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Amina Amraoui

Investigating Primary School Teachers' Challenges in Teaching Pronunciation
The Case of Sidi Khaled Primary School Teachers

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Board of Examiners

Dr. Meddour Moustafa	MCA	Chairperson
Ms. Meriam GHENNAI	MAA	Supervisor
Mr. Aounali Walid	MAA	Examiner

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Dedication

I am honored to dedicate this accomplished endeavor to the individuals whose unwavering support has been instrumental in navigating this year's journey.

First and foremost, I extend my heartfelt dedication to my esteemed mother. Words cannot adequately express my gratitude for her boundless love, unwavering guidance, and the invaluable life lessons she has imparted. The enduring support and nurturing spirit have been the cornerstone of my growth and development.

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Abstract

English has been introduced at the primary level, placing new demands on teachers who are still adjusting to the requirements of teaching young learners. Among the core challenges is the instruction of English pronunciation, a skill that is essential for effective communication but often overlooked in early education. This research explores the main difficulties encountered by primary school teachers when teaching pronunciation and examines the underlying reasons behind these issues, alongside their impact on students' learning. The study was conducted in Sidi Khaled, Ouled Djellal, and involved ten English teachers working in primary schools. Adopting a qualitative research approach, data were collected through semi-structured interviews and analyzed using thematic analysis. The findings reveal that many teachers struggle with insufficient training in phonics and pronunciation pedagogy, limited classroom time and size, lack of students motivation, and a lack of appropriate resources. These obstacles often hinder effective instruction and reduce students' ability to acquire correct pronunciation. Despite these limitations, teachers expressed a strong willingness to improve their practices if provided with adequate support and guidance. This study highlights a gap in existing literature, particularly in the Algerian context, regarding the practical realities of teaching pronunciation at the primary level. It concludes by proposing pedagogical recommendations to improve pronunciation instruction in early English education and to better support teachers in overcoming these persistent challenges.

Keywords: Pronunciation, Primary Education, English Language Teaching (ELT), EFL Teachers, Teaching Challenges, Algeria, Teacher Training, Young Learners

List of Abbreviations

ASR: Automatic Speech Recognition

CART: Computer-Assisted Pronunciation Training

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELSA: English Language Speech Assistant

ELT: English Language Teaching

ESL: English as a Second Language

FL: First Language

IPA: International Phonetic Alphabet

L2: Second Language

PPP: Presentation, Practice, Production

SL: Second Language

TEYL: Teaching English to Young Learners

TPR: Total Physical Response

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General Introduction

General Introduction

Pronunciation instruction becomes a foundational aspect in language teaching, especially at the primary level. In Algeria, primary school English teachers play a key role in implementing the language policy introduced by the Algerian government, which mandated the teaching of English at the primary level starting from September 2022 (Orient XXI, 2022). This policy shift placed new demands on teachers. As they navigate this transition, understanding their experiences and the factors shaping their teaching practices becomes essential.

1. Statement of the Problem

Primary school English teachers in Algeria have recently started teaching the language at this level. As they take on this responsibility, they encounter various difficulties that affect their teaching practices. However, little research has been conducted to explore the nature of these challenges in pronunciation instruction. This study aims to investigate the specific challenges faced by primary school English teachers in Sidi Khaled, Algeria, in teaching pronunciation.

2. Study Objective

This research seeks to:

1. Investigate the challenges that primary school English teachers face in teaching pronunciation.
2. Explore the reasons behind these challenges.
3. Examine teachers' perspectives on the impact of these challenges on the teaching process.

3. Research Questions

1. What are the challenges that primary school English teachers face in teaching pronunciation?
2. What are the underlying reasons behind these challenges, and how do teachers perceive their impact on the teaching process?

4. Significance and Scope of the Study

The study provides valuable insights into the challenges primary school English teachers face in teaching pronunciation. By shedding light on teachers' experiences, this research contributes to ongoing discussions on improving English language teaching at the primary level.

5. Research Design

This study employs a qualitative research design. Qualitative data are collected through teacher interviews to gain deeper insights into the impact of teaching pronunciation.

6. Data Collection Instruments

To explore the perceptions of the challenges facing the Primary school teachers of English in teaching pronunciation. The study employs qualitative data collection method. Interviews with teachers provide insights into the difficulties they encounter, their current teaching strategies, and potential improvements in pronunciation instruction.

7. Participants

The study is conducted in 20 primary schools in Sidi Khaled, Algeria. Participants are selected using the convenience sampling technique, including 10 English teachers from these schools based on their availability and accessibility.

8. Data Analysis Procedures

This study employs thematic analysis to analyze the collected data. Thematic analysis allows for identifying, analyzing, and interpreting patterns within qualitative data. The responses from participants will be analysed, and categorized into emerging themes that reflect the challenges faced by primary school teachers in teaching pronunciation. The findings are compared in the discussion section with the challenges mentioned in the literature.

9. Limitation of the study

The most significant challenge that was encountered throughout the course of this research study was having limited sources, especially with consideration placed on Algeria. Because teaching English in primary schools is relatively new in Algeria, there is lacking of academic literature, case studies, and publications concerning this topic. Even after broadening the research's scope to an international level, the number of available relevant books, journal articles, and credible sources still remained scarce. This created a significant challenge in establishing a consolidated theoretical framework.

Moreover, the interviewing of teachers was very difficult to execute. The access to the participants turned out to be problematic for a number of reasons. Some teachers who had been approached for the interview opted not to take part as they felt they did not have sufficient time while others were simply not willing to support the research. Some teachers took a long time to respond to the interview's questions. In some cases, discussing a single issue with one teacher required up to three meetings.

The research was conducted in a localized context—Sidi Khaled—which may restrict the generalizability of the findings to other regions in Algeria or internationally. Second, the sample

size was relatively small, involving only ten participants, which limits the diversity of perspectives captured.

10. The Structure of a Dissertation

This dissertation is divided into two main chapters, followed by a general conclusion, references, Appendices, and small summary. **Chapter One: Literature Review**, this chapter discusses three key aspects. The first one is: Teaching Pronunciation; an introduction to pronunciation instruction, its significance in language learning, the elements of pronunciation, the methods and approaches to teach pronunciation also are covered within this title. The second one is: Teaching Pronunciation for Kids; a discussion of the characteristic of young learners, the most appropriate methods to teach pronunciation for kids nowadays. The third key aspect is: The Challenges That Face Teachers in Teaching Pronunciation; an exploration of the difficulties primary school teachers encounter in pronunciation instruction. **Chapter Two: Research Methodology and Data Analysis**. This chapter outlines the research design, including participant selection, data collection, and analysis procedures. It details the qualitative approach used, with interviews as the primary tool for gathering insights. Thematic analysis is employed to examine the data, highlighting key challenges faced by teachers. The dissertation concludes by providing General Conclusion, recommendations for pronunciation teaching improvements, references and Appendices and small summary at the end is also included.

Chapter One : Literature Review

Introduction

The concept of pronunciation refers to the production of particular sounds in a language by specific vocal organs. Understanding a spoken message for the most part depends on getting to grips with the sounds and sound changes affecting individual words and the grammar as a whole (Madrid Fernandez & Hughes, 2010).

It is often viewed by many people as akin to a semi-secret unworthy byproduct in language learning, but it counts one of the most important factors that help contribute to successful communication (Plailek and Essien2021). Poor pronunciation can lead to severely damaged interactions with a negative degree of interpretation and attitude toward the speaker. Good pronunciation is key for being understood and pronunciation teaching can enhance listening comprehension, vocabulary recall and retention, and discourse initiation and maintenance (Cassar et al.2023).

This chapter discusses three key aspects related to pronunciation instruction. First, it introduces the concept of teaching pronunciation by exploring its importance in language learning, outlining the elements of pronunciation, and examining the main methods and approaches used in pronunciation instruction. Second, it focuses on pronunciation instruction for young learners by analyzing their characteristics and identifying effective methods suited for teaching pronunciation at the primary level. Lastly, the chapter explores the challenges that primary school teachers face when teaching pronunciation, shedding light on the difficulties encountered in real classroom contexts.

1.1. Teaching Pronunciation

Learning any language aims at enabling effective communication, and central to spoken communication is the ability to pronounce words clearly and accurately. In the context of

English language education, pronunciation plays a fundamental role in helping learners express themselves and be understood by others. For young learners in primary schools, speaking a language does not only involve knowing vocabulary or grammar, but also being able to produce sounds in a way that ensures intelligibility.

Celce-Murcia et al (2010) emphasize that the goal of teaching pronunciation is “not to make learners sound like native speakers but to enable them to reach a threshold level of intelligibility so that their pronunciation will not detract from their ability to communicate” (p.8). They further explain that “if a learner’s pronunciation falls below this threshold level, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be” (p.9).

Helping learners speak clearly and naturally is a key part of language instruction. Pronunciation goes beyond just sounding words correctly; It includes intonation, stress, and rhythm, all of which shape how a message is received. When taught effectively, pronunciation can boost learners’ confidence and improve their ability to interact in real-life situations. For many students, the classroom is where they are first exposed to these speech patterns, making the teacher’s role especially important in guiding and modeling accurate and fluent speech.

1.1.1. The Significance of Pronunciation in Language Learning

The role of pronunciation in language learning has been a topic of research for decades. Pronunciation is widely accepted to be an important, if not one of the most important, aspects of language learning. It helps facilitate understanding and therefore communicative competence (Madrid Fernandez & Hughes, 2010). A clear, native-like accent in a second language is likely to lead to more positive attitudes towards and interest in the language, and enhanced or more frequent communication opportunities.

According to Celce-Murcia et al (2010), the primary objective of teaching pronunciation is to achieve intelligibility, enabling learners to communicate their ideas clearly and be easily understood by others, regardless of accent (p.8). Pronunciation is also integral to developing communicative competence, allowing learners to interact effectively and appropriately in a range of social contexts (p.13). Moreover, accurate pronunciation plays a crucial role in reducing instances of miscommunication, which can otherwise hinder comprehension and lead to misunderstandings (p.25). In addition to enhancing speaking, pronunciation training supports listening comprehension by helping learners recognize and differentiate between subtle phonetic variations (p.40). It also fosters greater confidence in learners, empowering them to participate actively in verbal exchanges (p.17).

Furthermore, the ability to pronounce words accurately facilitates smoother interaction with native speakers, minimizing anxiety and improving mutual understanding (p.27). Finally, pronunciation instruction contributes to the development of other language skills, such as reading aloud, oral fluency, and writing, through increased phonological awareness and understanding of the sound-symbol relationship (p.47).

