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Teaching and Testing Phonetics in EFL Classes of Biskra University

The Case of Second Year License Students of English at Biskra University

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Declaration

I, Hadji Zineb, declare I am the only author of this master dissertation entitled Teaching and Testing Phonetics in EFL Classes of Biskra University, Case Study of L2 Classes at Mohamed Khider University of Biskra and supervised Dr. Saihi Hanane, hereby declare that this research is my own work and has never been submitted or presented before for any academic institution or university for any degree.

Signature

Dedication

I dedicate this work to those who gave meaning to my life, my beloved parents

my angel mom **ZOUBIDA** and My dear dad **RACHID**

To my brothers **SALEH** and **ADEM**

To my honey sister **INTISSAR**

TO my **friends** who provide me with support, love and understanding

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Abstract

The current research aimed to explore the methods used by teachers of phonetics to teach and test their students' pronunciation and the struggles they faced in traditional classrooms. Phonetics courses are considered necessary modules for students in pronunciation, which is the key to communication. This study tackles the issue of teaching and testing pronunciation and its status among students and teachers to determine the techniques used during the phonetics class and students' opinions. Moreover, to diagnose the challenges faced by students and teachers in classrooms and suggest solutions to improve the teaching and testing of pronunciation in the Department of English at Biskra University. To achieve this goal, questionnaires were designed for students and phonetics teachers. We administered the questionnaires to fifty students in the second year and five teachers of phonetics, which are appropriate tools for conducting this exploratory study. The questionnaires aim to discover the students' opinions about their current study of pronunciation and the experiences of teachers of phonetics. We found out that the students need more practice than theoretical courses by including teaching aids, and they emphasized the necessity of oral tests since the phonetics course is concerned with pronunciation. Teachers need more training in teaching and testing pronunciation and using suitable pedagogical aids to evaluate their students' pronunciation.

Key Words: Classroom challenges, Pedagogical aids, Phonetics teaching methods, Pronunciation testing, Student and teacher perceptions.

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General introduction

The English language plays a dominant role in the modern world; it is widely accepted as a medium of communication and occupies a definite place in the EFL schools, colleges, and university curricula. Therefore, the trend of learning English is increasing, and the opportunities for the actual use of the language are becoming more frequent. Learning English as a foreign language is needed for learners to engage themselves in life skills. Though many learners struggle with foreign language acquisition, one of the most significant challenges is phonetics "pronunciation."

Nowadays, with the rise of the English language worldwide, it has become essential for learners of all ages to learn the correct English pronunciation because it is the most crucial element in speaking. Therefore, teaching pronunciation correctly is essential to help EFL learners improve it. Good pronunciation skills are a crucial element to one's ability to speak in every language and a vital element of effective communication; they play a pivotal role in language proficiency. The teaching of English pronunciation as a foreign language (EFL) presents particular challenges, especially at the university level, which require more effort and materials to take their places effectively in a foreign context and involve helping students learn how to produce and recognize the sounds, stress patterns, and intonation of a language.

Effective pronunciation instruction can improve students' communication skills, listening comprehension, and language proficiency. However, teaching and testing pronunciation can be challenging, as it requires a suitable environment with teaching aids and specialized knowledge on the part of the teacher, as well as a willingness on the part of the student to practice and receive feedback.

1. Statement of the Problem

Teaching phonetics is vital in helping second language learners acquire the basis of English phonological rules and improve their speaking skills. In the communication process, pronunciation is important because successful communication occurs only with correct pronunciation; however, lousy English pronunciation will make people easily misunderstand the speaker. The teaching and testing phonetics "pronunciation" of English in traditional classrooms primarily focuses on theoretical knowledge of the English language sound system with little emphasis on practical aspects, making it difficult to understand their value. To improve the teaching and learning of English as a foreign language, teachers can use myriads of pedagogical tools and techniques; the present study explores the methods used by teachers of EFL classes and the challenges faced by teachers and learners.

2. Research Questions

1. How is pronunciation taught and tested in L2 classes at Biskra University?

2. What are the challenges faced by teachers and learners in traditional classrooms?

3. Aims of the Study

The main aims of this study are:

1. To spot the light on the methods and techniques used by teachers to teach and test pronunciation

2. To determine the challenges faces teachers and learners in covering the requirement of phonetic sessions in the classroom.

3. To explore the teaching and testing of pronunciation of English in the classroom, focusing on theoretical or practical aspects of the sound system.

4. Research structure

Our study is divided into two parts: .The theoretical part included one chapter divided into two sections: Section one, which entailed an overview of teaching phonetics and pronunciation; in this section, we mentioned the definition of phonetics and pronunciation, the importance of teaching pronunciation, and the main approaches to it. In section two, we discussed the types and procedures of testing pronunciation. Chapter 02: Research results and discussion. This chapter deals with the practical part of the present study, which deals with the interpretation and analysis of data.

5. Research Methods and Tools

The present work is a study that investigates the methods and techniques used by teachers of phonetics to teach and test their EFL students. Questionnaires for students and teachers are the instrument that can serve as means of collecting a large amount of data. The student's questionnaire used to obtain students attitude toward their satisfaction on the methods they learn with. In addition; questionnaire for teachers of phonetics module aims to gathering data about their experience in teaching, the current methods they used with phonetics modules and their opinion toward that.

CHAPTER ONE

Literature Review

I. 1. Teaching Phonetics and Pronunciation

Pronunciation directly impacts a learner's capacity to communicate successfully in English, making it an essential part of language acquisition. One of the most challenging yet most important things for students learning English as a foreign language (EFL) to master is pronouncing words correctly. Testing pronunciation is essential to ensure learners progress and identify areas needing further improvement.

1.1. Overview of Phonetics as a Field of Study

The scientific description of speech sounds in a language is called phonetics; it illustrates their acoustic qualities and how they are perceived and created. As a result, it belongs in the natural sciences category and aims to identify the physiological mechanisms that underlie sound creation. It explains the methods used to create the sounds and the locations at which they are articulated. The regularities that control how sounds are phonetically realized in language words are the subject of phonology; phonetics examines and attempts to develop a system of sound distinctions specific to a given language. The next step is determining how this abstract system's constituent parts act when speaking. Phonology describes how sounds behave in specific situations (Daniel, 2011).

Troubetzkoy (1939) defined *phonetics* as the study of sounds related to the speech system and phonology as the study of sounds related to the language system. According to Huffman and Cohn (2014) phonetics is the actual application of sound structures and patterns, whereas phonology is the cognitive aspects of these structures and patterns. According to Alkhuli (2000) the study of phonetics focuses on the characteristics of language sounds and focuses on human sounds that have linguistic significance; it is divided into three main sub-fields:

Articulatory phonetics: refers to studying how speech sounds are produced or articulated. It focuses on the physiological mechanisms of speech production by human beings, involving the organs of speech and how vocal folds adjust the airflow to produce different sounds.

Auditory phonetics: Auditory phonetics is the field involved in determining how speech sounds are perceived by human ear. The organ of hearing and balance is the ear. The field of auditory phonetics studies two separate but mutually influential processes: the audition proper, which is the process by which our auditory tract perceives sounds, and the transformation of that information into a neural signal and transmission to the brain.

However, it deals with how the brain analyses information, which ultimately results in message decoding (pilch,1978).

Acoustic phonetics: Also known as physical phonetics, this study examines the characteristics of speech sounds as they are conveyed from the speaker to the listener. It covered sound spectrograms, regular and irregular frequencies, pitches, amplitude, cycle width, and the musical and non-musical aspects of speech sounds (Alkhuli, 2000).

1.2. Teaching Pronunciation

Pronunciation plays an essential role in delivering speech. In order to be understandable, one should deliver the speech with the correct pronunciation. Cook (2016) defined pronunciation as the production of English sounds, and learning to pronounce sounds correctly requires repeating them and making corrections when necessary. When students begin studying pronunciation, they form new routines and get past the challenges their first language poses. According to Yates and Zeilinski (2009)pronunciation is the production of sounds used over a long period; teachers have been concerned with finding out the appropriate way of teaching the sounds of a foreign language that are different from the native language without using the orthographic alphabet. The International Phonetic Alphabet (IPA) is among the most beneficial solutions that have been suggested. The International Phonetic Alphabet (IPA) attempts to offer phonologically and visually distinct symbols for every speech sound in any language (Trasek, 2004).

1.3. The Importance of Teaching and Learning Pronunciation

According to Fraser (2000), teaching pronunciation at all levels is essential because any language is not a language without pronouncing its letters correctly so that the listeners can understand it. Speaking English requires various sub-skills, such as grammar, pragmatics, vocabulary, etc. The most crucial of these abilities is, by far, pronunciation; a speaker who pronounces words correctly can still be understood even when they make other mistakes, and a speaker who pronounces words poorly can still be challenging to understand even when they make other mistakes. The speaker's pronunciation impacts how other people perceive them and how they are formally evaluated for other skills (Nikbakht, 2011).

