance.... The second section tackles the approaches of pronunciation. The last part presents an overview of the theoretical framework of Jeremy Harmer.

## **Introduction**

This chapter is methodological. It contains the research design which is used to investigate issue related to teaching pronunciation in the Algerian Middle school English Language textbook *On the Move*. It considers two types of procedures namely procedures for data collection and procedures for data analysis. Both are necessary for answering the questions stated in the general introduction. The first one provides us with the description of the corpus, that is to say, it deals with the description of the textbook *On the Move*. The second one which is the data analysis section, it explains the mixed method approach that includes both qualitative and quantitative method.

### **1. Textbook Evaluation**

Textbook evaluation is an attempt to measure the value of the textbook and making judgments. As Hutchinson and Waters (1987:96) note: *“evaluating is a matter of judging the fitness of something for a particular purpose”*.

Textbook evaluation mainly aims to get a textbook that makes the process of teaching and learning successful. Indeed, the evaluation of the book helps the educators decide if it meets the learners' needs.

The reason for choosing textbook evaluation as the research strategy for this study is due to the fact that it can help in promoting teachers' development and professional growth as well. Cunnings worth (1995) and Ellis (1997) *“clearly affirm that textbook evaluation helps language teachers to step beyond any primary down to earth impressionistic assessments”*.

### **2. Description of the Corpus**

The data are collected relying on the evaluation of the Algerian textbook *On the Move* that is designed for the learners of the middle school.

### 3. Description of the Textbook

The textbook is an essential material used in teaching and learning process. According to Hutchinson and Torres (1994), both teacher and learners have the needed input into classroom lessons in the form of texts, activities, explanations, and so on. This material facilitates the organization and presentation of lessons that is why it is considered as a universal element in education. *On the Move* consists the guidelines curriculum set by the National Ministry of Education.

Since the corpus of the current study is collected from *On the Move* textbook, the description of that course book is needed. The book is designed for fourth year middle school learners studying English as a foreign language, and it contains its proper features as a material used to teach the English language and all its aspects, such as pronunciation.

*On the Move* contains 192 pages. The first page contains information about the textbook (title, designers, edition...). Pages 02 and 03 introduce the contents of the textbook. From page 04 to 07 the designers explain to the student how the rubrics are presented and what they mean. Pages 08 and 09 are devoted to the teacher, where the basic of *On the Move's* developing features are mentioned. The pages from 10 to 15 consist of a BOOK MAP that summarizes all the teaching content of the six units which are included in the book.

*On the Move* is composed of six units. Every unit consists of two parts. The first one is entitled 'Language Learning'; it is divided into three main sub-titles rubrics, Listen and Consider, Read and Consider, Words and Sounds. The focus of these sections is the study of functions, grammar, words and sounds, with the aim to get students attention to the different language elements. Then Take a Break, the rubric that makes the learners relax and play games, that is to say, practice every day English with a smile that helps them to become communicative.

The second part is entitled Skills Building. It comprises three sequences: Research and Report, Listening and Speaking, Reading and Writing. In these phases importance is given to the primary skills (listening, speaking, reading and writing), and also the practice of the social skills (competencies/project).

The last part of the textbook is devoted to scripts for each unit, grammar reference (rules, forms, table...), phonetic symbols (tables, charts). Finally the Acknowledgement. The textbook also provides the learners with an evaluation of two types. First, self- assessment that requires the learners to evaluate their own learning. Second, objective assessment which is based on the teachers' evaluation of the learners.

#### **4. Procedure of Data Analysis**

This section includes the procedures of data analysis. It describes the research method and technique used in analyzing the data.

##### **4.1. Mixed Methods Research**

Mixed Method Research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches. Creswell (2006) claims that:

Mixed methods research is a research design with philosophical assumptions as well as Methods of inquiry. As a methodology, it involves philosophical assumption that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies.

Creswell (ibid) explains that the use of the mixed-methods research is for the sake of better understanding of research problems and coming up with effective solutions or remedies. The Mixed Method Research is based on the combination of the qualitative and quantitative method in the aim of collecting information as much as possible.

The quantitative method is an empirical investigation of phenomena using statistical techniques and objectivity. It represents facts without being influenced by feelings or opinions. In this work, quantitative research is essential to evaluate pronunciation activities of *On the Move* textbook because the aim is to respond to the research question which is about quantifying the number of segmental and supra-segmental activities to see which of the two are most used and considered by the textbook designers.

Qualitative research method focuses on discovering and understanding the experiences, perspectives. In other words, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2005:3).