1.1.2. Elements of Pronunciation

Pronunciation includes segmentals, suprasegmentals, and prosody. Segmentals consist of individual speech sounds (phonemes), such as vowels and consonants. Suprasegmentals, on the other hand, refer to features like stress, intonation, and rhythm that extend over more than one sound segment. Prosody is the combination of these suprasegmental features and encompasses the overall rhythm, melody, and intonation patterns in speech, shaping the expressiveness and meaning of an utterance.

1.1.2.1. Phonetics and Phonology

When discussing pronunciation, some knowledge of phonetics and phonology is indispensable. Phonetics deals with the physical properties of sounds, including how they are produced, transmitted, and received. Because pronunciation involves sound, phonetics is the cornerstone of the study of pronunciation. There are three branches of phonetics: articulatory phonetics is concerned with how speech sounds are produced using the vocal organs. Acoustic phonetics examines speech sounds consists of sound waves transmitted through a medium. And auditory phonetics is about how speech sounds are perceived by the ear and the brain. Each kind of phonetics is concerned with different but related aspects of sound and is essential for a comprehensive understanding of how sounds function in speech (Gérard Lojacono, 2010).

Phonology is a related field, but is more focused on how certain sounds function within a particular language. In every language, there is a specific set of sounds which is called phonemes. The term “phoneme” refers to the smallest unit of sound capable of distinguishing meaning in a particular language. Therefore, two words in a language that are identical in every respect except for one sound, have different meanings that are said to be distinguished by that particular sound. All other differences are said to be “allophonic”. Phonemes and their allophones vary greatly in number from language to language, and therefore influences the pronunciation of a second or foreign language.

The sounds present in a language are represented using phonetic symbols. In the International Phonetic Alphabet (IPA) system, there is a symbol for each and every sound that can be produced by the human speech organs. There are several different kinds of phonetic transcription systems. Some of them are broad, such as the kind commonly found in dictionaries; some of them are narrow, which represents the narrower kind of transcription. Both transcription methods can be useful for speakers of a foreign language in order to achieve

a correct pronunciation while avoiding any misunderstanding, since the same phonetic symbol in two different languages can represent two different sounds (Gérard Lojaco, 2010).

1.1.2.2. Vowels in English

Vowels are produced with an open vocal tract, allowing the air to flow freely without obstruction (Yoshida, 2016). The quality of vowel sounds is shaped by the position of the tongue (high, mid, or low), its placement (front, central, or back), and lip rounding.

Each vowel sound can be plotted on the vowel quadrilateral, a visual representation of tongue height and backness (Roach, 2009). For example, /i/ in *seat* is a high front unrounded vowel, while /ɑ/ in *father* is a low back unrounded vowel.

Vowels serve as the nucleus of syllables and are essential for the rhythm and melody of speech. Minimal pairs like *ship* and *sheep* demonstrate how slight changes in vowel sounds create distinct words.

1.1.2.3. Consonants in English

Consonants are speech sounds produced by creating some type of constriction or blockage in the airflow within the vocal tract (Yoshida, 2016). This constriction can occur at different places, such as the lips, teeth, or soft palate.

Consonants play a structural role in syllables and often help distinguish meaning between words. For example, *bat* and *pat* differ by only one consonant sound, yet they represent entirely different lexical items.

Consonant sounds represent a fundamental component of pronunciation, serving as the structural framework around which vowels are organized within syllables. They play a central

role in shaping the rhythm and clarity of speech and are essential to the phonological structure of words in many languages, including English, French, and Polish, where consonants often form the root or base of a word (Awedyk, 2019).

Consonants are typically classified based on three key phonetic features: voicing (whether the vocal cords vibrate), place of articulation (where in the vocal tract the sound is produced), and manner of articulation (how airflow is manipulated). These features make it possible to identify and distinguish among various consonantal sounds.

While consonants contribute significantly to the meaning and form of words, it is important to note that they rarely occur in isolation. In most cases, consonants appear in combination with vowels, forming syllables and full words. For example, in the English word *first*, although the consonants *f*, *r*, *s*, and *t* dominate the structure, vowels are essential for pronunciation and meaning (Petkovski, 2016).

Mastery of consonant sounds is a vital aspect of early language development and formal education, as it ensures accurate speech production and effective communication. Furthermore, mutual intelligibility depends on shared pronunciation standards among speakers.

1.1.2.4. Syllable Structure

The syllable is a fundamental aspect of the phonological structure of words. It is a unit of speech that can be divided into segments referred to as components. Syllables have three primary components: the onset, the nucleus, and the coda. The onset consists of all segments that precede the nucleus. The nucleus is a sonority peak and is typically a vowel. The coda is composed of all segments that follow the nucleus (A. Marlett, 1987). A word can have empty nuclei, no coda, or both. Each of these components contributes to the syllable structure of a word.

There are many different allowable syllable structures depending on the language. For example, in English, a word can consist of CCCVC. In contrast, Spanish does not allow consonant clusters to occur in the coda position, which might result in a simpler syllable weight. Syllables are important not only because they are a fundamental aspect of the phonotactics of a language but also because of its significance in intonation. Certain syllable stress patterns are default for each language and unless a learner masters these patterns, their intonation is often difficult to understand.

Moreover, it is difficult for learners to accurately mark the breaks between syllables in a stream of speech (Content et al., 2000). When syllables are mispronounced or poorly segmented, the word is often not recognized. The more learners are educated on proper syllable structure, the better their phonological abilities will be. Teachers should make sure their ESL/EFL students know the importance of learning about this essential characteristic of words. Moreover, teachers should take any opportunities possible to detail different characteristics of syllables and syllable structure. For example, when teaching new vocabulary, make sure students know the syllables of each word and their onset, nucleus, and coda configuration, among other characteristics.

1.1.2.5. Stress and Intonation

Stress and intonation are very important prosodic features which have a deep influence on pronunciation. Stress is the increased force with which the breath is expelled in the production of a sound (Solé Sabater, 1991); this force emphasizes certain syllables in spoken language on purpose. In this way, stressed syllables are more relevant as they generally carry important information, and the speaker can use them to highlight a concept. English is a stress-timed language, meaning its syllables are produced in a somewhat regular time sequence, with

the interval between two stressed syllables being fairly constant irrespective of the number of unstressed syllables that may go between them.

In English, it would be odd to say I like you (as a friend), as –like- would receive no stress. That would imply that –like- (and not –you-) is the important part. Contrastively, being I really like you. emphasizes that –you- is important. If stress is omitted, the message would not sound natural, and it could be difficult to get the intended meaning. Native speakers might not even understand the intended meaning if stress is not used correctly. Interpreting stress in sentences is easier if students are provided with meaningful tasks.

Scrambled sentences can be a useful tool to work on observing the importance of stress to get the meaning of the utterances. Learners can then be requested to order the sentences in a proper way or just to listen to a sentence and write it down into a simpler form. Teachers can listen to students and provide feedback on word/sub-sentential stress. In this way, further clarification can be achieved, and learners might better realize the importance of stress.

1.1.2.6. Connected Speech

Connected speech includes the features such as linking, elision, liaison, and assimilation, which can make it hard for language learners to understand the meaning of the sentence as it is normally spoken. The connection can be one of two ways: the end of one word and the beginning of another word; and the end of a word and the beginning of another word in addition. Research in English suggests that the listener uses suprasegmental information, such as pitch change, phrase lengthening, and amplitude modulation to identify word boundaries in continuous speech. Native speakers link words together when they speak, and do not speak slowly and separately, practice in the language lab and language classroom (Cutler & Butterfield, 1991). When words are linked, some sounds disappear because it is too difficult to

say every sound—like this example: a cup of tea. When it is hard to make a sound because of too many consonants, one sound change: a cup of coffee. Another example is it's time. When speaking in normal conversation, we do not usually stress the word at the end of the thought group.

Words that are usually together can be linked together to make one sound. For example, what are you and going to sound like watch ya and gonna. As we study the textbook and when language learners have listened to dialogues that were slow and clear, they think that they should also speak English slowly and very clearly. They do not do so when speaking their first language. Due to practicing English listening comprehension with the dialogues in English textbooks, most of the listening practice is done with scripts and cassettes. A study on how connected speech phenomena of word reduction appear in multi-word speech over time in the acquisition of English as their first language. Connected speech tends to become more and more cohesive over time, as word reduction strategies are acquired. Ellipsis is the complete removal of a word that can be deduced from the context (Newton & Wells, 2002).

1.1.2.7. Phonetic Transcription

Phonetics is a branch of linguistics that studies speech sounds. A sound may be defined as an audible air stream produced by the speaker's vocal organs. Phonology studies consequently how human speech sounds function in language. In this field, special attention is being paid to the actual meaning of speech sounds (phonemes) in word system of any language. Sound process is analyzed by means of phonetic transcription. The process of sound transformation into written signs is called phonetic transcription. It is carried out by the use of the International Phonetic Alphabet - a system of phonetic notation. Phonetic transcription is also necessary to understand the system of spoken English (Najamudin, 2017). The teacher may give instructions, explanations, and drills in spoken form. Students need to understand them.

Maximal understanding can be achieved if the sound transcription of drills, conversations, texts offered to students is provided with phonetic symbols.

Unfortunately, the English alphabet does not always clearly indicate the sound. For example, the letter combination *th* may be pronounced in different ways in different words: the sound [ð], as in *then* or *bathe*; [θ], as in *thin* or *both*, etc. As is seen, these letters look differently, whereas in the English alphabet all these sounds are written identically. It induces ambiguity and makes the recognition of the spoken language difficult. This shows the necessity of teaching students phonetic transcription. Such teaching will help them to overcome the pronunciation difficulties in reading English texts.

1.1.3. Methods and Approaches to Teach Pronunciation

Over the years, various methods and approaches have been developed to improve learners' pronunciation skills and to assist teachers in addressing common difficulties. Each method reflects a different perspective on how pronunciation should be taught—whether through explicit instruction, immersion, repetition, or communicative practice. Understanding these approaches is essential for language teachers to select and adapt the most suitable strategies based on learners' needs, proficiency levels, and learning contexts.

1.1.3.1. Traditional Methods to Teach Pronunciation

1.1.3.1.1. Phonetic Transcription

Phonetic transcription is widely adopted in language teaching, especially English, for three main reasons. First, there is a lack of consistency between spelling and pronunciation, which makes it difficult for learners to pronounce words correctly without guidance. Second, it helps to standardize pronunciation and overcome dialectal variations, allowing learners to pronounce words accurately regardless of their spelling. Finally, phonetic transcription is a

powerful educational tool that enhances learners' understanding of sounds, improves their pronunciation skills, and supports listening and speaking abilities. Particularly in contexts where teacher guidance may not be available.

