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**An Evaluation of Pronunciation Teaching Content of**  
***English for Palestine 10* and Related Teachers'**  
**Competency Level in Light of Current Instructional**  
**Perspectives**

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*Dedication*

*To my compassionate parents*

*To my brother and sisters*

*To my beloved sons:*

*Ibrahim,*

*Alaa' &*

*Omar*

*To all with my eternal love*

## *Acknowledgement*

*This research would not have been possible without the assistance and blessing of Allah, the Almighty. All praise of gratitude and thankfulness are due to Him for enabling me to complete this work, and peace and blessings of Allah be upon His Messenger Muhammad.*

*I am also very grateful to my reputed supervisors, Dr. Walid Amer & Dr. Muhammad Abu-Shuqair, for their encouragement and advice.*

*Finally, I offer my regards to all those who supported me during the period of completing this work.*

**An Evaluation of Pronunciation Teaching Content of *English for Palestine 10* and Related Teachers' Competency Level in Light of Current Instructional Perspectives**

**Abstract**

This study aimed to evaluate pronunciation teaching with regard to an EFL multi-skills textbook (*English for Palestine 10*). The evaluation was intended to identify the extent to which pronunciation teaching content incorporated in *English for Palestine 10*, in addition to the related teachers' competency level match current instructional perspectives in pronunciation pedagogy. The evaluation included analyzing pronunciation teaching content in the student book (SB) and teacher's guide (TG) as well as observing pronunciation competency level of a sample of 10<sup>th</sup> grade Palestinian teachers of English language.

To achieve the aims of the study, the researcher reviewed a sample of related literature and identified a set of current pronunciation instructional perspectives. Then, she discussed and explored how these perspectives pertain to the effective teaching of English pronunciation. Based on that discussion, she identified and developed a suggested list of characteristics of pronunciation teaching content, in addition to a list of pronunciation teaching competencies that English teachers should be equipped with. In view of that, she constructed two tools: (a) a content analysis card for analyzing the target pronunciation content in the SB and TG; and (b) an observation card for scrutinizing the related competency level of twelve 10<sup>th</sup> grade Palestinian teachers of English language in Khan-Younis Governorate.

By applying the tools, and based on the collected data of the analysis and observation processes, several conclusions were reached, and here are the main ones: (a) pronunciation teaching content of *English for Palestine 10* falls short in adopting the suggested characteristics of pronunciation teaching content that match current perspectives in pronunciation pedagogy; and (b) 10<sup>th</sup> grade Palestinian teachers of English language were found to be poorly equipped with the suggested pronunciation teaching competencies that go in line with these perspectives.

Based on these conclusions, the researcher offered a number of recommendations related to the production of a supplementary teaching material for improving and modifying pronunciation teaching content of *English for Palestine* series (1-12). The researcher also offered a number of recommendations related to providing pre-service and in-service English language teachers with pronunciation training courses designed to equip them with the tools to incorporate current pronunciation instructional perspectives into *English for Palestine* series (1-12).

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## List of Abbreviations

<b>Abbreviation</b>	<b>Equivalent</b>
<b>CAP</b>	<b>Computer-Aided Pronunciation</b>
<b>CALL</b>	<b>Computer-Assisted Language Learning</b>
<b>EIL</b>	<b>English as an International Language</b>
<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ESL</b>	<b>English as a Second Language</b>
<b>GA</b>	<b>General American pronunciation accent</b>
<b>GFL</b>	<b>German as a Foreign Language</b>
<b>L1</b>	<b>First Language (mother tongue)</b>
<b>L2</b>	<b>Second language</b>
<b>NLP</b>	<b>Neurolinguistic Programing</b>
<b>NS</b>	<b>Native Speaker</b>
<b>NNS</b>	<b>Nonnative Speaker</b>
<b>RP</b>	<b>the Received Pronunciation Accent in Britain</b>
<b>SB</b>	<b>Student's Book</b>
<b>TB</b>	<b>Teacher's Book</b>
<b>TG</b>	<b>Teacher's Guide</b>
<b>WB</b>	<b>Work Book</b>

# **Chapter I**

## **Study Statement and Background**

### **Introduction**

#### **1.1. Statement of the Problem**

#### **1.2. Research Questions**

#### **1.3. Purpose of the Study**

#### **1.4. Significance of the Study**

#### **1.5. Definitions of Study Terms**

#### **1.6. Limitations of the Study**

### **Summary**

# Chapter I

## Study Statement and Background

### Introduction

Learning English language for complete communication requires learning four skills and other four sub-skills. The four skills are sometimes called the macro-skills, and they include listening, speaking, reading and writing. This is contrast to the micro skills, which include grammar, vocabulary, spelling and pronunciation.

Oral communication is a composite of interconnecting three language skills: speaking, listening and pronunciation which is presented as a subset of both speaking and listening development.

In the present study, attention is directed to pronunciation. It has been regarded as an important aspect in any language program intended to help learners to achieve success in oral communication. Jenkins (2000: 83) described it as "possibly the greatest single barrier to successful communication." Hence, Setter & Jenkins (2005:2) commented that it "needs to be addressed in the teaching of all languages, as clearly there is little point in learning a (living) language if one does not mean to communicate with other speakers of that language."

In view of that, in recent years, an increasing attention has been paid to provide pronunciation teaching that meets the communicative need of leaners. The area of pronunciation pedagogy witnessed a renewed recognition of that need, followed by a significant shift in the goal and methodology of pronunciation teaching.

Nevertheless, phonetic materials devoted to pronunciation teaching continue to receive less attention, and thereby there is a need for examining and improving them.

Driven by this need, this study evaluated pronunciation teaching content incorporated into an EFL multi-skills textbook (*English for Palestine 10*). It was believed that there is a need to investigate the extent to which that content matches current perspectives in pronunciation pedagogy, especially that the textbook was implemented as a trial edition. The evaluation included analyzing pronunciation teaching content in the student's book (SB) and teacher's guide (TG).

Additionally, since pronunciation teaching content could not be of advantage without the awareness and skill of the teacher, an observation of the competency level of a sample of 10<sup>th</sup> grade Palestinian teachers of English language in Khan-Younis Governorate regarding the teaching of pronunciation was also conducted as a complementary part in the evaluation process conducted in this study.

## **1.1. Statement of the Problem**

Dissatisfactions about English pronunciation teaching in Palestinian schools were expressed by many English language practitioners, supervisors and teachers.

Likewise, the researcher, as an English language teacher, observed limitations in the efforts that should have been directed to develop pronunciation teaching in Palestinian schools.

Accordingly, this study aimed to evaluate pronunciation teaching in *English for Palestine 10*. The evaluation was intended to identify the extent to which pronunciation teaching matches current instructional perspectives in pronunciation pedagogy. It was also processed as a means for finding out what aspects need improvement in pronunciation teaching and how to improve them.

## **1.2. Research Questions**

The study addressed the following main question:

To what extent does pronunciation teaching in *English for Palestine 10* match current instructional perspectives in pronunciation pedagogy?

Study secondary questions:

1. What are the suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy?
2. To what extent are such characteristics available in *English for Palestine 10*?
3. What are the suggested pronunciation teaching competencies that English language teachers should be equipped with?
4. What is the competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding the teaching of pronunciation?



### **1.3. The purposes of the Study**

This study intended to:

1. specify the characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy;
2. investigate the extent to which such characteristics are available in the content of *English for Palestine 10*;
3. specify pronunciation teaching competencies that English language teachers should be equipped with;
4. investigate the competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding the teaching of pronunciation;
5. offer recommendations for improving the production and development of pronunciation teaching material, and for promoting English language teachers' competency level regarding the teaching of pronunciation.

### **1.4. The Significance of the Study**

This study is significant because:

1. To the best of researcher's knowledge, it can be considered the first effort directed to evaluate English pronunciation teaching in a multi-skills EFL textbook directed to Arab learners. In this sense, it is significant due to its pioneering attempt to specify: (a) the characteristics of pronunciation teaching content that suit Arab learners; and (b) the related teaching

competencies that less experienced Arab teachers of English language need to be equipped with.

2. Additionally, this study is significant because it revealed deficits in pronunciation teaching content of *English for Palestine 10* and determined its need for improvement and modification. It also unveiled inadequate linguistic and professional competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding pronunciation and concluded their need for guidance and training.
3. Further, by specifying the characteristics of pronunciation teaching content, the study offered a proposal of the linguistic and pedagogical principles underlying the production and development of pronunciation teaching material that suit Arab learners. Further, by specifying the related teaching competencies, it suggested a framework for guiding and training pronunciation teachers. In this way, this study may compensate for current limitations in the efforts that should have addressed pronunciation teaching in Palestinian schools.

## **1.5. Definitions of Terms**

The following terms are used in the present study:

### ***English for Palestine 10***

It refers to the tenth EFL multi-skills English textbook of *English for Palestine* series (1-12) – the newly English language textbooks which are used in Palestinian governmental schools. It was chosen to be evaluated in this study because it is used at the final level (Grade 10)

of the Upper Basic Stage during which explicit pronunciation teaching starts to take place.

### **Upper Primary Stage**

It refers to the second educational stage at governmental schools in Palestine. It starts with grade 5 and ends with grade 10 (English Language Curriculum for Public Schools: Grades 1-12: 1999).

### **Evaluation**

The term *evaluation*, in this study, refers to the process of collecting and analyzing relevant information necessary to judge the effectiveness of pronunciation teaching process in light of current perspectives with regard to *English for Palestine 10* for the purpose of improving it.

### **Current pronunciation instructional perspectives**

In this study, they refer to a number of current instructional foci in the area of pronunciation pedagogy which emerged during the past three decades and which influenced the teaching of English pronunciation (See pp. 29-41 in this study).

### **Pronunciation content**

The researcher used the word content to refer to every part addresses pronunciation in every unit in the SB (activities, footnotes, margins, taped material or alike) and every part addresses pronunciation in every unit in the TG (lesson plans, explanations, guidelines, descriptions or alike) as well as its enclosed appendices.

## **Pronunciation features\ elements**

They refer to the following three categories: segmental features (consonants & vowels), suprasegmental features (intonation, rhythm & word\ sentence stress) and connected speech features (linking, assimilation, palatalization & deletion).

## **Pronunciation problematic\ critical areas**

In this study, they refer to specific problems related to a particular pronunciation feature\element and which cause difficulty to particular group of English learners. For example, whereas English vowels are pronunciation feature\ element, the following critical areas are specific problems related to vowels and they cause difficulty to Arab learners: (a) the production and perception of schwa sound; (b) the production of long pure vowels; (c) the production of a few pure vowels and diphthongs; and (d) the production of initial vowel without articulating the glottal stop \هـ\ الهمزة.

### **1.6. Limitations of the Study**

The limitations of this study are presented in the following points:

1. The evaluation conducted in the present study was directed only to pronunciation teaching content in *English for Palestine 10* and related teachers' competency level.
2. Only twelve 10<sup>th</sup> grade Palestinian teachers of English language (seven males and five females) from Khan Younis Governorate accepted video-taping their periods for evaluation purposes.
3. The observation of pronunciation teaching competencies was confined to the competencies which can be noticed in

classroom, during the teaching of one educational unit of *English for Palestine 10* and within the allotted time to teach it (almost two weeks).

## **Summary**

The main concern of this chapter was to highlight the research problem, the purposes of the study, its significance, its main questions, the definitions of terms used in it and its limitations.

## **Chapter II**

### **Literature Review**

#### **Section (1): Theoretical Framework**

##### **Introduction**

- 1.1. A Description of English pronunciation features**
- 1.2. Major language teaching approaches and pronunciation**
- 1.3. A Review of current perspectives in pronunciation pedagogy**
- 1.4. Current perspectives in pronunciation research**
- 1.5. Pronunciation teaching process in light of current perspectives**

##### **Summary**

#### **Section (2): An Overview of Related Previous Research**

##### **Introduction**

- 1. Research evaluating ELT materials**
- 2. Research evaluating *English for Palestine* series**
- 3. Research evaluating pronunciation teaching material**
- 4. Research evaluating the teaching of pronunciation teachers**

##### **Commentary on previous research**

##### **Summary**

## **Section (1)**

### **Theoretical framework**

#### **Introduction**

This section is organized in five main parts. They outline the scope of pronunciation component in English language teaching.

The first part presents a brief description of English pronunciation features.

The second part reviews how pronunciation component was viewed and taught over the period that witnessed the development of major language teaching approaches and methods.

The third part reviews current instructional perspectives in the area of pronunciation pedagogy and outlines them as appeared in a number of major publications and review articles.

The fourth part reviews a sample of current pronunciation research. It aims to determine which issues proved to be beneficial in practice and how.

Based on the reviews in the third and fourth parts, a set of current pronunciation instructional perspectives is identified in the fifth part. These perspectives are represented in a framework addressing the main strands of teaching process: why, what and how to teach pronunciation as well as teacher and learner's roles. Then, the researcher discusses how these perspectives pertain to the effective teaching of pronunciation. The premise underlying this discussion has

been to evolve and develop the criteria of pronunciation teaching required in this study.

## **2.1. A Description of English Pronunciation Features**

The sound system of English language combines three categories of pronunciation features: segmental features, suprasegmental features and connected speech features.

### **2.1.1. Segmental Features (Segments)**

The segment (sound) refers to the smallest unit of speech. Segments include two types: consonants and vowels.

**Consonants:** The consonant sound is formed when the speech organs obstruct the body of air expelled from the lungs, either completely or partially at certain points in the oral tract (Hajaj & Jaber 1991:18). Consonants can be described accurately by a combination of three dimensions (*ibid.*): (1) place of articulation, (2) manner of articulation and (3) voicing.

The places of articulation for English consonants can be summarized, as follows (Hajaj & Jaber 1991:18-65):

1. bilabial: produced by the two lips \ p, b, m\;
2. labiodental: produced with the upper teeth and inner lower lip \ f, v\;
3. dental: made with the tip of the tongue and the upper front teeth \ θ, ð\;
4. alveolar: formed with the tongue tip and the alveolar ridge \ t, d, s, z, n, l\;



5. alveo-palatal ( palato-alveolar): formed with the blade of tongue and the back of the alveolar ridge \ʃ, ʒ, ʒ, dʒ \;
6. velar: produced with the back of tongue and the velum (soft palate) \k, g, ŋ\;
7. palatal: made with the blade of tongue and the middle of hard palate \j\;
8. glottal: produced by air passing through open glottis ( through vocal cords) \h\;
9. labio-velar: produced when the lips are rounded and the back of tongue moves toward the velum \w\;
10. retroflex: produced when the blade of tongue approaches the alveolar ridge \r\.

Consonants can be also described according to the manner in which the airstream is released, as follows:

1. stop: produced when the air is completely obstructed at a particular point prior to release \p, b, t, d, k, g\;
2. fricative: produced when the air is forced through a narrow passage way creating continuous friction \ f, v, s, z, ʃ, ʒ, θ, ð, h\;
3. affricate: made when the sound begins as a stop and then released as fricative \tʃ, dʒ\;
4. nasal: unlike all other sounds, nasal sounds are made when the air releases through the nose, not the mouth \m, n, ŋ\;
5. approximant: they are either glides \w, j\ or liquids \l, r\. These sounds are produced when the air releases in an unobstructed manner.

The concept of voicing (whether the vocal cords vibrate or not) is the third dimension in describing consonants. It is very important since it distinguishes between stops, affricatives and affricates articulated in the same place. For example, both of the sounds  $\text{f}$  and  $\text{v}$  are fricative, but  $\text{f}$  is a voiceless sound (produced without vibration of the vocal cords); whereas,  $\text{v}$  is a voiced one (produced with vibration of the vocal cords).

**Vowels:** Unlike consonants, vowels are produced with "a relatively free flow of air" (Amer 2007:15). They fall in three main categories: pure or simple vowels (a single sound e.g.,  $\text{a}$ ); diphthongs (a glide of two pure vowels e.g.,  $\text{ar}$ ); and triphthongs (a glide of a diphthong and schwa sound e.g.,  $\text{aɪə}$ ).

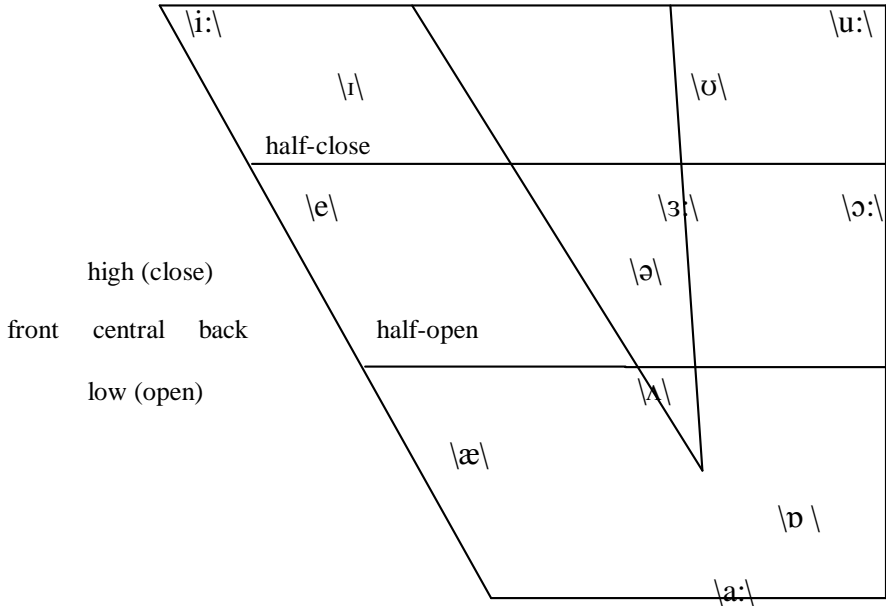
Pure vowels can be described adequately by a constellation of four characteristics (Hajaj & Jaber 1991: 99-110; and Celce-Murica *et al.* 1996: 95-97):

1. The height of the tongue (e.g., high, mid or low).
2. The part of the tongue involved in articulation (e.g., front, central or back).
3. The shape of the lips (e.g., rounded, neutral or spread).
4. The length of the vowel [e.g., tense (long) or lax (short)].

Diagram (2.1) below shows the positions of the tongue when articulating pure English vowels, and Table (2.1) summarizes the characteristics of these vowels as reported by Hajaj & Jaber (1991: 99-118).

## Diagram (2.1)

### The tongue representing the positions of vowels in articulation



(Hajaj & Jabber 1991:102)

**Table (2.1)**

**The characteristics of pure English vowels**

Pure vowel sound	Part of tongue involved	Height of tongue raised	Shape of lips	Length	Position in word: initial, mid & final
\ i:\	front	slightly below the close position	spread	long	eat-meat- sea
\ ɪ\	front, but nearer to the center	above the half-close position	spread	short	ink-fig-happy
\ e\	front	between the half-open & half-close position	Neutral (neither spread nor closed)	short	any-red
\ æ\	front	between the half-open and open position	neutral	neutral (neither short nor long)	apple-fat
\ u:\	back, but between the center and the back	quite close to the upper roof of the mouth	closely rounded	long	tool-stew
\ ʊ\	back, but nearer to the center	above high-close position	closely, but loosely rounded	short	put-weak form of "to"
\ ɔ:\	back	between half-open & half closed position	medium rounding	long	all-more-law
\ ɒ\	back	open -position	slight open lip-rounding	short	ostrich-dog
\ a:\	back, but between the center and the back	open position	neutrally open	long	art-heart-car

\ ɜ : \	back central	between half-close & half-open	neutrally spread	long	earth-girl-fur
\ ʌ \	central	slightly below the half open-position	neutrally open	short	onion-cut
\ ə \	central	between half open & half-close when occurs initially, and between half-open to open when occurs finally.	neutral lip position	short	again-perhaps-banana

With regard to diphthongs, they can be divided into three categories according to their second element, as follows (Hajaj & Jabber1991:111):

1. \əʊ\ as in: old – note – soap – soul – toe;  
     \ɑʊ\ as in: out – now – spouse –plough;
2. \eɪ\ as in : make – pray – prey –steak – vein – gauge;  
     \aɪ\ as in: I – bite – pie – buy – try – guide – sigh;  
     \ɔɪ\ as in: oil – boy – poison – lawyer;
3. \ɪə\ as in: ear – here – beer – weir –appear – fierce;  
     \eə\ as in: hair – bear – bare – their – there;  
     \ʊə\ as in: poor – tour – sure – endure.

Observing the English diphthongs above, it is clear that there are five ones with no schwa at the end, and they can be followed by schwa forming the following five English triphthongs (p.112):

Most frequent	}	\a ʊ ə\ as in: our – coward – tower;
		\a ɪ ə\ as in: I'm – tired – fire;
		\e ɪ ə\ as in: prayer – player;
Less frequent	}	\ɔɪ ə\ as in: royal – loyal;
		\ə ʊ ə\ as in: slower – grower.

**Consonant Cluster:** The articulation of English sounds within words and at word boundaries is related to a specific dimension of English speech – the concept of consonant cluster. It refers to a group of consonants that come together without an intrusive vowel sound to break that sequence (Amer 2007:12).

In English, a sequence of two, three or four consonants can take place within a word; whereas, at word boundaries, a sequence of more than four consonants may take place, such as: *twelfth street, mixed sweet, banks closed* and so on. Table (2) below shows examples on these sequences within English words.

**Table (2.2)**  
**Consonant sequences within English words.**

Initial	Medial	Final
CC (e.g., bright)	CC (e.g., window)	CC (e.g., collect)
CCC (e.g., spring)	CCC (e.g., country)	CCC (e.g., songs)
–	CCCC (e.g., exclude)	CCCC(e.g., glimpsed)

(C= consonant)

### 2.1.2. Connected Speech Features

Another related dimension to the articulation of English sounds is the adjustments of these sounds in connected speech, and which reflect native speakers' attempts to connect words and syllables smoothly in the normal stream of speech (Celce-Murica *et al.* 1996:165).

When describing how sounds are articulated in connected speech, the following areas should be highlighted (Avery & Ehrlich 1992: 84-88; and Celce-Murica *et al.* 1996: 158-165):

- § **Linking (Liaison):** It refers to the connection of one word's final sound to the initial sound of a following one in speech (e.g., *blue ink* →\blu:wɪŋk\ and *left arm*→\lef ta:m\).
- § **Assimilation:** It refers to the linking of consonants in which the place of articulation of the first consonant is assimilated to the following one (e.g., *I can't go*→\aɪ kənʒəʊ\ & *I can't believe it*→\aɪ kəmbli:vɪt\).
- § **Palatalization:** It refers to the linking of sounds in which the two sounds change into a palato-alveolar sound (e.g., \d\ + \j\→\dʒ\, \s\+ \j\→\ʃ\, \t\ +\j\→\tʃ\ and \z\+\j\→\ʒ\). It occurs regularly with words such as 'did', 'would', and 'could' when followed by 'you'.
- § **Deletion (Elision, Ellipsis, or Omission):** It refers to the process in which a consonant sound is not articulated within consonant cluster at word boundaries (e.g., *text<sup>x</sup>book*, *hand<sup>x</sup>s* and *blind<sup>x</sup>man*) with the exception of consonant clusters starting with grammatical endings such as *and missed chances*.

### 2.1.3. Suprasegmental Features

Trask (1996) defined the suprasegmental feature as "a phonological element whose domain is something larger than a single segment and whose phonetic realization can only be described by reference to adjoining domains in the same utterance" (p. 343). Suprasegmental features include stress (word stress & sentence stress), rhythm and intonation.

**Word Stress:** When one English word has more than one syllable, one of these is made to stand out more than the other(s). The syllable that receives the greater intensity of sound is referred to as stressed syllable, and the stress that is placed upon that syllable is variously associated with greater loudness, higher pitch and greater duration.

The placement of English word stress is not fixed; however, there are few generalizations. Appendix (1) presents a number of the rules that govern the placement of stress within English words, as reported by Avery & Ehrlich (1992:67-71), Kenworthy (1987:63-65) and Celce-Murica *et al.* (1996:133-142).

**Sentence Stress:** Sentence stress refers to the various stressed elements of each sentence (Celce-Murica *et al.* 1996:152). In English sentences, stress is usually placed on content words including nouns, main verbs, adverbs, adjectives, question words and demonstratives; whereas, function words such as articles, prepositions, auxiliaries, and relative pronouns, are usually unstressed (Avery & Ehrlich 1992:74-5).



Another related aspect to sentence stress is called *prominence*. It refers to the greatest degree of stress placed on a particular element in a sentence. It is placed on the stressed syllable of the word that the speaker wishes to highlight, and it can be placed on any element depending on the context (Avery & Ehrlich 1992:75).

There are three circumstances governing the placement of prominence (Celce-Murica *et al.* 1996:176-7):

1. normal prominence: the placement of prominence on the word that signals new information;
2. emphatic stress: the placement of prominence on the word that highlights particular information (similar to normal prominence but produced by greater degree of emphasis);
3. contrastive stress: the placement of prominence on the word that communicates contrasted information.

**Rhythm:** Celce-Murica *et al.* (1996:152) described English rhythm as "the regular patterned beat of stressed and unstressed syllables and pauses". Kenworthy (1987:30) added that it is "a product of word stress, and the way in which important items are foregrounded and unimportant items are backgrounded by their occurrence on a weak beat."

In English speech, there is a tendency for stressed syllables to occur at regular intervals. This stress-timed nature of English means that the length of an utterance does not depend on the number of syllables, but on the number of stresses. Therefore, the amount of time needed to say an English sentence depends on the number of

stressed syllables, not all syllables (Avery & Ehrlich 1992:73; Celce-Murica *et al.* 1996:152).

On the other hand, in many other languages (syllable-timed languages), rhythm is a function of the number of syllables in a given phrase, not the number of stressed elements. So, in these languages, the amount of time required to say a sentence depends on the number of syllables, not on the number of stresses (Avery & Ehrlich 1992:74; Celce-Murica *et al.* 1996:152).

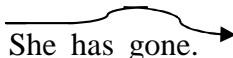
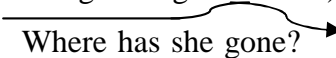
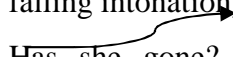
***Intonation:*** Intonation is generally defined as the manipulation of pitch for linguistic and paralinguistic purposes (Lefèvre *et al.* 1992:35). Pitch refers to the relative highness or lowness of the voice, and there are four levels for phonetic pitch in English; extra high, high, middle and low (Celce-Murica *et al.* 1996:184-5).

The movement of pitch within an intonation unit (thought group) is referred to as the intonation pattern (contour). Here are the most common intonation patterns in English (Avery & Ehrlich 1992:76-7; Celce-Murica *et al.* 1996:184-5):


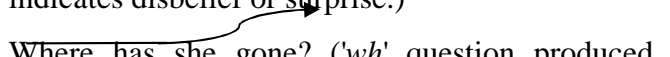
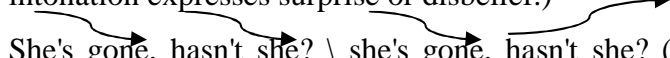
- § rising-falling intonation in which pitch level raises from middle to high then falls to low;
- § rising intonation in which pitch moves from middle to high.

The manipulation of pitch in English conveys several functions: grammatical, social and conversational, and here is a brief description of these functions as reported by Avery & Ehrlich (1992:76-80) and Celce-Murica *et al.* (1996:184, 201- 202).



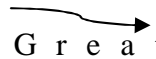
Intonation reflects the grammatical function of an utterance. Unmarked grammatical utterances (neutral utterances) have predictable intonation; for example:

- a.  She has gone. (A declarative statement produced with rising-falling intonation)
- b.  Where has she gone? ('wh' question produced with rising-falling intonation)
- c.  Has she gone? (yes\ no question produced with rising intonation)

However, these neutral utterances are sometimes marked, and prominence is placed on otherwise elements than predicted to communicate special intention; for example:

- a.  She's gone. (A statement produced with rising intonation and indicates disbelief or surprise.)
- b.  Where has she gone? ('wh' question produced with rising intonation expresses surprise or disbelief.)
- c.  She's gone, hasn't she? \ she's gone, hasn't she? (The falling intonation with tag question expresses confidence and certainty, and the rising one expresses the reverse.)

Intonation has also a social function. It reflects the speaker's attitude and emotion. Pitch changes can signal many different meanings for the same utterance and thereby they play an important role in communicating speakers' intentions. Various emotions can be expressed by changing pitch range, as follows:

- (a)  Great (neutral);
- (b)  Great (enthusiastic);
- and (c)  G r e a t (sarcasm).

In addition to the grammatical and social function, intonation has a conversation management function. It lets the listener know if the speaker wants to continue or is ready to yield the floor for him. In English conversations, many complete grammatical strings are not perceived as complete when they are not produced with utterance-final intonation, and thus indicate that the speaker is not finished.

## **2.2. Major Language Teaching Approaches and Pronunciation**

The following account explores the treatment of pronunciation component over the period that witnessed the evolution of language teaching methods.

During the most part of the nineteenth century, the teaching of pronunciation was irrelevant in the field of foreign language teaching, under the influence of the Grammar-Translation Method (Richards & Rogers 2001: 4-6). In this method, foreign language was not taught for everyday communication. For that reason, speaking skills were neglected, and pronunciation was not given attention (Kailani & Muqattach 1995:39).

Later on, and by the mid of the nineteenth century, an opposition to the Grammar-Translation Method was developed due to the increased opportunities for communication and the need for developing oral proficiency in foreign languages (Richards & Rogers 2001:7-8).

The rejection of the Grammar-Translation Method was followed by several efforts that worked toward reforming the teaching of a foreign language (Richards & Rogers 2001:11).

For instance, the foundation of the *International Phonetic Alphabet Organization* in the late 1880s resulted in the integration between phonetics and L2 teaching and the devotion of descriptive and analytical techniques for teaching the sound systems of languages with the aid of phonetic alphabet (Celce-Murica *et al.*1996:3).

Later on, in the late of the nineteenth century, the foundation of the Direct Method brought about a special attention to the teaching of aural\oral language skills, and pronunciation started to grow in prominence (*ibid.*).

In this method, the process of learning L2 was viewed as being the same as that of acquiring L1; therefore, the method allowed an extensive use of oral language from the initial stages of learning, and thereby pronunciation was taught through imitation and repetition of speech models and acquired by intuition (*ibid.*).

Nevertheless, the early part of the twentieth century witnessed a decline of the Direct Method (Richards & Rogers 2001:13), which, in turn, brought about a weakening of pronunciation teaching (Celce-Murica *et al.* 1996:3). The decline of the method was ascribed to the difficulty encountered to implement it. That is, it required a highly competent teacher and much time for practice (Richards & Rogers 2001:13).

This was followed by the development of the Reading Method. This method emphasized developing reading abilities and neglected

other skills, and pronunciation was paid minimal attention (Kailani & Muqattach 1995:44).

Approaching the conflicts of World War II, the need of military for oral proficiency and the development of materials for preparing speakers to communicate resulted in the advent of the Audiolingual Approach in the U.S.A. and the Situational Language Teaching in Britain (Richards & Rogers 2001:36,50).

In both methods, priority was given to spoken language, emphasizing listening and speaking from the initial stages of learning, and great importance was attached to pronunciation with special attention to intonation (Kailani & Muqattach 1995:47).

Morley (1991:485) reported that instruction in these methods was characterized by "articulatory explanations, imitation, and memorization of patterns through drills and dialogues, with extensive attention to correction."

However, by the 1960s, pronunciation teaching was dismissed again with the development of the Cognitive Approach (Celce-Murcia *et al.*1996: 4-5).

Yet, the following period witnessed some indications of change in the area of pronunciation teaching. The change is ascribed to the advent of two methods during the 1970s: the Silent Way and Community Language Learning. The contribution of these two methods was discussed by Celce-Murcia *et al.* (1996: 5-7) as shown in the following two paragraphs.

They noted that the Silent Way stressed the accurate production of sounds and structures of the target language from the initial stage of instruction, like the Audiolingualism, but learners' attention was focused on individual sounds, how words combine in phrases, how blending, stress and intonation shape the production of an utterance, with no learning of the phonetic alphabet. Also, they added that pronunciation was taught inductively through the use of gestures, body movement, and through the use of several tools such as sound-color charts, Fidel wall charts, word charts, and color rods.

They also reported that the Community Language Learning was 'intuitive and imitative' in its approach to pronunciation, like the Direct Method, but it made use of several critical tools and techniques such as the use of audiotape recorder and the private classes as an ideal condition for learning. They explained that pronunciation practice, in this method, was controlled by the learners (rather than the teacher or textbook), who could select recorded models of speech and decide the amount of repetition needed until they could approximate the target pronunciation to the extent they desire.

Whereas pronunciation was emphasized in the Silent Way and the Community Language Learning, Pennington (1989:20) noted that this was not the case with other methods such as the naturalistic methods (Total Physical Response and Natural Approach).

In these methods, understanding the spoken word should precede its production, so a period of delayed speaking was advocated until students feel they are ready to speak (Larsen-Freeman1987:60-61), so pronunciation was not taught explicitly but naturally "as a byproduct of attempts by students to communicate" (Pennington 1989: 20).

In contrast to the view of Naturalistic Methods regarding pronunciation teaching, the advent of the Communicative Approach during the 1980s brought "a renewed urgency to the teaching of pronunciation " (Celce-Murcia *et al.* 1996:7).

With the ascendancy of the Communicative Approach, which focused on language as a communication, a broad focus on pronunciation in the context of discourse started to be advocated. The focus on pronunciation features has been broadened to include suprasegmentals, connected speech features and broader units of discourse (Pennington & Richards 1986:207-8).

Nevertheless, the Communicative Approach did not adequately deal with the communicative role of pronunciation in language teaching (Greenwood 2002:3). That is, it did not develop "an agreed-upon set of strategies for teaching pronunciation communicatively" (Celce-Murcia *et al.* 1996:8). As a result, teachers and material developers found it difficult to teach pronunciation communicatively (Jenkins 1998:119).

Up to this end, it seems that over the period that witnessed the evolution of language teaching methods, the teaching of pronunciation has become a controversial topic. It has been characterized by frequent change, and affected by the development of successive and sometimes competing language teaching approaches. This was due to differences of opinions, expressed by various language methodologies, about the role of pronunciation aspect in language teaching and about how effectively it should be taught.



### **2.3. Review of Current Instructional Perspectives in Pronunciation Pedagogy**

The changing perspectives in language methodology in relation to pronunciation (as shown in the previous part in this study) brought about a state of *uncertainty* about the role of pronunciation (Pennington & Richards 1986:208). Morley (1991:485) commented that:

" ... a lot of questions were raised about pronunciation in the ESL curriculum. There were questions about the importance of pronunciation as an instructional focus, questions about whether or not it could be taught directly at all, questions about the assumption it could be learned at all under direct instruction. The effect was that more and more programs gave less and less time and explicit attention to pronunciation; many programs dropped it entirely."

Nevertheless, during the last quarter of the twentieth century, a number of developments in language methodology emerged and brought about new instructional alternatives and innovations in pronunciation pedagogy.

For instance, the use of English language as a dominant medium of communication was among these developments. This was followed by a shift from targeting native-like accent toward targeting intelligibility as more suitable and realistic goal for the majority of English learners (Jenkins 1998:119).

In addition, there was a growing recognition of learners' specific needs, individual differences, learning styles and strategies as well as learners' active participation in the learning process (Morley 1991:483). This was followed by a decline of language teaching methods as they have been considered as '*prescriptive and inapplicable*' to the diversity of learners and their needs, and this was

coupled with a need for selecting and blending various methodological aspects in a principled manner (Hinkel 2006:110-111).

These developments influenced the teaching and learning of all language skills and aspects, including pronunciation, and led to a number of changing perspectives.

With regard to pronunciation, Morley (1991:486) reported that, "The agents of change were a number of ESL professionals who began to raise issues and suggest expansions and changes of emphasis in classroom practices." These issues included (*ibid.*):

- a. the importance of meaningful and contextualized practice of pronunciation features;
- b. the importance of the spelling/pronunciation link;
- c. the importance of learners' cognitive involvement and speech self-monitoring;
- d. the role of the affective dimension in learning;
- e. the need to consider aspects of variability in L2 pronunciation performance;
- f. the need to consider teachers and students' preferences for correction;
- g. the importance of addressing linguistic, affective, social, and methodological considerations in L2 pronunciation instruction;
- h. the role of listening practice in developing prosodic features;

- i. the need to consider issues of mutual intelligibility among speakers from different cultures.

These issues were of continuing concern and a number of pronunciation textbooks and review articles starting with the late 1980s and up to the 2000s stressed them in developing English pronunciation instruction.

For instance, Pennington & Richards (1986) highlighted a shift toward a top down approach to pronunciation that comprises segmental, voice-setting, and prosodic features and considers the influence of learner's factors that affect the acquisition of these features. The researchers also outlined a number of general recommendations regarding pronunciation and its place in second language teaching; including (p. 219):

- 1.The teaching of pronunciation must focus on longer term goals; short-term objectives must be developed with reference to long- term goals.
- 2.The goal of any explicit training in pronunciation should be to bring learners gradually from controlled, cognitively based performance to automatic, skill-based performance.
- 3.Teaching should aim toward gradually reducing the amount of native language influence on segmental, voice-setting, and prosodic features but should not necessarily seek to eradicate totally the influence of the native language on the speaker's pronunciation in the second language.
- 4.Pronunciation ought to be taught as an integral part of oral language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral production of words and sentences.
- 5.Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored.

New perspectives in pronunciation instruction guided pedagogical orientations, with the production of teaching materials that drew on and expanded new ideas.

For instance, *Current Perspectives on Pronunciation*, edited by Joan Morley in 1987, was an important source of information for teachers. It comprised a collection of seven papers treating the topic of pronunciation teaching from a variety of perspectives. The book focused on several issues including:

- a. learner's needs, attitude and aptitude;
- b. the incorporation of pronunciation practice in group activities;
- c. sound discrimination and listening comprehension for improving pronunciation;
- d. sound/symbol relationships;
- e. potential problems in fluency due to the difficulty of handling consonant clusters across word boundaries;
- f. focus on the selection of teaching items based on the frequency and functional nature of sounds.

Approaching the 1990s, this renewed interest in pronunciation continued to develop. Murphy (1991) reported the perspectives in pronunciation instruction, as appeared in a numerous survey articles and research reports of that period, as follows (pp.58-60):

1.Pronunciation needs to be approached from both macro- and microlevel perspectives.

2.Attaining better pronunciation habits is intimately linked with learners' affective states.

3.Improvement in pronunciation depends upon significant commitments of both time and energy from learners themselves.

4.The cues of standard orthography coupled with consistent references to phonological information facilitate the teaching of both segmental and suprasegmental features of the sound system.

5.Practice on segmental as well as suprasegmental levels of the sound system needs to be integrated with broader level communicative activities in which speakers and listeners engage in a process of exchanging meaningful information.

Morley (1991) remarked the major instructional strands that characterized a number of innovative pronunciation programs, and which, according to the author, reflected '*a shared underlying belief system*' that guided current directions in pronunciation pedagogy, as follows (p.493-495):

1. focus on pronunciation component as an integral part of communication, and not as an isolated aspect;
2. focus on suprasegmentals and how they are used to communicate meaning in the context of discourse, as well as segmentals and their combinations;
3. focus on voice quality features, paralinguistic features, articulatory settings and elements of body language used in oral communication;
4. focus on learner involvement through self-monitor, self-correction and self-responsibility; and teacher's role as a facilitator and organizer of instructional activities;
5. focus on meaningful practice of both segmentals and suprasegmentals;

6. focus on the link between listening and pronunciation and the need to expand the nature and range of pronunciation-oriented listening activities;
7. focus on sound/spelling relationships and utilizing English orthography as a key tool in teaching pronunciation;
8. focus on the uniqueness of each learner by adapting the material to student's personal learning and communicability strategies, as well as the impact of input and instruction.

