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Implementation of Pronunciation Activities in “*My
Book of English 4*”: Pros and Cons

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Dedications

This work is dedicated to:

The greatest parents someone could ask for. Your small and big sacrifices, allowed me to complete this dissertation. This one's for you, with all my love.

To my sister Sabrina, I express my gratitude for being my constant encouragement, especially during challenging moments. Remember our agreement to take over the world, one dissertation at a time ? I finished mine, though! Cheers to you!

And to my two incredible younger sisters, I hope this dissertation proves that everything is achievable if you put your mind to it. Dream big!

To myself and my dear binomial Amel.

Zoulim Lydia

Dedications

This work is dedicated to:

To the loving memory of my mother

I know that you are in god hands but I want to thank you for all the things you have done

for me . I love you forever

and also My family including;

My precious grand-parents 'Chabha and Mouloud' and my humble aunts 'Katia, kaissa,

Naima, Rosa, Ouerdia, Amel and uncles 'Merzouk, Rafik, Khaled, Mouhamed,

My supportive sister Lynda

I also dedicate this work to my Cousins ' Kocyla, Isaac, Emma, Nathan, Raphael, Talia,

Kenaya, Aylane, Kaylane, Elyne' hope that this work is an example for them.

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Abstract

This investigation delves into the implementation of pronunciation activities in “*My Book of English 4*”. The purpose of this investigation is to evaluate the pronunciation activities incorporated in the textbook of young learners in the primary school of Ain El Hammam (Akkar) to determine its advantages and disadvantages, their nature, and how the teacher conducts the activities in her classroom setting. We conducted this study using three methodological tools: textbook analysis, a comprehensive checklist to evaluate the implementation of these activities. Last but not least, a questionnaire section offers helpful feedback from the teacher, providing practical opinions on the success of pronunciation exercises and possible directions for improvement. This study aims to obtain an understanding of the ways in which pronunciation exercises facilitate language learning achievements by integrating these methods. The findings of the checklist and the questionnaire has shown that the textbook lacks of sounds speech not all of them are included, moreover, insufficient authentic materials were included to support the textbook activities. This leads to a variety of recommendations for future investigations in the study's conclusion by adding interesting features to textbooks, providing recording tasks with native speaker audio recordings, and focusing on exercises that simulate real-world situations to enhance students' comprehension and confidence in spoken communication.

Key words: *Evaluation, pronunciation, textbook, young learners.*

List of Accronyms

- 1. Cons: Against**
- 2. EFL: English as a Foreign Language**
- 3. EIL: English for International Language Learning**
- 4. ELT: English Language Teaching**
- 5. ESL: English as a Second Language**
- 6. Hp: Hypotheses**
- 7. N.d.: No Date**
- 8. Pros: For**
- 9. Q: Questions**
- 10. Tv: Television**

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Statement of the Problem

In educational settings, a textbook is the primary source of instruction and learning. Typically, it provides structured content on a specific subject, intended to assist students at a specific academic level in learning and comprehending. This educational source is comprehensive and designed to assist teachers and learners in a particular subject area or discipline. The majority of textbooks have a structured content which includes explanations, illustrations, examples, and exercises, organized in a logical sequence to make it easier for young learners to understand complicated concepts. Considering English pronunciation activities, textbooks are crucial resources for helping students develop accurate pronunciation skills. The purpose of the textbook is to offer structured content and exercises to help students understand language speech sounds, learn proper articulation techniques, and practice pronunciation in various contexts. It includes audio recordings of native speakers and activities that encourage students to mimic and produce accurate sounds. Textbooks are a common tool in primary school language instruction, but little is known about how well they facilitate pronunciation learning. Theoretical frameworks can provide insight into instructional design principles and language acquisition.

To have a lasting impact on pupils, pronunciation instruction must be given consistent attention, which calls for incorporating it into regular classroom activities (Gilbert,2008). Additionally, (Gilbert,2008) states that there are two main reasons why English pronunciation is ignored in EFL classes. One of these reasons is that pronunciation is unfortunately taken as an extra activity in some courses, making it impossible to have a lesson focused solely on pronunciation practice when teaching pronunciation. Research suggests that many EFL teachers allocate insufficient time to pronunciation instruction, and when they do, a significant portion is dedicated to drills that may not be particularly effective in facilitating pronunciation learning (British Council). The second reason has to do with psychological to learning pronunciation

General Introduction

since learners tend to be less confident in their pronunciation of English than they are in their grasp of grammar and lexis. For non-native English teachers, pronunciation instruction is not required because they cannot teach pronunciation like native speakers as asserted by several researchers namely Morley (1991), Jenkins (2004), Levis (2005), and Celce-Murcia et al. (1996), who share the same thought.

Nevertheless, in the department of English at Mouloud Mammeri University of Tizi-Ouzou, there seems to be little research that investigates the teaching of pronunciation. For example, one dissertation conducted in the department dealt with evaluating pronunciation in an Algerian EFL textbook: the case of the four-year middle school textbook (on the move) (see Mesbah and Ouaad 2016). They focused only on the evaluation of the pronunciation of the textbook without looking further at how the activities are done inside the classroom by the teacher or the absence of including the materials used to practice the activities related to pronunciation and its effectiveness. By examining present practices, issues, and prospective improvements in textbook-based pronunciation training in Tizi-Ouzou primary school (Ain El Hammam, Akkar), this study aims to close these gaps.

Aims and Significance of the Study

This study looks into pronunciation activities that are included in ‘My Book of English 4’ to help primary school students learn correct English pronunciation. We, as researchers, hope to find out if these exercises are adequate to improve learners’ pronunciation skills when speaking during the English class. The additional goal of this study is to find out whether the textbook pronunciation activities have advantages or disadvantages concerning their effectiveness. A further objective of the research is to show how the teacher implements the textbook pronunciation activities inside her classroom.

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The significance of this research lies in its potential to inform Algerian EFL textbook designers and teachers about any possible pros and cons of ‘My Book of English 4’. By understanding this, EFL practitioners can better guide their learners in acquiring appropriate pronunciation of English speech sounds. Additionally, this study contributes to the body of academic literature by providing original findings about the implementation of pronunciation activities in a newly published textbook. Furthermore, the findings from this research can have implications for the teaching of young learners about how to acquire adequate pronunciation skills. Ultimately, the goal is to ensure that other researchers interested in teaching pronunciation take advantage of our findings, in addition to students conducting research in the area of applied linguistics interested in textbook evaluation, and eventually contribute to research advances in the teaching of pronunciation by means of textbooks.

Research Questions and Hypotheses

The upcoming questions are meant to lead our investigation:

Q1: What type of pronunciation activities are included in ‘My Book of English 4’?

Q2: Do the textbook pronunciation activities have advantages or disadvantages for learners?

Q3: How does the teacher implement the textbook pronunciation activities inside her classroom?

Based on the above-mentioned research questions, we advance the following hypotheses:

Hp1: Activities like tongue twisters, minimal pairs, rhyming activities, and dialogue with visuals are included.

Hp2: Textbook pronunciation activities have a limited or negligible impact on learners' pronunciation development.

Hp3: The teacher uses a variety of teaching methods, gives students plenty of practice, and provide helpful feedback.

Research Techniques and Methodology

Our study deals with the implementation of pronunciation activities in “*My Book of English 4*” investigated in the primary school of Akkar in Ain El Hammam in the region of Tizi Ouzou. The research techniques and methodology used to collect data are the approaches and procedures for evaluating it. The first tool is a sample of pronunciation activities, in which we have explained how many activities are included in the selected sample, the reason why we have chosen those activities, and how they are analyzed. The second tool is the teacher’s questionnaire to elicit her thoughts on the advantages and disadvantages of the pronunciation activities in the textbooks and how she teaches them inside her classroom. The data are examined qualitatively using qualitative data analysis.

Our research is based on the British Council Team’s Workbook as the theoretical framework. The British Council promotes clear and understandable communication while learning pronunciation. Developing an accurate theoretical framework for pronunciation activities can be accomplished by connecting the British Council's content with our personal objectives. Additionally, our investigation relies on Cunningsworth’s (1995), Ellis’ (1997), and Littlejohn’s (2011) textbook evaluation theoretical frameworks.

Structure of the Dissertation

The structure of this dissertation is traditional simple, it contains a General Introduction, Review of Literature, Research Design and Methodology, Results, Discussion, and General Conclusion.

First, the General Introduction is mainly about clarifying the research topic, mentioning previous works done in the same area and pointing out the gaps. It is divided into sections: statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology, and finally the structure of the dissertation.

General Introduction

The second, which is considered to be the first chapter, is a Review of Literature. It focuses on an overview of scholars and the theoretical framework related to the subject of our study.

The second chapter is called Research Design and Methodology, in which we describe the research's methodology, methods, and analysis procedures used to collect data and evaluate them. It also presents the research tools used to evaluate the use of pronunciation activities in ‘My Book of English 4’ primary school. The third chapter is the Presentation of the Findings, which outlines the outcomes of our study. The last chapter of the Discussion of the Findings where we discuss the findings of our research. The General Conclusion includes a brief summary of the key findings, a restatement of the thesis statement, and suggestions for future research.

Introduction

In this chapter, we are reviewing the literature and theoretical framework that underlie the topic of our research. It is set up into three (3) sections. The first section is an overview of teaching pronunciation, highlighting the way teachers teach it, how it helps young learners acquire useful and efficient English pronunciation techniques that will benefit them in their future communication skills, and the consequences of neglecting teaching pronunciation. The second section is about previous studies related to pronunciation teaching in textbooks. The last section deals with the theoretical framework employed to lead our investigation which is based on the British Council Team's Workbook and textbook evaluation framework.

1. Overview of Teaching Pronunciation

The rise of several diverse types and varieties of international English has led a number of linguists like Jennifer Jenkins and Michael Bax to question the use of native speaker pronunciation models in the teaching of English (British Council Team's Workbook). Students should have the choice to acquire a pronunciation that is more relevant to English for International Language Learning (EIL) intelligibility than traditional syllabuses (Jenkins,2002).

The goal of pronunciation teaching is to enable students to acquire an accent as close as possible to that of a native speaker, allowing them to use English in international contexts. Moreover, the use of non-core words in English tends to be crucial to understanding. Since native speakers' accents depend on the region they are from, non-native speakers should do the same. Even if they have not yet mastered the basics, students should be exposed to non- speakers in the classroom in order to understand each other easily (Jenkins,2002).

1.2. Neglect of Teaching Pronunciation

While there have been major improvements in the teaching of grammar, vocabulary, collocation, context, and meaning, pronunciation still relies on the behaviorist framework of

listen, identify, discriminate, and repeat. This method is not incorrect but remains insufficient for the majority of students and teachers, making pronunciation a mysterious zone and leaving it as a mystery domain with imprecise rules that are challenging to master. Despite their best efforts, teachers frequently neglect to incorporate pronunciation into their classes and course guidebooks (Underhill,2010).

Even with the creation of interesting materials for language learning, there is still a problem: these materials are not used enough in classrooms. This means that students might not be learning the language as effectively as they could. There are two (2) reasons given for this, along with two (2) solutions to overcome it (Underhill et al.,2010).