Kelly (2000) claimed that teaching pronunciation is emphasized due to the awareness of its importance in daily life; good pronunciation is essential because it is not easy to correct bad pronunciation habits; a learner who frequently mispronounces a variety of phonemes can

make it very difficult for a speaker of a different language community to understand them. This can be very frustrating for the student who has good grammar and vocabulary but finds it difficult to understand by a native speaker; at the communication level, correct pronunciation is helpful for effective communication. Acquiring correct pronunciation is crucial because proficient English speakers can communicate effectively and make their speech intelligible. Mirza (2016) claimed that in communication, students need to be able to pronounce and produce phonemes clearly and correctly to avoid misunderstanding. They must articulate words and create the physical sounds with correct meanings. On the other hand, learners who mispronounce words are viewed as incompetent and can occasionally cause misunderstandings and obstruct effective communication, which can lead to issues for both the speaker and the listener. Put, precise pronunciation is the foundation of effective oral communication.

1.4. Approaches to Teaching Pronunciation

There are three main approaches to pronunciation instruction: the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach. These approaches integrate traditional and modern techniques (Celce-Murcia et al., 1996).

1.4.1. The Intuitive-Imitative Approach

Without the need for explicit instruction, it is believed that a student's capacity to mimic the rhythms and sounds of the target language will lead to the development of an acceptable threshold for pronunciation. Throughout the 1960s, 1970s, and even 1980s, this strategy was supported by the development of the language laboratory and the audio-lingual method. Many modern second language learners still subscribe to this viewpoint, but further study is required to determine whether or not their assumptions are supported. (Hismanoglu and Hismanoglu, 2010).

1.4.2. The Analytic-Linguistic Approach

Since the intuitive-imitative approach strongly emphasizes imitation and listening, an analytical-linguistic approach was created to supplement it rather than replace it (Celce-Murcia et al., 1996). Nevertheless, it introduced different tools, like the phonetic alphabet. According to Hismanoglu and Hismanoglu (2010), pronunciation pedagogy is an explicit intervention in language acquisition, emphasized in the analytic-linguistic approach. The latter half of the 20th century's advancements in phonology and phonetics are incorporated

and frequently "watered down" for use in language classrooms. An explicit program of accent modification is built upon pedagogical tools like the phonemic chart, articulatory descriptions, explanations of the form and function of prosody, and practical exercises like simple pair drills and rhythmic chants.

1.4.3. The Integrative Approach

In the integrative approach, pronunciation is not treated as a stand-alone drill and practice sub-skill. Instead, it is an essential part of communication. Practice with pronunciation takes place in relevant task-based activities. To help with pronunciation learning, students engage in pronunciation-focused listening exercises. There is more concentration on the suprasegmentals of intonation, rhythm, and stress as they are used in lengthy discourse beyond phoneme and word levels. Pronunciation instruction is tailored to each student's needs (Hismanoglu and Hismanoglu, 2010).

1.5. Methods of Teaching Pronunciation and Phonetics

1.5.1. Listen and Repeat

Repeating what you hear is one of the most popular ways to teach pronunciation. The students mimic the teacher's pronunciation of the target word or sound. Students benefit from learning how to pronounce the sound correctly and becoming accustomed to it as a result. Repetition of words and sounds strengthens pronunciation and enhances articulation when practiced (O'g'li and Baxodirovna, 2024).

1.5.2. Sound Isolation

A different technique is to separate a specific sound from other sounds. You can pronounce the sound multiple times in a row instead of pronouncing the entire word. This aids students in remembering the sound pattern and concentrating on the subtleties of proper pronunciation (O'g'li and Baxodirovna, 2024).

1.5.3. Minimal Pairs

Focusing on a single sound can be achieved by using minimal pairings. Two words that differ in just one sound are called minimal pairs. Minimal pair exercises help students increase their vocabulary and enhance their pronunciation (O'g'li and Baxodirovna, 2024).

1.5.4. Record and Playback

Students occasionally may mispronounce words when they believe they are pronouncing them correctly. Students can hear and compare their speech to a native speaker using recording and playback. This enables them to objectively assess and enhance their pronunciation (O'g'li and Baxodirovna, 2024).

1.5.5. Vowel Diagram

A diagram that illustrates the English phonemes and their respective pronunciations can aid students in understanding pronunciation when teaching vowel pronunciation using phonetic symbols. Make copies to hand out in class or direct students to the source of this diagram's online content. Students may find it simpler to differentiate between similar sounds because they are produced in different parts of the mouth when they know which area of the mouth to use for production (O'g'li and Baxodirovna, 2024).

1.6. Practical Activities in Teaching Pronunciation

Jones (2002) emphasizes that the best techniques for teaching pronunciation have been the subject of much discussion; teaching pronunciation through imitation or increasing awareness is one of the most hotly debated topics. The significance of habit formation and imitation, as well as their continued relevance in teaching pronunciation even in the wake of the emergence of communicative language teaching, as Jones (2002) says:

> Part of the reason for the focus on habit-formation in acquiring L2 phonology is the special characteristic of pronunciation, which, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity (p. 180).

Cook (2016) states that utilizing phonemes and minimal pairs is one of the most popular methods for teaching pronunciation. The ideas of phonemes and minimal pairs have helped structure resources for teaching pronunciation. Generally, students are presented with pairs of words like "car" " / kaː/ versus "cow" / kaʊ/ or "bra" /braː/ versus "brow" /braʊ/; then they asked whether they are different or not; this allows the teacher to build the whole phonemic inventory from scratch. Furthermore, distinguishing one phoneme from another becomes accessible for students by distinguishing minimal pairs.

Broughton et al. (1980) support a "little and often " teaching sequence when it comes to classroom procedures. Thus, the teaching sequence needs to be set up according to degrees of difficulty and priority, as he puts it. How much time is spent teaching pronunciation, in particular, depends on the course's overall more significant priorities. More precisely, pronunciation drills can be incorporated into a lesson when a significant issue is identified.

He offered some additional recommendations for teaching pronunciation, the main ones being as follows:

-Recognition practice should precede production practice.

-The sound to be heard and spoken should be highlighted in short utterances.

-Students should be allowed to hear the same things said by multiple voices as the model.

-The English sounds can be demonstrated in contrast with other English sounds or contrast with sounds from the native language (Broughton et al, 1980, as cited in Xurramova, 2023)

1.7. Technology–Based Materials for Learning and Teaching English Pronunciation

1.7.1. Software and Other Programs

Generally speaking, we can divide the tools currently available into three main groups, following Walker (2014):

Programs with activities to help students improve their pronunciation at a segmental and suprasegmental level: in other words, pronunciation training programs like Pronunciation Power, Streaming Speech, and Connected Speech.

Recording apps that let students record their speech, some of which write down the words that are said. Examples include Recorder Pro, Dragon Dictate, Audacity or Wave Pad Programs, and websites that convert text into phonetic transcription like Photransedit, the Phonemic Chart Keyboard, Lingorado, and IPA Online Keyboard.

Not all of these programs can be covered in detail in this paper due to space constraints; therefore, a selection has been made based on factors such as availability or applicability for teaching pronunciation to speaking English language learners. Additionally, Of the three software categories mentioned above, the training programs will receive the most attention because they are designed to help students with their pronunciation and can be utilized by students at all proficiency levels.

1.7.2. Application for Teaching Pronunciation (Apps)

Pronunciation instruction apps abound these days, and most are available for free download from the Play Store to our smartphones. For instance, clear Speech, Cool Speech, English Pronunciation Trainer, Pronunciation Checker, Practice English Pronunciation, or Learn English Pronunciation (benzies, 2017).

1.7.3. Blogs, Tutorials and Social Networks

Many pronunciation experts these days—educators and/or researchers—have blogs sharing pronunciation exercises, thoughts, and analyses of recently released teaching resources, providing theoretical justifications for pronouncing particular sounds, and so forth. John Wells, Adrian Underhill, Jane Setter, Mark Hancock and Anne MacDonald, Richard Caudwell, Alex Rotair, Marina Cantarrutti, Sidney Woods, John Maiden, Jack Windor Lewis, or Thelma Marques are a few professionals whose blogs are worth checking out (Benzies, 2017).

1.8. The Role of Multimedia Technology in Learning Student's English Phonetics

Multimedia technology helps students learn English pronunciation; they practice listening, sound recognition, and sound correction before moving on to stress, rhythm, flow, and intonation training, among other things. This is how students acquire English phonetics. English phonetics learning should incorporate standard pronunciation, natural intonation, phonetics, listening, and oral expression, utilizing multimedia network technology to enhance learning and promote independent study (Yuan and Zhang, 2022).

1.8.1. Composing the Infrastructure Necessary for Students to Learn Phonetics

Multimedia network technology allows students to study speech on their terms, allowing them to adapt their learning conditions and equipment. This approach is particularly beneficial for English students who struggle with phonetics. By incorporating multimedia technology and interactive speech, students can practice phonological skills outside of class, allowing them to become masters of their learning (Yuan and Zhang, 2022).

1.8.2. Facilitating Active Learning of Phonetics for Students

Phonetically learning English requires high-quality input and diverse output, requiring cognitive and interactive contexts. Mobile learning, facilitated by wireless technology, offers a viable option for students in the 21st century. It involves various activities like resource

selection, real English voice input, listening and imitation, and practice. Interactive learning, facilitated by multimedia network technology, has made studying English phonetics more efficient and engaging for students, increasing their interest in learning. (Yuan and Zhang, 2022).