The International Phonetic Alphabet (IPA), developed by the International Phonetic Association (1999), provides a consistent and universally recognized system for representing spoken sounds, making it highly useful for both learners and educators. The IPA includes symbols such as [ʌ], [ɑ:], [æ], and [ɛ], which correspond to specific English vowel sounds. These symbols are commonly used in dictionaries to guide pronunciation and can be applied to transcribe words, sentences, or dialogues. Teaching the IPA typically begins with learning basic phonetic symbols, starting with vowels and consonants, followed by training in diphthongs, syllabification rules, and stress patterns. Such training helps learners distinguish subtle sound differences and improve their pronunciation accuracy. Although some sounds may be complex or rarely used, introducing students to IPA transcription contributes to greater clarity and confidence in spoken English. As noted by Andriani et al. (2017), even simple teacher modeling of pronunciation using IPA can significantly enhance learners' phonetic awareness and speech production.

1.1.3.1.2. Drill and Repetition

Drilling, when implemented effectively, reinforces accurate pronunciation patterns through structured and focused repetition. It helps learners internalize the rhythm, stress, and intonation of English. In particular, choral and individual drilling both serve different pedagogical functions—while choral drilling builds learners' confidence in a low-pressure setting, individual drilling allows teachers to detect and correct specific pronunciation errors. As Tika (2019) highlights, combining feedback with repetitive modeling enables learners to adjust their output more precisely, which accelerates progress and leads to more lasting

retention of accurate pronunciation forms. This technique is a core component of the Audio-Lingual Method, which relies heavily on structured drills and repetition to instill accurate pronunciation habits.

1.1.3.1.3. Audio-Lingual Method

The Audio-Lingual Method (ALM), developed in 1960 post-World War II, reflects the U.S. government's increased interest in foreign languages. It provides language students with everyday dialogues, parallel translations, and implicit grammar teaching. ALM emphasizes quick error correction and maintaining high motivation. Students memorize target language dialogues and complete over ten drills to develop proper pronunciation. The method aims to make language a habitual skill with minimal thought, focusing primarily on spoken language, as reading and writing are not essential. It prioritizes language patterns and stock phrases over vocabulary, with grammar knowledge assumed to emerge inductively from exposure to meaningful language. (Bte Abduh, 2016)

1.1.3.2. Communicative Approaches to Teach Pronunciation

1.1.3.2.1. Task-Based Learning

Task-Based Learning (TBL) is an instructional approach in language teaching that centers on the completion of meaningful tasks to promote language use in real-life contexts. A task in this framework is defined as a goal-oriented activity where learners use the target language to achieve a specific outcome, such as solving a problem, planning an event, or conducting an interview. TBL typically follows a three-stage process: the pre-task stage, where the teacher introduces the topic, sets the context, and activates students' background knowledge; the while-task stage, during which learners perform the task in pairs or groups using the target language;

and the post-task stage, where the teacher and students reflect on the performance, focus on useful language forms, and provide feedback.

In the context of pronunciation teaching, TBL enhances learning by encouraging students to produce spoken language in authentic situations, which naturally exposes them to pronunciation practice. During the while-task stage, learners engage in interactive speech that requires them to articulate clearly to be understood by peers, providing real communicative pressure to pronounce accurately. The post-task phase allows the teacher to highlight mispronounced words or sounds, provide corrective feedback, and focus on particular pronunciation features (e.g., stress, intonation, or individual sounds) that emerged during the task. In this way, TBL supports both fluency and accuracy in pronunciation through meaningful, contextualized use of spoken language. TBL is especially effective with young and adolescent learners as it integrates language learning with problem-solving, creativity, and critical thinking (Ellis, 2003; Willis & Willis, 2007).

1.1.3.2.2. Role-Playing Activities

Role-play (RP) is an oral practice activity where students dramatize assigned roles to enhance their language skills. As globalization increases the need for proficient communicators, many students find fluency in English a vital concern. Mastering a second language is essential for effective business interactions, and communicative language teaching focuses on improving speaking skills. RP engages learners emotionally in real-life situations, allowing for practical applications of spoken language.

Using RP in English classes increases students' familiarity with the language, motivating them to participate actively, which enhances vocabulary, grammar, and pronunciation. Through dialogues, students discern grammatical rules and their applications, making RP a valuable and

enjoyable exercise promoting effective communication. Additionally, RP encourages interaction, role exchanges, and dynamic vocabulary engagement, enabling context-specific vocabulary acquisition essential for students' lives.

Early English Language Learners (ELL) can boost their speaking skills and confidence by recording and memorizing dialogues. However, teachers must plan for vocabulary and scenario familiarity and outline RP scenes carefully, often overlooked in their preparation. Well-structured RP activities foster familiarity with common speech patterns, requiring teachers to manage class dynamics and ease presentation anxieties. By building supportive relationships, teachers can enhance student confidence, emphasizing that consistent practice is crucial for proficiency. More classroom time is needed for practicing and expanding vocabulary and scenarios through role-play activities. (Massiel Soza González et al., 2019)

1.1.3.3. Integrating Technology in Pronunciation Teaching

1.1.3.3.1. Pronunciation Software and Application

It refers to specialized educational tools designed to improve learners' pronunciation skills in foreign languages. The acquisition of a foreign language requires learners to dedicate considerable effort outside of the classroom to achieve substantial improvement (Joy Calvo Benzie, 2017). One significant advantage of computer-assisted language learning is its ability to repetitively model pronunciation without fatigue. Therefore, it is crucial to consider L1 interference when teaching L2 pronunciation. Computers can effectively present pronunciation features in a visually clear manner. Consequently, identifying suitable software for pronunciation practice is a logical step in developing and evaluating materials that promote accurate pronunciation.

Computer-Assisted Pronunciation Training (CAPT) and Automatic Speech Recognition (ASR) technologies help learners notice pronunciation errors and monitor their progress (Levis, 2007). For instance, mobile applications like ELSA Speak use artificial intelligence to analyze learners' pronunciation and offer tailored feedback in real time, making it easier for students to practice outside of classroom settings (Liakin, Cardoso, & Liakina, 2015). These tools are especially helpful for learners who do not have regular access to native speaker models, and they support independent, self-paced practice in a visually engaging manner.

Although the study conducted by Souici Roumaissa (2022) focused on first-year university students, its findings suggest that speech recognition technologies, such as Siri, may also hold pedagogical potential for younger EFL learners, particularly in terms of fostering self-correction and motivation in pronunciation practice.

1.1.3.3.2. Online Resources and Videos

Internet, computer and mobile foreign language learning, online language learning and teaching, online assessment language learning, AI virtual foreign language learning, and other foreign language e-learning trends that have mushroomed rapidly in the availability and accessibility of technologies and the growing sophistication of resources and tools for e-assessment language learning (Andriani et al., 2017).

The growing use of and dependence on technology in life and education present both prospects and challenges that call for critical examination in the context of the assessment of pronunciation and prosodics, a neglected area of research in computer-assisted language learning as typically perceived by learners. The directly observable characteristics of smart tools, SOCOR evaluation criteria/objectives, methods of predictive evaluation and formative evaluation based on interaction quality standards, and learning theories are examined. A self-

administered in-situ assessment of pronunciation and prosody is experimentally evaluated. Previously titled Books, a list of nearly 400 (Bellés-Calvera & Bellés-Fortuño, 2018). Social distance and goals, reciprocal foci of attention, and topic issues play vital roles in driving turn-taking. Classroom records potentially reveal individual speaking patterns, language learning bargains, and sociolinguistic aspects of traditional and flipped EFL classrooms.

1.2. Teaching Pronunciation for Kids

Children acquire language in ways that are deeply instinctive and often unpredictable. Their sensitivity to sound, rhythm, and repetition gives them a distinct advantage when it comes to pronunciation (Kusrini, 2011). As known, pronunciation instruction at an early age is essential for building a solid foundation in English phonology. Young learners are particularly receptive to language sounds and patterns, making early exposure to correct pronunciation a powerful tool in developing intelligibility and confidence. As Souici (2022) highlights, pronunciation difficulties often persist among Algerian EFL learners due to the lack of early oral practice and insufficient integration of pronunciation-focused activities in traditional classroom settings. This suggests that embedding pronunciation instruction in the early stages of learning can help learners avoid fossilization of errors and develop a more native-like accent over time.

1.2.1. Characteristics of Young Learners

Young learners, particularly children in primary school, possess a unique set of characteristics that make them especially adept at acquiring accurate pronunciation. One of the most prominent features of this age group is that they are still in a developmental stage—physically, cognitively, and emotionally. As (Kusrini, 2011) notes, this stage is often marked by inconsistency in behavior ; children may be highly focused and serious at one moment and

playful or distracted the next. This inconsistency is not a weakness, but rather an indication of their evolving personalities. It reflects a state of cognitive and emotional openness that, when harnessed correctly, becomes a powerful asset in language learning, especially in pronunciation.

Children's brains are far more adaptable than those of adults, which enables them to absorb and reproduce new phonetic inputs with impressive accuracy. This neurological flexibility means that children do not merely imitate sounds; they internalize them in ways that allow for near-native pronunciation. As Marshall et al. (2021) point out, adults often struggle with pronunciation in second languages not because of a lack of intelligence or effort, but because their neural pathways are already deeply rooted in the phonetic structures of their first language. In contrast, children's mental frameworks are still forming, which makes them far more open to new sound systems.

Another characteristic is children's heightened listening ability. They are naturally more sensitive to auditory input and can detect subtle differences in sounds, tone, and rhythm. This is why it is important for educators to present new sounds clearly and in an engaging manner before beginning any activity. As Kusri (2011) emphasizes, tools such as visual aids, videos, and songs help focus the child's attention and make the target sound more memorable. Continued exposure after the initial introduction—through repetitive exercises and context-rich sentences—reinforces this learning and aids in pronunciation retention.

In addition, young learners possess a remarkable capacity for imitation. They tend to mimic the sounds and intonations they hear around them with great precision, especially when learning takes place in a playful and engaging environment. This is supported by the success of phonics-based methods such as Jolly Phonics, which incorporate games, songs, and movement into phonetic instruction (Kusri, 2011). For example, when a child hears a song like "Twinkle-

"Twinkle Little Star" only once, they may spontaneously repeat it at various times, demonstrating their strong auditory memory and natural inclination to reproduce sounds for fun.

A fourth trait that facilitates pronunciation learning is the lack of self-consciousness in children. Unlike adults, who often fear making mistakes or feeling embarrassed, young learners are more willing to try, fail, and try again. This fearlessness creates a low-pressure environment where children can freely experiment with new sounds and pronunciations. As Marshall et al. (2021) suggest, adults often bring preconceived notions, habits, and self-awareness into the learning process, which can inhibit progress. Children, on the other hand, are emotionally freer, allowing for more authentic and uninhibited pronunciation practice.