Responding to this renewed interest in developing the teaching of English pronunciation, Morley (1991: 496-507) also suggested six instructional strands of a multidimensional pronunciation teaching process, as follows:

1. focus on program philosophy that considers pronunciation as integral part of oral communication by adopting a dual focus framework which emphasizes both speech production (through a microlevel focus on speech production) and speech performance (through a macrolevel focus on speech performance);
2. focus on learner goals, standards, and outcomes;
3. focus on learning dimensions by incorporating whole-person learner involvement (intellectual, affective and performative involvement);
4. focus on the learner and learning involvement by assisting learners in developing useful awarenesses and attitudes;

5. focus on the teacher and teacher involvement as pronunciation/speech *coach*, with variety of responsibilities;
6. focus on the instructional planning that encompasses: (a) the cognitive dimension, (b) the affective dimension and (c) a practice dimension;

In a similar vein, Scarcella & Oxford (1994) discussed the state of the art in pronunciation instruction and described a comprehensive, research-based approach to teaching pronunciation. Here are the characteristics of the suggested approach (pp.225-6):

1. It considers intelligibility as a more realistic objective than nativelike pronunciation.
2. It prioritizes training on stress and intonation instead of sounds.
3. It emphasizes communicative activities instead of pronunciation drills, and deemphasizes explanation and description, unless when they are helpful to students.
4. It emphasizes students' responsibility for improving their pronunciation, and gives attention to self-monitoring skills and awareness strategies.
5. It emphasizes teacher's role for providing students with the kind of instruction they need to accomplish their goals.
6. It considers the affective dimension in learning through the incorporation of relaxation activities for the purpose of lowering anxieties and resistance to improving pronunciation.

Continuing into the 1990s, a part of research in pronunciation teaching took up the position to assess the application of new perspectives in pronunciation instructional material, suggesting ways in which material can be brought more in line with current interests.

For instance, Jones (1997) reviewed recent research on the acquisition of second language phonology, discussed its contribution towards pronunciation teaching, and examined the extent to which research findings are reflected in currently used pronunciation teaching materials.

He found out that although materials for the teaching of pronunciation have changed significantly over the past 50 years, under the impact of communicative approach, and that they have begun to incorporate more meaningful and communicative practice by emphasizing suprasegmentals, and other features which reflect current research into the acquisition of second language phonology, they still reflect the behaviorist notion of habit formation of the 1950s.

Accordingly, Jones (1997) called for more attention to bring pronunciation teaching material in line with current research and recommended adherence to the following instructional foci (110-111):

1. Focus on the communicative function of suprasegmental features in spoken discourse, and prioritizing them in instruction.
2. Focus on explicit and controlled practice, but to be tempered with opportunities for meaningful and communicative practice and integrated into effective communication.



3. Focus on learner's variables which affect the acquisition of pronunciation, including those relating to cognitive development, linguistic universals and psychological and sociological conditions, in addition to the need to address the ones that can be changed such as motivation and exposure.
4. Focus on the importance of consciousness raising and self-monitoring in the acquisition of English pronunciation.
5. Widening the focus on contrastive analysis for identifying differences between L1 and L2 for treating problems based on L1 transfer to include universal constraints of human speech production and perception, and non-phonological developmental characteristics.
6. Focus on developing traditional techniques of error correction and complicated ways to deal with the effect of L1 toward the prediction of problems based on learners' native language and adopting consciousness raising activities.
7. Focus on learners' different needs and providing opportunities of Self-Access Language Learning.
8. Focus on listening as an important part in pronunciation training along with authentic listening tasks with a variety of accents.
9. Focus on the integrated teaching of pronunciation for communication and in conjunction with other L2 skills.

Pronunciation research of the 2000s continued examining already existing perspectives, extending and refining them for the purpose of directing pronunciation pedagogic orientations.

For instance, Wrembel (2001) presented an overview of current innovations in pronunciation pedagogy, which were drawn from other disciplines such as psychology, neuro-linguistics and drama. He concluded his review in favor of an interdisciplinary approach, the one that applies findings of other disciplines such as psychology and drama; appeals to different senses; and considers personal, affective and socio-cultural factors.

Also, *English Pronunciation in Use*, written by Hancock in 2003, is among the major publications of the 2000s for self-study and classroom practice. It reflects the way pronunciation teaching is likely to develop in terms of:

- a. integrated work on segmental and suprasegmental features;
- b. making distinction between pronunciation features that learners need to develop in their own speech, and those that are important primarily for listening comprehension;
- c. emphasizing both receptive and productive practice;
- d. exposure to a variety of accents in the recorded material and adopting one model (British) in speaking work;
- e. developing recognition and production of pronunciation features that speakers use to construct discourse;
- f. paying attention to sound/spelling relationships;
- g. focusing on pronunciation features as they function in the context of conversation, including discourse organization, prominence and tone.

The latest interests of current research in pronunciation in ESL, EFL and EIL contexts were reported by Jenkins (2004), and here is a summary of main points:

1. There is a preoccupation in teaching intonation from a discourse perspective, with an emphasis on its communicative function rather than the grammatical and attitudinal functions as well as within the lexical approach (the teaching of vocabulary and grammar in lexical phrases and not as a series of discrete items).
2. There is an interest in promoting the acquisition of intelligible pronunciation, in ESL\EFL contexts of use through various ways; including:
  - § continuous examination and reflection on the effect of the socio-psychological factors and the influence of L1;
  - § emphasizing the role of suprasegmentals on intelligibility in NS-NNS communication and considering the perspectives of native and nonnative listeners;
  - § considering the factors involved in the intelligibility and comprehensibility of nonnative speech;
  - § investigating the effects of different types of instruction on learners' accents.
3. There is an interest in promoting the acquisition of intelligible pronunciation in EIL context of use through various ways; including:
  - § examining the effect of socio-psychological factors in NNS-NNS interactions;

§ highlighting the role of segmentals in EIL interaction;

§ emphasizing learner choice of accent, and establishing a social identity of the L2 community in EIL context without losing L1 identity.

4. There is an increasing interest in employing technological advances in pronunciation training through the use of the electronic materials, and analyzing speech samples to understand and work on speech features.

In conclusion, based on the preceding review, here is a summary of the main current issues which were recommended during the last three decades:

1. setting intelligibility as a realistic and suitable goal of pronunciation teaching;
2. prioritizing suprasegmentals in EFL\ESL contexts and segmentals in EIL context;
3. incorporating both suprasegmentals and segmentals, in addition to voice quality features and non-verbal correlates of speech in pronunciation instruction;
4. employing sound\spelling relationship as a source in pronunciation teaching;
5. emphasizing the link between pronunciation and listening;
6. integrating pronunciation with the teaching of other language learning practices;

7. incorporating both deductive and inductive modes of pronunciation practice;
8. focusing on both perception and production of pronunciation features;
9. considering learner's factors and incorporating learning domains in pronunciation teaching process;
10. emphasizing teacher's role as pronunciation trainer and facilitator.

#### **2.4. Current Perspectives in Pronunciation Research**

This part is concerned with pronunciation research that took up the position to assess the application of new issues in pronunciation instruction. The need to take this research into account derives from the fact that it may provide informed decisions about the benefit and practicality of these issues.

Pronunciation research supported the establishment of intelligibility as a practical goal of pronunciation instruction.

For example, Munro & Derwing (1995, 1997) proved that an utterance may be heavily accented, but at the same time highly intelligible and comprehensible.

Munro & Derwing (1999 in Levis 2005: 370) commented that intelligibility " recognizes that communication can be remarkably successful when foreign accents are noticeable or even strong, that there is no clear correlation between accent and understanding."

Few empirical studies were concerned with pronunciation elements that may affect the intelligibility in EFL\ESL contexts.

For instance, Hahn (2004) found out that primary stress contributes significantly to the intelligibility of nonnative discourse, and thereby her study offered a support to the inclusion of suprasegmentals in pronunciation teaching.

Likewise, the study of O'Brien (2006) was another call for prioritizing prosodic features in in EFL context. The results of the study indicated that the speakers who mastered prosodic aspects were regarded as more native-like than those who did not.

Several other researchers compared the effectiveness of different types of instruction and found a positive outcome of instruction which focused on global strategies (prosodic features, general speaking habits) advocated by Firth (1992: 178) as opposed to a concentration on individual segments.

For instance, Derwing *et al.* (1997) showed the effect of direct instruction that has a global focus, rather than a segmental one, in promoting at least one of the aspects of oral production (intelligibility, comprehensibility, accent) with fossilized ESL learners.

A following and more extended study conducted by Derwing *et al.* (1998) introduced more interesting evidence in favor of direct instruction on one hand, and the global framework on the other hand in promoting the aspects of oral production with ESL learners.

The researchers showed that all aspects of oral production (comprehensibility and accentedness in sentences; comprehensibility, accentedness, and fluency in narratives) were improved with the group

taught with a global focus, and the accentedness of the group taught with the segmental focus was improved more than that of a global focus and the group that did not receive specific pronunciation training.

This conclusion relates improvement to instruction, particularly, if it has a global orientation.

The positive effect of instruction that has global focus was replicated by Derwing & Rossiter (2003), and additional evidence in favor of global focus rather than segmental one was provided.

That is, in their study, although the group taught with segmental showed improvement in phonological accuracy more than the group of global focus, their overall performance did not improve by the end of the program as opposed to that of the other group.

The conclusion was that "if the goal of pronunciation teaching is to help students become more understandable, then this study suggests that it should include a stronger emphasis on prosody" (Derwing & Rossiter 2003:14).

On the other hand, pronunciation research in EIL context showed that the interlocutors in NNS-NNS interaction place greater reliance on the segmental level, and engage in particular communication strategies and accommodation processes for achieving understanding (Jenkins 2000, 2002; and Field 2004, 2005).

In effect, this research regarded the ability to articulate English sounds (consonants and vowels) as a basic premise for all learners of English language who will be engaged in NNS-NNS interaction.

A number of empirical studies which investigated the role of instruction on the acquisition of L2 pronunciation presented implications related to pronunciation current topics.

For instance, Elliott (1997) examined the role of formal instruction in improving the pronunciation of adults and demonstrates that formal instruction can be a positive addition to the communicative approach.

The findings of the study also highlighted the need to focus on grapheme/phoneme relationship in pronunciation teaching and the need for systematic monitoring of learners' speech to minimize transfer errors.

Isaacs (2009) highlighted the challenge in pronunciation-teaching of integrating the formal teaching of pronunciation (repetitive and out-of-context practice) and the communicative teaching of pronunciation (meaningful and contextualized practice).

She discussed the formal approach, its applicability and challenges in pronunciation pedagogy, in addition to the current disjuncture between pronunciation and communicative language teaching. She concluded the discussion by proposing a communicative activity that embraces both the repetitive and meaningful practices.

Several studies examined the relationship between pronunciation improvement and instruction by using a multimodal methodology.

For instance, Elliot (1995) proved the effectiveness of a multimodal methodology; consisting of:

- a) teaching concrete articulatory rules;



- b) designing class presentations on pronunciation that appeal to individual differences in learning styles and preferences;
- c) employing both deductive and inductive modes of teaching pronunciation;
- d) providing students with ample drill and practice exercises;
- e) giving immediate feedback in order to prevent phonological fossilization.

Elliot's (1995) study also presented significant improvement in learners' pronunciation ratings in explicit pronunciation training.

In addition, Kendrick (1997) tested the use of a multimodal methodology in pronunciation instruction. This methodology involved

- a. discrimination and production of segments;
- b. awareness of weak syllables, rhythm exercises, prominent word stress;
- c. drama and role-play activities (for intonation and voice quality);
- d. development of self-evaluation and self-correction through self-recorded tapes.

The researcher found out improvement in learners' L2 pronunciation and observed that successful acquisition of L2 pronunciation appeared to be affected by training, aptitude for oral mimicry and talkativeness.

A number of studies showed the effectiveness of the perceptual practice in enhancing the acquisition of (L2) pronunciation.

For example, Bradlow *et al.* (1997) have shown that when Japanese speakers are trained to perceive the distinction between /r/ and /l/, their productions improve, even when no production training is provided.

In addition, Trofimovich *et al.* (2009) proved that comprehension practice through silent reading of texts while listening to the audio versions was successful at providing opportunities for developing oral production and visual support for auditory input by observing how the written word relates to the spoken version.

A number of studies highlighted the role of self-study and developing learning skills in pronunciation improvement.

For example, Anderson-Hsieh (1990) showed significant improvement in learner's oral presentations skills in the self-study work with tape recordings and feedback from the instructor on suprasegmental aspects: stress, rhythm, and intonation.

Additionally, Macdonald *et al.* (1994) compared the productions of ESL students under three types of instruction (teacher correction, self-study in a language lab, and interactive modification) with those of an ESL control group who received no treatment. The results were most positive in the self-study condition.

Also, Elliott's study (1997) showed that "the amount of attention learners pay to their speech influences L2 pronunciation" (p.102), which, in turn, highlights the need for involving learners in the teaching process, and for developing learners' skills of self-monitor.

On the other hand, survey research in pronunciation teaching affirmed a general lack of pronunciation teacher preparation clearly.

For instance, Breitkreutz *et al.* (2001) showed that the majority of ESL teachers in Canada had no formal preparation to teach pronunciation. Likewise, Burgess & Spencer (2000) introduced a similar observation in Britain.

In addition, MacDonald (2002) cited several studies indicating that many teachers in Australia do not teach pronunciation "because they lack confidence, skills and knowledge" (p. 3).

As a remedy, they all stressed the need for promoting teacher education and training.

Research reviewed above provides support for most current issues; including:

1. prioritizing suprasegmentals in EFL context (e.g., Derwing *et al.* 1997; Derwing *et al.* 1998; Derwing & Rossiter 2003; Hahn 2004; and O'Brien 2006) and segmentals in EIL context (e.g., Jenkins 2000, 2002 and Field 2004, 2005);
2. practising a combination of pronunciation features; including: segments, reduced forms, rhythm, word stress intonation and voice quality (Kendrick 1997);
3. incorporating deductive and inductive modes of practice (e.g., Elliot 1995; Kendrick 1997; and Isaacs 2009);
4. emphasizing perceptual practice in pronunciation training (e.g., Bradlow *et al.* 1997; and Trofimovich *et al.* 2009);

5. employing grapheme/phoneme relationship in enhancing the acquisition of L2 pronunciation (e.g., Elliott 1997);
6. emphasizing learners' self-involvement, self-evaluation and self-correction, and considering learners' individual differences and learning styles and preferences (e.g., Anderson-Hsieh 1990; Elliott's 1995, 1997; Yule & Powers 1994; and Kendrick 1997);
7. promoting teacher education and training (e.g., Burgess and Spencer 2000; and Breitzkreutz *et al.*2001).

In addition, this review of pronunciation research reveals that the development of learners' intelligible pronunciation as a natural part of their communicative language proficiency involves adopting a multi-modal methodology in pronunciation teaching. The characteristics of this methodology are presented and discussed in a following part.

## **2.5. Pronunciation Teaching Process in Light of Current Perspectives**

Based on the reviews of the third and fourth parts in this chapter, the main current instructional perspectives in pronunciation pedagogy are identified and presented in this fifth part, as follows:

1. Setting intelligibility as a more realistic and suitable goal of pronunciation instruction.
2. Incorporating both suprasegmentals and segmentals, in addition to voice quality features and non-verbal correlates of pronunciation.
3. Prioritizing suprasegmentals in EFL\ESL contexts and segmentals in EIL context, with focus on critical elements to the intelligibility of a particular group of learners as listeners and speakers.
4. incorporating both deductive and inductive modes of practice;
5. focusing on both perception and production of intelligible pronunciation features;
6. employing regular pronunciation/spelling relationship;
7. focusing on the relationship between listening and pronunciation;
8. integrating pronunciation with the teaching of other language learning practices;

9. considering learner's factors which affect the acquisition of pronunciation (e.g., linguistic, biological, psychological, affective and sociological factors);
10. addressing a whole person involvement (e.g., intellectual, affective and psychological involvement) in pronunciation training;
11. promoting the role of less experienced pronunciation teacher.

Examining the above list of instructional perspectives, it appears that they address the main strands of pronunciation teaching and learning process: why, what and how to teach pronunciation as well as learner's involvement and teacher's role.

That is, the first one addresses the current goal of pronunciation teaching; the second and the third ones address what pronunciation elements to teach; and the next eight ones address how pronunciation should be taught and they combine learner's involvement and teacher's role.

The following account relates these perspectives to the main strands of pronunciation teaching process and explores how they pertain to the effective teaching of pronunciation, as suggested in various publications and validated by empirical research.

The premise underlying this discussion is to evolve and develop a systematic scheme of criteria for evaluating pronunciation teaching in the light of these perspectives. The purpose of developing these criteria is to evaluate pronunciation teaching with regard to *English for Palestine 10*.

### 2.5.1. Why to Teach Pronunciation?

Pronunciation has been regarded as an important aspect in any language program intended to help learners to achieve success in oral communication. However, teaching English pronunciation for communication does not imply that learners should achieve a native-like accent, which was the dominant goal in the area of English language teaching before the 1960s (Levis 2005: 370).

Native-like accent implied a strict adherence to a single language variety, and this represented a problem for English learners especially with the emergence of many varieties of English during the second half of the twentieth century with '*a bewildering variety*' at the phonological level (Nihalani 2008:243-4).

Accordingly, the influence of that goal (native-like accent) was diminished later and considered as unpractical and a heavy burden for both the teacher and learner (Avery & Ehrlich 1992: xiii; Levis 2005:370; and Gilbert 2008: 42).

Consequently, a more modest and realistic goal for pronunciation teaching has been sought. The advent of the new goal was foreshadowed by Abercrombie (1949) when he introduced the concept of '*comfortable intelligibility*'. According to him, comfortably intelligible pronunciation is "the pronunciation which can be understood with little or no conscious effort on the part of the listener" (p.93).

Munro & Derwing (1999 in Levis 2005: 370) added that intelligibility " recognizes that communication can be remarkably

successful when foreign accents are noticeable or even strong, that there is no clear correlation between accent and understanding."

Munro and Derwing (1995, 1997) proved this empirically. They showed that an utterance may be heavily accented, but at the same time highly intelligible and comprehensible.

In view of that, intelligibility has been established as a more practical and suitable goal of pronunciation teaching in EFL\ESL and EIL contexts of language use.

The concept of intelligibility has guided much of pronunciation research practices. A part of that research was concerned with the critical pronunciation elements for the intelligibility of interlocutors in EFL\EIL\EIL contexts of language use. This was also coupled with efforts towards enhancing the acquisition of intelligible features.

More details about pronunciation elements that may promote the intelligibility in spoken communication and how to enhance the acquisition of these elements are provided in the following two parts.

### **2.5.2. What Pronunciation Features to Teach?**

It has been argued that if we maintain the primacy of intelligibility as a goal of pronunciation instruction, this implies that there are particular pronunciation features which affect understanding and thereby "Instruction should focus on those features that are most helpful for understanding and should deemphasize those that are relatively unhelpful" (Levis 2005:371).

Accordingly, pronunciation research attempted to identify the elements that may affect the intelligibility in EFL\ESL\EIL contexts.



With regard to EFL\ESL contexts, priority has been given to suprasegmental features. It was argued that they contribute more significantly to the intelligible communication (Chela-Flores 2001: 88). And, the inclusion of these features was validated by empirical research (e.g., Derwing, *et al.* 1997; Derwing *et al.* 1998; Derwing & Rossiter 2003; Hahn 2004; and O'Brien 2006).

In addition, other elements were found to promote the level of intelligibility empirically, such as voice quality features (Jones & Evans 1995), and the use of communicative strategies (Derwing & Rossiter 2002).

With regard to critical features to EIL context, current research in EIL revealed that the interlocutors in NNS-NNS interaction place greater reliance on the segmental level for achieving understanding (Jenkins 2000, 2002; and Field 2004, 2005). So, the ability to articulate English sounds (consonants and vowels) was regarded as a basic premise for all learners of English language who will be engaged in NNS-NNS interaction.

Nevertheless, up to present time, it seems that there is only little guidance in providing sufficient information about pronunciation elements that may promote the intelligibility in spoken communication (Munro & Derwing 2006: 529).

Isaacs (2008:559) confirmed that, "There is little empirical evidence to suggest which pronunciation features are crucial for intelligibility to guide teachers in their instructional choices."

Another related limitation is the observation that most of research defined intelligibility from the perspective of native English listeners

in ESL\EFL contexts (e.g., Derwing *et al.*1998; and Derwing & Rossiter 2003), which is unrealistic in EIL context (Dauer 2005: 548-9).

The justification for these limitations may come from the fact that ESL, EFL and EIL contexts of language use reflect different aspects of intelligibility and suggest different priorities for language teaching (Pickering 2006: 227).

Levis (2005: 372) explained that intelligibility assumes both a listener and a speaker and presents four possible contexts for possible interactions (NS–NS, NNS–NS, NS–NNS and NNS–NN). He added that these various contexts reflect different aspects of intelligibility and suggest different priorities for language teaching (*ibid.*).

Thus, in the researcher's point of view, it is not easy to account for each context, and it is not realistic to ask for a choice between EFL and EIL when identifying the elements of pronunciation to be addressed in curriculum.

To this end, the researcher concludes that pronunciation teaching should be directed, on one hand, by an understanding of the critical pronunciation element for interlocutors in both EFL and EIL contexts of use because learners need to interact with both NS and NNS. On the other hand, it should be directed by an understanding of the critical pronunciation areas for a particular group of learners as listeners and speakers because different groups of learners suggest different priorities. As well, there is a need to give greater priority to the perspectives of both native and nonnative listeners.

In effect, it is supposed that the attainment of intelligibility in EFL and EIL contexts requires addressing a broad set of pronunciation elements, at the receptive and productive levels, which, in turn, requires too much time for working on them in class.

However, the researcher thinks that there is a reason for optimism. If the critical elements to the intelligibility in EFL and EIL contexts are provided, the next step puts forward the need for specifying the most crucial pronunciation areas for learners of a particular language group.

In this study, there is a need to identify the most critical pronunciation areas to the intelligibility of Arab learners studying English pronunciation in an EFL multi-skills textbook.

Therefore, the following account discusses the pedagogical priorities related to a combination of pronunciation features which were generally stressed in NS-NNS and NNS-NNS interactions along with a discussion of priority areas for Arab learners, in particular.

#### **2.5.2.1. Sounds**

The ability to articulate English sounds (consonants and vowels) was regarded as a basic premise for all learners of English language who will be engaged in NNS-NNS interaction (Jenkins 2000, 2002; and Field 2004, 2005).

Also, it is essential for teachers to understand how these sounds are articulated for the purpose of identifying and correcting students' problematic sounds.

When English is compared to Arabic, work takes place on the same level: Standard English and Standard Arabic (Al-Khuli 1997:1). This is due to the fact that there are many dialects of Arabic and they are not mutually intelligible. Therefore, the comparison between Standard English and Standard Arabic will be controlled because most Arabic speakers are familiar with the standard dialect (Avery & Ehrlich 1992: 111).

When the two phonemic systems (English and Arabic) are compared at the segmental level, the comparison reveals three types of relationships (Al-Khuli 1997:1-3): (a) common phonemes to both languages; (b) phonemes restricted to English; and (c) phonemes restricted to Arabic.

Among the three groups, the second one deserves attention as it represents the primary area that causes difficulty at the segmental level to Arab learners of English (Hajaj & Jaber 1991:205). The most problematic consonants of this group include \p, \f, \v, \ʒ\ as well as all English vowels except \æ, a:, ʊ, u:, ɪ, i:, aʊ, aɪ\, which exist in Arabic (*ibid.*).

Yet, vowels exhibit a greater difficulty than consonants, especially for learners of a phonetic language with a limited number of vowel sounds like Arabic, and here are the areas of difficulty which are specific to Arab learners (Hajaj & Jabber 1991:205-210; and Kailani & Muqattach 1995:134-5):

1. replacing English pure vowels that do not exist in Arabic by either vowels existed in Standard Arabic or colloquial Arabic (e.g., \e\ is replaced by \ɪ\ and \ɜ\ is replaced by \ɒ\ );

2. replacing English diphthongs that do not exist in Arabic by either English long vowels or colloquial Arabic long vowels (e.g., \əʊ\ is replaced by \ɔ:\, \eə\ is replaced by \e:\ and \ʊə\ is replaced by \u:\);
3. using the glottal stop \ʔ\ الهمزة before the word beginning with a vowel;
4. shortening English long pure vowels;
5. problems related to the perception and production of the schwa \ə\ in words.

Another problematic area at the segmental level for many Arab learners when learning English pronunciation is the concept of consonant cluster. Kenworthy (1987:125), Hajaj & Jaber (1991: 213) and Al-Khuli (1997:8-9) maintain that Arabic and English differ greatly in this respect, and thereby consonant cluster is a high priority area for Arab learners of English.

Hajaj & Jaber (1991:213) recommended calling Arab learners' attention to common breaking of the consonant cluster (initial, medial and final), and those under the influence of English orthography (e.g., the sequence ending with the morphological ending of past simple regular verbs).

### **2.5.2.2. Prosodic Features**

The focus on suprasegmental features in instruction is of more serious nature than segmental ones. It was argued that segmental mispronunciation are repairable in oral communication; whereas, improper use of suprasegmental features affect native speaker

comprehension because they carry more of the overall meaning load than do the segmentals (Celce-Murica *et al.* 1996:131).

The motivation for emphasizing suprasegmental features is well-established in empirical research as shown in earlier part in this study [See pp. 42-43 in this study].

Kenworthy (1987:123) considered word stress as a feature of high priority for all learners, including Arabs. Mitchell (1990:19) confirmed that whereas the place of stress in English is unpredictable, it is predictable in Arabic because it is dependent upon the syllable structure of the total word form. For instance, words of two or three syllables have primary stress on the first syllable such as /'ʔnæ/ [أنا], and a multi-syllable word has the primary stress on the last syllable such as /jæktə'bu:n/ [They write. يكتبون] (Karama & Hajaj 1986:72 in Amer 2007:27).

According to Kenworthy (1987: 124), this placement of Arabic stress leads Arab learners to transfer their mother tongue habits to English. That is, they put stress on the final syllable of English words ending in a vowel followed by two consonants such as [difficult-comfort-expert], and on endings such as [-est, -ism, and -less] (*ibid.*). They also tend to place stress on the last syllable of a word ending in along pure vowel or a diphthong such as [irritate-gratitude] (*ibid.*).

Prominence also constitutes a problematic area for Arab learners. In Arabic, the highlighting of information may be achieved by moving sentence elements to the beginning or the end of an utterance (Kenworthy 1987:124). However, in English, prominence tends to come toward the end of an utterance (Avery & Ehrlich 1992:75; Celce-Murica *et al.* 1996:178), and this constitutes a problem for Arab

learners whose language with much more flexible word order than English.

With regard to sentence stress, Kenworthy (1987:124) reported two differences which can lead to problems for Arab learners: (a) function words in Arabic keep their full value in speech, and they do not have two forms (strong and weak) like English; and (b) verb phrases, such as '*should have done*', do not occur in Arabic, which leads Arab learners to use full forms.

With regard to connected speech features, they constitute an important contributor to the rhythmic pattern of English speech and reflect native speakers' attempts to connect words and syllables smoothly in the normal stream of speech (Celce-Murica *et al.* 1996: 172).

On the other hand, in Arabic, the speakers tend to pronounce the sounds of each syllable and word within the single thought without blending them smoothly (Mitchell 1990:19). In effect, Arab learners encounter difficulty to perceive connected speech features and to produce them.

However, priority has been given to connected speech features only at the perceptual level since they have been suggested to be more important for listening comprehension than speaking (Hancock 2003:8).

Also, maintaining a regular beat from stressed elements and reducing the unstressed ones can be very difficult for all learners, particularly Arabs. For that reason, material designers assign a central

role to rhythm in the ESL/EFL pronunciation material, and Kenworthy (1987:124) considered it as a feature of high priority for all learners.

English rhythm constitutes problem for Arab learners due to the fact that Arabic is a syllable-timed language which leads learners to assign equal weight to each syllable in a sentence, regardless of whether the syllable is stressed or unstressed. And, this would give their speech a staccato-like rhythm that can adversely affect the comprehensibility of their English stresses (Avery & Ehrlich 1991: 74-6; and Celce-Murica *et al.* 1996:152).

With regard to intonation, Karama & Hajaj (1989:32 in Amer 2007: 35) noted that intonation patterns in Arabic are similar to English contour and meanings. Yet, they highlighted two differences between Arabic and English with regard to intonation (*ibid*):

- a. Arabic speakers use rising tones rather than structural markers to denote questions, suggestions, and offers and thereby they often carry over this practice into the spoken English;
- b. In English, there are various patterns of intonation showing various meanings depending on the intention of the speaker and his attitudes, which would be difficult for Arab learners who are unaware of the attitudinal role of intonation in English speech.

Kenworthy (1987) also noted that Arabic speakers tend to have relatively minor difficulties with intonation; however, she reported two other noticeable differences between English and Arabic with regard to intonation (p.126):



- a. In Arabic the pitch of the voice stays steady over the syllables, and the speaker jumps from a syllable to another with a steady voice;
- b. Arab speaker tends to use a narrow range of falling pitch over the phrase or clause than in English which may indicate the end of the phrase or clause, or it may give 'an impression of inconclusiveness'.

In addition, Empirical research showed that intonation is a priority area for Arab learners. For example, Mitleb (1995) tested the intelligibility of English intonation spoken by Arabs learning English as a foreign language. He found out that most Arabs confused the falling and rising tones to significant level. Accordingly, he called for the incorporation of intonational information and other suprasegmentals in the teaching process.

### **2.5.2.3. Voice-Quality Features**

They refer to "the tendency of the speakers of a particular language to adopt certain habitual positions of articulation in connected speech, resulting in a characteristic voice quality" (Pennington and Richards 1986:209).

Jones & Evans (1995:245-248) highlighted the connection between them and prosody, and stressed that teaching pronunciation communicatively should start with these features as they give pronunciation its communicative force.

However, Wrembel (2001: 63) remarked that these features are important if the goal of pronunciation teaching is to develop authentically native-like accent; therefore, students who wish to sound

more authentically English need to become aware of these characteristics and to try to modify their own voice quality.

#### **2.5.2.4. Non-Verbal Correlates of Pronunciation**

They include body movements, gesture, and facial expression that accompany speech. Acton (1984) highlighted the natural association between certain suprasegmental features and the nonverbal correlates of pronunciation, and he argued that "to pronounce like a native one must move like a native as well"(p.77).

#### **2.5.2.5. Pronunciation Communicative Strategies**

They refer to the means or messages made by the sender or the receiver to overcome communicative problems during speech. Derwing & Rossiter (2002) argued for adopting these strategies in pronunciation training to facilitate successful communication (p.157).

They stressed that if teachers discomfort with pronunciation teaching, the best approach then is "to raise learners' awareness of the general strategies that they actually use and encourage development of the most efficient strategies for overcoming communication difficulties" (p.163).

#### **2.5.3. How to Teach Pronunciation?**

The reviews of pronunciation instructional perspectives in the third and fourth parts of this chapter provide support for using a multi-modal methodology in pronunciation teaching that:

- a. incorporates both suprasegmentals and segmentals, with focus on critical elements to the intelligibility of a particular group of

learners as listeners and speakers, in addition to voice quality features and non-verbal correlates of pronunciation.

- b. incorporates both deductive and inductive modes of pronunciation practice;
- c. focuses on both perception and production of intelligible pronunciation areas;
- d. employs regular pronunciation/spelling relationship as a tool for teaching pronunciation;
- e. focuses on the relationship between listening and pronunciation;
- f. integrates pronunciation with the teaching of other language learning practices; considers learner's factors;
- g. incorporates learner's cognitive, affective and performative involvement;
- h. promotes the role of less experienced pronunciation teacher.

Examining the various dimensions of this methodology, it appears that several issues are interrelated. For example, employing pronunciation/spelling relationship and emphasizing pronunciation\listening link can take place while integrating pronunciation with the teaching of other language activities such as vocabulary and listening practices.

Also, addressing learner's performative involvement in learning process incorporates work on pronunciation/spelling relationship and pronunciation\listening link, in addition to other issues such as paying

attention to both deductive and inductive modes of pronunciation practice.

In effect, in the following account, the researcher discusses the application of these dimensions in pronunciation teaching within four pronunciation instructional foci in order to avoid repetitions of various aspects, as follows:

- a. Focus on intelligible pronunciation areas in isolation.
- b. Focus on pronunciation in conjunction with other language skills and aspects.
- c. Focus on learner's involvement in acquiring intelligible features.
- d. Focus on teacher's role.

### **2.5.3.1. Focus on Intelligible Pronunciation Areas in Isolation**

#### **2.5.3.1.1. Sounds**

In a broad multi-skills curriculum, there are various ways for developing students' perception and production of critical sounds. For instance, Harmer (2001:186-187) suggested devoting weekly lessons over an extended time, inserting sound teaching into the lesson sequences, introducing sounds as an integral part of the lesson, and teaching them opportunistically.

For conscious treatment of problematic sounds, Kailani & Muqattach (1995:123-5) and Celce-Murica *et al.* (1996; 37-90) recommended similar guidelines; including:

1. selecting only critical sounds to a particular group of learners to be taught;
2. offering controlled opportunities of practising sounds; including: oral identification and discrimination of words, phrases and sentences which include these sounds;
3. offering meaningful opportunities of practising sounds in activities that stimulate the use of target sounds and encourage self-correct;
4. providing the various spellings of the target sound to avoid false analogy(e.g., presenting *red – any – said – bread – bury – friend* with /e/).

In addition, Kailani & Muqattach (1995:134-5) maintained that perception should precede production; that is, students should listen to the new words before they produce them, and teachers should always be aware of their own pronunciation since they are the models fully imitated by students.

#### **2.5.3.1.2. Connected Speech Features**

Connected speech features were considered as being more important for listening comprehension than speaking. Hancock (2003) argued that learners of English need to understand them, and not necessary to produce them in the same way because native speakers will still understand (p.8).

Celce-Murica *et al.* (1996:165-172) also recommended the perceptual practice of these connected speech features. They also suggested providing learners with information about these features in

combination with a particular teaching point, and recommend focusing on most common patterns (that occur in frequent expressions) using rules and oral practice such as repetition, reading aloud, acting and so on (*ibid.*).

Rosa (2002) offered various types of instruction with regard to reduced forms; including: increasing students' exposure to these forms with authentic listening materials; raising learners' awareness rather than studying them; and providing opportunities for focused meaningful, purposeful, communicative task-based practice, such as cloze tests and dictation, analyzing spoken and written texts for stress and rhythm and read aloud exercises.

#### **2.5.3.1.3. Suprasegmental Features**

With regard to word stress, Celce-Murica *et al.* (1996:143-6) recommended reinforcing classroom explanations of specific word stress rules and encouraging students to make predictions about stress placement. Appendix (1) presents a number of the rules that govern the placement of stress within English words, as reported by Avery & Ehrlich (1992:67-71), Kenworthy (1987:63-65) and Celce-Murica *et al.* (1996:133-142).

Avery & Ehrlich (1992:106-7) recommended various tips for teaching word stress; including: using exaggeration of length and loudness; and indicating the stress with new vocabulary.

Regarding sentence stress, there is a need to explain the stress-timed nature of English, and to provide learners with clear guidelines concerning which words in a sentence tend to receive stress. Celce-Murica *et al.* (1996: 192) recommended teaching prominence in

dialogues. They suggested explaining how stressed elements are highlighted and how unstressed ones are reduced when teaching long stretches of speech such as dialogues.

Concerning rhythm, various recommendations have been offered. For instance, Avery & Ehrlich (1992:107) suggested the recitation of rote-learned lists: numbers, days and months, and grouping the items of a list in different ways.

And, Celce-Murica *et al.* (1996:156) and Avery & Ehrlich (1992:107) recommended practising nursery rhymes such as: '*Mary had a little lamb*' and '*Jack and Jill went up the hill*'.

Further, Chela-Flores (2001:88-91) proposed a teaching modal for dealing with rhythm. It is based on the use of meaningful units as a starting point in the instruction and at all levels because of its immediate impact on intelligibility. In this modal, the features of rhythm which are highlighted at first are the lengthening and shortening of stressed syllables and words in meaningful units or chunks.

When dealing with intonation, Kenworthy (1987: 85) and Celce-Murica *et al.* (1996:218) maintained that learners should feed on their use of intonation in their native languages because there are many similarities across languages.

And, Beaken (2009:8-9) argued for employing narrative as an effective register for the initial teaching of intonation, and recommends employing examples of dialogue, when some mastery of intonation has been achieved.

With regard to Arab learners, Avery & Ehrlich (1992: 108) recommended practising intonation with dialogues as a means of raising learners' awareness of the attitudinal role of intonation.

#### **2.5.3.1.4. Voice-Quality Features**

Explicit practice in voice quality settings has been recommended by several researchers through various means (Esling & Wong1983:93; Pennington & Richards1986:210; Pennington1989:29-30; Jones & Evans 1995:254-250; Wrembel 2001: 63-4); including:

- a. imitating articulatory movements, different accents and speech styles employed by native speakers;
- b. identifying different emotions and attitudes expressed by interlocutor, and the purpose of communication and the relationship between participants;
- c. raising learners' awareness of potential similarities in voice quality features in L1 and L2 to express different meanings or intentions.

#### **2.5.3.1.5. Non-Verbal Correlates of Pronunciation**

Using nonverbal correlates of pronunciation goes in line with employing multisensory modes in pronunciation teaching such as kinesthetic reinforcement, in which hand signals and body movements supplement other instructional practices.

For example, according to Celce-Murica *et al.* (1996:295-6), pronunciation teachers can exploit gestures and facial expressions as a resource to reinforce the learning of various pronunciation aspects



such as using pointing gestures to show the changes of tones or using nodding the head to emphasize stress.

#### **2.5.3.1.6. Pronunciation Communicative Strategies**

Elson (1992:232-4) suggested a number of strategies to be used by the receiver when the message is not clear, such as asking a speaker kindly to repeat a particular part of speech, or repeating an utterance back to the sender to get him\her review it.

He also cited from Littlewood (1984 in Elson 1992: 234-6) strategies to be employed by the sender to make his\her message such as simplifying the message or breaking it into smaller components, Paraphrasing the message, or approximating the intended meaning by using alternative utterances.

Elson (1992:235-7) also suggested two more strategies for the sender; including: rephrasing the message, using phrases such as *In other words, ...*, *What I mean is...* and *That is, ...*, and using feedback cues that help the speaker to see if the message is getting across, such as the nods, grunts and facial expressions that check understanding as well the expressions that confirm that the intended meaning is being received (e.g., *You see?*, *Do you understand?*, gestures, drawings, and so on).

#### **2.5.3.2. Integrating Pronunciation Training with the Teaching of Other Language Skills and Aspects**

The development of learners' intelligible pronunciation as a natural part of their communicative language proficiency involves integrating it with other language learning activities.

Chela-Flores (2001) pointed out that integration helps to overcome three main problems in pronunciation teaching; namely, "insufficient time in class, mistargetting of lessons to intermediate and advanced students, and lack of awareness by students and teachers of the connection between pronunciation teaching and effective aural oral communication"(p.99).

In the researcher's point of view, if pronunciation is integrated with the teaching of other language skills and aspects, students will feel that they are learning to communicate which is much more realistic as a goal of instruction than emphasizing native-speaker accuracy.

#### ***2.5.3.2.1. Integrating Pronunciation with the Teaching of Grammar and Vocabulary***

Research on pronunciation acquisition has not clearly determined how exactly pronunciation should be integrated with the teaching of grammar and vocabulary practices.

Yet, Chela-Flores (2000:86,94) suggested few related guidelines; including:

- a. incorporating the same grammatical structures and vocabulary used in the course in the pronunciation exercises;
- b. reacting to immediate phonological needs in language learning activities rather than choosing a phonological feature and then finding multiple occurrences to highlight and practice it.

Kenworthy (1987: 118) also recommended that teachers should be 'alive' to the possibilities of finding opportunities for enhancing a particular pronunciation feature when it arises with certain expression and grammatical structure.

### ***2.5.3.2.2. Integrating Pronunciation with the Teaching of Oral Language Practices***

For gaining accurate control over the sound system in speaking activities, Murphy (1991:62-3) suggested a number of activities, such as reading aloud from a written text, tracking with recordings, practising conversational speech; and alike.

Acton (1984) also recommended introducing tracking activity in which learners attempt to repeat immediately after the speaker whatever the speaker says, on a word-by-word basis.

The advantage of such technique is that it raises learners' awareness of prosodic features (p.77). As well, since it embraces elements of listening, speaking, and pronunciation, it constitutes an alternative to classroom activities that are relatively more communicative.

Reading aloud also was recommended by Mitchell (1990) in pronunciation training as it provides exposure and practice, specially, with suprasegmentals such as stress placement, linking, and other phonological processes that naturally occur in speech and contribute to the overall rhythm of the language.

According to the researcher, other benefits of using this technique include reinforcing sound-spelling associations and encouraging autonomous learning as students engage in the task on their own.

For the purpose of developing fluent practice of phonological features, Murphy (1991:62-3) recommended engaging learners in various oral practices; including: rehearsing dialogues, discussing topical issues and role playing and alike. He also shed the light on the

correction of learners' mistakes during oral practice, and the need to consider the affective dimension through the practice of indirect error correction. He noted that this technique should take place through oral paraphrasing, reformulating, and expanding upon students' linguistically nonstandard utterances in the target language (p.65).