1.9. The Role of Learner in The Pronunciation Learning

Harmer (2001) suggested strategies for learners to facilitate their pronunciation learning, including self-involvement. This helps learners become comprehensible, communicative, and confident English speakers. Teachers can help develop valuable attitudes towards pronunciation learning. Some of the learner's attitudes are as follows:

a. Speech awareness,

b. Self-awareness of aspects of speech production and performance,

c. Self-observation skills and a positive attitude toward self-monitoring processes;

d. Speech-modification skills and omitting negative feelings such as direct correction,

e. Awareness of the learners' role as speech performers who modify, adjust, or change aspects of pronunciation and the teachers' role as a "speech coach" who gives good suggestions for speech modification, encouragement, and constructive feedback

f. Forming a personal range of speech monitoring and modification skills to improve speaking skills in English when the formal instructional program is finished.

In summary, in order to attain successful pronunciation learning outcomes, there needs to be alignment between the roles, responsibilities, and goals of teachers and students; Parade (2010, p.2) highlights that:

> Mastering a foreign language pronunciation is not something impossible as far as the students and the teacher participate together in the total learning process. Thus, to succeed in a pronunciation program, the teacher must then set achievable goals that are applicable and suitable for the communication needs of the student. The student must also become part of the learning process, actively involved in their own learning. The content of the course should be integrated into the communication class, with the content emphasizing the teaching of

suprasegmentals, linking, intonation, with listening comprehension, and allowing for meaningful pronunciation practice.

1.10.   The Role of Teacher in The Pronunciation Instruction

Teachers in pronunciation programs support learners' pronunciation learning rather than imparting knowledge. Teachers play a similar role to coaches—speech coaches, pronunciation coaches, etc. The pronunciation coach is essential in ensuring that spoken English is modified at two levels: (a) speech production and (b) speech performance (Morley, 1991).

According to Morley (1991), the teacher-as-coach has a vital task comprising different responsibilities. They are as follows:

a. Perform pronunciation diagnostic analyses and select those aspects that can significantly change learners ' speech toward increased comprehensibility.

b. Assisting learners in setting both long-range and short-term objectives.

c. Designing program range and sequence for a whole group of learners and designing personalized programming for individual learners in the group.

d. Developing a lot of instructional modes and modules.

e. Structuring in-class speaking and listening activities with invited native and non-native English speakers.

f. Providing models, cues, and suggestions for modifying elements in the speech patterning for all learners.

g. Monitoring learners ' speech production and performance and evaluating pattern changes as a continuous part of the program.

h. Persuading learners ' speech awareness and realistic self-monitoring.

i. Supporting learners in their attempts, whether successful or not.

1.11.   Problems of Teaching Pronunciation to EFL Students

Nouioua (2009) stated the struggles faced by teachers in teaching pronunciation to EFL classes as follows:

The communicative language teaching approach and other language teaching methodologies, such as needs analysis and curriculum development, impact teaching methods and materials but not pronunciation teaching. This makes it difficult for curriculum designers and teachers to agree on other objectives for pronunciation teaching.

Intelligibility is a significant challenge in teaching pronunciation to foreign English learners due to unclear concepts, difficulty determining intelligibility to native or non-native speakers, and the presence of more non-native speakers than native speakers. Researchers have always regarded intelligence as a one-way process involving only understanding on the part of the listener.

Pronunciation teaching often focuses on sound production, neglecting the need to understand the variety of English needed. This is a significant issue in applied linguistic research, as defining "the native speaker" is complex and subject to criticism.

Current language teaching trends prioritize communicative needs for learners, neglecting pronunciation teaching. This complicates understanding aims and objectives, making it challenging to address teaching methodologies and materials without clearly stated objectives.

Current language teaching trends prioritize communicative needs for learners, neglecting pronunciation teaching. This complicates understanding aims and objectives, making it challenging to address teaching methodologies and materials without clearly stated objectives.

Past traditions of Teaching pronunciation have often been overemphasized on sound segments, leading to a phonetic approach that has not been adequately integrated into the broader context of foreign language teaching.

I. 2. Testing Pronunciation to EFL Students

2.1. Definition of Testing Pronunciation

Testing EFL students' accuracy in producing English sounds, stress patterns, rhythm, and syllables is part of the pronunciation test. This test aims to gauge how well students can pronounce words and use language to communicate. It involves assessing suprasegmental features, which are prosodic components like intonation and stress, and segmental features, which are individual sounds. The assessment process may include grading standards

emphasizing pronunciation, fluency, variation, and message clarity. Instructors may employ formal and informal assessment scenarios, considering elements such as fluency, clarity of message delivery, and anxiety when speaking a foreign language. Rubrics and other assessment tools are used to gauge students' oral proficiency. In general, pronunciation assessments in EFL classes are essential for improving students' communicative proficiency and ensuring they can be understood by others (Isaacs and Harding, 2017).

2.2. Type of pronunciation test

Pronunciation tests can be categorized into two types, each serving different purposes and assessing various aspects of pronunciation. Written and oral pronunciation tests are crucial for a comprehensive assessment of a student's pronunciation skills, with written tests focusing more on theoretical knowledge and oral tests on practical application.

2.2.1. Oral pronunciation test

For students studying English as a foreign language (EFL), an oral pronunciation test is an evaluation intended to gauge a learner's accuracy and comprehensibility in producing English sounds, words, and sentences. Students taking this kind of test usually have to speak out loud while completing a variety of tasks designed to gauge their ability in segmental features (singular sounds) and suprasegmental features (stress, rhythm, intonation) have several types (Useini, 2019).

2.2.1.1. Reading Aloud

This test involves reading a passage of lessons words aloud and assessing pronunciation skills. However, it may favor reading-skilled students, making it challenging for teachers to evaluate basic pronunciation. It is crucial to allow students time to familiarize themselves with the text (Useini, 2019).

According to Madsen (1983), when evaluating sentences, use natural language and avoid revealing pronunciation points. Reading is a complex task requiring recording and comparison. Allow natural sound and silent reading before assessment. Reading aloud tests control pronunciation, stress, intonation, vowels, and consonants.

2.2.1.2. Interview

Interviews are another efficient method of testing pronunciation. Similar to speaking assessments, students are required to conduct interviews in pairs on a predefined subject. The

teacher can assess the students ' proficiency in pronouncing words from the target language in this way (Useini, 2019).

2.2.1.3. Dictation

Given the correlation between speaking and listening abilities, dictation, an age-old practice, continues to be one of the methods used to assess a learner's pronunciation. This testing strategy is predicated on the idea that, in most cases, a learner who mispronounces a word will not comprehend it when it is read aloud with a different pronunciation. (Useini, 2019).

2.2.1.4. Repetition Tasks

Students listen to words or sentences and repeat them to assess both their perception and production of sounds. A beginner-level test for English learners is a repetition exercise based on hearing sounds, stress, intonation, and imitation. It assesses potential and phonetic ability, with tests focusing on specific items rather than all pronunciation aspects (Sebestova, 2007).

2.2.1.5. Hearing Identification

 Another way of testing " beginners as well as more advanced learners" is hearing identification (Madsen, 1983, p. 61). Pronunciation relies on language hearing, including recognizing minimal pairs of sounds, adjusting intonation, and identifying stress in words or sentences.

2.2.2. Written Pronunciation Test

Written tests are evaluations in which students provide written answers that reflect their knowledge and comprehension of language-related topics. Written tests assess theoretical knowledge and the capacity to identify and record sounds, stress patterns, and intonation concerning pronunciation. Written tests include the following:

2.2.2.1. Tests of Phonemic Transcription

 Students transcribe words or sentences using the International Phonetic Alphabet (IPA) to demonstrate their understanding of phonemic symbols (Celce-Murcia et al., 2010).

2.2.2.2. Word stress marking

Stress is a technique for emphasizing the syllable of a word that is spoken more forcefully or intensely. Stress patterns in English pronunciation are significant because they

can impact word meaning and speech comprehension. Students mark the stressed syllable in words (Celce-Murcia et al., 2010).

2.2.2.3. Intonation Pattern Recognition

Minimal pairs are very similar words and vary by a single sound. For example, when we say the words seat and sheet out loud, we make very similar sounds; the only difference is the /s/ and /sh/ sounds at the beginning of words. Based on pronunciation, students determine whether two-word pairs are the same or different (Nguyen, 2018).

2.3. Procedures for Teachers to Assess Students' Pronunciation

While there are many methods that educators can use to evaluate a student's ability to pronounce words correctly, experts consider the following three to be crucial. Educators should regularly use a range of assessment techniques to gain a clear understanding of each student's abilities and support needs.

2.3.1. Record Students Individually

Recording student performance at the beginning of a course can provide a baseline for improvement and provide educators with a chance to provide simple feedback, allowing for the identification of areas for improvement or additional focus (Blog, 2023).

2.3.2. Listen to Students in Conversation

Language learners should regularly practice speaking with peers and native speakers. Educators should provide opportunities for practice and capture outputs for assessment and feedback. Classroom-based and online software solutions facilitate and record conversations, allowing for more formal assessment and feedback (Blog, 2023).