. The need for physicality: The issue is that we often neglect the physical aspect of pronunciation, which is a crucial aspect of language. While grammar and vocabulary can be taught cognitively, pronunciation is a physical discipline involving the muscles of articulation, particularly in the throat and mouth. Students often struggle to identify the hidden techniques to change the sound, unable to escape their mother tongue's phonetic set. This is similar to how gymnastics or dance focus on the slightest muscular movements. To help students, it is essential to help them reconnect with the muscles that make the difference in pronunciation. This can be achieved by helping them identify four physical buttons that enable them to move around the mouth and find new positions of articulation, which are:

1. Tongue (forward and back)
2. Lips (spread/back and rounded/forward)
3. Jaw and tongue (up and down)
4. Voice (on or off)

With simple signs like the teeth, lip, and palate, the fundamental equipment for understanding round vowels and diphthongs can be applied to consonant sounds easily. When students are more aware of the contact with these movements, which are visualized on a chart

and reproduced in the mouth, they will feel more comfortable and more open to leaning easily. Because muscles move involuntarily and mostly in a visible manner, deaf people are able to perceive what their friends are saying. Teaching pronunciation visibly can enhance and assist the physicality of learning (Underhill et al., 2010).

. **The need for a mental map:** Many students and teachers lack a clear mental concept and direction in pronunciation and physicality. By using a phonemic chart, learners can develop a mental map and a mental scaffolding to guide them through this new area, which makes this chart unique.

ɪ	I	ʊ	u:	Iə	eɪ	ɪ	ɔ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	ʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Figure 01: The Phonemic Chart (Adrian Underhill,1994), the British Council Team's Workbook.

This chart is a geographical map that shows where and how sounds are produced. It is a map that shows how sounds are made rather than a list of phonemes; as a worktable, it helps connect the sounds to words. The chart shows twelve vowels in the top

left quadrant, representing the front of the mouth and the back. The left side of that box represents the front of the mouth. The right side represents the back. The top of the mouth is the top, and the bottom is the bottom. The chart shows high and low vowels, back and front vowels, and the central pair. The neighbors in the chart are also neighbors in the mouth. The first two rows of consonants show front consonants on the left and back ones on the right. Front sounds are generally more visible (Underhill et al., 2010).

2. Previous Studies into Pronunciation Teaching in Textbooks

In this section, we present some previous works done in the same field as our research. It is worth noting that not at the same level as the one we chose, the studies found were made at middle schools; unlike our investigation, the English textbook is very recent for primary level, and no previous study was made in this case.

“Textbook Evaluation in Terms of Pronunciation Teaching: The Case Study of the Algerian Middle School’s Second-Generation Textbooks” by Derghal (2018-2019) is a relevant dissertation close to our investigation, which took place in three different middle schools in Ain M’lila Oum Elbouaghi. Derghal used an interview and a checklist evaluation to reach their opinions on how to teach pronunciation using textbooks. Her results showed that one of the textbook's disadvantages is its absence of audio elements, which are crucial for teaching pronunciation. Also, when it came to teaching pronunciation, the textbook had different strong and weak aspects. This rates the textbook's effectiveness as “moderate” following Likert scale. Based on the mean score of 1.82, the textbook is likely rated on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. A score of 1.82 would place the textbook in the "moderate" range, indicating that it has both strengths and weaknesses. For example, the activities in the textbook cover a wide range of pronunciation concepts and are designed for different levels of learning. Additionally, real-world English examples are included. However, the textbook has unclear objectives and a lack of audio materials. It also doesn't cover all the topics in the syllabus. In terms of pronunciation, the aims of this textbook

are imprecise, and out of time; in certain cases, they are not specified at all.

Belefriekh's and Zeghibib's (2018), "An Evaluation of Second Year Middle School English Textbook, "My Book of English: A Case Study of Middle School Teachers of English". Study took place in Jijel. The textbook was carefully analyzed, and the teacher was given a questionnaire based on many evaluative checklists from ELT scholars. The findings demonstrate that the textbook activities force students to limit themselves preventing them from being imaginative and creative in how they convey their own opinions.

Another dissertation conducted in the department of English at Mouloud Mammeri University in Tizi-Ouzou by Mesbah and Ouad (2016) dealt with evaluating pronunciation in an Algerian EFL textbook: the case of the 4-year middle school textbook (on the move). They used mixed methods to examine their research study, and the outcomes were that the manner in which the pronunciation exercises in the textbook are taught is precise. Mainly for exam success rather than communication matters.

Solarte and Guerrero, Nariño, Pasto (2002), in Colombia University, worked on "Evaluating Pronunciation Textbooks". They examined some pronunciation textbooks used in classrooms and rated them according to their efficiency. Their investigation reached the conclusion that the selected textbook (Pronunciation Plus) might not be appropriate for every lesson condition, illustrations, pictures, and examples might not be necessary. Nonetheless, in order to enhance pronunciation and become more familiar with future textbooks, these components are essential for new teachers.

Derwing Diepenbroek and Foote (2013), investigated "How Well Do General-Skills ESL Textbooks Address Pronunciation?". They studied 12 ESL (English as a Second Language) general- skills textbook series to establish how many pronunciation activities were

included in these popular books. As observed, the focus of pronouncing exercises varied between and within the series, and a few clear explanations were provided in several texts. The teacher's instructions can sometimes help students, but they might just be telling students to be aware of their own mistakes. This might not be enough to help students improve their second language pronunciation.

3.Theoretical Framework

We have gone over the major theories and concepts that support the previously provided primary principles in the theoretical framework. This framework will provide an understanding of how to teach young students pronunciation.

3.1. The British Council's Teaching Pronunciation Approach

3.1.1. An Activity to Help Students with Sound Discrimination

This is an activity to help students differentiate and produce the short /i/ sound as in "milk" and the longer /i:/ sound as in 'beef', although it can be adapted to any pair of sounds with which your students have differentiation problems (Thomson, n.d.).

Thomson (n.d.) made a procedure to help his students who are not able to distinguish between the pairs. He starts by explaining that he is going to say a word with the /i/ sound several times, then change to a word with the sound. When they hear the word change, the students raise their hands. He proceeds to say "ship, ship, ship, ship, ship, sheep, sheep, ". He advises teachers and learners to repeat this process with different words such as ("hit"/"heat," "it"/"eat," etc.).

Then, he says, "I saw a big ship, I saw a big ship, I saw a big ship, I saw a big sheep, I saw a big sheep..." until the students can hear the difference between the sounds /f/ and /j/. Then, he writes the sounds in a phonemic script and asks the students, "Who is this?". When the students know that Steve and Jill are the two characters, he asks, "Who is Jill's partner?" and points to the letter /i/. Any name that starts with the letter /i/, like "Chris," "Phil," "Kim," "Tim," or "Jim," is a good answer. To make it easier, you can ask, "Who's her partner, Chris or Pet?".

The students should quickly understand this game. The teacher continues by asking, "What's Jill's favorite food/drink?" Students can answer with words like "milk," "fish," "chips," "gin," and so on. He writes this information on the board and keeps asking Jill and Steve questions until there are two columns filled with details about their lives, such as where they live, their favorite colors, animals, etc. He then repeats words like, "Steve lives with Pete Reid," "Jill likes Brad Pitt," and "Jill likes fish and chips." After a student pronounces a word incorrectly in a subsequent lesson for example, saying "deeficult" instead of "difficult," he writes the word "difficult" on the board and asks, "Is this a Steve word or a Jill word?" After giving their response, students are asked to pronounce the word correctly.

3.1.2. Activity to Practice Discrete Vowel Sounds

It is a creative method to make students practice their pronunciation in a fun game which is telephone number pronunciation. It is also an interesting way to incorporate technology into the classroom since pupils enjoy using cellphones. Spafford (n.d.) introduces this technique by drawing a phone on the board with numbers on it. Then, he dictates a number to the students, which they replace with words they have in handouts he previously gave them. This will help them practice their pronunciation in a fast and effective way. (Find the worksheet attached in the appendices.).

3.1.3. Young Learners and the Phonemic Chart

Meldrum (n.d.) introduced this concept of a phonemic chart. According to her, the phonemic chart gives a standard for teaching and learning pronunciation. The students can make better use of their dictionaries, and it provides the teacher with a quick and efficient tool for teaching pronunciation and correcting mistakes. Once familiar with it, students can use it in their notes to help them acquire the correct pronunciation of new words. However, without sufficient practice, it is often difficult for children to remember the exact pronunciation because English spelling might be complex.

This is why performing exercises is one of the finest ways to learn about the phonemic chart or pronunciation for a teacher, who is still developing these skills. Meldrum also made a game called the phoneme race, which is useful for introducing students to new phonemes. The teacher writes six symbols on the board and then writes five words for each sound. These words are written in a big way so that the students can see them clearly on the cards. The teacher puts them into groups, and one student from each group races to the teacher to receive a card to find out the phoneme used in the word. The team that accumulates the most cards wins. She goes for another drilling session; students should come for imaginative, meaningful sentences and be rewarded.

For individual sounds, she introduces the Chinese Whispers, which simply consist of sitting them in a circle and ask them to pronounce a symbol, whispering it in their ear, and circulating it among the class. If the pronunciation is correct, they earn points; if not, the teacher gets a point.

4. Engaging with Pronunciation: Individual Sounds

4.1. How to Teach Individual Sounds?

4.1.1. What is a Sound?

The term “sound” in language refers to the length, pitch, height, loudness, quality, or timbre of speech sounds. These auditory perceptions can be linked to the voice glides’ acoustic qualities of duration, intensity, and frequency (Kay, n.d.).

4.2. Teaching sounds

In the process of learning, students may have some difficulty with the pronunciation of some sounds, so the teacher must think of a way to teach the pronunciation of English sounds. In effect, several techniques can be followed among them:

4.2.1. Drilling

When presenting new language items to their students, many teachers still employ the repetition drill method, which consists of students' repeating a word or phrase after the teacher says it or models it (Kay, n.d.).

4.2.2. Pronunciation Games

To improve their pronunciation, students can engage in a variety of activities, such as listening to audio recordings and repeating sounds after the teacher. It's also helpful to identify and focus on specific areas of difficulty, such as vowels and consonants. Using visual aids to demonstrate mouth positions and tongue movements can further enhance pronunciation accuracy. Additionally, practicing contractions and mimicking native speakers can help students develop a more natural-sounding accent.

4.3. Learning Speech Sounds

4.3.1. What are Speech Sounds?

Speech sounds are the individual units that make up words in a language. We employ them every time we speak loudly. Speaking with the appropriate sounds and in the appropriate order is what enables us to interact with others and comprehend what they say.

There are forty-four (44) speech sounds, which are distinct sounds that each letter makes when spoken. As youngsters develop their speech, it can be quite helpful to help them grasp various speech sounds. The definition of a consonant, according to Idris (2011), is a speech sound in which the air stream from the lungs is either totally blocked (like in the case of the plosive or stop consonant /p/ or /t/), partially blocked (like in the case of the lateral consonant /l/), or so narrowly opened that there is audible friction as the air escapes (like in

the case of fricative /f/. Collins and Mees (2013) state that the place of articulation tells us where the sound is produced, while the manner of articulation tells us how the sound is produced. Similar to above, Ogden (2009) argues that the place of articulation describes where in the vocal tract a sound is made, while manner of articulation refers to the way a sound is made. In other words, each sound has a manner to say. Speech sound Examples are: /p/, /b/, /m/, /t/, /d/, /n/, /s/, /l/, /r/, “sh”, “ch”, /k/, /g/, etc.

