

Assessing suprasegmental phonology instruction in Ibnsaad school in Tlemcen: Case of Stress

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Suggested Citation:

Sidahmed, A. & Mohamed, D. (2024). Assessing suprasegmental phonology instruction in Ibnsaad school in Tlemcen: Case of Stress. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*. 14(1), 49-61.
<https://doi.org/10.18844/gjgc.v14i1.9414>

Received from September 15, 2023; revised from February 2, 2024; accepted from April 18, 2024.

Selection and peer review under the responsibility of Prof. Dr. Hafize Keser, Ankara University, Turkey (retired)

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Abstract

Poor quality teaching of the suprasegmental phonology in the Algerian secondary school cannot go unnoticed. A scrutiny of the Algerian 'English as a Foreign Language' (EFL) classroom can reveal some anomalies and serious deviations in the sound system instruction. The purpose of this research is to examine the ways phonology and phonological stress, in particular, are generally perceived and taught in the Algerian secondary school. To this effect, three research instruments, a questionnaire for teachers, open-ended questions for students, and a structured interview with a general inspector of English were administered. The data collected were carried out quantitatively and qualitatively. The results revealed important deficiencies in phonology instruction, owing to such factors as teaching misconceptions, the teacher's defective in-service training regarding phonology, and insufficient teaching time allotment. The research concludes with a set of mechanisms that could be embedded in teaching and assessing prosodies to enhance phonology instruction.

Keywords: Assessment; prosodic features; stress; suprasegmental phonology; teaching.

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1. INTRODUCTION

Modern trends in language education have strongly recommended communication-oriented teaching methodologies viewing language performance as an acquired system based on meaningful interaction in the target language and natural communication stressing the messages being conveyed and understood (Krashen, 1981; Deng & Tong, 2021). Foreign language teaching philosophy has had a significant impact on English language teaching (ELT) in Algeria, primarily through the Competency-based Approach, which emphasizes improving oral-related skills and speaking abilities of learners. The latter cannot be achieved without utilizing English phonological features in the students' learning process. According to this school of thought, misconceptions about the phonological aspect of the English language and a lack of relevant and effective teaching have had a significant impact on pronunciation and English sound system learning in Algerian EFL classrooms.

The reason for selecting this topic is because most teachers prefer to overlook phonological stress in their lessons, despite it being a crucial component of pronunciation that is nearly always overlooked. There isn't much proof that most of them understand how important these pronunciation-related factors are, which makes it impossible for them to assist their students in developing adequate pronunciation skills. Some teachers seem to be so set in their ways of teaching some traditional skills like writing, reading, and listening that they barely give other facets of instruction any thought.

According to recent classroom-based research, the majority of EFL language education is devoted to teaching structural language, which mostly consists of grammar and vocabulary. This kind of concentration may also be shown in the lesson plans that instructors create, which show that they have a structure-oriented approach to defining their educational goals. Similarly, the curriculum content which places a strong focus on teaching accuracy rather than fluency is also thought to be exam-oriented because students in Algerian schools are expected to take a high-stakes exam.

Under the present Competency-Based Approach, questions need to be addressed regarding the sort of tasks assigned, the type of pupils exposed to various areas of classroom instruction, and the caliber of teacher training. In light of these difficulties, the current study aims to examine the state of the phonological problem in classroom instruction and the methods teachers use to teach phonology to shed light on the kind of issues students may run into while learning the subject. The main focus of the examination is how to teach phonology, specifically "stress," in the Algerian environment. This is done to provide relevant responses to the research topic that follows:

1. What is the status of phonology and suprasegment stress in the pedagogical activities of Ibn Saad High School EFL teachers?
2. Do phonological skills have the same potential for integration as other language skills?
3. What type of assessment is designed for the measurement of the suprasegment of stress?

The researcher employed the subsequent hypotheses to look into the previously mentioned questions:

H1- Teaching phonology has flaws because phonological concerns are given a low priority in instructors' repertoires.

H2- When compared to other language skills, the phonology time benchmark is lower than the necessary level.

H3- Instead of teaching phonological stress for skill development, it is taught for exams.