In addition to these recommendations on fostering learners' speech production and performance in oral practices, there has been a growing interest in adopting drama techniques in which students repeat simultaneously with the speaker and imitate his/her gestures and facial expressions (Celce-Murica *et al.* 1996:308, 310).

The premise underlying the use these techniques is that they may increase students' ability to achieve control over their articulation and overcome fossilized pronunciation, and they also may reduce stress related with pronunciation production in a foreign language as they deal efficiently with learners' emotions (Wrembel 2001:64).

#### ***2.5.3.2.3. Focus on Pronunciation in Aural Language Practices***

When listening to spoken English, learners need to perceive and decode it. Success in perceiving English speech depends primarily on knowledge of the sound system. This point highlights the natural connection between pronunciation and listening comprehension, and the need to raise learner's awareness of how English is actually spoken.

One important issue addressed by researchers in pronunciation acquisition of ESL\EFL concerns with the relationship between perception and production.

For instance, Bradlow *et al.* (1997 in Derwing & Munro 2005) showed that many L2 production difficulties are rooted in perception, and thereby appropriate perceptual training can lead to improvement in production.

In *English Pronunciation in Use*, in Section C, Hancock (2003) presented pronunciation activities focusing on the features that he considered as being more important for listening comprehension than speaking, such as segmentation, linking, and assimilation, thought group, intonation and prominence.

He argued that learners of English need to understand these features, but it is not necessary to produce them in the same way because native speakers will still understand (p.8).

Celce-Murica *et al.* (1996) recommended perceptual training in suprasegmental and connected speech features because of their role in assisting speech processing. They highlighted the need for developing the following processes during listening practice (p. 223):

- discerning intonation units
- recognizing stressed elements
- interrupting unstressed elements
- determining the full forms underlying reduced speech

They also recommended using several techniques dealing with these features, including (p.225-244):

- a. identifying boundaries of thought groups in aural input;
- b. identifying prominent elements within a thought group;
- c. dictating the full forms of the reduced forms.

Another related issue to pronunciation-based listening comprehension practice is related to the use of authentic materials.

According to the researcher, it is an important issue in pronunciation teaching as the language heard inside classroom differs from the language heard outside it in natural situations. Therefore, learners may understand their teachers, but they have difficulty in transferring this ability to the world outside the classroom.

As a remedy, Celce-Murica *et al.* (1996:225-243) recommended using authentic resources such as anecdotes, cheers, jokes and comic strips, as means for practising word stress and sentence prominence and other segmental features.

Also, they recommended using passages from literature, limericks and children chants and rhymes for several purposes: illustrating segmentals and suprasegmentals, demonstrating the stressed-timed nature of English, and providing students with authentic practice in its rhythmic features (*ibid.*).

One more related issue to pronunciation-based listening comprehension practice is the debate about what model (phonological variety) to adopt in pronunciation teaching.

Brown (1989:149) described the pronunciation model as "the accent presented for imitation by the learner." He added that it could be understood as the adopted phonological variety in textbooks such as the Received Pronunciation (RP) accent of Britain and the General American (GA) accent of the USA, or the teacher's own accent of English (*ibid.*).

Until now, when the teaching of English pronunciation takes place, the standard and widely used English variety to be aimed for is one of

the prestige native speaker versions of English – RP or GA (Greenwood 2002:5; Dauer 2005: 544; and Levis 2005:371).

However, given many varieties of English in the second half of the twentieth century, with '*a bewildering variety*' at the phonological level (Nihalani 2008: 243-4), it has not been clear what accent to adopt among the competing English varieties (Brown1989: 195).

In view of that, pronunciation practitioners (e.g., Brown 1989:197; Kelly 2000:15; and Greenwood 2002:5) recommended exposing learners to various pronunciation models, at the receptive level; whereas, at the productive level, learners need only one model such as RP or GA.

#### ***2.5.3.2.4. Focus on Sound/Spelling Relationship***

According to the researcher, pronunciation teaching often concentrates on developing the two skills of production (speaking) and perception (listening) while students' tendency to mispronounce unfamiliar words doesn't need this oral-aural help.

Rather, a third dimension deserves attention, when teaching English pronunciation. It involves the symbols which represent English sounds and the relationship between these sounds and their spellings. That is, students should be trained to predict the pronunciation of a word from its spelling, and come up with correct spelling for a word from its pronunciation.

Actually, English has no simple sound-spelling correspondence. One letter may have various pronunciations such as 'c' in words like *cat*, *city*, *ocean* and *cello*, and one sound may have various spelling representations such as the sound /:3/ which is presented differently in

the following words: *bird, burn, fern, worm, earn* and *journal*. More examples are presented in Appendix (3) which shows the inventory of English phonetic symbols.

In order to avoid the problems that spelling system of English poses for the presentation of sounds, Celce-Murica *et al.* (1996:40) recommended the use of phonetic transcription, even in the case of a multi-skills curriculum as a means of separating students' perceptions of English sounds from their orthographic representations.

They added that it is not essential that the students be able to transcribe words themselves. But, they need to be equipped with the ability to read these symbols when they check their pronunciation autonomously in their dictionaries (*ibid.*).

Several other practitioners recommended providing students with the rules which control the relationship between English pronunciation and spelling. Various examples on these rules are presented in Appendix (4).

It has been maintained that it is the teacher's job to present such rules and to reinforce learners' inferences. Hence, Kelly (2000: 126) recommended the following approaches to be adopted by teachers:

- a. working on the pronunciation of a word or longer utterance orally before showing students its written form;
- b. using phonetic symbols in combination with a written record of the language being practised;
- c. drawing students' attention to the most important and frequent spelling/sound relationships;



d. encouraging regular dictionary work.

Kailani & Muqattach (1995: 125-6) added that teachers should present target word along with other similar patterns if found. For example, they should introduce or correct the pronunciation of 'hall' in combination with 'fall', 'tall' and 'ball'; and 'stew' with 'knew', 'drew', 'blew' and 'new'.

#### **2.5.4. Focus on Learner's Involvement**

The teaching of pronunciation does not only involve why, what and how to teach it, but it is also concerned with who will be taught – the learners. In this respect, Nunan (1989:176) commented that, "Learners have their own agendas in the language lesson they attend. These agendas, as much as the teachers' objectives, determine what learners take from any given teaching learning encounter."

Therefore, in the area of language pedagogy, information about the factors that color learners' acquisition of target language was sought. With regard to pronunciation pedagogy, it has been recognized that there is a combination of learner's factors (biological, linguistic, psychological, emotional and socio-cultural) affect the acquisition of pronunciation in ways that are not relevant when learning other language skills and aspects.

The suggested effect of these factors in impeding learner's mastery of pronunciation and related pedagogical implications are presented below.

### **2.5.4.1. The effect of Learner's Factors in Pronunciation Training and Related Implications**

Among the factors which were suggested to hinder learner's mastery of pronunciation are the biological factors. They refer to the effect of learner's age on the mastery of pronunciation. That is, while children tend to master the foreign language, adults usually speak it with a foreign accent and their pronunciation becomes 'fossilized' (Acton 1984:71).

Yet, this effect is "somewhat downplayed today" (Celce-Murica *et al.* 1996:15) as it is not consistent with the findings of empirical research, and that there are other factors associated with age in speech learning (Flege 1987 in Jones 1997:104-5).

Celce-Murica *et al.* (1996:16) attributed age related differences to nonlinguistic factors (psychological and sociocultural ones), and Leather & James (1991 in Jones 1997: 104-5) attributed them to general maturational variables as well as differences in learning strategies among different age groups.

Pennington & Richards (1986: 216) added that the phonological performance of the learner is affected by the communicative demands of the situation or task in which the learner is engaged.

Then, the implication is that adults and adolescents need more fluency and confidence-building activities (Celce-Murica *et al.* 1996:16). In addition, they can derive more benefit than younger learners from descriptive or analytic approach since they have the ability and skill of comparing and contrasting speech patterns which are not available to children (Pennington 1995: 102 in Jones 104-5).

Succinctly, Brown (1992 in Jones1997: 104-5) remarked that learners of different ages may respond differently, both emotionally and cognitively, which, in turn, highlights the need for working on the intellectual and affective dimensions of learning through different kinds of teaching approaches and task types among different age groups.

In addition to biological factors, L1 transfer has been placed centrally in pronunciation research. Despite the apparent impact of L1 transfer, Jones (1997:107) maintained that, "L1 transfer should not be automatically seen as something negative", but it should be viewed as "a natural stage and valuable strategy" through which, according to the researcher, teachers could take into account and predict most of the deviations which produce difficulties in acquiring L2 sound system.

On how to deal with the problem of L1 transfer, Jones (1997) called for developing traditional techniques of error correction and complicated ways to deal with the effect of L1 and argued for adopting the technique of consciousness-raising that sensitizes learners to the differences between L1 and L2 systems and the nature of acquisition process (*ibid.*).

Elliott (1997) proved this empirically. He showed that the amount of attention learners pay to their speech influences L2 pronunciation, which according to the researcher, highlights the need for developing a systematic monitoring of learners' speech (p.102).

The psychological and emotional state of a learner has been regarded also as an additional barrier in impeding learner's mastery of pronunciation. Avery & Ehrlich (1992: xiv) explained that the

affective state of learners affects the acquisition of the sound system because the achievement of accurate pronunciation demands confidence and willingness to practice pronunciation on learner's part.

Socio-cultural factors also constitute another barrier against the acquisition of target language pronunciation. They refer to learner's ego and attitude towards the foreign accent and the target culture.

While some learners (those who view the foreign accent positively and identify with the members of foreign culture) could sound like native speakers, others may not like to sound like native, and thereby they retain a foreign accent as a marker of their language group and identity (Avery & Ehrlich 1992: xiv).

Then, according to the researcher, the implication is that there is a need to incorporate pronunciation instruction with student-centered learning activities which consider learners' different needs, personalities and learning styles, and which create a supportive and friendly learning environment.

#### **2.5.4.2. Incorporating Learning Domains in Pronunciation Teaching**

Actually, the effect of learners' variables (biological, linguistic, psychological, emotional and socio-cultural) on pronunciation acquisition has driven several writers to offer suggestions for promoting learners' awareness, motivation and autonomy and enhancing learners' active participation.

In this respect, Morley (1991:501) highlighted the communicative perspective in pronunciation instruction. According to her, this perspective emphasizes the incorporation of the critical dimensions of

learning (cognitive, affective, and physical) and thereby it includes a whole-person learner involvement: an intellectual involvement, an affective involvement, and a physical or performative involvement.

More details on how to dominate learners' factors through the incorporation of the cognitive, affective and psychological domains of learning and how to enhance learners' active participation in pronunciation learning are provided below.

#### ***2.5.4.2.1. Incorporating Intellectual Domain of Learning in Pronunciation Teaching***

For serving the cognitive domain in pronunciation training, Morley (1991:501) recommended providing adult and adolescent learners with two kinds of information: language information and procedural information. Language information focuses on the production and modification of specific features through descriptions and explanations; and procedural information helps learners understand what they will do, how, and why through explicit directions and guidelines (*ibid.*).

According to the researcher, such information can be offered deductively through explanations, descriptions and guidelines, and inductively through examples, discussions, rule formulation and practice. The researcher also thinks that serving the cognitive domain in pronunciation training can partially deal with the effects of most learners' factors.

For instance, it was suggested to deal with the problem of L1 transfer. That is, learners need to feed on the similarities between L1 and L2 and to be aware of critical differences between the two

languages through explanations and clear guidelines (Kenworthy1987: 85; and Jones 1997:107).

Intellectually-based techniques were also suggested to deal with the effects of psychological, emotional and socio-cultural factors. Jones (1997:111) recommended integrating instruction with confidence building and reflective activities which help creating an awareness of the importance of pronunciation and the nature of acquisition process.

Nevertheless, it has been argued that while adult learners seem to be helped by attention to intellectual frameworks, this is not available to children (Pennington1995:102).

Brown (1992 in Jones1997: 104-5) put it in simple words that learners of different ages may respond differently, both emotionally and cognitively, which in turn highlights the need for different kinds of teaching approaches and task types.

In effect, Celce-Murica *et al.* (1996:51) recommended that young learners can benefit from information presented through "a combination of drawings, visual props, and word and sentence drill."

The researcher also suggests that teachers should focus only on most common patterns using rules and oral practice such as repetition, reading aloud, acting and so on.

They added that very young learners can benefit from a little information presented in brief descriptions and simple charts and diagrams, taking into account three key considerations: simplicity, selectivity and moderation.

#### ***2.5.4.2.2. Incorporating the affective Domain of Learning in Pronunciation Teaching***

To control the effect of emotional and psychological variables, Morley (1991:503-5) proposed the following recommendations:

1. developing learner self-involvement (self-responsibility, self-monitoring skills and speech modification skills) through clear directions, concrete suggestions; focused cues for self-monitoring; carefully defined tasks; and focused cues for self-monitoring and pronunciation/speech modification;
2. providing a comfortable, supportive classroom atmosphere through the incorporation of enjoyable and supportive teacher/student and student/student interactions;
3. maintaining constructive, not destructive critique of learners' production, with an emphasis on positive features as well as features that need modification.

Firth (1992) stressed Morley's first recommendation. She maintained that, "Self-correcting and self-monitoring abilities minimize dependence and maximize self-reliance, allowing students to continue pronunciation improvement outside the classroom" (p. 219).

For successful self-monitoring, Firth (1992: 215) offered the following considerations to be applied by the teacher:

- a. training learners to develop the ability to listen critically as a pre-requisite to successful self-monitoring;

- b. establishing priorities by encouraging learners to monitor pronunciation aspects which have the greatest effect on learners' comprehensibility (e.g., intonation, phrasing, and rhythm);
- c. maintaining correct pronunciation and proper speaking habits and contrast them with poor ones in order to allow learners to experience the difficulties which listeners may have in conversation with others.

For developing self-responsibility, she also recommended the following feedback techniques (p.227):

- a. repeating the incorrect utterance using stress and intonation to suggest a questioning attitude;
- b. repeating what a learner has said, replacing the incorrect word with 'what';
- c. exaggerating the incorrect pronunciation in order to draw learners' attention to it.

On serving the affective domain the use of multisensory reinforcements was recommended by pronunciation practitioners. Wrembel (2001:65-6) pointed out that multisensory approach to pronunciation teaching enhances the acquisition of pronunciation component as it combines different senses, and thus it appeals to different learning styles.

In effect, Celce-Murica *et al.* (1996:295-7) and Wrembel (2001:65-6) suggested several multisensory techniques; including: visual reinforcement through the use of visual devices, body movement or



miming; auditory reinforcement through listening and repeating; tactile reinforcement through the use of props to demonstrate and reinforce features of the English sound system; and kinesthetic reinforcement through the use of gestures and body movement.

Additionally, Celce-Murica *et al.* (1996:306) pointed out the use of neurolinguistic programming (NLP) which has been borrowed from the field of psychology. They recommended a variety of methods, such as changing instructional routines, using music, employing breathing exercises and having students use physical movements.

In addition to the use of NLP, recent years have witnessed an increasing interest in the use of Computer-Aided Pronunciation (CAP) which has proved to be very useful in the teaching of pronunciation.

Jenkins (2004:118-119) commented on the use of CAP that it provides students with a private, stress-free environment within which they can access unlimited input, practise at their own pace and receive immediate feedback.

#### ***2.5.4.2.3. Incorporating the Performative Domain of Learning in Pronunciation Teaching***

For serving the performative or physical domain of learning, three areas of practice have been stressed. Morley (1991: 505) remarked them, as follows:

1. Pronunciation/speech practices which include three kinds of speech practice that help learners develop their production and performance: imitative practice (dependent practice), rehearsed practice (guided self-practice and independent self-practice)

and extemporaneous speaking practice (guided and independent self-practice).

2. Pronunciation-oriented listening practices which include specialized speech-oriented listening tasks that help learners develop their overall aural perception of spoken English.
3. Spelling-oriented pronunciation practices which focus on sound/spelling relationships that help learners develop their skills of predicting the pronunciation of a word from its spelling and vice versa.

### **2.5.5 Focus on Teacher's Role**

The language teacher has a specific role with regard to pronunciation teaching, a role that Morley (1991: 507) described as *speech coach*. According to her, the speech coach has a variety of responsibilities; including:

- a. diagnosing problematic features and setting high priorities to be emphasized;
- b. providing information, cues, suggestions and constructive feedback about performance;
- c. providing a wide variety of pronunciation\speech practice opportunities;
- d. monitoring learners' L2 speech production and regularly assess their progress;
- e. providing constructive feedback and encouraging self-correcting.

In addition, Kenworthy (1987) remarked that the teacher should be aware of learners' variables and the expected teaching effort towards controlling them especially motivation.

To achieve that purpose, she highlighted teacher's role of persuading learners of the importance of good pronunciation for ease of communication as well as demonstrating concern for their pronunciation and progress (p.9). According to her, when the teacher demonstrates concern for learners' pronunciation and speaking skills, this will instill a similar concern in the learners themselves (*ibid.*).

Despite recognizing the importance of teacher's role in pronunciation training, one of the most serious challenges in the area of pronunciation pedagogy nowadays is the observation that there is a general lack of pronunciation teacher preparation (Derwing & Munro, 2005:389).

Research in pronunciation teaching has affirmed this observation clearly. For instance, Breitzkreutz *et al.* (2001) showed that the majority of ESL teachers in Canada had no formal preparation to teach pronunciation. Also, Burgess & Spencer (2000) introduced a similar observation in Britain.

And, MacDonald (2002) cited several studies indicating that many teachers in Australia do not teach pronunciation "because they lack confidence, skills and knowledge" (p. 3).

In addition, Sifakis & Sougari (2005), who surveyed Greek EFL teachers' attitudes regarding their pronunciation beliefs and practices, and examined whether teachers' practices are consistent with their

beliefs about pronunciation norms, indicated that most of these teachers are not aware of the international spread of English and its implications for instruction.

Accordingly, it has been up to the teacher to incorporate pronunciation training into their lessons, and they have been left to decide themselves how to address pronunciation with their students. In effect, they cannot generally be trusted to teach pronunciation well. Left to their own devices, they will make a mess of things.

Up to this point, Morley (1991:511) commented that lack of teacher preparation will continue affect the learning of pronunciation unless teachers are equipped with specific background in applied English phonetics and phonology, and provided with opportunities to learn about pronunciation pedagogy.

This led Burgess & Spencer (2000) argue for a strong relationship between the field of pronunciation-teaching and that of language-teacher education and training.

Also, Morin (2007) had similar concern. She discussed the pronunciation teaching competencies that teachers should have and offered suggestions to remedy the problem of inadequate teacher preparation in foreign language phonology. She suggested that training may consist of two linked day-long workshops (p.352): in the first workshop, teachers would be provided with a basic knowledge of phonetics and pronunciation, sample activities, material and resources; and, in the second workshop, teachers would design teaching materials and activities, and discuss how to incorporate pronunciation instruction into curriculum.

According to the researcher, there is another important dimension in teacher professional development, and it concerns with providing teachers with appropriate pronunciation guided materials. Cunningsworth & Kusel (1991:133) pointed out that, in situations where teachers have no access to proper training, the TG could be the only means of support and development.

In effect, the researcher believes that the TG can be of a central importance in pronunciation teaching, as it would compensate, though partially, for the limitations in teachers' preparation and training if a part of it was prepared to fulfill less experienced pronunciation teachers' needs and capabilities.

In addition, providing teachers with guided materials and training sessions that are designed to develop their pronunciation teaching skills and knowledge is not that all involved in pronunciation teacher preparation and development. This preparation and development should be also grounded in research findings. According to the researcher, they need to develop the skills that enable them to evaluate materials and curriculum on the basis of empirical research.

## **Summary**

To a great extent, this section was delivered as an in-service section to help achieve one of the main purposes in this study. It reviews current instructional perspectives in pronunciation pedagogy. Then, it discusses how these perspectives pertain to pronunciation teaching. Based on this discussion, the evaluating criteria of pronunciation teaching in light of these perspectives were identified and developed.

## **Section (2)**

### **An Overview of Related Previous Research**

#### **Introduction**

This section reviews a sample of evaluation research in the field of EFL. Four groups of that research are included, as follows:

- a. research evaluating ELT materials (6 works);
- b. research evaluating *English for Palestine* series (10 works);
- c. research evaluating pronunciation teaching material (10 works);
- d. research evaluating the teaching of pronunciation teachers (8 works).

It is anticipated that an examination of this research would enrich the researcher's knowledge about various aspects of the evaluation process intended in this study.

#### **1. Research Evaluating ELT Materials**

Since there is no ideal textbook for every teaching\learning situation, ELT material evaluation has taken place in research to explore the extent to which it can be modified (Cunningsworth 1995: 136).

Driven by this need, each of Oğuz Er (2006), Janhangard (2007) and Kırkgöz (2009) evaluated the quality of several textbooks in one study. Each researcher used a set of criteria to examine the effectiveness of these textbooks from several perspectives, and introduced general findings.

Oğuz Er (2006) evaluated two English textbooks of primary schools in Turkey, based on a survey of teachers and inspectors' point of view, in terms of: objectives, contents, teaching-learning processes and evaluation. The results revealed problems in realizing objectives, time allotment and evaluation.

Janhangard (2007) evaluated four EFL textbooks taught at Iranian Public High Schools in the light of thirteen criteria extracted from different material evaluation checklists.

He found out that Book 4 was considered to be qualified in helping learners to develop some of the learning strategies, and books 1, 2 and 3 needed much modifications.

Kırkgöz (2009) used a questionnaire and an interview to evaluate three EFL textbooks at Turkish primary schools from students and teachers' perspectives.

The results showed that the three textbooks were well designed in meeting curriculum objectives, and in being appropriate for the students' learning needs and interests.

Each of Atkins (2001), Yousef (2007) and Alamri (2008) evaluated the quality of one textbook as a whole, and also introduced general findings. For example, Atkins (2001) developed a set of criteria that measure the effectiveness of the SB and related TG at a private high school in Japan.

He found out that the SB was suitable, but a more usable version is needed. As well, TG helps the inexperienced teacher, but it can be developed to provide more experience or training.

In addition, Yousef (2007) evaluated the Third Grade Intermediate English Coursebook in Saudi Arabia, 'Say It in English'. He used a retrospective mixed-methodology research design (both quantitative and qualitative). It included interviews, document analysis (Micro-Analysis) and questionnaires (Macro-Analysis) with different populations: students, teachers, supervisors, and policymakers.

He found out that teachers, supervisors and students perceived the course book as moderately adequate. As well, the content and the visuals of the textbook gained the most support, but gradation, recycling and supplementary material were poorly rated.

In the same context, Alamri (2008) evaluated the quality of English language textbook in primary school in Saudi Arabia. A survey questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors about the textbook.

It was found out that out of 64 items in the questionnaire, and only 13 items had arithmetic means less than 2.50. The category that had the highest mean concerned with learning components, while the category that had the lowest mean concerned with teaching methods.

By reviewing this group of evaluative studies, the researcher observed that the evaluation approach adopted in these studies was often directed to a textbook as a whole or a group of textbooks, and introduced general findings. In addition, most of these evaluations did not reveal specific findings and thereby they seemed to be inadequate for identifying specific areas of difficulty.



## **2. Research Evaluating *English for Palestine* Series**

The English language textbooks delivered in Palestinian schools for few years have been also a subject of research. Evaluations of different aspects of the new books were undertaken. This part sheds light on most of these studies.

An earliest study was conducted by Masri (2003) who developed a questionnaire addressing the quality of *English for Palestine 1* from the perspective of 208 teachers in the northern districts of Palestine. The findings showed a variance in the frequencies.

For example, the physical appearance of the book domain scored 79.9%, level of education for the students domain scored 79%, structures domain scored 74% and aids domain scored 73.2%.

The results also revealed that there were significant differences with regard to the educational level in favor of M.A degree holders, and there were significant differences with regard to experience in favor of those who had less than five years of experience.

Later, Mahmoud (2006) developed questionnaire to evaluate the suitability of *English for Palestine 10* from the perspective of a sample of 10<sup>th</sup> grade English teachers in Nablus district.

The results suggested the suitability of the book in general, and that it could be more useful after carrying out some suggestions and modifications.

A year later, Mahmoud (2007) evaluated *English for Palestine 4* in the same way. The researcher claimed that the textbook is in full agreement with all the evaluative criteria.

However, he maintained that it lacks few items that characterize a good book, such as: consulting teachers, supervisors, parents and local society during textbook preparation, addressing the local environment, and maintaining balance between the permitted time and the selected materials.

In the same year, *English for Palestine 10* was the focus again in Mazloum's (2007) study. He used an analysis card to evaluate the content of the book in the light of the standards for foreign language learning (communications, comparisons, communities, cultures and connections standards).

The findings showed a variance in the frequencies of these standards. For instance, communications standards scored the most frequencies, comparisons standards came in the second rank, and communities, cultures and connections standards scored weak frequencies.

Afterward, Abdul-Qader and Aqel (2009) evaluated *English for Palestine 11* from teachers' perspective. The sample of the study consisted of 60 teachers of 11th Grade in southern Nablus and Salfit districts. The researchers developed a 47-item questionnaire which included four main domains.

The findings revealed that there were significant differences in book general shape domain between Salfit and southern Nablus districts in favor of Salfit. There were also differences in teaching aids domain between male and female teachers in favor of females. But, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

Then, Faqawi (2010) analyzed the content of *English for Palestine 8* in the light of the international standards which were set by the National Council of Teachers of English – NCTE. The researcher used a questionnaire including these standards.

He found out that the reading skill occupied the first position of the English language skills by 65.50%, the listening and speaking skills occupied the second position of the English language skills at the 8th grade textbook by 52.90%, and the writing skill occupied the third position of the English language skills at the 8th grade textbook by 45.37%.

Unlike the previous studies, the following four ones dealt with a particular part of a textbook, and not the textbook as a whole.

For instance, Hamdona (2007) designed content analysis card to analyze the content of *English for Palestine 6*. The purpose of the analysis was to identify the existed and required life skills latent in the textbook. He came out with five main domains, including: communication, personal/social, leadership, problem solving/ decision making and critical thinking life skills, and designed a content analysis card.

The findings showed variation in the frequencies of the main domains. For instance, communication life skills got the highest score, followed by the personal/social life skills, leadership life skills, decision-making/problem solving life skills and critical thinking, respectively.

Likewise, Abu Ashiba (2010) focused on one area in a textbook. She analyzed the content of *English for Palestine 12* for the purpose

of identifying the existed values in the textbook. She created a model for classifying values that suit Palestinian students and match international models. She came out with eight main domains: theoretical, economic, aesthetic, social, political, religious, cultural and patriotic.

The findings showed variation in the frequencies. Cultural values domain scored the highest score of frequencies, followed respectively by theoretical values, economic values, social values, aesthetic values, patriotic values, religious and political domain.

In addition, Ali (2010) evaluated *English for Palestine 9* and focused on one language skill in the SB and WB. She focused on the reading texts and exercises for the purpose of identifying the areas of weaknesses. She used two tools: a content analysis card and a structured interview with fifteen 9<sup>th</sup> grade English language teachers.

The researcher identified several areas of strength, including: employing a wide variety of topics, values and good manners; including four interesting reading texts to students, and related to the Palestinian culture and reality; including suitable new vocabulary for 9<sup>th</sup> graders; incorporating relevant, attractive, colorful and clear visuals to 9<sup>th</sup> graders; sufficient margins with all reading texts; and including a great variety of questions with clear instructions.

However, the evaluation revealed several areas of weakness, including: there were no authentic reading texts; extensive reading was not included; and several reading skills were neglected such as employing exercises that require students to infer the author's attitude, distinguish between fact and opinion, recognize pronoun references, find meanings of new vocabulary in contexts, relate

the text to their personal experience and to work out answers in pairs and groups.

In a similar vein, El Shawa (2011) evaluated one area, but in two textbooks: *English for Palestine 11* and *English for Palestine 12*. She focused on the cultural content of English secondary stage textbooks in order to find out to what extent that content matches the current universal trends in intercultural language learning / teaching. She used a content analysis card to achieve her purpose.

The findings showed several advantages, including: most activities were culturally oriented; there was wealthy presentation of various countries and cultures from different parts of the world, which indicated intercultural learning.

Nevertheless, the analysis also revealed several drawbacks including: focus on Non-Palestinian cultures more than the Palestinian culture; focus target culture products, practices and perspectives came first; very limited opportunities for comparing cultures; absence of authentic texts for either Palestinian or Non-Palestinian countries; no special focus on providing Palestinian youth with phrases and suitable expressions to talk about and introduce their Palestinian Issue to the world via English; and absence of Islamic topics was also detected.

By reviewing this sample of evaluative studies, the researcher observed that the first six ones dealt with the textbook as a whole and presented general findings; whereas, the following four ones dealt with a particular part of it. Among them, the last two ones were unique in the sense that they identified specific sources of difficulties and did not introduce general findings.

### **3. Research Evaluating Pronunciation Teaching Material**

A part of pronunciation research was devoted to evaluate pronunciation teaching materials. Among that research, only Gabrielatos (1994) and Müller (2007) were found to be concerned with the treatment of pronunciation in a multi-skills language textbook.

Gabrielatos (1994) examined the treatment of pronunciation in the New Cambridge English Course, vol.1. The findings revealed that the course exploited new structures and vocabulary to practise various suprasegmentals. And, although the course regarded production as being much more important than perception, all of production exercises were drills, and perception exercises were more varied.

Also, there was minimal attention to matters of contrast between phonemes, sounds phonological environment, and intonation and perception of rapid speech. In addition, most recordings for pronunciation exercises consisted of words in isolation and phrases/sentences out of context, and few dialogues were used, and they were not examples of natural speech.

Müller (2007) evaluated two recent multi-skills German as Foreign Language (GFL) textbooks (*studio d A1* and *Lagune 1*). The evaluation focused on examining the following points: the inclusion of creative and communicative exercises, the inclusion of exercises beyond the accuracy-focused contexts, the sequence of learning process principles and the potential of each textbook for successful classroom use.

Overall conclusion of evaluating the two textbooks indicated that studio d A1 may be more effective than Lagune 1 in many ways, such as integrating pronunciation teaching to vocabulary and grammar learning, incorporating communicatively oriented exercises, and including systematic coverage of segmental and suprasegmental as well as balanced selection of phonetic elements.

Nevertheless, the evaluation of the two GFL textbooks revealed that there is still an obvious gap between the potential of each textbook for successful classroom use and the actual realization of this potential in terms of design and arrangement of pronunciation exercises.

A major part of pronunciation evaluation research has been directed to pronunciation courses and textbooks.

For instance, in an early review was conducted by Morley (1991), She surveyed a number of pronunciation teacher reference books, articles in journals and collections, conference papers and student texts of the 1980s and early1990. Based on that survey, she outlined the principles guiding current directions in pronunciation pedagogy, as follows (p.493-495):

1. focus on pronunciation component as an integral part of communication, and not as an isolated aspect;
2. focus on suprasegmentals and how they are used to communicate meaning in the context of discourse, as well as segmentals and their combinations;

3. focus on voice quality features, paralinguistic features, articulatory settings and elements of body language used in oral communication;
4. focus on learner involvement through self-monitor, self-correction and self-responsibility; and teacher's role as a facilitator and organizer of instructional activities;
5. focus on meaningful practice of both segmentals and suprasegmentals;
6. focus on the link between listening and pronunciation and the need to expand the nature and range of pronunciation-oriented listening activities;
7. focus on sound/spelling relationships and utilizing English orthography as a key tool in teaching pronunciation;
8. focus on the uniqueness of each learner by adapting the material to the student's personal learning and communicability strategies, as well as the impact of input and instruction.

Similarly, Jones (1997) reviewed recent research on the acquisition of second language phonology, and examined the extent to which research findings are reflected in currently used pronunciation teaching materials.

The findings revealed that pronunciation instructional material of the 1990s emphasized the accurate production of discrete sounds more than concentrating on the communicative aspects of connected speech,



and most activities relied heavily on mechanical drilling of decontextualized words and sentences.

Also, Silveira (2002) analyzed a number of textbooks and pronunciation manuals and examined the presence of two criteria: the integration between research and the production of pronunciation instructional materials and the adoption of the communicative aspects in these materials.

The review indicated that some pronunciation manuals tried to include a wide range of information on segments and suprasegmentals and vary in the way the two aspects were presented and the amount of attention given to each of its subcomponents. Nevertheless, they appeared to be traditional in the adopted methodology. They did not include tasks that range from controlled to the more communicative.

In addition, Arteaga (2000) reviewed the phonetics presentation in ten recent first-year college Spanish texts. She found that none covered phonetics throughout the text, and that most ended their presentation early in the chapters that would be covered in the first semester.

Arteaga identified a number of general problems; including: (a) the coverage is incomplete; (b) the discussion is in many places inaccurate; (c) the avoidance of technical terms, many of which are imprecise, leads to the introduction of confusing terms; (d) the discussion refers to technical terms not previously introduced; (e) the illustration of sounds is through unusual words that are unknown to the student; (f) there is no recycling of material; and (g) students are not taught to monitor their own pronunciation(p.347).

Further, Banville (2003) attempted to determine the communicativeness of pronunciation activities in fourteen elementary-level courses. The researcher developed a range of criteria evaluating whether prescribed activities met conditions for communicative competence and performance; which constituents of communication were evident; whether language was segmentally, suprasegmentally or meaning-based; and the degree to which pronunciation was integrated and interactive, especially with listening.

The results revealed that there was total lack of opportunity for students to observe, practice or produce pronunciation in use. There was intensive focus on mechanical teaching using bottom-up Audiolingual strategies.

With the growth of Computer-Assisted Language Learning (CALL) and the Internet, the number of courseware software and websites has grown rapidly. In effect, evaluative pronunciation research has addressed this area.

For instance, Egbert (2004) reviewed Connected Speech software (CS) in pronunciation teaching and learning, based on the following criteria:(a) present authentic speech samples and natural discourse; (b) focus learners' attention on both segmental and suprasegmental features; (c) support social interaction and communication, and (d) focus on intelligibility; (e) support the development of metacognition and critical listening; and (f) provide opportunities for practice and scaffolding and individualized feedback.

The results showed several strengths such as the inclusion of various accents and speakers, the inclusion of much practice for students who learn well deductively and providing a focused and well-

planned way for use by teachers as well as immediate feedback for learners. Nevertheless, CS was not found effective for inductive learners, and it required a lot of teacher guidance.

In addition, Bott (2005) evaluated computer-aided self-access pronunciation materials designed to teach stress in American English students. She used Likert scale survey evaluations for each of the three units and a focus group that gathered students' comments and their reactions to the materials. In general, these materials seemed very beneficial to students who are interested in learning more about stress in American English, overall reactions to the program were very positive.

Also, Hua-ying (2008) conducted an evaluation of the website EVA EASTON Authentic American Pronunciation with a framework based on Software Review Guidelines of Computer Assisted Language Instruction Consortium (CALICO), and also a review, based on fifteen criteria given by Dr. Jeong-Bae Son's (2003) Language Learning Website Review.

The results showed several merits such as providing much material in different forms of practice and the inclusion of an extensive collection of audio recordings of sounds and words as well as its suitability for independent learning. However, several weaknesses were detected such as the limited consideration given to intonation and rhythm, lack of feedback on the progress of the user's pronunciation ability.

Examining this sample of research evaluating pronunciation materials, the researcher observed that the majority of that research

was directed either to pronunciation courseware and websites or pronunciation textbooks and courses.

Yet, the current evaluative study is concerned with evaluating pronunciation in a multi-skills textbook and thereby the criteria adopted in these studies may be irrelevant to those of current study.

In addition, most of these studies did not offer a comprehensive or standard framework of evaluating criteria.

However, the works of Morley (1991) and Jones (1997) raised the researcher's awareness, particularly, in her effort to develop the evaluating criteria used in this study. By reviewing these works, the researcher identified a comprehensive set of pronunciation instructional perspectives upon which the development of criteria can be evolved and developed.

#### **4. Research Evaluating the Teaching of Pronunciation Teachers**

A limited part of research was concerned with the teaching of pronunciation teachers. Most of that research was concerned with teachers' attitudes and practices with regard to pronunciation teaching and/or whether pronunciation teachers are prepared to teach pronunciation or not.

For instance, Burgess & Spencer (2000) investigated the relationship between two fields: pronunciation-teaching and language-teacher education and training in Britain. They found out that there is a general lack in teachers' preparation and thereby they advocated a

stronger emphasis on pedagogical approaches rather than limiting instruction to the study of phonology.

Breitkreutz *et al.* (2001) surveyed 67 ESL programs in Canada to determine the extent to which pronunciation was taught and what resources were used. The results showed that ESL teachers in Canada “are not well trained in teaching pronunciation, and usually avoid dealing with this subject” (p. 58).

Similar finding was revealed by Derwing & Rossiter (2002) through learners. They examined the perceptions of 100 adult ESL learners with regard to their pronunciation difficulties and the strategies they employ when they are faced with communication breakdown.

The results showed that only 8 of 100 adult intermediate ESL learners indicated that they had received any pronunciation instruction, despite having been enrolled in ESL programs for extended periods of time.

Rosa (2002) surveyed ESL teachers' opinions and perspectives with regard to reduced forms. The study revealed that almost all of the teachers considered reduced forms to be an important and helpful aspect of a learner's listening comprehension, though they have little specific training in reduced forms instruction.

Sifakis & Sougari (2005) investigate the attitudes of Greek EFL teachers toward EIL pronunciation pedagogy. In their survey study, they reported that the teachers' practices and beliefs appeared to be paradoxical. Native speakers' norms were still dominant in their beliefs about their own pronunciation and teaching.

Yet, in terms of communication between nonnative speakers, the teachers seemed to believe in the need to create appropriate discourse for specific situations comprehensible for all interlocutors.

The study indicated that most of these teachers are not aware of the international spread of English and its implications for instruction. Therefore, the researchers recommended further education that begins with teachers' awareness of how English functions in the teachers' immediate surroundings.

Winnie Chiu (2008) also explored teachers' practices and beliefs with regard to pronunciation teaching, and her study was found to be distinctive in comparison with previous studies.

The researcher used two tools to explore teachers' beliefs and practices; including: (a) class observations which were conducted and recorded to examine teachers' actual actions on pronunciation, and (b) interviews which were employed to elicit their beliefs about pronunciation teaching and about their own practice. The results of the study indicated a possible gap between teachers' instruction and education.

Accordingly, a part of research investigated reasons for avoiding pronunciation teaching and teachers' lack of preparation. For example, MacDonald (2002) conducted an in-depth interview with eight ESL teachers to investigate why they find pronunciation a difficult area to teach, and why they tend to avoid teaching it.

The study revealed that teachers in Australia do not teach pronunciation "because they lack confidence, skills and knowledge"

(p.3). Thus, the researcher highlighted a need for ongoing development in the area of pronunciation among these teachers.

Similarly, Morin (2007) discussed reasons for explicit pronunciation instruction at the college-level classroom. She argued for enhancing teachers' professional development; including: an understanding of the practical, attitudinal, and sociolinguistic issues involved in L2 pronunciation instruction.

Morin offered suggestions to remedy the problem of inadequate teacher preparation in foreign language phonology; including: issues involved in pronunciation instruction, content areas of Spanish phonetics, and types of pedagogical materials that can be designed and implemented in the communicative foreign language Spanish classroom.

By reviewing this fourth group of research, the researcher found out that most of it was concerned with either teachers' attitudes and practices with regard to pronunciation teaching or whether pronunciation teachers are prepared to teach pronunciation or not. And, a part of that research focused on reasons for teachers' lack of preparation. Only the study of Winnie Chiu (2008) was distinctive in the sense that it included an observation of pronunciation teachers' actual actions in class.

## **Commentary on Previous Research**

By reviewing the first two groups of evaluative studies above, the researcher's recognition of the need for evaluating only one particular area in a textbook was deepened. She observed that the evaluation approach adopted in most cases was often directed to a textbook as a whole or a group of textbooks and introduced general findings.

In her point of view, most of these evaluations did not reveal specific findings and thereby they seemed to be inadequate for identifying specific areas of difficulty. Yet, to be more precise, this study seeks to evaluate one language aspect (pronunciation) in a textbook.

In addition, by examining these evaluations, the researcher recognized the need for extending the evaluation of the pronunciation content to include the evaluation of implementing that content in practice. That is, all of these evaluations were concerned with the theoretical worth of a textbook on paper. Yet, any ELT material needs to be proved in the classroom, and not just on paper (McDonough & Shaw 1993: 79).

