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Investigating Secondary School EFL Teachers' Attitudes towards Teaching English Prosody (Stress and Intonation) in Bejaia city and its suburbs

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Dedication

This humble work is dedicated to:

- My dear parents who have always been there to encourage and motivate me
- My brother Djafaar
- My sisters Farah and Sabrina
- All my friends and classmate

LYDIA

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This humble work is dedicated to:

- My dear parents who have always been there to encourage and motivate me
- My brothers Daoud and Farid
- My sister Lylia
- All my friends and classmates

LINDA

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Abstract

The present study aims at investigating the attitudes that teachers hold with regard to teaching English supra-segmentals or prosodies, particularly stress and intonation. It is a case study that took place in nine (9) secondary schools in Bejaia city and its suburbs. We adopted a descriptive research design based on a mixed methodology, which is both quantitative and qualitative by using two data collection tools, a questionnaire and an interview. The former was administered to twenty-six (26) teachers of English but only five (5) of them accepted to be interviewed. The findings revealed that secondary school teachers consider that stress and intonation play an important role in EFL students' spontaneity in speech, intelligibility and communicative competence. However, as clearly stated in the results, the process of teaching the prosodies of English constitutes a big challenge since many difficulties are facing the teachers such as lack of students' motivation, lack of opportunities to practice EFL, the wash back effects of the baccalaureate exam, time constraints and lack of adequate instructional materials and professional training. To this regard, in order to give the teaching of prosody a chance to succeed in the secondary school level, it is recommended that teachers raise their students' motivation towards the importance of the speaking skill. Likewise, providing adequate instructional materials that help teachers to teach EFL prosodies in authentic situations is recommended through the provision of a variety of tasks. Furthermore, training sessions can be offered to EFL teachers to ensure a better teaching of prosodies.

Key words: English prosody, stress and intonation, attitudes, EFL secondary school teachers.

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General Introduction

1. Statement of the Problem

Due to the growing number of English speakers worldwide, EFL students have to guarantee that their oral performance is understandable and comprehensible. Studies have indicated that one of the most challenging tasks is the task of teaching pronunciation (Gilakjani & Ahmadi, 2011; Hameed & Aslam, 2015). Supra segmental features, particularly stress and intonation, are crucial aspects of pronunciation. Previous research has indicated that teachers fail to give sufficient consideration to prosody and that the reasons for this vary in each individual case (Baker, 2011b; Burri, 2015). Teachers prioritize vocabulary and grammar over pronunciation believing that the role of pronunciation is not as important as the role of the other two aspects observed Gilakjani & Ahmadi (2011). This is generally based on the belief that pronunciation is "just a pretty musical note used to make speech sound beautiful" argued Derwing & Munro (2005, p.384). This limited awareness of the importance of the speaking skill may have hampered adequate instruction of pronunciation. As a result, English language learners are unable to improve their speech skills. This is the reason why this research focuses particularly on stress, and intonation, and to analyze the attitudes of teachers towards teaching these suprasegmentals.

2. Aim of the Study

The main aim of the study is to investigate EFL secondary school teachers' attitudes towards teaching the prosodic features, stress and intonation.

3. Research Questions

The present study seeks to answer the following research question:

What are the attitudes of secondary school teachers towards teaching English prosodic features (stress and intonation)?

4. Significance of the Study

The major objective of the present study is to explore the attitudes of teachers towards teaching English prosody (stress and intonation) to secondary school students. Studying teachers' attitudes towards teaching English prosody in Algeria is of great interest particularly that English

is gaining ground in the Algerian educational system with its introduction at the primary school level since the current academic year 2022/2023.

The study would contribute to give us an overview of how prosodies are taught since the speaking skill is given secondary importance compared to the writing mainly because of the washback effect of the baccalaureate exam.

Second, the study would help decision-makers to gain knowledge about the obstacles met in the teaching of pronunciation and help them to organize training sessions to provide teachers with more knowledge about the way to optimize the teaching of pronunciation, particularly prosodies.

Third, it would help shift the focus when designing the EFL textbooks from merely grammar based to oral language based content.

Fourth, the present research is expected to contribute the literature related to the teaching of pronunciation, in general, and stress and intonation, in particular.

5. Research Design and Procedures

The present study is a description of EFL teachers' attitudes towards teaching the English prosodies stress and intonation at Bejaia secondary schools. To answer our research question, we opted for a mixed method encompassing both qualitative and quantitative analysis in order ''to verify the validity of the information being collected'' (Blaxter, Hughes & Tight, 2006, p.86).

The study was conducted in nine secondary schools in Bejaia. Six of them are located in Bejaia city namely, Chouhada Annani, EL Hemmadiya (polyvalent), El Horia, Technicum, Zennach, Stambouli. The other three schools are situated in its suburbs. They are Kadi Atmane (Tichy), Amara Ali (Aoukas), and Krim Belkacem (Souk elTenine).

The study took place from 19th February to 31st March during the academic year 2022/2023. It was carried with out with a total of 26 teachers.

6. Structure of the Dissertation

The present work is divided into two main chapters; a theoretical and a practical part. The former provides a theoretical overview of the variables dealt with namely, English prosody and teachers' attitudes towards teaching it. It is divided into two sections. The first one deals with the different definitions of English prosody with a particular emphasis on stress and intonation, their functions and their importance in teaching the English language. The second section provides an overall picture about the EFL teachers' attitudes towards teaching English prosody. First, it defines the term "attitude", its components, types, functions, and theories. Then, teachers' attitudes to teaching English prosody are treated. Finally, we dealt with the main factors affecting teaching these prosodies. The second chapter presents the practical part of the study. It is divided into two sections. The first one is devoted to the description of the chosen design, method, population and sample, and the procedures used to collect data. The second section deals with data analysis and interpretation. It provides as well a number of pedagogical implications. Finally, a general conclusion is drawn followed by some limitations of the study and suggestions for further research.

Chapter One

The Theoretical Part

Introduction

The present chapter introduces the theoretical framework of the study. It consists of two sections. The first one deals with English prosody. At the beginning, we will define it by shedding light on its levels of representation and its three components, word stress and sentence stress and intonation; its patterns and its functions. Besides, we will emphasize on showing how important teaching supra-segmental features is to EFL students. In the second section, the issue of teachers' attitudes towards teaching English prosodies is dealt with. First, the concept of attitudes is defined. Then, its components, types, functions and theories are explained. Finally, teachers' attitudes to teaching English and the factors affecting teaching them will be examined.

Section One: English prosody

1.1. Defining Prosody

In literature, the term "prosody" is commonly used interchangeably with the term "suprasegmentals". Van Heuven (2017) has defined prosody as" the ensemble of properties of speech that cannot be understood from the mere linear sequence of segments" (p.22). As a first approximation, prosody includes word and sentence stress, word tones, phrasing and intonation. Prosody helps listeners to process and understand the incoming message therefore; it has an important role in speech communication argued Cutler (2012).

According to Dahan, Tanenhaus & Chambers (2002), prosody groups syllables and words together and renders some elements more prominent than others. While some of the phrasing is realized by intonation and rhythm modulations, others are revealed through phenomena that affect the segments of the utterance. Prosodic elements such as stress and intonation are generally seen as providing both 'natural' and properly linguistic input to utterance comprehension. They alter the salience of linguistically possible interpretations, rather than conveying distinct propositions or concepts in their own right observed Trillo (2002).

Prosodic features are such a fundamental part of language that studies have shown babies can recognize the intonation of their language as early as two months of age, before they acquire lexical items (e.g., Fernald 1989; Jusczyk, Cutler, &Redanz, 1993).

1.2. Levels of Representation of Prosodic Phenomena

As for other properties of the speech signals, prosodic events can be studied at various levels of representation namely, acoustically, perceptually and linguistically. In what follows, each of these levels will be defined.

1.2.1. The Acoustic Level

The acoustic manifestation of prosodies in terms of frequency, amplitude, and duration can be "measured by using specialized hardware or algorithms (such as pitch determination algorithms)" asserted Dutoit (1997, p.130).

1.2.2. The Perceptual Level

The perceptual level represents the prosodic phenomena as received and perceived by the listener. According to Rao (2012), "…prosody can be communicated during perception in terms of the listener's subjective experience, such as pauses, duration, melody, and loudness of the perceived speech" (p.27). Each listener has access to his/her own perceptual representation, but the perceptual level "… can be calculated rather precisely using what we know about psycho-acoustics" asserted Filipe (2014, p.5).

1.2.3. The Linguistic Level

From a linguistic viewpoint, prosody is represented on a sequence of abstract units (signals or symbols). "…some of them have a communicative role, while others may just fulfill a syntactic function" stated Dutoit (1997, p.130).

Gilbert and Boucher (2005) explained that segmentals "refer to individual sounds" (p. ix), whereas suprasegmentals refer to "the musical qualities of stress, intonation and rhythm that carry the sound along and help to convey emphasis and coherence" (p. ix).

In this research, the focus is on two of them, namely stress and intonation.

1.3. Stress

In real life, stress generally refers to the worried or anxious situations that people suffer from 24 hours a day. However, in linguistics, stress is a means to reach a good pronunciation as well as to develop skills in communicative competence for EFL learners. This significant feature of English pronunciation generally refers to the emphasis that we put on certain syllables in a word and even in a sentence during the process of speaking explained Roach (1991). Therefore, the proper use of stress patterns is necessary to promote precise pronunciation and understandable communication. In other words, stress refers to the point where pitch varies or a vowel is lengthened and volume is increased in a word or a sentence.

The role of stress in speech processing from a psycholinguistic perspective is also crucial to take into account. Grosjean & Gee (1987) discovered that "a listener can only mentally associate a word with its emphasized syllable. Hence, the latter is considered as a code that links directly to the word "(p.148). In other words, when processing speech, a stressed syllable directs the search for words. For example, /hæ/ guides the listener for the search for the word (happy)/hæpiː/, as the syllable /næ/ for the word (international) /ɪntəˈnæʃənl/. According to Culter & Clifton (1987), "changing the position of stress may not only compromise intelligibility, but also entail a change of vowel quality, as shown in the difference between the two words: WAllet and waLLET -- /wolit/ -- /wolet /. Thus, incorrect position of stress can undoubtedly impair the general comprehension of words" (p.152).