Finally, the immersive nature of a child's language environment plays a vital role in pronunciation development. Children acquire their first language simply by being surrounded by it—they do not require formal instruction, slowed speech, or even repetition to learn.

According to Madrid Fernandez & Hughes (2010) and Albiladi (2019), children exposed to a variety of languages in their early years are capable of developing a mental representation that encompasses a wide range of phonetic possibilities. Over time, their minds naturally filter out unused sounds, retaining those relevant to the languages they hear most frequently. Interestingly, children tend to master the sound system of a language long before they are able to construct complex grammatical sentences, which highlights the primacy of pronunciation in early language acquisition.

Young learners have several interrelated characteristics that make them highly capable of learning pronunciation: their neurological flexibility, sharp listening skills, strong imitation ability, emotional openness, and the rich, immersive environments in which they grow up.

These factors, supported by appropriate teaching strategies, give children a clear advantage in acquiring clear, accurate, and natural-sounding pronunciation.

1.2.2. Methods to Teach Pronunciation for Kids

Teaching pronunciation to young learners requires a thoughtful blend of pedagogy, playfulness, and practicality. According to Pinter (2006), young learners benefit most from methods that are interactive, meaningful, and adapted to their developmental stage. Activities that include songs, games, and movement help children engage with core phonological elements such as sound recognition, stress, rhythm, and intonation.

One foundational method is the phonics-based approach, such as Jolly Phonics or synthetic phonics. These systems emphasize the relationship between sounds and letters, helping children to decode and produce sounds accurately. This is effective because young learners respond well to structured yet playful instruction that includes singing, movement, and storytelling (Kusrini, 2011). Phonics programs often incorporate songs and chants that help develop not only pronunciation, but also rhythm and stress patterns in speech (Andriani et al., 2017).

In addition, pair drills and chaining are strongly encouraged in the classroom. These techniques involve practicing sound patterns in pairs or repeating sound segments in sequence, allowing children to mimic correct pronunciation naturally. As noted by Madrid Fernandez & Hughes (2010), having adults participate in these drills—even in humorous or exaggerated ways—makes learning enjoyable and memorable. Making a "fool" of oneself, in a fun and supportive environment, helps reduce anxiety and boosts children's confidence to practice out loud.

Songs, rhymes, tongue twisters, and games are particularly effective because they combine repetition, rhythm, and fun. Rhyme, in particular, introduces children to sound patterns through short poems and lyrics. Many children's books and songs are structured in verse, allowing children to focus on how sounds work together. This method enables them to develop sound discrimination and awareness in a playful, non-threatening context (Andriani et al., 2017). Rhymes also support the development of intonation, stress, and natural speech flow (Kusrini, 2011).

Storytelling and read-aloud sessions are another timeless and effective tool. Through stories, children are exposed to natural pronunciation patterns in context. They hear how words are pronounced within full sentences, complete with intonation and rhythm. This exposure is essential because children learn not only from direct instruction but also through immersion in rich linguistic environments. The widespread use of storytelling in language classrooms is a testament to its effectiveness across cultures and teaching styles (Andriani et al., 2017).

Furthermore, cognitively engaging activities—those that stimulate thinking and require active participation—enhance pronunciation learning by attaching meaning to sound. As Madrid Fernandez & Hughes (2010) observe, meaningful pronunciation practice, such as through games and activities involving characters like "Priscilla, José, and Lisandra", promotes awareness of intelligibility. When children understand that pronunciation helps them be understood, they become more motivated to improve.

Modern tools also play a major role. Interactive language apps and digital games, like Duolingo Kids, Lingokids, or Starfall, incorporate pronunciation practice with engaging visuals, voice recognition, and playful feedback. These tools are particularly useful for today's learners who are digital natives, and they offer consistent practice in a way that feels like play rather than study.

Another valuable method is Total Physical Response (TPR), which links language with movement. Children associate specific actions with sounds or words, helping them remember pronunciation through body memory. For example, when learning the /s/ sound, they might move like a snake. This kinesthetic connection enhances both retention and engagement.

1.3. Challenges that Face the Primary School Teachers in Teaching Pronunciation

According to what has been discussed above, pronunciation is viewed as an integral part of speaking skills. The development of pronunciation has been a widely acknowledged topic. Nevertheless, it is also one of the most difficult skills to attain in a foreign language and that is due to the challenges. These challenges include linguistic difficulties, such as mother tongue interference and lack of phonemic awareness. Learner-related factors, including low motivation and anxiety. And pedagogical barriers, such as insufficient training, time constraints, and limited access to appropriate materials and technologies. The following sections explore these issues in detail:

1.3.1. Mother Tongue Interference, Phonetic Complexity and Lack of Phonemic Awareness

One of the most significant challenges in learning a second language is that learners face sounds that do not exist in their native language. It is important for teachers to understand what can go wrong with L2 pronunciation learning (Andrew Kroman, 2015). Some problems may arise from mother tongue interference that is language learners struggle with acquiring sounds that are non-existent or different in their mother tongue.

In Algeria, learners of English are strongly influenced by a multilingual linguistic environment, often resulting in persistent phonetic deviations. Ghlamallah (2018) argues that Algerian students' pronunciation is shaped by interference from Arabic (Standard and

dialectal), French, and sometimes Berber, which causes systematic errors in segmental sounds such as /p/, /v/, and /θ/. These influences give rise to what she refers to as a distinct “Algerian English pronunciation.” Such interference highlights the phonetic complexity faced by teachers when helping learners acquire sounds unfamiliar to their linguistic repertoire.

Another major problem for L2 learners stems from the lack of phonemic awareness. In many orthographically transparent languages, grapheme-phoneme correspondence is predictable whereas the correspondence is opaque in the case of English. Therefore, successful decoding and encoding requires knowledge of spelling-sound rules and phonemic awareness, which is an understanding of how sounds of a language map into its written representation.

1.3.2. Learner Attitudes and Motivation

One of the often-overlooked challenges in pronunciation instruction is related to learners’ attitudes and motivation. Even when appropriate resources and tools are available, some learners may display resistance or indifference toward pronunciation activities. This may stem from a lack of awareness of its importance in real-life communication, or from anxiety and embarrassment when speaking in front of others. Such psychological barriers can severely hinder learners’ engagement and progress in pronunciation development (Madrid Fernandez & Hughes, 2010).

1.3.3. Pedagogical and Classroom Challenges

Teaching pronunciation in primary school classrooms presents practical difficulties rooted in both pedagogy and the learning environment. Effective pronunciation instruction requires careful scaffolding of phonetic knowledge and attention to the intricacies of spoken language. However, pronunciation remains one of the least emphasized areas in many ESL/EFL

curricula, often seen as outdated or overly technical (Madrid Fernandez & Hughes, 2010; Kroman, 2015).

Classroom-specific challenges exacerbate this issue. Teachers frequently deal with large class sizes, varied learner proficiency levels, and limited instructional time, all of which restrict opportunities for individualized feedback. Even when teachers attempt to implement pronunciation tasks, these are often undermined by noisy classroom conditions, lack of structure, or misalignment with learners' expectations (Madrid Fernandez & Hughes, 2010).

1.3.4.Limited Teacher Training and Curriculum Constraints

Another persistent barrier to effective pronunciation teaching is the insufficient preparation teachers receive during their formal education. Many teacher training programs focus heavily on general language pedagogy while giving minimal attention to phonetics or pronunciation instruction. As a result, teachers often feel underqualified to teach pronunciation, relying instead on imitation or intuition (World English Journal et al., 2017).

Despite its importance in oral communication, pronunciation is often neglected in teacher training programs in Algeria. Although Bouchair and Abderrahim (2019) focused on the middle and secondary school levels, their findings remain relevant to primary education, as they revealed that phonetics receives minimal coverage in both pre-service and in-service training. This lack of formal training affects many teachers at the primary level as well, leaving them unprepared to teach pronunciation effectively. As a result, they tend to rely on intuition, which leads to inconsistent and often inadequate classroom practices.

Curricular limitations further restrict teachers' capacity to prioritize pronunciation. In many educational systems, especially where English is a foreign language, curriculum designers focus predominantly on literacy skills, leaving oral communication skills

marginalized. Pronunciation is rarely assessed in national exams, which discourages both teachers and learners from investing time in its development. Furthermore, in some contexts, English lessons are conducted in students' native language, limiting authentic exposure to English speech and pronunciation (Madrid Fernandez & Hughes, 2010).

1.3.5.Resource and Technological Challenges

Teaching English pronunciation presents significant resource- and technology-related challenges, particularly in ESL/EFL contexts. Despite growing recognition of the importance of intelligible pronunciation for effective communication and listening comprehension, many educators struggle with a lack of adequate teaching resources. This issue is particularly pressing in developing and emerging economies, where educational systems may lack the infrastructure, materials, and support needed to deliver effective pronunciation instruction (Bellés-Calvera & Bellés-Fortuño, 2018).

While information and communication technologies (ICT) offer promising tools for language instruction, their integration into classroom practice remains limited. Teachers often report having little to no access to digital tools, insufficient training on how to use them, and a general absence of pronunciation-focused digital content (Joy Calvo Benzie, 2017). These issues are exacerbated by broader systemic factors such as underfunding, lack of institutional support, and policy decisions that deprioritize technological investment in language education.

As a result, a considerable gap exists between what modern technology can offer and what is practically available in many classrooms. Bridging this gap requires targeted investment, sustained teacher training, and structured support for integrating digital tools into pronunciation instruction.

1.3.6.Lack of Teaching Materials and Pronunciation-focused Activities

Beyond digital limitations, many teachers also face a shortage of structured, research-informed materials specifically designed for pronunciation instruction. This includes a lack of textbooks, classroom handouts, visual aids, and activities that target key aspects of phonology. Teachers often avoid pronunciation tasks due to the belief that pronunciation is difficult to teach or irrelevant to standardized assessments (Andriani et al., 2017).

Another instructional gap is the tendency to focus almost exclusively on segmental features—individual sounds or syllables—while neglecting suprasegmental aspects such as intonation, rhythm, and connected speech. However, these features are crucial for ensuring intelligible and natural-sounding speech. In addition, many teachers lack proper training to model correct pronunciation, especially if English was not the medium of their own education. Without accessible, engaging materials and classroom-friendly activities like games, minimal pair drills, or songs, pronunciation instruction remains underdeveloped and inconsistent (Andriani et al., 2017).