## **4.2. Descriptive Statistical Method and Qualitative Content Analysis**

In order to analyze the data elicited from the corpus, we have adopted both a Descriptive Statistical Method (rule of three) to deal with the quantitative data and Content Analysis for the qualitative data.

- **Descriptive Statistical Method**

A descriptive Statistical Method is used to calculate the frequency of both segmental and supra-segmental activities. In order to analyze the gathered data we have relied on Microsoft Excel 2007 Program to arrange it using histograms. We have proceeded to the calculation of the percentages using the rule of three which is applied as follows:  $x = \frac{Z \times 100}{Y}$ . The symbol X is the calculated percentage, Z is the value of the similar answers and Y is the total number of the activities.

- **Qualitative Content Analysis**

Leedy and Ormrod (2001:115) define this method as “*a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying*”

*patterns, themes, or biases*”. Content analysis is a technique applied in order to test any given written document, books, newspapers... In this respect, investigators should select the appropriate unit of analysis and its related categories. The Unit aspect refers to the selection of specific content elements to be studied using the criteria of selection. In content analysis, researchers can consider seven units related to written messages: words (terms), themes, characters, paragraphs, items, concepts, and semantics (Berelson, 1952; Merton, 1968; Selltiz et al., 1959). Content analysis involves also the aspect of categories. This means that the classes into which you code content items that differ according to the type of the study and the specificity of the data.

In this investigation, the textbook *On the Move* includes a number of the different pronunciation activities that are needed in learning and teaching the English language. In our study the various pronunciation activities will be classified and categorized following Harmer’s four strategies of teaching pronunciation described in his book *The Practice of ENGLISH LANGUAGE TEACHING* (2001).

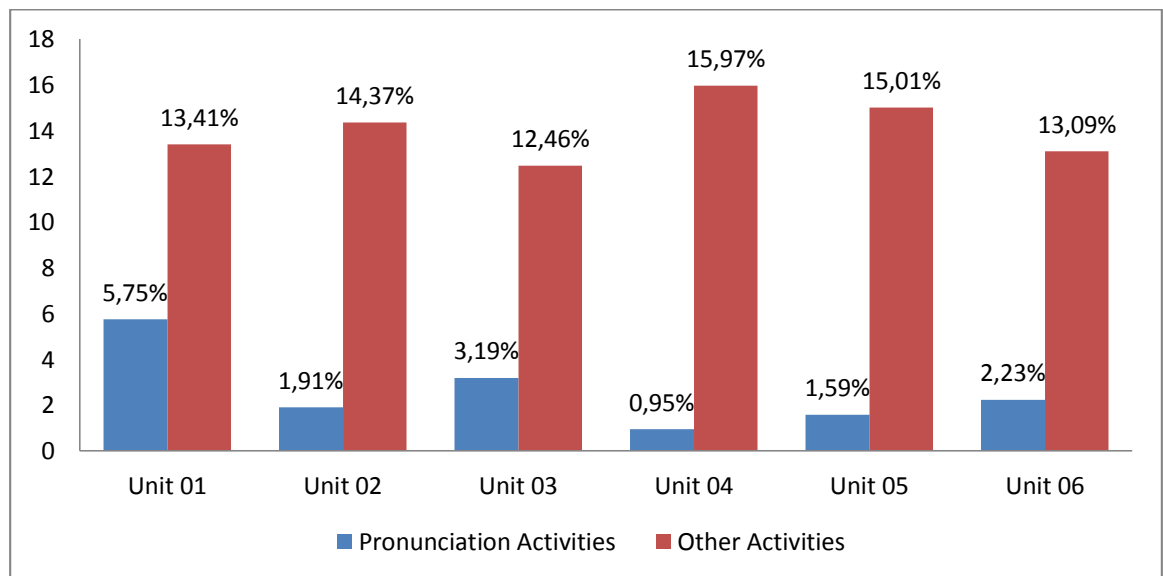
## **Conclusion**

This chapter has presented the methodological moves of our research work. First, it has introduced procedures of data collection, which focuses on showing the tool used to gather data needed for conducting the research. Second, it has presented the procedures of data analysis that take into account the descriptive statistical method to deal with the statistical data in addition to Harmer’s strategies of teaching pronunciation and content analysis for the interpretation of the findings.