1.3.1. Word Stress

Word stress refers to the stressed or emphasized syllables of words. Avery and Ehrlich (1995) have distinguished between three distinct word stress categories for English; major stress, minor stress, and unstressed". In the English word distant [ˈdɪstənt], the first syllable receives major stress, while the second syllable remains unstressed.

Although word stress is notable for its irregularity, there are some rules regarding word stress position in English. According to them, "… about 90 per cent of two-syllable nouns in English have word stress on the initial syllable, while more than 60 percent of two-syllable verbs are stressed on the final syllable" (p. 66). To illustrate the case, they gave the example of the word

"insult". When the word insult receives word stress on its first syllable (INsult), it is used as a noun, whereas stressing the second syllable makes it a verb (inSULT).

However, the assumption that every word that serves both as a noun and as a verb experiences stress shift should not be made despite the high percentages, particularly for disyllabic nouns receiving word-initial stress. A noun with stress on the second syllable and a noun-verb combination without a shift in stress are both demonstrated by the word "request". According to Kreidler (2004), "suffixation may result in the location of stress changing in words with Greek, Latin, or French origin"(p.79). In the word PHOtograph, for example, word stress falls on the first syllable, but adding a suffix creates a stress shift, moving the major stress to the second or the third syllable,e.g., phoTOgraphy or photographic (ibid).

The orthographic system of English does not distinguish between homonymous words with different word stress like in languages like Spanish. In the latter, "stress rules are quite strict and diacritical marks are used to indicate deviation from these rules and to differentiate between words that would otherwise be homographic as in the example hablo 'to speak'1st-sg. present vs. habló 'to speak' 3rd-sg. simple past" observed Sutinen (2022, p.11).

Additionally, word stress is of relevance to sentence stress since English uses a bottom-up method of assigning information focus. "In situations where information focus is on a multisyllabic word, the pitch accent is located on the stressed syllable of the word" observed Gordon, Darcy &Ewert (2013, p. 88). Accordingly, a misplaced word stress on the word, which receives information focus, will lead to a misplaced pitch accent as well.

1.3.2. Sentence Stress

Sentence stress called as well "prominence" (Underhill, 1994; Kenworthy, 1987; Yoshida, 2013) is the emphasis that certain words have in utterances. There is a general tendency to place stress in the stronger syllables of content words (main verbs, nouns, adjectives, possessive pronouns, demonstrative pronouns, question words, not and negative contractions, adverbs, and adverbial particles), rather than on function words (auxiliary verbs, preposition, pronouns personal pronouns, possessive adjectives, demonstrative adjectives, prepositions, conjunctions, and relative pronouns). Not all syllables receive the same emphasis, that is why English is referred to as "a

stress-timed language rather than syllable-timed (a language where all syllables carry similar weight)" (Kenworthy, 1987, p.11).

In the sentences that follow, the words (or syllables when the word has more than one) that should be stressed are in bold (Trusler, 2015, p.3):

• The **kids** are at the **park.**
• Do you **have** any **bro**thers or **sis**ters?
• Why **aren't** you **doi**ng your **home**work?
• He **bought a red car** for his **daugh**ter.
• I am Bra**zil**ian.
• We are **not** fa**mili**ar with this **new** com**pu**ter **pro**gram.
• The **ath**lete **ran** quickly and **won** the competition.
• She does not know the **an**swer.
• **I don't know** the answer, either.
• We **aren't sure.**
• I've **never heard** of that before, but it makes sense.
• They**'ll ask** the **tea**cher for **help.**
• **Somepeo**ple prefer **Macs,** but many others pref**er PCs**.
• She is going to stu**dy** to**night**.
• I can speak French.
• **I can't speak** Japa**nese.**
• **Yes, I can. / No, I can't.**

1.4. Intonation

Intonation refers to pitch variation in speech, and it is frequently described as the "melody of speech" (Wells 2006, p.1). Despite the fact that this definition of melody is accurate, a significant distinction should be drawn between pitch and musical melody in that speech pitch and variation are relative rather than absolute. Despite the fact that pitch and pitch fluctuation may be measured in Hertz, there are no specific and absolute values for any language melody. Moreover, pitch changes according to various factors such as, age, gender, and other factors (Robinett, 1978) and not all languages share intonation and pitch.

1.4.1. Patterns of English Intonation

Different researchers have mentioned various intonation patterns (e.g., Kuru, 2022, Yoshida, 2013). They are originated from falling and rising tones. In what follows, we will state some of the intonation patterns given by Yoshida (2013, p.13):

a. Statements (including positive and negative sentences) normally end with a falling intonation; the prominent word bears the highest point and the intonation stays low after that.

b. Commands and requests usually end with a falling intonation; however, if the request is a question, it is treated like a yes/no question, and has rising intonation.

c. Yes/no questions end with a rising intonation. The tonic syllable is marked by a change in pitch, higher or lower, depending on the speaker.

d. Wh-questions often end with a falling intonation. The intonation first stays at a constant level, then rises on the tonic syllable and last falls down until the end of the sentence.

e. Tag questions can end with either a falling intonation or a rising one. If the speaker is not sure of what will happen next and looks for the answer, rising intonation is used. If the speaker has already known the answer and wants to ask for confirmation, then falling intonation is used.

As such, we may say that intonation in English is often described as "a marker of attitudes and emotions as well as a grammatical marker which distinguishes between sentence types" (Wells 2006, p.11). Chun (2002) stated that in the English language " …statements, wh-questions, commands, and exclamations traditionally are described as having falling intonational patterns and yes-no questions as having typically rising patterns" (p.52).

1.4.2. Functions of English Intonation

Intonation is the backbone of English pronunciation argued many linguists (e.g. Bailey, 2005; Cook, 2001). It is an essential prosodic feature that plays an important role in all aspects of speech. Patel (2008) defines it as the melody of speech where the pitch of the voice rises and falls.

Intonation plays different functions which contribute to the achievement of meaning and intelligibility in conversation. Bolinger (1986) sustains this point arguing that:

> *Intonation is important for who is speaking, for who will be taking the next*
> *turn, for how the act is to be understood (explanation, apology, challenge),*
> *for how the speaker will be evaluated (as an individual, as anative speaker,*
> *as a member of social class)—to mention only a few ofthe things that*
> *affect our roles as speakers and listeners. (p. 21).*

This quotation embodies the view that intonation is a meaningful prosodic feature that has a role which is central in interactions.

Intonation has many different functions discussed by many authors. Brown and Yule (1983) have stated three functions of English intonation, namely grammatical function, informational function, and attitudinal function. Kenworthy (1987) lists eight functions called foregrounding, backgrounding, signaling ends and beginnings, showing whether a situation is open or closed, showing expectations, showing involvement, showing respects, showing relationship between the parts of a speaker's message. Crystal (1995) has suggested six major functions of English intonation: emotional function, grammatical function, informational function, textual function, psychological function, and indexical function. Roach (2000) has mentioned four functions named attitudinal function, accentual function, grammatical function, and discourse function. Wells (2000) has suggested six functions, including attitudinal function, grammatical function, focusing function, discourse function, psychological function, and indexical function. Although there are various views on English intonation, most of the authors agree on four main ones, including attitudinal function, grammatical function, accentual function, and discourse function.

1.4.2.1. Attitudinal Function

Intonation is thought to have an attitudinal function by using different intonations to convey a speaker's emotions, feelings, and attitudes. This belief is usually criticized. For example, McCathy (1991) holds the view that it is not possible to reliably name a tone contour as displaying a particular attitude or emotion since according to Couper-Kuhlen (1996), emotions can be expressed by using facial expressions or other body language. As such, it may not make sense to

use intonation to express ones attitude. However, it cannot be denied that intonation helps to some extent the speakers to express their attitudes.

1.4.2.2. Grammatical Function

Intonation has a grammatical function because it can be used to identify grammatical structures in speech, like punctuation in writing (Wells, 2006, p.12). It can also be used to recognize the boundaries between phrases, clauses, and sentences, as well as the difference between kinds of questions, and statements (Roach, 2000, p.183). Some researchers, however, have criticized this statement. McCarthy (1991) states that although there are some rules for intonation to indicate grammatical function, such as questions with yes/no answers having rising tones and questions with Wh-word answers having falling tones, these rules are not always followed in practice. Both falling and rising tones can be used in a discussion in real life, depending on the circumstances where communication takes place.

1.4.2.3. Accentual Function

Intonation has an accentual function in that it can be used to emphasize on the most important words by putting the most emphasis on the most important words in a unit of tone. This helps the listener identify the most important information sent by the speaker.

1.4.2.4. Discourse Function

Another important function of intonation is to adjust discourse which leads to successful conversation. In reality, by signaling the beginning and the end of speaking styles and transitions, it controls the flow of the conversation and the activities that follow. For instance, at the end of discourse, lower pitch, lower loudness, and lentando (lengthening the final part of the speech) signify the end of the discussion.

According to Celce-Murcia, Brinton & Goodwin (1996), misunderstandings resulting from improper intonation use can be more difficult to repair than those resulting from segmental pronunciation errors. A mistake in intonation can alter the meaning or affective content of an utterance even when a speaker uses clear and accurate grammar.

1.5. Importance of Teaching Supra-segmentals to EFL Learners

Language is a means of communication in our everyday life. Garrigues (1999) said that "the foundation of effective spoken communication is good pronunciation" (p.1). It is recognized as a fundamental skill which EFL students should acquire, primarily because it can affect accuracy and comprehension. English pronunciation has various components such as stress and variation in pitch. Suprasegmental features such as stress, (word stress and sentence stress) and intonation are very important and their use is not just to complete meaning, but also to create it (Morley, 1999).