1.1. Purpose of study

The main objectives of the research are: To raise the teachers' concern about the significance of phonological issues in the Algerian EFL classroom practices, and how these cater to the learners' communication skill requirements; To identify the factors that generally impacted the teaching of the phonological dimension of foreign language teaching to achieve the hoped-for communication skill building.

1.2. Literature review

1.2.1. Status of English language teaching in the Algerian high school

It is possible to argue that high school English instruction has different goals. Joining English-speaking groups and utilizing English in all forms of communication, can enable Algerian society to participate in the modernization process. Understanding the cultures and lives of other countries is aided by this engagement, which is founded on the scientific and cultural interchange of ideas and experiences. The president stressed in part of his speech before the National Commission for Educational System Reform's (CNRES) establishment in 2001 that the English language must equip students for success in the modern world since it is a factor in social and individual development as well as a driving force behind professionalism and expertise. It's also meant to be a language tool for performances. By applying their abilities and capacities to confront challenging situations in several spheres of their lives, learners will be better equipped to handle academic, scientific, and professional requirements.

1.2.2. Competency-Based Approach (CBA)

The Competency-Based Approach (CBA) is one of the approaches that Algerians have passionately adopted as the answer to all of their language teaching issues. To provide meaning to language learning, the application of CBA attempted to close the gap between the contexts of language acquisition and usage. It is learner-centered in the most significant sense since it focuses on what the students can accomplish rather than what is required of them (Weddel, 2006). Rather than focusing solely on test scores, it discusses an alternate evaluation method that involves both the teacher and the student in the process of acquiring proof of learning. It encourages students to develop the kind of autonomy, critical thinking, and self-motivation skills necessary to become proficient language users who can engage in meaningful interactions in the target language.

1.2.3. Phonology in teaching and learning

The process by which sounds are generated and arranged into phonemes to give words and utterances meaning is known as phonology, and it is a crucial component of teaching pronunciation. Vowels and consonants are segmental properties and stress and intonation are suprasegmental aspects that make up the structure of the sound system (Broughton et al., 2002; Jiang et al., 2024). Intelligibility is ensured and successful communication is facilitated by teaching these elements (Wang & Wen, 2023; Mansour Adwan et al., 2023).

Teachers vary in how much time and focus they spend teaching phonology, according to field research (Cui et al., 2021). Phonology is routinely left out of lesson plans by certain teachers, which may be the reason why some students pronounce words incorrectly. In a similar vein, despite pronunciation's acknowledged importance in communication, Brown (2001) claims that it is still a disadvantageous skill in many ESL programs.

1.2.4. Phonological stress

The high degree of prominence that words and phrases have when spoken to increase the speaker's comprehensibility is known as stress. Gordon (2016) expounds that stress "*refers to greater prominence associated with certain syllable, manifested through various acoustic properties.*" The accurate use of phonology stress in the speaker's utterances highly contributes to the increase of the degree of intelligibility and the transfer of important information to the listener because the meaning of words and sentences depends partly on the accurate use of stress and its correct placement. In a similar spirit, Kenworthy (1987) argues that when a learner misaligns the stress in his speech when speaking in front of a native speaker, it becomes harder to understand what they are saying and can cause a breakdown in communication.

2. METHODS AND MATERIALS

2.1. Participants

To gain a comprehensive grasp of the previously described matter, a case study-based investigation was carried out at Ibnsaad High School, situated in the western Algerian town of Tlemcen municipality. Twenty-nine (29) students, seven male, and twenty females, who had been studying English as a foreign language for

at least six years, made up the sample population. They ranged in age from 17 to 20. These students attended Ibnsaad Secondary School regularly. Thirteen (13) male and female secondary school teachers with ten to twenty years of experience in the classroom made up the second kind of informants. These educators were selected at random from among a big group of English teachers from several high schools located throughout the Tlemcen municipality at a seminar. They were actually in charge of teaching the three secondary school levels of 1AS, 2AS, and 3AS all streams (maths, scientific, and literary) students. They were meant to be holders of "Licence" degrees from Algerian institutions. These educators were responsible for preparing their students for the baccalaureate exam in addition to being directly involved in the phonological instruction process. They should also be aware of the importance of phonological instruction in English language courses, which falls under the purview of the competency-based approach. The third source of information was a pedagogical authority, a general inspector of English whose familiarity with the phonological aspect of teaching English increased the work's dependability.