The researcher believes that several considerations may work against its suitability in use such as teacher's awareness and skill to teach it. For that reason, a part of the evaluation process intended in this study seeks to evaluate how teachers implement pronunciation content of the target textbook in order to identify more specific areas of difficulty and thereby to suggest practical remedy.

Examining the third group of research, which is concerned with evaluating pronunciation teaching materials, the researcher found out



that the majority of that research was directed either to pronunciation courseware and websites, or pronunciation textbooks and courses.

Only Gabrielatos (1994) and Müller (2007) were concerned with evaluating the treatment of pronunciation in multi-skills language textbooks. Yet, they did not offer a comprehensible set of criteria for evaluating pronunciation training in an EFL multi-skills textbook.

However, examining the works of Morley (1991) and Jones (1997) raised the researcher's awareness, particularly, in her effort to develop the evaluating criteria used in this study.

By reviewing these works, the researcher identified a comprehensive set of pronunciation instructional perspectives. In her point of view, exploring how these perspectives pertain to the effective teaching of pronunciation would help in evolving and developing the evaluative criteria of in this study.

Examining the forth group of research, which is directed to the teaching of pronunciation teachers, the researcher found out that most of it was limited within theoretical debates. In other words, examining the nature of pronunciation teacher's actions in class and the actual teaching of pronunciation seems to be a silent part of pronunciation research agenda.

Only the study of Winnie Chiu (2008) was distinctive in this context. Yet, despite the advantage of observing pronunciation teachers' actual actions in this study, the researcher detected several limitations; including:

- a. observing a limited number of teachers (three native and three non-native English teachers);

- b. the observation of teachers' actions in classroom was previously planned with them and was limited to one period;
- c. the observation was devoted to specific pronunciation instruction and disregarded integrating pronunciation into the regular curriculum.

Additionally, none of the studies and articles of this group specified clearly what teaching competencies pronunciation teachers should have.

## **Summary**

The main concern of this section was to review a sample of evaluative studies in the field of EFL. The review was intended to uncover the evaluation methods, tools and findings of these studies as a guiding means towards processing the evaluation of this study

# **Chapter III**

## **The Methodology**

### **Introduction**

#### **3.1. Research Type**

#### **3.2. Sample of Study**

##### **3.2.1. Sample of Analysis**

##### **3.2.2. Sample of Observation**

#### **3.3. Instrumentations**

##### **3.3.1. The Content Analysis Card**

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### **Summary**

## Chapter III

### The Methodology

#### Introduction

This chapter describes the methodology followed in the present study. It illustrates the method and the tools used and the procedures followed. It also demonstrates how the tools were applied and how their validity and reliability were assured.

#### 3.1. Research Type

The researcher used the descriptive analytical method because of its relevance to the achievement of the purposes of the study. She developed a suggested list of the characteristics of pronunciation teaching content, in addition to another suggested list of pronunciation teaching competencies that English teachers should be equipped with to teach pronunciation (See Appendices 5 & 6).

In view of that, she constructed two tools: (a) a content analysis card for analyzing pronunciation teaching content of *English for Palestine 10* (See Appendix 10); and (b) an observation card for scrutinizing the competency level of a sample of 10<sup>th</sup> grade Palestinian teachers with regard to pronunciation teaching (See Appendix 11).

## 3.2. Sample of Study

### 3.2.1 Sample of Analysis

Pronunciation teaching content in the SB and TG of *English for Palestine 10* was the target sample of analysis. Yet, this sample consists of various units.

These units vary due to the following reasons:

1. The target pronunciation content in this study includes two different types of content: the content of the SB and that of the TG.
2. The SB of *English for Palestine 10* is a multi-skills textbook and thereby each teaching unit in the SB encompasses various language skills and aspects, presented in both isolated and integrated modes. Table (3.1) below shows the structure of each unit in the SB.

**Table (3.1)**

**The structure of each unit in *English for Palestine 10*: SB**

Section	1	2	3	4	5	6	7
Focus	Reading	Development (vocabulary)	Language1 (grammar)	Writing (punctuation & composition)	Listening & speaking (1 listening 2 pronunciation & 3 speaking )	Language 2 (grammar)	Integrated skills

These reasons resulted in various units of analysis and thereby each category of criteria, in the content analysis card (See Appendix 10) was related to a particular unit of analysis as shown below:

1. Each pronunciation activity in Listening & Speaking Section in every unit in the SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 1 to 25).
2. Each activity, footnote, margin or related appendix in addition to each pronunciation activity in Listening & Speaking Section in every unit in SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 26 to 33).
3. Each activity related to grammar development in addition to each pronunciation activity in Listening & Speaking Section in every unit in SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 34 to 36).
4. Each oral activity in every unit in SB (except pronunciation activities in Listening & Speaking Section) was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 37 to 40).
5. Each aural activity in every unit in SB (except pronunciation activities in Listening & Speaking Section) was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 41 to 43).

6. Each audio-taped text attached to any activity in any section in every unit in SB was considered as the unit of analysis for the criteria in Section(1) in the analysis card (from criterion 44 to 47).
7. Each guiding content in each unit in the TG related to every activity in the SB was considered as the unit of analysis for the criteria in Section (2) in the analysis card (from criterion 1 to 16).
8. TG's appendices were considered as the unit of analysis for criteria in Section (2) in the analysis card (from criterion 17 to 23).

### **3.2.2 Sample of Observation**

To get the needed sample for observing the competency level of 10<sup>th</sup> grade Palestinian teachers of English language with regard to pronunciation teaching, the researcher asked for the cooperation of all Palestinian 10<sup>th</sup> grade English language teachers in Khan Younis governorate. The purpose of their participation was to video-tape their periods while teaching one educational unit in *English for Palestine 10*.

Only twelve teachers (7 males and 5 females) out of forty-three ones accepted video-taping their periods. They represent 28% of the whole population. They work in eight schools out of twenty-seven ones in Khan Younis Governorate. The sample of schools represent 30% of the whole population.

The periods were video-taped during the teaching of Unit (7) because the teaching of this unit coincided the chosen time for the video-taping procedure.

### **3.3. Instrumentations**

#### **3.3.1. Content Analysis Card**

##### **3.3.1.1. Purpose of the Content Analysis Card**

It aimed to investigate the extent to which pronunciation teaching content of *English for Palestine10* matches current instructional perspectives in pronunciation pedagogy.

##### **3.3.1.2. Constituents of the Content Analysis Card**

The content analysis card consists of two main sections: Section (1), which was used to analyze pronunciation content in the SB; and Section (2), which was used to analyze pronunciation content in the TG. Here is a description of the evaluating scheme of the content analysis card.

The criteria of Section (1) are presented into two parts: Part (1) and Part (2). Part (1) addresses pronunciation specific content (pronunciation in isolation) in the SB, and it encompasses the criteria related to what pronunciation areas should be taught and those related to how learners should be involved in acquiring them. It consists of two parts:

1. Part (1.1): It incorporates the criteria which address the critical pronunciation areas to most Arab learners in EFL\EIL contexts, and they are divided into two groups of criteria:



§ criteria related to critical pronunciation areas at perceptual level; and

§ criteria related to critical pronunciation areas at productive level.

**Note:** The development of these criteria was based on a review of the areas which were stressed in NS-NNS and NNS-NNS interactions and a review of the areas which were recommended as high priority for Arab learners. As well, the researcher benefited from few discussions with a number of linguists working in few Palestinian universities.

2. Part (1.2): It incorporates the criteria which address learning domains and how students should be involved in acquiring critical pronunciation areas. It includes three secondary parts:

§ Part(1.2.1): It incorporates the criteria which address learner's intellectual involvement.

§ Part(1.2.1): It incorporates the criteria which address learner's affective involvement.

§ Part(1.2.1): It incorporates the criteria which address learner's performative involvement.

Part (2) addresses the content of other language learning activities in the SB, and thus it includes the criteria related to the integration of pronunciation with other language skills and aspects. It consists of three secondary parts:

1. Part (2.1): It incorporates the criteria which address integrating pronunciation with the teaching of vocabulary, spelling and grammar work. It includes other three secondary parts:

§ Part (2.1.1): It incorporates the criteria which address integrating pronunciation with the teaching of vocabulary.

§ Part (2.1.2): It incorporates the criteria which address integrating pronunciation with the teaching of spelling.

§ Part (2.1.3): It incorporates the criteria which address integrating pronunciation with the teaching of grammar.

2. Part (2.2): It incorporates the criteria which address integrating pronunciation with the teaching of oral language practices.

3. Part (2.3): It incorporates the criteria which address integrating pronunciation with the teaching of aural language practices.

The criteria of Section (2) address the content of the TG. The development of these criteria was based on the researcher's understanding of how the untrained\partially trained teacher can be assisted to teach pronunciation in accordance with current perspectives in pronunciation pedagogy.

Also, the researcher benefited from the suggestions made by Cunningsworth & Kusel (1991) and Gearing (1999) for evaluating TGs.

The criteria of Section (2) are presented into two parts:

1. Part (1): It incorporates the criteria which address TG's units, and it is divided into two secondary parts:

§ Part (1.1): It incorporates the criteria which address pronunciation in isolation.

§ Part (1.2): It incorporates the criteria which address pronunciation in integration with other language skills and aspects.

2. Part (2): It incorporates the criteria which address TG's appendices.

### **3.3.1.3. Construction of the Content Analysis Card**

The analysis of pronunciation teaching content should be based on an agreed upon set of evaluating criteria. Yet, the review of related literature in Chapter (II) in this study revealed limitations in the efforts directed to develop criteria and evaluate pronunciation teaching content, especially in multi-skills language textbooks. As a result, the researcher established a list of criteria by her own, and here is a description of how it was developed.

Based on the reviews in the third and fourth parts in Section (1) in Chapter (II), the researcher identified the main current pronunciation instructional perspectives. Then, in the fifth part in the same section, the researcher represented them within a framework in which the perspectives are related to the main strands of pronunciation teaching process (why, what and how to teach pronunciation as well as learner's involvement and teacher's role).

Examining this framework presented below, it appears that the first one addresses the current goal of pronunciation teaching; the second and the third ones address what pronunciation elements to teach; and the next eight ones address how pronunciation should be taught and they combine learner's involvement and teacher's role.

1. Setting intelligibility as a more realistic and suitable goal of pronunciation instruction.

2. Incorporating both suprasegmentals and segmentals, in addition to voice quality features and non-verbal correlates of pronunciation.
3. Prioritizing suprasegmentals in EFL\ESL contexts and segmentals in EIL context, with focus on critical elements to the intelligibility of a particular group of learners as listeners and speakers.
4. incorporating both deductive and inductive modes of practice;
5. focusing on both perception and production of intelligible pronunciation features;
6. employing regular pronunciation/spelling relationship;
7. focusing on the relationship between listening and pronunciation;
8. integrating pronunciation with the teaching of other language learning practices;
9. considering learner's factors which affect the acquisition of pronunciation (e.g., linguistic, biological, psychological, affective and sociological factors);
10. addressing a whole person involvement (e.g., intellectual, affective and psychological involvement) in pronunciation training;
11. promoting the role of less experienced pronunciation teacher.

In the same part in Section (1), the researcher related these perspectives to the main strands of pronunciation teaching process and

explored how they pertain to the effective teaching of pronunciation, as suggested in various publications and validated by empirical research.

The premise underlying that discussion was to create possibility to explore the various aspects of pronunciation teaching process systematically. Based on that discussion, a suggested list of the characteristics of pronunciation teaching content were derived and developed (See Appendix 5).

The suggested list of characteristics served as a basis for developing the suggested list of evaluating criteria included in the content analysis card.

The researcher presented these criteria into two sections in the content analysis card: Section (1), which includes the criteria of pronunciation content in the SB, and Section (2), which includes the criteria of pronunciation content in the TG (See Appendix 10).

Section (1) encompasses the criteria addressing what pronunciation areas should be addressed, what methodology should be adopted and learners' involvement, and it excludes the criteria addressing why to teach pronunciation and those related to teacher's role.

Actually, the development of the criteria which address what pronunciation areas should be addressed and what methodology should be adopted was based on an understanding of the current goal of pronunciation teaching (intelligibility).

This matches the pedagogical assumption that what to teach and how to teach something should be based on why to teach it. Therefore, the criteria addressing what pronunciation areas should be addressed

and what methodology should be adopted reflect the current goal of pronunciation teaching.

With regard to the criteria related to teacher's role, they are included in Section (2) in the content analysis card which is concerned with evaluating the extent of providing teachers with suitable guidance in the TG. As well, the evaluation of teacher's role takes place in the other tool of the study (observation card) which is concerned with evaluating the extent of to which target teachers in this study are competent in pronunciation teaching (See Appendix 11).

In this way, it can be said that since the evaluating criteria address the main strands of teaching process, they suggest a systematic evaluating scheme of pronunciation teaching.

However, the suggested criteria are not claimed to be all-inclusive, nor does their use imply that pronunciation teaching must match all of them. They, however, can serve as a basis for examining the extent to which pronunciation teaching in *English for Palestine 10* matches current perspectives.

The construction of the content analysis card also encompassed distributing the degrees of significance among the various parts of the tool. The distribution of the degrees of significance was suggested by the researcher and then agreed by a panel of referees (those who refereed the tool before using it) [See (Distribution of degrees of significance) in Appendix 10].

Distributing the degrees of significance was meant to obtain valid statistic results. To explain, since the content analysis card incorporates two different sections including various parts including

different numbers of criteria, there was a need to assign the degrees of significance in order to control limitations about the number of criteria related to each part.

For example, Part (1) in Section (1) includes two secondary parts: Part (1.1) and Part (1.2). Part (1.1) includes ten criteria and Part (1.2) includes three secondary parts including fifteen criteria. Accordingly, if the percentage attached to Part (1) was based on the whole number of criteria included in its two parts, it would not be valid.

Here is a description of how the degrees of significance were distributed:

1. Both of Section (1) and Section (2) were given the same degree of significance.

Section (1) addresses the content of the SB, and Section (2) addresses the content of the TG. The researcher equates the TG to the SB in significance because she believes that the TG can be of a central importance, particularly, in pronunciation teaching.

According to the researcher, the TG could compensate for any limitation found in the SB, and it could, though partially, compensate for the limitations in Palestinian teachers' preparation and training.

This goes in line with Cunningsworth and Kusel (1991:133) who pointed out that, in situations where teachers have no access to proper training, the TG could be the only means of support and development.

2. The degree of significance given to Section (1) was divided equally to its two parts: Part (1) and Part (2)

Part (1) addresses pronunciation in isolation, and Part (2) addresses pronunciation in integration with the teaching of other language skills and aspects. The researcher considers pronunciation in isolation and in integration with other language learning activities as two equal and complementary parts in pronunciation teaching.

3. The significance given to Part (1) was distributed equally into four parts: Part (1.1), Part (1.2.1.), Part (1.2.2.) and Part (1.2.3.). The criteria of Part (1.1) only address what pronunciation areas to teach, but those in Part (1.2) address how to teach these areas and also how to involve learners in the teaching\learning process.
4. The significance given to Part (1.1) which includes the criteria related to what pronunciation areas to teach was distributed in light of a review of priority areas for Arab learners. Critical pronunciation areas to perception were given  $\frac{3}{10}$  of the significance and those for production were given  $\frac{7}{10}$  of that significance.
5. The significance given to Part (1.2) was divided equally to three secondary parts: Part (1.2.1) which addresses learner's cognitive involvement; Part (1.2.2) which addresses learner's affective involvement; and Part (1.2.3) which addresses learner's performative involvement.
6. The significance given to Part (2) in Section (1) was divided equally into three secondary parts: Part (2.1) which addresses pronunciation in vocabulary, spelling and grammar work; Part (2.2) which addresses pronunciation in oral practices; and Part (2.3) which addresses pronunciation in aural practices.



7. The significance given to Part (2.1) was divided equally among its three secondary parts: Part (2.1.1), Part (2.1.2) and Part (2.1.3).
8. The significance given to Section (2) was distributed to its two main parts: Part (1) which addresses TG's units; and Part (2) which addresses TG's appendices, but not equally. The criteria in Part (2) were given a third of the significance, and those in Part (1) were given two thirds of that significance and distributed equally to two secondary parts: Part (1.1) which addresses pronunciation in isolation and Part (1.2) which addresses the integration of pronunciation with the teaching of other language skills and aspects

#### **3.3.1.4. Validity of the Content Analysis Card**

To check the degree to which the results of the analysis can be accurately interpreted and effectively generalized, the content analysis card was exposed to nine referees (See Appendix 9).

Each member was asked to examine the criteria included in the content analysis card (See Appendix 7) and point out his\her remarks, comments or suggestions. They were also asked to examine the distribution of the degrees of significance attached to the tool (See the final attachment in Appendix 7).

No serious remarks were given by any of the referees, but one comment was expressed by most of them. They commented that they did not expect the presence of most criteria in the target teaching content. In addition, one suggestion expressed by two referees and stressed by another. They suggested providing more examples with criteria to make them clearer. After considering that suggestion, the

researcher reedited the final form of the analysis card to be applied (See Appendix 10).

### **3.3.1.5. Applying the Content Analysis Card**

After reediting the final form of the content analysis card, the researcher held three workshops with two 10<sup>th</sup> grade English language teachers to train them how to analyze target pronunciation content in this study.

**Note:** the two analysts used to teach *English for Palestine10* more than five years, and they were not among the twelve participants whose periods were video-taped in this study.

In the first meeting, the researcher informed them about the purpose of the study, explained the intended analysis process and provided them with two copies of the content analysis card.

In the second meeting, the researcher analyzed two units of the SB as well as the two corresponding units in the TG as illustrative examples for the two analysts. They were asked then to analyze the first four units in both the SB and TG by their own later, in addition to the researcher.

During the period followed, the two analysts kept themselves in contact with the researcher for checking difficulties while conducting the analysis of the four units.

In the third meeting, the researcher compared the three analyses which had been conducted before the third meeting. In this meeting, a high approximation between the researchers' results of the

analysis was found, and thus the analysts were asked to complete the analysis for the other eight units, in addition to the researcher.

The analysis was conducted by using a tick (✓) which indicates the presence of a criterion or a cross (✗) which shows its absence. The choice of this scale was due to the fact that the majority of criteria do not accept a third answer. In few cases, the judgment was for the majority of the presence or absence of the criterion.

### **3.3.1.6. Reliability of the Content Analysis Card**

To check the degree of consistency of the results of analysis, the researcher examined the reliability of the content analysis card through persons. The researcher asked for the cooperation of two analysts as mentioned above. The researcher in addition to these analysts analyzed the contents of the SB and TG.

Table (3.2) below shows the frequencies of the presence of criteria made by the three analysts with regard to the contents of the SB & TG. Each number refers to how many ticks (✓) indicate the presence of criteria in a particular unit. For example, in the first group, the first number in the first row, 14, means that analyst (1) considered the availability of only fourteen criteria out of forty-seven ones in the content of unit (1).

Also, in the second group, the first number in the first row, 5, means that analyst (1) considered the availability of only five criteria out of sixteen ones in the content of unit (1) in the TG; whereas, the last number in the same row, 2, means that the same analyst considered the availability of only two criteria out of seven ones in TG's appendices.

**Table (3.2)**

**The frequencies of the presence of criteria made by the three analysts with regard to the content of the SB &TG**

<b>The frequencies of the presence of criteria made by the three analysts with regard to the content of the SB</b>												
<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Analyst 1</b>	14	15	13	22	12	13	15	13	15	11	11	10
<b>Analyst 2</b>	14	14	13	21	12	13	15	13	15	11	11	10
<b>Analyst 3</b>	13	15	14	21	12	13	15	13	15	11	11	10

<b>The frequencies of the presence of criteria made by the three analysts with regard to the content of the TG</b>													
<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TG appendices</b>
<b>Analyst 1</b>	5	5	6	5	6	6	5	5	5	5	5	5	2
<b>Analyst 2</b>	6	5	6	5	6	6	5	4	5	5	5	5	2
<b>Analyst 3</b>	6	4	5	4	6	5	5	5	5	5	5	5	2

Holsti correlation was used to find the correlation among the three results of the analyses and to determine the degree of consistency as the following (Holsti 1969:141):

$$R = \frac{2M}{C_1 + C_2}$$

"M is the number of coding decisions on which the two judges are in agreement, and  $N_1$  and  $N_2$  refer to the number of coding decisions made by judges 1 and 2, respectively" (p. 140).

The correlations of the results of analyzing the SB and TG are shown in Table (3.2) below, as follows:

1. The correlations of the three results of analyzing the SB:

§ The correlation between the first and second analysis  
 $(R_A)_{12} = (0.96)$ .

§ The correlation between the first and third analysis  
 $(R_A)_{13} = (0.94)$ .

§ The correlation between the second and third analysis  
 $(R_A)_{23} = (0.94)$ .

2. The correlations of the three results of analyzing the TG:

§ The correlation between the first and second analysis  
 $(R_B)_{12} = (0.91)$

§ The correlation between the first and third analysis  
 $(R_B)_{13} = (0.78)$ .

§ The correlation between the second and third analysis  
 $(R_B)_{23} = (0.78)$ .

**Note:** R  $\rightarrow$  Coefficient Correlation  $\setminus_A \rightarrow$  SB  $\setminus_B \rightarrow$  TG.

The correlations among the three analyses and the acceptable degree of consistency shown in Table (3.3) below enabled the researcher to process the data collected.

**Table (3.3)****Reliability of content analysis card through Persons**

<b>Analysis of SB's content</b>	
(M) The number of coding decisions on which analysts 1 & 2 are in agreement	45
(C1) The number of coding decisions made by analysts (1)	47
(C2) The number of coding decisions made by analysts (2)	47
(R 1\2) The correlation between the first and second analyses	.96
<b>Analysis of SB's content</b>	
(M) The number of coding decisions on which analysts 1 & 3 are in agreement	44
(C1) The number of coding decisions made by analysts (1)	47
(C2) The number of coding decisions made by analysts (3)	47
(R 1\3) The correlation between the first and third analyses	.94
<b>Analysis of SB's content</b>	
(M) The number of coding decisions on which analysts 2 & 3 are in agreement	44
(C1) The number of coding decisions made by analysts (2)	47
(C2) The number of coding decisions made by analysts (3)	47
(R 2\3) The correlation between the second and third analyses	.94
<b>Analysis of TG's content</b>	
(M) The number of coding decisions on which analysts 1 & 2 are in agreement	21
(C1) The number of coding decisions made by analysts (1)	23
(C2) The number of coding decisions made by analysts (2)	23
(R 1\2) The correlation between the first and second analyses	.91
<b>Analysis of TG's content</b>	
(M) The number of coding decisions on which analysts 1 & 3 are in agreement	18
(C1) The number of coding decisions made by analysts (1)	23
(C2) The number of coding decisions made by analysts (3)	23
(R 1\3) The correlation between the first and third analyses	.78
<b>Analysis of TG's content</b>	
(M) The number of coding decisions on which analysts 2 & 3 are in agreement	18
(C1) The number of coding decisions made by analysts (2)	23
(C2) The number of coding decisions made by analysts (3)	23
(R 2\3) The correlation between the second and third analyses	.78

### **3.3.1.7. Limitations of the Content Analysis Card**

1. The analysis was confined only to pronunciation component in *English for Palestine10*.
2. The analysis included the student book, taped material and teacher's guide and excluded work book (due to the absence of pronunciation content in it).
3. The analysis included the content of all language skills and aspects, but excluded that of writing skill.

### **3.3.2. The Observation Card**

#### **3.3.2.1. Purpose of Using the Observation Card**

The purpose of using it was to investigate the competency level of 10<sup>th</sup> grade Palestinian teachers of English language, with regard to the teaching of English pronunciation in light of current perspectives in pronunciation pedagogy.

#### **3.3.2.2. Constituents of the Observation Card**

It consists of two categories of pronunciation teaching competencies:

1. Section (1): pronunciation linguistic performance competencies.
2. Section (2): pronunciation professional competencies.

Section (1) includes three competencies, and each competency is related to a number of indicators. Section (2) includes two parts: Part (1), which addresses pronunciation related instruction competencies, and it includes eleven competencies; and Part (2), which addresses pronunciation related evaluation competencies, and it includes three

competencies. Each competency in Part (1) and Part (2) is related to a number of indicators.

### **3.3.2.3. Construction of the Observation Card**

The observation card was developed in the light of the researcher's understanding of what competencies the untrained\ partially trained Arab teacher of English language needs to be equipped with to teach pronunciation, in accordance with current pronunciation instructional perspectives in pronunciation pedagogy.

Actually, the discussion in the fifth part in Section (2) in Chapter (II) along with the development of a list of the characteristics of pronunciation teaching content (See Appendix 5) served as a basis to develop the list of competencies.

The researcher identified two categories of pronunciation teaching competencies and presented them in two sections in the observation card. Section (1) includes three linguistic performance competencies. Section (2) encompasses pronunciation professional competencies, and it includes eleven instruction-related competencies followed by three evaluation-related competencies. Every competency in each section is related to a number of indicators that point out the presence of it.

The construction of the observation card encompassed distributing the degrees of significance of these competencies to obtain valid statistic results concerning teachers' competency level. A third of significance was given to Section (1), and the two thirds were distributed equally between the two parts of Section (2).



This distribution was suggested by the researcher and then agreed by a panel of referees (those who refereed the tool before using it).

There was a need to do that in order to control limitations about the number of competencies in each section and the number of indicators attached to each competency.

To explain, Section (1) includes three competencies and Section (2) includes two parts: Part (1) and Part (2). Part (1) includes eleven competencies, and part (2) includes three ones. And, each competency is related to different number of indicators. For example, the first competency in Part (1) is related to three indicators, but the second one in the same part is related to seven indicators. So, if the percentage attached to this part was based on the number of all indicators in this part, this would affect the statistic results.

Rather, the percentage attached to each competency was based on the number of related indicators. And, the percentage attached to each group of competencies was based on the number of related competencies. Further, the percentage attached to teachers' level of competency was based on the number of the groups of competencies: Section (1), Part (1) and Part (2).

**Note:** it was mentioned above that Section (1) was given a third of the significance and the other two thirds were distributed equally between Part (1) and Part (2) in Section (2).

#### **3.3.2.4. Validity of the Observation Card**

To check the validity of the observation card, it was exposed to the same nine referees, who were consulted to referee the content analysis card (See Appendix 9).

Each member was asked to examine the teaching competencies and related indicators, included in the observation card and to point out his\her remarks, comments and suggestions. They were also asked to examine the distribution of the degrees of significance of the two sections in the observation card.

No serious remarks or suggestions were expressed by the referees. However, a similar comment to that on the content analysis card was received. Most of them commented that they did not expect the teachers to be equipped with these competencies.

Few others commented that for effective teaching of pronunciation, being equipped with such competencies is much more important than having an ideal teaching content. After that, the researcher could apply the observation card.

#### **3.3.2.5. Applying the Observation Card**

After refereeing the observation card, the researcher held three other workshops with the same two 10<sup>th</sup> grade English language teachers who analyzed pronunciation teaching content in *English for Palestine 10*.

Before the first meeting, the researcher arranged the video-taped periods of every participant teacher in a separate file and labeled each period with remarks indicating which lesson and what skills are

included in the period. She did so to facilitate the observation procedures.

In the first meeting, the researcher discussed the purpose and contents of the observation card with the two researchers. She also provided them with two copies of the video-taped periods and two forms of the observation card. The researcher asked them to make quick overview of the periods before analyzing them for the purpose of exchanging comments later and avoiding potential difficulties.

In the second meeting, the researcher evaluated only the professional competencies in three periods of one file as an illustrative example for the two observers, and checked difficulties. The two observers, in addition to the researcher had to scrutinize other two files of periods. They had to observe only teachers' professional competencies by their own later.

In the third meeting, a high approximation between the three results was attained, and thus the two observers were asked to scrutinize the other ten files of video-taped periods, in addition to the researcher.

To evaluate the linguistic performance of the target teachers, two linguists from Al-Azhar University were requested for that purpose. The researcher asked them to evaluate the video-taped linguistic performance of every teacher, and not the two teachers due to the reason that any judgment about ones' speech should be made by a practitioner.

The researcher arranged series of meetings with every linguist. Every time, she brought the equipment needed for the observation to

their offices and displayed samples of the periods of three or four teachers each time.

The observers were requested to determine the presence or the absence of each indicator in Section (1) in the observation card. The researcher herself also conducted the same observation. By the end, the researcher also found a high approximation between the three results.

With all criteria of the observation card (those related to linguistic performance and professional competencies) the observation was conducted by using a tick (✓) which indicates the presence of an indicator or a cross (✗) which shows its absence.

The choice of this scale was due to the fact that the majority of criteria do not accept a third answer. In few cases, the judgment was for the majority of the presence or absence of the criterion.

#### **3.3.2.6. Reliability of the Observation Card**

The researcher examined the reliability of the observation card through persons. First, two linguists were asked to evaluate the videotaped linguistic performance of the twelve participant teachers (the competencies in Section (1) in the observation card), in addition to the researcher herself.

The researcher also asked for the cooperation of two other observers, in addition to the researcher herself, to scrutinize the videotaped teaching techniques and procedures of the twelve participant teachers (the competencies in Section 2 in the observation card).

The table below shows the frequencies of the presence of criteria (indicators of competencies) made by the two groups of observers with regard to teachers' competency level. Each number refers to how many ticks (✓) indicate the presence of the indicators of competencies with a particular teacher.

For example, in the first group, the first number in the first row, 7, means that observer I observed only seven indicators out of thirteen ones with participant teacher (1). Also, in the second group, the first number in the first row, 9, means that observer 1 observed only nine indicators out of fifty-eight ones with the same participant teacher.

**Table (3.4)**

**The frequencies of the presence of criteria made by the two groups of observers with regard to teachers' competency level**

<b>The frequencies of the presence of criteria made by the first group of observers with regard to teachers' level at pronunciation linguistic performance competencies: Section (1)</b>												
<b>Teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Observer I</b>	7	6	7	7	7	12	7	6	7	6	6	2
<b>Observer II</b>	7	6	7	7	7	12	7	6	7	6	6	2
<b>Observer III</b>	7	6	7	7	7	13	7	5	7	6	6	2
<b>The frequencies of the presence of criteria made by the second group of observers with regard to teachers' level at pronunciation professional competencies: Section (2)</b>												
<b>Teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Observer 1</b>	9	7	6	7	3	6	5	2	4	4	3	2
<b>Observer 2</b>	9	6	5	6	3	5	4	1	2	3	2	1
<b>Observer 3</b>	9	7	4	7	3	6	4	2	4	4	3	2

Cooper coefficient was used to find the correlation among the three results of observing teachers' linguistic performance competencies. It was also used to find the correlation among the three results of observing teachers' professional competencies using the following formula (Mofti 1984:34):

$$R = \frac{N1}{N1 + N2} \times 100$$

(R) refers to reliability coefficient.

(N1) refers to the number of points of agreement.

(N2) refers to the number of points of disagreement.

The correlations of the three results of observing teachers' linguistic performance and the three results of observing teachers' professional competencies are presented below.

**Note:** R → Coefficient Correlation\ A → teachers' linguistic performance competencies\ B → teachers' professional competencies

1. The correlations of the three results of observing teachers' linguistic performance are as the following:

§ The correlation between the first and second observation  $(R_A)_{1\ 2} = 100\%$

§ The correlation between the first and third observation  $(R_A)_{1\ 3} = 85\%$

§ The correlation between the second and third observation  $(R_A)_{2\ 3} = 85\%$

2. The correlations of the three results of observing teachers' professional competencies are as the following:

§ The correlation between the first and second observation  $(R_B)_{1\backslash 2} = 81\%$

§ The correlations between the first and third observation  $(R_B)_{1\backslash 3} = 95\%$

§ The correlation between the second and third observation  $(R_A)_{2\backslash 3} = 83\%$

These correlations enabled the researcher to process the data collected, and they are shown in Table (3.5) below

**Table (3.5)**

**Coefficient Correlation among observers: Reliability through Persons**

<b>Observation of linguistic performance competencies (observation among linguists)</b>	
(N1) the number of points of agreement between observers (1) and (2)	13
(N2) the number of points of disagreement between observers (1) and (2)	0
(R 1\2) reliability coefficient of the first and second observation	100%
(N1) the number of points of agreement between observers (1) and (3)	11
(N2) the number of points of disagreement between observers (1) and (3)	2
(R 1\3) reliability coefficient of the first and third observation	85%
(N1) the number of points of agreement between observers (2) and (3)	11
(N2) the number of points of disagreement between observers (2) and (3)	2
(R 2\3) reliability coefficient of the second and third observation	85%

<b>Observation of professional competencies (observation among teachers)</b>	
(N1) the number of points of agreement between observers (1) and (2)	47
(N2) the number of points of disagreement between observers (1) and (2)	11
(R 1\2) reliability coefficient of the first and second observation	81%
(N1) the number of points of agreement between observers (1) and (3)	55
(N2) the number of points of disagreement between observers (1) and (3)	3
(R 1\3) reliability coefficient of the first and third observation	95%
(N1) the number of points of agreement between observers (2) and (3)	48
(N2) the number of points of disagreement between observers (2) and (3)	10
(R 2\3) reliability coefficient of the second and third observation	83%

### **3.3.2.7. Limitations of the Observation Card**

1. The competencies were confined to those which can be observed in classroom during the teaching of one educational unit of *English for Palestine 10* and within the allotted time to teach it (almost two weeks).
  
2. The observation process was confined to observing the performances and behaviors of twelve 10<sup>th</sup> grade Palestinian teachers of English language (7 males and 5 females) in Khan Younis Governorate, who represent the sole category of participants who accepted videotaping their periods.



### **3.4. Procedures of the Study**

1. Reviewing related literature.
2. Developing a list of evaluating criteria of pronunciation teaching content and another list of pronunciation teaching competencies.
3. Constructing the two tools of the study: a content analysis card for evaluating pronunciation teaching content of *English for Palestine 10* and an observation card for scrutinizing the competency level of a sample of 10<sup>th</sup> grade Palestinian teachers of English language.
4. Consulting a panel of referees for verifying the two tools and modifying them according to their suggestions.
5. Choosing a sample of 10<sup>th</sup> grade Palestinian teachers of English language for the purpose of video-taping their periods.
6. Applying the content analysis card with the help of two teachers and the observation card with the help of two teachers and two linguists.
7. Presenting the collected data in the form of frequencies and percentages.
8. Discussing results and giving interpretations.
9. Presenting conclusions and offering recommendations for enhancing pronunciation teaching.

### **Summary**

This practical chapter presented the methodology followed in this study. It described the method, tools and procedures used in it, and it illustrates how the tools were applied and how their validity and reliability were assured.

## **Chapter IV**

### **Results: Analysis of Data**

#### **Introduction**

#### **4.1. Examination of the main research question**

#### **4.2. Examination of research secondary questions**

##### **4.2.1. The characteristics of pronunciation teaching content**

##### **4.2.2. Evaluating pronunciation teaching content in *English for Palestine 10***

##### **4.2.3. Pronunciation teaching competencies**

##### **4.2.4. Evaluating the competency level of 10<sup>th</sup> grade-Palestinian teachers of English language**

#### **Summary**

## Chapter IV

### Results: Analysis of Data

#### Introduction

In this chapter, the statistic forms including frequencies and percentages are presented to show the final collected data results upon which the answers of the research questions were recognized.

#### 4.1. Examination of the Main Research Question

The main purpose of this evaluative study was to reveal the extent to which pronunciation teaching in *English for Palestine 10* matches current instructional perspectives in pronunciation pedagogy.

Therefore, the main question in this research was: To what extent does pronunciation teaching in *English for Palestine 10* match current instructional perspectives in pronunciation pedagogy?

The answer of this question required analyzing pronunciation teaching content of the *English for Palestine 10* (SB & TG) and scrutinizing the related teachers' competency level of twelve 10<sup>th</sup> grade Palestinian teachers of English language in Khan-Younis Governorate.

The results showed that the teaching content matches a limited extent of current perspectives in pronunciation pedagogy. The availability of the suggested criteria of pronunciation teaching content scored a percentage of 33% [See Table (4.1)].

The results also showed that the availability of the criteria related to teachers' competency level scored a percentage of 21% [See Table (4.7)].

These results suggest an answer for the main question in this research. The results unveil a critical status of pronunciation teaching in *English for Palestine 10*. In other words, pronunciation teaching in *English for Palestine 10* matches very limited extent of the current instructional perspectives in pronunciation pedagogy.

## **4.2. Examination of research secondary questions**

### **4.2.1. The Characteristics of Pronunciation Teaching Content**

The analysis of pronunciation teaching content, under consideration in this study, included analyzing pronunciation teaching content of the SB and TG of *English for Palestine 10*.

Certainly, the analysis of that content should be based on a set of characteristics of pronunciation teaching content.

Therefore, the first secondary question in this study was: What are the suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy?

Yet, the review of related literature in Chapter (II) in this study revealed limitations in the efforts directed to develop these characteristics. As a result, the researcher developed a list of suggested characteristics by her own (See Appendix 5).

Based on the reviews in the third and fourth parts in Section (1) in Chapter (II), the researcher identified the main current pronunciation instructional perspectives. In the fifth part in Section (1), the

researcher discussed and explored how these perspectives pertain to the effective teaching of pronunciation, as suggested in various publications and validated by empirical research. Based on that discussion, the suggested characteristics of pronunciation teaching content were derived and developed.

The researcher presented them into two groups. The first group includes those related to student's textbook, and the second includes those related to teacher's manual.

The first group of characteristics address what pronunciation areas should be taught, what methodology should be adopted in pronunciation and learners' involvement, and it excludes the characteristics which are related to why to teach pronunciation and those related to teacher's role.

This is due to the reason that the development of the characteristics which address what pronunciation areas should be addressed and what methodology should be adopted was based on an understanding of the current goal of pronunciation teaching (intelligibility). This matches the pedagogical assumption that what to teach and how to teach something should be based on why to teach it.

Therefore, the characteristics addressing what pronunciation areas should be addressed and what methodology should be adopted reflect the current goal of pronunciation teaching.

With regard to the characteristics which are related to teacher's role, they are included in the second group which is concerned with providing teachers with suitable guidance and assistance.

The suggested list of characteristics represents an answer of the first secondary question in this study: What are the suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy? It also served as a basis for developing the suggested list of evaluating criteria in the content analysis card in the present study.

#### **4.2.2. Evaluating Pronunciation Teaching Content of *English for Palestine 10***

The second secondary question in this study was: To what extent are the suggested characteristics of pronunciation teaching content available in *English for Palestine 10*?

The answer of this question required an analysis of pronunciation teaching content of *English for Palestine 10*. The analysis included an examination of pronunciation content in the twelve units of the SB and a scrutiny of the content of the corresponding twelve units of the TG as well as its enclosed appendices.

Table (4.1) below shows that the availability of the suggested criteria of pronunciation teaching content scored a percentage of 37% in the SB, and it scored a percentage of 29% in the TG. These results disclose serious limitations in both the SB and TG with regard to pronunciation teaching.

As a result, the availability of such criteria in pronunciation teaching content of *English for Palestine 10* scored the percentage of 33%. This result was based on the two results attached to Section (1), which address pronunciation content in the SB, and Section (2), which addresses pronunciation content in the TG. The researcher equates the

SB to TG in significance as she believes that the TG is of a central importance in pronunciation teaching, and particularly, with regard to the limitations in Palestinian teachers' preparation and training.

Such results suggest an answer to the second secondary question in this study that the suggested characteristics of pronunciation teaching content are inadequately available in *English for Palestine 10*.

**Note:** All percentages in all tables in this chapter are rounded to the nearest whole number.

**Table (4.1)**

**The availability of the suggested criteria of pronunciation teaching content in the teaching content of *English for Palestine 10***

			% of the extent of the availability of criteria in the target content			
<b>Pronunciation Teaching content of <i>English for Palestine 10</i></b>	<b>Section (1): Pronunciation content in the SB</b>	<b>Part (1): Pronunciation in isolation</b>	38%	37%	33%	
		<b>Part (2): Pronunciation in integration with other language skills &amp; aspects</b>	36%			
	<b>Section (2): Pronunciation content in the TG</b>	<b>TG's Units</b>	<b>Part (1.1): Pronunciation in isolation</b>	39%		29%
			<b>Part (1.2): Pronunciation in integration with other language skills &amp; aspects</b>	20%		
		<b>Part (2): TG's Appendices</b>		29%		

Table (4.2) and Table (4.3) below provide more specific results concerning the availability of the suggested criteria in the SB and TG. Table (4.2) shows the frequencies and percentages of the extent to which such criteria are available in each unit in the SB. And, Table (4.3) shows the frequencies and percentages of the extent to which they are available in each unit in the TG as well as its enclosed appendices.