1.3.7. Lack of Supportive Learning Environment

According to Zelassi (2023), although her study focused on general classroom dynamics, her insights are highly relevant to primary school contexts. She argues that teachers who treat all students equally and incorporate humor into lessons can reduce classroom tension and promote a safe learning atmosphere. She emphasizes that "teachers should create equal opportunities for all, be serious to gain respect, but also friendly to help students absorb concepts without difficulty" (p.16). These behaviors are especially crucial in primary education, where fostering a supportive classroom climate encourages young learners to make mistakes and engage in pronunciation practice without fear of embarrassment or negative evaluation.

In this context, fostering a safe, interactive, and encouraging atmosphere allows learners to take risks, practice more freely, and respond positively to feedback. Methods that promote collaboration, such as peer feedback and group activities, contribute to lowering anxiety and building confidence, which are essential for developing pronunciation skills. The integration of form-focused instruction within communicative settings ensures that students not only recognize correct pronunciation but also feel supported in applying it in real-time interaction.

Conclusion

In conclusion, this chapter has provided a comprehensive overview of the theoretical foundations of pronunciation instruction, focusing on its significance in second language learning, the key elements that shape pronunciation skills, and the various methods used to teach it especially to young learners. It has emphasized that pronunciation is not only about producing correct sounds but also involves mastering suprasegmental features such as stress, intonation, rhythm, and connected speech, all of which contribute to intelligibility and effective communication.

The chapter also explored various methods and approaches to pronunciation teaching, ranging from traditional drills and phonetic transcription to more communicative and technology-integrated strategies such as role-play, task-based learning, and the use of pronunciation software. In addressing pronunciation instruction for children, it underscored the unique cognitive, emotional, and auditory characteristics of young learners, identifying playful, multi-sensory, and context-rich activities as the most effective means of enhancing their phonological awareness.

Finally, the chapter examined the diverse challenges primary school teachers face in teaching pronunciation, despite the availability of these strategies. These include linguistic

interference from learners' first languages, lack of phonemic awareness, limited teacher training, insufficient resources, and structural constraints such as large class sizes and time limitations. These issues make pronunciation teaching harder, even when good methods are known.

Chapter Two:
Research
Methodology and
Data Analysis

Introduction

This chapter presents the empirical phase of the study, which seeks to investigate the challenges faced by primary school teachers in teaching English pronunciation. Building upon the theoretical foundations laid out in the first chapter, this part focuses on the real-world experiences of teachers in Algerian primary schools, with particular attention to the context of Sidi Khaled.

To explore these challenges in depth, the research employed a qualitative approach, relying on semi-structured interviews as the primary data collection tool. Ten English teachers were selected using a convenience sampling technique, based on their availability and willingness to participate. The choice of semi-structured interviews allowed for flexibility in probing the participants' responses while maintaining consistency in the core questions asked.

The interview protocol was carefully designed to cover various aspects of pronunciation instruction, including teachers' training, classroom strategies, encountered obstacles, and their perceptions of student-related factors. Interviews were conducted face-to-face whenever possible. All participants were briefed about the purpose of the study and gave their informed consent to participate, ensuring ethical integrity.

To analyze the data, the study adopted thematic analysis, which allows the identification of recurring themes across the teachers' narratives. This method not only highlights patterns and shared experiences but also gives room for the emergence of new, context-specific insights. Before moving to the analysis, this chapter starts with a description of the data collection tool, namely semi-structured interview. In analyzing the data, the study follows the method of thematic analysis, which involves identifying recurring patterns or "themes" across the responses. The chapter begins by analyzing each interview question across all ten responses,

followed by the extraction and classification of main themes. For each theme, supporting examples from the participants' responses are provided to ensure transparency and authenticity.

This practical investigation not only reveals how theoretical challenges discussed in Chapter One manifest in real teaching contexts, but also brings to light new insights based on the participants' lived experiences. The findings are later compared to existing challenges mentioned in chapter one and discussed in depth to propose pedagogical recommendations for improving pronunciation instruction at the primary schools.

2.1. Description of the Interview

Question 1: How long have you been teaching English in primary school?

This question allows the researcher to understand the level of classroom exposure the participants have had with teaching pronunciation to young learners. While the question itself does not inquire about pronunciation experience specifically, the general teaching experience helps contextualize later responses related to challenges, strategies, and student reactions. This foundational information supports the later thematic interpretations and provides a clearer picture of the participants' teaching backgrounds.

Question 2: What grade levels do you teach?

The aim of question two is to determine the specific grade levels taught by the participants and is to confirm for the reader the number of years primary English teachers in Algeria are teaching. Additionally, to provide insight into the teachers' level of experience in this context.

Question 3: Have you received any formal training in teaching pronunciation?

The objective of question three is to assess whether the teachers have received specialized training in teaching pronunciation, providing insight into their professional preparation and its impact on their teaching practices.

Question 4 : Do you believe that your training as a teacher prepared you well for teaching pronunciation? Why or why not?

The objective of this question is to understand the teachers' perceptions of the adequacy of their training in preparing them for pronunciation instruction, highlighting potential areas for professional development.

Question 5: What methods or strategies do you currently use to teach pronunciation?

The objective of question five is to explore the teaching methods and strategies that participants employ in pronunciation instruction, identifying common practices and effective techniques used in the classroom.

Question 6: Can you describe your experience and feelings after teaching your first pronunciation lesson?

Question six seeks to gain better insight into the emotional and practical challenges teachers face when teaching pronunciation for the first time, helping to understand initial hurdles and the teachers' reactions to those challenges.

Question 7,8,9:

After teaching several pronunciation lessons, what do you think are the biggest challenges primary school teachers face in teaching pronunciation?

What do you think are the main reasons that make teaching pronunciation difficult for you?

What factors make teaching pronunciation difficult in your school (e.g., lack of resources, large class sizes, or student motivation)?

These questions aim to explore the multifaceted challenges that primary school teachers encounter when teaching English pronunciation. Specifically, they seek to identify the persistent instructional difficulties teachers face, examine the underlying causes behind these challenges including linguistic, personal, and institutional factors and investigate how school-related conditions contribute to the overall complexity of pronunciation instruction in the primary education context.

Question 10: How does the availability (or lack) of teaching resources affect your ability to teach pronunciation?

Question ten aims to examine how the availability of resources, both traditional and digital, influences the teachers' ability to teach pronunciation effectively, highlighting the importance of resource accessibility.

Question 11: What learner-related factors (e.g., motivation, listening skills, prior knowledge) make teaching pronunciation difficult for you?

This question focused on identifying internal learner characteristics that contribute to the difficulty of teaching pronunciation, such as motivation, listening skills, and prior knowledge, helping to understand the student-related barriers in learning pronunciation.

Question 12: How do the challenges you face in teaching pronunciation affect your students' learning?

The aim of the question is to explore the direct consequences of teaching challenges on students' pronunciation learning outcomes, focusing on how difficulties faced by teachers are reflected in student performance.

Question 13: What improvements or resources do you think would make pronunciation teaching easier and more effective in primary schools?

The objective of the last question, which is the question number 13 is to gather suggestions for improving pronunciation instruction, focusing on potential solutions, resources, and strategies that could make teaching pronunciation more effective and efficient in primary school settings.

2.2. The Analysis of the Teachers' Interview Data

In this section, the thirteen (13) questions are analyzed collectively by reviewing the responses of each question across all participants' interviews

Teaching Experience of Primary School English Teachers

How long have you been teaching English in primary school?

In response to the first interview question, all the ten (10) participating teachers shared the number of years they have been teaching English at the primary school level. The responses revealed that six (6) teachers have been teaching for three (3) years, three (3) teachers reported two (2) years of experience, and one (1) teacher indicated that they have been teaching for only one (1) year. This means that the total years of experience among participants range from one (1) to three (3) years.

The data collected reflects that the majority of the teachers (60%) are in their third year of teaching, while the remaining 40% have two (2) or fewer years of experience. This distribution suggests that most of the participants are still relatively new to the profession, especially in the context of English language instruction in primary education. And that's normal because the teaching of English at the primary schools started from September 2022.

Grade Levels Taught by Participants

What grade levels do you teach?

In response to the second interview question, all the ten (10) participants identified the grade levels they currently teach. Every respondent mentioned that they are responsible for teaching English to pupils in the third, fourth, and fifth grades of primary school. No teacher reported teaching only a single grade.

This consistent response across all participants highlights a standardized assignment of English language instruction within the upper levels of primary education. The uniformity in grade level distribution suggests that these teachers work within a similar educational framework or curriculum structure. Teaching students across three (3) different levels implies a need to adapt instructional content and techniques to accommodate varied developmental stages and language competencies, even within a narrow age range.

Training Received in Teaching Pronunciation

Have you received any formal training in teaching pronunciation?

The third interview question focused on whether the participating teachers had received any formal training specifically related to teaching pronunciation. The responses showed a clear divide among the participants. Out of ten (10) teachers, five (5) answered “yes”, confirming

that they had received some form of formal training, while the other five (5) answered “no”, indicating they had not received any specialized instruction in pronunciation teaching.

This fifty-fifty distribution illustrates a notable disparity in professional development among primary school English teachers in the context studied. While half of the participants have had access to some training opportunities, the remaining half entered the classroom without formal guidance in this specific area. Furthermore, some teachers who reported receiving training clarified that their courses did not focus directly on phonetics or pronunciation methodology, but rather on general teaching strategies or curriculum delivery. One (1) teacher even stated that although they had participated in training sessions, phonetic instruction was not covered, and their current knowledge comes from personal effort and individual research.

Perceived Effectiveness of Teacher Training in Pronunciation Instruction

Do you believe that your training as a teacher prepared you well for teaching pronunciation? Why or why not?

This question explored teachers’ perceptions of how well their training had equipped them to teach pronunciation effectively. Out of ten (10) participants, only four (4) explicitly stated that they felt their training had prepared them to teach pronunciation. In contrast, six (6) participants either answered “no” or provided explanations indicating that their training did not focus on pronunciation instruction in any meaningful way.

Among the affirmative responses, one (1) teacher noted that their training had improved their understanding of pronunciation by offering useful strategies and phonics awareness, while another stated that pronunciation instruction was “not the same before and after training,”

implying growth. However, even among these positive answers, the focus seemed to be general rather than deeply phonetic.

On the other hand, teachers who felt unprepared explained that most training they received focused on teaching methodologies and approaches, with little or no emphasis on phonetics or pronunciation techniques. One respondent mentioned, “All our training was about teaching methods and approaches,” suggesting a complete omission of phonological content. Another indicated that their understanding of pronunciation instruction was mostly self-developed, relying on personal research and classroom experience.

Methods and Strategies Used to Teach Pronunciation

What methods or strategies do you currently use to teach pronunciation?

In answering the fifth question, participants shared a variety of instructional methods and strategies that they employ in teaching pronunciation. The responses were diverse, yet several common patterns emerged.