## Introduction

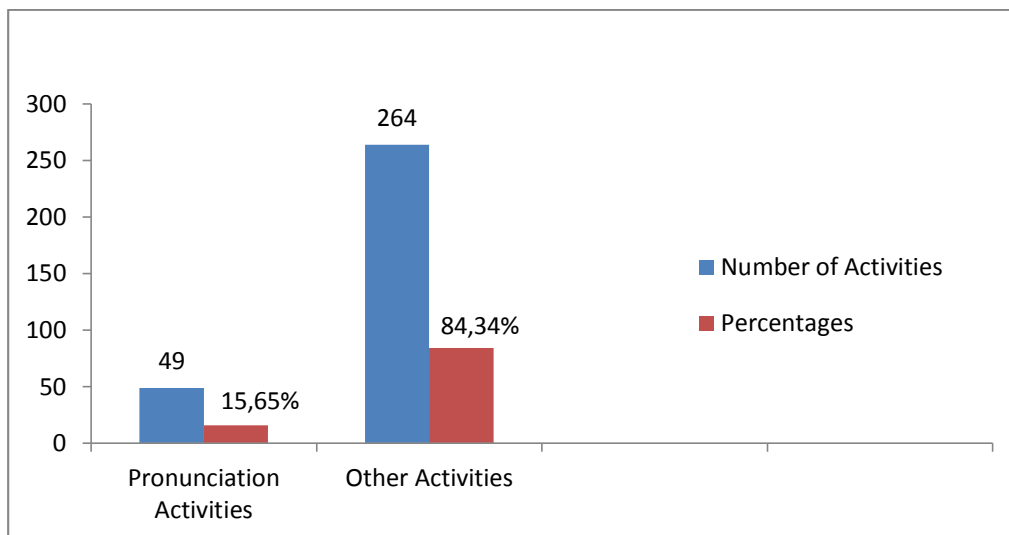
The findings are divided into two parts. The first part deals with segmental and Supra-segmental pronunciation activities. The aim is to see whether the two features are considered in the same way or not, that is to say, from the obtained percentages, we will get the answer to the first research question. The second part is concerned with the four strategies of Jeremy Harmer which are: the whole lesson, discrete slots, integrated phases, opportunistic teaching. Each of them is interpreted and classified according to their related activities within four separated tables.

### 1. Results Concerning Pronunciation Activities in *On the Move* Textbook



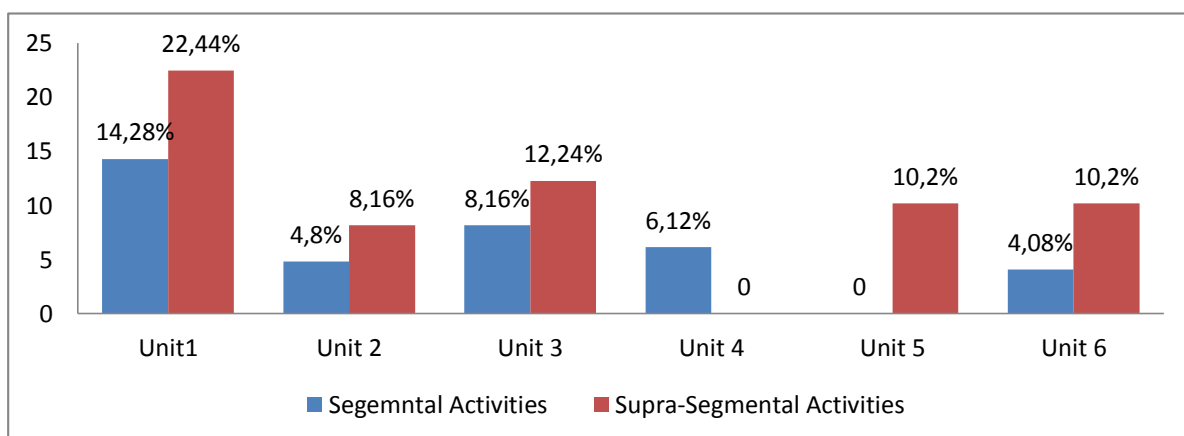
**Diagram 01: The Number of Pronunciation and Other Activities in Each Unit.**

The first diagram indicates that *On the Move* contains six units, and from the results it is clearly shown that in each unit other activities take the highest percentages than pronunciation activities.



