

THE TREATMENT OF EFL PRONUNCIATION FEATURES: A CASE OF HIGH-SCHOOL FRESHMEN IN ALGERIA

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ABSTRACT

This study aims to inquire into the treatment of pronunciation features within EFL classroom contexts. It is based on the premise that, the English pronunciation is one of the pivotal aspects of language, necessary for communication. A survey has been conducted using a questionnaire, to unveil the teachers' basic attitudes towards the overall teaching of pronunciation. This research tool is meant to target some issues, including how teachers view pronunciation, the degree of their satisfaction with the teaching/learning material, as presented in the textbook, how they teach its different features, how well or how poorly, they have been prepared to that specific aspect of their duties. The results show that, the informants hold different assumptions about the importance of teaching pronunciation. An overwhelming majority, question the teaching ability of the English pronunciation features, especially the supra segmental ones. Even when it is taught, minimal concern is given to communication, since structure prevails and intonation and rhythm aspects are hardly ever taught.

KEYWORDS: ELT, Communication, Pronunciation, Pronunciation Instruction, Speaking, Segments & Supra Segments