Examining Table (4.2) below, it is clear that all the units in the SB scored low percentages with regard to the availability of the suggested criteria of pronunciation teaching material. The percentages attached to the twelve units got scores ranging from a percentage of 59 % for unit (4) down to a percentage of 33% for unit (10).

The table also shows that the availability of the criteria in Part (1.1), which is concerned with what critical pronunciation areas to teach, scored one frequency in every unit. This result indicates that each unit addresses one critical pronunciation area.

In Part (1.1), one frequency was attached to a percentage of 100% instead of 10% although this part includes ten criteria.

Actually, judgment about the availability of the ten criteria in Part (1.1) was specially managed and treated. This is due to the fact that the ten criteria cannot be available in one unit, and they do not have to.

The purpose of including the ten criteria in Part (1.1) in the content analysis card was to find out which ones are already included in the content and how often.



Therefore, it was considered that each unit in the SB should address at least one criterion ( one critical pronunciation area), and thereby if the total number of frequencies attached to a single criterion was one frequency or more than that, the attached percentage would be 100%.

The availability of the criteria in Part (1.2.1), which addresses the cognitive domain of learning, did not score any frequencies in nine units; in two units, they scored a percentage of 50% for each; and in one unit, they scored a percentage of 30%. These results indicate a serious shortage in the availability of the criteria related to the development of students' cognitive involvement in pronunciation training.

The availability of the criteria in Part (1.2.2), which addresses the affective domain of learning, did not score any frequencies in six units; and in the other six ones, they scored a percentage of 30%, which indicates a shortage concerning the availability of the criteria related to the development of students' affective involvement in pronunciation training.

Unlike the results of Part (1.2.1) and Part (1.2.2), the criteria in Part (1.2.3), which addresses the performative domain of learning, were available with higher extent than those related to the cognitive and affective domains.

In three units, the availability of these criteria scored a percentage of 75 % for each; in two units, it scored a percentage of 63% for each; and in two other units, it scored a percentage of 50% for each. Yet, the other five units scored low percentages. They scored a percentage of 38% in four units for each, and 25% in one unit.

Concerning the availability of the criteria in Part (2.1), which addresses the integration of pronunciation with vocabulary, spelling and grammar work, it was not evident adequately.

In four units, the availability of these criteria scored a percentage of 18% for each; in other four units, it scored a percentage of 27% for each; in three units, it scored a percentage of 36% for each; and in one unit, it scored a percentage of 55%.

Similar low scores were detected with regard to the availability of the criteria in Part (2.2), which addresses the integration of pronunciation with oral language practices.

In five units, the availability of these criteria scored a percentage of 25% for each; in six units, it scored a percentage of 50%; and in one unit, it scored a percentage of 75%.

Also, the criteria in Part (2.3), which address the integration of pronunciation with aural language practices, were not available adequately. Their availability, in six units, scored a percentage of 29% for each; and in the other six ones, it scored a percentage of 43% for each.

Table (4.2)

The frequencies and percentages of the extent to which the suggested criteria of pronunciation teaching content are available in each unit in the SB

		Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6				
		F	%	F	%	F	%	F	%	F	%	F	%			
Section (1): SB	Part(1)	Part(1.1)		1	100	1	100	1	100	1	100	1	100	1	100	
		Part (1.2)	Part (1.2.1)		2	50	0	0	2	50	1	30	0	0	0	0
			Part (1.2.2)		1	30	1	30	0	0	1	30	0	0	1	30
			Part (1.2.3)		3	38	5	63	2	25	6	75	3	38	3	38
	Total of Part (1)		55%		48%		44%		59%		35%		42%			
	Part(2)	Part(2.1)		4	36	4	36	4	36	6	55	3	27	3	27	
		Part(2.2)		1	25	1	25	2	50	3	75	2	50	2	50	
		Part(2.3)		2	29	3	43	2	29	3	43	3	43	3	43	
		Total of Part (2)		30%		35%		38%		58%		40%		40%		
	Total of Section (1)		43%		42%		41%		59%		38%		41%			
			Unit 7		Unit 8		Unit 9		Unit 10		Unit 11		Unit 12			
			F	%	F	%	F	%	F	%	F	%	F	%		
	Part(1)	Part(1.1)		1	100	1	100	1	100	1	100	1	100	1	100	
		Part (1.2)	Part (1.2.1)		0	0	0	0	0	0	0	0	0	0	0	
Part (1.2.2)			1	30	1	30	1	30	0	0	0	0	0	0		
Part (1.2.3)			6	75	5	63	6	75	4	50	4	50	3	38		
Total of Part (1)		51%		48%		51%		38%		38%		35%				
Part(2)	Part(2.1)		2	18	2	18	3	27	3	27	2	18	2	18		
	Part(2.2)		2	50	1	25	2	50	1	25	2	50	2	50		
	Part(2.3)		3	43	3	43	2	29	2	29	2	29	2	29		
	Total of Part (2)		37%		29%		35%		27%		32%		32%			
Total of Section (1)		44%		39%		43%		33%		35%		34%				



Other specific results are presented in Table (4.4), Table (4.5) and Table (4.6), below. They show the frequencies and percentages of the availability of each criterion in the contents of SB and TG, respectively.

Table (4.4) and Table (4.5) display the frequencies and percentages of the criteria in Section (1) in SB's twelve units. Table (4.6) displays the frequencies and percentages of each criterion in Section (2) in TG's content.

**Note:** Part (1.1) in Table (4.4) below does not show the total number of frequencies of the ten criteria, nor the percentage of each criterion.

Actually, judgment about the availability of the ten criteria in Part (1.1) was specially managed and treated, due to the following reasons:

1. The ten criteria cannot be available in one unit, and they do not have to.
2. There is no shared decision concerning how many critical pronunciation areas should be taught in a textbook and in every educational unit.

The purpose of including them all in Part (1.1) in the content analysis card was to find out which ones are already included in the content and how often.

Therefore, neither the total number of frequencies nor the percentages would be significant statistically. Therefore, judgment was decided in the following way.

It was considered that each unit in the SB should address at least one critical pronunciation area and thereby if the total number of

frequencies attached to a single criterion was one frequency or more than that, the attached percentage would be 100%.

Since Table (4.2) above shows that every unit addressed one critical area, and Table (4.4) below shows that only seven critical areas were addressed, this indicates that each unit does not address a different critical area.

Five units addressed one area (criterion no. 4); two units addressed another area (criterion no. 5); five units addressed five different areas (criteria no. 1, 2, 6, 7 & 8); and three areas were not addressed at all (criteria no. 3, 9 & 10).

In this way, the availability of criteria in every unit was given the percentage of 100%, but the availability of the ten criteria in the SB would be given 70% because it addresses seven criteria out of ten ones. In view of that, , the total percentage attached to Part (1.1.) would be 70%.

Table (4.4)

The frequencies and percentages of the suggested criteria in  
Section (1): Part (1) in the twelve units of the SB

Section (1) : Part (1)				
The suggested criteria of pronunciation content of the SB				F
Part (1): Pronunciation in isolation  Part (1.1): Critical pronunciation areas to the intelligibility of most Arab learners in EFL/EIL contexts	Perceptual level	1	address perception of unstressed words in a given aural input (e.g., reduction of functional words such as contracted verb forms, or a like)	1
		2	address perception of the attitudinal role of intonation in English speech(e.g., an example on the social function that reflects the speaker's attitude and emotion)	1
		3	address perception of connected speech feature\ in a given aural input(e.g., linking\deleting\assimilating sounds at word boundaries in connected speech)	0
	Productive level	4	address a problem related to the grammatical function of English tone\ (particularly, lack of awareness of the similarity between English and Arabic contour and meaning, or using rising tone instead of structural markers to denote suggestions, offers and alike)	5
		5	address a problem with placing prominence in long stretches of speech (particularly, the problem of moving the element that shows strong contrast to the beginning of a sentence as in Arabic)	2
		6	address a common problem with articulating consonants such as substitution of sounds (e.g., substituting \p\ with \b\), or breaking of the consonant cluster(e.g., the morphological ending –ed, initial, medial or final sequence of consonants in a word e.g., <i>spring &amp; exclude, strength</i> )	1
		7	address the placement of word stress in long stretches of speech (e.g., stressing content words and reducing functional ones)	1
		8	address a problem related to word stress (e.g., stressing all syllables of a word equally, stressing final syllable of a word ending in a vowel followed by two consonants such as <i>different</i> , or stressing long pure vowels or diphthongs such as <i>gratitude</i> and <i>articulate</i> )	1

		9	address a common problem with articulating vowels (e.g., substitution of \e\ with \i\ or others, or using a long pure vowel instead of diphthong such as \ɔ:\ instead of \əʊ\ or others, or problems related to the production of schwa sound\ə\)	0
		10	address a problem related to the conversational function of intonation (e.g., producing finishing tones instead of continuing ones in oral conversations\reading\recitation)	0

<b>Part (1):Pronunciation in isolation</b>	<b>Part (1.2): learner's involvement in acquiring critical areas to intelligibility</b>	<b>Part (1.2.1):cognitive involvement</b>	11	employ appropriate cognitive techniques with target age group (high intermediate) (e.g., both of descriptive methods and drawings or visuals)	<b>F</b>	<b>%</b>	
					3	25%	
			12	provide explanations that develop awareness of target pronunciation area under consideration	2	17%	
			13	provide note\s about critical difference\s between English and Arabic regarding pronunciation area under consideration (e.g., stress of functional words)	0	0%	
				14	highlight similarity, if found, between English and Arabic regarding the area under consideration (e.g., similar tone forms)	0	0%
		<b>Total of Part (1.2.1)</b>				<b>5</b>	<b>10%</b>
		<b>Part (1.2.2):affective involvement</b>	15	provide varied opportunities to practise the pronunciation area under consideration	7	58%	
			16	incorporate task\s that enhance motivation and attitude towards English pronunciation (e.g., listening to authentic cheers and rhymes to practise vowels, or jokes and comic strips to practise sentence stress)	0	0%	
			17	incorporate task\s that reinforce pronunciation learning skills of self-monitoring and self-modification (e.g., that require consulting dictionary or signaling a particular pronunciation feature in a text and then checking while listening to the text, or like)	0	0%	
		<b>Total of Part (1.2.2)</b>				<b>7</b>	<b>19%</b>



<b>Part (1):Pronunciation in isolation</b>				
<b>Part (1.2): learner's involvement in acquiring critical areas</b>				
<b>Part (1.2.3):Performative involvement</b>				
18	provide opportunity of micro-level practice for developing perception of pronunciation area under consideration (e.g., discriminating sounds in pairs or identifying reduced words in aural sentences, or alike)	12	100	%
19	provide opportunity of micro-level practice for developing production of pronunciation area under consideration [e.g., producing troublesome sounds in minimal pair words\sentences, tracking(repeating after a speaker) conversational speech, reading aloud to practise word stress or tone forms, or alike]	11	92%	
20	provide opportunity of macro-level practice for developing production of pronunciation area under consideration (e.g., producing appropriate tone forms in a given dramatic situation, or alike)	8	67%	
21	incorporate various formats of interaction in pronunciation activities (e.g., individual work\ pair work\ group work\ the whole group)	7	58%	
22	provide opportunity of macro-level practice for developing perception of pronunciation area under consideration (e.g., completion tasks along with a listening material or demonstrating comprehension of aural input through gestures and actions, or alike)	6	50%	
23	provide opportunity to recycle training of a particular pronunciation area in the context of a new one (e.g., including previously treated problem such as troublesome sounds or consonant clusters while teaching word stress)	6	50%	
24	incorporate the use of dictionary for pronunciation purposes	0	0%	
25	include task\s that incorporate using English outside classroom for pronunciation purposes (e.g., media\technology-related tasks)	0	0%	
<b>Total of Part (1.2.3)</b>		<b>50</b>	<b>52%</b>	

Examining Table (4.4) above, it can be noticed that, in Part (1.2), which includes the criteria related to learner's involvement in learning pronunciation areas, the availability of the four criteria related to cognitive involvement scored a percentage of 10%. The availability of the three criteria related to learner's affective involvement scored a percentage of 19%. And, the availability of the eight criteria related to learner's performative involvement scored a percentage of 52%.

Such results replicate the findings of Table (4.2) that most of the characteristics related to learner's involvement in the SB are inadequately available. And, the criteria which address the performative domain of learning were available with higher extent than those related to the cognitive and affective domains.

The results of Table (4.4) suggest that the availability of the criteria in Part (1), which addresses pronunciation specific content, can be estimated, based on the four results attached to its four secondary parts: Part (1.1), Part (1.2.1), Part (1.2.2) and Part (1.2.3), as follows:

$$\frac{70 + 10 + 19 + 52}{4} = 38$$

Therefore, the availability of the criteria in Part (1) scored a percentage of 38%.

**Note:** the significance of Part (1) was distributed equally among its four secondary parts [See (Distribution of the degrees of significance) in Appendix 10].

Examining Table (4.5) below, which includes the criteria related to the integration of pronunciation into the teaching of other language skills and aspects, similar results can be noticed.

In Part (2), which includes the criteria that address the integration of pronunciation with the teaching of other language skills and aspects, the availability of the twenty-two criteria, scored a percentage of 36%.

In this way, the availability of the criteria in Section (1), which addresses SB's content, can be estimated, based on the two results attached to its two main parts: Part (1) and Part (2), as follows:

$$\frac{38 + 36}{2} = 37$$

Therefore, the availability of the criteria in Section (1) scored a percentage of 37%

**Note:** the significance of Section (1) was distributed equally among its two main parts: Part (1) and Part (2). [See (Distribution of the degrees of significance) in Appendix 10].

**Table (4.5)**

**The frequencies and percentages of the suggested criteria in Section (1): Part (2) in the twelve units of the SB**

Section (1): Part (2)								
The suggested criteria of pronunciation content in SB						F	%	
Part (2): Pronunciation in integration with the teaching of other language skills and aspects	Part (2.1): pronunciation in vocabulary, spelling & grammar work	Part (2.1.1)vocabulary	26	signal stress of new words (e.g., by underlying stressed syllable, writing it in bold or using mark to denote it)	12	100 %		
			27	incorporate the same vocabulary used in the textbook in pronunciation exercises	4	33%		
			28	employ phonetic symbols with new vocabulary	1	8%		
			29	signal a particular pronunciation area when it arises with certain word or phrase (e.g., reduction of an element in a phrase such as <i>and</i> in <i>more and<sup>x</sup> more</i> , silent letter as in <i><sup>x</sup>knee</i> , or alike)	1	8%		
			30	highlight a regular case of English word stress placement(e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as ' <i>social</i> ' and ' <i>exploration</i> '	0	0%		
		<b>Total of Part (2.1.1)</b>					<b>18</b>	<b>30 %</b>
		Part (2.1.2) spelling	31	address a common spelling difficulty for most English learners (e.g., different representations of one sound such as \ə\ and \ʃ\)	0	0%		
			32	address a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')	0	0%		
			33	highlight a frequent spelling /sound relationship (e.g., common combination of letters such as 'ch', 'ph', 'ea' & 'ow', or common positions of silent letters)	0	0%		
		<b>Total of Part (2.1.2)</b>					<b>0</b>	<b>0%</b>

<b>Part (2): Pronunciation in integration with the teaching of other language skills and aspects</b>	<b>Part (2.1): pronunciation in vocabulary, spelling &amp; grammar work</b>	<b>Part (2.1.3)grammar</b>	34	highlight a particular pronunciation area when it arises with certain grammatical structure (e.g., signal contractable grammatical words, linkage with expressions such as 'so do I', or alike)	12	100%
			35	incorporate the same grammatical structures used in the unit\textbook in pronunciation exercises	6	50%
			36	address a particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, articulation of -ed or -s-es, grammatical function of intonation)	2	17%
			<b>Total of Part (2.1.3)</b>		<b>20</b>	<b>56%</b>
	<b>Total of Part (2.1)</b>					<b>29%</b>
	<b>Part (2.2): pronunciation in oral language practices</b>	37	provide opportunity to recycle production of a pronunciation area in speaking activity\s(e.g., incorporating contrastive stress\ problematic tone form\ troublesome sounds\clusters\ problematic stress or alike) while practising conversational speech or reading aloud)	11	92%	
		38	provide opportunity to produce pronunciation area that is under consideration in the unit while practising conversational speech, reading aloud, or alike	8	67%	
		39	provide note\s about performance of a particular pronunciation area during speaking practice (reminder of proper tone forms with particular sentence\s)	1	8%	
		40	signal production of a particular area in text\s of oral performance (e.g., using arrows to denote intonation, signal contraction, signal contrastive stress or alike)	1	8%	
		<b>Total of Part (2.2)</b>				

<b>Part (2.3): pronunciation in aural language practices</b>	<b>Activities</b>	41	provide opportunity to develop perception of pronunciation area that is under consideration in the unit during listening practice (e.g., dictating sentences including reduced forms)	6	50%
		42	provide note\s or hint\s facilitating perception of a particular pronunciation area during listening practice(e.g., attachment\reminder of a particular reduced expression)	0	0%
		43	recycle perception of previous\other essential decoding process\s (e.g., discerning boundaries of tone groups, identifying stressed elements, or interrupting unstressed elements during listening practice)	0	0%
	<b>Tape</b>	44	incorporate adequate exposure to one variety (e.g., Br.)	12	100%
		45	expose learners to everyday spoken language	12	100%
		46	expose learners to different English accents	0	0%
		47	expose learners to authentic spoken English	0	0%
	<b>Total of Part (2.3)</b>			<b>30</b>	<b>36%</b>
	<b>Total of Part (2): Part (2.1), Part (2.2) &amp; Part (2.3)</b>				<b>36%</b>

Table (4.5) also shows the following results:

1. In Part (2.1), which includes the criteria that address the integration of pronunciation with spelling, vocabulary & grammar work, the availability of the eleven criteria scored a percentage of 29%.
2. In Part (2.2), which includes the characteristics that address the integration of pronunciation with oral language practices, the availability of the four criteria included scored a percentage of 44%.

3. In Part (2.3), which includes the criteria that address the integration of pronunciation with aural language practices, the availability of the seven criteria included scored a percentage of 36%.

Such results replicate the findings of Part (2) in Table (4.2) that most of the characteristics related to the integration of pronunciation with other language skills and aspects in the SB are inadequately available.

Table (4.6) below shows similar results to those of Table (4.4) and Table (4.5), and replicates those of Table (4.3), as shown below:

1. In Part (1.1), which includes the criteria that address the teaching content of pronunciation in isolation in the twelve units of the TG, the availability of the eleven criteria included scored a percentage of 39%.
2. In Part (1.2), which includes the criteria that address the teaching content of pronunciation with other language activities in the twelve units of the TG, the availability of the five criteria included scored a percentage of 20%.
3. In Part (2), which includes the criteria that address pronunciation content in TG's appendices, the availability of the seven criteria included scored a percentage of 29%.
4. Therefore the availability of criteria in Section (2) scored a percentage of 29%. This result is based on the three results attached to Part (1.1), Part (1.2) and Part (2), as the significance of this section was distributed equally among

these three parts. [See (Distribution of the degrees of significance) in Appendix 10].

**Table (4.6)**

**The frequencies and percentages of the suggested criteria of TG's pronunciation content [Section (2)]**

<b>Section (2): TG's pronunciation content</b>					
<b>The suggested criteria of pronunciation content in TG</b>				<b>F</b>	<b>%</b>
<b>Part (1): Pronunciation in TG's units</b>	<b>Part (1.1): Pronunciation t in isolation</b>	1	provide clear lesson plan\slot of plan for teaching pronunciation area\s under consideration	12	100%
		2	offer ideas\ways for controlled practice of target pronunciation area\s	12	100%
		3	provide answer keys of pronunciation exercises	12	100%
		4	provide ideas about class management and employing suitable format of interaction in pronunciation activities ( e.g., individual work\ pair work\group work)	8	67%
		5	specify clear pronunciation objectives of the unit\lesson(s) -what students are expected to learn	8	67%
		6	display enough & clear basic information about target pronunciation area\s	0	0%
		7	suggest ideas\ways for stabilizing pronunciation area\s under consideration in contextualized and meaningful practices (e.g., games, dramatic technique, exposure to authentic listening input or alike)	0	0%
		8	suggest ideas\ways for developing pronunciation learning skills of self-monitoring and modification	0	0%
		9	suggest ideas\ways for recycling pre-learnt pronunciation area in the context of a new one	0	0%
		10	suggest ideas\ways for employing pronunciation techniques of error correction or feedback	0	0%
		11	suggest ideas\ways for assessing learning of pronunciation area\s through informal practices\formal pronunciation test exercises	0	0%
<b>Total of Part (1.1)</b>				<b>52</b>	<b>39%</b>



<b>Part (1): Pronunciation in TG's units</b>	<b>Part (1.2): Pronunciation in integration with other language skills and aspects</b>	12	provide scripts of aural input of every aural activity in the SB	12	100 %
		13	offer suggestions about how to integrate pronunciation into other learning activities	0	0%
		14	acknowledge the teacher about critical pronunciation area\students may encounter at specific learning activity and how to deal with it	0	0%
		15	assist teacher in developing \ expanding the use of audio tape recording as a source of learning pronunciation area\or a feedback tool	0	0%
		16	offer ideas\ways for employing some regular pronunciation\spelling rules with new\particular vocabulary	0	0%
		<b>Total of Part (1.2)</b>			<b>12</b>
<b>Part (2): pronunciation in TG's appendices</b>	17	provide appendix of new vocabulary in students' textbook represented phonetically with stress marked	1	100 %	
	18	provide sample\s of standardized test\s including sections addressing pronunciation	1	100 %	
	19	assist teacher in understanding the linguistic and pedagogical principles underlying target pronunciation content(e.g., the nature of particular areas and their importance to the intelligibility of Arab learners)	0	0%	
	20	assist teacher in understanding the structure and sequence of pronunciation material in students' textbook and the contribution of each unit to the overall course	0	0%	
	21	provide description of pre-learned pronunciation repertoire	0	0%	
	22	provide appendix of rules that govern the relationship between English pronunciation and spelling	0	0%	
	23	provide appendix of common English pronunciation difficulties for Arab learners(e.g., areas of high priority)	0	0%	
<b>Total of Part (2)</b>			<b>2</b>	<b>29%</b>	
<b>Total of Section (2): Part (1.1), Part (1.2) &amp; Part (2)</b>				<b>29%</b>	

### **4.2.3. Pronunciation Teaching Competencies**

The third secondary question in this study was: What are the suggested pronunciation teaching competencies that English language teachers should be equipped with?

The answer of this question required developing a list of pronunciation teaching competencies that English language teachers should be equipped with.

However, a review of related literature revealed limitations in the efforts directed to develop such competencies. Therefore, the researcher developed a suggested list of these competencies by her own.

The discussion in the fifth part in Section (1) in Chapter (II) along with the development of a list of the characteristics of pronunciation teaching content (See Appendix 5) served as a basis to develop the list of competencies. They were developed in the light of researcher's understanding of what teaching competencies English language teachers should be equipped with to teach pronunciation in light of current perspectives in pronunciation pedagogy.

The suggested pronunciation teaching competencies are presented in Appendix (6), and they are divided into three groups: the first group includes three linguistic performance competencies; the second includes eleven instruction related competencies; and the third includes three evaluation related competencies.

The list of competencies suggests an answer of the third secondary question in this study: (What are the suggested pronunciation teaching

competencies that English language teachers should be equipped with?)

These competencies also represent the basis upon which the observation card was developed (See Appendix 11). They are included in the card in three groups, and each competency was related to a number of relevant indicators.

#### **4.2.4. Evaluating the Competency Level of 10th Grade Palestinian Teachers of English Language**

The fourth secondary question in this study was: What is the competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding the teaching of pronunciation?

The answer of this question required a scrutiny of teachers' competency level concerning the teaching of pronunciation with regard to *English for Palestine 10*. This scrutiny encompassed observing the extent to which twelve 10<sup>th</sup> grade Palestinian teachers of English language are equipped with the suggested pronunciation teaching competencies.

Table (4.7) below shows the extent to which these participant teachers are equipped with these competencies. The table suggests an answer to the fourth secondary question. It shows that teachers' competency level match only 21% of the suggested competencies. This result was based on the three results attached to Section (1), Part (1) and Part (2) as shown in the table below.

**Note:** The significance of the teaching competencies was distributed, as follows: a third of significance was given to the competencies in Section (1), and the other two thirds were distributed equally between

the two groups of competencies in Section (2) [See (Distribution of the degrees of significance) in Appendix 11].

**Table (4.7)**  
**The extent to which participant teachers are equipped with the suggested pronunciation teaching competencies that match current perspectives**

			% of the competency level of participant teachers	
<b>The competency level of participant teachers</b>	<b>Section (1): The competency level at linguistic performance competencies</b>		<b>51%</b>	<b>21%</b>
	<b>Section (2): The competency level at Professional competencies</b>	<b>Part (1): Instruction related competencies</b>	<b>7%</b>	
		<b>Part (2): Evaluation related competencies</b>	<b>4%</b>	

Table (4.7) also shows that participant teachers got the percentage of 51% for their level at linguistic performance competencies, 7% for their level at instruction related competencies and 4% for their level at evaluation related competencies. This means that target teachers are poorly equipped with pronunciation teaching competencies, especially those related to instruction and evaluation.

Table (4.8) below provides more specific results concerning the frequencies and percentages of the competency level of each teacher. Examining the table, it is clear that all teachers received low scores, ranging from a percentage of 36% down to a percentage of 7%.

Concerning the linguistic performance competencies, all teachers received higher scores than those they got at the professional competencies. Only one teacher (out of twelve ones) was found to be highly competent. He received a percentage of 92% for his level at the linguistic performance competencies. Six teachers received a percentage of 53 % for every one of them. The other five teachers received the lowest scores, ranging from a percentage of 47% down to a percentage of 17%.

As mentioned above, all teachers received lower scores at the professional competencies than those at the linguistic performance ones. Regarding instruction related competencies, teachers' scores range from a percentage of 14% down to a percentage of 4%.

The scores were lower with regard to the evaluation related competencies. Five teachers got a percentage of 14% for every one of them; three teachers received a percentage of 6% for every one of them; and the four others did not receive any frequencies.

**Table (4.8)**

**The frequencies and percentages of the competency level of each teacher**

		T. 1		T. 2		T. 3		T. 4		T. 5		T. 6			
		F	%	F	%	F	%	F	%	F	%	F	%		
		<b>Pronunciation teaching competencies</b>	<b>Section (1): Linguistic performance competencies</b>	(1)	3	60	3	60	3	60	3	60	3	60	5
(2)	0			0	0	0	0	0	0	0	0	0	3	75	
(3)	4			100	3	75	4	100	4	100	4	100	4	100	
<b>Total</b>	<b>53%</b>			<b>45%</b>		<b>53%</b>		<b>53%</b>		<b>53%</b>		<b>92%</b>			
<b>Section (2): Professional competencies</b>	<b>Part (1): Instruction related competencies</b>		(1)	0	0	0	0	0	0	0	0	0	0	0	0
			(2)	1	14	1	14	1	14	1	14	0	0	0	0
			(3)	0	0	0	0	0	0	0	0	0	0	0	0
			(4)	0	0	0	0	0	0	0	0	0	0	0	0
			(5)	0	0	0	0	0	0	0	0	0	0	0	0
			(6)	0	0	0	0	0	0	0	0	0	0	0	0
			(7)	2	50	1	25	1	50	1	25	1	25	2	25
			(8)	3	60	2	40	2	20	2	40	1	20	3	80
			(9)	0	0	0	0	0	0	0	0	0	0	0	0
			(10)	1	14	1	14	0	0	1	14	0	0	0	0
(11)		0	0	0	0	0	0	0	0	0	0	0	0		
<b>Total</b>	<b>13%</b>		<b>8%</b>		<b>8%</b>		<b>8%</b>		<b>4%</b>		<b>10%</b>				
<b>Part (2): Evaluation related competencies</b>	(12)	1	14	1	14	1	14	1	14	1	14	1	14		
	(13)	0	0	0	0	0	0	0	0	0	0	0	0		
	(14)	1	25	1	25	0	0	1	25	0	0	0	0		
	<b>Total</b>	<b>13%</b>		<b>13%</b>		<b>7%</b>		<b>13%</b>		<b>7%</b>		<b>7%</b>			
<b>Total</b>		<b>26%</b>		<b>22%</b>		<b>23%</b>		<b>25%</b>		<b>21%</b>		<b>36%</b>			

		T. 7		T. 8		T. 9		T. 10		T. 11		T. 12			
		F	%	F	%	F	%	F	%	F	%	F	%		
		<b>Pronunciation teaching competencies</b>	<b>Section (1): Linguistic performance competencies</b>	(1)	3	60	3	60	3	60	3	60	3	60	0
(2)	0			0	0	0	0	0	0	0	0	0	0	0	
(3)	4			100	3	75	4	100	3	75	3	75	2	50	
<b>Total</b>	<b>53%</b>			<b>45%</b>		<b>53%</b>		<b>45%</b>		<b>45%</b>		<b>17%</b>			
<b>Section (2): Professional competencies</b>	<b>Part (1): Instruction related competencies</b>		(1)	0	0	0	0	0	0	0	0	0	0	0	0
			(2)	1	14	0	0	0	0	1	14	0	0	0	0
			(3)	0	0	0	0	0	0	0	0	0	0	0	0
			(4)	0	0	0	0	0	0	0	0	0	0	0	0
			(5)	0	0	0	0	0	0	0	0	0	0	0	0
			(6)	0	0	1	50	0	0	0	0	0	0	0	0
			(7)	1	25	1	20	2	50	1	25	1	20	1	25
			(8)	1	20	0	0	1	20	1	20	2	40	1	20
			(9)	0	0	0	0	0	0	0	0	0	0	0	0
			(10)	1	14	0	0	0	0	1	14	0	0	0	0
		(11)	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>	<b>7%</b>		<b>6%</b>		<b>6%</b>		<b>7%</b>		<b>5%</b>		<b>4%</b>				
<b>Section (2): Evaluation related competencies</b>	(12)	0	0	0	0	0	0	0	0	0	0	0	0		
	(13)	0	0	0	0	0	0	0	0	0	0	0	0		
	(14)	0	0	0	0	0	0	0	0	0	0	0	0		
	<b>Total</b>	<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>		<b>0%</b>			
<b>Total of Section (1) &amp; (2)</b>		<b>20%</b>		<b>17%</b>		<b>20%</b>		<b>17%</b>		<b>17%</b>		<b>7%</b>			

To make the results more specific, the following three tables show the frequencies and percentages of teachers' level at each teaching competency along with relevant indicators. Table (4.9) addresses linguistic performance competencies, Table (4.10) addresses instruction related competencies and Table (4.11) addresses evaluation related competencies.

**Table (4.9)**

**The frequencies and percentages of the level of twelve teachers at each pronunciation related linguistic performance competency and relevant indicators**

Section (1): Linguistic performance competencies	Competency	Indicators	F	%	
	1) produce critical pronunciation skills at word level, correctly	1. articulate English consonant sounds correctly	11	92%	
		2. articulate English vowel sounds correctly	1	8%	
		3. articulate consonant clusters without inserting vowels	11	92%	
		4. beware the influence of misleading spelling	11	92%	
		5. place stress at suitable syllable of a word/compound	1	8%	
	<b>Total</b>			<b>35</b>	<b>58%</b>
	2) produce critical pronunciation skills in long stretches of speech, correctly	1. stress content words and reduce functional ones	1	8%	
		2. use appropriate and correct tone forms	1	8%	
		3. highlight prominent elements in sentences properly (e.g., emphatic\ contrastive\ informative stress)	0	0%	
		4. speak with appropriate pauses, breaking up a sentence into appropriate thought groups	1	8%	
	<b>Total</b>			<b>3</b>	<b>6%</b>
	3) perform general speech skills and behaviors that facilitate intelligibility	1. speak in clear voice with normal speed of delivery	11	92%	
		2. use appropriate nonverbal behaviors (gestures & movements that accompany speech)	11	92%	
		3. employ communicative strategies that deal with incomprehensibility (e.g., solicit repetition and paraphrasing or alike)	11	92%	
4. perform particular emotions, attitudes and speech styles using voice quality		9	75%		
<b>Total</b>			<b>42</b>	<b>88%</b>	
<b>Total of Section (1)</b>				<b>51%</b>	



Table (4.9) above shows the following:

1. Teachers' competency level with regard to linguistic performance competencies scored the percentage of 51%.
2. The competency of producing critical pronunciation skills in long stretches of speech scored the lowest percentage (6%); the third indicator of this competency was not observed at all; and the other three indicators were observed only with participant (6) as appeared in Table (4.8).
3. The competency of producing critical pronunciation skills at word level received a percentage of 58%; the indicators (1, 3 and 4) were observed at the performance of most teachers (11 out of 12); and the indicators (2 and 5) were observed with one teacher – participant (6) as appeared in Table (4.8).
4. The competency of mastering speech performance skills and behaviors scored the highest percentage (88%); the first three indicators were observed at the performance of most teachers (11 out of 12); and the third one was observed at the performance of nine teachers.

Such results indicate a weakness concerning teachers' competency level in producing pronunciation\speech skills, particularly with regard to producing prosodic features.

Table (4.10) below shows lower scores than those displayed in Table (4.9). It reveals that participant teachers are not equipped with most of pronunciation related instruction competencies. Teachers' competency level with regard to such competencies scored only the percentage of 7%.

**Table (4.10)**

**The frequencies and percentages of the level of twelve teachers at each pronunciation related instruction competency and relevant indicators**

Section (2): Part (1): Instruction related competencies	Competency	Indicators	F	%
	1) train students to perceive problematic pronunciation areas for Arab learners as listeners	1. assist students to identify\ interrupt unstressed words (e.g., ask students to dictate functional words in a given aural input)	0	0%
		2. assist students to identify\ perceive connected speech feature\s (e.g., call attention to linking\deleting\assimilating sounds at word boundaries in a given aural input)	0	0%
		3. assist students to identify the attitudinal role of English speech (e.g., call attention to potential similarity between L1 and L2 to express a particular emotion based on the use of tones)	0	0%
	<b>Total</b>		<b>0</b>	<b>0%</b>
	2) train students to produce problematic pronunciation areas for Arab learners as speakers	1. train students to articulate a common problematic consonant\s (e.g., \p\, \ʃ\, etc.)	2	17%
		2. treat a common breaking of consonant clusters (e.g., the morphological ending –ed, initial sequence of consonants as in spring, medial sequence of consonants as in exclude or others)	0	0%
		3. train students to articulate a common problematic vowel\s (e.g., \e\, \əʊ\, etc.)	0	0%
		4. train students to stress content words and reduce functional ones	0	0%
		5. treat Arab learners' tendency to transfer Arabic word stress to English words (e.g., the tendency of stressing final syllable of a word ending in a vowel followed by two consonants such as <i>different</i> , or stressing long pure vowels or a diphthongs such as <i>gratitude</i> and <i>articulate</i> )	0	0%
6. train students to place prominence properly in long stretches of speech(informative, emphatic or contrastive stress)		0	0%	
7. train students to produce appropriate tone forms		4	33%	
<b>Total</b>		<b>6</b>	<b>7%</b>	

<b>Section (2): Part(1): Instruction related competencies</b>	<b>3) integrate pronunciation teaching into aural practices</b>	1. introduce explanations\reminders facilitating perception of pronunciation area\s during listening practice	0	0%
		2. respond to students when listening to tape recording and misinterpret meaning or speaker's intentions because of pronunciation	0	0%
		3. employ aural task\s including perception of a particular area\s during listening practice (e.g., supplying full forms of functional words\ discerning tone groups, etc.)	0	0%
	<b>Total</b>		<b>0</b>	<b>0%</b>
	<b>4) employ recordings as a teaching source and feedback tool in pronunciation teaching</b>	1. compensate for potential shortage of assigned recordings by resorting to effective additional ones	0	0%
		2. employ audiotape to develop students skills of monitoring and self-assessment (e.g., employing listening critically in class)	0	0%
	<b>Total</b>		<b>0</b>	<b>0%</b>
	<b>5) Integrate pronunciation teaching into oral practices</b>	1. introduce guidelines\instructions\reminders about performance of a particular pronunciation area during speaking practice (e.g., the pauses represented by punctuation or continuing vs. finishing tones in oral reading)	0	0%
		2. employ oral task\s including the production of particular pronunciation area(s) during speaking practice (e.g., tracking with recordings of conversational speech to develop production of stressed vs. unstressed words or tone groups)	0	0%
	<b>Total</b>		<b>0</b>	<b>0%</b>
	<b>6) integrate pronunciation teaching with grammar</b>	1. call attention to a particular pronunciation area when it arises with certain grammatical structure (e.g., contraction of auxiliary verbs\ articulation of a grammatical ending such as –ed or –s(es)	1	8%
		2. call attention to a particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, grammatical function of intonation)	0	0%
	<b>Total</b>		<b>1</b>	<b>4%</b>

Section (2): Part (1): Instruction related competencies				
7) integrate pronunciation teaching with vocabulary	1.	work on the pronunciation of a new word orally, before showing students the written form	12	100%
	2.	teach stress of new word as a part of learning the word	1	8%
	3.	highlight regular case\s of English word stress placement (e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as social and exploration)	0	0%
	4.	get into the regular habit of using phonemic symbols \other conventions with new\problematic words	2	17%
	<b>Total</b>			<b>15</b>
8) employ regular pronunciation / spelling relationship as a tool for teaching pronunciation	1.	present\encourage students to elicit a particular pronunciation/spelling rule(e.g., 'c' is often pronounced as \s\ if followed by 'i', 'e' or 'y')	0	0%
	2.	call students' attention to a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')	1	8%
	3.	call students' attention to a common spelling difficulty for most English learners (e.g., different representations of one sound such as \ə\ and \ʃ\)	2	17%
	4.	present\encourage students to recall similar patterns of pronouncing a new\problematic word (e.g., presenting <i>hall</i> with previously learnt ones such as <i>tall</i> , <i>fall</i> and <i>all</i> )	8	67%
	5.	call students' attention to the pronunciation of frequent combination of letters such as 'ch', 'ph', 'ea', 'ow', etc. or common positions of silent letters	8	67%
	<b>Total</b>			<b>19</b>

Section(2): Part(1): Instruction related competencies	9) reinforce learner cognitive involvement in pronunciation teaching process	1. introduce directions\ explanations\ visuals\ drawings that develop awareness of target pronunciation area under consideration	0	0%
		2. employ appropriate cognitive techniques with target age group (e.g., a mix of descriptive methods, drawings and visuals with high intermediate)	0	0%
		3. respond to opportunities that stimulate discussion about the impacts of particular pronunciation errors on intelligibility\ the need to achieve plausible pronunciation of a particular pronunciation feature	0	0%
		4. call attention to similarities between Arabic and English with regard to particular pronunciation feature (e.g., falling tone of 'wh' question)	0	0%
		5. encourage\reinforce learners' correct self-guesses and inferences concerning pronunciation matters	0	0%
	<b>Total</b>		<b>0</b>	<b>0%</b>
	10) reinforce learner performative involvement in pronunciation teaching process	1. employ a lesson\ a slot of lesson for developing production of particular pronunciation area\s	5	42%
		2. employ a lesson/ a slot of lesson for developing perception of a particular pronunciation area\s	0	0%
		3. employ a lesson\ a slot of lesson for treating a particular problematic spelling	0	0%
		4. employ a progression of various stages of practice of a particular pronunciation area (controlled, guided and meaningful practice)	0	0%
		5. employ various formats of interaction in pronunciation practice( individual work, pair work, group work and the whole group)	0	0%
		6. encourage students to use dictionary for pronunciation purposes	0	0%
		7. encourage/guide students to use English outside classroom for pronunciation purposes(e.g., by assigning tasks that require resorting to media\technology related devices)	0	0%
	<b>Total</b>		<b>5</b>	<b>6%</b>

<b>11) reinforce learner affective involvement in pronunciation teaching process</b>	1. employ task\s that reinforce self-monitoring and modification(e.g., task\s require consulting dictionary or signaling a particular feature in a text and then checking while listening to the text, or alike)	0	0%
	2. provide opportunities for enhancing motivation and attitude(e.g., listening to authentic cheers and rhymes to practise vowels, or jokes and comic strips to practise sentence stress, or alike)	0	0%
	3. vary teaching techniques and task types to practise new pronunciation points	0	0%
	<b>Total</b>	<b>0</b>	<b>0%</b>
<b>Total of Part (1)</b>		<b>0</b>	<b>7%</b>

Examining the table above, several observations were reached. Firstly, the following six competencies did not receive any frequencies:

1. training students to perceive problematic pronunciation areas for Arab learners as listeners
2. integrating pronunciation teaching into aural practices
3. employing recordings as a teaching source and feedback tool in pronunciation teaching
4. integrating pronunciation teaching into oral practices
5. reinforcing learner cognitive involvement in pronunciation learning process
6. reinforcing learner affective involvement in pronunciation learning process

And, the following five competencies were poorly observed. They received the percentages of 32%, and 31%, 7% 6% & 4% respectively.