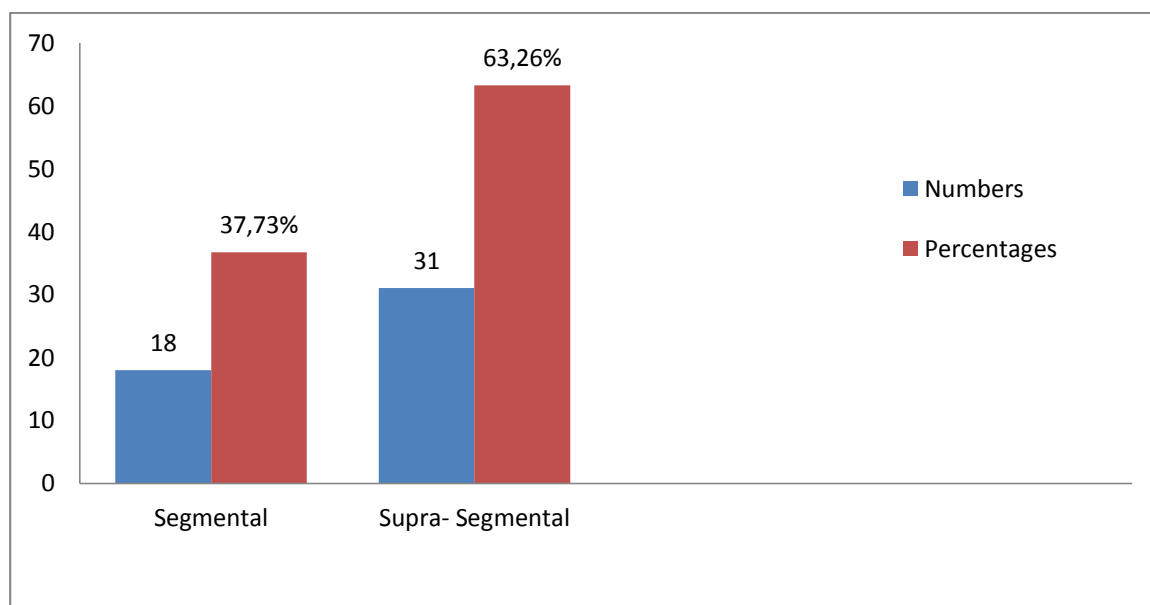
**Diagram 02: The Total Number of Pronunciation Activities Comparing to Other Activities in *On the Move***

As indicated in diagram 02, pronunciation activities (15.65%) are less used than the other activities (84.34%).



**Diagram03: The Number of Segmental and Supra-segmental Activities in Each Unit.**

Concerning the number of segmental and supra-segmental activities in each unit, diagram 03 indicates that in each unit supra-segmental activities are more than segmental ones.



**Diagram 04: The Total Number of Pronunciation Activities (Segmental and Supra-Segmental) in *On the Move***

Diagram 04 shows that the great part of pronunciation activities is supra-segmental (63.26 %) and only (37.73%) of the activities are segmental ones.

## 2. Results Concerned with Jeremy Harmer's Strategies

### 2.1. Results Concerning "Whole Lessons"

Unit	Activity	Analysis	Comments
1	3p24	The learners are asked to read aloud the words in the table and cross the silent letter.	This activity aims to introduce the silent letters pattern of English pronunciation.
	2p50	The learners are asked to rewrite the new words obtained in the exercise above using the transcription in order to mark the stressed syllable.	The activity has two objectives, the first is to pay attention to the way of transcribing. The second is to know how and where to put the stress.

2			
	3p54	The learners are asked to listen to the teacher and say which word is stressed most in the speech.	The activity aims to draw learner's attention to stress pattern and make them interactive because they are also listening to the teacher at the same time.
3	3p73	The learners are asked to say each sentence using the right intonation and stress to convey the tone corresponding to their functions.	The purpose of this activity is to make the learners able to differentiate between intonation and stress.
	5p74	The learners are asked to find words which start with consonants cluster.	The objective of the activity is to be familiar with English consonants cluster.
4	3p99	The learners are asked to arrange the words according to the pronunciation of the letters in bold type.	The activity shows the learner how to pronounce the English diphthongs and how to differentiate between them.
5	2p126	The learners are asked to listen to the teacher reading the entries and mark the stressed syllable with a prime /'/.	The purpose of this activity is to practice the stress.
	5p126	The learners are asked to practice saying the words using falling or rising intonation.	The activity aims to introduce intonation and make it more interactive because it is a pair work.

6	3p149	The learners are asked to listen to the teacher and put the stress on the syllable in the verbs and their derivations.	The activity aims to make the learners aware about stress place (if we change the verb into noun or vice versa the stress also changes).
	1p144	The learners are asked to listen to the dialogue and chose the right pronunciation for the auxiliaries.	The activity helps the learner to practice pronunciation.