2.2. Data collection instruments

A mixed-method strategy was chosen by empirical research to collect data to analyze phonology instruction. Teacher questionnaires, open-ended questions for students as well as a structured interview with the general inspector of English were used in the study. Both qualitative and quantitative analysis was done on the data. Participants were chosen using the probability random sampling technique as the sampling strategy because random samples are more representative than non-random samples and give each sample population an equal chance of being chosen (Dornyei, 2007). The researcher used a structured interview with the general inspector of English as part of a triangulation technique to verify the many sources of the teachers' opinions of the phonological issue and to examine the phenomena from various perspectives. In order to provide more reliable research, the triangulation technique was supported by certain data deduced from the teaching materials, such as the textbook, in addition to other elements of classroom instruction.

2.2.1. 'New Prospects' coursebook analysis

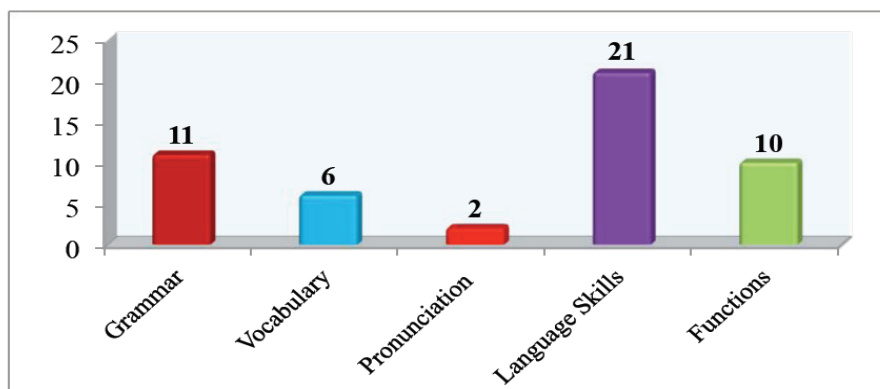
Algeria implemented the CBA in 2003, and it is still in use today. The three key competencies that the textbooks "At the Crossroads," "Getting Through," and "New Prospects," respectively, are built on in the context of the stated methodology are interpretation, interaction, and production. These are the most significant aspects of the textbooks developed for 1AS, 2AS, and 3AS (secondary school classes). The recurrent format found in the six units of the third-year English textbook "New Prospects" (Arab et al., 2005) under investigation is demonstrated below:

- *Language outcomes*
- *Listen and Consider*
- *Read and consider*
- *Take a break*
- *Skills and Strategies Outcomes*
- *Research and report*
- *Listening and speaking*
- *Reading and Writing*
- *Project outcome*
- *Assessment*

These sections, which offer a range of tasks aimed at strengthening learners' abilities and solidifying their understanding of lexis, grammar, and phonology in functional English, are incorporated in the same order of appearance in all of the units. Such activities tend to lay more focus on aspects of language skills, grammar, vocabulary, and functions than on phonology issues or pronunciation (Figure 1).

Figure 1

Nature of tasks in the textbook New Prospects



The textbook also consists of six mandatory units designed for different streams with specific time allotments as illustrated in Table 1 below:

Table 1

Instructional units with appropriate themes and time allocated

Unit Order	Theme	Stream	Weekly Hours
One	Ancient Civilizations	Foreign Languages (LE)	5 Hours
		Philosophy (LP)	4 Hours
Two	Ethics in Business	Science(S) / Maths (M)	4 Hours
		Management (GE)	4 Hours
Three	Education in the World	LE / LP	5H / 4H
Four	Consumers and Safety	S / M / GE	3H
Five	Astronomy	S / M / GE	3H
Six	Feelings and Emotions	LE / LP	5 H / 4H