Most teachers (at least seven (7) out of ten (10)) reported using listening and repetition as their primary strategies. This indicates a reliance on auditory exposure and mimicry, which are common practices in teaching pronunciation to young learners. Some teachers referred to audio materials, speakers, or “audio specialists” as tools they depend on to model correct pronunciation.

In addition to repetition, other strategies mentioned included: Phoneme awareness activities such as phonics, minimal pairs, and sound drills (Teachers 3, 8, 9). Visual aids, including flashcards, videos, and mouth diagrams to demonstrate articulation (Teachers 3, 6, 8). Language games, songs, chants, and rhymes, which were highlighted as effective ways to

engage young learners in a fun and interactive environment (Teachers 3, 6, 8). Role-plays and dialogues, mentioned by Teachers 5 and 10, which support communicative practice and contextual learning. Gestures and hand movements, used by Teacher 3, to reinforce intonation and rhythm

One interesting observation is that some teachers combined traditional methods (e.g, repetition and drills) with more modern and multimodal approaches, such as digital applications or interactive tools, although these were mentioned less frequently. Notably, a few responses were vague or limited, such as stating “the speaker” or “prior knowledge” without elaborating on pedagogical techniques.

First-Time Teaching Experience of Pronunciation Lessons

Can you describe your experience and feelings after teaching your first pronunciation lesson?

When asked to describe their first experience teaching pronunciation, participants provided varied emotional and practical reflections. Despite differences in wording and detail, a shared sense of challenge, uncertainty, and initial discomfort appeared across most responses.

Three (3) teachers explicitly described the experience as difficult or confusing. Teacher 10 mentioned feeling “tired and confused,” while Teacher 7 stated it was “hard” due to students' confusion. Teacher 6 noted that pupils were “confused between name and letter sound,” especially in early lessons.

Two (2) teachers acknowledged their own mistakes during early sessions. Teacher 2 admitted to making pronunciation errors but tried to correct them discreetly, while Teacher 1 described the lesson as “interesting but there were some difficulties.”

On a more positive note, three (3) teachers expressed a sense of enjoyment or motivation. Teacher 3 described the lesson as “funny” and noted that “most students liked it.” Teacher 8 said they felt “excited” and “proud” when noticing student improvement. Teacher 4 used the word “enjoyable” without elaborating further.

One (1) teacher (Teacher 9) did not personalize the answer but responded more generally, stating that teachers often feel “challenged and uncertain,” suggesting either a generic response or an attempt to summarize common reactions rather than give a personal view.

Perceived Challenges in Teaching Pronunciation

After teaching several pronunciation lessons, what do you think are the biggest challenges primary school teachers face in teaching pronunciation?

In response to this question, participants identified a variety of persistent challenges they face after gaining experience with pronunciation instruction. Several themes recurred throughout the interviews, reflecting common difficulties shared by most of the teachers.

Interference from the native language (Arabic or French) was mentioned by at least four (4) teachers (Teachers 3, 5, 6, and 10). They noted that students struggle to distinguish between English sounds and those of their mother tongue, especially when similar sounds do not exist in Arabic or differ in French.

Difficulty with specific sounds or vowels was noted by Teachers 1, 3, 4, and 6. For example, the challenge of distinguishing minimal pairs (like /p/ and /b/) or vowel confusion was seen as a consistent issue.

Student-related challenges, such as young age, limited prior knowledge, and low phonemic awareness, were also common. Teachers 1, 2, and 4 stated that their pupils are beginners, making it hard to introduce new sounds.

Classroom and time constraints were mentioned by Teachers 3, 5, 6, and 7. These included large class sizes, noisy environments, and limited lesson time (e.g., 45 minutes), which restrict opportunities for individual feedback and repeated practice.

Lack of confidence among students and their fear of making mistakes were highlighted by Teachers 8 and 10. This psychological barrier was considered a major factor that prevents active participation in pronunciation tasks.

Lack of training and pedagogical support was cited by Teachers 5, 9, and 10 as one of the structural challenges, emphasizing the absence of formal instruction in how to teach pronunciation effectively.

Teachers' Perspectives on the Causes of Pronunciation Teaching Difficulties

What do you think are the main reasons that make teaching pronunciation difficult for you?

The responses revealed a range of explanations, with many teachers citing more than one (1) contributing factor. A prominent theme in several responses was the issue of mother tongue interference and cross-linguistic influence. Teachers 3, 5, 6, 9, and 10 pointed to interference from Arabic and French, explaining that many English sounds do not exist in the learners' first languages. Teacher 10 explicitly stated that it is difficult to teach sounds that are not native to the learners, while Teacher 6 mentioned that children often confuse English and French pronunciation.

Phonetic complexity also emerged as a key concern. Teachers referred to the difficulty in matching sounds to spelling (Teachers 3 and 7), or the struggle students face in distinguishing similar phonemes (Teacher 6). These issues make teaching English pronunciation less intuitive, especially in the absence of phonics-based training.

Another frequent point was the lack of teacher preparation or formal training, as mentioned by Teachers 3, 5, and 9. Even those who received some training (e.g, Teacher 6) admitted it did not sufficiently address pronunciation or phonological content. This reflects a sense of instructional insecurity that compounds the difficulty of the subject.

Additionally, some teachers highlighted student-related factors: young age (Teacher 1 and 4), fear of making mistakes (Teachers 8 and 10), and lack of prior knowledge or exposure (Teachers 2 and 9). These personal and emotional barriers affect the learning process and place added pressure on the teacher to adapt.

One less commonly mentioned but notable factor was time constraints (Teachers 5 and 6), which prevent teachers from focusing on pronunciation during short sessions and large-group instruction.

School-Related Factors Affecting Pronunciation Instruction

What factors make teaching pronunciation difficult in your school (e.g., lack of resources, large class sizes, or student motivation)?

In response to this question, participants were asked to identify the environmental or institutional obstacles within their school settings that make pronunciation instruction more difficult.

Large class sizes were cited by at least six (6) teachers (Teachers 1, 2, 3, 4, 6, and 8) as a major barrier. Managing a large number of pupils limits the teacher's ability to provide individual feedback or monitor pronunciation practice effectively. This is particularly problematic in pronunciation teaching, which often requires close auditory attention and correction.

Lack of resources was mentioned in various forms by Teachers 2, 3, 5, 6, 9, and 10. These resources include audio materials, phonetic charts, technological tools, and even basic instructional aids like flashcards or speakers. The absence of such tools restricts the teacher's capacity to model sounds and engage students in interactive activities.

Limited time (often 45-minute sessions) was another commonly referenced issue, particularly by Teachers 5, 6, and 7. With such tight schedules and multiple objectives to cover, pronunciation tends to receive minimal attention, often being overshadowed by other skills like reading or grammar.

Some teachers also referred to student motivation (Teachers 2, 6, and 9), noting that a lack of interest or effort from learners, particularly when pronunciation activities are perceived as difficult or intimidating, adds to the challenge. Additionally, Teacher 10 mentioned lack of parental support and attention at home, which further weakens learners' focus and progress.

Impact of Resource Availability on Pronunciation Teaching

How does the availability (or lack) of teaching resources affect your ability to teach pronunciation?

In answering this question, teachers offered insights into how access to instructional materials (whether traditional or digital) impacts their ability to effectively teach English pronunciation.

Eight (8) out of ten (10) teachers (Teachers 1, 2, 3, 4, 5, 6, 9, and 10) emphasized the negative impact of limited resources, describing how this shortage affects exposure to native pronunciation, the ability to engage students, and opportunities for regular practice. For example, Teacher 3 stated that “without audio/visual tools, students miss exposure to native pronunciation models,” while Teacher 10 detailed both the positive and negative impacts of resource availability, mentioning factors like personalization, feedback, and variety.

Teachers referred to a range of missing resources, including speakers, internet access, phonetic books, audio scripts, videos, and interactive apps. Teacher 2 noted the importance of internet-based materials, and Teacher 6 emphasized how digital tools such as games and videos could make pronunciation “fun, engaging and effective.”

On the other hand, only two (2) teachers (Teachers 7 and 8) suggested that they had access to sufficient resources, with Teacher 8 explicitly stating, “I have access to the basic materials I need.” However, even in such cases, the materials mentioned were “basic,” which might not support advanced or differentiated instruction.

Some participants went beyond simply identifying missing tools; they explained the consequences of this shortage. For instance, Teacher 10 noted that lack of resources leads to “monotony in teaching,” “limited practice opportunities,” and difficulty in providing corrective feedback.

Learner-Related Challenges in Teaching Pronunciation

What learner-related factors (e.g., motivation, listening skills, prior knowledge) make teaching pronunciation difficult for you?

The most frequently cited factor was low motivation or lack of interest, mentioned by at least six (6) teachers (Teachers 2, 3, 6, 8, 9, and 10). Several participants highlighted that some students feel shy, afraid of making mistakes, or simply disengaged from pronunciation practice. Teacher 8 noted, “some students are shy or afraid of making mistakes, which affects their willingness to participate,” while Teacher 10 mentioned “low motivation and fear of mistakes.”

Poor listening skills also emerged as a prominent theme. Teachers 3, 6, 7, and 9 referred to weak phonemic awareness, difficulty in perceiving sounds correctly, or general listening comprehension issues, which hinder students’ ability to imitate or reproduce sounds accurately.

Another important factor was lack of prior knowledge or linguistic foundation, referenced by Teachers 1, 2, 6, and 9. These participants described how many pupils struggle with English pronunciation because they are beginners with no exposure to the language outside the classroom, and therefore lack essential background skills.

Some teachers also pointed to individual learner differences, such as hearing or speech difficulties, personality traits, or learning styles (Teachers 5 and 6). These variations require tailored instruction, which is often difficult to provide in large classes or with limited time and resources.

Finally, Teacher 10 offered a more comprehensive answer, listing several factors including fear of mistakes, difficulty in sound perception, memory limitations, and the overall learning environment, reflecting how these elements interact to either support or obstruct pronunciation development.

Effects of Teaching Challenges on Learners' Outcomes

How do the challenges you face in teaching pronunciation affect your students' learning?

Several teachers (Teachers 1, 3, 8, 9, and 10) noted that the challenges they face (whether related to lack of resources, student motivation, or instructional time) often result in mispronunciation and difficulty in sound discrimination. For example, Teacher 1 reported that students “cannot discriminate between some sounds like /p/ and /b/,” while Teacher 3 mentioned that mispronunciation leads to misunderstanding of authentic practice, implying that students struggle with both recognition and production.