2.3.3. Tailored Exercises

Language learners should regularly practice speaking with peers and native speakers. Educators should provide opportunities for practice and capture outputs for assessment and feedback. Classroom-based and online software solutions facilitate and record conversations, allowing for more formal assessment and feedback (Blog, 2023).

2.3.4. The Importance of Testing EFL Student's Pronunciation

According to (Amin & Tsaqiila, 2023) evaluating students' pronunciation skills are essential for several reasons:

1. It provides a baseline of student ability and allows tracking of improvement over time. Recording students individually and listening to their conversations can help identify areas for improvement.

2. It enables teachers to provide targeted feedback and tailor exercises to address specific pronunciation issues.

3. It encourages students to self-assess and improve their pronunciation through techniques like self-recording.

4. Assessment and feedback on pronunciation can boost students' confidence in using English, enhancing their ability to speak, participate in discussions, and engage with native speakers.

5. Pronunciation assessment enhances EFL students' English communication skills and confidence, enabling them to convey ideas and be understood by natives and other speakers.

Conclusion

In conclusion, Teaching and testing phonetics in English as a Foreign Language (EFL) classes are essential for developing students' pronunciation, listening comprehension, and overall language proficiency because phonetics instruction improves students' ability to produce and recognize English sounds, enhancing their speaking and listening skills and reducing misunderstandings. Effective pronunciation teaching and testing in EFL classes require a well-rounded approach that integrates various instructional methods, continuous assessment, and the use of technology. Emphasizing intelligibility and communication, providing constructive feedback, and staying informed about research developments are crucial to helping learners achieve better pronunciation and overall language proficiency.

CHAPTER TWO

Data Analysis and Discussion

Introduction

In this chapter, we are primarily focused on analyzing the data gathered from research tools and two questionnaires. The research was conducted with utmost care and thoroughness, aiming to explore the techniques and materials used by teachers in EFL classes to clarify the phonetics course and test the pronunciation rules. We also sought to understand the student's attitudes toward their current state of learning and testing pronunciation. Importantly, we aim to reassure the reader about the comprehensive nature of our study, including the opinions of students and teachers toward studying pronunciation in language laboratories, and the struggles they face in traditional classrooms, to improve pronunciation learning.

II.1. Description and Analysis of Students' Questionnaire

The student questionnaire is the first tool we chose to gather data because it is thought to be appropriate for our study. We aim to explore the students' opinions about their current situation regarding learning and testing their pronunciation skills. Furthermore, we aim to find out how much students agree that language laboratories are beneficial for learning pronunciation.

1.1. Description and Structure of The Questionnaire

We designed a semi-structured questionnaire to conduct our study. It was distributed to fifty second-year students. The questionnaire made of twenty questions are mainly closed-ended questions, either yes/no or multiple choice, sometimes followed by a question of justification, to facilitate the task for the students. It has two sections; the first section deals with students' perceptions about phonetics sessions, and it consists of fourteen questions that include students' attitudes toward phonetics sessions, their importance in improving their pronunciation skills, and the difficulties in understanding phonetics courses in traditional classrooms; their opinions about the necessity of language laboratories and teaching aids. In addition, the students were questioned about the extent of their satisfaction with the ways of studying this module and if they focused on the practical aspect of sound or theoretical rules.

The second one concerns their perceptions about their pronunciation evaluation; it consists of six items. This section is about the students' perceptions of pronunciation assessment; we asked them about their academic achievement in phonetics, how teachers

evaluate students' pronunciation and the tools they use. We focused on their opinion in the way of testing, which is the extent of improving pronunciation.

1.2. Description and Analysis of The Questionnaire for Students
Section 01: Student's Perception of Phonetics Session
Question 01: How do you consider the phonetics session?

Answers	Participants	percentage
interesting	10	20%
normal	10	20%
boring	30	60%

Table 1: Student attitude toward phonetic session

The results indicate that (10%) of students consider the phonetic session as an interesting module, (10%) of them show everyday attitudes, whereas the highest percentage of the respondents (60%) opted for boring. These answers revealed that many second-year students are not excited about learning phonetics; this can be referred to how pronunciation is approached; it is treated as theoretical knowledge rather than practical rules.

Question 02: How important is phonetics in improving your pronunciation?
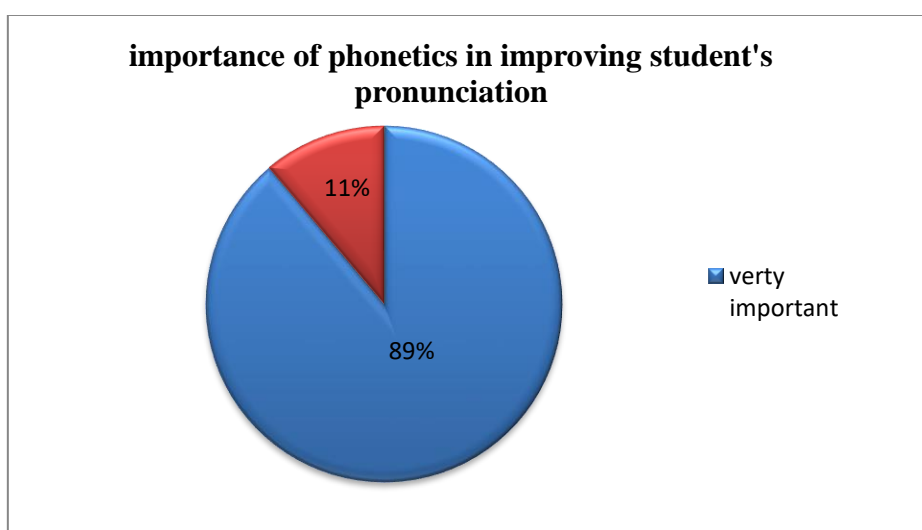
Figure 1: The importance of phonetics in improving student's pronunciation

This question sheds light on the importance of phonetics sessions in improving their English. 80% of respondents indicated that the phonetics module is essential in improving their performance in English; 10% of the subjects answered that it is essential. Most of them justify the importance of phonetics because it helps them improve fluency in speaking and pronouncing words correctly.

Question 03: Where do you study phonetics sessions?

Answers	Participants	percentage
Traditional classroom	**50**	**100%**
Language laboratories	**0**	**0%**

Table 2: Type of classroom

The results indicate that all students (100%) study phonetics sessions in traditional classrooms, which means they do not use language laboratories at all and focus on theoretical rules.

Question 04: Do you find difficulties in understanding phonetics courses in a traditional classroom?
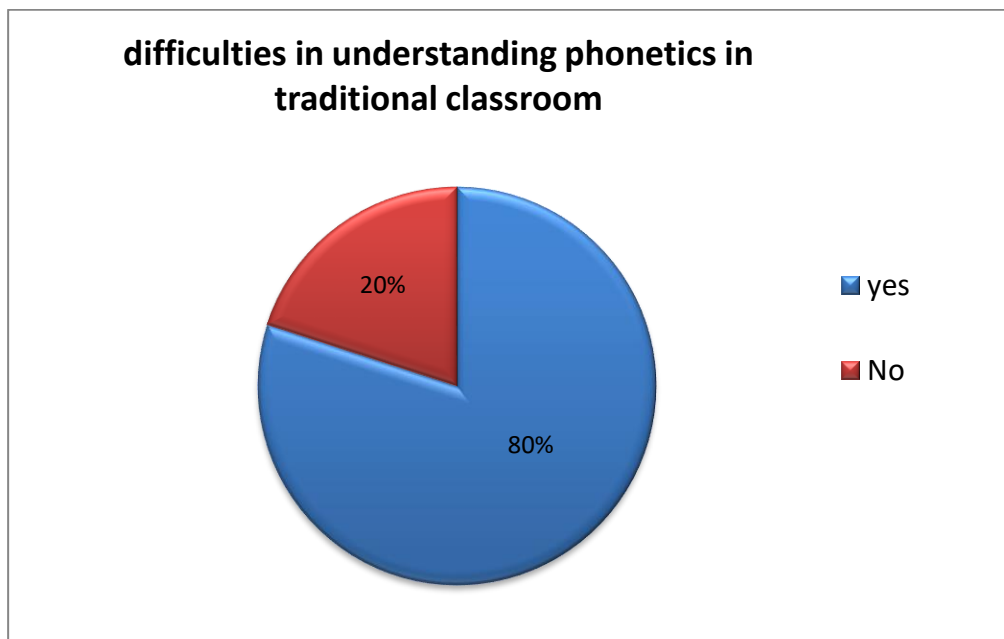
Figure 2: Difficulties in understanding phonetics in a traditional classroom

Most students (80%) indicated difficulties understanding phonetics courses in a traditional classroom. The rest (10%) claimed they have no trouble understanding it in a traditional classroom.

Question 05: If yes; mention them?

Most students (80%) state that they have problems understanding pronunciation rules such as transcription, stress, and intonation and find it challenging to apply these rules in traditional classrooms.