1. employing regular pronunciation / spelling relationship as a tool for teaching pronunciation
2. integrating pronunciation teaching with vocabulary work
3. training students to produce problematic pronunciation areas for Arab learners as a speakers
4. reinforcing learner performative involvement in pronunciation teaching process
5. integrating pronunciation teaching with grammar work

Table (4.11) below presents the lowest scores of teaching competencies compared with those displayed in Table (4.9) and Table (4.10) above. It shows that teachers' competency level at evaluation related competencies scored a percentage of 4%.

**Table (4.11)**

**The frequencies and percentages of the level of twelve teachers at each pronunciation related evaluation competency and relevant indicators**

Section (2): Part (2): pronunciation evaluation related competencies	Compe tency	Indicators	F	%
	12) employ effective pronunciation techniques of error correction		1. prioritize errors of prosodic features (e.g., word\sentence stress)	0
2. call student's attention to an error without interrupting a student every time the error is made			5	42%
3. react to opportunities when a common L1 transfer error arises in daily classroom interaction			0	0%
4. inform students about the source of error comparing between the two languages			0	0%
5. inform students about the impact of an error on intelligibility			1	8%
6. employ a lesson\ a slot of lesson to work on a pressing error			0	0%
7. use various error correction techniques (e.g., cues, gestures, self-correction, peer correction, or teacher correction)			0	0%
<b>Total</b>			<b>6</b>	<b>7%</b>
13) employ effective pronunciation techniques of feedback		1. provide continuous\frequent feedback on students' production \ performance of a particular pronunciation feature	0	0%
		2. recycle perception\production of a particular pronunciation area in new contexts	0	0%
		3. expose students to the genuine use of English (authentic materials) as a feedback tool regarding a particular pronunciation area	0	0%
		4. employ various feedback techniques(e.g., self- monitoring, peer-feedback, and teacher explanations)	0	0%
		<b>Total</b>	<b>0</b>	<b>0%</b>



<b>Section (2): Part (2): pronunciation evaluation related competencies</b>	<b>14) employ effective pronunciation techniques of assessment</b>	1. assess acquisition of pronunciation area\s , as an ongoing part of daily interaction	0	0%
		2. assess both perception and production of pronunciation area\s	3	25%
		3. use both direct and indirect evaluative techniques (e.g., controlled& meaningful tasks)	0	0%
		4. use both informal and formal pronunciation exercises to assess student learning of a target pronunciation area	0	0%
	<b>Total</b>		<b>3</b>	<b>6%</b>
<b>Total of Part (2)</b>			<b>4%</b>	

As shown above, out of three evaluation related competencies, one competency was not observed at all with all teachers. It concerns with employing effective pronunciation techniques of feedback. The other two competencies which concern with employing effective pronunciation techniques of error correction and employing effective pronunciation techniques of assessment received the percentages of 7% and 6%, respectively.

## Summary

This chapter answered the questions of the study by presenting the statistic results of the two tools used (the content analysis card and the observation card). The analysis of pronunciation teaching content of *English for Palestine 10* and the observation of teachers' competency level related to that content indicated a critical status of pronunciation teaching. It was revealed that pronunciation teaching in *English for Palestine 10* matches a very limited extent of current perspectives in pronunciation pedagogy. A discussion of these results will be provided in the next chapter.

## **Chapter V**

### **Discussion, Conclusions and Recommendations**

#### **Introduction**

**5.1. Discussing the results of analyzing pronunciation teaching content of *English for Palestine 10***

**5.2. Discussing the results of observing 10<sup>th</sup> grade English language Palestinian teachers' competency level with regard to pronunciation teaching**

**5.3. Conclusions related to the analysis of pronunciation teaching content of *English for Palestine 10***

**5.4. Conclusions related to the observation of 10<sup>th</sup> grade English language Palestinian teachers' competency level with regard to pronunciation teaching**

**5.5. Recommendations related to the analysis of pronunciation teaching content of *English for Palestine 10***

**5.6. Recommendations related to the observation of 10<sup>th</sup> grade English language Palestinian teachers' competency level with regard to pronunciation teaching**

**5.7. Suggestions for Further Research**

#### **Summary**

## Chapter V

### Discussion, Conclusions and Recommendations

#### Introduction

In this final chapter the results of the content analysis card and the observation card are discussed and interpreted. In view of that, the conclusions of the study are realized and presented. Based on these conclusions, relevant recommendations are proposed, and suggestions for further research are offered.

#### 5.1. Discussing the Results of Analyzing Pronunciation Teaching Content in *English for Palestine 10*

The main purpose of this study was to reveal the extent to which pronunciation teaching in *English for Palestine 10* matches current instructional perspectives in pronunciation pedagogy.

In order to achieve this purpose, an evaluation of pronunciation teaching with regard to *English for Palestine 10* was carried out. The evaluation included evaluating three teaching sources of the process of preparing students to acquire English pronunciation: pronunciation teaching content of the SB and the corresponding assistance for teaching that content in the TG as well as pronunciation awareness and teaching skills of a sample of 10<sup>th</sup> grade teachers of English language.

This evaluation was conducted by analyzing pronunciation teaching content in the SB and TG as well as observing the related

competency level of a sample of 10<sup>th</sup> grade Palestinian teachers of English language in Khan-Younis Governorate.

The evaluation of pronunciation content was based on a suggested list of characteristics of pronunciation teaching content. The characteristics were derived and developed by the researcher in light of current perspectives in pronunciation pedagogy. Then, a list of criteria representing such characteristics was developed.

The suggested list of criteria addresses what pronunciation critical areas are included, what methodology is adopted, how students are involved in pronunciation teaching\learning process, and how teachers are assisted to teach pronunciation.

These criteria are included in the content analysis card in two sections (See Appendix 10). Section (1) includes the criteria of pronunciation content in the SB, and Section (2) includes the criteria of pronunciation content in the TG.

These criteria are not claimed to be all-inclusive, nor does their use imply that the content must match all of them. The list of criteria, however, was utilized as a basis to identify the extent to which the target content goes in line with current perspectives in pronunciation pedagogy.

The scrutiny of the SB and TG revealed that pronunciation content of *English for Palestine 10* does not match these perspectives to a large extent. The results indicated a comparable dearth of criteria in both the SB and TG. The availability of these criteria scored a percentage of 33% in the SB and a percentage of 29% in the TG [See Table (4.1) in Chapter (IV)].

The statistics forms (percentages and frequencies) which were attained by applying the content analysis card, and which are presented in Chapter (IV), provide the basis for discussing and interpreting these results, as shown below.

### **5.1.1. Discussing the Results Related to the Goal of Intelligibility in Pronunciation Teaching**

Intelligibility has been currently emphasized as a practical and suitable goal of pronunciation teaching in EFL\ESL and EIL contexts of language use (Kenworthy1987:13-25; Celce-Murica *et al.* 1991:8; Morley 1991:498-501; Jenkins1998:119-121, 2000:69-96; and Levis 2005:370).

In accordance with the plan of the newly First Palestinian Curriculum of English Language, the specific goal of pronunciation teaching in *English for Palestine* series is to develop *comfortably intelligible* pronunciation (English Language Curriculum for Public Schools: Grades 1-12: 1999: 15). So, it seems that the goal of pronunciation teaching in Palestinian public schools, as stated in the plan, goes in line with the current goal of pronunciation teaching.

Information about whether this goal is reflected in the content of *English for Palestine 10* or not was identified through examining the results attached to the criteria which address what pronunciation areas are addressed and what methodology is adopted in the target content.

According to the researcher, this is due to the pedagogical assumption that what and how to teach something are based on and reflect why to teach it.

Nevertheless, the examination of the results attached to these criteria revealed limitations concerning the adoption of the goal of intelligibility

Firstly, the results related to what pronunciation areas to teach revealed that seven critical pronunciation areas to the intelligibility of Arab learners were addressed [See Table (4.4): no.1-10].

Yet, several limitations challenging the advantage of incorporating these areas were revealed; including: lack of sufficient treatment of these areas; departing priority in distributing them within the content of the SB, with regard to Arab learners' needs; and excluding several areas from the target content (more details concerning these limitations will be provided in a following part of this chapter).

Secondly, the results related to how pronunciation should be taught, and which appear in Part (1.2) in Table (4.4), Part (2) in Table (4.5) and Parts (1) & (2) in Table (4.6), also revealed serious limitations which confront the possibility of adopting current methodology in pronunciation teaching (the multi-modal methodology referred to in page 62 in this study).

For instance, while the current methodology of pronunciation teaching emphasizes promoting learner's intellectual, affective and performative involvement in the teaching\ learning process, the results showed that pronunciation content in the SB proves inadequate in this respect. The availability of the criteria related to learner's involvement in acquiring critical pronunciation areas scored a low percentage [See the results of Part (1.2) in Table (4.4)].

In addition, whereas this methodology advocates integrating pronunciation with the teaching of other language skills and aspects, the results of the analysis proved that SB's content falls short in in this respect. The results showed that the availability of the criteria related to the integration of pronunciation scored only a percentage of 36% in the SB [See Part (2) in Table (4.5)].

Further, while this methodology incorporate attention to both deductive and inductive modes of practice, the results showed that pronunciation content in the SB emphasizes the accurate practice of target pronunciation areas more than concentrating on the communicative mode of practice.

For example, all units (twelve units) incorporate accurate perception of target pronunciation areas, and eleven units incorporate accurate production of these areas [See Table (4.4): no. 18 & 19]. On the other hand, eight units incorporate meaningful production, and six units incorporate meaningful perception [See Table (4.6): no. 20 & 22].

Actually, the results of Table (4.6), which addresses TG's pronunciation content, showed that the TG proves to be the main responsible for such state of inadequacy as it does not compensate for the shortage in the SB.

For instance, the analysis of TG's content showed that it does not acknowledge the teacher about the importance or nature of any critical pronunciation area or how to deal with it. It also does not offer ways for stabilizing these areas in meaningful practices, nor does it offer suggestions about integrating them into other learning activities. As well, it does not suggest ideas or ways for promoting learners

involvement in acquiring intelligible areas [See (Table 4.6): no. 6, 7, 8, 13 &14].

In view of that, the researcher thinks that less experienced pronunciation teachers would not be able to realize the significance of addressing target intelligible pronunciation areas, nor would they be able to adopt the current methodology in pronunciation teaching and thereby they would not be able to work for the achievement of the current goal of pronunciation teaching.

In the researcher's point of view, these findings are, merely, an analogy of the situation in which a worker is given some useful tools without telling him/her what they are, what they are used for and how to use them.

Indeed, it seems that, during the period of curriculum development, there might have been a vision about the need to develop intelligibility as a goal of pronunciation teaching, but that perspective was reflected neither suitably nor practically in the content.

Up to this point, it is clear that the content of English for Palestine 10 falls short in addressing the current goal of intelligibility in pronunciation teaching, as claimed in the Plan of Palestinian Curriculum of English Language and emphasized in the field of pronunciation pedagogy.

### **5.1.2. Discussing the Results Related to What to Teach (Critical Pronunciation Areas to the Intelligibility of Arab Learners)**

In the area of pronunciation pedagogy, it was argued that if we maintain the primacy of intelligibility as a goal of pronunciation teaching, this implies that there are particular pronunciation features



which affect understanding and thereby "instruction should focus on those features that are most helpful for understanding and should deemphasize those that are relatively unhelpful" (Levis 2005:371).

In effect, pronunciation research attempted to identify pronunciation areas that may affect the intelligibility in EFL/EIL contexts. It was found that various interactions (e.g., NS–NNS and NNS–NNS) suggest different priorities for learners of different language groups (Levis 2005: 372).

For example, in NS–NNS interaction, suprasegmental features were validated by empirical research (such as Derwing, *et al.* 1997; Derwing *et al.* 1998; Derwing & Rossiter 2003; Hahn 2004; and O'Brien 2004). And, in NNS–NNS interaction, current research emphasized English sounds (consonants and vowels) for all learners of English language (such as Jenkins 2000, 2002; and Field 2004, 2005).

Pronunciation teaching in Palestinian schools should be directed by an understanding of the critical pronunciation areas for Arab learners. In this study, the researcher identified and suggested a list of critical pronunciation areas to the intelligibility of Arab learners (See Appendix 2).

The list is based on a review of the areas which were stressed in NS-NNS and NNS-NNS interactions and a review of the areas which were recommended as high priority for Arab learners.

Also, the researcher benefited from few discussions with a number of linguists working in Palestinian universities. Part (1.1) in the

content analysis card includes ten criteria addressing these areas (See Appendix 10).

In *English for Palestine 10*, pronunciation teaching is placed into Listening & speaking Section, which appears in regular intervals throughout the SB and TG. It includes, in addition to speaking and listening activities, a specific part for pronunciation teaching.

The analysis of the content of this part showed that each unit in the SB scored one frequency in Part (1.1) in the content analysis card [See Table (4.2): Part (1.1)]. This means that pronunciation problematic areas to Arab learners are addressed twelve times (once in every unit of the twelve units) in *English for Palestine 10*. Yet, every unit does not address a different critical area.

Examining Table (5.1) below, it appears that five units (units 2, 4, 5, 7 & 8) address one area (a problem related to the grammatical function of English tones). But, unit (12) addresses another critical problem related to intonation. It is concerned with the social function of intonation (friendly\ helpful tone).

Though units 2, 4, 5, 7 & 8 incorporate training in producing different tone forms (e.g., intonation of *yes\no* vs. *wh* questions, *or* questions, negative questions, suggestions and requests), these forms are related to one critical area.

That is because intonation in English and Arabic is similar in contour and meaning, and learners just need to feed on the similarities while training in producing these tone forms (Kenworthy 1987:126-7; and Karama & Hajaj 1989:32 cited in Amer 2007: 35).

Also the table shows that two units (units 10 & 11) address one area (contrastive stress), and five units (units 1, 6, 9, 10 & 11) address four different areas related to stress (production of stressed vs. unstressed words in sentences, production of word stress, perception of reduced forms and production of contrastive stress).

Still, three areas are not addressed at all (perception of connected speech features, articulating vowels and the conversational function of intonation) [See criteria no. 3, 9 & 10 in Table (4.4)].

Regarding segmental features, the analysis revealed a glaring paradox. Whereas the Plan of Palestinian Curriculum of English Language (1999:34) claims addressing the articulation of sounds in isolated form and in connected speech, the analysis revealed a virtual lack of related problematic areas to sounds (problematic vowels and consonants).

Instead, the problem of breaking a common consonant cluster under the influence of English orthography (the morphological ending *-ed* in regular verbs) is addressed in unit (3) as shown in Table (5.1).

Up to this point, the analysis revealed that seven critical pronunciation areas are incorporated in the content of the SB of *English for Palestine 10*. They are summarized in Table (5.1.) below.

**Table (5.1)**

**Pronunciation problematic areas which are addressed in *English for Palestine 10***

<b>Pronunciation problematic areas</b>		<b>Unit\Page</b>
1) a problem related to the production of stressed vs. unstressed words in sentences		U.1\ P.11
2) a problem related to the production of word stress (stress of ten vs. teen numbers)		U.6\ P.51
3) a problem related to the perception of reduced forms in aural input (contracted verb forms)		U.9\ P.75
4) a problem related to the placement of prominence (the problem of moving the element that shows strong contrast to the beginning of a sentence as in Arabic)		U.10\ P.83 U.11\ P.91
5) a problem related to the grammatical function of English tones	intonation of yes\no vs. wh questions intonation of or questions intonation of negative questions intonation of suggestions intonation of requests	U.2\ P.19 U.4\ P.35 U.5\ P. 43 U.7\ P.59 U.8\ P.67
6) a problem related to the perception of the social function of English tones (friendly\ helpful tone)		U.12\ P.99
7) a problem related to the production of intrusive vowel within a sequence of consonants under the influence of English orthography( the morphological ending –ed)		U.3\ P.27

Examining Table (5.1.) above, and comparing it to Appendix (2), which presents pronunciation critical areas for Arab learners, it is clear that several other problematic areas are not addressed in the content of *English for Palestine 10*. They are presented in Table (5.2.) below.

**Table (5.2)**

**Pronunciation problematic areas which are not addressed in  
*English for Palestine 10***

1) problems related to the perception of connected speech features in aural input (e.g., perception of linked\deleted\assimilated sounds at word boundaries in connected speech)
2) problems related to the articulation of consonants such as: a) substitution of English consonants which do not exist in Arabic with Arabic consonants (e.g., substituting \p\ with \b\) b) breaking a sequence of consonants of intrusive vowel (e.g., initial sequence of consonants as in <i>spring</i> , medial sequence of consonants as in <i>exclude</i> , final sequence of consonants as in <i>songs</i> , or others at word boundaries as in <i>mixed sweet</i> )
3) problems related to the articulation of vowels such as: a) Substitution of English vowels which do not exist in Arabic with other English vowels which are similar to Arabic vowels or exist in colloquial Arabic (e.g., substituting \əʊ\ with \ɔ:\ or \eə\ with \e:\) b) substitution of English diphthongs with long pure vowels c) problems related to the shortening of English long pure vowels d) problems related to the perception and production of schwa sound\ə\ in words and reduced forms
4) problems related to misleading English orthography (e.g., silent letters, various representations of one sound and vice versa)
5) a problem related to the conversational function of intonation (producing finishing tones instead of continuing ones in oral conversations)
6) specific problems for Arab learners related to intonation (lack of awareness of the similarity between English and Arabic contour and meaning, or using rising tone instead of structural markers to denote suggestions and offers)

Despite the finding that six problematic pronunciation areas, as shown above in Table (5.2.), are not addressed in the content of *English for Palestine 10*, this cannot be considered a limitation of the

target content because they may have been addressed in other textbooks (SBs) of *English for Palestine* series.

Actually, including a list of ten pronunciation critical areas in the content analysis card (See Appendix 10: no. 1-10) does not imply that the content of *English for Palestine 10* must address all of them, however, the list was used as a basis for finding out which areas are addressed and which ones are excluded.

The researcher reviewed the twelve textbooks (SBs) of *English for Palestine* series and noted down the target pronunciation areas in these SBs. It was found out that only seven SBs (*English for Palestine 5, 7, 8, 9, 10, 11 & 12*) incorporate pronunciation teaching, and they all explicitly address pronunciation within the Listening and Speaking Section, similarly as in *English for Palestine 10*.

Examining this section in these SBs, several pronunciation areas were identified. Target pronunciation areas in these SBs are presented in Appendix (13).

Examining Appendix (13) and comparing its contents to Table (5.2.) which presents pronunciation problematic areas which are not addressed in *English for Palestine 10*, it is obvious that examples on most of these areas are already available in *English for Palestine 5, 7, 8, 9, 11 & 12*.

In view of that, the researcher presents pronunciation problematic areas for Arab learners which are addressed in *English for Palestine* series but not in *English for Palestine 10* in Table (5.3.) below.

**Table (5.3)**

**Pronunciation problematic areas which are addressed in *English for Palestine* series and not in *English for Palestine 10***

<b>Problematic pronunciation areas</b>	<b>Textbook</b>	<b>Unit\ page</b>
(1) a problem related to the perception of connected speech features in aural input (linking of a consonant by a following vowel at word boundaries)	<i>English for Palestine 7</i>	U.10\ P.44 U.18\ P.76
(2) most problems related to the substitution of English consonants which do not exist in Arabic with others, including: \f\ instead of \v\, \b\ instead of \p\, \dʒ\ instead of \ʒ\, \ð\ instead of \ə\ & \ʃ\ instead of \ʒ\	<i>English for Palestine 7</i>	U.5\ P.24 U.13\ P.56 U.21\ P.88
	<i>English for Palestine 8</i>	U.1\ P.10 U.12\ P.74
	<i>English for Palestine 9</i>	U.4\ P.28 U.6\ P.40-41
	<i>English for Palestine 11</i>	U.4\ P.39 U.5\ P.49 U.11\ P.109
	<i>English for Palestine 12</i>	U.1\ P.9 U.3\ P.29 U.5\ P.49
(3) a problem related to the substitution of English vowels which do not exist in Arabic with others(\i\ instead of \e\)	<i>English for Palestine 7</i>	U.1\ P.8
(4) a problem related to the substitution of English diphthongs with long pure vowels (\ɔ:\ instead of \əʊ\)	<i>English for Palestine 12</i>	U.7\ P.69
(5) a problem of shortening English long pure vowels (\ɒ\ instead of \ɔ:\)	<i>English for Palestine 7</i>	U.17\ P.72
	<i>English for Palestine 12</i>	U.7\ P.69
(6) problems related to the breaking of a consonant clusters with intrusive vowel (e.g., initial, medial and final sequence of consonants within words)	<i>English for Palestine 9</i>	U.2\ P.16
	<i>English for Palestine 11</i>	U.10\ P.99
	<i>English for Palestine 12</i>	U.6\ P.59

(7) a problem related to misleading English orthography (silent letters)	<i>English for Palestine 8</i>	U.15\ P.93
(8) a problem related to the conversational function of intonation (producing finishing tones instead of continuing ones in oral conversations)	<i>English for Palestine 8</i>	U.16\ P.99

Comparing Table (5.2), that presents pronunciation problematic areas which are not addressed in *English for Palestine 10*, with Table (5.3.), which shows which of these areas are already addressed in other textbooks; it is obvious that, two areas are not overtly addressed in all textbooks of *English for Palestine* series. They are (d) in number (3) and number (6) in Table (5.2).

The first problematic area is related to the perception and production of schwa sound\ə\ in words and reduced forms. Despite the observation that problematic areas related to word stress and reduced forms are incorporated frequently in various textbooks, which provides a natural context for treating the problems of schwa sound, none of these textbooks clearly include explicit productive or perceptual training of that sound along with the training of word stress and reduced forms.

Number (6) concerns with pronunciation problems which are related to the grammatical function of intonation, and incorporates a need for considering specific problems for Arab learners (e.g., lack of awareness of the similarity between English and Arabic intonation in contour and meaning, or using rising tone instead of structural markers to denote suggestions and offers). Although intonation is addressed frequently in most textbooks, no one explicitly highlights these problems.



The researcher also detected two limitations with regard to pronunciation critical areas which are addressed in all textbooks, including *English for Palestine* 10. Firstly, examining Table (5.3.) above, it is clear that several problematic areas are not treated sufficiently throughout the various textbooks.

For example, the problems which are related to English sound\spelling relationship are not treated adequately and thoroughly. Although the mispronunciation of the morphological ending (-ed) is addressed three times in *English for Palestine* 7, 10 & 11, and the problem of pronouncing silent letters is addressed once, in *English for Palestine* 8 (See Appendix 13), other related problems to English orthography are not addressed; including:

- § Various representations of one sound (e.g., /:3/ in ***bird, burn, fern, worm, earn & journal***).
- § Various pronunciations for one letter (e.g., 'c' in words like ***cat, city, ocean*** and ***cello*** or a combination of letters such as 'ch' in ***cheer*** and ***school***).

Therefore, it appears that Arab learners, who speak a phonetic language, do not receive a systematic presentation of English sound\spelling relationship.

Another example on that limitation was noticed with regard to the problems related to the perception of connected speech features in aural input (e.g., perception of linked\deleted\assimilated sounds at word boundaries in connected speech). Only *English for Palestine* 7 incorporates a treatment of one area (linking of a consonant by a

following vowel at word boundaries), and two units address the same area [See Table (5.3.): no. (1): U.10\ P.44 & U.18\ P.76].

Secondly, examining how often each problematic area is addressed throughout the textbooks in Appendix (10), it appears that priority is not distributed appropriately among these problematic areas, with regard to Arab learners' needs.

For example, despite the assumption that vowels exhibit a greater difficulty than consonants, for Arab learners, and there are several specific areas of difficulty to Arab learners in vowel perception and articulation (Hajaj & Jabber 1991:111-112; and Kailani & Muqattach 1995:134-5), a reserve reflection of this assumption was detected in the contents of *English for Palestine* series.

On one hand, most problematic consonant contrasts for Arab learners are addressed in *English for Palestine* 7, 8, 9, 11 & 12, including: /f/ vs. /v/, /b/ vs. /p/, /dʒ/ vs. /ʒ/, /ð/ vs. /θ/ & /ʃ/ vs. /tʃ/, in addition to few related areas to consonants but not critical to the intelligibility of English speech (e.g., distinction between the following pairs /d/ vs. /dʰ/, /r/ vs. /r̥/ & aspirated vs. unaspirated /p/).

On the other hand, vowels do not receive neither adequate nor similar emphasis to that assigned to consonants. That is, only one problematic vowel contrast for Arab learners is addressed in *English for Palestine* 7 (/e/ vs. /ɪ/).

Also, the problem of shortening long vowels is addressed only in *English for Palestine* 7 & 12, and they both treat the same case (/ɒ/ vs. /ɔ:/).

Additionally, the problem of substituting English diphthongs with long pure vowels is only addressed in *English for Palestine 12* and the content treats one case (|ɔ:| vs. |əʊ|).

Still, Arab learners need much more emphasis on several other vowel contrasts, including: |æ| vs. |a:| as in *fat* vs. *father*, |e| vs. |æ| as in *bet* vs. *bat*, |ɜ:| vs. |ɒ| as in *cot* vs. *curt*, |i:| vs. |ɪə| as in *here* which is often articulated as |hi:r| instead of |hiə<sup>r</sup>|, |ʊə| vs. |u:| as in *sure* which is often articulated as |ʃu:r| instead of |ʃʊə<sup>r</sup>|, and others (Hajaj & Jabber 1991:111-112).

In addition to problematic vowel contrasts, there are other related critical areas which also need emphasis, and they are not addressed at all in any textbook, including:

1. the commonest problematic vowel sound for Arabs (schwa);
2. the misleading orthography of vowels; for example (Hajaj & Jabber 1991:111-112; & Kailani & Muqattach 1995:134-135):
  - a. similar representations of the grapheme which produces different vowel sounds (e.g., food – wool – blood);
  - b. different representations of the grapheme which produces the same vowel sound (e.g., / u:/ is spelt as : boot – move - shoe – group – flew –blue – rude - two).

Similarly, another example on the second limitation was observed with regard to stress and intonation. That is, Appendix (13) shows that intonation is addressed nineteen times, but stress is addressed

seventeen times throughout the seven textbooks which incorporate pronunciation teaching content.

In spite of this, it is worth noting that examples on the four problematic areas related to stress (no. 1, 7, 9 & 10 in Appendix 2) are addressed throughout the contents of the SBs of *English for Palestine* series (See Appendix 13), which, in turn, can be definitely considered advantageous, specially that stress has been considered an area of high priority for Arab learners (Kenworthy 1987:124).

On the other hand, Arab learners tend to have relatively minor difficulties with intonation compared with stress. This point was remarked by several writers (e.g., Kenworthy 1987:126; and Karama & Hajaj 1989:32 in Amer 2007: 35), and it is attributed to the fact that intonation patterns in Arabic are similar to English contour and meanings; whereas, word stress is a feature of high priority for all learners, and particularly for Arab learners.

Strictly, the reservation here is not about whether to prioritize intonation or not. Actually, intonation should be emphasized with Arab learners due to the following reasons.

First, despite the similarities between English and Arabic with regard to intonation, Arab learners of English often do not produce various tone forms correctly and speak in staccato manner which affect the production of tone groups (firsthand observation).

Thus, they need to feed on these similarities (Kenworthy 1987: 85). Also, they tend to use rising tone instead of structural markers to denote suggestions and offers, and finishing tones instead of continuing ones in oral conversations (Amer 2007: 35).

In addition, empirical research showed that intonation is a priority area for Arab learners. For instance, Mitleb (1995) tested the intelligibility of English intonation spoken by Arabs learning English as a foreign language. He found out that most Arabs confused the two falling and rising tones to significant level. Accordingly, he called for the incorporation of intonational information and other suprasegmentals in the teaching process.

In view of that, according to the researcher, the reservation is about the degree of focus on stress vs. intonation. In other words, while intonation should have been given special attention, stress should have been given the highest priority.

However, a reverse observation to the second limitation was noticed with regard to the degree of emphasis placed on prosodic vs. segmental features. Examining Appendix (13), it appears that out of sixty-seven instances on addressing pronunciation areas, prosody-related problems are addressed forty-two times and sounds-related problems are addressed twenty-four times. Notably, this goes in line with the current emphasis on prosody (Celce-Murica *et al.* 1996:131; and Derwing & Rossiter 2003:14).

**Note:** the left area that is not related to segmental or prosodic features is related to the pronunciation of common aviation codes among various English varieties such as B → Bravo, D → Delta, W → Whisky, O → Oscar, and alike in *English for Palestine 12* (U.9: P.89).

With regard to the content under scrutiny in this study, in particular, the results showed that most of the problematic areas which are addressed in the content are related to intonation and stress [See Table (5.1)].

To start with intonation, it was found out that unit (12) addresses a problematic area related to the social function of intonation and includes training in perceiving friendly\helpful intonation. And, units (2), (4), (5), (7) & (8) address the grammatical function of intonation and incorporate training in producing various tone forms, including: intonation of request, suggestion, negative questions, 'or' questions and 'yes-no' vs. 'wh' questions [See Table (5.1): no.5 & 6 ].

However, the researcher observed that though the target content addresses various tone forms, it does not work practically towards achieving the underlying purpose of addressing them.

For instance, the content does not highlight any similarities between English and Arabic regarding any tone form, in any unit of the SB [See Table (4.4): no.14]. And, it does not highlight Arabs' tendency to replace structural markers (e.g., *Why not*, *How about*, would you ..? and so on) with rising tone to express requests and suggestions [See Table (5.2): no.6]. Instead, learners are just asked to imitate few presented patterns of suggestions, requests or questions and decide whether the tone rises or falls [*English for Palestine 10* : SB 2010-2011: 19, 35, 43, 59 & 67].

The researcher believes that the content of the TG seems to be the responsible for such limitations. It does not assist the teacher in understanding the linguistic and pedagogical principles underlying this area (e.g., the nature of the grammatical function of intonation and its importance to the intelligibility of Arab learners) and how to deal with it [See Table (4.6): no. 19].

According to the researcher, if the TG had provided expected assistance for teachers, it would have compensated for the limitations of the SB.

It was also found out that a problematic area related to the conversational function of intonation is not addressed at all [See Table (4.4): no. 10]. It concerns with Arab learners' tendency to speak in staccato manner resulting in producing finishing tones during oral conversations instead of continuing ones.

According to the researcher, the natural context for working on that area is during the oral learning activities. Yet, the analysis of the SB revealed dearth in signaling the production of any tone form during the oral practices or providing notes about performance [See Table (4.5): no.39 & 40].

Concerning stress, units (1), (6), (9), (10) & (11) address four examples on the four problematic areas for Arab learners [See Table (5.1): no. 1–4]. Each unit addresses a different area, but units (10) & (11) address the same area (contrastive stress).

According to the researcher, addressing instances on all problematic areas related to stress in *English for Palestine 10* can be considered a merit of the target content, especially that stress has been considered an area of high priority for Arab learners (Kenworthy 1987:123-4). The four examples on critical areas related to stress which are addressed in *English for Palestine 10* are shown in the table blow.

**Table (5.4)**

**Critical areas related to stress in *English for Palestine 10***

1) a problem related to the production of stressed vs. unstressed words in sentences	U.1\ P.11
2) a problem related to the production of stressed vs. unstressed elements in words (stress of ten vs. teen numbers)	U.6\ P. 51
3) a problem related to the perception of reduced forms in aural input (contracted verb forms)	U.9\ P.75
4) a problem related to the placement of prominence (the problem of moving the element that shows strong contrast to the beginning of a sentence as in Arabic)	U.10\ P. 83 U.11\ P.91

Nevertheless, the analysis showed that the SB does not provide any explanations that develop awareness of these problematic areas, except for units (1), and it does not also provide any notes about critical differences between English and Arabic regarding stress [See Table (4.4): no. 12 & 13].

In addition, the researcher observed that although unit (1), which addresses the stress-timed nature of English, includes a hint about the difference between content words and functional ones concerning stress (*English for Palestine 10*: SB 2010-2011:11), this sole presentation of an area of major priority does not match the expected need.

Actually, learners need clearer guidelines concerning which words in a sentence tend to receive stress. They should realize that placing equal stress on content and functional words would give their speech a staccato-like rhythm that can adversely affect the comprehensibility of



their English stresses (Avery & Ehrlich 1991: 74-6; and Celce-Murica *et al.* 1996:152-3).

Learners also need frequent practice in this area. Yet, the sole related practice comes in unit (9) which addresses contracted verb forms [See Table (5.1): no. 3], and which does not provide any information or clear guidelines concerning which words do not receive stress [See Table (4.4): no. 11 & 12].

Another example on the limitations related to stress was observed in unit (6) which addresses stress of ten vs. teen numbers [See Table (5.1): no. 2]. Although this problem is related to Arab tendency to place stress on the last syllable of a word ending in long pure vowel (Kenworthy 1987: 124), the unit does not provide any explanations that develop awareness about the nature of the problem [See Table (4.4): no. 12], and does not highlight this regular case of English word stress placement [See Table (4.5): no. 30]. But, it is worth mentioning that the stress of all new words is signaled in an appendix at the end of the book [See Table (4.5): no. 26].

Similarly, although Arab learners' problem of moving sentence elements to the beginning or the end of an utterance in order to show strong contrast is addressed twice in units (10) and (11), these units do not provide any explanations that develop awareness about the nature of the problem in these units [See Table (4.4): no. 12].

Most seriously, the TG does not assist the teacher in understanding the nature of stress related critical areas and their importance to the intelligibility of Arab learners, and it does not show how to deal with them at other learning activities, either [See Table (4.6): no. 14 & 19].

With regard to problematic areas related to segmentals, despite the assumption that suprasegmentals are of more serious nature than segmentals in instruction as they carry more of the overall meaning load than do the segmentals (Celce-Murica *et al.* 1996:131), this is not an excuse to completely exclude most problematic areas related to segmentals in the content of *English for Palestine 10* [See Table (5.2): no. 2 & 3].

Still, since most of problematic areas related to consonants are addressed in other textbooks of *English for Palestine* series [See Table (5.3): no. 2 & 6], there should have been opportunities to recycle them, especially in the content of the TG. Nevertheless, the results showed that the TG neither denotes their presence in these textbooks, nor does it assist teacher in recycling them [See Table (4.6): no. 9 & 21].

Accordingly, the researcher believes that the less experienced pronunciation teachers would not be able to compensate for these limitations. They probably would not be able to exploit opportunities for treating the articulation of problematic segments.

Up to this point, the researcher concluded that the content of both SB and TG falls short in addressing pronunciation critical areas to the intelligibility of Arab learners because of several limitations; including:

- 1) Several problematic pronunciation areas are excluded, especially those related to segmental features and connected speech features.
- 2) Problematic areas which are already addressed are not treated sufficiently. That is, the content lacks related explanations,

descriptions, guidelines, and sufficient examples and practices, and thus it proves inadequate in enhancing a whole-person involvement in acquiring intelligible pronunciation features.

- 3) Priority is not distributed appropriately among problematic areas, with regard to Arab learners' needs.

### **5.1.3. Discussing the Results Related to Learners' Involvement in Acquiring Intelligible Pronunciation Areas**

A major trend in the area of pronunciation pedagogy has been considering the effect of the factors that color learner's acquisition of target language. It has been recognized that there is a combination of learner's factors (biological, linguistic, psychological, emotional and socio-cultural) which affect the acquisition of pronunciation in ways that are not relevant when learning other language skills and aspects.

The effect of these factors on pronunciation acquisition has driven several writers to stress the need for enhancing learners' active participation and developing their awareness, motivation and autonomy. In this respect, Morley (1991:501) highlights the communicative perspective in pronunciation instruction. According to her, this perspective emphasizes the incorporation of the critical dimensions of learning (cognitive, affective, and physical) and thereby it includes a whole-person learner involvement.

In *English for Palestine 10*, pronunciation teaching is placed into Listening & speaking Section, which appears in regular intervals throughout the SB and TG. It includes, in addition to speaking and listening activities, a specific part for pronunciation teaching. The analysis of the content in this part included a scrutiny of the extent to which the content enhances learner's intellectual, affective and

performative involvement in acquiring target pronunciation intelligible areas.

The results of Part (1.2) in Table (4.4) showed a dearth of related criteria. The availability of the first four criteria (those related to cognitive involvement) scored a percentage of 10%; the next three criteria (those related to learner's affective involvement) scored a percentage of 19%; and the last eight criteria (those related to learner's performative) scored a percentage of 52%.

#### **5.1.3.1. *Learners' Cognitive Involvement***

As indicated above, the analysis revealed lack of the criteria related to the cognitive domain of learning. The results of Part (1.2.1) in Table (4.4): no. 11-14 showed that only the following two criteria were evident, but poorly.

- § Criterion (11): employ appropriate cognitive techniques with target age group (high intermediate)
- § Criterion (12): provide explanations that develop awareness of target pronunciation area under consideration

And, the results of Part (1.2.1) in Table (4.2) showed that these two criteria were evident in three units.

Criterion (11) was found in units (1, 3 & 4). Units (1 & 3) employ both brief explanations and oral practice (repetition and acting), and unit (4) employed elicitation, drawings and oral practice (repetition and acting) (See *English for Palestine 10: SB 2010\2011:11, 27 & 35*).

And, criterion (12) was evident in units (1 & 3). Unit (1) informs learners about the difference between content words and functional ones concerning stress (*English for Palestine 10*: SB 2010\2011: 11). And, unit (3) notifies learners about the different realizations of the morphological ending (-ed) of past tense verbs through illustrating examples (p.27).

Also, the results revealed that the following criteria did not score any frequencies:

§ Criterion (13): provide note\s about critical difference\s between English and Arabic regarding pronunciation area under consideration

§ Criterion (14): highlight similarity, if found, between English and Arabic regarding pronunciation area under consideration

This indicates total absence of information about critical differences or similarities between English and Arabic regarding target pronunciation areas.

Yet, pronunciation specialists (such as Kenworthy 1987:124-7; and Jones 1997:107) stressed learners' need to feed on the differences and similarities between L1 and L2 as this serves the intellectual domain of learning the sound system of L2.

Besides, the situation is getting worse as a result of lacking the following criteria in the TG [See Table (4.6): no. 6, 14, 19, 21 & 23]:

§ display any basic information about the pronunciation areas under consideration in all pronunciation practices in all units;

- § acknowledge the teacher about the critical pronunciation areas students may encounter at specific learning activities and how to deal with them in all units;
- § assist teacher in understanding the linguistic and pedagogical principles underlying target pronunciation content (e.g., the nature of particular features and their importance to the intelligibility of Arab learners);
- § provide description of pre-learned pronunciation repertoire; and
- § provide appendix of common English pronunciation difficulties for Arab learners (e.g., areas of high priority).

In view of that, the results indicate a virtual lack of language information and procedural information in target pronunciation teaching content. Actually, learners need two kinds of information (Morley 1991:501):

- a. language information that focuses on the production and modification of specific features through descriptions and explanations;
- b. procedural information that helps learners understand what they will do, how, and why through explicit directions and guidelines.

Undoubtedly, such results indicate that the target pronunciation content proves inadequate in serving the cognitive domain of learning.

### **5.1.3.2. *Learners' Affective Involvement***

Serving the affective domain of learning in pronunciation instruction has been suggested through various means, including: providing varied opportunities of practice; developing learning skills of self-correction, monitoring and self-reliance (Firth1992:215-9); employing dramatic techniques; and using multisensory reinforcements (Celce-Murica *et al.* 1996: 310, 295-7; & Wrembel 2001:64-6).

The results only revealed the availability of one way for developing learners' affective involvement. Criterion (15) in Table (4.5) was evident in seven units (1, 2, 4, 6, 7, 8 & 9) [See Table (4.2): Part (1.2.2)]. This criterion concerns with providing varied opportunities to practise the pronunciation areas under consideration.