4.3.2. Learning to Pronounce Speech Sounds

In the early months of life, children already begin to recognize the distinct sounds of the language they are hearing and show preference for that language (Kuhl,2010). This is due to a potent mechanism that occurs in kids' brains when they hear different languages. Children learn about the phonology, the study of the sound of their language, by doing this. At varying ages, children begin to make speaking sounds on their own. Shriberg (1993) and Berk (2013) confirm that, developing children follow a similar sequence when developing consonant sounds.

4.3.3. Teaching Terms for Speech Sound Awareness

Kent (2019) introduced the following terms to teach speech sounds:

4.3.3.1. Minimal Pairs

Two words that sound the same except for one phoneme are called minimal pairs. Engaging in speech-sound activities can help you identify the sounds that a child finds difficult, so you can provide support for those sounds targeted practice, use visual aids, and give them lots of opportunities to practice the sounds in different ways.

4.3.3.2. Syllables

Children can learn to identify the precise speech sounds in each word.

4.3.3.3. Sound Discrimination

Discrimination exercises is this ability of making the distinction between noises when engaging in speech. The children will not be speaking during these exercises. They will only listen to the teacher saying the sounds. This is because these exercises are about hearing the difference between different sounds.

4.3.3.4. Speech steps

Kids learn sounds step by step; they will begin by uttering seething sounds by themselves before working their way up to emulating such sounds in regular speech. Additionally, children usually focus on one sound in one word at a time because having too many speech sounds at once might be annoying.

4.3.4. Supporting Children with Speech and Sound Development

Learning speech sounds can be challenging for young children. To support their development, it is important to create a conducive learning environment. First, maintain clear facial expressions to help children mimic the teachers' mouth movements. Second, speaking slowly and clearly allows them to distinguish individual sounds. Third, teachers should be mindful of the child's feelings and avoid excessive correction to prevent frustration. Fourth, find a quiet space for practice, free from distractions. Fifth, engage in fun activities like playing sound-focused games or clapping out syllables to make learning enjoyable. Finally, explain the meaning of new words to help children connect sounds with meaning (Kent,2019).

4.3.5. Integrating Pronunciation into Classroom Activities

Pronunciation exercises have been given less importance while teaching languages. As The British Council stated in teaching English, "pronunciation tends to be neglected."

However, as with all other aspects of teaching a language, pronunciation needs to be continuously focused on in order to have an influence on pupils. This implies that it needs to be included in regular classroom activities. The British Council Team's Workbook offered the following strategies for including pronunciation in lesson plans:

Free-speaking exercises are a useful tool for teachers to help children improve their pronunciation accuracy and fluency. A simple poster with many columns of various spellings and a phoneme at the top may be made to concentrate on particular sounds, such as vowels. For instance, words like "bed," "dead," and "said" can be placed under the phoneme /e/.

Diphthongs are double vowel sounds that may be heard in words like "chair" and "fear." It's crucial to convey this idea to students. Teachers should also underline the significance of weak forms, which are syllable sounds that in linked speech become unstressed. Teachers can assist students in understanding and correctly producing these sounds by offering guidance and examples. And last, a key component of clear communication is sentence stress. To assist learners, get the intended meaning and prevent misunderstanding, teachers should emphasize important words more (The British Council Team's Workbook).

4.3.6. Techniques and Activities for Teaching Pronunciation

➤ Developing Pronunciation Through Songs

Songs are often an authentic, memorable, and rhythmic tool to encourage students to repeatedly listen to and imitate their favorite singers.

Using songs to focus on sounds: Sound units, such as vowels and consonants, are challenging for students to learn due to their mother tongue and the need to produce unfamiliar sounds. Making mistakes when pronouncing sounds can strain communication and even change the meaning of a sentence. Songs, which are authentic and easily accessible examples of spoken English, can help by providing repetition of similar sounds through rhymes.

Students often choose to listen to songs repeatedly, indirectly exposing them to these sounds (Ebong & Sabbadini, n.d.). As an instance for that, choosing two words from a song from which minimal pairs can be created.

- Man, mad

(From *'Imagine'* by John Lennon)

Students match pairs on cards, listen to a song, and select the proper one, which is then compared to the lyrics, ensuring a whole learning experience:

Using songs to focus on words: words are sound combinations created in syllables, with only one stressed syllable and the rest unstressed. English words have unique stress patterns; learners must follow complex rules; and weak syllables are important but frequently overemphasized. Adding words to the music can help students by allowing them to connect word stress to rhythms they can remember. Songs' comfortable vibe exposes students to challenging pronunciation because they frequently use weak syllables. For example, by identifying words that have gaps between them, students can estimate how many syllables are in a song, and after they have listened, they verify their predictions (Ebong & Sabbadini).

Using songs to focus on connected speech: The way we naturally link words together and emphasize particular terms is called connected speech. One particular example of this is the use of contractions which apply to both spoken and written forms. That being said, students frequently acquire words one at a time and pronounce them separately, which might result in misunderstandings regarding contractions being 'incorrect' and the relative importance of words within phrases.

Students find it difficult to distinguish individual words in songs since the chorus, in particular, provides vivid examples of how entire phrases should be pronounced. Students are willing to mimic the sound of the song's contractions because music highlights word flow and contains numerous contractions. Moreover, there are no standard songs for teaching pronunciation, but the aim is to choose clear, memorable, and simple-to-make activities that fit the particular pronunciation topic we are focusing on and are interesting to the learners, possibly even songs they already know (Ebong & Sabbadini, n.d.).

4.3.7. Pronunciation in the English Language Class

Pronunciation is more than just listening to and repeating words; it also includes linguistic aspects (vocabulary and grammar) as well as linguistic abilities (speaking and listening). It requires identifying and comprehending the rules and patterns of hidden speech, such as the stress placed on the first syllable in the case of nouns and adjectives and the second syllable in the case of verbs. Additionally, physical pronunciation requires the retraining of speaking muscles. It includes listening to the sounds of the language, practicing related speech, and playing recorded speech fragments (Hancock, 2018).

Our vocal articulators, including our tongue, lips, and jaw shape our pronunciation.

While learning our first language, we develop speech habits that can be unconscious, making pronunciation in a new language difficult. Most people learn a new language while maintaining their mother tongue's accent, but this does not always mean they are not understood. Features of pronunciation, such as the distinction between the /r/ and /l/ sounds, might help the listener understand information. The use of communicative activities, such as games, can effectively enhance learners' ability to perceive and produce subtle differences in speech sounds, thereby improving their intelligibility. Simplified word forms are sometimes used to help with pronunciation, such as "gonna" in place of "going to." Even if "gonna" is more frequently used in casual conversation, "going to" is still the accepted word in many situations. Consequently, "gonna" should be taught as an optional pronunciation

alternative rather than a required form, even if it might be a helpful tool for learners. Hancock (2018) underlines the significance of communicative exercises in the development of pronunciation. Teachers may create an atmosphere that is both encouraging and motivating for students to improve accuracy and fluency by assigning them activities that are relevant and participatory.

4.4. Textbook Analysis Framework

4.4.1. Parameters of The Textbook Evaluation Checklist

Our textbook evaluation checklist was inspired by different authors. A checklist is a common technique for carefully reviewing and evaluating a coursebook in an efficient and practical manner (Mukundan, Hajimohammadi, and Nimehchisalem,2011).

According to Mukundan, Hajimohammadi, and Nimehchisalem (2011), "a checklist allows for a more advanced evaluation of the coursebook by using a set of criteria that can be applied universally; they can be either qualitative or quantitative, depending on the nature of the evaluation."

Mukundan's (2011) noted that a textbook's quality may be so important that it could make a difference in the success or failure of the teaching and learning process. Following its use in a particular learning or teaching situation, the examiner has the chance to consider the quality and efficacy of the course material (Mukundan et al., 2011). Cunningsworth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely pre-use, in- use, and post-use evaluations. Pre-use evaluation helps teachers select appropriate textbooks for language classrooms, while post-use evaluation explores strengths and weaknesses. Post- use evaluation helps teachers reflect on textbook quality after use in specific learning situations and in-use is related to the phase in which classrooms are actively using the textbook. Teachers can gather information on learning results, student involvement, and general textbook satisfaction at this phase. Despite the fact that he did not provide an organized test for assessing

pronunciation textbooks, Alexander John Ellis' work (n.d.) on phonetics and pronunciation analysis provides interesting evaluation criteria.

Littlejohn (2011) suggests that evaluation is subjective while analysis is objective. He provides a three-level framework for coursebook analysis (analyzing the objectives, teaching strategy, and target skills), which can be modified to create a checklist for textbook review. The British Council (1987) published a book *ELT Textbooks and Materials: Problems in Evaluation and Development* that addresses the development and evaluation of dictionaries and textbooks for English language learners. It covers both theoretical and practical topics, including creating coursebooks, providing tests, and choosing the best resources for particular learners.

4.4.2. The Definition of Textbook

A textbook is generally a book with some materials for a particular subject that are used by students while they are learning in a classroom. Thomson stated that the textbook serves as a platform or tool for teaching and learning (Solichatun,2011). Al Sowat (2010) categorized textbooks as one of the most important components in the curriculum because they present a clear structure that can guide the teacher and learners where they should go and tell them what is going to come next.

Cunningsworth (1995, p.7) describes that a textbook serves as a guide for reaching a set of goals and objectives based on the needs of the students. Textbooks are essential to the teaching and learning processes because they provide students with a variety of activities. They also include the needed contents to understand what they have learned.

4.4.3. Textbook Evaluation

As Hutchinson and Waters (1987, p.96) noted: “evaluating is a matter of judging the fitness of something for a particular purpose”. The primary goal of textbook evaluation is to obtain a textbook that facilitates effective teaching and learning. In fact, the assessment of the

book aids teachers in determining whether or not it fulfills the needs of the students. Cunningsworth (1995) and Ellis (1997) clearly affirm that textbook evaluation helps language teachers to step beyond any primary, down-to-earth impressionistic assessments. Textbooks also aid in both the teacher's effective classroom management and the students' thorough comprehension of the subject matter. So that the students can meet their learning objectives, the teacher should select a quality textbook that meets their needs. Level one, "Objective Evaluation" provides an objective summary of the contents (Cunningsworth, 1995).

According to Littlejohn (2011, p.186), textbooks give an idea of "how the various sections and means of access to the materials are distributed between teacher and learners." It also describes the format of the materials, including the number, kind, and duration of activities in addition to the addressed content. Level 2 "Subjective Analysis" is a subjective description of one unit of the coursebook's tasks, focusing on what teachers and students must complete. Tasks are divided into different activities, and each task is evaluated separately. Finally, "Subjective Inference" is used at Level 3 of the coursebook analysis to determine the course's guiding concepts. Level 1 material description determines the objectives, whereas Level 2 task analysis determines the content selection and timing. Teachers' and students' responsibilities are determined by the structure of materials, input and output, whether learners reply scriptedly or spontaneously, and whether the book aims to direct all classwork or support learner critical thinking.