Question 06: Do you agree that it is necessary to teach phonetics in language laboratories?

answers	Participants	percentage
agree	40	80%
neutral	08	16%
disagree	02	4%

Table 3: Students' opinions about the necessity of teaching phonetics in language laboratories

Most students (80%) agree with the necessity of language laboratories in teaching phonetics. Also, 08 % of them are neutral about that, whereas 4 % said that they disagree with the necessity of teaching pronunciation in language laboratories. These results show that most second-year students must study in language laboratories, which can give them suitable and effective practice that meets their pronunciation goals.

Question 07: Does your teacher use pedagogical tools to clarify the phonetics course?

Answers	participants	percentage
Yes	15	30%
No	35	50%

Table 4: The use of pedagogical tools to clarify the phonetic course

The results obtained indicate that most students (50%) stated that their teachers' phonetics do not use pedagogical tools to clarify the lesson, whereas (30%) said teachers use techniques during the lesson. This can result in teachers facing struggles in traditional classrooms to introduce these pedagogical tools.

Question 08: Which type of techniques or tools they use?

Answers	Participants	Percentage
Visual audio aids	15	30%
Audio aids	0	0%
Visual	30	60%
None of theme	05	10%

Table 5: Type of tools they use by teachers

From the data obtained above, we observe that the majority of students, 60%, said that their teachers use visual aids during the classroom, 15% of the students answered that teachers use visual audio aids, whereas 10% answered none of them.

Illustrate:

Most of the students give examples of visual and audiovisual aids, such as boards, PDF lessons, and activities. They also sometimes use podcasts and data shows.

Question 09: Does your teacher accompany each new lesson with pronunciation practice activities?

Answers	Participants	Percentage
yes	40	80%
No	10	20%

Table 6: Practice activities in each new lesson

As shown in the above table, most students (80%) state that their teachers accompany each new lesson with pronunciation practice activities to clarify the pronunciation rules, whereas 20% of students said they did not practice activities in each new lesson.

Question 10: If yes, what kind of practice does your teacher offer?

Answers	participants	Percentage

Reading lists of words or sentences	05	10%
Listen and repeat activities	15	30%
Written exercises	30	60%

Table 7: kind of practices offered by teachers

Concerning the type of activities used for practice, most students (60%) said they practice with written exercises, and 30 % of the students answered that their teacher uses Listening and repeating activities. In comparison, (10%) of students said that they practice reading lists of words or sentences. This situation shows the extent to which the oral practice of phonological rules is insufficient.

Question 11: In a class of phonetics, how do you work with teacher of this module?

Answers	Participant	percentage
I have worked with phonetic transcription	40	80%
I have checked the correct pronunciation in a dictionary	20	40%
The teacher pronounced the word and I imitated him	30	60%
The teacher corrected me when I pronounced the word	25	50%

Table 8: working of students with their teacher during the phonetics session

It is essential to investigate the methods students employ when working with the teacher of a phonetics module. The predominant answers were that they worked with phonetics transcription, the teacher pronounced the word, and they imitated him. 50% of students who indicated that the teacher corrects them when they mispronounce words demonstrate a dynamic feedback loop between teacher and student; however, 40% of them responded by checking the correct pronunciation in a dictionary.

Question 12: Do you feel satisfied with the way you have been taught phonetics?

Answers	participants	percentage
yes	10	20%
No	40	80%

Table 9: Students' satisfaction of the way learning phonetics

The results show that a small minority (20%) of students are satisfied. However, the majority (80%) is unsatisfied. Understanding student satisfaction is crucial because it has a significant impact on motivation. Students are typically productive and motivated when satisfied; when not, they will be less receptive and unmotivated.

If no, state why

Most of the students (80%) are unsatisfied for many reasons. We mention them as the following:

Most of them believe that phonetics needs experiments; for example, studying how speech organs produce sounds is very important to teach it in the laboratory, not in the traditional classroom. Others said that they study phonetics in large classrooms, so they cannot even hear the teacher, which makes them feel bored. Moreover, they need more practice and listen to native speakers in the laboratory.

Question 13: Do you think it is necessary to use teaching aids to learn phonetics?

necessity of use teaching aids to learn phonetics

100%

Yes
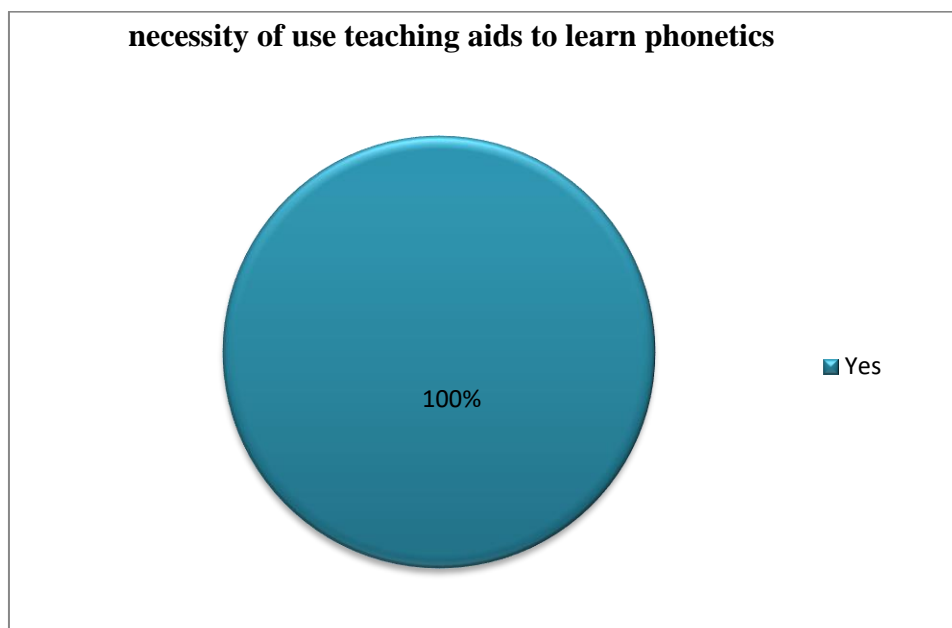
Figure 3: Necessity of using teaching aids to learn phonetics

The question aimed to find out what students thought about the need for teaching aids when learning phonetics. The findings revealed a broad consensus, with 100% of respondents agreeing that using instructional tools to help students learn phonetics is essential and 0% disagreeing. This suggests that respondents have broad agreement regarding the necessity of teaching aids for efficient phonetics instruction.

Question 14: If yes, what are your points of view on their effectiveness?

The students' responses highlight the effectiveness and importance of teaching aids, particularly the value of listening to native speakers. The students' viewpoints emphasize the significant contribution of teaching aids, especially listening to native speakers, in facilitating effective language instruction. Additionally, they recognize that teaching tools enhance the learning process by making it easier and more engaging.

Section 02: Testing Pronunciation

Question 15: Do you get good marks in phonetics?

Answers	Participants	Percentage
yes	20	40%
no	30	60%

Table 10: Student academic achievement in phonetics module

The table is about student's performance toward phonetics tests and evaluations; as the results above show (60%) of students did not get good marks in the evaluation of the phonetics module, while (40%) of students' state that they have good performance in phonetics module and they obtain good marks. We observe that the majority do not have good academic achievement.

If not, what is the problem?

This question is devoted to the students who said they did not get good marks. They explained the difficulty of phonetics rules such as transcription and pronunciation, and most of them said it was because they didn't practice pronunciation rules in the classroom.

Question 16: How does your teacher test and evaluate you pronunciation?

Answers	participants	Percentage
Written test	100	100%
Oral test	0	0%

Table 11: type of evaluation student's pronunciation skill

This question aims to understand how teachers assess their students' pronunciation skills, with a specific focus on whether they prioritize written or oral assessments. The results

indicate that all students (100%) said that only one method teachers employ to evaluate pronunciation skills is written assessment. The question highlights the need for a balanced and holistic approach to assessing pronunciation proficiency to ensure comprehensive language learning outcomes.

Question 17: In your opinion, which one can better evaluate your English pronunciation? Explain.

Most students preferred oral tests because they recognized the direct correlation between spoken language proficiency and pronunciation accuracy. They claimed that with oral tests, students could show off their pronunciation abilities in real time and receive fast evaluation and feedback. Additionally, it allows students to interact with the language more actively, strengthening their pronunciation through application and practice. In contrast, some students advocate for written and oral tests, recognizing the importance of assessing theoretical knowledge and practical application.

Question 18: How frequently does your teacher assess your pronunciation skill?

Answers	participants	Percentage
Every class	27	54%
Once a week	15	30%
Once a month	0	0%
Rarely	8	16%

Table 12: Frequency of assessing student's pronunciation skill

This question aims to determine the degree of teachers' awareness about the importance of assessing students' pronunciation skills as an effective way to improve their pronunciation accuracy. (54%) out of the total respondents answered that their teachers assessed their pronunciation skill every class, (30%) of them answered once a week; however (16%) answered rarely.

Question 19: What resources or tools does your teacher use to help assess your

pronunciation?

answers	Participants	Percentage
Audio recordings	**00**	**0%**
Video clips	**00**	**0%**
Pronunciation software/app	**00**	**0%**
None of the above	**50**	**100%**

Table 13: tools used by teachers to assess student's pronunciation

The results show no responses indicating the use of audio recordings, video clips, or pronunciation software/apps, which suggests that teachers do not commonly employ these specific tools to assess pronunciation in the classroom.