2.2.2. Phonological Issue in the textbook 'New Prospects'

An overview of the aforementioned textbook suggests several inferences regarding the question of phonology. Just a small portion of classroom practice is devoted to teaching phonology; the majority of the practice is focused on the study of grammar, vocabulary, and other skills like reading and writing (figure 1). This has been the typical norm in EFL classrooms, even with evolving teaching approaches that advocated putting greater emphasis on the communicative side of teaching and learning, where phonological courses were little more than hints. In contrast to earlier approaches, the Competency-Based Approach textbooks now emphasize this topic's instruction more explicitly (Baiche, 2010). Teachers' classroom practices do not align with the communicative orientation of the 3AS textbook, despite the fact that the textbook includes a pronunciation part called "pronunciation and spelling" that addresses many aspects of the sound system. The phonological issue in the third-year English textbook has comprised only bits of phonology expected to enhance pronunciation and communicative skills.

2.2.3. 'Assessment' in the CBA-based textbook (New Prospects)

The process of collecting data systematically to track whether a program or course is helping students achieve the desired learning outcomes is known as assessment (Brookhart, 2003; Bijani et al., 2022). Three key things can be ascertained through assessment: first, the learning outcomes, or what the students have learned; second, the method by which the students have acquired the knowledge; and third, the method by

which the students have approached learning before, during, and following a course or program. Continuous assessment is essential to the teaching and learning process (Brown, 2001) because it helps teachers determine how well their students are performing in the classroom and guide future decisions and activities to meet their requirements.

3. RESULTS

3.1. Textbook 'New Prospects'

Following data collection, a thorough analysis was conducted, supported by statistics regarding the prevalence of the phonological problem in the annual English program and the learners' exposure to the stress problem, as shown in Table 2.

Table 2

Time allotment for phonology course instruction

Unit in the third year textbook	Yearly Time allotment for phonology instruction
1. ancient civilizations	one (1) hour and a half
2. Ethics in Business	1 hour
3. Education	1 hour and a half
4. Advertising	1 hour
5. Astronomy	2 hours
6. Feelings and Emotions	1 hour and a half

As a result, the small amount of time spent on phonology in the classroom makes its limited presence very apparent. Like other phonological concepts, phonological stress takes up little instructional space. Since stress only arises in the two portions "Read and Consider" and "Listen and Consider" in a context that is limited in terms of time and location, it may be argued that the amount of time spent teaching stress for literary streams is critically brief. The principle is explained more clearly in the following table.

Table 3

Phonological stress in 3AS textbook for Literary stream

Unit	Sequence	Phonological Stress in the textbook
1. Ethics in Business	Listen and Consider	Stress in words ending in 'ics'
2. Ethics in Business	Read and Consider	Stress shift in words with the same root
3. Education	Read and consider	Stress in words ending in a suffix 'tion'
4. Advertising	Listen and Consider	Stress shift from verbs to nouns
5. Astronomy	Listen and Consider	Stress in two-syllable words

The chart unequivocally demonstrates that there are no more than five sessions in total related to stress teaching. The entire amount of time spent teaching "stress" per year will not surpass two and a half hours if we assume that a single "stress" class lasts roughly thirty minutes. It is reasonable to conclude that the time allotted for this component of pronunciation is, therefore, ill-timed and inadequately designed. Phonological stress is taught for two and a half hours a year, which is less than the recommended amount and indicates that EFL classroom training is segregating this crucial part of pronunciation. The phonological problem is also mentioned in the final self-assessment rubric, where it is anticipated that it would be evaluated in conjunction with other language outcomes in a session lasting no more than an hour. The pronunciation challenge for the scientific streams is shown in Table 4 below.

Table 4

Phonological occurrence per sequence in the 3AS textbook (scientific stream)

Unit / Theme	Sequence of Listen and consider	Sequence of Read and Consider
1. Ethics in Business	Stress in words ending in 'ics'	Stress shift in words with the same root.
2. Advertising	Stress shift from verbs to nouns	Stress in content words and function words
3. Astronomy	Stress in two-syllable words	Pronunciation of plural Final 's' and 'es'
4. Feelings and Emotions	un/accented 'h' Reading the consent cluster 'ngth'	Final 'ed'

The phonological course content is expected to be completed in approximately nine (9) hours, out of a total of 108 hours for literary streams and 81 hours for scientific streams, according to the tables above, if the entire yearly course time were to be evaluated (table 5).