4.4.4. Pronunciation in Textbook

Textbooks with pronunciation exercises frequently include a variety of tasks aimed at enhancing students' phonemic awareness and general spoken language competency. Phonetic drills, which concentrate on the articulation of individual sounds, word stress, and intonation patterns, may be some of these exercises. As Scott Thornbury (n.d.) claims: "Pronunciation is the Cinderella of language teaching, neglected and overshadowed by grammar and

Textbooks need to give it more prominence to ensure learners develop effective communication skills.” Jennifer Jenkins (n.d.) argues: "Incorporating pronunciation into textbooks helps learners develop intelligibility across different varieties of English, preparing them for global communication”. To ensure a thorough approach to pronunciation mastery, textbooks may also provide digital resources, audio recordings, and visual aids such as mouth diagrams in addition to these tasks. Robin Walker (n.d.) said: "Effective pronunciation activities encourage learners to notice and practice the features of connected speech, helping the sound more natural and fluent." Ann Burns (n.d.) asserts: "Incorporating pronunciation activities into textbooks supports learners in achieving accurate and intelligible speech, enhancing their ability to communicate effectively across cultures.” With activities in textbooks, learners can communicate more effectively. The importance of textbooks is to provide pronunciation exercises in order to help students acquire fundamental communication skills and become fluent English speakers.

Conclusion

This chapter on literature review provides an overview of important ideas that have been studied in relation to our research issue. We used a three-level framework objective assessment, subjective analysis, and subjective inference to examine the textbook. The goal of the objective evaluation is to describe the textbook's contents, including the quantity and variety of activities. Subjective study examines the tasks and their layout in the textbook. Lastly, subjective inference concentrates on comprehending the fundamental ideas and objectives of the textbook. Additionally, it connects our research to previously published works by recognized academics.

Introduction

This chapter focuses on the methodology we chose to collect and analyse the data we need for our research, which consists of an assessment of the implementation of pronunciation activities in “*My Book of English 4*” primary school textbook. It permits to underline the research method and design followed to gather the data to analyse them. In this methodological chapter, there are two categories of processes: data collection procedures and methods for analyzing data. Both are necessary for answering the questions stated in the General Introduction. The first part gives us an overview of the corpus, or more specifically, it describes the textbook in “*My Book of English 4.*” The second part, provides the methods employed for gathering data, including the sample, context, and tools utilized. The procedure for qualitative analysis of the data is described in the last section.

1. Presentation of the Textbook of the Fourth Year and Context of the Study

The textbook is an essential material used in the teaching and learning process. According to Hutchinson and Torres (1994), Ravitch (2003), and Valverde et al. (2002), textbooks are vitally important; they play a significant role in shaping teachers', students', and families' views of school subjects. Textbooks are crucial resources for promoting particular curriculum types. Since they are purposefully arranged, their structure and content play a crucial role in advancing a certain curriculum goal. Algerian Textbook “*My Book of English 4*” includes the curriculum guidelines established by the National Ministry of Education of Algeria. The description of the course book is required because the corpus used in this study was gathered from the textbook. The book is designed for fourth-year primary school learners studying English as a foreign language. As in each textbook, it has all the necessary components to be used as an instructional material for teaching English, including pronunciation.

The textbook contains sixty-nine (96) pages; the first page contains information about the textbook (title, designers, edition, etc.), which continues until Pages 02 and 03. Pages 4 and

5 introduce the contents of the textbook. Also, page 5 represents the book map of all the teaching contents of the eight units that are included in the book. Page 6 of the textbook provides the learners with a self-assessment that requires the learners to evaluate their own previous learning. Furthermore, it contains eight units, unit one: Family and Friends; unit two: Occupations and Jobs; unit three: School; unit four: Health; unit five: Food; unit six: Games; unit seven: Celebrations and the final unit is about Animals. Every unit follows a specific theme. Each unit is divided into five main sub-title rubrics. In the pronunciation activities implemented in the textbook, we have: I play roles; I sing and have fun; I listen and repeat; matching words and rhymes, phonetics; some minimal pairs; sound discrimination; and targeted sounds. These sections focus on the study of the pronunciation of words and sounds, with the aim of drawing students' attention to the different language elements. Finally, a bilingual dictionary is proposed where every unit proposes some words related to their theme translated into Arabic.

This study is conducted in one primary school in Tizi-Ouzou named Akkar primary school, which is located in Ain El Hammam (Akkar), during the academic year 2023/2024. An interview is conducted with the teacher of fourth-year learners.

2. Data Collection Procedures

We gather information applying a range of analysis methodologies over a limited period of time. To obtain more knowledge about how pronunciation is implemented in the textbook and how one selected teacher teaches it in the classroom, we used two data collection tools: a sample of pronunciation activities and a teacher's interview.

2.1. Sample of Pronunciation Activities

The textbook under study is "*My Book of English 4*" a primary textbook of English for the fourth grade. The pronunciation activities included in the textbook are the category we are investigating. In our sample, we extracted a number of ten (10) pronunciation activities that cover a wide range of pronunciation learning objectives. These activities engage young learners

and adapt various approaches of learning. To evaluate these activities, we determine each of their advantages ("pros") and disadvantages ("cons") for young learners. For example, "play roles" is entertaining (pros), yet "phonetics" can sometimes be complicated (con).

2.2. Teacher Questionnaire

A questionnaire is a list of written questions meant to collect data from participants. In our case, a structured questionnaire consisting of seventeen (17) open-ended questions has been developed. The purpose of this questionnaire is to find out what teacher think about the advantages and disadvantages of using pronunciation activities in the textbook. We intend to have a deep insights of teacher opinions on this particular research issue by providing feedback to this questionnaire.

3. Data Analysis Procedures

3.1. Analysis of Textbook Pronunciation Activities

The textbook "*My Book of English 4*" provides us with activities about some minimal pairs, sound discrimination, rhyming pairs, short vowels, dialogues, and repetition. The analysis of the activities is done by means of a checklist which was inspired by Cunningsworth's (1995), Ellis's (1997), and Littlejohn's (2011) textbook evaluation frameworks. Three methods of textbook evaluation are proposed by Cunningsworth (1995) and Ellis (1997): pre-use, in-use, and post-use.

Pre-use evaluation helps teachers select suitable textbooks by examining their content, pedagogy, and alignment with curriculum goals. In-use evaluation focuses on observing the textbook's effectiveness in the classroom, including student engagement, learning outcomes, and teacher satisfaction. Post-use evaluation involves assessing the overall impact of the textbook on student learning and identifying areas for improvement.

Littlejohn (2011) offers a three-level framework that we have adopted into the following checklist for textbook review and have used it for the analysis of pronunciation

activities in “*My Book of English 4*”.

3.2. Qualitative Analysis of the Questionnaire

The questionnaire is conducted with an English teacher at Akkar Primary School in Tizi Ouzou, Algeria. This questionnaire allows us to collect qualitative data on the practical use of these pronunciation activities, to gain an understanding of how they are done, find out if the activities are age-appropriate, how they are taught inside the classroom, and what the teacher thinks about their efficacy. To know more about how the learners react to the exercises to see if they are interested and having fun. This enable us to evaluate how these exercises are practiced in the classroom.

Conclusion

The chapter describes the research design and methodology used in the study. It explains how we analyzed the pronunciation activities in a primary English textbook and conducted a questionnaire with the teacher. The goal is to understand how these activities are used in the classroom and how learners respond to them. We used a checklist to analyze the textbook activities and focused on their practical use, age-appropriateness, and the teacher's opinion. We also wanted to investigate how learners react to the activities and whether they find them engaging. This data helps evaluate how these exercises are implemented in the classroom.

Introduction

This part of the dissertation titled “presentation of the findings” concerns the results gathered from our two data tools. It is divided into two parts. The first part is about the results of the analysis of textbook pronunciation activities as well as its advantages and disadvantages; the second part is about the results of the teachers’ interview at the primary school in Akkar.

1.Results of the Data Analysis

1.1. Analysis of the Sample of Textbook Pronunciation Activities

The textbook implied a fair number of fun activities. Practicing pronunciation may be fun when you use games, songs, and other interactive activities. When kids are having fun, they are more likely to be motivated to join and practice, which keeps their interest and reinforces a good attitude toward learning English. (For example, pp. 9, 35, 49, 56, 64, 71) especially activities based on songs. Another amusing activity in the textbook is about repetition and movement which are key components of enjoyable activities and can aid children in learning sounds and how to pronounce them.

Rhymes, songs with catchy tunes, and physical movements such as clapping help improve memorizing the speech sound. Along with the role-playing parts, which help students practice and express various voice tones according to the context, showing emotions, and asking questions, young learners are more likely to participate and practice when they enjoy themselves through the activities. They develop a more natural learning of spoken English consequently. Though there is a lack of English appellations, in the textbook we have noticed an assemblage of Arabic names and cultural events and celebrations on (pp.9, 12, 15, 71, and 72). The largest number of names mentioned in the textbook are Arabic such as: Fatima and Mustapha which are not helpful for young learners to acquire the right pronunciation of English words. Learners frequently rely on the sounds and pronunciation

patterns of their mother tongue. If they are unfamiliar with the sounds of their native language, this may result in incorrect English pronunciations.

Below is an analytical analysis of each activity. The possible advantages (pros) and disadvantages (cons) of each choice:

Pronunciation Activities	Pros	Cons
I play roles, unit two, page 14 (see appendix E)	Young learners can improve their pronunciation and voice pitch while having fun and developing their imaginative abilities through role-playing.	
I sing and have fun, unit two, page 22 (see appendix E)	Singing is a fun and effective method for learning English pronunciation, as it helps children naturally hear and remember sounds.	
I listen and repeat, unit one, page 9 (see appendix E)		Arabic names may not be pronounced in the same way as in English. It is crucial to teach proper English pronunciation and deal with English names that are easy to pronounce.
Phonetics and task one, unit three, page 37 (see appendix E)	It helps learners' acquisition of accurate English pronunciation. It becomes an enjoyable sound. practice combined with engaging exercises.	Even though phonetic sounds can be a helpful tool, relying only on textbook pronunciations could hinder exposure to authentic English. Natural pronunciation is easier for kids to learn when they see or listen to native speakers.

I listen and repeat, unit five, page 56 (see appendix E)	Repeating the sounds out loud helps embed them in their memory, enhance their abilities to remember and use them correctly.	
Match the words that have the same sound as the word "good", unit six, page 67 (see appendix E)	It helps memorize English sounds by finding pictures that sound the same. Words become easier to learn when our brain associates words based on their phonemes.	
Match the words that have the same rhyme, unit three, page 38 (see appendix E)	It increases the hearing of word ends. Learning words by matching words that end up sounding alike and finding an equivalent for every sound in a fun way.	
Rhyming pairs and sound discrimination, unit three, page 35 (see appendix E)	These exercises help young students recognize similar-sounding words.	
Minimal pairs, unit six, "I sing and have fun", page 64 (see appendix E)	Young learners enhance their ability to identify differences in sound by working on words that differ by just one phoneme.	
"I sing and have fun", and unit four phonetics and task one, page 51 (see appendix E)	These exercises help young students differentiate between particular sounds.	
Targeted sounds, phonetics, unit one, page 17 (see appendix E)	Young learners will be able to pronounce those hard sounds by learning targeted sounds.	

Table 01: Pros and Cons of Textbook Pronunciation Activities.

This table provides a summary of several pronunciation activities from an English language textbook, along with their potential advantages and disadvantages. Overall, the textbook offers a variety of pronunciation activities that can be effective in helping young learners develop their pronunciation skills in a fun and engaging way.

1.2. Results of the Textbook Evaluation Checklist

The checklist demonstrates the sort of activities that cover the textbook and the missing ones using simple terms like fully, partly, narrowly, and no. Through the checklist, we have come to the answers that we wanted to reach. We found sound discrimination activities in units four and seven of the phonetics part, as well as in the first and second tasks of unit seven. There are many activities about rhyming pairs, which cover half of the textbook in units three, four, and eight (pp. 35, 38, 49, 56, and 64 see in appendix D), like in “I sing and have fun”p.64. Furthermore, we noticed the presence of some minimal pairs of exercises highlighted in units three, five, and six (pp. 44, 56, 64 see appendix D) like in task two, “I sing and have fun”.