**Table01: Whole Lesson**

## 2.2. Results Concerning “Discrete Slots”

Unit	Activity	Analysis	Comments
1	5p25	The learners are asked to complete the phonetic transcription of the words using /i/ or /i:/ .	The activity aims to make the learners able to distinguish (compare) between the vowels: long /i:/ and short /i/.
	7p25	The learners are asked to complete the phonetic transcription of the words with the sounds /i/ or /e/.	The purpose of this activity is to show the difference between the sounds /e/ and /i/ and know how to pronounce them.
2	1p43	The learners are asked to listen to the teacher and identify the form of the modal /can/ (weak or strong form).	The activity provides the learners with the accurate pronunciation of the modal can.
3	4p74	The learners are asked to listen to the teacher reading the words in column “B” and cross out the word which does not contain the vowel sound in column”A”.	The objective of this activity is to make the learners aware about the English vowel sounds, and be able to differentiate between them.

4	2p92	The learners are asked to listen to the teacher, and note how the letter /d/ is pronounced in (used to).	The activity aims to show how (used to) is pronounced differently.
6	4p149	The learners are asked to arrange the words in box 1 according to the pronunciation of the letters in bold type (vowel sounds) : / æ - e- ʌ /.	The goal of this activity is to differentiate between the vowel sounds /æ- e- ʌ / and their pronunciation.

**Table02: Discrete Slots**

### 2.3. Results Concerning “Integrated Phases”

Unit	Activity	Analysis	Comments
1	1p24	The learners are asked to add /ed/ to the verbs to form the adjectives or past participles then complete the phonetic transcription of each of the adjectives with /t//d//id/.	This activity aims to make the learners able to differentiate between the /t/ /d//id/ sounds of /ed/ form.
	2p24	The learners are asked to take turns to ask the questions about preferences for the type of food and paying attention to the pronunciation.	It helps the learners to develop (improve) English vocabulary and draw the learners attentions to pronunciation.
2	3p50	The learners are asked to listen the teacher when he/she reads the new words in exercise above and check their answers.	This activity creates the interactivity and relies on pronunciation.
	3p68	The learners are asked to listen to the teacher reading the questions and mark the intonation at the end of each question with an arrow.	The activity makes the learner to be familiar with intonation and enhances interactivity.
5	2p119	The learners are asked to listen to the teacher and mark the intonation at the end of each question.	
	3p126	The learners are asked to read about the short dialogue and mark the intonation on (yes) ↘ ↗	This creates interactivity and helps the learners to master the English intonation on (yes).

6	1p144	The learners are asked to listen to the dialogue and choose the right pronunciation for the auxiliaries in bold type.	This activity aims to make the learners able to differentiate between was/were auxiliaries in relation to pronunciation.
	3p149	The learners are asked to listen to the teacher and put the stress on the syllable in the verbs and their derivations.	The aim of this activity is to make the learners aware about the verbs derivation and their pronunciation.

**Table03: Integrated Phases**

## 2.4. Results Concerning “Opportunistic Teaching”

Unit	Activity	Analysis	Comments
1	3p31	The learners are asked to act out the politeness of the dialogue paying attention to the intonation at the end of the question.	These activities aim to remind the learners about the different features of English pronunciation.
2	1p43	The learners are asked to listen to the teacher and identify the form of the model can / ə / /æ/ /a: /.	
	4p54	The learners are asked to listen again and not the form of the auxiliary verbs /do/, /have/ and /can/.	
3	2p73	The learners are asked to pay attention to the teacher’s tone as s/he reads the sentences, and much each sentence with its appropriate function.	
	2p92	The learners are asked to listen to the teacher again, and note how the letter /d/ is pronounced in (used to).	

**Table04: Opportunistic Teaching**

## **Conclusion**

The previous chapter has dealt with the presentation of the findings, quantifying the number of segmental and supra-segmental activities of pronunciation, and then classifying them in the form of tables according to the way they are taught. This means to put them in the appropriate strategy either in whole lesson, discrete slots, integrated phases or opportunistic teaching that depends on the content of each activity.

## **Introduction**

The chapter discusses the results of the study in the relation of the research questions. The results are then discussed and interpreted in relation to the literature presented in chapter one. The chapter comprises three major sections, each part aims to provide an answers to the research questions asked in the introduction. It first discusses the results obtained concerning features of pronunciation in *On the Move*. Then it discusses the outcomes relating to the strategies used in teaching pronunciation. The part deals with strengths, weaknesses and recommendations of *On the Move*.