Table 5

Phonological stress teaching schedule

Streams	Weekly teaching Hours	Yearly Teaching Hours	Yearly 'stress' Teaching hours	Percentage in the total time
Foreign Languages	4	108	9	8.33%
Literature and philosophy	4	108	9	8.33%
Experimental Science/ Maths	3	81	9	11.11%
Management and Economy	3	81	9	11.11%

Put another way, learners are not exposed to phonology very often because, statistically speaking, phonology only makes up 8.33% of the literary streams and 11.11% of the scientific streams of the entire annual English course program.

3.2. Students' responses

Question 1: How long have you been learning English?

The purpose of this inquiry was to get data regarding the duration of time students spent studying English. Students studied English for seven years (17 students) and eight years (12 students).

Question 2: How often do you study phonology?

This inquiry sought to determine the prevalence of phonological problems throughout the whole English course. Fourteen students (14) stated they were rarely exposed to phonology whereas fifteen (15) stated they often studied phonology.

Question 3: Do you believe that mastering pronunciation requires "phonological stress"?

This question was intended to find out how students felt about the importance of phonological stress in pronunciation learning. Twenty-six learners conceded that it was significant to the study of pronunciation while three students only disagreed with the idea.

Question 4: You learn stress because (choose one answer)

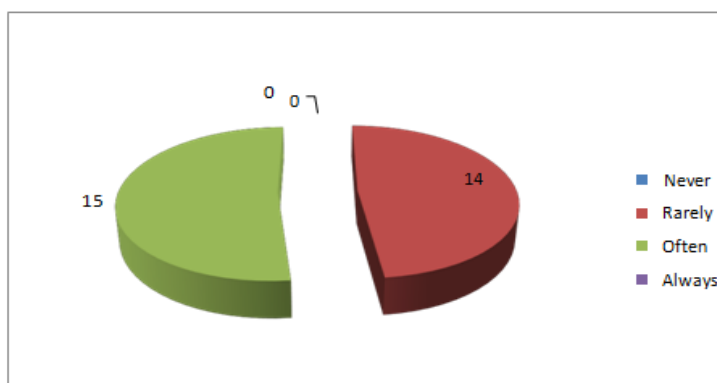
Responding to this multiple-choice question, students were required to choose the main reason that urged them to study stress, whether to develop their speaking ability, to fulfill the program, or to prepare for the BAC exam. Eighteen students contended that they learned stress to score high in the high-stakes exam. The remaining learners admitted the crucial role of stress in building successful communication.

The aforementioned results emanating from different sources of data revealed significant premises likely to make several inferences regarding the status of phonology and phonological stress in a constrained learning environment.

The students' questionnaire displayed a low frequency of students' exposure to the issue of phonology. Fourteen (14) students out of twenty-nine claimed that there is little exposure to the aspect of pronunciation which can be felt by the learners themselves, and whose answers to the questionnaire provided further support to the assumption that the teaching of phonology remains within the boundaries of limited instructional practice. The chart below (figure 2) can best depict their answers to question 2.

Figure 2

The frequency of phonology in ELT classrooms according to students



The students' answers to question 3 also provided salient data as to the importance of 'stress' to pronunciation. Twenty-nine students (90%) conceded the centrality of the suprasegment to pronunciation learning and the speaker's intelligibility. Their answers proved that they were well aware of the significance of stress and how its correct placement contributes to successful communication. As for learning stress, being either to get high exam scores or develop the students' speaking ability (question 4), eighteen (18) respondents claimed that they held the belief of the primacy of attaining high scores to pass the BAC exam, which maintains the assumption that the target is the exam score rather than improving their spoken English.

3.3. Teachers' Questionnaire

Another important source of data, the teachers' questionnaire, was devised to elicit information from an important pedagogical authority, the teacher, to add more reliability to the research work. The elicitation technique varied from close-ended to differential meaning scale to Likert scale questions. These questions were meant to sustain the quantitative aspect of the investigation.