However, the textbook does not include all the activities mentioned in the checklist. For instance, there are no activities about all the English phonemes, consonants, and diphthongs, and short vowel activities are not very common. In addition, we noticed the absence of activities about native-like pronunciation, blends and digraphs, silent letters, linking sounds, stress and intonation, and connected speech. If the textbook does not properly provide a variety of sounds, young learners might miss their exposure to essential elements of pronunciation. They could find it challenging to distinguish between sounds that are similar to one another or trying to produce sounds that they are not familiar with or have not practiced before.

CHECKLIST PARAMETERS		Fully	Partly	Narrowly	No
01	The textbook contains activities about all the English vowels		✓		
02	The textbook contains activities about all the English phonemes				✓
03	The textbook contains activities about all the English consonants				✓
04	The textbook contains activities about all the English diphthongs				✓

05	The textbook contains activities about sound discrimination			✓	
06	The textbook contains activities about games to practice rhyming pairs			✓	
07	The textbook contains activities of native like pronunciation				✓
08	The textbook contains activities about stress and intonation				✓
09	The textbook contains activities about blends and digraphs				✓
10	The textbook contains activities about silent letters				✓
11	The textbook contains activities about minimal pairs			✓	
12	The textbook contains activities about linking sounds				✓
13	The textbook contains activities about connected speech				✓
14	The pronunciation activities are engaging and age-appropriate for the learners	✓			
15	The activities provide clear instructions and demonstrations for proper pronunciation	✓			
16	The activities provide opportunities for students to receive feedback on their pronunciation	✓			
17	The activities offer enough opportunities for learners to practice the target sounds	✓			

Table 02: Results of the Textbook Analysis Checklist.

1.3. Results of the Teacher Questionnaire

This part is devoted to the answers given by the teacher about her feelings toward the pronunciation activities and the difficulties she found while teaching, as well as her opinion about the advantages and disadvantages of the activities at the fourth-year level of the primary school, Akkar.

Question 01: Are you satisfied with the way this textbook helps students in learning the proper pronunciation of English speech sounds?

“I’m disappointed with the way the textbook teaches children how to pronounce English speech sounds correctly, which means I do not rely on the activities implemented in the textbook but I make my own pronunciation activities, which makes it not an effective tool for learning pronunciation”.

Question 02: In your opinion, does the textbook contain comprehensive exercises that are very useful for teaching pronunciation?

“In my opinion, the exercises are practical but not that useful”.

Question 03: Non-native sounds may sometimes be difficult for young learners to understand. Is there anything in the textbook that can help with this problem?

“There are no particular instructions that will help them understand the correct pronunciation; it is the teachers’ work to find a way to explain the sounds”.

Question 04: It’s crucial to make learning enjoyable. Is there anything in the textbook that encourages learners to practice their pronunciation in an enjoyable way of learning?

“There are a lot of fun ways to learn and practice their pronunciation, such as role-play activities and games. When it comes to singing, I make them listen to the songs using my phone and they repeat after them, which creates a comfortable atmosphere for learning”.

Question 05: What are some of the most difficult pronunciation problems that young learners face, in your opinion?

“They face problems with long vowels and some diphthongs, such as in /ei/, /i:/, /ai/, /u/, and /ju:/. Moreover, they do not distinguish between several sounds, for instance, /θ/, /ð/, /tʃ/, and /ʃ/, minimal pairs, and the placement of stress”.

Question 06: When it comes to pronunciation practice, do you think the textbook might use some more resources? Which kind, if any?

“I agree with the textbook resources; they fit well for young learners; it features short texts and amusing activities”.

Question 07: Do you implement any other exercises or resources to help students with pronunciation besides the textbook? Could you give any instances, please?

“During pronunciation sessions, I tend to create my own role plays; I write on the board the dialogue; they read it, and then make them memorize it by playing each role without looking at the board. This way, I help them learn quickly and permanently”.

Question 08: How crucial do you think it is for young students to focus on correct pronunciation from the start?

“In my opinion, students should learn the correct pronunciation from the first steps because it is hard to correct mistakes in the future and avoid fossilized errors”.

Question 09: Do you believe that the pronunciation exercises in the textbook provide enough practice, or could the students use a few more?

“I believe that learning a language needs a lot of practice, especially the right pronunciation. Students have to use a lot of other resources, especially listening to native speakers by watching movies, cartoons, and listening to songs, to get familiar with the speech sounds”.

Question 10: When implementing the activities in the textbook, how do you go about addressing pronunciation mistakes made by students?

“I indicate where the mistake is and I give a chance for the learner who made the mistake to self-correct; if he can't, other students can help him correct himself, and finally I do it myself”.

Question 11: How do you use extra pronunciation games or exercises in your class?

“Sing a long, introduce more songs in the classroom, and play pronunciation bingo, which

simply means showing a sound flashcard, then asking the students to find words with the same sound”.

Question 12: The textbook makes reference to role-playing and dialogue exercises. How do you implement these exercises in your class?

“Act a scene out; two by two, come to the board and play the roles in a fun way to make them enjoy the pronunciation sessions”.

Question 13: How do you adapt the textbook activities to ensure participation from all students?

“Each one of them is given the opportunity to participate, both individual and choral repetitions”.

Question 14: For certain tasks, the textbook encourages working in groups or pairs. Do you think practicing pronunciation with a group method is helpful? and why?

“Indeed, it is advantageous because smart learners help those in difficulties and also it motivates students to get rid of their shyness”.

Question 15: Are there any exercises in the textbook that you think would be difficult to teach in the classroom? If so, why and how do you deal with these situations?

“In my perspective, the activities implemented in the textbook are adapted according to the age of the learners”.

Question 16: How do you evaluate the pronunciation skills of your students?

“The use of interviews on a specific subject, or listening for a clearly articulated word”.

Question 17: I appreciate your point of view. Would you like to add information concerning teaching pronunciation to young students?

“They should practice more; for example, songs and rhymes (nursery chants), listening to

music (mimic words), tongue twisters (to repeat sentences that have words that look alike)”.

Conclusion

This chapter of the findings presented the outcome of our study in a detailed and structured way. It highlighted the results obtained from the analysis of the pronunciation activities implemented in the textbook thanks to the checklist. Finally, the questionnaire showed us the teacher’s attitudes toward the pronunciation activities in the textbook for young learners and their efficiency.

Introduction

The chapter discussing findings is about attempting to interpret the results that we discovered. The main focus of the entire investigation is to answer the questions already asked in the General Introduction that either partially or fully supports the given hypotheses, or rejects them. This chapter is divided into three sections. The first section is the discussion of the pros and cons of the sample of textbook pronunciation activities, and then the second section deals with the discussion of the results of the textbook evaluation checklist. Finally, the seventeen item questionnaire that was given to teacher is examined in the last section.

1. Discussion of the Pros and Cons of the of Textbook Pronunciation

Activities

The textbook provides a series of activities for young learners to improve their English pronunciation. We extracted a sample of pronunciation activities from the textbook, ensuring that each concept listed in Table 01 was represented. For instance, the role-play activities that we found all over the book highlight how crucial it is to teach students how to pronounce English words correctly and how to deal with words that are easy to pronounce while enjoying themselves and enhancing their creative qualities, like in unit two, p.22.

Another interesting activity which is “I sing and have fun”. Since singing helps young learners hear and remember sounds spontaneously, it is a fun and efficient way to help them learn how to pronounce words in English. In agreement with the British Council Team’s Workbook, who described songs as helping students with their fluency in English and improving their intonation so that young learners have a good attitude towards English, which they also the most popular technique to increase students’ appreciation in the classroom (see in unit two, p.22 in appendix E).

During our textbook analysis of pronunciation activities, we noticed some use of Arabic names. For example, “I listen and repeat” in unit one p.9 (see appendix E). Teaching students how to pronounce English names correctly and using simple English names are essential and the way we pronounce Arabic names may differ from the English names. Based on the British Council Team’s Workbook, most people learn a new language while keeping the accent of their native language (Hancock, 2018). Due to their mother tongue uses, mistakes in sound pronunciation may interfere with communication and perhaps affect the meaning of a word (Ebong & Sabbadini, n.d.).

The aim of teaching pronunciation is to help learners develop an accent that is as similar as to that of a native speaker (Jenkins,2002). Through engaging exercises, phonetics encourages them to learn the appropriate pronunciation of English sounds. It highlights how crucial it is to hear spoken English; young learners are starting to identify the sounds of the language they are exposed to and express a preference for it (Kuhl,2010) for example in task one, unit three, p.37 (see appendix E). In unit five, p.56, “I listen and repeat” (see appendix E) is another form of activity in which learners repeat sounds, which helps them improve their long-term memory. Students repeat a word or sentence after the teacher says it or models it (Kay, n.d.).

Activities about matching the words that have the same sound and rhyme help learn English sounds by matching visuals that seem similar, making word associations easier based on phonemes, and rhyming makes word endings simpler to hear by providing repetition of similar sounds through rhymes. (Ebong & Sabbadini n.d.), like in unit six p.67 and unit three p.38 (see appendix E).

The following activity we extracted from the textbook is sound discrimination. It is about perceiving the difference in speech sounds (Thomson n.d.) helping young students to reinforce their sound discrimination abilities, such as identifying words with the same sound and

distinguishing between specific sounds. For instance, see unit four, phonetics, and task one, page 51 (see appendix E). To continue with, participating in speech-sound activity helps in understanding which sounds a child struggle with and then helps them to familiarize themselves (Kent,2019). It discusses the importance of working on words that differ by just one phoneme (see in unit six, “I sing and have fun” page 64), and also includes the making of sounds for pronouncing words correctly in phonetics (unit one, page 17 in appendix E).

The results of the Pros and Cons of the textbook pronunciation activities have shown that activities about minimal pairs, dialogues with visuals, and rhyming activities are implemented in the textbook which support hypothesis 01. We identified that there are more advantages than disadvantages in the sample of activities that we analyzed, which supports our proposed hypothesis number 02. However, there have been no tongue-twisters activities because they might be too hard for young learners.

2. Discussion of the Results of the Textbook Evaluation Checklist

The checklist gave us results about the activities implemented in the textbook. In the first parameter, we mentioned the containment of all English vowels and consonants. After the analyses of the textbook, our findings indicate that not all English vowels and consonants are included. The content was mainly about short vowels. Because of their mother tongue, learners encounter challenges with acquiring sound units such as vowels and consonants (Kent, 2019). Students find it difficult to learn sound units like vowels and consonants because of their native tongue (Ebong & Sabbadini, n.d.). Phonological elements, such as phonemes and diphthongs, are neglected in the textbook. Reconnecting students with the muscles that impact their pronunciation is crucial to their development (Underhill,2010). With that incorporating exercises that involve phonemes and diphthongs may enhance the emphasis on pronunciation in the textbook.