A major theme across multiple responses was reduced learner confidence and participation. Teachers 8 and 10 observed that students become hesitant, anxious, or reluctant to speak when pronunciation is not well-supported. Teacher 10 linked this to “miscommunication and confusion,” and further noted “reduced comprehensibility” and “increased anxiety” as outcomes.

Teacher 5 introduced a distinction between internal and external factors, explaining that student learning is affected by both internal issues (such as lack of vocabulary or focus) and external issues (like limited time and poor materials).

Teacher 6 summed it up simply: “If the teacher faces difficulties in teaching pronunciation, students may struggle to learn sounds.” This statement reflects a clear cause-effect awareness among teachers, reinforcing the idea that their capacity to deliver pronunciation instruction shapes the students' ability to acquire it.

Additionally, some teachers pointed to the long-term academic impact, such as reduced fluency, listening comprehension, and overall communicative competence suggesting that unresolved pronunciation issues may persist and compound as learners progress.

Suggestions for Improving Pronunciation Teaching in Primary Schools

What improvements or resources do you think would make pronunciation teaching easier and more effective in primary schools?

In this final question, teachers were asked to propose solutions that could enhance the teaching of English pronunciation in primary school settings.

Use of audio-visual materials was the most commonly proposed solution. At least seven (7) teachers (Teachers 1, 2, 4, 6, 8, 9, and 10) emphasized the importance of speakers, audio scripts, songs, phonetic videos, flashcards, and interactive whiteboards. Teacher 10 provided a detailed list including mouth movement videos, apps with instant feedback, and multisensory tools, illustrating a strong desire for modern and engaging resources.

More pronunciation-focused activities were also suggested, such as games, songs, chants, rhymes, and role-plays (Teachers 3, 5, 6, 8, and 10). These methods are seen as both fun and effective in promoting pronunciation skills among young learners. Teachers proposed integrating such activities more regularly into daily lessons.

Increased teacher training was proposed by Teachers 3, 5, 6, 9, and 10. They expressed a need for more specialized workshops or courses focused on phonetics, pronunciation instruction techniques, and how to use resources effectively. Teacher 9 emphasized that training should include practical strategies suitable for young learners.

Curricular and structural changes were less commonly mentioned, but still notable. Teacher 8 suggested organizing classes into smaller groups to allow better individual attention, while Teacher 5 proposed incorporating English-language TV series and music as extracurricular exposure tools.

Finally, a few teachers mentioned repetition, podcasts, and social media platforms as informal yet accessible tools to support pronunciation practice beyond the classroom (Teachers 1, 4, and 5).

2.3. Discussion of the Findings

Within this part the main challenges identified through the interview are outlined. The analysis highlights recurring themes that reflect the teachers' real experiences with pronunciation instruction

- **Lack of Formal Training in Pronunciation**

One of the most prominent themes that emerged from the interviews responses is the lack of formal training in pronunciation. Six (6) out of the ten (10) teachers explicitly stated that they had not received any specific instruction or preparation related to phonetics or pronunciation teaching during their teacher training programs. This absence of focused training left many feeling unprepared to tackle the complexities of pronunciation in the classroom.

For instance, Teacher 3 stated, "All our training was about teaching methods and approaches," indicating that while general pedagogical principles were addressed, pronunciation as a skill was largely neglected. Similarly, Teacher 6 mentioned, "We received multiple training courses except phonetic courses," which suggests a structural gap in professional development offerings.

- **Native Language Interference (Arabic/French)**

Another recurring theme across the teachers' responses is the interference of learners' native languages, particularly Arabic, in the acquisition of English pronunciation. Six (6) out of ten (10) teachers reported that students frequently struggle with English sounds due to differences between English phonology and their mother tongues.

This issue was clearly expressed by Teacher 6, who noted “confusion between English and French pronunciation,” especially among pupils who are also exposed to French either at home or at the school subjects. Similarly, teacher 10 explained that “difficulty pronouncing sounds that are not native to the mother tongue” is a major challenge in their teaching experience.

Teachers highlighted that certain English phonemes, especially those not found in Arabic or French, are particularly hard for pupils to produce or recognize. This includes sounds such as /θ/, /ð/, or the distinction between /p/ and /b/, which are often confused or substituted with native language equivalents. For instance, teacher 1 stated that “they cannot discriminate between some sounds like /p/ and /b/,” showing how first language interference directly affects perception and articulation.

- **Large Class Sizes and Limited Time**

A dominant structural challenge mentioned by seven (7) teachers was the combination of large class sizes and limited instructional time, both of which significantly hinder the effective teaching of pronunciation. Teachers expressed concern over their inability to provide individualized attention or correct learners' errors within the time constraints of a standard session (often only 45 minutes long).

For example, Teacher 5 reported that “time (45 minutes) is not enough,” especially when dealing with pronunciation, which requires focused repetition, listening, and feedback. Teacher

3 noted “large class sizes and limited time” as major barriers to successful instruction. In overcrowded classrooms, monitoring each student’s pronunciation progress becomes increasingly difficult, and group repetition often replaces individual practice.

Teacher 6 highlighted the challenge of managing “hyperactive pupils” in a short period, emphasizing that classroom control in large groups competes with instructional goals. Likewise, Teacher 7 stated that the biggest difficulty is time “it is not enough,” which again underscores how instructional duration constrains both planning and practice.

- **Low Student Motivation and Fear of Making Mistakes**

A significant number of teachers (six (6) out of ten (10)) identified low motivation and students' fear of making mistakes as key learner-related barriers to effective pronunciation instruction. These psychological and emotional factors often result in limited participation, reduced confidence, and reluctance to engage in speaking activities.

For instance, Teacher 8 stated, “Some students are shy or afraid of making mistakes, which affects their willingness to participate,” while Teacher 10 reported that learners experience “fear of mistakes, difficulty in perception, and low motivation,” which collectively hinder progress. These responses indicate that emotional discomfort directly impacts the learning process, especially in oral tasks like pronunciation.

Teacher 2 pointed out that “lack of interest” is common, even when materials are available, suggesting that motivation is not only resource-dependent but also linked to learners’ self-perception and comfort level with speaking. Teacher 9 similarly observed that “some students lack motivation,” which affects their engagement with pronunciation tasks.

- **Lack of Listening Activities and Phonemic Awareness**

Five (5) teachers emphasized that their students' weak listening abilities and limited phonemic awareness constitute a major obstacle in pronunciation instruction. These limitations affect both the perception and production of English sounds, making it difficult for learners to distinguish between similar phonemes or reproduce them accurately.

For example, Teacher 3 noted that "poor listening comprehension and mispronunciation lead to misunderstanding of the authentic practice," indicating that students' inability to recognize sounds hinders their communicative development. Teacher 7 also linked challenges in pronunciation directly to "confusion between sounds and letters," a common issue when learners lack awareness of sound-letter correspondence.

Teacher 6 referred to "weak listening skills (phonemic awareness)" as a central factor affecting pronunciation accuracy. Similarly, Teacher 9 mentioned that "poor listening skills hinder pronunciation improvement," especially when students have little exposure to English outside the classroom.

- **Lack of Teaching Resources (Audio, Visual, Technological)**

A major recurring theme across the interviews was the lack of teaching resources, mentioned by eight (8) out of ten (10) teachers. Participants described a lack of essential materials such as audio tools, visual aids, phonetic charts, videos, and interactive applications, all of which are crucial for teaching pronunciation effectively.

Teacher 3 remarked that "without audio/visual tools, pupils miss exposure to native pronunciation models," pointing to the importance of authentic listening input. Similarly, Teacher 2 highlighted the impact of lacking online resources, noting that "the lack of resources influences the teachers to teach phonetics as internet, books, sites, etc." These deficiencies limit not only the variety of instructional strategies but also the quality of input students receive.

Teacher 10 provided a detailed breakdown of both the benefits of having resources such as “personalization, feedback, consistent practice” and the consequences of their absence: “monotony in teaching,” “limited practice,” and “difficulty in correcting errors.”

While a few teachers (e.g, Teacher 8) reported having access to basic materials, the majority expressed that the available tools are insufficient for effective pronunciation practice, especially in large or under-equipped classrooms.

- **Lack of Home Support or Parental Involvement**

Although less frequently mentioned, the lack of parental support or home reinforcement was identified by two (2) teachers as a contributing factor to pronunciation difficulties. These teachers emphasized that without encouragement or follow-up at home, students may lose exposure and practice opportunities essential for developing pronunciation skills.

Teacher 10 pointed out that “lack of attention and understanding due to lack of parental care” affects students’ ability to focus and retain pronunciation patterns. This suggests that even when effective classroom instruction is provided, its impact may be limited if not supported by a consistent language environment outside school.

Additionally, Teacher 6 indirectly referenced this theme by stating the need for support at home, particularly in relation to individual differences and reinforcement of sounds. The absence of phonetic exposure outside the classroom through listening, speaking, or digital tools can slow progress and weaken learners’ confidence.

2.4. Conclusion of the Findings

The analysis of the ten (10) teachers' interviews revealed a multifaceted set of challenges facing primary school English teachers in the teaching of pronunciation. Seven (7) key themes were identified, each shedding light on different aspects pronunciation teaching.

One of the most pressing concerns was the lack of formal training in pronunciation, which left many teachers relying on basic strategies such as repetition and listening, without a clear phonetic framework. This instructional gap is further compounded by native language interference, particularly from Arabic and French, which makes it difficult for students to acquire certain English sounds.

Additionally, large class sizes and limited instructional time emerged as serious structural barriers, restricting teachers' ability to provide individualized attention and corrective feedback. On the learner side, low motivation, fear of mistakes, and weak listening skills were frequently cited as factors that hinder pronunciation development, alongside the absence of phonemic awareness.

A major practical limitation was the lack of teaching resources, including both basic and digital tools (to make it clear those who have basic tools such as the speaker, the flash cards, etc declare that it is from their property not the institution's). In response, teachers expressed a strong preference for incorporating songs, games, rhymes, and other interactive activities into their lessons. Some also highlighted the lack of parental support, which is considered one of the most important challenges that a teacher may face. The lack of parental support limits reinforcement outside the classroom.

Finally, teachers offered thoughtful suggestions for improvement, including access to technology, professional training in phonetics, and smaller class structures. These insights point

not only to the current difficulties but also to practical pathways for enhancing pronunciation instruction in primary schools.

2.5. Discussion

Many of the challenges identified in the practical data strongly support the theoretical claims presented in Chapter One. The first one is the lack of formal training in pronunciation. As noted by Madrid Fernandez and Hughes (2010), teacher training programs often fail to incorporate comprehensive phonetic instruction, leaving teachers ill-equipped to teach the intricacies of English pronunciation. This point was reiterated by six (6) teachers in the field who mentioned the lack of specialized training as a significant barrier to effective pronunciation teaching. These findings reaffirm the theoretical claim that teacher preparation programs overlook the importance of phonetic instruction, thus contributing to the teachers inadequacy in addressing the pronunciation needs of their students.