Speaking skills are among the most important skills in communicating the message. According to Levelt (1989), one of the most important aspects of speaking is the articulation of words and sentences, a process, which would be called ''pronunciation''. Busa (2008) holds that in the process of teaching English as a world language, pronunciation should receive a particular attention. She believes that successful communication depends on mutual intelligibility and that pronunciation is the fundamental factor in making speech intelligible when speakers from different linguistic backgrounds interact. In the same vein, Saunders & O'Brien (2006) argue that pronunciation is the most important element in oral proficiency.

Adams-Goertel (2013) states that raising EFL learners' awareness of prosodic features can improve their pronunciation skills to speak in a more native-like way. He also believes that it is necessary to incorporate prosody teaching with meaningful communication tasks so that EFL learners' pronunciation skills develop. Furthermore, he states that even though prosodies are the most difficult issues to teach in the classroom, but they are fundamental aspects for the EFL learners to learn.

Goh (2007) stated that pronunciation plays a major role to ensure speech intelligibility since mispronunciation would lead to misunderstanding in some cases, especially wrong allocation of stress and intonation patterns which would result in different interpretations (Wang, 2014). In EFL curricula, pronunciation teaching is included in most cases as a part of the program but in practice it is not addressed systematically observed Levis (2005). Similarly, Gilakjani (2012) states that poor pronunciation hinders learners' self-confidence and social interactions, which would affect negatively their learning process. The other issue is that instructors are not proficient enough in teaching pronunciation. Therefore, they lack a systematic perspective when dealing with EFL

learners' pronunciation problems. Many researchers (e.g., Derwing& Munro, 1998; Derwing and Munro, 2005 Levis, 2005; Yenkimaleki, 2016) pointed out those prosodic errors affect intelligibility much more than segmental errors. Supporting this perspective, Schaetzel (2009) asserted that prosodic features of language are important to the comprehension of the message and it is advisable to incorporate prosodic awareness in training programs to provide teachers with strategies and techniques to introduce them in their classroom.

Section 2: Attitudes towards Teaching English Prosody

2.1. Defining Attitudes

Many scholars define the concept of attitudes in different ways. According to Mostyn (1978), "the term attitude comes from the Latin word "apptitudo" and it is defined as "a subjective or mental state in preparation for action" (p. 77). According to Allport (1935), attitude is "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). The definition emphasizes on two elements; the first is "readiness for response", and the second is "motivation", or the driving force behind an attitude. In other words, this definition demonstrates that attitudes occur within the mind as a reaction to a situation. However, with the development of research in the study of attitudes, Eagly and Chaiken (1993) assert that Allport's definition became too large and unclear. According to them, attitude refers to "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (p.1).

Kartz (1960) defines attitude as "the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner". Thus, an individual is likely to behave in a given situation.

Pickens (2005) suggests another definition where he argues that a simpler definition of attitude is "the tendency to act in a specific manner due to both a person's experience and temperament" (p.44).

Furthermore, attitudes are a function of salient behavioral belief, which represent perceived outcomes or attributes of the behavior argued Conner and Armitage (1998, p.1431). In

addition, Ajzen (2005) states that attitude is "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (p. 3). That is to say that when anything happens to someone or some group of people, their attitude can be either positive or negative. In other words, attitudes are outward manifestation of one's inner feelings, which represent whether a person will react favorably or unfavorably towards something.

2.2. Components of Attitude

As it is already mentioned, attitude is an evaluation of beliefs, thoughts and actions of people when facing a given situation or event in life. It is composed of three elements namely, cognition, affection, behaviour called the "three witches" of attitudes by Maio, Haddock and Verplanken (2019). For them, these elements differ from each other in certain ways, but they are interrelated therefore, "none of these three aspects of attitude can be understood without consideration of the others" (p.30). These three components are represented under what is called the CAB model of attitude which is cited by a number of authors in the field of social psychology (e.g., Eagly and Chaiken, 1993; Maio, Haddock and Verplanken, 2019; Van Den Berg et al., (2006). The CAB model comprises the cognitive, the affective and the behavioral components. Each of them will be defined in what follows.

2.2.1. The Cognitive Component

According to Wenden (1991), the cognitive component of attitude "consists of the beliefs and ideas about the attitude object" (p. 41). In the same vein, Maio, Haddock, and Verplanken (2019) assert that, "the cognitive component of attitudes refers to the beliefs, thoughts, and attributes we associate with an object" (p. 31). In other words, the cognitive component concerns all of a person's attitudes toward a certain thing, including beliefs, thoughts, and knowledge.

2.2.2. The Affective Component

According to Maio, Haddock and Verplanken (2019), the affective component refers to "feelings or emotions linked to an attitude object" (p. 31). In other words, it refers to what a person likes or dislikes and it is seen as an emotional response toward an object or a phenomenon. Additionally, they have asserted that the affective response influences attitudes in two different ways. First, there is the 'positive emotional reaction,' which results in favorable attitudes toward an

attitude object. Second, a 'negative affective response' creates unfavorable attitudes toward an attitude object. (p.32). For example, "many people indicate that spiders make them feel scared. This negative affective response is likely to cause a negative attitude toward spiders" (Wenden, 1991, p.41). Therefore, this negative affective response is likely to cause people to have a negative attitude toward spiders.

2.2.3. The Behavioral Component

According to Maio, Haddock and Verplanken (2019), the behavioral component of attitudes refers to "the past behaviors or experiences regarding an attitude object" (p. 32). In other words, the behavioral component deals with the individual's disposition to react favorably or unfavorably towards an object relying on his/her previous experience.

2.3. Types of Attitudes

According to FitzMaurice (2011), "there are hundreds or more types of attitudes, but they can be classified as being mainly positive, neutral or negative" (p. 97). In what follows, each of them will be defined.

2.3.1. Positive Attitudes

A positive attitude means positive thinking. It is what makes people able to preserve through difficult times**.** A positive attitude enables people to achieve their objectives and desires as well as to have good relationships with others. FitzMaurice (2011) commented that "positive attitudes are your best friend in many ways ……work, efforts, dreams, and all achievements demand positive attitudes" (p.98). People with positive attitudes are confident, optimistic and satisfied.

2.3.2. Negative Attitudes

A negative attitude means negative thinking. It is what makes individuals to give up and fail to achieve their goals and dreams and have unpleasant relationships with others. FitzMaurice (2011) claimed that negative attitudes ''help you with protection, prevention, and planning" (p.98). Generally, people with negative attitudes are pessimistic, frustrated and doubtful.

2.3.3. Neutral Attitudes

When people have neither a positive attitude nor a negative one, they are said to be neutral. According to FitzMaurice (2011), "neutral attitudes are not for accomplishment. They are best for tolerance, understanding, and peace" (p. 98). People with neutral attitudes tend to think that change is necessary and cumbersome.

2.4. Functions of Attitudes

According to Katz (1960), attitudes may have different functions namely, instrumental, knowledge, value-expressive and ego-defensive. Each of them will be defined below.

2.4.1. The Instrumental Function

According to Breckler and Wiggins (1989), the instrumental function ''explains why attitudes guide behavior toward valued goals and away from aversive events" (p. 418). In other words, people adopt attitudes that lead them away from unpleasant and unattractive objects and toward enjoyable or rewarding ones. It, moreover, "maximizes rewards while avoiding penalties" argued Didane and Fellous (2016, p.11).

2.4.2. The Knowledge Function

According to Katz (1960), "the knowledge function is to give meaning in an unorganized chaotic world by providing the individual with order and stability" (p. 186). In other words, Knowledge-functioning attitudes help individuals to understand their reality better.

2.4.3. The Value Expressive Function

According to Watt et al., (2007), "the value expressive function permits attitudes to express important values to the self-concept" (p. 171). In addition, Katz (1960) claims that it is "to give expression to self-concepts and self-identity" (p. 186). In other words, value-expressive attitudes enhance the expressing of people's abstract values.

2.4.4. The Ego-Defensive Function

According to Ajzen (2005), the ego defensive function allows attitudes to protect the ego from unacceptable impulses that cause anxiety (p. 41). Besides, Katz (1960) asserts that " it is also to protect the self-image and help the individual deal with conflicts (p.186). In other words, ego-defensive attitudes allow people to avoid addressing unpleasant parts of themselves or the external world. They can also improve self-esteem protection; personal flaws or bad behavior can be threats to self-esteem (Katz, 1956).

2.5. Theories of Attitudes

Reddy (2004) proposed three major theories which are cognitive consistency theories, functional theory, and social judgement theory. Each of them will be defined below.

2.5.1. The Cognitive Consistency Theories

Cognitive consistency theories have their origins in the principles of Gestalt psychology, which suggests that people seek to perceive the environment in ways that are simple and coherent explained Köhler (1929). According to Reddy (2004), "they refer to those theories that are concerned with inconsistencies that arise between related beliefs, bits of knowledge, and evaluation about an object or an issue" (p. 85). For him, they are categorized into the following four theories:

2.5.1.1. Balance Theory

According to Baumeister (2007), "Balance theory describes the structure of people's opinions about other individuals and objects as well as the perceived relation between them'' (p.100). The major idea behind the balance theory is that certain structures between persons and objects are balanced, while others are imbalanced, and that balanced structures are often favored over imbalanced systems.

2.5.1.2. Congruity Theory

According to the congruity theory, an observer will feel pressured to shift his or her judgment on one of the sides if there are two contradictory individuals or ideas on which the

decision must be made. However, an observer will not feel any pressure if the two sets of information are identical or congruent observed Osgood &Tannenbaum (1955).

2.5.1.3. Affective Cognitive Consistency

This theory suggests that ''people seek consistency in order to satisfy a general motivation toward simplicity in cognition, and/or to adhere to norms, traditions, customs, or values that reinforce consistency in one's cognitions and behavior'' (Rosenberg 1956, p.53). In other words, it is the concerned with the relationships between both the affective and the cognitive components of attitude when it changes.