Question 1: For what length of time have you been an English teacher?

In response to this inquiry, it was revealed that five teachers had been teaching English for more than twenty years, six had been teaching for ten to twenty years, and two had been teaching for less than ten years.

Question 2: Have you had any phonology-related in-service training?

Through a 'yes/No' question, and contrary to the pre-service training, all teachers admitted that they were **never** trained in the didactics of phonology.

Question 3: Is stress taught to students to get them ready for big exams?

The questionnaire was provided with a Likert scale attached, allowing respondents to indicate how much they agreed or disagreed with the statement. One teacher strongly agreed, six teachers agreed while six remaining teachers disagreed with the idea.

Question 4: How often do you assess stress?

The purpose of this question was to find out how frequently assessments are made as phonology-related training materials are developed. Answers revealed that ten (10) teachers **scarcely** did it, one (1) **never** did it, and two (2) often assessed stress.

Question 5: When assessing stress, teachers target: high-stakes exams or oral proficiency.

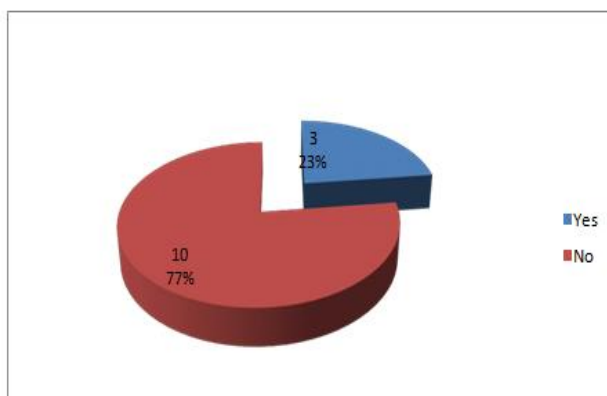
The purpose of this multiple-choice, closed-ended question was to gather information regarding the assessment's goal. Seven (7) teachers held the purpose of high stakes exam whereas six (6) others opted for oral proficiency.

This source of data provided reliable information as to the teaching of phonology. Teachers who had a long teaching experience (question 1) must have acquired some knowledge about the dimension of the sound system through their teaching and training. Teachers conceded that the subject of phonology rarely appears in the unfolding of the teaching units compared to other teaching aspects, and the students were rarely exposed to this type of instruction.

Concerning the second question of teachers' in-service training, ten (10) out of thirteen (13) teachers acknowledged that they did not receive any in-service training on pronunciation-related issues (Figure 3). The teachers' posture regarding in-service training and the low frequency of seminars on how to teach phonological and pronunciation-related strategies to EFL learners could be reinforced by the inspector's declarations which support the teachers' view and assure the accuracy of the teachers' responses about their exposure to phonology in their in-service training.