### **1. Pronunciation and its Features in *On the Move***

From the results displayed in the previous chapter, the first research question may be answered from the obtained quantitative results, and may be discussed as follows:

Diagram 01 on page 27 in the results chapter shows that *On the Move* textbook contains six units, and the total numbers of activities are 313. In fact, a textbook is an important tool used in teaching and learning process. It includes all aspects of the language as basic elements in the program. Hutchinson and Torres (1994: 315) argue that textbooks “*are an almost universal element of ELT, and no...teaching-learning situation, it seems, is complete until it has its relevant textbook*”. In other words, it is the guide of both teachers and learners; it gives instructions to follow in order to make them interested.

Among the different aspects that *On the Move* textbook includes is pronunciation, it is a sub-skill that helps the learners to achieve good oral communication. Jenkins (2000: 83) describes it as “*possibly the greatest single barrier to successful communication*”. In the same sense, Harmer (2001: 183) says that:

Pronunciation teaching not only makes student aware of different sounds and sound features and what these mean, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all

these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

The results indicate that *On the Move* does not ignore pronunciation, but also it has not the same percentages with the other aspects, since diagram two page 28 shows that pronunciation activities are less (15,65%) than the other activities (84,34%). Harmer (2001: 183) asserts that almost all English language teachers get learners to study productive, receptive skill activities (writing, listening...), and sub-skills (grammar, vocabulary...), but some of them make little attempt to teach pronunciation.

The aim of the first research question is to quantify both of segmental and supra-segmental activities and see which of them is more instructed than the other. After the quantification of segmental and supra-segmental activities in each unit in diagram 03 on page 28, the total number of them is deduced in diagram 04 page 29. It is noticed that most of the pronunciation activities are supra-segmental (63, 26%), and the rest of them are segmental (37, 73 %). Harmer (2001: 191) asserts that intonation is needed in teaching pronunciation when he says " *we need to draw our student's attention to the way we use changes in pitch to convey meaning*". In the same sense, intonation enables the learners to vary the pitch and tune of speech. Teaching stress is also important since it is a supra-segmental feature which aims to make the learners succeed in communication. Indeed Harmer (2001: 184) states that " *stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly*". *On the Move* is a textbook designed to Fourth Year Middle School, so the learners at that level must know how to pronounce different words, sentences respecting stress, intonation and rhythm which are all supra-segmental features that the learners have to practice in order to develop their speaking skill that helps them to be communicative.

Even if the results show that supra-segmental activities are more instructed in *On the Move*, a great importance is also given to segmental features, because the learners need the individual sounds. They are elements which should not be neglected in order to complete the basic phonological rules that concerns pronunciation. Harmer (2001: 187) says that " *we often ask students to focus on one particular sound. This allows us to demonstrate how it is made and show how it can be spelt*".

## **2. Strategies Used in Teaching Pronunciation**

From our results we have noticed that the second research question which is about strategies used in *On the Move* activities may be answered from the obtained qualitative results, and may be discussed as follows:

- **Whole Lessons**

The results show that *On the Move* textbook contains activities that are devoted to teach especially pronunciation such as stress, intonation and sounds. The units presented in the textbook include Whole lessons to teach pronunciation, and it is noticed that it focuses on stress and intonation rather than other features of pronunciation. Harmer (2001:191) asserts that "*stress is important in individual words, in phrases, and in sentences*". For example, activity two on page 50 (see table 01 page 29 ) asks the learners to transcribe the new words in order to mark the stressed syllable, as Harmer (2001: 191) affirms "*it is assumed that when students meet new words in class, the teacher will mark the stress of those words (using consistent system of stress marking)*". Moreover, activity five on page 126(see table 01 p30) asks the learners to practice the intonation by saying the words using falling or rising intonation. Harmer (2001: 185) says that many teachers have difficulties in recognizing specific intonation tone, but they should not abandon intonation teaching, they have to make

learners listen and notice how English is spoken either on audio, videotape or from the teachers themselves.

- **Discrete Slots**

From the results, it is noticed that *On the Move* textbook uses Discrete Slots technique in order to teach pronunciation. The teachers separate bits of pronunciation work into lesson sequences, and spend a few minutes on a particular aspect, for instance, intonation, stress, or contrast between two or more sound. The case in activity four on page 149 (see table02 page 32) asks the learners to arrange the words in the box according to the pronunciation of the letters in the bold types (vowel sounds): / æ - e- ʌ /. The activity aims to make the learners able to differentiate between these vowel sounds and their pronunciation. This means that the learners will know and memorize the different phonological rules in a short time, as well as, they will interest to such activities, as Harmer (2001: 186) says “*Many students enjoy them(bits of pronunciation), and they succeed precisely because we do not spend too long on any one issue*”.