2.5.1.4. Cognitive Dissonance Theory

Festinger (2000) proposes the theory of cognitive dissonance. He states that "when we have two contradictory beliefs, we feel anxiety" (p.3). People are motivated to eliminate cognitive dissonance by modifying their attitudes, views, and behaviors, or by defending them.

For Olufemi (2012), cognitive dissonance is "a sensation of uncomfortable arousal generated by observing a discrepancy in one's cognition, which might be attitudes, beliefs, or one's knowledge of one's own behavior" (p.69). Cognitive dissonance theory is one of the most influential and extensively studied theories in social psychology.

2.5.2. Functional Theory

According to Reddy (2004), the functional theory

> *…considers how efforts are related to the motivational structure of the* individual. *An understanding of the functions served by attitudes is important for attitude changes procedures since a particular method may produce change in individual whose attitudes serve one particular functions, but may produce no change in an opposite direction in individuals for whom the attitudes serve a different function" (p.87).*

We can say that this theory is concerned with the kinds of social relationships that take place in social influence situations.

2.5.3. Social Judgement Theory

According to Reddy (2004), the social judgement theory "attempts to explain how existing attitudes produce distortions of attitudinally related objects and how these judgments mediate attitude change" (p. 88). In other words, it refers to the relationship between the object and the attitude change.

2.6. Teachers' Attitudes to Teaching English Prosodies

In the teaching and learning process, teachers act as facilitators who guide their students. They are crucial in helping learners develop their language and skills. Students' lives can be profoundly transformed by positive attitudes and behaviors. According to Chastain (1969), positive attitudes push the teacher to get a set of emotions towards not only themselves but also towards the classroom, by creating a good atmosphere to learn the language they speak.

Borg (2003) explained the term "teacher attitude" as "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the classroom" (p. 81). He assumes that teacher cognitions about pronunciation and prosody instruction have a direct effect on how they teach these language aspects and the culture of the language used.

Over the past fifty years, there have been significant changes in teachers' attitudes to teach English pronunciation. Since the advent of the communicative approach, pronunciation has been acknowledged as playing a major role in developing learner's oral skills and enhancing the effectiveness of oral communication (Anderson-Hsieh, 1989; Celce-Murcia, 1987). Teachers believe that by improving learners' oral abilities, they would increase their self-confidence, and promote social interactions inside and outside the classroom (Cunningham Florez, 1998; Morley, 1991), and contribute to efficiency in professional exchange (Neri et al., 2002).

According to Indrastana (2018), "English teachers have positive attitudes toward the teaching of pronunciation. The teaching of it should not be neglected from the teaching of English as a secondary or foreign language since it can bring such benefits for learners as to make the learners mutually intelligible'' (p.28).

Research conducted by many researchers (e.g., Nguyen, 2019; Simon and Taverniers, 2011) also showed that the majority of teachers believed pronunciation to be an important feature in oral communication. Nation and Newton (2009) have also asserted that "teachers believed that pronunciation instruction advances learners' fluency in listening and speaking skills, which are essential for students' future work upon graduation" (p.76).

Based on previous literature, many researchers have defined two major trends of teachers' attitudes to teaching pronunciation and prosody. For Al-Ahdal et al., (2015), for example, teachers tend to underestimate the role of pronunciation in general, treating this aspect as "not so important" (p. 100) as opposed to other aspects of language, but for other researchers like Adams-Goertel (2013) and Gilakjani (2011), even when academics teach pronunciation, they limit their instruction to teaching segmentals" (how sounds should be articulated and produced) rather than teaching suprasegmentals.

2.7. Factors Affecting Teaching Prosodic Features of English

Traditionally, the process of learning a foreign language is associated with studying three aspects of language namely, vocabulary, grammar, and pronunciation (Gilakjani and Ahmadi, 2012). Each of these aspects is characterized by a specific set of learning strategies, criteria for selecting learning methods and materials, and assessment criteria. Studies have indicated that one of the most challenging tasks, in this regard, is the task of teaching pronunciation which is probably the reason why many teachers tend to spend more time on teaching vocabulary and grammar than teaching pronunciation (Gilakjani and Ahmadi, 2012; Hameed and Aslam, 2015).

According to Gilakjani and Ahmadi (2011), there are many reasons why teachers may be reluctant to teach pronunciation. One reason is teachers' lack of confidence about teaching pronunciation due to lack of sufficient knowledge of this aspect. Another possible reason is that they prioritize vocabulary and grammar over pronunciation believing that the role of pronunciation is not as important as the role of the other two aspects.

While there is a large body of research indicating that prosody is important for speaker intelligibility and comprehensibility, the effectiveness of prosody instruction is dependent on a number of factors, including what teachers know and believe about pronunciation and, in particular,

prosody. It is the task of the instructor, unless otherwise provided, to determine whether to focus on specific applications of prosody or to limit instruction to the study of segmental only. Thus, the teacher (via his attitudes) determines the amount of time and effort spent on prosody instruction.

Previous research such as the one conducted by Baker's (2011b) showed that many teachers fail to allow their students to be properly acquainted with prosody due to a shortage of time and resources, rather than lack of willingness or confidence.

Burri (2015), on the contrary, revealed that teachers are often unwilling to focus on prosody instruction in English classrooms, as they consider it as the most complicated and challenging aspects. On the whole, he found at least six factors in the literature determining the development of particular cognitions:

 - A teacher's experience as a learner: Lengeris (2012, p.25) states that ''teachers' own lack of suprasegmental abilities may be a factor which leads them to avoid prosody teaching''. As a result, it is reasonable to question whether they have enough knowledge about prosody.

-Contextual factor: Borg (2005) claimed that this factor is especially important because it determines "the extent to which teachers are able to implement instruction congruent with their cognitions" (p. 191). Hellmuth (2014) related the contextual factor to access to learning materials. She claimed that a limited access to adequate materials can demotivate teachers and stimulate their development of negative cognitions.

-Significant Others: Barnard and Burns (2012) introduced the term "significant others" (p. 3) to refer to the individuals who make up a teacher's immediate circle (spouse, children, and colleagues), and who influence a teacher's thoughts and beliefs.

- Authorities: Barnard and Burns (2012) mentioned the factor of "authority imposition" to represent the influence of school directors and inspectors on teacher attitudes (p. 4). Borg (2003a) explained that the teaching process is facilitated by a favorable classroom environment which encourages a teacher to think positively and adopt a certain discipline mindset. Both Attia (2011) and Hermagustiana et al., (2017) associated environment with access to teaching materials, including technologies and textbooks.

- The Curriculum: Cumming (2003) acknowledged the importance of the curriculum; its content and its organization. Baker (2011c) noted that in addition to the curricular element, teachers' choices of resources and methods are limited by time constraints.

-Students Factors: Researchers often regard the student factor as one of the most important factors in relation to teacher attitudes (Baker, 2011a, 2011b; Gerami, &Noordin, 2013). According to Gilakjani (2012), the student factor includes some non-linguistic characteristics of students such as attitude, motivation, and exposure to the target language. Moreover, the student factor includes also their expectations to language teaching (Young & Walsh, 2010).

Conclusion

Throughout the theoretical chapter, we attempted to provide a general overview of our research variables, namely English prosody and teachers' attitudes. We tried to define them shedding light on their aspects and function. The aim behind it is to show what the attitudes of the teachers towards teaching prosodies. Many researchers hold the view that "pronunciation is treated as an "orphan" in EFL programs" (Gilbert, 2010). Hence, it would be interesting to investigate what are the attitudes of the teachers toward teaching these prosodies to secondary school students and to depict the main difficulties encountered by teachers when adopting it. The following chapter will then, be devoted to present the methodology used in our study, its results and its pedagogical implications.

Chapter Two

The Practical Part

Introduction

This chapter is methodological. It is divided into two sections. The first one is concerned with the methodological procedures used to answer our research question: What are the attitudes of secondary school teachers towards teaching English prosodic features particularly, stress and intonation? It describes the research design and method adopted, the population and the sample selected and the setting and the tools used for data collection. The second section of the chapter provides the analysis and discussion of the collected data. It includes as well some pedagogical recommendations. A general conclusion is, then, drawn followed by the limitations of the study at hand and some suggestions for further research.

Section One: Methodological Procedures

1.1. Research Design

The present study is mainly descriptive, which is appropriate for the study because its goal is to determine the attitudes of the secondary school teachers towards teaching EFL prosodies (stress and intonation).

1.2. Research Method

To conduct our research, we have adopted a mixed method. Dorney (2007:163) defines the method: "mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process". The use of such a method permits us to obtain as much information as possible about the phenomenon in question.

1.3. Research Setting t

The study was conducted in nine secondary schools in Bejaia. Six of them are situated in Bejaia city namely, ChouhadaAnnani, EL Hemmadiya (polyvalent), El Horia, Technicum, Zennach, Stambouli. The other three schools are located in its suburbs. They are KadiAtmane (Tichy), Amara Ali (Aoukas), and KrimBelkacem (Souk elTenine). The study took place from 19 February to 31 March during the academic year 2022/2023.

1.4. Research Population and Sampling

The population of our study concerns EFL secondary school teachers. It was carried with out with a total of 26 teachers. The participants are different in gender, age, years of teaching experience, and levels currently taught as mentioned in the tables below.

1.4.1. Teachers' Gender

Table 01: Teachers' Gender.

Gender	Frequency	Percentage
Male	2	15,38%
Female	24	92,30%
Total	26	100%

Table 01 shows the gender of the participants from the secondary schools of Bejaia and its suburbs. It shows that the majority of the participants are females constituting the 92, 30 %. Therefore, males constitute a small minority with the number of 02 teachers which represents 15, 38% of the whole sample.

1.4.2. Teachers' Age

Table 02 : Teachers' Age

Age	Frequency	Percentage
From 23-28 yearsold	0	00%
From 29-34 yearsold	6	23,07%
From 35-40 yearsold	3	11,53%
From 41- 46 yearsold	6	23,07%
More than 46 yearsold	11	42,30%
Total	26	100%

Table 02 shows the teachers' age ranged between 23 to more than 46 years old. The majority are more than 46 years old making up 42, 30 % of the total number of participants. Then,

equal to 23, 07% are aged between 29 to 34 and 41 to 46 years old. Only 11, 53 % of the participants are aged between 23-34 years old. Hence, the majority of the participants are old.