Another aspect of pronunciation activities in the textbook is the use of games to practice rhyming pairs and sound discrimination. It helps learners become more competent at recognizing and expressing differences (Hancock, 2018) and it is adapted for any combination of sounds that student have trouble with (Thomson n.d.). On a similar note, the textbook holds narrowly minimal pairs, an exercise that can help students improve their accuracy and spoken language fluency (Ebong & Sabbadini, n.d.). The use of similar words makes learning sounds enjoyable and helps in their ability to identify differences between sounds, this idea is consistent with Kent's findings (2019) which is using similar words can facilitate sound discrimination and create a positive learning experience.

Even though the textbook has fun activities, it might be hard for students to understand the small differences in sounds. A study by Derghal (2018-2019) found that one problem with the textbook is that it does not have enough audio recordings. These recordings are very important for teaching pronunciation.

Moreover, in the absence of stress and intonation activities, which are essential areas of English, it is important to have a visual representation of intonation. By using songs or numbers that they are familiar with, we can increase the students' appreciation of the stress, movement, and intonation (Kay, n.d.). Besides, we have discovered gaps in the implementation of some other activities suggested in the checklist such as blends and digraphs, silent letters, linking sounds, and connected speech. Students often learn words one at a time and pronounce them separately, which might lead to misunderstandings about the different meanings of words within sentences (Ebong & Sabbadini, n.d.).

In summary, the textbook contains beneficial content. However, it lacks useful activities for young learners. To illustrate, native-like pronunciation is crucial in learning the correct English pronunciation, as Jenkins (2002) views it. Also, the absence of stress and intonation

makes students more aware of the potential difference between their native language and English at a young age, like (Kay, n.d.) discussed. Phonemes and diphthongs are neglected, two elements of language development that are equally vital (Kent, 2019). To ensure that students develop a solid basis in pronunciation, other resources, like pronunciation charts, can be used to complete the activities and create an example for pronunciation teaching and learning. It gives the teacher an easy and effective tool for teaching pronunciation and addressing mistakes (Meldrum, n.d.).

3. Discussion of the results of the teacher Questionnaire

From the results of the questionnaire, in which the teacher happily accepted to answer them all, we are going to discuss her opinion about the activities implemented in the textbook, how they are taught inside her classroom, and the improvements suggested by her. Furthermore, thanks to some answers from the questionnaire, we identified that the activities are age-appropriate for young learners and offer precise, full instructions and examples for using the correct pronunciation. In addition, there are many chances for learners to practice the target sounds and receive remarks on their pronunciation.

3.1. Teachers' Attitudes Towards Pronunciation Activities in the Textbook

From the feedback on question 01 *are you satisfied with the way this textbook helps students in learning the proper pronunciations of English speech sounds?* and question 02 *in your opinion, does the textbook contain comprehensive exercises that are very useful for teaching pronunciation?* The textbook activities were not as effective as she had anticipated; the teacher uses her own pronunciation activities because, according to her, the textbook lacks authentic and efficient activities, and she defined them as '*practical*' but not that '*useful*'.

The third question discusses if there is anything in the textbook that can help the learners understand the foreign language, and the answer was negative. It is up to the teacher to find a way to teach them pronunciation (Meldrum, n.d.), who should introduce an

interesting alternative to teaching pronunciation without the availability of authentic materials, which is the use of phonemic charts that enable students to hear sounds and practice them. This helps teachers identify and correct pronunciation mistakes. Teachers can use the charts to provide students with opportunities for free practice and also model pronunciation.

It is crucial to make learning enjoyable. Is there anything in the textbook that encourages learners to practice their pronunciation?

Her opinion for question 04 is that there is an extensive number of fun activities to learn pronunciation in a fun way, such as games, songs, and role play, which are all important in the development of their fluency (Kay, n.d.), who encourages using songs to learn different patterns of pronunciation, and this agrees with the idea of the British Council Workbook Team.

Question 05 shows that learners find some difficulties in producing sounds and distinguishing between them, such as in long vowels in /ei/, /i:/, /ai/, /ou/, and /ju:/, minimal pairs, and the placement of the stress. The British Council recommends employing targeted activities to help learners. Teachers can develop different words, and students would then listen to those words and raise their hands whenever they heard a change. This approach enhances students' listening comprehension and pronunciation by making them aware of small differences in sounds.

Moreover, she thinks that the textbook contains the necessary resources that are age-appropriate for young learners, as stated in Question 06 *When it comes to pronunciation practice, do you think the textbook might use some more resources? Which kind, if any?* and question 15: *Are there any exercises in the textbook that you think would be difficult to teach in the classroom? If so, why and how do you deal with these situations?* which got nearly the same answer, the textbook activities are age-appropriate for young learners.

In question 09, she argues that practicing in order to learn a new language is essential, especially for accurate pronunciation. In order to get familiar with the speech sounds, students must use a variety of additional resources, including listening to native speakers by watching cartoons and listening often to songs, in harmony with what Jenkins (2002) said about learning the right pronunciation and developing an accent as close as possible to native speakers and Kuhl (2010) who explained the importance of hearing the sounds of the language they are learning (Ebong & Sabbadini n.d.) for repeating the words they hear while listening to music.

Overall, the answers provided by the teacher correspond with what the authors have said about learning pronunciation and its importance. The chosen answers effectively reflect the main ideas expressed by the authors in each related paragraph. Incorporating more authentic materials and additional targeted exercises could further enhance students' pronunciation skills. By combining these strategies with engaging activities, teachers can create more effective and enjoyable learning environment.

3.2. Teacher's Strategies for Implementing Pronunciation Activities in the Classroom

In question 07, *do you implement any other exercises or resources to help students with pronunciation besides the textbook? Could you give any instances?* She explains that she does not rely on the activities implemented in the textbook; therefore, she creates her own activities, like role-playing. In agreement with the British Council, which recommends teachers develop supplementary activities in addition to those included in textbooks to enhance teaching and increase student engagement, they recommend using role-playing exercises, games, and songs to provide students with enjoyable, active pronunciation practice. Teachers can maintain students' motivation and interest in learning pronunciation while reinforcing the content from the textbook by creating further exercises.

As previously noted, songs are often used as a permanent and rhythmic teaching method to get students to listen to and mimic songs on repeat, which is one of the additional activities the teacher uses in the classroom. The second activity is to ask students to find the words that have the same sound after presenting a sound flashcard, as seen in question 11 *How do you use extra pronunciation games or exercises in your class?* The goal is to choose memorable, easy-to-make, and clear exercises that are engaging for the students and align with the specific pronunciation subject we are teaching and are compatible with their thoughts Ebong & Sabbadini, (n.d.). In question 12, she explained the way she teaches role-playing and dialogue activities inside her classroom. She chooses two students to act out the scene in front of their classmates in an entertaining and relaxing way, similar to how the British Council Workbook Team described it. They highlight the importance of role-playing exercises as a useful technique for language acquisition since they give students memorable and engaging experiences. This approach not only makes studying enjoyable but also motivates students who are shy to speak up more loudly. Practiced pronunciation through dialogues helps reinforce pronunciation abilities in real-life situations.

In addition to question 10 *when implementing the activities in the textbook, how do you go about fixing pronunciation mistakes made by students?* in which the teacher said that she points out the mistake and gives the student who made the mistake the opportunity to correct himself; if not, other students may help him in correcting himself, and in the end, she intervenes, which is similar to the idea of Meldrum (n.d.). Correcting mistakes should be appropriate for the educational setting. According to the British Council, encouraging students to become better learners while keeping a positive attitude toward learning is the purpose, and teachers should approach the correction of mistakes in an equal way. For example, students should correct one another, which coincides with the answer of the teacher.

In question 13, *how do you adopt the textbook activities to ensure participation from*

all students? She adopted activities that ensure the participation of all her students, like individual and choral repetitions. As described by the British Council Workbook Team, using free pronunciation activities will improve their spoken language fluency and ensure equal learning for all the students. Shy students in particular also get to participate; as the teacher explained in question 14, *for certain tasks, the textbook encourages working in groups or pairs. Do you think practicing pronunciation with a group method is helpful? and why?* that she finds interesting and advantageous because everyone gets to help each other and mingle, so the shy students don't hesitate to participate.

Question 16: *How do you evaluate the pronunciation skills of your students?* She uses interviews on a particular theme and listens to the articulation of the words. Supported by (Kay, n.d.) in repeating sounds to get the right pronunciation by participating in pronunciation sessions (Kent, 2019). The British Council underlines how crucial it is to evaluate students' pronunciation abilities. They advise looking at elements such as intonation and word stress.

By making sure that our comprehension matched the author's point of view, we came to understand the main ideas of practicing pronouncing words correctly. This procedure reinforced how important it is to use, as an illustration, targeted activities and resources to improve students' pronunciation and basic English communication abilities.

3.3. Teacher's Suggestions for Improvements

According to the teacher, learning the right pronunciation from the beginning is important because it prevents embedded errors from accumulating over the learning process. The British Council thinks that from the very beginning of language learning, students can develop clear and confident pronunciation with the help of interesting practice resources and qualified guidance. The teacher needs to incorporate resources for the correct pronunciation right from the start of the learning process. For instance, by emphasizing individual sounds, connected speech elements, and strategies to increase learners' awareness.

The goal is to help students speak English confidently and clearly while preventing the development of bad pronunciation patterns. They provided many strategies that may be used to effectively deal with incorrect pronunciations in young learners. Give focused feedback by pointing out certain areas that require much work, including stressed words or individual consonants.

By using phonemic charts, children may see how sounds are made. Promoting self-correction helps students become more conscious and optimistic. With everything taken into account, the secret to helping students improve their pronunciation is to use a supporting method that mixes practice with teaching. With everything taken into account, the secret to helping students improve their pronunciation is to use a supporting method that mixes practice with teaching. The teachers' feedback to question 08 is close to the British Council idea which is the importance of providing clear and specific feedback to students on their pronunciation. Often emphasizes the value of targeted feedback in helping learners improve their pronunciation.

How crucial do you think it is for young students to focus on correct pronunciation from the start?

As noticed in the teacher's response to question 09, she suggests using more resources than those provided inside the classroom to help themselves acquire pronunciation quickly and effectively like watching movies and listening to music, this helps them gain knowledge about the correct form of pronunciation, thanks to native speakers. Same thought as the British Council, which advises students to read books, watch English-language television, or listen to music, among other common activities that include language use. They also stress how important it is to provide a frequent language-use atmosphere at home so that kids may practice speaking and listening in a comfortable and enjoyable environment. Young learners can successfully enhance their pronunciation and general language abilities by incorporating

language exercises into their daily lives.

Responding to question 12, this teacher shows the importance of creating a relaxed environment in the classroom to practice pronunciation. The British Council emphasized the value of helping young students develop a positive attitude toward learning pronunciation, particularly through exercises like role-playing. They argue that exciting and entertaining pronunciation drills may greatly increase students' self-esteem and motivation. Games and music, for instance, might help to create a fun environment where kids feel at ease playing with sounds. Furthermore, role-playing makes learning more relevant and interesting by giving students the opportunity to practice pronouncing words correctly in actual situations. Teachers may help young learners appreciate pronunciation practice and see it as an exciting aspect of their language experience by establishing a joyful and supportive environment.

In Question 14, the teacher recommended working in pairs, which helps shy students feel more at ease during pronunciation activities. The British Council recommends that these students work in small groups or pairs to help them. Before speaking in front of the class, shy students can practice speaking in a less intimidating environment by working with a partner. In order to help timid learners gradually gain confidence, the British Council also suggests letting them participate in group activities as a supporting role. Teachers may help nervous learners take an active part in their language learning by creating a supportive learning atmosphere and offering chances for partnered practice.