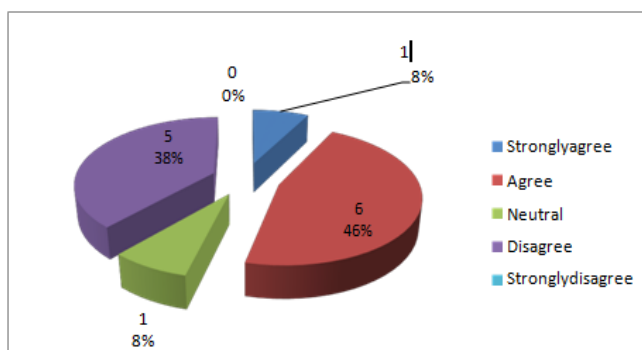
Figure 3

Phonology in-service teachers' training



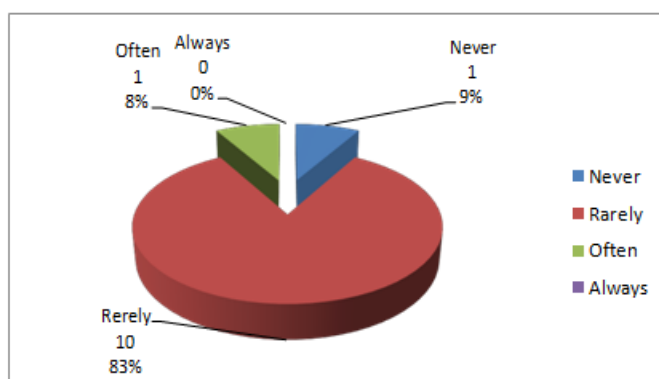
The question about the motive behind teaching phonology including stress (**question 3**), was devised in the form of a Likert scale to rate the teachers' purpose of teaching phonology, whether it is pronunciation skill building or sitting for the BAC exam. There is a high association between teaching stress and the BAC exam, according to the majority of teachers (54%) (figure 4). This tendency was confirmed by the informant instructors who, as previously shown, massively exhibited great agreement on the "teaching-test" correlation. In this regard, Benmoussat (2003) asserts that EFL high school teachers prioritize fulfilling the overburdened syllabus in due order, which may result in the detrimental teaching approach known as "teaching to the test" or "exam English." "A formal examination with its bias towards the written language will only exert a pernicious influence on language learning when it is regarded as an end in itself," claims Alexander (1967), following a similar line of reasoning. Therefore, the existing curriculum cannot by any means be centered around the issue of intelligibility and the development of pronouncing skills. The student is still seen as a recipient who needs to be loaded with information and given particular ways to handle stressful exams, use particular strategies, pass formal exams with the highest possible score, and ultimately receive recognition for their written work. The CBA type of active learner, who is capable of creating his worldview via the application of his information and abilities, is no longer the one doing it alone. He feels more subservient to the teacher in a classroom setting than he does independent, self-directed, and accountable learning.

Figure 4
Correlation between teaching stress and the BAC exam



The researcher looked into the assessment issue to determine whether this component of language instruction is being used in EFL classrooms to measure the frequency of stress assessment because assessment is recognized as an essential component of the teaching-learning process and is an independent variable of the phonological issue under investigation (question 4). As can be seen in the chart below (Figure 5), 83% (10 teachers) of the participants admitted that they rarely assessed the learning of stress, and 9% (1) of them stated that they never assessed the phonological aspect. These responses to the question about assessment as a necessary teaching practice to gauge the learner's performance in identifying and implementing the characteristics of the suprasegments for speech intelligibility. Additionally, educators assert that suprasegmental education was provided seldom and phonological stress instruction was infrequent.

Figure 5
Frequency of assessment of phonological stress



This chart provides a further indication of the critical neglect that teachers are manifesting towards the assessment of phonological stress, which reflects the poor quality of this type of teaching component.

3.4. Inspector's interview

The inspector was a 59 years old man with 29 years of teaching experience, currently holding the position of general inspector of English, supposedly a reliable academic authority, eager to be questioned through a structured interview on educational matters specifically the phonological issue which he regarded as a tricky problem for the teachers, likely to shackle the learner's listening intelligibility.

The structured interview most importantly revolved around three main points, first, the teaching aspects targeted in seminars and whether the issue of phonology or pronunciation is ever been considered by the inspector as a topic of discussion in seminars; second, the question of whether the phonological stress taught to exam scores or pronunciation skill; third, the way phonology stress is assessed by teachers.

As far as the question of phonology is concerned, the inspector yielded significant data as to the number of seminars scheduled in an academic year and the status of pronunciation in in-service training and classroom practices. Teachers attended two or three annual seminars, according to the respondent, that focused mostly on teaching the four main skills: speaking, listening, reading, and writing. Other topics covered included classroom management, lesson planning, learner-centered, teacher-centered, and so on. However, the question of how to teach phonology never appeared on the inspector's agenda to rank abreast of the least priority training tasks. Significant information regarding whether phonology was taught for exams or the development of pronunciation skills was also provided by the interviewee. He argued that exam scores lay at the heart of inspectors' and teachers' concerns alike on account of their consideration in yearly academic appraisals of scholastic performance. Since the BAC exam is fulfilled in a written form, the student's performance in phonology is gauged on a written basis, and there would be no need to focus on oral proficiency or pronunciation skills which, by contrast, held little significance in any academic assessment. The respondent, who frequently visits EFL classrooms, confirmed that phonological elements and the learning outcome of phonological stress are rarely found in classroom practices when it comes to the question of how frequently teachers expose their students to phonological matters like "stress."