1.4.3. Teachers' Degree

Table 03 : Teachers' Degree

Options	Frequency	Percentage
License degree	14	53,84%
Master's degree	12	46,16%
Magister degree	00	00%
Doctorate degree	00	00%
Total	26	100%

Table 03 indicates the teachers' level of instruction. Approximately, the majority of the participants making up 53, 84% of the total number had a license degree. Then, equal to 46,16% had a master's degree.

1.4.4. Teaching Experience

Table 04: Teaching Experience

Options	Frequency	Percentage
No previous experience	00	00%
1-3 years	4	15,38%
4-7 years	2	7,70%
8-11 years	8	30,76%
More than 12 years	12	46,16%
Total	26	100%

Table 04 reveals the teaching experience of the participants. Making up to 46, 16% of the total number of the subjects have an experience of more than 12 years. Then, 30, 76% of the

participants had between 8 to 11 years of experience. 15, 38% of the respondents have between 1 to 3 years of experience but only 7,70% of them had between 4 to 7 years of teaching experience.

1.4.5. Level(s) Currently Taught

Table 05: Level(s) Currently Taught.

Options	Frequency	Percentage
First year level	00	00%
Second year level	00	00%
Third year level	2	7,69%
First + second year level	6	23,07%
Second +third year levels	8	30,76%
First + third year levels	6	23,07%
First + second+ third year levels	4	15,38%
Total	26	100%

Table 05 shows that 76,92% of the participants are in charge of two levels either, first and second year levels (23, 07%) or first and third year levels (23, 07%) or of second and third year levels (30,78%). It is observed that 15,38% of the participants teach the three levels. Only 7,69% of them teach only one level namely, the third grade.

1.5. Research Tools

The present study has been conducted to examine secondary school teachers' attitudes towards teaching EFL prosodies particularly stress and intonation. To answer our research question, two instruments are used for collecting data; a questionnaire (seeking quantitative and qualitative data) that was handed to EFL teachers and an interview (purely qualitative). The purpose of using more than one tool is to gather information from diverse sources and gather more reliable and valid data.

1.5.1. Questionnaire

A questionnaire is considered as the most effective instrument that researchers use for collecting data. Richard (2005) speaks about the utility of the questionnaires when he says that:

> *They are relatively easy to prepare, they can be used with large numbers*
> *of subjects and they obtain information that is relatively easy to tabulate and*
> *analyze. They can also be used to elicit information about many different*
> *kinds of issue, such as language use, communication difficulties, preferred*
> *learning styles, preferred classroom activities, attitudes, and beliefs. (p.60)*

The designed questionnaire is composed of 26 items divided into five parts. The first one includes 05 items dealing with teachers' profile including gender, age, level of instruction, teaching experience, level(s) currently taught as shown above. The second part consists of 05 items about the importance of teaching EFL speaking skill. The third part consists of 07 items that seek to know the attitudes to teaching EFL prosodies (stress and intonation). Furthermore, the fourth part consists of 07 items about difficulties encountered in teaching English prosodic features. The last part consists of 02 items to ask about teachers' own recommendations and suggestions.

The questionnaire was handed to secondary school teachers at Bejaia city and its suburbs. We handed 30 copies, but only 26 of them were returned.

1.5.2. Interview

Interview is for many researchers (e.g. (Kvale, 1996) among the most systematic instruments to collect qualitative data. In our study, the teachers' interview is carried out with five (5) English language teachers in the second week of April 2023. It consists of five (5) ordered questions that are asked face to face to the teachers. The interview is conducted so that teachers provide us with in-depth and detailed information about their attitudes towards teaching English prosodies (stress and intonation).

Section two: Analysis and Discussion of the Findings

This section is considered the most essential part of the work. It represents the results reached from the questionnaires handed to the teachers and the interview conducted with them, by turning the responses and views of the participants to descriptive and statistical findings.

2.1. Analysis and of the Questionnaire

This part provides a quantitative and a qualitative analysis and interpretation of the findings of the questionnaire, which, as mentioned above, comprises five parts dealing with different sub-themes. The first part comprising 06 items dealing with the teachers' profile has already been analyzed above.

2.1.1. Importance of Teaching EFL Speaking Skill

Item 06: How important do you think it is to teach the speaking skill?

Table 06: How important do you think it is to teach the speaking skill?

Answers	Frequency	Percentage
It is important to develop the learners' communicative ability and understand different accents.	7	26,92%
It is important to enable the learners to interact and interpret their ideas and emotions.	8	30,76%
It is important because it is the basis of speaking and learning English.	6	23,07%
It is very important.	3	11,53%
Have not answered	2	7,72%
Total	26	100%

Table 06 shows that for almost all the respondents (92.28%), teaching the speaking skill in EFL is important, "Speaking skills are among the most important skills in communicating the message in the execution of the process of interpreting" (Zaremba 2006). Only 07,72 % of them have not answered.30, 76% of the participants suggested that teaching the speaking skill is important to enable students to express their wants, and hear the ideas of others. 26, 92% of them said that teaching the speaking skill is important to communicate easily with natives and understand different accents. For 23, 07% of the teachers, it is important to teach this skill because constitutes the basis for speaking and learning English.

Item 07: Good pronunciation skills are as important as teaching grammar and vocabulary.

Table 07: Good pronunciation skills are as important as teaching grammar and vocabulary.

Options	Frequency	Percentage
Strongly Agree	5	19,23%
Agree	19	73,07%
I do not know	0	0%
Disagree	2	07,72%
Strongly Agree	0	0%
Total	26	100%

Table 07 indicates that almost all the teachers (92.30%) agreed (73.07%) or strongly agreed (19, 23%) that good pronunciation skills are as important as grammar and vocabulary against 07, 72% of them who disagreed.

Item 08: Being able to communicate is much more important than speaking as a native speaker.

Table 08: Being able to communicate is much more important than speaking as a native speaker.

Options	Frequency	Percentage
Strongly Agree	9	34,62%
Agree	17	65,38%
I do not know	00	0%
Disagree	00	0%
Strongly Disagree	00	0%
Total	26	100%

Table 08 shows all the teachers agreed (65.38%) or strongly agreed (34,62%) that being able to use EFL as a means of communication is much more important than seeking to have a native-like accent.

Item 09: Students would never be able to speak a foreign language as a native speaker.

Table 09: Students would never be able to speak a foreign language as a native speaker.

Options	Frequency	Percentage
Yes	5	19,23%
No	21	80,77%

The findings presented in table 09 show that the majority of the teachers (80,76%) think that students have the ability to speak a foreign language like natives against only 19,23% of them who do not share this opinion.

Item 10: Please, justify your answer.

Table 10: Please, justify your answer

Option : Yes	Frequency	Percentage	Option : No	Frequency	Percentatge
Influence of the mother tongue.	2	7,70%	Students are able to speak a foreign language as natives if they are persevering.	4	15,39%
Students should learn a foreign language at an early age	1	3,84%	students are able to speak a foreign language as natives by involving prosody during teaching/learning sessions	5	19,23%
			students are able to speak a foreign language as natives by communication and interaction with them	6	23,07%
No justification	2	7,69%	No justification	6	23,07%
Total	5	19,24%	Total	21	80,76%

The results obtained from table 10 indicate that for 7, 69% of the participants, it is difficult for foreign language learners to attain a native-like level because of the impact of their mother tongue. 3, 84% of them think that learning a foreign language at an early age can be a good solution to help learners have a good command of it. 7, 69% of them, however, have not justified their answer. On the other part, 15, 38% of the participants who hold the view that students would be able to speak a foreign language as natives think that this would be possible if the latter are

persevering learners. 19, 23% of them find that teaching English prosody can help them achieve this level of language mastery and 23, 07% of them think that communication and interaction with native speakers can be the key. 23, 07% of the participants have justified their answer.

2.1.2. Attitudes to Teaching EFL Prosodies (Stress and Intonation)

 Item 11: Do you think that teaching EFL prosodic features (stress and intonation) is important in the Algerian context?

Table 11: Do you think that teaching EFL prosodic features (stress and intonation) is important in the Algerian context?

Options	Frequency	Percentage
Yes	17	65,38%
No	9	34,62%

        Table 11 shows that more than half of the participants (65, 38%) state that teaching stress and intonation in EFL courses is important in the Algerian context against 34, 62%, who do not think so.

Item 12: Please, justify your answer.

Table 12: Please, justify your answer.

Option : Yes	Frequency	Percentage	Option : No	Frequency	Percentage
Stress and intonation are two components that help to speak English fluently and understand each other.	12	46,15%	The influence of the Algerian mother tongue	2	7,69%
Teaching stress and intonation helps to strengthen specific meaning, emotions, and attitudes.	1	3,86%	Because teaching stress and intonation is seen as not important in Algeria rather than teaching sounds	2	7,69%
			English is not wide spread in Algeria	2	7,69%
No justification	4	15,38%	No justification	3	11,54%
Total	17	65,38%	Total	9	34,61%

Table 12 shows the arguments of the teachers concerning the question on the importance of teaching stress and intonation for Algerian students. First, the majority of the pros (46, 15%) agreed that both prosodic features help to speak English fluently and to understand one another. 3, 84% of them think that it helps to strengthen specific meaning, emotions, and attitudes. It is worth noting that an important percentage of the participants (15, 38%) have not justified their answer. 23, 07% of the cons, however, emphasized on either on the negative influence of the mother tongue of the Algerian students or on the fact that EFL instruction in Algeria focuses on aspects other than stress and intonation or on the fact that English is not widespread in Algeria compared to the French language. It is noticed as well that 11, 53% of the respondents have not answered this item.

Item 13: Mastering English stress and intonation is beneficial for a good pronunciation.

Table13: Mastering English stress and intonation is beneficial for a good pronunciation.