Question 20: What challenges do you face during pronunciation assessment?

answers	Participants	percentage
Difficulty with specific sound	**25**	**50%**
Lack of confidence	**15**	**30%**
Limited feedback	**10**	**20%**

Table 14: challenges faced by students during pronunciation assessment

The responses provided by participants highlight several key challenges faced during pronunciation assessment. The majority of students (50%) of the student responded by difficulty with the specific sound. The acknowledgment of lack of confidence as a challenge by 30% of respondents; however, only 10 students had limited feedback.

1.3. Discussion of The Results

The analysis of the data collected from the student's questionnaire highlights the importance of phonetics instruction and assessment in improving student's pronunciation skills. Most students have difficulties understanding and applying the phonetics rules in traditional classrooms; they emphasize theoretical knowledge and lack of practice, which harms their academic achievement in speaking and communication. Students show dissatisfaction with where, when, and how they are taught phonetics. They need to study this

course in the laboratory and need more than one weekly session. Students are willing to practice and improve their pronunciation by including materials to help them develop their speaking and listening skills. Regarding the evaluation of this module, all students prefer an oral assessment because it offers students an opportunity to demonstrate their pronunciation abilities and receive immediate feedback, enabling them to refine their pronunciation in real time and a platform to practice. Effective phonetics instruction requires a balance of teaching methods, assessment strategies, and the utilization of appropriate teaching aids to support students' pronunciation development effectively.

II.   2. Description and Analysis of Teacher's Questionnaire

We selected a questionnaire with phonetics teachers as a second tool to gather contributing data; it was distributed to five phonetics teachers. We aim to use this questionnaire to explore the methods and materials used in teaching and testing phonetics to EFL students and discover their opinions, experiences, and attitudes toward teaching in the traditional classroom and its effect on improving students' pronunciation.

2.1. Description and Structure of Teacher's Questionnaire

The teachers' questionnaire comprises twenty-one open-ended and closed-ended questions, provides a free space for their suggestions, and contains three sections. The first section consists of two personal questions designed to gather general information regarding the experience and qualifications of the teachers, and the second section is about perspectives on teaching pronunciation. This section investigates the way phonetics is taught in a traditional classroom. It is composed of 13 questions. First, inquiring about their opinions on teaching phonetics requires pre-training and enough experience. Where do they teach phonetics? If it is in a traditional classroom. How do you find teaching phonetics there? We should know about the time and whether it covers the requirements of this module. In addition, we asked them if they follow any specific program in teaching phonetics and, if this program involves the use of any pedagogical materials and the effect of the absence of these materials in improving students' pronunciation. The last section concerns teachers' methods to test and evaluate their students' pronunciation, whether they test them orally or just through written tests, and their opinions toward oral tests. We concluded by asking them if they had any recommendations for improving teaching and testing phonetic courses.

2.2. The Analysis of The Teacher's Questionnaire

Section One: Background Information Questions

Question 01: What are your qualifications?

Answers	participants	Percentage
Master	0	0%
magister	01	20%
Doctorate	04	80%

Table 15: Phonetics teachers' qualification

The table below shows that the majority of respondents (80%) hold a doctorate, however, only one (20%) of teachers hold Magister degrees.

Question 02: Have you ever received any training in teaching phonetics?

Answers	Participants	Percentage
Yes	02	30%
No	03	60%

Table 16: If the teachers received any training in teaching phonetics

It is essential to know about teachers' performance and their skills in teaching phonetics modules; generally, they need some teaching before they start their careers. It would give them at least an idea about teaching phonetics and help them avoid the problems they may have. The results show that most teachers (60%) did not receive training in phonetics, whereas (30%) r received training in teaching phonetics. That means that teachers need specific training in phonetics, even if experienced.

Question 03: For how long have you been teaching phonetics?

This question aims to determine the length of experience of the teachers in teaching phonetics at the university. One teacher has taught phonetics for 2 years, two other teachers have 6 years, another has 09 years, and the last one has 10 years. This means that most teachers at the Department of English are experienced in phonetics.

Section Two: Teacher's Attitude Toward Teaching Phonetics "Pronunciation"

Question 04: Do you think that teaching phonetics requires pre-training and enough experience?

Answers	Participants	Percentage
Yes	05	100%
No	0	0%

Table 17: Teacher's opinion toward pre-training before teaching phonetics

This question aims to inquire about the necessity of pre-training and experience for phonetics teachers. The participants, making up, affirmed that teaching phonetics requires pre-training and enough experience to improve the pronunciation of EFL students.

Question 05: Where do you teach phonetics?

Answers	Participants	Percentage
Traditional classroom	05	100%
Language laboratories	0	0%

Table 18: The environment where teaching phonetics

It is essential to investigate the predominant teaching environment for phonetics among educators. All the teachers' participants (100%) said they taught phonetics modules in traditional classrooms and did not use language laboratories.

Question 06: If it is in a traditional classroom, how do you find teaching phonetics there?

The majority of teachers responded that they find many challenges in a traditional classroom. They confirmed that teaching phonetics can be difficult, especially when it comes to giving examples and assisting students with sound recognition. Also, they said that the learning environment, class size, and absence of multimedia sources are examples that can harm improving students' pronunciation.

Question 07: How many hours per week are allotted for phonetics at the level of the second year?

The respondents say that the allotted time ranges from one hour and a half (1 hour 30) to one session per week for the second year.

Question 08: Do you think that this time is sufficient to cover the program and to provide students with enough practice?

Answers	participants	Percentage
Yes	00	0%
No	05	100%

Table 19: The sufficient time distributed in the curriculum to teach phonetics

All five teachers think one session per week is insufficient to teach and provide students with enough practice. One hour and a half is insufficient to cover everything in phonetics since phonetics is a science of sounds that are difficult to govern.

Question 09: How often do you make practice?

Answers	Participants	percentage
Always	04	80%
Often	0	0%
Sometimes	01	20%
Rarely	0	0%

Table 20: Frequency of making practice for students

It is necessary to know the frequency of practices made by teachers to clarify the phonetics courses. The results show that the majority (80%) of teachers responded that they always integrate practices during the phonetics session; however, one teacher (20%) said that he sometimes practices. We noticed that the phonetics teachers try to clarify this module and cover students' needs despite the obstacles in their teaching environment.

Question10: Do you follow any specific program in teaching phonetics?
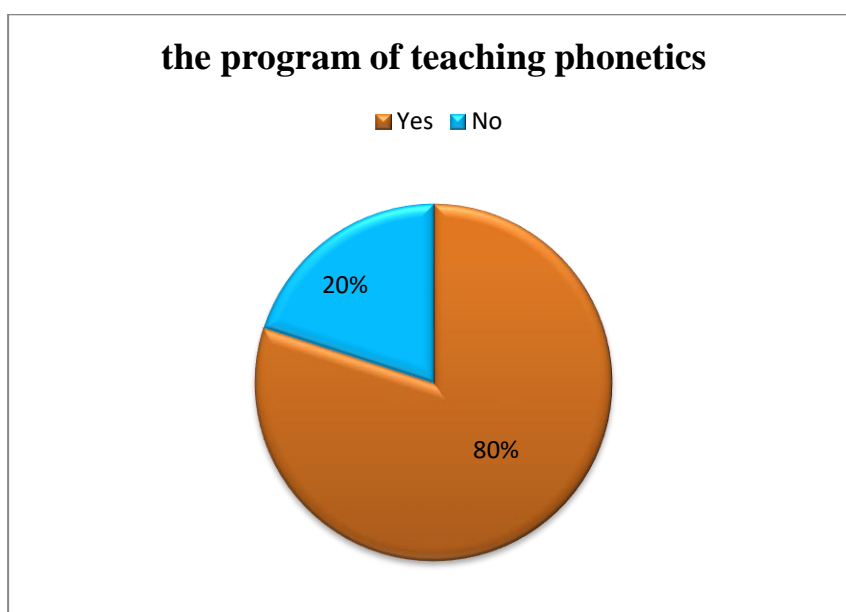
Figure 4: The program of teaching phonetics

As indicated above, 80 % of our respondents claimed that they follows specific

program in teaching phonetics to EFL students, while 20% of them indicated they do not.

Question 11: Does this program involve the use of any pedagogical materials or methods?

Answers	Participants	Percentage
Yes	05	100%
No	0	0%

Table 21: Types of materials included in the program of teaching phonetics

This question aims to understand the extent to which phonetics involves practical application and instructional aids to evaluate the quality and effectiveness of this syllabus. As the table shows, all five teachers claimed that the phonetics teaching program involves using pedagogical materials or methods.

Question 12: If yes, what are they?

Answers	Participants	Percentage
Audio materials	05	100%
Visual materials	00	00%
Audio-visual material	03	60%

Table 22: Type of materials

According to the table, all five teachers claimed that audio materials are included in the curriculum of teaching phonetics to EFL students. This is due to the availability of these materials to improve students' pronunciation. In addition, three teachers (60%) added the audiovisual aids. We can say that this combination of audio and audiovisual aids creates a multi-modal learning environment to facilitate the learning process and improve student's pronunciation.