Question 17 *I appreciate your point of view. Would you like to add information concerning teaching pronunciation to young students?* The teacher advised students to mimic words, listen to nursery rhymes, and practice tongue twisters. By mimicking native speakers, children can improve their accuracy in producing sounds by practicing mimicking words. Nursery rhymes help kids learn to sing along and comprehend word connections, which enhances pronunciation and intonation patterns while also making learning fun. Furthermore, tongue twister practice is an enjoyable challenge that pushes students to pronounce sounds

clearly (The British Council Team's Workbook).

Regardless, young learners must be engaged in a supportive and enjoyable atmosphere if they want to improve their pronunciation of a foreign language. Involving students in entertaining activities like role-plays, tongue twisters, nursery rhymes, and pair work may greatly increase their interest. Teachers may encourage shy students to feel more comfortable developing their speaking abilities by implementing engaging and interactive teaching strategies.

Conclusion

The teacher's teaching approach to pronunciation aligns with the British Council's recommendations, utilizing engaging activities, a supportive learning environment, and pair work to improve students' speaking abilities. The teacher supplemented the textbook with additional resources to maintain student motivation and ensure effective learning. Based on the research findings, the first hypothesis, which predicted the inclusion of certain pronunciation activities in the textbook, was partially confirmed. While some activities like minimal pairs, rhyming, and dialogue with visuals were present, others like tongue twisters were missing because they often involve complex sounds and require quick articulation, which can be difficult for students who are still developing their pronunciation skills. The second hypothesis, suggesting a limited impact of textbook activities on pronunciation development, was not supported by the data. The third hypothesis, regarding the teacher's use of various teaching methods, was fully supported. The teacher did employ a variety of methods, including those mentioned in the hypothesis, such as giving students plenty of practice and providing helpful feedback.

General conclusion

The current dissertation has investigated the pros and cons of the implementation of pronunciation activities in “*My Book of English 4*”, their sorts, and how the teacher conducts them in the classroom.

There are three primary goals that this research aims to achieve. The primary goal is to determine the type of pronunciation activities that are included in “*My Book of English 4*”; the second goal is to examine the textbook pronunciation activities and select their advantages and disadvantages; and the last goal is to describe the way the teacher implements the textbook pronunciation activities inside her classroom. In order to achieve our research purposes, we have relied on the British Council Team’s Workbook as a theoretical framework. They included activities and pronunciation exercises to help students develop their spoken English, such as sounds, word stress, rhythm, and intonation, to help us determine to what extent the exercises included in the textbook are effective.

In this exploratory study, a qualitative procedure has been employed for the collection and analysis of data. As stated in the introduction, data were gathered using two instruments: in a questionnaire, with seventeen (17) series of questions that were designed to collect the opinion of the teacher of the primary school of Akkar which is located in Ain El Hammam, Tizi-Ouzou, and were intended to acquire a better understanding of her perspectives on the implemented pronunciation activities in the textbook. The second instrument is a checklist for the textbook, which is designed to examine and analyze the pronunciation activities inspired by Cunningsworth (1995), Ellis (1997), Littlejohn (2011), and the British Council Team’s Workbook (1987).

The analysis of the textbook evaluation checklist findings has shown that a significant portion of pronunciation features are not incorporated into the textbook, such as long vowels, stress, and intonation, tongue twisters, and native like pronunciation activities. Therefore, without some of these missing activities, for instance, stress and intonation, learners can not raise awareness of the possible differences between their mother tongue and the foreign

General conclusion

language and the lack of native pronunciation may make it difficult for learners to notice subtle differences in sounds and the correct way of pronouncing them. However, the textbook activities propose diverse pronunciation exercises, for instance rhyming pairs, and minimal pairs, in addition to activities that involve using games such as role plays, and songs, and dialogue with visuals which make students enjoy learning. This supports our first hypothesis.

From the questionnaire that have been conducted with the teacher of Akkar primary school about the implemented pronunciation activities in the textbook, it was revealed that the teacher was unsatisfied with the activities in the textbook. She did, however, point out that the textbook had some useful pronunciation exercises and age-appropriate resources for younger students, for instance, role-play and group activities. Therefore, with the teacher's opinion on the pronunciation exercises, the second hypothesis of this study is not validated, there are more activities presenting advantages than disadvantages, and the majority of the activities are beneficial for the learners.

Additionally, the questionnaire has attempted to analyze how the teacher implements the textbook pronunciation activities inside her classroom. After analyzing the results, it was discovered that the teacher serves as an example for implementing the pronunciation exercises described in the textbook. She provides appropriate techniques for students to mimic, gives feedback on students' pronunciation, helps them understand the sounds of the language, and improves their ability to pronounce words correctly which confirms our third hypothesis. The teacher stated that in order to enhance learning and increase student involvement, she creates her own exercises in addition to those given in textbooks.

Overall, the findings from the teacher questionnaire and checklist study of "*My Book of English 4*" shows how important learning strategies are for improving students' pronunciation knowledge. They also suggested using appropriate materials and listening to native speakers in authentic settings to enhance the learning process.

General conclusion

Finally, the three questions addressed in this study have been answered, and the three proposed hypotheses indicated in the General Introduction have been verified. The results indicate that nearly every component of pronunciation was covered by the pronunciation exercises in the textbook "*My Book of English 4.*" Furthermore, the outcomes show that, when it comes to pronunciation development, the activities offer more advantages than disadvantages. The children learn what is appropriate for their age. The teacher's part in the activities that are put into practice is the final important requirement, especially its perceived value, which has been identified as significant in pronunciation learning. Teachers are crucial because they provide learners with proper role models to follow, provide feedback on word pronunciation, and help learners understand language sounds.

Our final word is that the main challenge in this research study was the difficulty of conducting experimental operations by doing classroom observation and seeing the effectiveness of the pronunciation activities implemented in the textbook. This is because we carried out the investigation in June, when the majority of Algerian students were out for holidays. Seeing the way activities are dealt with, the interaction of students during the tasks, and the difficulties in real situations will be beneficial.

The results of the classroom observation would have been provided us with some reliable information. Along with other restrictions, such the analysis of activities based on the British Council Team's Workbook, featuring particularly difficult pronunciation drills that improved pronunciation abilities like word stress, intonation, rhythm, and sounds but were left out of the textbook, since stress and intonation are crucial components of speech acquisition, their absence leaves the study limited.

Despite these limitations, hard work and research have been done, and we have collected trustworthy and clear data and aim to contribute to future research on teaching pronunciation skills. Also, we hope that our research will add aspects to the existing textbook.

General conclusion

In summary, our study emphasizes the value of pronunciation exercises in supporting young learners' language development. Even though this study has yielded insightful information, more research is necessary to determine how these activities affect language competence over an extended period of time. Further study would be helpful in examining how technology may be used to teach pronunciation and how various teaching approaches affect younger students.

Teachers are advised to employ authentic materials such as native speakers' pronunciation when teaching young learners, in line with what the British Council recommends, it helps them speak English more correctly and fluently. In the future, we can study how this helps learners improve their English over time and if it works for all ages and different places. We can gain further insight into the successful teaching of pronunciation.

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Appendices

APPENDIX A: Telephone Pronunciation Worksheet (Derek Spafford, n.d.),
extracted from The British Council Team's Workbook.

British Council | BBC

Telephone Numbers Pronunciation

1 bit _ɪ_	2 bat _æ_	3 bet _e_
4 boat _əʊ	5 boot _u:_	6 but _ə_
7 bait	8 beat _i:_	9 bert _ɜ:~
*	0 bart _ɑ:~	#

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

Appendices

British Council | BBC

1	2	3
4	5	6
7	8	9
*	0	#

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Appendices

APPENDIX B: CHECKLIST.

CHECKLIST		Fully	Partly	Narrowly	No
01	The textbook contains activities about all the English vowels				
02	The textbook contains activities about all the English phonemes				
03	The textbook contains activities about all the English consonants				
04	The textbook contains activities about all the English diphthongs				
05	The textbook contains activities about sound discrimination				
06	The textbook contains activities about games to practice rhyming pairs				
07	The textbook contains activities of native like pronunciation				
08	The textbook contains activities about stress and intonation				
09	The textbook contains activities about blends and digraphs				
10	The textbook contains activities about silent letters				
11	The textbook contains activities about minimal pairs				
12	The textbook contains activities about linking sounds				
13	The textbook contains activities about connected speech				
14	The pronunciation activities are engaging and age-appropriate for the learners				

Appendices

15	The activities provide clear instructions and demonstration for proper pronunciation				
16	The activities provide opportunities for students to receive feedback on their Pronunciation				
17	The activities offer enough opportunities for learners to practice the target sounds				

APPENDIX C: Tabel of The results of pronunciation activities evaluation

Pronunciation Activities	Pros	Cons
I play roles, unit two, page 14		
I sing and have fun, unit two, page 22		
I listen and repeat, unit one, page 9		
Phonetics and task one, unit three, page 37		
I listen and repeat, unit five, page 56		
Match the words that have the same sound as the word "good", unit six, page 67		
Match the words that have the same rhyme, unit three, page 38		
Rhyming pairs and sound discrimination, unit three, page 35		
Minimal pairs, unit six, "I sing and have fun", page 64		
"I sing and have fun", and unit four phonetics and task one, page 51		
Targeted sounds, phonetics, unit one, page 17		

APPENDIX D

Teacher interview

Dear teacher,

This interview is designed as part of our research; it aims at gathering ! teacher views concerning the implemented pronunciation activities in the textbook ‘‘*My Book of English 4*’’, which will be used for academic purposes only. We promise to maintain confidentiality and anonymity.

a) Interview Questions

Q1: Are you satisfied with the way this textbook helps students in learning the proper pronunciations of English speech-sounds?

Q2: In your opinion, does the textbook contain comprehensive exercises that are very useful for teaching pronunciation?

Q3: Non-native sounds may sometimes be difficult for young learners to understand. Is there anything in the textbook that can help with this problem?

Q4: It's crucial to make learning enjoyable. Is there anything in the textbook that encourages learners to practice their pronunciation?

Q5: What are some of the most difficult pronunciation problems that young learners face, in your opinion.

Q6: When it comes to pronunciation practice, do you think the textbook might use some more resources? Which kind, if any?

Q7: Do you implement any other exercises or resources to help students with pronunciation besides the textbook? Could you give any instances?

Q8: How crucial do you think it is for young students to focus on correct pronunciation from the start?

Appendices

Q9: Do you believe that the pronunciation exercises in the textbook provide enough practice, or could the students use a few more?

Q10: When implementing the activities in the textbook, how do you go about fixing pronunciation mistakes made by students?

Q11: How do you use extra pronunciation games or exercises in your class?

Q12: The textbook makes reference to role-playing and dialogue exercises. How you implement these exercises for your class?

Q13: How do you adapt the textbook activities to ensure participation from all students?

Q14: For certain tasks, the textbook encourages working in groups or pairs. Do you think practicing pronunciation with a group method is helpful and why?

Q15: Are there any exercises in the textbook that you think would be difficult to teach in the classroom? If so, why and how do you deal with these situations.

Q16: How do you evaluate the pronunciation skills of your students?

Q17: I appreciate your point of view. Would you like to add information concerning teaching pronunciation to young students?

Thank you for participating in this interview.

APPENDIX E

Extract of activities


Family and Friends

I sing and have fun


"Finger Family"

Daddy finger, daddy finger.
Where are you?
Here I am, here I am.
How do you do?