Options	Frequency	Percentage
Strongly Agree	13	50%
Agree	13	50%
I do not know	00	00%
Disagree	00	00%
Strongly Disagree	00	00%
Total	26	100%

Table 13 shows that all the teachers (100%) agreed (50%) or strongly agreed (50%) that mastering stress and intonation is beneficial for the students to have a good pronunciation of English. Derwing et al. (1998) and Lord (2005) who maintained prosody instruction would yield positive benefits for EFL learners' speech intelligibility and comprehensibility

Item 14: To communicate effectively, learning segmental features of English (vowels and consonants) is more important than its supra-segmental features (stress and intonation).

Table 14: for an effective communication, learning segmental features of English (vowels and consonants) is more important than its supra-segmental features (stress and intonation).

Options	Frequency	Percentage
Strongly Agree	0	00%
Agree	8	30,76%
I do not know	7	26,23%
Disagree	5	19,23%
Strongly Disagree	3	11,53%
Total	26	100%

Table 14 shows that 30,76% of the teachers agreed that for a good pronunciation, knowing the vowels and the consonants of English is more important than knowing its supra-segmental features namely, stress and intonation. However, the other 30.76% of the respondents disagreed (19, 23%) or strongly disagreed (11, 53%). For them, the supra-segmentals of English are as important for communication as its segmental units. 26, 23% of the participants showed a neutral position regarding this issue.

Item 15: Word stress is significant in English oral communication.

Table 15: Word stress is significant in English oral communication.

Options	Frequency	Percentage
Strongly Agree	11	42,30%
Agree	13	50%
I do not know	01	3,84%
Disagree	0	00%
Strongly Disagree	0	00%
Total	26	100%

Table 15 shows that almost all the respondents (92.30%) agreed (50%) or strongly agreed (42, 30%) that word stress is a significant element in English oral communication. Only 03, 84% answered by "I do not know.

Item 16: Sentence stress is significant in English oral communication.

Table 16: Sentence stress is significant in English oral communication.

Options	Frequency	Percentage
Strongly Agree	8	30,76%
Agree	16	61,53%
I do not known	2	7,69%
Disagree	0	00%
Strongly Disagree	0	00%
Total	26	100%

Table 16 indicates that almost all the teachers (92.29%) agreed (61, 53%) or strongly agreed (30.76%) that sentence stress is significant in English oral communication. Only a minority (07, 69%) answered by I do not know.

Item 17: Intonation plays an important role in English oral communication.

Table 17: Intonation plays an important role in English oral communication.

Options	Frequency	Percentage
Strongly Agree	11	42,30%
Agree	14	53,84%
I do not agree	0	00%
Disagree	1	3,84%
Strongly Disagree	0	00%
Total	26	100%

The result in table 17 highlight that almost all the teachers (96.14%) of the respondents agreed (53.84%) or strongly agreed (42, 30%) that intonation plays an important role in English oral communication against 03, 84% of them who disagreed.

2.1.3. Difficulties Encountered in Teaching English Prosodic Features (Stress and Intonation)

Item 18: In your opinion, which among the EFL supra-segmental features are easiest to teach?

Table 18: The easiest EFL supra-segmentals to teach.

Options	Frequency	Percentage
Word stress	13	50%
Sentence stress	1	3,84%
Intonation	8	30,79%
Word stress + intonation	3	11,53%
Sentence stress + intonation	1	3,84%
Total	26	100%

Table 18 demonstrates the responses of the teachers regarding easiness or difficulty to teach supra-segmentals. It is noticed that more than half of them (53.84%) find the teaching of stress easier particularly, word stress (50%) and sentence stress (03.84%). Teaching intonation is perceived as an easy task for 30,79% of them. 11, 53% of the teachers consider teaching both word stress and intonation easier for them but only 03, 84% prefer teaching both sentence stress and intonation.

Item 19: It is difficult to teach English stress and intonation to secondary school students.

Table 19: It is difficult to teach English stress and intonation to secondary school students.

Options	Frequency	Percentage
Strongly Agree	2	7,71%
Agree	12	46,15%
I do not know	0	00%
Disagree	11	42,30%
Strongly Disagree	1	3,84%
Total	26	100%

As shown in table 19, more than half of the participants (53,84%) agreed (46,15%) or strongly agreed (07,70%) that it is difficult to teach English stress and intonation specially to secondary school students against 46,14% of them who disagreed (42,30%) or strongly disagreed (03,84%).

Item 20: At the secondary school, EFL textbooks provide helpful information for learning stress and intonation.

Table 20: At the secondary school, EFL textbooks provide helpful information for learning stress and intonation

Options	Frequency	Percentage
Strongly Agree	1	3,84%
Agree	6	23,07%
I do not know	4	15,39%
Disagree	13	50%
Strongly Disagree	2	7,70%
Total	26	100%

The results shown in table 20 indicate that 26,91% of the participants either agreed or strongly agreed that textbooks of English provide courses that help students learn where to put stress and how to use intonation against 53,70% of them who disagreed (50%) or strongly disagreed (07,70%). It is also noticeable that 15, 38% of the respondents answered that they did not know about the issue. This may be due to the fact that some of the participants do not teach EFL to the three levels in the secondary school and hence are not informed about the contents of all the textbooks.

Item 21: The difference between English and learners' mother tongue makes learning English word stress difficult.

Table 21: The difference between English and learners' mother tongue makes learning English word stress difficult.

Options	Frequency	Percentage
Strongly Agree	2	7,70%
Agree	12	46,15%
I do not know	0	00%
Disagree	12	46,15%
Strongly Disagree	0	00%
Total	26	100%

The results indicated in the table above show that 53, 84% of the participants agreed (50%) or strongly agreed (07, 70%) that the difference between the mother tongue and EFL could be an obstacle for learning word stress against 46, 15% of them who disagreed (46, 15%).

Item 22: The difference between English and learners' mother tongue makes learning English sentence stress difficult.

Table 22: The difference between English and learners' mother tongue makes learning English sentence stress difficult.

Options	Frequency	Percentage
Strongly Agree	4	15,38%
Agree	13	50%
I do not know	2	7,69%
Disagree	7	26,93%
Strongly Disagree	0	00%
Total	26	100%

As shown in table 22, more than half of the participants (69,23%) agreed (50%) or strongly agreed (15,38%) that one of the difficulties in learning English sentence stress could be due to the difference between English and the learners' mother tongue. Only, 07, 69% of the teachers said that they did not know.

Item 23: The difference between English and learners' mother tongue makes learning English intonation difficult.

Table 23: The difference between English and learners' mother tongue makes learning English intonation difficult.

Options	Frequency	Percentage
Strongly Agree	2	7,70%
Agree	11	42,30%
I do not know	1	3,84%

Disagree	12	46,15%
Strongly Disagree	0	00%
Total	26	100%

The results indicated in table 23 show that almost half of the participants (50%) agreed (42, 30%) or strongly agreed (07, 70%) that learning English intonation could be hampered by learners' mother tongue against 46, 15% of them who disagreed. Only 3, 84% of the participants said that they did not know.

It is worth noting that the results indicated in tables 21, 22 and 23 corroborate with the teachers' answers to items 10 and 12 in which they focused on the negative impact of the students' mother tongue on their students' level of mastery of EFL prosodic features particularly, stress and intonation.

Item 24: I have received enough training in how to teach prosodic features of English**.**

Table 24: I have received enough training in how to teach prosodic features of English.

Options	Frequency	Percentage
Strongly Agree	0	00%
Agree	14	53,85%
I do not know	2	7,69%
Disagree	10	38,46%
Strongly Disagree	0	00%
Total	26	100%

As shown in table 24, more than half of the participants (53,85%) agreed that they had received enough training in how to teach prosodic features of English against 38,46% of them who disagreed. Only 07, 69% of the teachers said that they did not know.

2.1.4. Teachers' Own Recommendations and Suggestions

Item 25: what kind of tasks do you consider more appropriate for teaching English prosody?

Table 25: The Appropriate Tasks for Teaching English Prosody.

Options	Frequency	Percentage
Class discussion tasks	11	42,30%
Audio-visual tasks	19	73,07%
CD and recorders	5	19,23%
Play video display	1	3,84%
Repeating words	1	3,84%
Laboratories for speaking English	1	7,69%

Based on the results indicated in table 25, the majority of the participants (73, 07%) suggested the use of audiovisual tasks for teaching English prosody. 42, 30% of them preferred the use of class discussion tasks while 19, 23% spoke about CD and recorders. Moreover, 11, 53% of the respondents suggested other tasks such as role play/video display (3, 84%), repeating words (3, 84%) and laboratories (7, 69%) for speaking English.

Item 26: What, in your opinion, is the best way to teach English prosodies (stress and intonation) at the secondary school level?

Table 26: teachers' own opinion on the best way to teach English stress and intonation at the secondary level.

Options	Frequency	Percentage
Teaching phonetics in laboratories	5	19,23%
Practice and listening to natives, recording the own voices of the students and correct their mistakes.	10	38,46%
Providing class discussion tasks /Audiovisual activities.	7	26,93%
Have not answered	4	15,38%
Total	26	100%

Table 26 above represents teachers' suggestions regarding their views about the best way to teach English prosodies (stress and intonation) at the secondary school level. 38, 46% of the participants suggest teaching them through practicing through listening to natives, recording students and correcting their mistakes. 26, 93% of them proposed to provide class discussion tasks and audiovisual activities and 19, 23% of them suggest teaching phonetics in laboratories 15, 38% of the participants have not answered this question.