The inspector's interview also exposed a significant truth regarding phonological instruction. The kind of in-service training that educators are sporadically required to undergo doesn't seem to be meeting their demands. It takes more than two seminars a year to give instructors the comprehensive pedagogies and pedagogical insights they need to handle the complexity and diversity of teaching English as a foreign language in the classroom. Moreover, these seminars usually concentrate on teaching the traditional skills of speaking, listening, reading, and writing; at most, they may cover classroom management or unit planning, but they never address phonology and pronunciation issues. The aforesaid premises suggest several inferences that corroborate the idea that phonology in general and stress in particular suffer neglect in an inauspicious discursive learning environment and, hence deserve the label of the Cinderella of language teaching.

4. DISCUSSION

The present research aimed to examine the teaching of suprasegmental phonology to third-year secondary school students. The research's conclusions produced several reliable data regarding phonological instruction. First, the amount of time spent teaching phonology is not relevant and should be revised; second, teachers showed a severe lack of in-service training in teaching phonological issues, including suprasegmentals; third, classroom instruction did not align with the competency-based philosophy, which emphasizes communicative-oriented language functions; and fourth, phonology is test-oriented, making it poorly taught and assessed. These factors counted significantly for the stress teaching demise and caused the phonological issue to fall behind other aspects of classroom instruction and eventually rank abreast of low priorities in language teaching.

Several recommendations relate to the way the phonological issue could be approached in terms of instruction. For instance, Teachers could adopt a set of strategies to manage the teaching and assessment of phonology. Teachers are invited to engage in professional development through reflection-in actions that allow them to address their gaps and misconceptions in knowledge and teaching of phonology, recognize their successes and failures, and identify the students' needs to become more effective and confident teachers. They should deploy pertinent strategies to better regulate the instructional practices, and strike a balance between the communicative and the written dimension of the learned material. Additional suggestions would include improving the 3AS textbook by presenting the phonological content methodically. More time and space need to be allocated to phonological components, such as stress patterns, by exposing students to pronunciation issues both directly and indirectly. Because phonology is so important to the development of communication skills, course designers have a responsibility to create engaging assignments and determine appropriate time constraints for their instruction.

Another crucial agent in promoting the aspect of phonology teaching is the application of a formative assessment. This type of assessment is a means for teachers to continuously provide feedback for their learners to maximize the application of phonological elements through process-oriented tasks like the practice

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of stress correctly on monosyllabic, disyllabic, or tri-syllabic words, or sentences to ensure intelligibility. Application of this type of assessment facilitates the direct and indirect exposure of the learners to phonological issues as mentioned previously. Similar tasks will increase the student's awareness about stress use and will help the teacher and the student alike gather evidence on the learning process, and make sound future decisions about phonology instruction.

5. CONCLUSION

In classroom practices, teachers could also resort to several techniques to enhance the pronunciation skill. Such mechanisms may include drilling and imitation, role play, group work, and pair work, which offer a solid background for pronunciation perfection. These techniques provide an opportunity for students to imitate and practice their teacher's or native speakers' model of pronunciation in terms of stress and intonation to improve the quality of their spoken discourse.

According to the same line of reasoning, educators might rely on students' innate drive to help them understand the significance of phonological stress and to encourage a positive attitude toward phonology to accomplish effective communication. They can pique students' attention in the phonology course by emphasizing how crucial emphasis is to a speaker's comprehensibility. Such measures besides others would spur the learners to increase their volition to engage in the classroom phonological practices, bolster their intellect, and allow the teachers to promote the teaching of suprasegmental phonology in language instruction.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The present research was amenable to ethical considerations emanating from the local pedagogical authorities of both Tlemcen University and the local high school administration. Prior consent was sought from all participants (teachers, students, inspector) who were warranted of anonymity, privacy, and full right of withdrawal from the investigation process any time wanted.

Funding: This research received no external funding.

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