Mommy finger, mommy finger.
Where are you?
Here I am, here I am.
How do you do?



I listen and repeat



Names in the illustration: Souad, Abdallah, Affef, Samira, Khadidja, Mohamed, Ahmed, Lamia, Aida, Mebarka, Abderrahmane, Abdelmadjid, Amine, Yasmine, Meriem, Nadjib, Fatima, Rafik, Bahaeddine, Siham.

Unit 1

Page 9

I sing and have fun « activities based on songs»

I listen and repeat « assemblage of Arabic

School

I sing and have fun

I love my school.
It's a big knowledge pool.
Pool, pool, pool.
I love my school.
Here I meet my friends. So cool.
Cool, cool, cool.
I love my school.
I love my school.
We play and follow every rule.
Rule, rule, rule.
I love my school.

"I Love My School"



I listen and repeat



Unit 2

page 35

I sing and have fun «rhyming pairs activities »

Health

I sing and have fun



"Sick Baby"



My little baby, not feeling well ?
 You have a fever, mommy can tell.
 Rest little baby, I'll care for you.
 You'll get well soon, I'll make sure you do.



I listen and repeat

- Listen to the teacher and repeat the words in the boxes.

toothache	backache	headache	stomachache	cough	fever	sore throat
-----------	----------	----------	-------------	-------	-------	-------------

Task One Match the pairs.

Food

I sing and have fun



"Healthy" Food

Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Fruits are good.
Yummy , yummy. Yummy.
Fruits are good.



Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Veggies are good.
Yummy , yummy. Yummy.
Veggies are good.



Healthy, healthy, healthy food.
Helps my body and my mood.
Healthy, healthy, healthy food.
Junk food is not good.

Unit Five

I listen and repeat

- Listen to the teacher and repeat the words.



onions



lettuce



strawberries



grapes



pizza



spaghetti



m'hajeb



couscous

Games

I sing and have fun

"Hide and Seek"

Hide and seek, hide and seek.
 When you're counting, don't you peek.
 Hide and seek, hide and seek.
 Who will we find in hide and seek?
 Looking here and looking there.
 Looking, looking, everywhere.
 Find a spot, don't make a sound.
 Find a spot, don't let you found.
 Hide and seek, hide and seek.
 When you're counting, don't you peek.
 Hide and seek, hide and seek.
 Who will we find in hide and seek?



I listen and repeat

- Listen to the teacher and repeat the words.



hopscotch



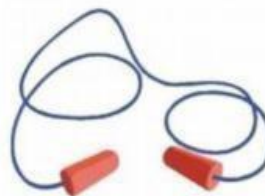
seesaw



sudoku



slide



skip rope



swing

Celebrations

I sing and have fun

Happy birthday to you.
 Happy birthday to you.
 Happy birthday dear, one.
 Happy birthday to you.
 From good friends and true.
 From old friends and new.
 May good luck go with you.
 And happiness, too.

"Happy Birthday"



I listen and repeat

Task One Listen and complete with the missing words.

wishes - Eid El Fitr - mosque

It is I'm in front of the with my father.

I am presenting to my friends Mustapha and Massil.

Task Two Listen and tick ✓ the right picture.

1 - Meriem is eating biscuits.



2 - I am wearing new clothes.



3 - Mohamed and Nadjib are blowing balloons.



Family and Friends

I sing and have fun

"Finger Family"

Brother finger, brother finger.
Where are you?
Here I am, here I am.
How do you do?

Sister finger, sister finger.
Where are you?
Here I am, here I am.
How do you do?

Baby finger, baby finger.
Where are you?
Here I am, here I am.
How do you do?



I listen and repeat



Unit 1

Page 15

I listen and repeat «assemblage of Arabic names»

Family and Friends

Unit One

Task Two

Read the text and match the pairs.

- | | |
|---------------------|-----------------|
| 1 mother's parents. | a aunt. |
| 2 mother's sister. | b grandparents. |
| 3 Souad. | c 30 |
| 4 thirty. | d grandmother. |

Task Three

A Complete the family tree of Nadjib.



B Draw your family tree on your copybook.

Celebrations

Task Three Listen and match the celebration day to the right picture.



Eid Al Adha ●

● Al Mawlid

Eid Al Fitr ●

● Revolution Day

● Independence Day

Unit Seven

Task Four Classify the events in the table.

Revolution Day - Eid Al Fitr - Al-Mawlid - Eid Al Adha - Independence Day



National Day	Religious Feast



Celebrations

Task Two

Match the words that have the same sound with the word "meal".



hide and seek



the sea



see



meal



delicious



seesaw



Independence Day

Task Three

Read and reorder the boxes to get a correct sentence.

Unit Seven



1 are . We the national anthem honouring



2 offering am . a delicious meal I

3 is to my mother giving greeting cards . Marco

Celebrations

I read and discover



It is February 18th. We are celebrating Martyr's Day at school. We are honouring the national anthem and singing national songs.

I love Algeria!



It is May 10th. We are celebrating Mother's Day in Mexico. I am offering a delicious meal, sweets and flowers to my mother. My brother Marco is giving greeting cards.

I love my mom!

Phonics

- Read and repeat the words.

see

sweets

greeting

seesaw

meal

Task One

Circle the words that contain the same sound as "see".



sweets



slide



greeting card









seesaw

School

Unit Three

Task Two Match the words that have the same rhyme.

	balloon •	• broom	
	classroom •	• boots	
	flutes •	• spoon	

Task Three Read the text and tick ✓ the right box in your copy book.

	true	false
- In James' school, there is a swimming pool.	<input type="checkbox"/>	<input type="checkbox"/>
- There is a library in the school.	<input type="checkbox"/>	<input type="checkbox"/>
- There is one computer in the school.	<input type="checkbox"/>	<input type="checkbox"/>
- In James' school, there are 12 classrooms.	<input type="checkbox"/>	<input type="checkbox"/>

Task Four Draw your school map with your classmates.



School

Task One

Colour the words that contain the same sound as "book".



cook



facebook



hood



bus

Unit Three

Task Two

Tick the words that have the same sound as "book".



push



sugar



book



full



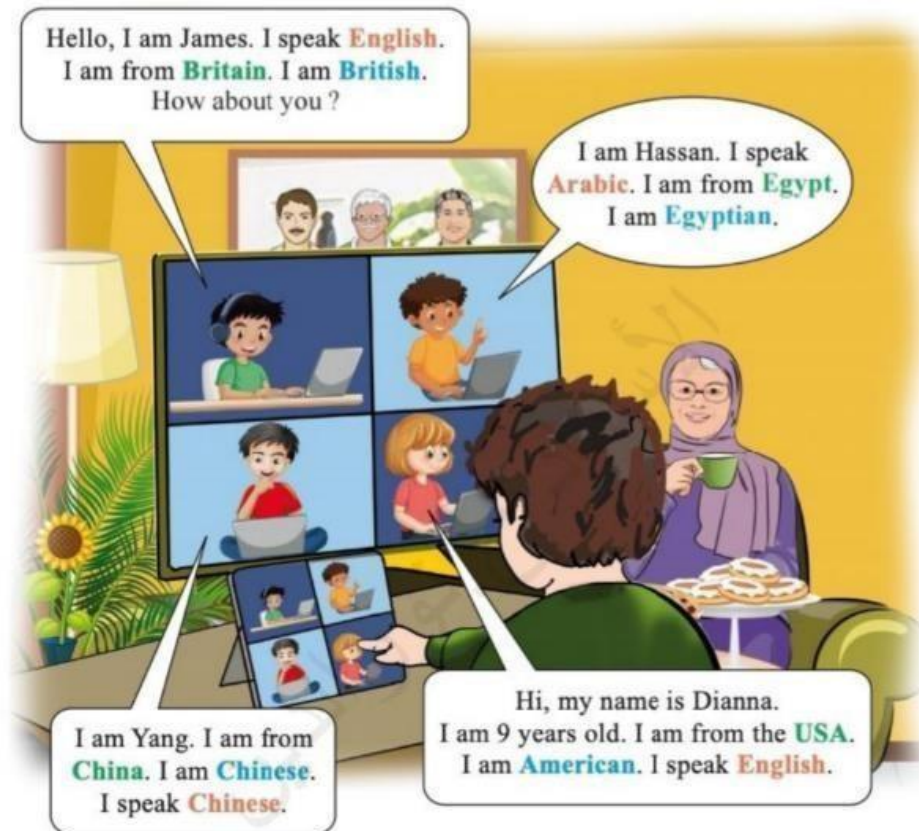
pull



bull

Family and Friends

I read and discover



Phonics

- Read and repeat the words.

30

thirty



brother



think



grandfather

Unit 1

Page 17

Phonetic activities Targeted sounds

Family and Friends

Unit One

I play roles

● Play the roles with your friends.



Health

I read and discover

At the Doctor's

Good morning. What's up, Nadjib ?

I don't feel well. I have a headache, a fever and a bad cough.

Do you have a stomachache ?

No, I don't

Take an aspirin, drink a lot of water and stay in bed.

Phonics

● Read and repeat the words.

sneeze treatment wheelchair

Task One

Circle the words that contain the same sound as **sneeze**.

eat sit feel disease

Task Two

Read the conversation and tick the right answer.

		True	False
1	I have a headache.		
2	I have an earache.		
3	I have a toothache.		
4	I have a fever.		

Occupations and Jobs

Unit Two

I sing and have fun

"What is Your Job?"

What's your job?
I'm a nurse.
I'm a vet.
What's your job?
I'm a farmer.
I'm a teacher.

What's your job?
I'm a doctor.
I'm a pilot.
What's your job?
I'm a singer.
I'm a writer.

I listen and repeat



● Listen to the teacher and repeat the words.

teacher

housewife

policeman

nurse

Task One

Listen to the conversation and join each job with its corresponding picture.



housewife

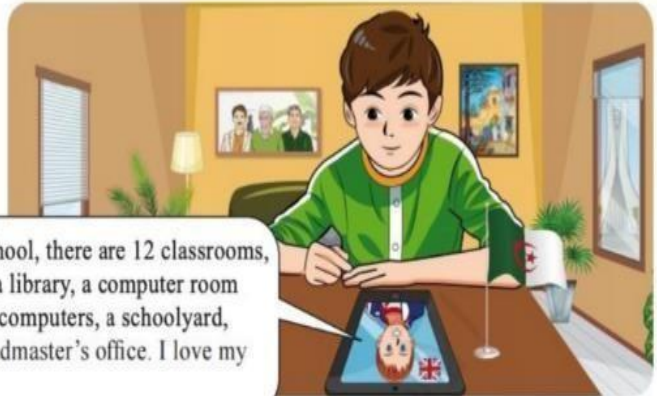
policeman

teacher

nurse

School

I read and discover



In my school, there are 12 classrooms, a canteen, a library, a computer room with many computers, a schoolyard, and the headmaster's office. I love my school.

Phonics

- Read and repeat the words.



school



computer room

Task One

Circle the words that contain the same sound as "room".



ruler



glue



library



school

Games

Task Two Match the words that have the same sound to the word "good".

hook

kids

shoe

good

pull

mickey

Task Three Read the text and say true or false.

- ① Nadjib and his friends are playing football. true false
- ② Nadjib is at the gym. true false
- ③ James is running on a treadmill. true false

Task Four Read the text and complete with the right words.

running - am - is - are - doing

What you ?

I doing workout and Steve on a treadmill.