We have analyzed that most teachers subscribe to the theory that teaching speaking skill is very important, it is among the most important skill in communicating the message. The same importance is given to pronunciation according to Levelt (1989) one of the most important aspects of speaking is the articulation of words and sentences, a process, which would be called "pronunciation". The respondents stated that EFL prosody or stress and intonation are essential in teaching and mastering them is beneficial for a good pronunciation and effective communication. Adams Goertel (2013) states that raising EFL learners' awareness of prosodic features can improve their pronunciation skills to speak in a more native-like way. The responses demonstrates that teachers encounter some difficulties while teaching these prosodies mainly the shortage of time as said by Baker's (2011b). Also, the lack of adequate teaching materials, and curriculum. According to Cumming (2003) acknowledgement the importance of the curriculum; its content and its organization. Teachers suggested that students learn English fluently through their immediate circle of contacts with native speakers, which includes employing idioms and phrases that textbooks might not cover. This supports the idea of Cunningham Florez, 1998; Morley, 1991 "by improving learners'oral abitities,they would increase their self-confidence,and promote social interaction inside and outside the classroom",and contribute to efficiency in professional exchange (Neri et al.,2002)

2.2. Analysis and Discussion of the Interview

Question01: How important is teaching stress and intonation to secondary school students?

Teacher 01: "Teaching stress and intonation is quite important for more clarity, fluency and good speech delivery".

Teacher 02: "Yes of course, it is very important especially for foreign languages learners".

Teacher 03: "For my opinion, it is not so. Since learners do not give much importance to speaking skill, they prefer vocabulary and grammar to gain the points in the baccalaureate exam".

Teacher 04: "To pronounce correctly to know the difference dialects of English. I think that to include it in the syllabus is a wrong thing, because it consumes time and the baccalaureate exam is not oral".

Teacher 05: "Supra-segmentals such as stress and intonation are very important for good pronunciation, but students are not interested in it, because in the baccalaureate exam only one question deals with this issue".

According to teachers' answers, we notice that all the five teachers have different attitudes and beliefs towards teaching stress and intonation in the secondary school. For teacher one and two teaching stress and intonation to secondary school students is beneficial. However, teacher three, four and five hold different views. For them, it is difficult to teach these prosodies, because of many factors such as lack of students' motivation, time consumption and the wash back effect of the baccalaureate exam.

Question 02: Which among EFL prosodies; word stress, sentence stress and intonation, should be taught in the secondary school?

Teacher 01: "All prosodies should be taught. They are complementary and help bring meaningful messages, especially word stress because it helps learners to remember the pronunciation of new words".

Teacher 02: "Word stress is very important to distinguish between verbs and nouns, some nouns have the same form, spelling as verbs, so stress shows the difference".

Teacher 03: "I think that word stress is more important than sentence stress, and intonation is something oral".

Teacher 04: "For me, it is intonation that should be taught, because for learners when they tend to convey a message, a correctly stressed word or sentence is not the matter for him".

Teacher 05: "Word stress is the most important and easiest to teach since it helps learners to identify words when listening".

Approximately, the majority of the respondent asserted that word stress is the element that should be taught rather than sentence stress and intonation, because of its functions namely remembering new words, showing the difference between same form/spelling of verbs and nouns and so on. Only one teacher prefers teaching intonation. For him, students hold one objective, which is of transmitting a message without paying attention to whether the words are stressed, or not.

Question 03: What is the difference in teaching word stress, sentence stress and intonation?

Teacher 01: "Teaching stress, word or sentence, requires more efforts as the learners should have prior knowledge about word formation, the syllables, the nature of words i.e. verb, nouns, adjective, compound nouns …, functional and content words. Intonation is quite easier since it is related only to the types of sentences and the speaker's intention".

Teacher 02: "In our school, we deal much more with word stress and intonation; we give more importance to these latter's, since sentence stress is not included in the program".

Teacher 03: "Word stress is the most difficult to teach, students appreciate the intonation activities and sentence stress is not found at all in the textbook".

Teacher 04: "First, sentence stress is not included in the syllabus, so we do not teach it. Word stress and intonation are a little bit complicated to teach because learners are not interested in learning these features.

As we see, the first teacher states that teaching word stress or sentence stress needs much more efforts. However, intonation is easier because it is related to types of sentences and the speaker's intention. The second teacher asserts that both word stress and intonation are taught in the same way, whereas sentence stress is not included in the program. For the third teacher, word stress is hard to teach compared to intonation because learners appreciate it. Finally, for the fourth teacher, word stress and intonation seems to be complicated to teach because of lack of learners' interest.

Question 04: What are the factors that prevent you from teaching these prosodies?

Teacher 01: "Not all the pupils are motivated to know about details concerning the English language because they have many subjects to study. Besides, some of them are weak so they concentrate their efforts on what could bring them an immediate success".

Teacher 02: "The main factor is mainly lack of time, the great number of courses to be covered since we have to deal with other things such as grammar and vocabulary".

Teacher 03: "First the weak level of the pupils, second is that time does not allow us, it is too lengthy. Third is the absences of means we do not have laboratories specifically for languages".

Teacher 04: "Students are not motivated; they think that these elements are made for pleasure, so learning them is a waste of time".

Teacher 05: "Lack of motivation of the students, the textbook does not provide many courses about stress and intonation patterns".

The majority of the interviewed teachers shared an equivalence with the responses of the teachers in the questionnaire. They state that the most important obstacles that they encounter in teaching EFL prosodies are lack of students' motivation and the absence of tools and means such as laboratories, overloaded syllabus in which courses focus more on grammar and vocabulary than on oral activities, and lack of time.

Question 05: At your current level of teaching English, how should prosodies be taught in your opinion?

Teacher 01: "Much more time should be devoted in practicing prosodies by setting communicative tasks which enable students to produce situations containing targeted structures, situation of all utterance possibilities and sentence that make the learners use correct intonation and stress ..., but too many subjects, long curriculum and programs, large and crowded classes. Not so good pupils".

Teacher 02: "Making the students listen to video-audio script and class discussion".

Teacher 03: "I think that it should be included in the middle school syllabus and not only in the secondary school level because it is the basis but, means should be available".

Teacher 04: "Having much more tools such as laboratories and discussion with native speakers".

Teacher 05: "For me, audio-visual tasks are needed to improve the speaking skill of the students".

As an answer to the last question, most of the teachers recommend the use of audio-visual tasks, class discussion, laboratories and discussion with native speakers to optimize the teaching of EFL prosodies. Another teacher suggests that these features should be included in the middle school because it is the basis. It is noticed that the results obtained from the interview are almost similar to those of theitem 26 in the questionnaire.

According to the interview done with the teachers, we noticed that teachers shared different views toward the teaching of stress and intonation in the secondary school. Half of them are with, others are against because of many raisons mainly lack of students motivation, the washback effect of the baccalaureate exam, and the curriculum imposed by school inspectors can influence on teachers attitudes as mentioned by Bernad and Burns (2012,p.04). Many of them stated that they encountered many obstacles in teaching EFL prosodies such as absences of tools and means like laboratories, Hellmuth (2014) claimed that a limited access to adequate materials can demotivate teachers and stimulate their development of negative cognitions. It is noticed that the suggestions obtained from the interview are almost similar to those of the questionnaire.

2.3. Conclusion

The practical chapter has discussed the results obtained from the two research tools employed namely, a questionnaire and an interview conducted with secondary school to answer the research question asked at the beginning of the dissertation.

The study reveals that teachers hold positive attitudes towards teaching English prosodies. Teachers consider teaching supra-segmentals beneficial and that it plays a significant role in having a correct pronunciation, and develop the speaking skills of the learners. Although teachers hold positive attitudes towards teaching stress and intonation, they still encounter some barriers that may hinder teaching them and which may lead to failure in the teaching process. Among these problems, teachers have referred to students' motivation, lack of time and tools, and overloaded lectures.

2.4. Pedagogical Implications

English prosody or supra segmental features of English such as stress and intonation are two components of pronunciation instruction that ensure speakers' intelligibility and comprehensibility and play an important role in transmitting an understandable message.

However, in the light of the findings gathered throughout the research study at hand, it seems clearly that the teaching of English prosody in secondary schools of Bejaia did not receive much attention. Despite being interesting and very useful allowing students improve their English oral communication inside and outside the classroom, it requires more adequate atmosphere for more productivity.

In what follows, we try to suggest some recommendations to improve the teaching of oral communication skill by focusing on stress and intonation patterns:

1. Much importance should be given to teaching the speaking skill in the Algerian secondary schools. To this effect; only one speaking session per unit is not enough argued the teachers. Students need multiple speaking opportunities to practice their English and to make their oral performance more spontaneous. For this, textbook designers must reconsider the content of the courses dedicated to English prosodies.

2. The secondary schools in which our study was conducted are lacking in adequate teaching materials, which could contribute effectively in the achievement of the learning goals. Therefore, they are in great need to update their instructional materials in a way that responds to the need for a better teaching of prosodies.

3. Teachers are influenced by the wash back effect of the baccalaureate exam. Since the oral form of language does not constitute an important part of this exam, teachers tend to neglect teaching it. To remedy this problem, when designing the baccalaureate exam, it would be interesting to devote more activities and exercises on stress and intonation.

4. It goes without saying that increasing students' motivation can help in the achievement of the learning objectives. As such, it is recommended that teachers choose engaging, current, and authentic speaking themes and situations that cater for their students' wants and interests. Instead of limiting their activities to open talks, teachers can make use of many different activities, such as role-playing, storytelling, humor, simulations… etc. which would elicit the use of prosodic features.

5. It is recommended as well that teaching prosody be seen as an important component in teacher training sessions especially that graduated teachers may avoid teaching a skill that they themselves consider as difficult for both teaching and learning.

General Conclusion

The present study has investigated the attitudes of secondary school teachers towards teaching English prosody particularly, stress and intonation. The purpose of the study was to shed light on the teaching of English prosody at the secondary school level and to highlight the main constraints confronted by the teachers. Accordingly, this study enabled us to get a snapshot on the teaching of the speaking skill under teaching prosodies framework in the Algerian context. The present research is a case study that was conducted in nine secondary schools of Bejaia city and its suburbs. It has included 26 teachers.

The present study relied on a mixed methodology in which we used both a qualitative and quantitative method. Consequently, to collect reliable and valid data, we used two research tools namely, a questionnaire and an interview. The discussion of the findings of both procedures has shown that teachers hold positive attitudes towards teaching English prosodies.