Others: Teachers' respondents they added: reformulate it

- Drills, learning by discovery

- Using smart phones, online teaching to practice English pronunciation

- IPA

Question 13: Are these materials available for use in traditional classroom?
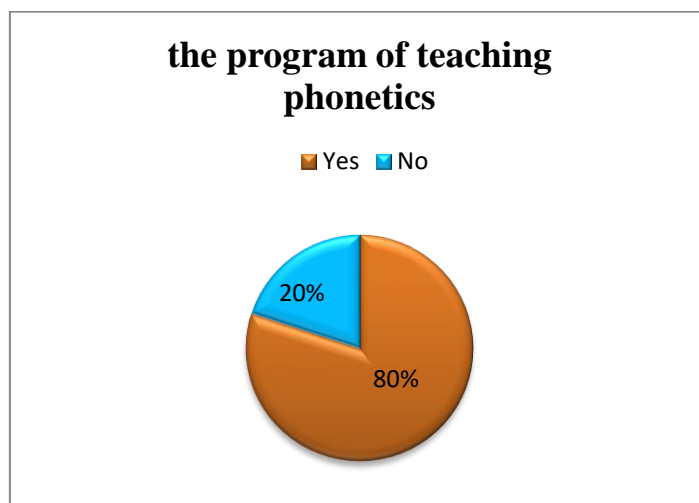
Figure 5: T**he availability of the materials in traditional classroom**

The question aims to explore the usability of pedagogical materials in traditional classrooms by gathering teacher feedback. The majority of teachers (80%) affirmed that they couldn't use pedagogical materials in traditional classrooms, and only one teacher (20%) answered yes. Thus, we can say that the most effective resources for practicing pronunciation are not available in traditional classrooms.

Question 14: If no, state the ones that are available for use?

In this question, every teacher added free answers according to their experience teaching phonetics to EFL classes.

Teacher 01: uses their own audio materials, such as a speaker, data projector, and earphones for student.

Teacher 02: said that we have to bring tape records or laptops to practice listening.

Teacher 03: claimed that teaching phonetics and pronunciation in a traditional classroom is challenging.

Teacher 04: IPA.

Teacher 05: did not answer.

Question 15: Does the absence of these materials impact the improvement of students' pronunciation?

Answers	Participants	Percentage
yes	05	100%
no	0	0%

Table 23: The effect of the absence of teaching tools on student's pronunciation.

This question assesses the absence of certain materials that affect students' pronunciation improvement. All five teachers responded affirmatively, indicating that they believe the lack of these materials does indeed impact students' pronunciation development.

Question 16: If yes, explain how?

This question aims to explore the relationship between the availability of teaching resources and the effectiveness of pronunciation instruction in EFL classes; the responses from the teachers collectively highlight that the absence of pedagogical materials significantly impacts the improvement of students' pronunciation in EFL classes as follows:

Teacher 01 affirmed that most students are not exposed to English pronunciation. This is why we need to integrate multimedia sources in the classroom.

Teacher 02 said It prevents students from having access to comprehensible input.

Teacher 03 stated that we cannot allow them to pronounce and get evaluated, and they cannot follow up with the teacher to do so."

Teacher 04 said that students need exposure and practice as phonetics is based on listening and speaking.

To sum up, the research findings highlight that the lack of comprehensible input, limited practice and evaluation opportunities, and the absence of exposure to correct pronunciation models hinder the learning and teaching process. The integration of multimedia sources and other pedagogical materials is therefore crucial for providing the necessary auditory input and practice opportunities that are essential for developing accurate pronunciation skills in EFL learners.

Section Three: Testing Phonetics to EFL Classes

Question 17: What kind of tests do you use?

Answers	Participants	Percentage
Written test	05	100%
Oral test	0	0%
Both tests	0	0%

Table 24: The type of evaluation

Knowing the types of tests used by phonetics teachers at the University of Biskra is essential. The results show that all teachers (100%) use written tests as a dominant method to evaluate their students.

Question 18: In your opinion, which one can better evaluate the student 's correct pronunciation?

This question seeks teachers' perspectives on the most effective method for evaluating students' correct pronunciation. All teachers affirmed that oral and listening tests are better for evaluating student's pronunciation.

Question 19: Do you think that the use of oral tests as the essential method in assessment has a good effect to improve student's pronunciation?

Answers	Participants	Percentage
Yes	05	100%
No	0	0%

Table 25: T**he effect of oral test to improve the student's pronunciation**

This question explores the potential efficacy of oral tests as a primary assessment method for improving students' pronunciation skills. As the results show, it is notable that all teachers have answered "yes," suggesting a collective belief in the beneficial impact of oral tests on students' pronunciation.

Question 20: Which method do you use to assess students' pronunciation skill?

Answers	Participants	Percentage
recording student individually	01	20%
Listen to students in conversation	0	0%

Table 26: M**ethods used by teachers to assess students' pronunciation skill**

This question aims to gather information about the diverse methods teachers employ to assess their students' pronunciation skills. The results indicate that most teachers (80%) did not choose any suggestions from the table; however, only one teacher said he assessed their student's pronunciation skills by recording students only.

Others:

In this question, teachers preferred to add free comments based on their teaching

experiences and the methods they used to assess their students' pronunciation.

Teacher one said he assessed students by checking for their listening comprehension, and the second teacher responded that he only evaluated their students through transcription in tests and exams. In contrast, two teachers claimed that the evaluation process is done through written tests, where students recognize and set the sounds in the written response.

Question 21: Do you have any suggestions concerning the improvement of the phonetics session especially in pronunciation (teaching and testing)?

The question aims to gather suggestions or recommendations for enhancing the phonetics session, particularly in teaching and testing pronunciation skills. The teachers have made many suggestions. We summarize them as follows:

- Equipment in classrooms will allow for practicing all the pronunciation features.

- Teaching phonetics in language laboratories to achieve better outcomes.

- Testing pronunciation is the main objective of TEFL and has to be more regulated and established.

- The use of teaching and testing aids.

- More access to speech recognition technologies.

- Practical application should take precedence over theoretical guidelines in the phonetics course.

2.3. Discussion of the Result of The Teacher's Questionnaire:

After analyzing the answers of teachers of phonetics, we summarize that effective teaching phonetics requires pre-training and sufficient experience. Experience in teaching phonetics can further refine one's skills and intuition in adapting instructional methods to suit different learners' needs. We found that the courses in phonetics are purely theoretical because of the absence of teaching aids and the difficulty of using them in traditional classrooms, This makes teachers face several challenges when teaching this module, such as the size of the class, the learning environment, insufficient time, and the lack of multimedia resources; which hurt students' ability to pronounce words correctly. However, teachers try to explain and simplify the phonetics lesson using their tools, such as data projectors, laptops, and smartphones, despite the difficulty of their teaching environment and the absence of

facilitating aids. Regarding the evaluation of this module, all teachers depend on written assessment as the first method to evaluate their students, and this does not indicate their rejection of oral evaluation. However, they claimed that oral and listening tests are the best methods to train students to speak a foreign language and improve their pronunciation.

Conclusion:

After having analyzed all the data gathered from the answers provided by the questionnaires by the students and the teachers of phonetics, we have found out that the student questionnaire indicates that the second-year students LMD in Biskra University concerned phonetics is a vital module to improve their pronunciation, but they see it as dull as it is mainly focused on theoretical explanation rather than practical ones, especially in traditional classroom. In addition, teachers of phonetics affirmed that teaching phonetics is challenging with insufficient time allotted and the absence of aid materials, especially audio tools, which are included in the program of teaching phonetics, is what confirms the necessity of teaching and learning in language laboratories which can give them a suitable environment to facilitate the rules of this module and effective practice that meets their pronunciation goals. We found, from the two questionnaires, that an oral test is an essential method to assess students' pronunciation, which has a good impact on their pronunciation skills.

General Conclusion

The current study explores the methods and techniques used to teach and test phonetics in EFL classes at the University of Biskra and the challenges faced by teachers and learners in understanding phonetics courses in traditional classrooms. To answer our questions, we adopted the exploratory method, dividing our work into theoretical and practical parts. The theoretical part includes one chapter, which is divided into two sections. Section one is titled Overview of Teaching Pronunciation, and the second is about testing phonetics. In the second part, we analyze the data gathered from two questionnaires for students and teachers. This study is limited to LMD second-year English students at the University of Biskra and teachers of phonetics. The sample belongs to the academic year 2023-2024; it represents 50 students and 05 teachers.

In the first chapter, we discuss the definition of phonetics and teaching pronunciation; it is essential Factors that affect pronunciation learning, Teaching and learning English pronunciation, and the role of teachers and students; moreover, we discuss the definition of testing pronunciation and the types of Pronunciation assessment, the Procedures for teachers to assess students' pronunciation and the importance of testing students' pronunciation.