On the other hand, the following two criteria did not score any frequencies:

- § Criterion (16): incorporate task\s that enhance motivation and attitude towards English pronunciation
- § Criterion (17): incorporate task\s that reinforce pronunciation learning skills of self-monitoring and self-modification

Similar results were reached with regard to the content of TG. The following criteria in Table (4.6) did not score any frequencies:

- § Criterion (7): suggest ideas/ways for stabilizing pronunciation area(s) under consideration in contextualized and meaningful practices (e.g., games, dramatic technique, exposure to authentic listening input or alike)

§ Criterion (8): suggest ideas/ways for developing pronunciation learning skills of self-monitoring and modification

Lacking Criterion (7) indicates limitations in assisting teachers in enhancing learners' motivation and attitude towards English pronunciation, and lacking criteria (8) indicates limitations in assisting teachers in developing pronunciation learning skills. Certainly, such results indicate that the target pronunciation content also falls short in serving the affective domain of learning.

### ***5.1.3.3. Learners' Performative Involvement***

The criteria related to the development of students' performative involvement were available with higher extent than those related to the cognitive and affective involvement as indicated above.

Criterion (19) was evident in most units in the SB (in eleven units out of twelve), and criterion (18) was evident in all units (12 units) [See Table (4.5): no. 18 & 19]. They address dependent practice of target pronunciation areas as shown below:

§ Criterion (18): provide opportunity of micro-level practice for developing perception of pronunciation area under consideration

§ Criterion (19): provide opportunity of micro-level practice for developing production of pronunciation area under consideration

Correspondingly, all TG's units offer ways for controlled practice of target pronunciation areas. The following criterion was evident in all units of the TG.



§ Criterion (2) in Table (4.6): offer ideas\ways for controlled practice of target pronunciation area\s

On the other hand, the analysis revealed less attention to the meaningful practice of pronunciation.

For example, criterion (20) was evident in eight units (two thirds of units) in the SB, and criterion (22) was evident in six units (half of units), and they both address the meaningful practice, as shown below:

§ Criterion (20): provide opportunity of macro-level practice for developing production of pronunciation area under consideration

§ Criterion (22): provide opportunity of macro-level practice for developing perception of pronunciation feature under consideration

Such findings indicate the presence of a mix of practice activities (dependent and independent) which, according to Morley (1991: 505) increases the effect of pronunciation instruction.

The results also showed that criterion (23) was evident in six units.

§ Criterion (23): provide opportunity for recycling training of a particular pronunciation area in the context of a new one.

Nevertheless, lacking the criteria related to serving learners' cognitive and affective involvement (as shown above) challenge the advantage of addressing criteria (18, 19, 20, 22 & 23).

To explain, the incorporation of various modes of practising a target pronunciation area and providing opportunities for recycling the teaching of a particular pronunciation area in the context of a new one

without denoting or signaling the presence of that area or motivating students to practise it challenge the value of practice.

Besides, all units of the TG lack the following criterion:

§ Criterion 14 in Table (4.6): acknowledge the teacher about critical pronunciation area\s students may encounter at specific learning activity and how to deal with it

This indicates that the less experienced pronunciation teacher would not be able to realize the merit underlying the incorporation of these practices and thereby would not be able to enhance the effect of practice.

With regard to Criterion (21), it was evident in seven units, and it is concerned with providing learners with various formats of interaction in pronunciation activities (e.g., individual work\pair work\group work\the whole group).

Similar score was recorded in the TG. In the TG, eight units provide teachers with ideas about class management and employing suitable various format of interaction [Table (4.6): no.4].

Yet, the researcher observed that most of these interactions are merely related to dependent practices. In addition, none of the participant teachers even followed the ideas about employing various format of interaction. In most cases, teachers resorted to individual work. The following indicator in Table (4.10) did not receive any frequencies:

§ employ various formats of interaction in pronunciation practice

The researcher thinks that such finding represents the learner as a minor participant in the learning process. His\her role seems to be subject to listening to or producing uncontextualized sentences, ticking or reciting when requested individually, in pairs or in groups, sometimes engaging in aural\oral meaningful activities in which he\she does not have to attend to phonology.

In essence, the learner is not given the chance to participate actively and purposefully, especially that the Palestinian teacher of English language is not provided with clear instructions and practical guidance.

The preceding part represents the limitation that pronunciation content of *English for Palestine 10* proves inadequate in enhancing learners' involvement. An interpretation may uncover the mystery about such limitation. It was expressed by Masri (2009). He revealed that the development of the newly First Palestinian Curriculum of English language (*English for Palestine* series) was not based on an analysis of learners' specific needs.

#### **5.1.4. Discussing the Results Related to the Integration of Pronunciation with the Teaching of Other Language Skills and Aspects**

Since it is impossible to avoid pronunciation work in other language learning activities (Murphy1991: 51; and Celce-Murica *et al.*1996: 221), a part of the analysis of pronunciation content in this study was directed to pronunciation in other language learning activities.

Language learning activities in all sections (except Writing Section) in every unit in the SB of *English for Palestine 10* as well as

related guidance to these sections in the TG were considered the content of pronunciation in integration.

Generally, the results showed that the criteria related to the integration of pronunciation with other language skills and aspects are poorly available in both the SB and TG [See Table (4.5): Part 2 & Table (4.6): Part 1.2]. The availability of these criteria scored only a percentage of 36% in the SB and 20% in the TG.

This means that, to a large extent, the SB does not integrate pronunciation with the teaching of other language skills and aspects, and the TG presents more serious shortage in this respect. The following account exposes more specific findings.

#### ***5.1.4.1. Integrating Pronunciation with Oral Language Practices***

The availability of the four criteria addressing the integration of pronunciation with oral activities in the SB scored only a percentage of 44 % [See Table (4.5): Part (2.2)]. It was found out that only one criterion was available highly (in eleven units). It concerns with providing opportunity for recycling the production of previous\other pronunciation areas in oral activities [See Table (4.5): no.37].

Another criterion was evident partially (in eight units). It concerns with the production of target pronunciation area in oral activities in the same unit [See Table (4.5): no.38]. Table (4.5) also shows that the following two criteria were poorly available:

- § Criterion (39): provide note\s about performance of a particular pronunciation feature during speaking practice

§ Criterion (40): signal production of a particular feature in text\ of oral performance

Each criterion was available only in one unit. Unit (5) indicates the phonetic symbols and word stress of some new vocabulary in an oral activity of controlled practice, and unit (12) provides a note about the use of friendly and helpful tone during meaningful oral practice [See *English for Palestine 10*: SB 2010\2011: 38 & 99].

Similar results were found by analyzing the content of the TG which does not acknowledge the teacher about the critical pronunciation areas students may encounter at specific learning activities and how to deal with them in all units [See Table (4.6): no. 14].

It seems that the oral practice in *English for Palestine 10* was intended to help learners gain accurate control and developing fluent practice of various pronunciation areas as they provide exposure and practice of these areas.

However, they are not helpful in fostering learners' speech production and performance as the content does not denote these areas or how to perform them. It does not provide suitable guidance towards achieving the purpose of incorporating them, either.

#### ***5.1.4.2. Integrating Pronunciation with Aural Language Practices***

Aural practice provides endless learning opportunities for enhancing learners' perception of various pronunciation areas. In contrast, the availability of the seven criteria that address the integration of pronunciation with aural activities in the content of the SB in this study scored a percentage of 36% [See Table (4.5): Part (2.3)], and this is lower than the score attached to oral practices (44%).

Although the analysis of the SB revealed that six units incorporate perceptual practice of the target pronunciation areas in the aural activities [See Table (4.5): no.41], none of these activities provides notes denoting or facilitating perception of these areas during practice [Table (4.5): no.42], which challenges the advantage of incorporating them in the aural practices.

Additionally, the content of the SB does not recycle perception of previous\other essential decoding process\s such as discerning boundaries of tone groups, identifying stressed elements, or interrupting unstressed elements during listening practice [Table (4.5): no.43].

Besides, the content of the TG proves inadequate in this context. It does not acknowledge the teacher about the target pronunciation areas in the aural activities or how to deal with them, and it does not offer ways for integrating them or others in these activities, either [See Table (4.6): no.7 & 14].

Such findings suggest that listening activities in the SB do not offer appropriate perceptual pronunciation teaching, and the TG does not

guide teachers in developing the natural connection between listening comprehension and pronunciation.

With regard to the audiotaped material (that attached to the content of listening activities in the SB), the analysis revealed that two criteria were available highly in all units of the SB. The first is concerned with providing adequate exposure to one variety (Br) [See Table (4.5): no.44]. And, the other is concerned with exposing learners to everyday spoken language [See Table (4.5): no.45]. Nevertheless, the following criteria of the recorded material were not evident:

- § expose learners to different varieties of English (specially, GA & Br)
- § expose learners to authentic spoken English

The need for exposing learners to authentic and spoken English with a variety of accents in pronunciation perceptual training has been highlighted by several writers such as Jones (1997:111).

Also, Cauldwell & Hewings (1996) strongly affirmed that it is necessary to look at the nature of the spoken language, and the best way to do this is to train people to observe naturally occurring speech (p. 56).

Indeed, the researcher found out that the taped material has been recorded by speakers who are aware that they are recording for learners, a fact that seems to affect the naturalness of their production.

Yet, Burns (1992:199) remarked that one of the common concerns regarding pronunciation perceptual training is the complaint that the language heard inside classroom differs from the language heard outside it in natural situations. In other words, learners may

understand their teachers and the recording material, but they will have difficulty in transferring this ability to the world outside the classroom.

The situation is getting worse when observing the following results. It was revealed that the TG does not assist teacher in developing or expanding the use of audio tape recording as a source of learning these areas or a feedback tool [See Table (4.6): no.15]. And, the content of the SB lacked the tasks that incorporate using English outside classroom for pronunciation purposes e.g., media\technology-related tasks [See Table (4.4): no.25].

In a nutshell, it is clear that the aural activities of *English for Palestine 10* prove inadequate in enhancing pronunciation perceptual practice.

#### **5.1.4.3. *Integrating Pronunciation with Vocabulary\Spelling & Grammar Work***

The results of Part (2.1.1) in Table (4.5) showed that the availability of the criteria that address the integration of pronunciation in spelling and vocabulary practices scored the lowest percentage (30% & 0% respectively) compared to other language learning practices.

Only one criterion was available highly in the SB with a percentage of 100%. It concerns with signaling stress of new words [See Table (4.5): no.26]. All new words were marked with appropriate stress in an appendix at the back of the SB.

Several other criteria were poorly available. Criterion (27) below was evident in a third of SB's units (four out of twelve).



§ incorporate the same vocabulary used in the textbook in pronunciation exercises

And, criterion (28) below was evident in only one unit.

§ employ phonetic symbols with new vocabulary

Also, criterion (29) below was evident in one unit.

§ signal a particular pronunciation area when it arises with certain word or phrase

But, criteria (30) below was not available in any unit.

§ highlight a regular case of English word stress placement (e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as *social* and *exploration*)

Still, the alarming limitation is related to sound\spelling relationship. This relationship has been considered a priority area for all learners of English and particularly Arab learners because Arabic is a phonetic language (Kelly2000:122).

In order to avoid the problems that spelling system of English poses for the presentation of sounds, Palestinian learners of English need to receive a systematic presentation of the rules which control the relationship between sound and spelling systems to a considerable extent.

Yet, the target content does not address this relationship at all. The following criteria did not receive any frequencies [See Table (4.5): no. 31, 32 & 33]:

- § address a common spelling difficulty for most English learners (e.g., different representations of one sound such as /ə/ and /f/)
- § address a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')
- § highlight frequent spelling /sound relationships (e.g., common combination of letters such as 'ch', 'ph', 'ea' & 'ow', or common positions of silent letters)

Additionally, TG's content does not offer any ideas or ways for employing any regular pronunciation/spelling rules with new or particular vocabulary [See Table (4.6): no. 16].

On the other hand, the results of Part (2.1.2) in Table (4.5) showed that the availability of the three characteristics that address the integration of pronunciation with grammar practices scored the highest percentage (56%) compared to that in the practices of other language skills and aspects.

The analysis of SB's content revealed that all units signal contractable grammatical words [See Table (4.5): no. 34], but only two units address the relationship between pronunciation and grammar (articulation of –ed and grammatical function of intonation) [See Table (4.5): no. 36].

It was also found out that the same grammatical structures used in the SB are incorporated in the pronunciation exercises in six units [See Table (4.6): no. 35]. At this respect, Chela-Flores (2001: 86-88, 94) commented that this helps the learner to concentrate better on the phonological features and to lessen the anxiety caused by working on individual problems at a specific time.

Flores' comment would be effective if the teachers were aware of this advantage. However, the TG does not acknowledge the teacher about these areas and how to deal with it, nor does it offer suggestions about how to integrate pronunciation into other grammar practices (See Table (4.6): no. 13 & 14). Clearly, such results indicate that pronunciation is not properly integrated in lexically and grammatically oriented activities.

Succinctly, the preceding part revealed that the target content proves inadequate in facilitating the integration of pronunciation with the teaching of other language skills and aspects.

Actually, the researcher thinks that such shortcoming is to do with the TG and not the SB. It is true that the content of the SB should facilitate integration, but, more importantly, it requires too much of teacher guidance to use it to its best advantage. Thus, the low scores attached to SB's content would have been overlooked if the TG's content had been redressed with the required guidance.

#### **5.1.5. Discussing the Results Related to Pronunciation teaching content in the TG**

Providing appropriate guidance for the nonnative teacher of English language, who is less experienced in pronunciation teaching, has been one of the main concerns in pronunciation pedagogy (Kenworthy 1987:9; Richards 1993:5; Morley 1991:511; Morin 2007:352). A part of that guidance can be offered through the TG. Cunningsworth and Kusel (1991:133) pointed out that, in situations where teachers have no access to proper training, the TG could be the only means of support and development.

In effect, the researcher believes that the TG can be of a central importance for pronunciation teaching at Palestinian schools, particularly, as it would compensate, though partially, for the limitations in Palestinian teachers' preparation and training if a part of it was prepared to fulfill their needs through practical guidance, valuable suggestions, and clear instructions for pronunciation teaching.

Nevertheless, previous discussions in this chapter exhibited several serious limitations in TG' pronunciation content, and the results of Table (4.6) showed that the criteria of pronunciation teaching material were poorly available in this content. The following two paragraphs summarize this state of inadequacy.

Table (4.6) showed that only eight criteria (out of 23) were evident in TG'S content. Six criteria of them were evident highly, and two others were evident partially, and most of these eight ones are related to common or traditional features of lesson planning and implementation (e.g., providing slots of lesson plans for teaching pronunciation, ideas\ways for controlled practice of target pronunciation areas, answer keys of pronunciation exercises and ideas about class management).

Further, almost two thirds of criteria (15 out of 23) were not available at all, and most of them are related to developing teachers' background knowledge (e.g., no. 6, 13, 14, 19, 20, 21, 22 & 23), providing advice\suggestions on teaching procedures (e.g., no. 9, 11 &16) or enhancing learners' involvement (e.g., no. 7, 8 & 10).

In making a general evaluation of the way target TG handles pronunciation, the researcher assumes that the development of pronunciation content of *English for Palestine 10* was not based on English language Palestinian teachers' needs and capabilities, and thus it did not meet the needs of its users.

If TG' pronunciation content had been prepared to fulfill these teachers' needs through the incorporation of practical guidance, valuable suggestions, and clear instructions, it would have compensated, though partially, for most of the limitations of SB' content.

## **5.2. Discussing the Results of Observing 10<sup>th</sup> Grade English Language Palestinian Teachers' Competency Level with Regard to Pronunciation Teaching**

With regard to pronunciation teaching in *English for Palestine 10*, the researcher believes that none of the SB or TG could be of advantage without the awareness and skill of the teacher.

In effect, an examination of the competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding pronunciation was sought and conducted as a complementary part of the evaluation of pronunciation teaching in the current study.

The scrutiny of teachers' competency level encompassed observing pronunciation linguistic performance and professional competencies of twelve Palestinian teachers of English language (the sole category of 10<sup>th</sup> grade Palestinian teachers in Khan-Younis Governorate who accepted video-taping their periods).

The competencies were developed in the light of the researcher's understanding of what competencies the less experienced pronunciation teacher needs to be equipped with, in accordance with current pronunciation instructional perspectives.

Table (4.7) in chapter (IV) showed that teachers' level at both linguistic performance and professional competencies received only a percentage of 21%, and Table (4.8) showed that participant teachers received scores ranging from 36% down to 7%. Such results indicate that Palestinian teachers of English language are poorly equipped with pronunciation teaching competencies that go in line with current pronunciation instructional perspectives.

Strictly, this also suggests that, even if the SB and TG were of advantage, pronunciation would not be taught effectively. And, this matches Jenkins' remark that, "The major obstacle to the modernizing of English pronunciation teaching in recent years has been the failure to educate teachers" (2000:199).

### **5.2.1. Discussing the Results of Teachers' Level at Pronunciation Linguistic Performance Competencies**

Table (4.9) in Chapter IV showed that participant teachers in this study received a percentage of 51% for their level at pronunciation linguistic performance competencies. The table presents three pronunciation linguistic performance competencies. The first one is related to pronunciation specific skills at word level (e.g., the articulation of segments), and the second one is also related to pronunciation specific skills but at sentence level (e.g., the production of stress and intonation). And, the third competency is related to

general pronunciation skills (e.g., speech skills and behaviors that facilitate intelligibility).

The results showed that teachers' competency to produce pronunciation skills at sentence level scored the lowest percentage (6%), and their competency to produce pronunciation skills at word level received a higher percentage (58%); whereas, their competency to perform general speech skills and behaviors scored the highest percentage (88%).

Clearly, these results indicate that teachers' difficulties are related to pronunciation specific skills, particularly the production of prosodic features.

Examining the results of Section (1) in Table (4.8), it appears that only one teacher (participant 6) scored highly at these competencies. He received a percentage of 92% with 11 frequencies. Table (4.9) showed that his sole problem was in highlighting prominent elements in sentences properly.

As the exceptional linguistic performance of this participant was obviously observed from the first period, the researcher asked him for an explanation. He revealed that he was highly motivated to pronounce like a native; and therefore, he continually used to check and self-monitor his own pronunciation.

With regard to other participants, Table (4.8) showed that six participants received a percentage of 53%, and four others received a lower percentage (45%); whereas, the twelfth participant received the lowest percentage (17%).

Notably, the sample of participants represents the sole category of 10<sup>th</sup> grade Palestinian teachers in Khan-Younis Governorate who accepted the idea of video-taping their periods. In addition, all participants were informed about the purpose of the study which may have affected their linguistic performance.

In effect, these findings cannot be generalized. Yet, the researcher has a reason for upholding them. That is because these findings go in line with the findings of current research. Several worldwide studies indicated that many teachers lack confidence, skills and knowledge in pronunciation instruction; for example: Brown (1992), Claire (1993) and Yates (2001) in Australia; Breitzkreutz *et al.* (2001) in Canada; Burgess & Spencer (2000) in Britain; and Sifakis & Sougari (2005) in Greek.

Also, these finding match the expectations about Palestinian teachers' level, which were expressed by a number of instructors at Palestinian universities, who refereed the observation card before conducting it. They anticipated that Palestinian teachers of English language are not equipped with most of these competencies. In addition, the researcher assumes that being informed about the purpose of the study did not greatly affect participants' pronunciation, except for participant (6).

To explain, although the researcher observed that most of the participants used to check the pronunciation of new\ some other vocabulary, this did not help them avoid several mispronunciations at word level, except participant (6).

In other words, checking did not improve their production of vowels and word stress. Also, needless to say that, the majority of



them showed inadequacy with pronunciation specific skills at sentence level.

In the researcher's point of view, this indicates serious unawareness in Palestinian teachers' knowledge and skills in these areas. Further, the researcher even thinks that the high score attached to the competency of performing speech skills and behaviors cannot be attributed at this context to formal pronunciation preparation or training.

Rather, obtaining such competency can be attributed to teachers' own skills and attempts to facilitate students' understanding of the foreign language by any means. In addition, most of these skills and behaviors have universal uses among interlocutors in different linguistic interactions attempting to communicate or repair communication breakdowns, and thus they cannot be related to formal preparation or training in pronunciation.

Despite the negative results concerning teachers' level at pronunciation linguistic performance competencies, the observation disclosed an interesting finding.

Table (4.9) showed that eleven teachers are equipped with the three skills below, which, in turn, suggests that Palestinian teachers do not have problems with these skills to a large degree (estimated by 92%).

1. Articulating English consonant sounds correctly.
2. Articulating consonant clusters without inserting vowels.
3. Being aware of the influence of misleading spelling.

Comparing the percentage of obtaining these skills (92%) to that obtained with other pronunciation specific skills (8%) reveals the

following finding. Since participant's pronunciation does not only reflect his\her related academic education, but also it reflects the acquisition of pronunciation as a Palestinian learner of English language, the researcher suggests that Palestinian learners, particularly, may have less difficulty with these three areas than other Arab learners speaking different dialects.

Furthermore, the researcher observed that the absence of the second skill above (articulating consonant clusters without inserting vowels), which was not observed with participant (8), is attributed to the fact that this participant used to live and study in Egypt. He said this to the researcher once during the period of videotaping his periods. Excluding this participant, the results suggest that breaking a sequence of consonants with an intrusive vowel is not a critical area for Palestinian learners, particularly.

This finding challenges what Kenworthy (1987:125), Hajaj & Jaber (1991: 213) and Al-Khuli (1997:8-9) remarked as they considered consonant cluster as a high priority area for Arab learners of English, which, in turn, suggests excluding Palestinian learners.

On the other hand, the findings also stress the need for prioritizing other skills. The results suggest that the following skills are high priority for all Palestinian learners:

1. articulating English vowel sounds;
2. placing stress at suitable syllable of a word;
3. producing strong vs. weak stresses at sentence level;
4. producing tone forms;
5. placing prominence at sentence level.

However, since participant teachers were observed as speakers, these findings were confined only to critical pronunciation areas for Arab learners at the productive level.

### **5.2.2. Discussing the Results of Teachers' Level at Pronunciation Professional Competencies**

Examining Table (4.8) in Chapter IV, it appears that teachers' level at pronunciation professional competencies is much lower than that at pronunciation linguistic performance competencies for all teachers.

Pronunciation professional competencies include instruction related competencies and evaluation related competencies. Table (4.10), in the same chapter, includes eleven instruction related competencies. And, Table (4.11) encompasses three evaluation related competencies. The results of these two tables revealed that teachers' level at instruction related competencies scored only the percentage of 7%, and it scored much lower percentage at evaluation related competencies (4%).

To start with pronunciation instruction related competencies, these competencies are related to what critical pronunciation areas teachers should teach and how to teach them, in accordance with current pronunciation instructional perspectives. The results of Table (4.10) showed that six competencies did not receive any frequencies. They are as follows:

1. train students to perceive problematic pronunciation areas for Arab learners as listeners
2. integrate pronunciation teaching into aural practices
3. employ recordings as teaching source and feedback tool in pronunciation teaching

4. integrate pronunciation teaching into oral practices
5. reinforce learner cognitive involvement in pronunciation teaching process
6. reinforce learner affective involvement in pronunciation teaching process

And, the other five competencies were poorly observed. They are presented below, and they received the percentages of 32%, and 31%, 7% 6% & 4%, respectively.

- § employ regular pronunciation / spelling relationship as a tool for teaching pronunciation
- § integrate pronunciation teaching with vocabulary work
- § train students to produce problematic pronunciation areas for Arab learners as speakers
- § reinforce learner performative involvement in pronunciation teaching process
- § integrate pronunciation teaching with grammar work

More specific details concerning participants' attainment of these competencies are provided below:

**1. *Employing regular pronunciation / spelling relationship as a tool for teaching pronunciation***

Table (4.10) showed that four related indicators to this competency were observed, at least with one participant, but indicator (1) below was not observed at all:

- § encourage students to elicit a particular pronunciation/spelling rule (e.g., 'c' is often pronounced as /s/ if followed by 'i', 'e' or 'y').

The indicator below was observed with one participant.

- § Indicator (2): call students' attention to a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')

Participant (6) told students about different pronunciations of the letter 'a' in words such as 'fall', 'man' & 'any'.

Also, the following indicator was observed with two participants.

- § Indicator (3): call students' attention to a common spelling difficulty for most English learners (e.g., different representations of one sound such as /ə/ and /f/)

Participant (1) called students' attention to different spellings of /ʃ/, and participant (6) provided students with different spellings of /f/.

And, the following indicator was observed with eight participants (1, 2, 3, 4, 7, 10, 11 & 12)

- § Indicator (4): call students' attention to frequent spelling/sound relationships (e.g., common combination of letters such as 'ch', 'ph', 'ea', 'ow', etc.\ common positions of silent letters)

Participants (1), (2) and (4) repeated the word *would* and wrote it on the board with a cross (x) above the letter 'l'. Participant (3) just repeated it saying \wod\ not \wuld\. Participants (7, 10, 11 and 12) did not correct false pronunciation of silent letters. Participant (12) informed students about the silent letter in *would* while asking a question including it (*What would you like to be in the future?*). Participants (7 and 10) just informed students about the silent letters in

would while writing a sentence including it on the board (*I would like to be a doctor.*).

Notably, none of the participants called students' attention to the reduction of the word 'would', except participant (8) who did not call his students' attention to the silent letter in it when few of them pronounced it.

As well, the indicator below was also observed with eight participants (1, 2, 3, 4, 5, 6, 8 & 9)

§ Indicator (5): present\encourage students to recall similar patterns of pronouncing a new\problematic word (e.g., presenting hall with previously learnt ones such as tall, fall and all)

The eight participants presented similar patterns of pronouncing new words while teaching them. For instance, participant (3) presented *television* and *explosion* with *decision*.

## **2. Integrating pronunciation teaching with vocabulary work**

The results attached to this competency showed that most related indicators were observed, at least with one participant, except for indicator (3).

§ Indicator (3): highlight regular case\s of English word stress placement

All participants used to work on the pronunciation of new word orally, before showing students the written form.

But, only participant (1) and participant (9) sometimes presented phonemic symbols with some new\ problematic words.

In addition, only one participant (6) used to teach the stress of new words as part of learning them.

In the researcher's point of view, lacking this skill (teaching stress with new words) is not surprising with all teachers, except for participant (6), because they lack awareness of this skill as appeared in Table (4.9).

Yet, the researcher believes that although participant (6) taught stress as a part of the word, this does not reflect his skill as a teacher, but as competent speaker. He used to pronounce the new word with correct word stress as a part of its identity without calling students' attention to this characteristic of English speech or treating students' mispronunciations with other words [See Table (4.10): competency (2): indicator (5)]

Furthermore, the researcher has another reservation concerning the skill that was observed with all teachers (presenting the pronunciation of new words before showing the written form).

The researcher believes that although having this skill is normally advantageous, it does not fulfill its purpose at this context, and cannot be considered a skill at participants' part, either. This is due to the observation that eleven participants used to mispronounce words, especially with regard to vowel sounds articulation and word stress placement, as appeared in Table (4.9).

Strictly, having that skill added insult to injury because it would be difficult to remedy these mispronunciations in future.

### *3. Training students to produce problematic pronunciation areas for Arab learners as speakers*

The results attached to this competency showed that only the following indicators were observed.

§ train students to articulate a common problematic consonant\

§ train students to produce appropriate tones forms

First, two teachers trained students to articulate problematic consonant\ through opportunistic teaching. Participant (1) employed a slot of lesson to train student to articulate \ʃ\ vs. \tʃ\, and participant (3) called students' attention to the difference in pronouncing \p\ vs. \b\.

Second, four other teachers provided training in intonation of suggestions. Notably, although this tone form is a part of the content of the target unit (unit seven) in the SB, other teachers did not teach it.

Most of them reflected about ignoring that part themselves. Some of them said that they did not have the skill to teach it, and the others said that they were not ready to teach something does not come in exams.

**Note:** pronunciation did not use to be addressed in formal English language exams in Palestinian schools (firsthand observation).

The results attached to this competency also showed that several other problematic pronunciation areas for Arab learners as speakers were ignored by all participants, including: articulation of problematic vowels and placement of word stress and sentence stress.



#### **4. Reinforcing learner performative involvement in pronunciation teaching process**

The results attached to this competency showed that only the following indicator was observed:

§ Indicator (1): employ a lesson/ a slot of lesson for developing production of particular pronunciation area\

Five participants (1, 2, 4, 7 & 10) employed slots of lessons for developing production of particular pronunciation areas. As mentioned above, participant (1) employed a slot of lesson to train student to articulate \ʃ\ vs. \tʃ\. And, the others employed slots of lessons to teach intonation of suggestions.

Still, there are other six indicators of this competency, and none of them was observed; including: developing perception of a particular pronunciation area, treating a particular problematic spelling, employing a progression of various stages of practice or various formats of interaction in pronunciation practice, and encouraging the use of dictionary or using English outside classroom for pronunciation purposes.

#### **5. Integrating pronunciation teaching with grammar work**

The results attached to this competency also showed that only indicator (1) was observed, with one teacher.

§ Indicator (1): call attention to a particular pronunciation area when it arises with certain grammatical structure

Only participant (8) informed students about the reduction of *would* in the following sentence: *I'd like to be a teacher* (as mentioned above).

Yet, the other indicator of this competency was not observed by him or other participants. That is, none of them called students attention to any particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, grammatical function of intonation).

With regard to pronunciation evaluation related competencies, the results of Table (4.11) showed that teachers' level at these competencies scored a percentage of 4%.

The results also showed that an indicator of the first competency (*employing effective pronunciation techniques of error correction*) was observed with five teachers. It concerns with calling student's attention to an error without interrupting student every time it is made. Participants (1, 2, 3, 4 and 5), as appears in Table (4.8), employed a technique of error correction. They used to repeat what learners said later correctly.

And, another indicator was observed with one participant. It is concerned with informing students about the impact of an error on intelligibility. Participant (6) showed them how pitch changes can signal different speakers' intentions and emotions and thus communicate different intentions.

That took place when once he asked a student, "How you feel?" And, the student replied in this manner, "Fine thanks." The teacher then repeated the same response using three pitches showing three different emotions (neutral, enthusiastic & sarcasm), as shown below, and discussed the difference between them.

Fine thanks                      Fine thanks                      Fine thanks

Nevertheless, several other indicators to the first competency (*employing effective pronunciation techniques of error correction*) were not observed; including: (1) treat common L1 transfer error; (2) inform students about the source of it; (3) employ a lesson/ a slot of lesson to work on a pressing error; and (4) use variety of error correction techniques.

With regard to the second competency (*employing effective pronunciation techniques of feedback*), none of the related indicators was observed; including: (1) provide continuous/frequent feedback on students' production/ performance of a particular pronunciation area; (2) recycle perception/production of a particular pronunciation area in new contexts; (3) expose students to the genuine use of English (authentic materials) as a feedback tool regarding a particular pronunciation area; and (4) employ various feedback techniques.

Regarding the third competency (*employing effective pronunciation techniques of assessment*), the results showed that the indicator below was observed with three participants.

§ assess both perception and production of pronunciation area\s

Participants (1), (2) and (4), as appears in Table (4.8), assessed the perception and production of intonation of suggestions. But, they used only a direct evaluative technique (controlled) to do that. They did not use meaningful tasks and did not assess that pronunciation area in the following periods, either.

Also, the other indicators of that competency were not observed; including: (1) assess acquisition of pronunciation area\s , as an ongoing part of daily interaction; (2) use both direct and indirect

evaluative techniques; and (3) use both informal and formal pronunciation exercises to assess student learning of a target pronunciation feature.

Notably, during the period of videotaping periods, several participants reflected on avoiding pronunciation teaching that pronunciation did not used to be a part of formal final exams, which are prepared at the directorates of education in Gaza governorates.

No doubt, excluding pronunciation from formal exams provides teachers with an excuse to avoid assessing pronunciation, especially if these teachers are not equipped with evaluation skills.

Up to this point, the findings of Table (4.8), Table (4.9) and Table (4.10) in chapter (IV) confirm those reached by many studies such as Brown (1992), Claire (1993), Burgess & Spencer (2000), Breitzkreutz *et al.* (2001), Yates (2001), Sifakis & Sougari (2005) . These studies showed that there is a general lack in pronunciation teacher preparation.

As mentioned earlier, this state of inadequacy in teachers' preparation was anticipated by a number of instructors at Palestinian universities who refereed the observation card before conducting it. They maintained that Palestinian teachers of English language are not equipped with these competencies as they did not receive any related formal preparation or training.

More interpretations of teachers' inadequacy to teach pronunciation were detected later, during the time of interpreting study results, in informal sessions with all supervisors of English language in Khan

Younis Governorate (four supervisors) and few EFL instructors working at different Palestinian universities.

The researcher informed the supervisors and instructors about the study results, and sought for their firsthand experience for interpreting them. As well, the researcher made use of participant teachers' own reflections and comments during the period of videotaping their periods.

All supervisors, instructors and participant teachers confirmed that the Palestinian teacher finds pronunciation a difficult area to teach and avoids it due to several reasons. The following reasons were summarized from all comments:

- a. There is continued neglect of issues related to pronunciation teaching at the college-level coupled with too much theory and too little practice in L2 teacher education.
- b. Teachers are unaware of issues related to pronunciation teaching; and they lack confidence, knowledge and skills in this area.
- c. They lack incentive to develop pronunciation skills and knowledge due to absence of assessment framework, lack of formal in-service training sessions and suitable teaching materials.

Similar interpretations to these presented above were detected by Morin (2007:343-4) who discussed reasons for the current neglect of Spanish pronunciation instruction in the foreign language classroom, and by Macdonald (2002:3-18) who interviewed eight ESL teachers in Australian contexts and investigated why they avoid teaching it.

In general, the researcher concluded that 10<sup>th</sup> grade Palestinian teachers of English language have not been trained to teach pronunciation, and they do not have the knowledge or skills to teach it, even if they want to.

### **5.3. Conclusions Related to the Analysis of Pronunciation teaching Content of *English for Palestine 10***

Based on the analysis of pronunciation content in *English for Palestine 10*, the results of the analysis, the discussion and interpretations of these results, the following conclusions were reached:

- 1. *Two welcome developments were discerned in pronunciation content of English for Palestine 10.***
  - a. Firstly, it addresses a few critical pronunciation areas to the intelligibility of Arab learners, and most of them are related to prosodic features.
  - b. Secondly, it incorporates opportunities for meaningful and communicative practice of these areas.

The emphasis on prosody to promote intelligibility and the presence of opportunities to develop oral\aural communication reflect current research into the acquisition of target language phonology.

However, several undesirable conclusions were detected by the researcher; including:

***2. Pronunciation content of English for Palestine 10 proves inadequate in adopting the suggested criteria of pronunciation teaching content that reflect current perspectives in pronunciation pedagogy.***

That is, the availability of these criteria scored a percentage of 37% in the SB, and it scored a percentage of 29% in the TG. As a result, the attainment of these criteria was estimated by 33% in pronunciation content of English for Palestine 10.

***3. The content of English for Palestine 10 falls short in promoting the current goal of pronunciation teaching (intelligibility).***

The current goal of pronunciation teaching (intelligibility) was reflected neither suitably nor practically in the content for two reasons:

- a. In spite of addressing a few intelligible pronunciation areas, there are several limitations related to these areas and which challenge the advantage of incorporating them; including: lacking sufficient treatment of these areas, departing priority in distributing these areas in the target content and with regard to Arab learners' needs, in addition to excluding several other intelligible pronunciation areas.
- b. Pronunciation teaching proved deviation from the current methodology in pronunciation teaching; for example, to a large extent, the content does not enhance a whole person

involvement in acquiring intelligible features, nor does it treat pronunciation as an integral part of oral communication.

***4. The content of English for Palestine 10 falls short in addressing pronunciation critical areas for Arab learners' intelligibility due to the following limitations:***

- a. Several intelligible pronunciation areas are excluded, especially those related to segmental features and connected speech features.
- b. Pronunciation areas which are already addressed are not treated sufficiently. That is, the content lacks related explanations, descriptions, guidelines, and sufficient examples and practices; therefore it proved inadequate in enhancing learner's intellectual, affective and performative involvement in acquiring these areas
- c. Priority was not distributed appropriately within target content and with regard to Arab learners' needs.

***5. Pronunciation content of English for Palestine 10 falls short in serving the learning domains, which conflicts with the communicative perspective of addressing a whole-person involvement in acquiring intelligible pronunciation features.***

- a. The availability of the criteria related to cognitive involvement scored a percentage of 10%.
- b. The availability of the criteria related to learner's affective involvement scored a percentage of 19%.



- c. The availability of the criteria related to learner's performative scored a percentage of 52%.

***6. The content of English for Palestine 10 does not facilitate the integration of pronunciation with the teaching of other language skills and aspects.***

- a. The availability of the criteria related the integration of pronunciation with the teaching of other language skills and aspects scored only a percentage of 36% in the SB and thereby it requires too much of teacher guidance to use it to its best advantage.
- b. Nevertheless, the availability of the criteria related the integration of pronunciation with the teaching of other language skills and aspects in the TG scored much lower percentage than that of SB (20%).

***7. The availability of the suggested criteria of pronunciation teaching content was poorly evident in TG's pronunciation content. It scored a percentage of 29%.***

- a. The TG does not compensate for the limitations in the SB and in Palestinian teachers' preparation and training
- b. The development of TG's pronunciation content passed over the general lack of teacher preparation to teach pronunciation and thereby it does not meet the needs of its users.

## **5.4. Conclusions Related to the Observation of Teachers' Competency Level with Regard to Pronunciation Teaching**

Based on the observation of the competency level of 10<sup>th</sup> grade Palestinian teachers of English language regarding pronunciation teaching, the results of observation, the discussion and interpretations of these results, the following conclusions were realized:

- 1. 10<sup>th</sup> grade Palestinian teachers of English language were found to be poorly equipped with pronunciation teaching competencies that go in line with current perspectives in pronunciation pedagogy.*
  - a. Their level at these competencies received only a percentage of 21%.
  - b. All teachers scored much lower at professional competencies than at linguistic performance competencies.
- 2. With regard to linguistic performance competencies, the competency level of 10<sup>th</sup> grade Palestinian teachers of English language received a percentage of 51%.*
  - a. The major deficit in their competency level at these competencies is related to the production of prosodic features.
  - b. Almost 92% of them have serious difficulties with following areas: 1) articulating English vowel sounds; 2) placing stress at suitable syllable of a word; 3)

producing strong vs. weak stresses at sentence level; 4) producing tone forms; and 5) placing prominence at suitable word in a sentence.

- c. Almost 6% of them produce critical pronunciation skills in long stretches of speech, correctly.
- d. Almost 58% of them produce critical pronunciation skills at word level, correctly.
- e. Almost 92% of them do not have problems with three pronunciation areas related to segmental features; including: a) articulating English consonant sounds correctly; b) articulating consonant clusters without inserting vowels; and c) being aware of the influence of misleading spelling.
- f. Almost 88% of them perform general speech skills and behaviors that facilitate intelligibility.
- g. Almost 92% of them do not have problems with the following general skills and behaviors of speech: speaking in clear voice with normal speed of delivery, using appropriate nonverbal behaviors and employing communicative strategies that deal with incomprehensibility.
- h. Almost 75% of them do not have problems with performing particular emotions, attitudes and speech styles using voice quality.

**3. With regard to pronunciation related professional competencies, the competency level of 10<sup>th</sup> grade Palestinian teachers of English language received a percentage of 7% at instruction related competencies and 4% at evaluation related competencies.**

- a. Out of eleven instruction related competencies, six ones were not observed at all with all teachers; including:
  - i. Training students to perceive problematic pronunciation areas for Arab learners as listeners.
  - ii. Integrating pronunciation teaching into aural practices.
  - iii. Employing recordings as a teaching source and feedback tool in pronunciation teaching.
  - iv. Integrating pronunciation teaching into oral practices.
  - v. Reinforcing learner cognitive involvement.
  - vi. Reinforcing learner affective involvement.
- b. The following five competencies were poorly observed, and they received the percentages of 32%, 31%, 7% 6% & 4%, respectively.
  - i. Employing regular pronunciation/spelling relationship as a tool for teaching pronunciation.
  - ii. Integrating pronunciation teaching with vocabulary work.
  - iii. Training students to produce problematic pronunciation areas for Arab learners as speakers.
  - iv. Reinforcing learner performative involvement in pronunciation teaching process.
  - v. Integrating pronunciation teaching with grammar work.

- c. Out of three evaluation related competencies, one competency was not observed at all with all teachers. It is concerned with employing effective pronunciation techniques of feedback.
- d. The other two evaluation related competencies which are concerned with employing effective pronunciation techniques of error correction and employing effective pronunciation techniques of assessment received the percentages of 7% and 6%, respectively.

***4. 10<sup>th</sup> grade Palestinian teachers of English language find pronunciation a difficult area to teach and feel confused about it and thereby they avoid teaching it.***

Teachers avoid teaching pronunciation due to several reasons; including:

- a. Continued neglect of issues related to pronunciation teaching at the college-level coupled with too much theory and too little practice in L2 teacher education.
- b. Lack of confidence, skills and knowledge related to pronunciation teaching.
- c. Lack of incentive to develop pronunciation related skills and knowledge due to absence of assessment framework, lack of formal in-service training sessions and suitable teaching materials.