The results revealed that less importance is given to teaching the speaking skill at the secondary school level compared to the teaching of other skills. Much emphasis is put on vocabulary, and grammatical accuracy. Particularly because speaking is not part of the Baccalaureate exam. Similarly, the results made it clear that most difficulties faced by the teachers are related to a number of factors. Some are related to the students and teachers' motivation. Others are associated with the inadequate teaching resources and materials and the inappropriate teaching atmosphere, which is embodied in the crowded classrooms, the big number of school subjects, time constraints and lack of technological resources. Another chief problem encountered resides in lack of teachers' training.

To this effect, the process of teaching the speaking skill to students in secondary schools of Bejaia city and its suburbs - being the setting of our study- has to be reconsidered. Much importance has to be given to teaching the speaking skill, and making correct intonation and stress to form competent communicators who are expected to apply their knowledge outside school and in genuine situations. Additionally, due attention ought to be paid to speaking evaluation as it helps teachers be aware of their students' needs and as it is, undeniably, a good way to measure the validity of the teacher's instruction.

Limitations of the study

Although the present study has revealed that secondary EFL teachers hold positive attitudes towards teaching the prosodic features stress and intonation, a great work is still to be done to make their teaching useful as expected and to make the conditions of their learning more favorable because of some of the limitations of our study.

First, our research is a case study. It was conducted in the secondary schools of Bejaia city and its suburbs. Only 9 schools and 26 teachers participated in the study. Hence, the findings cannot be generalized to the whole population. Second, the respondents were in majority females. Only 2 males participated in the study. Third, many teachers refused, during the collection of the data, to be interviewed. Only 5 teachers accepted our invitation- and during the analysis of the questionnaire, we have found out that the participants have not answered all the items in the questionnaire. This can unfortunately question the credibility of our findings. Fourth, our study investigated the teaching of English stress and intonation in the secondary school from the point of view of the teachers but it neglected students' attitudes.

Suggestion for Further Research

Based on the results of the present study, secondary school teachers believe that English prosody is significant in teaching EFL speaking skill. However, in order to conduct further research on the same subject, it would be interesting that a greater number of secondary schools participate. As such, more teachers with a varied profile would be given the opportunity to reveal their attitudes towards teaching these features. Furthermore, it would be interesting to conduct research on the attitudes of EFL teachers at other levels of instruction such as the primary school or the middle school levels. Likewise, the research at hand can be replicated to include students' attitudes since they are considered as important partners in the teaching/learning enterprise.

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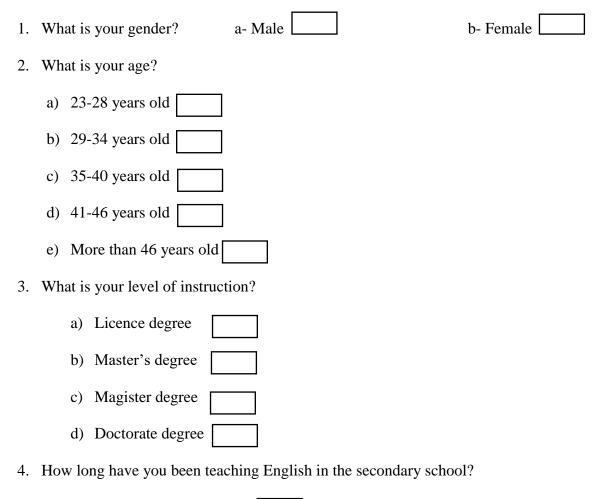
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Appendices

Appendix 1 Teachers' Questionnaire

Teachers' Attitudes towards Teaching EFL Prosodic Features (Stress and Intonation) Questionnaire

The present questionnaire attempts to investigate teachers' attitudes towards teaching English prosodies; stress and intonation in different secondary schools in Bejaia city and its suburbs. Your answers will be highly valuable for our research. The data collected are anonymous and would serve academic purposes only. We would like to thank you for helping us complete our research by ticking your choices in the corresponding boxes, or by completing your own information whenever necessary.

1. What is your gender?   a- Male ☐   b- Female ☐

2. What is your age?

    a) 23-28 years old ☐

    b) 29-34 years old ☐

    c) 35-40 years old ☐

    d) 41-46 years old ☐

    e) More than 46 years old ☐

3. What is your level of instruction?

    a) Licence degree ☐

    b) Master's degree ☐

    c) Magister degree ☐

    d) Doctorate degree ☐

4. How long have you been teaching English in the secondary school?

    a) No previous experience ☐

    b) 1-3 years ☐

    c) 4-7 years ☐

d) 8-11 years ☐

e) More than 12 years ☐

5. What are the levels you are currently teaching? (You can tick more than one box)

a) First year level ☐

b) Second year level ☐

c) Third year level ☐

6. What are the specialties you are currently teaching?

7. How important do you think it is to teach the speaking skill?

8. Good pronunciation skills are as important as teaching grammar and vocabulary?

Strongly Agree ☐

Agree ☐

I do not know ☐

Disagree ☐

Strongly Disagree ☐

9. Being able to communicate is much more important than speaking as a native speaker.

Strongly Agree ☐

Agree ☐

I do not know ☐

Disagree ☐

Strongly Disagree ☐

10. Students would never be able to speak a foreign language as a native speaker.

Yes ☐   No ☐

11. Please, justify your answer

12. Do you think that teaching EFL prosodic features (stress and intonation) is important in the Algerian context?
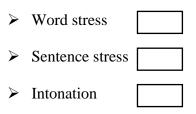
Yes ☐   No ☐

13. Please, justify your answer.

❧ Please tick the box that suits you best

Items	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree
14. Mastering English stress and intonation is beneficial for a good pronunciation.					
15. To communicate effectively, learning segmental features of English (vowels& consonants) is more important than its supra-segmental features(stress and intonation)					
16. Word stress is significant in English oral communication.					
17. Sentence stress is significant in English oral communication.					
18. Intonation plays an important role in English oral communication.					

19. In your opinion, which among the EFL supra-segmental features are felt easiest to teach?

   ➢ Word stress ☐

   ➢ Sentence stress ☐

   ➢ Intonation ☐

20. It is difficult to teach English stress and intonation to secondary school students.
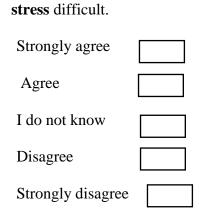
   Strongly Agree ☐

   Agree ☐

   I do not know ☐

   Disagree ☐

   Strongly Disagree ☐

21. At the secondary school, EFL textbooks provide helpful information for learning stress

   and intonation

   Strongly Agree ☐

   Agree ☐

   I do not know ☐

   Disagree ☐

   Strongly Disagree ☐

22. The difference between English and learners' mother tongue makes learning English **word**

   stress difficult.

   Strongly agree ☐

   Agree ☐

   I do not know ☐

   Disagree ☐

   Strongly disagree ☐

23. The difference between English and learners' mother tongue makes learning English **sentence stress** difficult.

Strongly Agree ☐

Agree ☐

I do not know ☐

Disagree ☐

Strongly Disagree ☐

24. The difference between English and learners' mother tongue makes learning English **intonation** difficult.

Strongly Agree ☐

Agree ☐

I do not know ☐

Disagree ☐

Strongly Disagree ☐

25. I have received enough training in how to teach prosodic features of English

Strongly Agree ☐

Agree ☐

I do not know ☐

Disagree ☐

Strongly Disagree ☐

26. What kind of tasks do you consider more appropriate for teaching English prosody?

➤ Class discussion tasks ☐

➤ Audiovisual tasks ☐

➤ CD and recorders ☐

➤ Others (Please, specify)

27. What is, in your opinion the best way toteach English prosodies (stress and intonation) at

the secondary school level?

Appendix II

Teachers' Interview

This interview is designed as part of our research for the completion of a Master's degree in linguistics. It is intended to gather data about the attitudes of teachers' towards teaching English prosody particularly, stress and intonation. We would be so grateful if you could answer the following questions. Be assured that all your answers will be anonymously treated and will be used only for academic purposes. Thank you in advance

1. How important is teaching stress and intonation to secondary school students?
2. Which among EFL prosodies, word stress, sentence stress and intonation should be taught in the secondary school?

3. What is the difference in teaching word stress, sentence stress and intonation?

4. What are the factors that prevent you from teaching these prosodies?

5. At your current level of teaching English, how should prosodies be taught in your opinion?

Résumé

La présente recherche tente à explorer les attitudes des enseignants du niveau secondaire envers l'enseignement des prosodies plus spécifiquement l'intonation et l'accentuation. C'est une étude de cas qui a eu lieu dans huit (8) lycées à Bejaia chef-lieu et ces alentours. A cet effet, on a adopté une recherche descriptive basée sur une méthodologie mixte à la fois quantitative et qualitative. Deux outils de collecte de données ont été utilisés ; le questionnaire et l'interview. Le questionnaire a été administré à 26 enseignants alors que seulement 5 d'entre eux ont accepté d'être interviewés. Les résultats ont révélé que pour les participants, l'enseignement des prosodies joue un rôle significatif dans la promotion de l'autonomie des apprenants et dans la sensibilisation à leurs responsabilités d'apprentissage en plus de permettre aux élèves d'être des utilisateurs compétents de l'anglais dans des situations réelles. Cependant, comme l'indiquent les résultats de la recherche, le processus d'enseignement des prosodies dans le secondaire constitue un grand défi. De nombreuses contraintes se posent aux enseignants tels que le manque de motivation de la part des apprenants, le manque de pratique et de temps ainsi que le manque de matériels d'instruction adéquats et de formation professionnelle pour les enseignants. A cet égard, une grande attention devrait être accordée à l'enseignement de l'orale. Par ailleurs, la mise en œuvre de l'enseignement des supra-segmentaires doit être reconsidérée en proposant une variété d'activités reflétant des situations authentiques pour un usage optimal des prosodies. Aussi, les enseignants doivent être invités à participer à des séances de formation professionnelle.