Furthermore, activity one page 43(see table 02 P 31) gives the learners the opportunity to master the use of the modal ‘can’, and produce it with an accurate pronunciation in different contexts either in weak form or strong one. That is to say, the learners will become intelligible in pronouncing sentences, and in making acceptable utterances.

- **Integrated Phases**

Pronunciation sub-skill is an important aspect that should be introduced by the teachers when they teach other aspects of language, like listening, speaking, and forms... Harmer (2001) suggests that an Integrated Phase is a technique which the teachers may use in presenting the activities from the textbook.

*On the Move* contains Integrated Phases technique which helps the learners to learn English pronunciation, even if, the planned lesson is not pronunciation. That is to say, it

integrates pronunciation activities with other skills in a lesson. According to Harmer (2001:187) many teachers get students to focus on pronunciation issue as an integral part of a lesson. For instance, activity one page 24(see table 03 page 32) asks the learners to add /ed/ to the verbs to form adjectives (new vocabulary), or past participles, then complete the phonetic transcription of each adjectives with /t-d-id/. This activity has three aims, the first is to make the learners aware about how to make new vocabulary, and the second is to teach them the past simple tense (regular verbs), then the third is to draw students attention to the different sounds of the form /ed/ which are /t-d-id/. In other words, this activity is a mixture task which encourages the learners give the same importance to the three aspects of language that the activity instructs (vocabulary, grammar, and pronunciation).

Harmer (2001:187) states that *“when we model words and phrases we draw our student’s attention to the way they are said; one of the things we want to concentrate on during an accurate reproduction stage is the student’s correct pronunciation.”*. In other words, the goal of any reproduction given by the learners after they listen to a model either the teacher or a tape, video..., is to control their pronunciation as accurately as possible. As it is the case in activity three on page 68 (see table 03 p 32), it is focused on both listening and pronunciation. It asks the learners to listen to the teachers as a model paying attention on the intonation of each question. The activity aims teach English intonation, and make the learners see the difference between the rising and falling tone when they communicate, which means to achieve the appropriate English accent and being more comprehensible.

The reading skill is integrated with pronunciation sub-skill in *On the Move* textbook. Activity three page126 (see table 03 P 32) shows the case. It asks the learners to read the dialogues and mark the intonation on (yes). The objective of this activity is to master both reading and pronunciation.

In Integrated Phases technique, pronunciation is considered to be one of language skills which is at the same level of importance as the other three language sub-skills: vocabulary, grammar, spelling, and four skills listening, reading, writing, and speaking. According to Peter MacCarthy (1978:7) *“Speaking and pronouncing relate, although pronunciation concentrates only on how the speaking is done; while speaking involves both pronouncing and what is said.”* For example, activity two page 24 (see table 03 p32) asks the learners to take turn in asking questions about preferences for the type of food, paying attention to pronunciation. In this activity the learners focus both on pronunciation and speaking, that is to say, they should control themselves, how they pronounce the words, sentences, in order to make a complete speech with intelligibility in the speaking skill.

- **Opportunistic Teaching**

From the results obtained after the evaluation of *On the Move* textbook, it is deduced that Opportunistic technique is integrated in some rubrics. Jeremy Harmer (2001: 187) states that *“Teachers may stray from their original plan when lesson realities make this inevitable”*, which means that, teachers may spend a minute or two on some pronunciation issue that has arisen in the course of an activity. As the case in rubric Listen and Consider, activity one on page 43(see table 04 p 33) asks the learner to listen to the teacher and identify the form of the model /can/ either in the strong form or in the weak one. In this rubric, the learners before they distinguish between the strong and the weak form of / can/, the teacher may focus first on its functions which are ability, request...Despite the fact that the main goal of the lesson is not to teach pronunciation, it is necessary that the teacher takes few minutes in showing how the model /can / can be pronounced in different ways, because it is an opportunity that is founded impossible to ignore and that the learners should know (Harmer, 2001:157).

The opportunistic study is an appropriate memorable and effective kind of teaching a language .Even if it comes up suddenly, it deals with what actually happens in class, for instance, activity two page 92(see table 04 p33) asks the learners to listen to the teacher and note how the letter/ d/ in “used to” is pronounced. This activity is integrated with other activities in the rubric, because the learners should know the pronunciation of “used to”, its form and its function. In other words, if they are unable to pronounce the structure correctly, they will be misunderstood by the listeners, even if, they master the form.