The second part, the practical part of our study, deals with data analysis and findings. The results that we obtained from the research tools which are mentioned above confirm that Pronunciation practice is an essential element in phonetics courses; teachers are unable to provide their students with sufficient and appropriate practice because of several obstacles in teaching phonetics, such as the lack of pedagogical materials, essentially language laboratories, the environment is not suitable which hurt development of student's pronunciation .students emphasize the importance of oral testing for enhancing their pronunciation skills, The teachers confirmed this also claimed that oral testing is instrumental in improving students' pronunciation. They affirmed that it has benefited their teaching practice, as it allows for the direct evaluation of students. In summary, research has demonstrated that pronunciation is primarily taught theoretically, giving students little opportunity to practice and monitor their pronunciation. As a result, most students struggle with phonetics and even express dissatisfaction and negative attitudes toward how pronunciation is taught and assessed.

Recommendations

We have attempted to recommend the following strategies for teaching phonetics based on the findings of our case study:

- Advocate for the inclusion of phonetics training in pre-service and in-service teacher education programs.
- Collaborate with educational institutions or organizations to offer workshops or professional development opportunities focused on phonetics instruction for EFL teachers.
- Teachers should practice more because phonetics is a practice course rather than a theoretical one.
- Phonetics should be taught in language laboratories with audiovisual aids; it should not be taught in traditional classrooms.
- Since phonetics requires more practice and time, it should be taught in more than one weekly session.
- Explore innovative assessment methods or tools to provide insights into students' pronunciation proficiency and track their progress.
- Teachers should reconsider oral assessment as the primary method to evaluate their students since the phonetics module focuses on oral rules rather than theoretical ones.

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Appendices

Appendix 01

Student's questionnaire

Dear students:

We would be grateful if you accept to fill in the questionnaire which serves our study about "**Teaching and Testing Phonetics in EFL Classes Of Biskra University**" This questionnaire will be of great help to us if you are kindly requested to answer the following questions and add free comments. Your answers will be kept anonymous and will only be used for research purpose.

Thank you for your contribution

Section One: Student's Perceptions About Phonetics Session.

Question 01: How do you consider the phonetics session?

      a. Interesting ☐   b. Normal ☐   c. boring

Question 02: How important is phonetics in improving your pronunciation?

  a. Very important ☐   b. Important ☐   c. Not important ☐

Question 03: Where do you study phonetics session?

    a.   Traditional classroom ☐   b. language laboratories ☐

Question 04: Do you find difficulties in understanding phonetics courses in traditional classroom?

    a.   Yes ☐   b. No ☐

Question 05: If yes, mention them?

Question 06: Do you agree that it is necessary to teach phonetics in language laboratories?

    a. Agree ☐   b. Neutral ☐   c. Disagree ☐

Question 07: Does your teacher use pedagogical tools or aids to clarify the phonetics course?

    a. Yes ☐   b. No ☐

Question 08: Which type of techniques or tools they use?

a. Visual –audio aids ☐   b. Audio aids ☐   c. Visual ☐   d. None of them ☐

Illustrate…………………………………………………………………………………………………

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Question 09: Does your teacher accompany each new lesson with pronunciation practice activities?

a. Yes ☐   b. No ☐

Question 10:   if yes; What kind of practice does your teacher offer?

a. Reading lists of words or sentences ☐   b. Listen and repeat' activities ☐

c. Written test   ☐

Question 11: in a class of phonetics how do you work with teacher of this module?

a. I have worked with phonetics transcription

b. I have checked the correct pronunciation in a dictionary

c. The teachers pronounce the world and imitate him

d. The teachers corrected me when I miss pronounced words

Question 12: Do you feel satisfied with the way you have been taught phonetics?

a. Yes ☐   b. No ☐

Question 13: do you think it is necessary to use teaching aids to learn phonetics?

a. Yes ☐   b. No ☐

Question 14: If yes; what are your point of view toward their effectiveness?

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Section Two: Testing Phonetics

Question 15: Do you get good marks in phonetics?

    a. Yes ☐   b. No ☐

  If no, what is the problem?

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Question 16: Does your teacher test and evaluate your pronunciation?

  a. Oral test ☐   b. Written test ☐

Question 17: In your opinion which one can better evaluate your pronunciation in English? Explain

…………………………………………………………………………………………

Question 18: How frequently does your English teacher assess your pronunciation skills?

a. Every class ☐   b. Once a week ☐

c. Once a month ☐   d. Rarely ☐

Question 19: What resources or tools does your teacher use to help assess pronunciation?

a. Audio recordings ☐   b. Pronunciation software/apps ☐

c. Video clips ☐   d. None of the above ☐

Question20: What challenges do you face during pronunciation assessments? Choose all that apply:

a. Difficulty with specific sounds ☐   b. Lack of confidence ☐

c. Limited feedback ☐

Appendix 02

Teachers' Questionnaire

Dear Teachers,

We would be grateful if you accept to fill in the questionnaire which serves our study about **"Teaching and Testing Phonetics in EFL Classes of Biskra University"** This questionnaire will be of great help to us if you are kindly requested to answer the following questions and add free comments. Your answers will be kept anonymous and will only be used for research purpose. We appreciate your help

Section one: Background Information Questions

Question 01: What are your qualifications?

b. Master ☐   c. Magister ☐   d. Doctorate ☐

Question 02: Have you ever received any training in teaching phonetics?

a. Yes ☐   b. No ☐

Question 03: For how long have you been teaching phonetics?

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Section Two: Teachers' Attitudes towards Teaching.

Question 04: Do you think that teaching phonetics requires pre-training and enough experience?

a. Yes ☐   b. No ☐

Question 05: Where do you teach phonetics?

a. Traditional classroom ☐   b. Language laboratories ☐

Question 06: If it is in traditional classroom; How do you find teaching phonetics there?

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Question 07: How many hours per week are allotted for phonetics at the level of the second year?

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Question 08: Do you think that this time is sufficient to cover the program and to provide students

With enough practice?

a. Yes ☐   b. No ☐

Question 09: How often do you make practice?

a. Always ☐   b. Often ☐

c. Sometimes ☐   d. Rarely ☐

Question 10: Do you follow any specific program in teaching phonetics?

a. Yes ☐   b. No ☐

Question 11: Does this program involve the use of any pedagogical materials or methods?

a. Yes ☐   b. No ☐

Question 12: If yes, what are they?

a. Audio material ☐   b. Visual material ☐   c. Audio-visual material ☐

Others……………………………………………………………………………………………

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Question 13: Are these materials available for use in traditional classroom?

a. Yes ☐   b. No ☐

Question 14: If no, state the ones that are available for use?

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Question 15: Does the absence of these materials impact the improvement of students' pronunciation?

a. Yes ☐   b. No ☐

Question 16: If yes, explain how?

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Section Three: Testing Pronunciation to EFL Classes

Question 17: What kind of tests do you use?

a. Oral tests ☐   b. Written tests ☐   c. Both ☐

Question 18.In your opinion which one can better evaluate the students' correct pronunciation?

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Question 19: Do you think that the use of oral tests as the essential method of assessment has a good effect to improve student's pronunciation?

a. Yes ☐   b. No ☐

Question 20: Which method do you use to assess students' pronunciation skill?

a. Recording student individually ☐   b. Listen to students in conversation ☐

Others……………………………………………………………………………………………………

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Question 21: Do you have any suggestions concerning the improvement of the phonetics session especially in pronunciation (teaching and testing)?

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Thank you

الملخص

يهدف البحث الحالي إلى استكشاف الأساليب التي يستخدمها اساتذة علم الصوتيات لتعليم واختبار نطق طلابهم والصعوبات التي يوجهونها في الفصول الدراسية التقليدية. ويعتبر برنامج علم الصوتيات من البرامج الضرورية للطلاب في كيفية النطق الذي هو مفتاح التواصل. تعالج هذه الدراسة مسألة تدريس واختبار النطق ووضعه بين الطلاب الاساتذة لتحديد الأساليب المستخدمة خلال حصة الصوتيات وآراء الطلاب. علاوة على تشخيص التحديات التي يوجهها الطلبة و الاساتذة في الفصول الدراسية واقتراح حلول لتحسين تدريس واختبار النطق في قسم اللغة الإنجليزية بجامعة بسكرة. ولتحقيق هذا الهدف، تم تصميم استبيانات للطلاب وأساتذة مادة الصوتيات. وقمنا بإعطاء الاستبيانات لخمسين طالبًا في السنة الثانية ليسانس وخمسة من مدرسي الصوتيات، وهي أدوات مناسبة لإجراء هذه الدراسة الاستكشافية. تهدف الاستبيانات إلى اكتشاف آراء الطلاب حول دراستهم الحالية للنطق وخبرات اساتذة مادة الصوتيات. وقد تبين لنا أن الطلاب يحتاجون إلى مزيد من الممارسة العملية أكثر البرامج النظرية من خلال تضمينها وسائل تعليمية، وأكدوا على ضرورة الاختبارات الشفوية لأن مقرر الصوتيات يهتم بالنطق. يحتاج الاساتذة إلى مزيد من التدريب على تعليم واختبار النطق واستخدام الوسائل التعليمية المناسبة لتقييم نطق طلابهم.

الكلمات المفتاحية: الأدوات التعليمية المساعدة، اختبار النطق، انطباعات الطلاب والمعلمين، تحديات الدرس الصوتي، طرق تدريس الصوتيات