Mechanisms of Assessment in Teaching Suprasegmental Phonology to 3rd Year Pupils of Ibn Saad Secondary School:

Case of Stress


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ABSTRACT
Imperfections in teaching and assessing the suprasegmental phonology in the Algerian secondary school cannot go unnoticed. Any observer of the Algerian EFL classroom must discern some anomalies in approaching the teaching of phonology. The purpose of this research is to examine the ways in which the phonological issue, mainly phonology stress, is generally perceived by secondary school EFL teachers, and to highlight some mechanisms that ought to be embedded in teaching and assessing this pronunciation aspect. To this effect, a case study research is conducted in Ibn Saad Secondary school (Tlemcen), using two main research instruments, a questionnaire for pupils and teachers, and an interview with a general inspector of English. The data collected are analyzed quantitatively and qualitatively. The results reveal that the failure in approaching the phonological issue owed to such factors as teaching misconceptions and the lack of teacher’s knowledge. The research concludes with a set of mechanisms that could bolster the improvement of the area.