Similarly, the influence of native language interference, particularly from Arabic / French (which can make confusion during the learning process and that's because it is also a language that the primary school students in Algeria start to learn chronologically align with the English language and this can cause difficulties to the teachers), was a consistent finding across both the findings of Kroman (2015) and the practical data collected from the teachers. The fieldwork revealed recurring instances of sound confusion, such as the difficulty distinguishing between /p/ and /b/, a challenge that is well-documented in second language acquisition literature (e.g. Roach, 2009). This confirms that phonological patterns in a learner's first language can significantly hinder the accurate acquisition of a second language's sounds especially if they are two. The fieldwork findings serve to validate the theoretical claim that native language interference is a fundamental obstacle in the pronunciation learning process for primary school students.

The structural barriers outlined in the Literature Review, such as large class sizes and limited instructional time, were also confirmed through the fieldwork. Teachers reported that the 45-minute lessons allocated for English instruction were insufficient for effective pronunciation practice, echoing the concerns raised by Bellés-Calvera and Bellés-Fortuño (2018) regarding systemic limitations in the public primary education system. Furthermore, the challenges posed by large classroom sizes, which prevent personalized attention and in-depth pronunciation practice, were similarly noted in the field, aligning with the findings of (Madrid Fernandez & Hughes, 2010) that these systemic factors act as significant constraints on effective teaching and learning.

Notably, low motivation and fear of making mistakes were highlighted as major obstacles by several teachers. This suggests that affective factors such as students' emotional responses to language learning may be underrepresented in existing literature (Madrid Fernandez & Hughes, 2010), despite their strong impact in the classroom. Teachers noted that students' reluctance to engage in pronunciation activities due to embarrassment or fear of error significantly hindered their progress, a factor that could be further explored in future research.

Furthermore, one of the most intriguing findings from the fieldwork was the theme of parental support, which, although mentioned by only a few participants, was completely absent from the theoretical discussion. Some teachers noted that the lack of parental involvement in supporting pronunciation practice at home was a significant challenge. This suggests a potential area of research that could explore the role of parental engagement in language learning and its impact on students' pronunciation development. Incorporating this aspect into future theoretical frameworks could help in identifying broader socio-cultural factors that affect pronunciation learning.

Technology-based solutions emerged as a significant theme in the fieldwork, with many teachers expressing the need for technological tools such as apps, phonetic videos, and visual aids to enhance their pronunciation teaching. These tools were mentioned by several teachers as vital for overcoming some of the constraints they face in the classroom. However, such technology-based solutions have received limited attention in previous studies (e.g, Benzies, 2017). This highlights a gap in the literature, which may not have fully considered the potential of technology to support pronunciation teaching. The growing role of digital tools in education presents an opportunity for future research to address the integration of technology in language learning, particularly in the context of pronunciation.

Finally, the study generated practical recommendations that extend beyond the theoretical suggestions. These include reducing the number of students in classes or at least dividing them into groups during English classes, especially pronunciation classes to allow focused practice. Using mobile applications that provide instant feedback on learners' pronunciation. Such insights highlight the value of grounding theoretical research in real classroom experiences, where emotional, social, and technological factors all intersect to shape learning outcomes.

In conclusion, while there is a strong alignment between the challenges highlighted by Madrid Fernandez and Hughes (2010), and Kroman (2015) and the practical findings from the fieldwork, the comparison also highlights some underexplored areas that deserve further attention. These include the psychological factors affecting students' engagement with pronunciation, the need for more diverse teaching methods, the role of technology in pronunciation instruction, and the impact of parental support on language learning. Addressing these gaps in the literature could provide a more holistic understanding of the challenges faced by teachers and students in the context of English pronunciation instruction in primary schools.

Conclusion

This study aimed to explore the challenges faced by primary school English teachers in teaching pronunciation, investigate the reasons behind these difficulties, and examine teachers' perspectives on how such challenges impact the learning process. Through the analysis of ten detailed interviews responses, the research uncovered a set of recurring themes that offer valuable insight into the realities of pronunciation instruction in Algerian primary schools.

The findings showed that a significant number of teachers enter the profession without formal training in phonetics or pronunciation methodology, leading to a reliance on basic strategies such as repetition and audio modeling. Learner-related issues, including low motivation, weak listening skills, and fear of making mistakes, further complicate instruction. Additionally, systemic factors such as large class sizes, limited instructional time, and the lack of adequate teaching resources pose substantial obstacles to effective pronunciation teaching.

These results closely align with many of the challenges identified in the theoretical framework, including native language interference, curriculum limitations, and teacher preparedness. However, the field data also introduced new dimensions such as the emotional responses of learners and the growing need for technology-enhanced instruction.

In light of these findings, the study concludes that effective pronunciation teaching at the primary level requires a multi-layered approach: one that combines improved teacher training, curriculum reform, better classroom conditions, and greater access to engaging, student-centered resources. Only through such an integrated effort can learners be provided with the tools and support necessary to develop clear and confident spoken English.

General Conclusion

General conclusion

The aim of this study is to shed light on the challenges faced by primary school English teachers in teaching pronunciation, particularly within the context of Sidi Khaled Primary Schools. Through a qualitative approach and semi-structured interviews with ten teachers, the research attempted to uncover the main challenges encountered in instruction, as well as the reasons behind them and their impact on students' learning. The investigation revealed a combination of linguistic, pedagogical, and institutional difficulties.

A critical reflection on the data shows that many of these challenges stem from structural gaps rather than individual teacher deficiencies. For instance, the absence of pronunciation content in teacher preparation programs leaves educators unprepared, while national curricula often overlook the importance of oral skills in early language development. Furthermore, external conditions such as overcrowded classrooms and poor access to audio tools restrict teachers' ability to provide corrective feedback or engage learners in meaningful pronunciation practice.

The findings address the research questions by identifying the nature of the challenges (e.g., mother tongue interference, phonemic confusion, lack of time and resources) and their perceived impact on learners, such as reduced speaking confidence and weak sound discrimination. Teachers also expressed concern about learners' low motivation, anxiety, and difficulty in hearing or imitating English sounds, all of which hinder pronunciation development.

In conclusion, the importance of this research lies not only in its highlighting of current difficulties, but also in its role as a basis for more extensive and in-depth future studies. These studies could, for example, address the development of pronunciation

assessment tools, the design of specialized training programs for teachers, or even the creation of digital content that supports self-learning for children in resource-poor settings. Every small step in this area, each of these efforts, could have significant repercussions for the quality of English language education in the coming years.

Recommendations

Based on the findings of this study and comparison with the theoretical background, a few recommendations serve to improve teaching English pronunciation at the primary school level.

First, in-service teachers should have access to ongoing professional development, including workshops and training focused on phonological awareness, pronunciation correction techniques, and modern methodologies. Furthermore, the policymakers and administrators should consider reducing class sizes or adopting English group-based teaching models to allow for more personalized feedback and increased participation, essential for effective pronunciation instruction.

Increasing instructional time dedicated to speaking and pronunciation will also allow teachers to focus more on oral practice and pronunciation activities, and because that would be impossible at the meanwhile increasing the number of English lessons would allow for more opportunities to teach pronunciation with greater ease. Also, schools should invest in providing classrooms with audio-visual resources like speakers, phonetic videos, and interactive apps to support auditory and visual learning, crucial for pronunciation development. The teachers should use interactive and play-based techniques such as songs, chants, games, and role-plays to engage students and make pronunciation practice enjoyable and less intimidating.

Promoting parental involvement is also key. Schools can offer workshops to guide parents in supporting pronunciation practice at home, reinforcing students' learning beyond the classroom. Lastly, curriculum designers should incorporate clear pronunciation goals and activities into national English programs, providing teachers with structured support and objectives for teaching pronunciation effectively.

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Appendices

Research Study Overview

Research title: Investigating Primary School Teachers' Challenges in Teaching Pronunciation-The Case of Sidi Khaled Primary School Teachers

The Teachers' Interview Questions

1. How long have you been teaching English in primary school?
2. What grade levels do you teach?
3. Have you received any formal training in teaching pronunciation?
4. Do you believe that your training as a teacher prepared you well for teaching pronunciation? Why or why not?
5. What methods or strategies do you currently use to teach pronunciation?
6. Can you describe your experience and feelings after teaching your first pronunciation lesson?
7. After teaching several pronunciation lessons, what do you think are the biggest challenges primary school teachers face in teaching pronunciation?
8. What do you think are the main reasons that make teaching pronunciation difficult for you?
9. What factors make teaching pronunciation difficult in your school (e.g., lack of resources, large class sizes, or student motivation)?
10. How does the availability (or lack) of teaching resources affect your ability to teach pronunciation?
11. What learner-related factors (e.g., motivation, listening skills, prior knowledge) make teaching pronunciation difficult for you?
12. How do the challenges you face in teaching pronunciation affect your students' learning?
13. What improvements or resources do you think would make pronunciation teaching easier and more in primary schools?

الملخص

تتناول هذه الدراسة موضوع تحديات تدريس النطق في المرحلة الابتدائية من وجهة نظر مدرسي اللغة الإنجليزية، وذلك من خلال عينة تم اختيارها من مدارس سيدي خالد الابتدائية المتموقعة بولاية أولاد جلال _الجزائر_. يهدف البحث إلى فهم طبيعة الصعوبات التي قد تواجه المدرسين أثناء تطبيق مهام تدريس النطق، مع تسليط الضوء على بعض العوامل التي قد تؤثر على فعالية هذا التدريس.

الدراسة صممت وفقاً للنهج النوعي، حيث تم استخدام المقابلات كأداة رئيسية لجمع البيانات من مجموعة محددة من المدرسين و الذي يبلغ عددهم عشرة (10). شملت الأسئلة مواضيع متعددة تتعلق بالخبرة التعليمية، والتدريب الملتقى، واستراتيجيات التدريس المستخدمة، بالإضافة إلى التحديات التي قد تظهر أثناء الحصة الدراسية.

من خلال تحليل إجابات المشاركين، ظهرت عدة سمات مشتركة تشير إلى وجود صعوبات متعددة تواجه المدرسين، سواء كانت مرتبطة بالعوامل الشخصية، البيئية، أم حتى المتعلقة بالمنهج أو الوسائل المتاحة.

في نهاية المطاف، عبر المشاركون عن آمالهم وتطلعاتهم المستقبلية فيما يتعلق بتحسين بيئة تدريس النطق و ذلك من خلال إقتراح مجموعة من الحلول و التي ذكرت كلها في جزء التوصيات