Now we come to answer the research questions that are already asked in the introduction. The answer of the first question is that in *On the Move* textbook supra-segmental activities are more presented than segmental ones. The second question may be answered by restating that the four strategies of teaching pronunciation suggested by Harmer (Whole Lesson, Discrete Slots, Integrated Phases, and Opportunistic Teaching.) are all presented in *On the Move* textbook.

### **3. Strengths and Weaknesses of *On the Move***

After the evaluation of *On the Move* textbook, it is deduced that pronunciation teaching activities may have advantages and disadvantages.

- **Strengths**

-*On the Move* contains enough pronunciation activities.

-It involves communication between the learners, like activity six page 24(from the book) that asks the learners to listen to the teacher reading the words in the table, and check their answers to question 5 above. Then play a game like this. This activity aims to develop learner’s productivity in speaking, and helps them to make successful communication. Activity three page 31(see table 04 p33) asks the learners to act a dialogue paying attention to intonation. So it aims to make the learners communicative.

-It focuses on supra-segmental features, for instance, rising or falling intonation (activity five page 126, see table 01 p30), and word stress (activity two page 50, see table 01 p 29), sentence stress (activity three page 54, see table 01 p29). It also deals with the segmental aspect (English sounds). For example, vowel sounds (activity four page 54, see table 04 p33).

-Harmer (2001:189) confirms that “*contrasting sounds are recommended, it helps students concentrate on details, especially when they are listening to hear the small difference between the sounds*”, and consonant sounds (activity five page 74, see table 01 p 30)

-The book summarizes the Phonetic Symbols in the last pages, as references to the essential phonetics rules the learner must know and memorize.

- **Weaknesses**

-Rhythm as a supra-segmental feature is neglected, and Connected Speech as a pronunciation feature also is not introduced. In this case, the learners have not the opportunity to know how sounds are articulated in connected speech, and they will find difficulties in communicating different messages.

#### **4. Recommendations**

From the results founded about pronunciation issue in *On the Move*, the recommendations may be as follow:

- The designers should give more importance to pronunciation.
- Targeting Connected Speech feature in future textbook, because it plays a vital role in communication, as Jeremy Harmer (2001:197) states ” *good pronunciation does not just mean saying individual words or even individual sounds correctly. The sounds of words change when they come into contact with each other. This is something we need to draw student’s attention to in our pronunciation teaching*”.

- Using authentic materials in teaching pronunciation to train the learners and give them opportunities to speak the English language.

## General Conclusion

The present work is an evaluative research; its aim is to evaluate *On the Move* textbook English teaching material in the content of pronunciation teaching activities, and in the context of fourth year middle school education. To conduct the research, we have adopted mixed- methods research that combines between the quantitative and the qualitative methods for data collection and data analysis. For the quantitative part, we have adopted a descriptive statistical method to generate statistical data from the obtained numbers of activities. For the qualitative part, we have used Qualitative Content Analysis framework in order to interpret and explain the data that are generated from the tables.

The study has specific objectives. The first one is to check whether *On the Move* textbook deals with pronunciation, and see whether it approaches its different features in the same rank. That is to say, which features are more implemented than the others, segmental or supra-segmental and whether they help the learners to improve their communication. The second objective is to evaluate pronunciation teaching activities in terms of strategies used in teaching the different features designed in the book.

The discussion of the results of the study inferred from the textbook has revealed that among the activities used in *On the Move*, only (16%) are designed to teach pronunciation, and most of them are supra-segmental (63%). In other words, the textbook designers focus more on stress and intonation features, but they do not totally neglect English sounds (37%). Furthermore, it is noticed from the results that connected speech features are ignored, and these pronunciation teaching activities are taught in a mechanical way. The goal of learning pronunciation is to succeed in examinations, not to communicate in real life situations.

The results of the study have also revealed that the second hypothesis related to the second question which claims that Harmer strategies of teaching pronunciation are used in *On*

*the Move* textbook is approved. The four techniques are: Whole Lesson, Discrete Slots, Integrated Phases, and Opportunistic Teaching.

For further research, the investigation on pronunciation issue could be enriched by using triangulation method. It consists of the investigation of the same content, by using three research tools: a questionnaire, an interview, and a classroom observation. It is also a hope that this research paves the way to future researchers interested in the same area.

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