## **5.5. Recommendations Related to the Analysis of Pronunciation teaching Content of *English for Palestine 10***

Since the newly published series of *English for Palestine* is unlikely to be changed or replaced in recent time, recommendations should be directed to the development of new supplementary material for improving and modifying already existing one.

Based on the conclusions made about pronunciation content of *English for Palestine 10*, the following recommendations are forwarded for the production of a supplementary material:

- a. Setting the goal of intelligibility suitably and practically by:
  - (1) addressing all intelligible areas to the intelligibility of Arab learner as a listener and speaker from first elementary level up to final secondary level;
  - (2) incorporating the learning domains in acquiring these areas; and
  - (3) integrating pronunciation with the teaching of other language skills and aspects.
- b. Taking into consideration matters of priority in selecting and the sequencing critical pronunciation areas, from the first elementary level up to the last secondary level (e.g., addressing both suprasegmentals and segmentals, but prioritizing suprasegmentals; addressing both problematic consonants and vowels, but prioritizing vowels; addressing both stress and intonation, but prioritizing stress; and addressing connected speech features at the perceptual level).

- c. Providing a thorough and sufficient treatment of these areas (e.g., by including related explanations, descriptions or guidelines, and providing sufficient examples and practices).
- d. Incorporating current issues which proved to be poorly evident in pronunciation content of English for Palestine series such as sound/spelling relationships.
- e. Facilitating the integration of pronunciation with other language skills and aspects in contextualized and meaningful practices (e.g., by providing teachers with detailed guidance on how to address pronunciation regularly and consistently with these practices).
- f. Developing assessment framework of pronunciation (e.g., by incorporating pronunciation in formal and informal exams; and providing teachers with detailed guidance on what evaluation techniques to use and how).

## **5.6. Recommendations Related to the Observation of Teachers' Competency Level with Regard to Pronunciation Teaching**

Beyond doubt, the recommendations of developing pronunciation teaching content proposed above can be of no use without the awareness and skill of the teacher.

Nevertheless, this study concluded that 10<sup>th</sup> grade Palestinian teachers of English language have not been trained to teach pronunciation, and they do not have the knowledge or skills to teach it, even if they want to.

Therefore, the researcher proposes the following recommendations as a remedy to this state of inadequacy in teacher preparation and professional development regarding the teaching of pronunciation.

For Palestinian teachers of English language who are already in-service, the researcher believes that guidance along with in-service training could improve their competency level with regard to pronunciation teaching.

Firstly, the researcher recommends devising additional pronunciation manual for teachers, in which they are provided with more extended descriptions, explanations, suggestions and clear steps on how to adopt the current role of pronunciation trainer. This proposed manual is recommended to:

1. acknowledge the teacher about critical pronunciation areas to the intelligibility of Arab learners, and provide description of pre-learned pronunciation repertoire;
2. assist teacher in understanding the linguistic and pedagogical principles underlying these areas;
3. offer a systematic organization and sequence of these areas throughout the SBs from first elementary level up to final secondary level;
4. provide samples of lesson plans for teaching these areas;
5. offer ideas for employing various formats of practicing these areas;
6. offer ideas for developing learning skills of self-monitor and self-correction;



7. suggest ways for recycling these areas in new contexts, and how to integrate them into the teaching of other language skills and aspects;
8. offer ideas on formal\informal pronunciation assessment;
9. offer ways for employing and developing the audio tape recording as a source of learning pronunciation critical areas and as a feedback tool;
10. incorporate pronunciation related appendices; including: a) appendix of rules that govern the relationship between English pronunciation and spelling; b) critical pronunciation areas to the intelligibility of Arab learners; c) appendix of new vocabulary in students' textbook represented phonetically with stress marked; and d) appendix of common pronunciation differences between Br. and GA;
11. assist teachers in increasing their access to suitable activities for teaching critical pronunciation areas to students at all levels.

Secondly, the researcher recommends providing these teachers with in-service training sessions, as a part of their ongoing professional development. This training is recommended to focus on the following issues:

1. Developing teachers' pronunciation, especially in articulating vowels and producing prosodic features.
2. Training students to perceive and produce pronunciation critical areas for Arab learners.
3. Integrating pronunciation teaching into other language learning practices.

4. Reinforcing learner cognitive, affective and performative involvement in pronunciation training.
5. Employing regular pronunciation / spelling relationship as a tool for teaching pronunciation.
6. Providing a wide variety of pronunciation\speech practice opportunities.
7. Promoting learners' skills of self-monitor and self-correction.
8. Employing effective pronunciation techniques of feedback, error correction and assessment.

For future Palestinian teachers of English language, the researcher recommends developing full-fledged graduate courses in applied linguistics as well as pre-service pronunciation training courses designed to equip future Palestinian teachers of English language with the tools to incorporate current pronunciation instructional perspectives into English for Palestine series 1-12

### **5.7. Suggestions for Further Research**

1. Conducting similar studies to this study for evaluating pronunciation content of other textbooks of *English for Palestine Series*.
2. Conducting research that use interviews as a tool to investigate the teachers and supervisors' point of view regarding pronunciation teaching in *English for Palestine Series* and to explore reasons for inadequate preparation of teachers and lack of in-service training courses.
3. Coming research should be also directed to university level with adult learners to identify to what extent future Palestinian

teachers are prepared to adopt the current role of pronunciation trainer.

By probing into these aspects, a clearer picture of pronunciation teaching might be unveiled, possible gaps between practitioners and academia can be explored and thereby a stronger bound between teacher education and pronunciation teaching could be sought.

## **Summary**

In this chapter, the results obtained by applying the content analysis card and the observation card were discussed and interpreted. In view of that, the conclusions of the study were realized and presented. Based on these conclusions, relevant recommendations were proposed, and suggestions for further research were offered.

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# Appendices

## Appendix (1)

### Stress Placement Rules

1. In two-syllable words, stress is more likely to fall on the first syllable if the word is a noun or adjective ( **table**\ **ruler**\ **pretty**\ **ugly**), and on the second if the word is a verb (**expand**\**contain**).
2. In three-syllable words, the main stress falls on the first or second syllable (**document**, **opponent**).
3. Words of Germanic origin (approximately 83%) receive stress on the first syllable of the base form. Examples on these words are kinship terms, body parts, numbers and phrasal & irregular verbs.
4. In noun compounds (e.g., **blackboard**), adjective compounds (e.g., **middle-aged**), verb compounds (e.g., **typewrite**), stress is very regular and it falls on the first element.
5. Reflexive pronouns exhibit complete predictability of stress, and it falls on the second element; for example: *myself* and *themselves*.
6. With certain affixes in English, the placement of stress is predictable:
  - a. Stress predicts 99.9% of 10.000 words with 'i' vowel endings, and falls on the syllable before the suffix starting with 'i', for example, *exploration*, *social*, *appreciate* and so on.
  - b. Some suffixes shift stress to the fourth syllable from the end of the word such as '-ry' and '-or'; for example: *category*, *vocabulary*, *investigator* and so on.

- c. Germanic prefixes (un-, out-, under-, fore-, and up-) and Latin ones (com-, dis-, pro-, and ex-) receive strong stress when it is a part of a word that functions as a noun, and don't receive it when the word functions as a verb; for example: **project** (n.) vs. **project** (v.)
- d. Many suffixes don't receive stress and don't have any effect on stress patterns of the root word such as Germanic ones (-hood, -less, -ship, -ful, -er, -en, -ly, & -ish), and some other ones (-al, -able, -dom, -ess, -ling, -wise, -ed, & -y).
- e. Some suffixes that come into English via French (-aire, -ee, -eer, -ese, -esque, -ique, -oon, -eur\euse, -ette, and -et) receive main stress; for example: *questionnaire*, *refugee*, *Lebanese*, *arabesque*, *technique*, *chauffeur*, *balloon*, *cassette* and *valet*.

#### 7. Stress of numbers

- a. Cardinal and ordinal ten numbers (twenty, **thirty**, **forty** and so on) have predictable stress on the first syllable.
- b. Cardinal and ordinal -teen numbers (thirteen, fourteen, ...etc.) have two different stress patterns: (1) on the first syllable when the number comes before a noun in attributive position (**thirteen** students) and in counting; and (2) on the second syllable when the number is used in utterance-final position (the number of students is **thirteen**), or where there is a need to make distinction between ten and teen numbers (I said **thirteen**, not **thirty**).

The same two patterns of -teen numbers apply also to compound numbers (thirty-three), for example, (thirty-three students\ the number of students is **thirty-three**\ I said **thirty-three**, not **thirty**).

## Appendix (2)

### Critical pronunciation areas to the intelligibility of Arab learners

#### Perceptual level: Problematic areas for Arab learners as listeners

1. Problems related to the perception of unstressed words in aural input (e.g., perception of reduced functional words).
2. Problems related to perception of connected speech features in aural input (e.g., perception of linked\deleted\assimilated sounds at word boundaries in connected speech).
3. Problems related to perception of the attitudinal role of intonation in English speech.

#### Productive level: Problematic areas for Arab learners as speakers

1. Problems related to the production of consonants:
  - a. substitution of English consonants which do not exist in Arabic with others (e.g., \p\ with \b\);
  - b. breaking a sequence of consonants within words using an intrusive vowel (e.g., initial sequence of consonants as in *spring*, medial sequence of consonants as in *exclude*, final sequence of consonants as in *songs*, or others at word boundaries as in *mixed sweet* and the morphological endings –ed).
2. Problems related to the production of vowels:
  - a. substitution of English vowels which do not exist in Arabic with others (e.g., \e\ with \i\);
  - b. using a long pure vowel instead of a diphthong (e.g., \ɔ:\ instead of \əʊ\);
  - c. shortening English long pure vowels (e.g., \gr æs\ instead of \gra:s\);
  - d. problems related to the perception and production of schwa sound \ə\ in words and reduced forms.
3. Problems related to sentence stress (Arabs' tendency to place equal stress on content and functional words in long stretches of speech (Arabs' problem with English rhythm).
4. Problems related to misleading English orthography (e.g., silent letters, various representations of one sound and vice versa.)



5. Problems related to word stress (e.g., stressing all syllables of a word equally; stressing final syllable of a word ending in a vowel followed by two consonants such as *different*, or ending in long pure vowels or diphthongs such as *gratitude* and *articulate*).
6. Problems in placing prominence (e.g., the problem of moving the element that shows strong contrast to the beginning of a sentence as in Arabic).
7. Problems in producing tone forms (e.g., being unaware of the similarity between Arabic in producing tone forms, and using rising tone instead of structural markers to denote questions, suggestions, and offers; tendency to produce finishing tones instead of continuing ones in oral conversations\reading\recitation.)

### Appendix (3)

#### The inventory of English phonetic symbols

Consonant	Vowels
1) \b\ : boy-double-lab	25) \i:\ : eat-meet-believe-sea-key
2) /p\ : pie-couple-lip	26) \ɪ\ : English-fig-happy
3) \d\ : doll-edge-bed	27) \e\ : any-red- threat-friend
4) \t\ : tea-metal-attack-cat	28) \æ\ : apple-fat
5) \g\ : go-angle-bag	29) \u:\ : tool-stew-group-suit-two
6) \k\ : kill-vehicle-back	30) \ʊ\ : put-book-weak form of "to
7) \v\ : van-raven-olive-off	31) \ɔ:\ : all-more -cause-broad-law
8) \f\ : fill-alphabet-laugh	32) \ɒ\ : ostrich-dog
9) \ð\ : the- either-breathe	33) \ɑ:\ : art-heart-car
10) \ə\ : thin-ethnic-bath	34) \ɜ:\ :earth-girl-fur-fern-word-
11) \z\ : zoo-easy-exact-seize	35) \ʌ\ : onion-cut
12) \s\ :see-city-cycle-cell-	36) \ə\ : in unstressed syllables such
13) \ʒ\ : pleasure-vision-beige	as again-banana-father-notion-
14) \ʃ\ :shy-ocean-notion-	courageous...etc.
15) \h\ : hat-ahead	37) \əʊ\ :old-note-coat-shoulder-
16) \tʃ\ :chair- cello-nature-watch	toe-row
17) \dʒ\ :joy-pigeon-engine-page	38) \aʊ\ :out-spouse-now
18) \m\ : man-common-seem	39) \eɪ\ : aim-make-reign-obey-pray
19) /n/ : now-banana-sun	40) \aɪ\ : eye-bite-height- pie
20) \ŋ\ : sing-singer	41) \ɔɪ\ : oil-poison-boy
21) \l\ : lip-film-hill	42) \ɪə\ : ear – here
22) /r\ : run-girl-jar	43) \eə\ : hair -their
23) \w\ : when-away	44) \ʊə\ : poor -sure-tour
24) \j\ : yes-royal	45) \aʊə\ :our-coward -tower
	46) \aɪə\ : tired-fire-higher-liar
	47) \eɪə\ : prayer
	48) \ɔɪə\ : loyal
	49) \əʊə\ : slower

## Appendix (4)

### English Sound-Spelling Rules

1. The pronunciation of the grammatical ending that indicates regular past tense (-ed) is as follows:
  - a. If a verb ends with 't' or 'd', the 'ed' is pronounced \əd\ as in 'visited' and 'handed'.
  - b. If a verb ends with a voiced sound, the 'ed' is pronounced \d\ as in 'cleaned'.
  - c. If a verb ends with a voiceless sound, the 'ed' is pronounced \t\ as in 'washed'.
2. The pronunciation of the grammatical ending that indicates regular plural noun (-s\ -es) is as follows:
  - a. If a noun ends with a sibilant sound \ʃ, ʒ, ʒ, dʒ, s, z, ð\, the plural marker is pronounced \əz\ as in 'pages'→\əz\
    - b. If a noun ends with a voiced sound (other than voiced sibilants), the plural marker is pronounced \z\ as in 'chairs'→\z\
      - c. If a noun ends with a voiceless sound (other than voiceless sibilants), the plural marker is pronounced /s/ as in 'books'
  3. Plural rule is applicable, too, to the third person singular ending as in 'finishes'→\əz\, 'cleans'→\z\ and 'picks'→\s\; possessive ending as in (George's book)→\əz\, (John's book)→\z\ and (Mike's book)→\s\; and some contractions as in (Pat's leaving) and (Pat's left)→\s\ and so on.
  4. Some letters represent no sounds such as:
    - a. 'k' before 'n' as in 'knee'

- b. 'p' before 's' as in 'psychology'
- c. 'w' before 'r' as in 'write'
- d. 'l' before 'f' and after 'a' as in 'half'
- e. 'l' before 'k' and after 'a' as in 'talk'
- f. 'g' before nasals as in 'sign'
- g. Final 'b' after 'm' as in 'comb'
- h. Final 'n' after 'm' as in 'autumn'
- i. Final 'ue' after 'g' or 'q' as in 'tongue' and 'unique'.

***Rules for consonants***

1. The letter 'c' is generally pronounced  $\text{\s}$  if followed by one of the letters: 'i', 'e' or 'y' as in 'cylinder'  $\rightarrow \text{\s}$ , 'city'  $\rightarrow \text{\s}$ , and 'deduce'  $\rightarrow \text{\s}$ . Elsewhere, it is pronounced  $\text{\k}$  as in 'cat'  $\rightarrow \text{\k}$  and 'electric'  $\rightarrow \text{\k}$ .
2. The letter 'g' is generally pronounced  $\text{\dʒ}$  if followed by one of the letters: 'i', 'e' or 'y' as in 'analogy'  $\rightarrow \text{\dʒ}$ , 'dialogist'  $\rightarrow \text{\dʒ}$ , 'sage'  $\rightarrow \text{\dʒ}$ , and. Elsewhere, it is pronounced  $\text{\g}$  as in 'analogue'  $\rightarrow \text{\g}$  and 'prodigal'  $\rightarrow \text{\g}$ , with the exception of words of Germanic origin such as 'give'  $\rightarrow \text{\g}$ , 'get'  $\rightarrow \text{\g}$  and 'girl'  $\rightarrow \text{\g}$ .
3. Some combinations of consonant letters are consistent in their pronunciation:
  - a. 'ch'  $\rightarrow \text{\k}$  as in 'technical' or  $\text{\tʃ}$  as in 'teach'
  - b. 'ph'  $\rightarrow \text{\f}$  as in 'photograph'
  - c. 'sh'  $\rightarrow \text{\ʃ}$  as in 'fish'
  - d. 'th'  $\rightarrow \text{\e}$  as in 'thin' or  $\text{\ð}$  as in 'then'
  - e. 'tch'  $\rightarrow \text{\tʃ}$  as in 'watch'
  - f. ck  $\rightarrow \text{\k}$  as in 'pick'

- g. 'gh' represents either the sound \f\ as in 'enough', stands for silence as in 'though', or represents \g\ as in 'ghost' and only few other words.
- h. 'qu' is pronounced \kw\ before any vowel (as in 'quite', 'queen' and 'acquaint') except final 'e' (as in 'unique') and some words of Roman or French origins such as 'conquer' and 'mosquito'.
- i. The medial and final 'x' is pronounced \ks\ (as in 'extra' and 'box'), except the case in which it is followed by a stressed syllable where it is pronounced \kz\ (as in 'example' and 'exact').

### ***Rules for vowels***

1. An 'e' at the end of a monosyllabic word spelled as C+V+C+ (e) makes the vowel say its name as in 'hate' and 'hope'.
2. If a single vowel letter is followed only by one or two consonant letters, the vowel letter represents a short vowel sound as in 'red' and 'rest'
3. The sound \j\ is added before the sound \u:\ in the sequence 'ew' or 'eu' when these letters are not preceded by 'j', 'r' or 'ch' as in 'Europe', and 'ewe', but not in 'crew', 'chew' and 'jewelry'. The same thing applies to the sound \ʊ \ when presented by the letter 'u' as in 'music', 'acute', 'unity' and 'menu', but not in 'jury', 'rule' and 'chute').
4. Some combinations of vowel letters represent some degree of consistency in their pronunciation:
  - a. 'ea' often represents \e\ as in 'bread' or \i:\ as in 'eat'
  - b. 'oi' and 'oy' often represent \ɔɪ \ as in 'joy' and 'soil'

- c. 'ow' often represents \a ʊ \ as in 'town' and \əʊ\ as in 'slow'
- d. 'au' often represent \ɔ:\ a in 'cause' and sometimes \a:\ as in 'aunt'
- e. 'oa' often represents \əʊ\ as in coat and sometimes \ɔ:\ as in 'broad'
- f. 'ie' often represents \aɪ \ as in die or \e\ as in believe except 'friend'
- g. 'oo' often represents \u:\ as in 'boot' and sometimes \ʌ\ as in 'blood' or \ʊ\ as in 'book'.
- h. 'ou' often represents \aʊ\ as in 'ground' and sometimes \ɔ:\ as in 'shoulder' or \ʌ\ as couple or \u:\ as in 'group'

## **Appendix (5)**

### **A suggested list of the characteristics of English pronunciation teaching content**

#### **The suggested characteristics of pronunciation teaching content of students' textbook:**

1. address critical pronunciation areas to the intelligibility of the target group of learners in EFL\EIL contexts at both the perceptual and productive levels;
2. take into consideration matters of priority in selecting critical pronunciation areas (e.g., addressing both suprasegmentals and segmentals, but prioritizing suprasegmentals; addressing both consonants and vowels, but prioritizing vowels; and addressing connected speech features at both perceptual and productive level, but prioritizing practice at perceptual level);
3. enhance a whole learner's involvement in acquiring critical pronunciation areas to the intelligibility of the target group of learners by:
  - a. serving the cognitive domain of learning through various means, including: providing explanations that develop awareness of critical areas, highlighting similarities\differences ( if found) between English and L1 regarding critical areas and employing appropriate cognitive techniques with target age group;
  - b. serving the affective domain of learning through various means, including: providing varied opportunities of pronunciation practice; developing learning skills of self-correction, monitoring and self-

reliance; employing dramatic techniques and using multisensory reinforcements;

- c. serving the performative domain of learning by providing learners with a thorough and sufficient treatment and practices of critical pronunciation areas to participate actively and purposefully;
4. integrate pronunciation into aural practices (e.g., providing adequate exposure and perceptual practice of critical pronunciation areas and providing note\s or hint\s facilitating perception of these areas during listening practices);
5. integrate pronunciation into oral practices (e.g., recycling and providing adequate practice of the production of critical pronunciation areas in speaking activities, providing note\s about performance of particular pronunciation areas during oral practices and signaling the production of particular areas in text\s of oral performance);
6. employ pronunciation/spelling relationship as a tool for teaching pronunciation ( e.g., highlighting frequent spelling /sound relationships; addressing common spelling difficulties for the target group of learners, in addition to common spelling difficulties for most English learners);
7. integrate pronunciation into lexically and grammatically oriented activities (e.g., signaling stress of new words, incorporating the same vocabulary used in the textbook in pronunciation exercises, employing phonetic symbols with new vocabulary, incorporating the same grammatical



structures used in the unit\textbook in pronunciation exercises and highlighting particular pronunciation areas when they arise with certain grammatical structures).

**The suggested characteristics of English pronunciation teaching content of Teacher's manual:**

1. acknowledge the teacher about critical pronunciation areas to the intelligibility of target learners' group, and provide description of pre-learned pronunciation repertoire;
2. provide teachers with clear instructions, valuable suggestions, and appropriate guidance for enhancing a whole learner's involvement in acquiring critical pronunciation areas;
3. provide guidance on how to address pronunciation regularly and consistently with the teaching of other language skills and aspects;
4. assist the teacher in employing regular pronunciation/spelling relationship as a tool for teaching pronunciation;
5. offer ways for employing and developing the audio tape recording as a source of learning pronunciation critical areas and as a feedback tool;
6. assist the teacher by increasing their access to a wide variety of pronunciation activities and practices;
7. assist the teacher in promoting learners' skills of self-monitor and self-correction;
8. assist the teacher in employing effective pronunciation techniques of feedback, error correction and assessment.

## **Appendix (6)**

### **A suggested list of pronunciation teaching competencies that English language teachers should be equipped with to teach pronunciation**

#### **Competencies related to the linguistic performance of teachers:**

- § producing pronunciation skills at word level (e.g., articulating sounds);
- § producing pronunciation skills in long stretches of speech ( e.g., producing stress and intonation);
- § performing general speech skills and behaviors that facilitate intelligibility.

#### **Competencies related to instruction:**

- § training students to acquire critical pronunciation areas to intelligibility at both the perceptual level and the productive level;
- § reinforcing learner's cognitive, affective and performative involvement in acquiring critical areas to intelligibility;
- § integrating pronunciation teaching into the teaching of other language skills and aspects.

#### **Competencies related to evaluation:**

- § employing effective pronunciation techniques of error correction, feedback and assessment.

## Appendix (7)

### The first version of the content analysis card

#### A consultation form of a content analysis card

*Dear Dr.* \_\_\_\_\_

The researcher Rana Al-Najjar is carrying out an evaluation of pronunciation teaching with regard to *English for Palestine 10*. The evaluation addresses pronunciation teaching content of *English for Palestine 10* and the competency level of 10<sup>th</sup> grade Palestinian teachers of English language with regard to the teaching of that content.

To determine the quality of pronunciation teaching content, a content analysis card will be used. You are kindly asked to examine and referee the criteria included in this card, and the researcher would be so grateful with your comments on:

- § its suitability,
- § relevance,
- § linguistic correctness,
- § distribution of degrees of significance among its two sections and various parts
- § and degree of importance of each criterion

Comments will be taken into consideration when processing this tool.

The researcher: Rana Al-Najjar

Referee's name: \_\_\_\_\_

Signature: \_\_\_\_\_

Comments:

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*Thank you for cooperation*

Criteria for evaluating pronunciation content in *English for Palestine 10: SB*

		Section (1) : Part (1)					
		1	2	3			
Part (1): Pronunciation in isolation	Part ( 1.1): Critical pronunciation areas to the intelligibility of most Arab learners in EFL\EIL contexts	Perceptual level	1	address perception of unstressed words in a given aural input (e.g., reduction of functional words such as contracted verb forms, or a like)			
			2	address perception of the attitudinal role of intonation in English speech (e.g., an example on the social function that reflects the speaker's attitude and emotion)			
			3	address perception of connected speech feature\s in a given aural input(e.g., linking\deleting\assimilating sounds at word boundaries in connected speech)			
	Productive level	4	address a common problem with articulating consonants such as substitution of sounds (e.g., substituting \p\ with \b\), or breaking of the consonant cluster(e.g., the morphological ending –ed, initial, medial or final sequence of consonants in a word e.g., <i>spring &amp; exclude, strength</i> )				
		5	address a common problem with articulating vowels(e.g., substitution of \e\ with \i\or others, or using a long pure vowel instead of diphthong such as \ɔ:\ instead of \əʊ\ or others, or problems related to the production of schwa sound\ə\)				
		6	address a problem related to word stress (e.g., stressing all syllables of a word equally, stressing final syllable of a word ending in a vowel followed by two consonants such as <i>different</i> , or stressing long pure vowels or diphthongs such as <i>gratitude</i> and <i>articulate</i> )				
		7	address the placement of word stress in long stretches of speech (e.g., stressing content words and reducing functional ones)				
		8	address a problem with placing prominence in long stretches of speech				
		9	address a problem related to the grammatical function of English tone\s (particularly, lack of awareness of the similarity between English and Arabic contour and meaning, or using rising tone instead of structural markers to denote suggestions, offers and alike)				
		10	address a problem related to the conversational function of intonation (e.g., producing finishing tones instead of continuing ones in oral conversations(reading/recitation)				

1= v. imp. 2= imp. 3= less imp.

<b>Part (1): Pronunciation in isolation</b>			
<b>Part (1.2): learner's involvement in acquiring critical areas to intelligibility</b>			
<b>Part (1.2.1):cognitive involvement</b>	11	provide explanations that develop awareness of target pronunciation area under consideration	
	12	provide note\s about critical difference\s between English and Arabic regarding pronunciation area under consideration	
	13	highlight similarity, if found, between English and Arabic regarding the area under consideration (e.g., similar tone forms)	
	14	employ appropriate cognitive techniques with target age group (high intermediate) (e.g., both of descriptive methods and drawings or visuals)	
<b>Part(1.2.2): affective involvement</b>	15	incorporate task\s that enhance motivation and attitude towards English pronunciation (e.g., listening to authentic cheers and rhymes to practise vowels, or jokes and comic strips to practise sentence stress)	
	16	incorporate task\s that reinforce pronunciation learning skills of self-monitoring and self-modification (e.g., consulting dictionary or signaling a particular pronunciation feature in a text and then checking while listening)	
	17	provide varied opportunities to practise the pronunciation area under consideration	
<b>Part (1.2.3): Performative involvement</b>	18	provide opportunity of micro-level practice for developing perception of pronunciation area under consideration (e.g., discriminating sounds in pairs or identifying reduced words in aural sentences, or alike)	
	19	provide opportunity of micro-level practice for developing production of pronunciation area under consideration	
	20	provide opportunity of macro-level practice for developing perception of pronunciation area under consideration	
	21	provide opportunity of macro-level practice for developing production of pronunciation area under consideration	
	22	incorporate various formats of interaction in pronunciation activities (e.g., individual work\ pair work\ group work\ the whole group)	
	23	provide opportunity to recycle training of a particular pronunciation area in the context of a new one (e.g., including previously treated problem such as troublesome sounds or consonant clusters while teaching word stress)	

			24	incorporate the use of dictionary for pronunciation purposes					
			25	include task\s that incorporate using English outside classroom for pronunciation purposes(e.g., media\technology-related tasks)					
<b>Section (1) : Part (2)</b>					<b>1</b>	<b>2</b>	<b>3</b>		
<b>Part (2): pronunciation in integration with the teaching of with other language skills and aspects</b>	<b>Part (2.1): Focus on pronunciation in spelling , vocabulary &amp; grammar work</b>	<b>Part (2.1.1) vocabulary</b>	26	signal stress of new words(e.g., by underlying stressed syllable, writing it in bold or using mark to denote it)					
			27	incorporate the same vocabulary used in the textbook in pronunciation exercises					
			28	employ phonetic symbols with new vocabulary					
			29	signal a particular pronunciation area when it arises with certain word or phrase (e.g., reduction of an element in a phrase such as <i>and</i> in <i>more and<sup>x</sup> more</i> , silent letter as in <i>knee</i> , or alike)					
			30	highlight a regular case of English word stress placement (e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as <i>social</i> and <i>exploration</i> )					
		<b>Part (2.1.2 ) &amp; spelling</b>	31	highlight a frequent spelling /sound relationship (e.g., common combination of letters such as 'ch', 'ph', 'ea' & 'ow', or common positions of silent letters)					
			32	address a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')					
			33	address a common spelling difficulty for most English learners (e.g., different representations of one sound such as \ə\ and \f\)					
		<b>Part (2.1.3) grammar</b>	34	incorporate the same grammatical structures used in the unit\textbook in pronunciation exercises					
			35	highlight a particular pronunciation area when it arises with certain grammatical structure (e.g., signal contractable grammatical words, linkage with expressions such as <i>so do I</i> , or alike)					
			36	address a particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, articulation of -ed or -s\ -es, grammatical function of intonation)					
			37	provide note\s about performance of a particular pronunciation area during speaking practice (reminder of proper tone forms with particular sentence\s)					
					38	signal production of a particular area in text\s of oral performance (e.g., using arrows to denote intonation, signal contraction, signal contrastive stress or alike)			

<b>Part (2): pronunciation in integration with the teaching of with other language skills and aspects</b>	<b>Part (2.2): Focus on pronunciation in oral language practices</b>	39	provide opportunity to produce pronunciation area that is under consideration in the unit while practising conversational speech, reading aloud, or alike			
		40	provide opportunity to recycle production of a pronunciation area in speaking activity\s(e.g., incorporating contrastive stress\ problematic tone form\ troublesome sounds\clusters\ problematic stress or alike) while practising conversational speech or reading aloud)			
	<b>Part (2.3): Focus on pronunciation in aural language practices</b>	41	provide note\s or hint\s facilitating perception of a particular pronunciation area during listening practice(e.g., attachment\reminder of a particular reduced expression)			
		42	provide opportunity to develop perception of pronunciation area that is under consideration in the unit during listening practice (e.g., dictating sentences including reduced forms)			
		43	recycle perception of previous\other essential decoding process\s (e.g., discerning boundaries of tone groups, identifying stressed elements, or interrupting unstressed elements during listening practice)			
		44	incorporate adequate exposure to one variety (e.g., Br.)			
		45	expose learners to everyday spoken language			
		46	expose learners to different English accents			
		47	expose learners to authentic spoken English			

**Criteria for evaluating pronunciation content in *English for Palestine 10*: TG**

		Section (2)				
		1	2	3		
Part (1): TG's units	Part (1.1): Pronunciation in isolation	1	provide clear lesson plan/slot of plan for teaching pronunciation area\s under consideration			
		2	specify clear pronunciation objectives of the unit/lesson(s) - what students are expected to learn			
		3	display enough & clear basic information about target pronunciation area\s			
		4	offer ideas\ways for controlled practice of target pronunciation area\s			
		5	suggest ideas/ways for stabilizing pronunciation area\s under consideration in contextualized and meaningful practices (e.g., games, dramatic technique, exposure to authentic listening input or alike)			
		6	provide ideas about class management and employing suitable format of interaction in pronunciation activities ( e.g., individual work\ pair work\group work)			
		7	provide answer keys of pronunciation exercises			
		8	suggest ideas/ways for developing pronunciation learning skills of self-monitoring and modification			
		9	suggest ideas/ways for recycling pre-learnt pronunciation area in the context of a new one			
		10	suggest ideas/ways for employing pronunciation techniques of error correction or feedback			
		11	suggest ideas/ways for assessing learning of pronunciation area\s through informal practices\formal pronunciation test exercises			
Part (1.2): Pronunciation in integration with other language skills and aspects	12	provide scripts of aural input of every aural activity in the SB				
	13	offer suggestions about how to integrate pronunciation into other learning activities				
	14	acknowledge the teacher about critical pronunciation area\s students may encounter at specific learning activity and how to deal with it				
	15	assist teacher in developing / expanding the use of audio tape recording as a source of learning pronunciation area\s or a feedback tool				
	16	offer ideas\ways for employing some regular pronunciation/spelling rules with new\particular vocabulary				



<b>Part (2): TG's appendices</b>	17	provide appendix of new vocabulary in students' textbook represented phonetically with stress marked			
	18	provide sample\ of standardized test\ including sections addressing pronunciation			
	19	assist teacher in understanding the linguistic and pedagogical principles underlying target pronunciation content(e.g., the nature of particular areas and their importance to the intelligibility of Arab learners)			
	20	assist teacher in understanding the structure and sequence of pronunciation material in students' textbook and the contribution of each unit to the overall course			
	21	provide description of pre-learned pronunciation repertoire			
	22	provide appendix of rules that govern the relationship between English pronunciation and spelling			
	23	provide appendix of common English pronunciation difficulties for Arab learners(e.g., areas of high priority)			

**Distribution of the degrees of significance in the content analysis card:**

- a) Section (1) which addresses SB's pronunciation content = Section (2) which addresses TG's pronunciation content, in significance.
- b) In Section (1): Part (1) which addresses pronunciation teaching in isolation = Part (2) which addresses pronunciation in integration with the teaching of other language skills and aspects, in significance.
- c) In Part (1):
  - Part (1.1) which addresses what pronunciation areas to teach =  $\frac{1}{4}$  of significance.
  - Part (1.2) which addresses how to teach these areas and learner's role =  $\frac{3}{4}$  of significance.
- d) In Part (1.2): Part (1.2.1) which addresses learner's cognitive involvement = Part (1.2.2) which addresses learner's affective

involvement, = Part (1.2.3) which addresses learner's performative involvement, in significance.

- e) In Part (2): Part (2.1) which addresses pronunciation in spelling, vocabulary and grammar practices = Part (2.2), which addresses pronunciation in oral practices = Part (2.3) which addresses pronunciation in aural practices, in significance.
- f) In Section (2): Part (1.1) which addresses pronunciation training in the TG = Part (1.2) which addresses integrating pronunciation with other language skills and aspects = Part (2) which addresses TG's appendices, in significance.

**Appendix (8)**  
**The first version of the observation card**

**A Consultation form of an observation card**

*Dear Dr.* \_\_\_\_\_

The researcher Rana Al-Najjar is carrying out an evaluation of pronunciation teaching with regard to *English for Palestine 10*. The evaluation addresses pronunciation content and teachers' competencies related to that content.

To investigate the competency level of 10<sup>th</sup> grade- Palestinian English language teachers regarding the teaching of target pronunciation content, the researcher has developed an observation card.

You are kindly asked to examine and referee the attached checklist of pronunciation teaching competencies and the researcher would be so grateful with your comments on its suitability, relevance, linguistic correctness, distribution of degrees of significance among its two sections and various parts and degree of importance of each competency.

The researcher: Rana Al-Najjar

Referee's name: \_\_\_\_\_

Signature: \_\_\_\_\_

Comments:

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*Thank you for cooperation*

**Criteria for evaluating the competency level of English language teachers regarding pronunciation teaching**

Section (1): pronunciation linguistic performance competencies	Competency	Indicators	1	2	3
	1) produce critical pronunciation skills at word level, correctly	1. articulate English consonant sounds correctly			
		2. articulate English vowel sounds correctly			
		3. articulate consonant clusters without inserting vowels			
		4. beware the influence of misleading spelling			
		5. place stress at suitable syllable of a word/compound			
	2) produce critical pronunciation skills in long stretches of speech, correctly	1. stress content words and reduce functional ones			
		2. use appropriate and correct tone forms			
		3. highlight prominent elements in sentences properly (e.g., emphatic\ contrastive\ informative stress)			
		4. speak with appropriate pauses, breaking up a sentence into appropriate thought groups			
3) perform general speech skills and behaviors that facilitate intelligibility	1. speak in clear voice with normal speed of delivery				
	2. use appropriate nonverbal behaviors (gestures & movements that accompany speech)				
	3. employ communicative strategies that deal with incomprehensibility (e.g., solicit repetition and paraphrasing or alike)				
	4. perform particular emotions, attitudes and speech styles using voice quality				

Section (2): Part ( 1): pronunciation instruction competencies	1) train students to perceive problematic pronunciation areas for Arab learners as listeners	1. assist students to identify\ interrupt unstressed words (e.g., ask students to dictate functional words in a given aural input)			
		2. assist students to identify\ perceive connected speech feature\s (e.g., call attention to linking\deleting\assimilating sounds at word boundaries in a given aural input)			
		3. assist students to identify the attitudinal role of English speech (e.g., call attention to potential similarity between L1 and L2 to express a particular emotion based on the use of tones)			
	2) train students to produce problematic pronunciation areas for Arab learners as speakers	1. train students to articulate a common problematic consonant\s (e.g., \p\, \t\, etc.)			
		2. treat a common breaking of consonant clusters(e.g., the morphological ending –ed, initial sequence of consonants as in <b>spring</b> , medial sequence of consonants as in <b>exclude</b> or others)			
		3. train students to articulate a common problematic vowel\s (e.g., \e\, \əʊ\, etc.)			
		4. train students to stress content words and reduce functional ones			
		5. treat Arab learners' tendency to transfer Arabic word stress to English words (e.g., the tendency of stressing final syllable of a word ending in a vowel followed by two consonants such as <i>different</i> , or stressing long pure vowels or a diphthongs such as <i>gratitude</i> and <i>articulate</i> )			
		6. train students to place prominence properly in long stretches of speech (informative, emphatic or contrastive stress)			
		7. train students to produce appropriate tone forms			

Section (2): Part (1): pronunciation related instruction competencies

Section (2): Part (1): pronunciation related instruction competencies	<b>3) integrate pronunciation teaching into aural practices</b>	1. introduce explanations\reminders facilitating perception of pronunciation area\s during listening practice			
		2. respond to students when listening to tape recording and misinterpret meaning or speaker's intentions because of pronunciation			
		3. employ aural task\s including perception of a particular area\s during listening practice (e.g., supplying full forms of functional words\ discerning tone groups, etc.)			
	<b>4) employ recordings as a teaching source and feedback tool in pronunciation teaching</b>	1. compensate for potential shortage of assigned recordings by resorting to effective additional ones			
		2. employ audiotape to develop students skills of monitoring and self-assessment (e.g., employing listening critically in class)			
	<b>5) integrate pronunciation teaching into oral practices</b>	1. introduce guidelines\instructions\reminders about performance of a particular pronunciation area during speaking practice (e.g., the pauses represented by punctuation or continuing vs. finishing tones in oral reading)			
		2. employ oral task\s including the production of particular pronunciation feature(s) during speaking practice (e.g., tracking with recordings of conversational speech to develop production of stressed vs. unstressed words or tone groups)			
	<b>6) integrate pronunciation teaching with grammar work</b>	1. call attention to a particular pronunciation area when it arises with certain grammatical structure (e.g., contraction of auxiliary verbs\ articulation of a grammatical ending such as -ed or -s\es)			
		2. call attention to a particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, grammatical function of intonation)			

<b>Section (2): Part (1): pronunciation related instruction competencies</b>	<b>7) integrate pronunciation teaching with vocabulary work</b>	1. work on the pronunciation of a new word orally, before showing students the written form			
		2. teach stress of new word as a part of learning the word			
		3. highlight regular case\ s of English word stress placement (e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as <b>social</b> and <b>exploration</b> )			
		4. get into the regular habit of using phonemic symbols\ other conventions with new\ problematic words			
	<b>8) employ regular pronunciation / spelling relationship as a tool for teaching pronunciation</b>	1. present\ encourage students to elicit a particular pronunciation/spelling rule (e.g., 'c' is often pronounced as \s\ if followed by 'i', 'e' or 'y')			
		2. call students' attention to a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')			
		3. call students' attention to a common spelling difficulty for most English learners (e.g., different representations of one sound such as \ə\ and \ʃ\)			
		4. present\ encourage students to recall similar patterns of pronouncing a new\ problematic word (e.g., presenting <b>hall</b> with previously learnt ones such as <b>tall</b> , <b>fall</b> and <b>all</b> )			
		5. call students' attention to the pronunciation of frequent combination of letters such as 'ch', 'ph', 'ea', 'ow', etc. or common positions of silent letters			
	<b>9) reinforce learner cognitive involvement in pronunciation teaching process</b>	1. introduce directions\ explanations\ visuals\ drawings that develop awareness of target pronunciation area under consideration			
		2. employ appropriate cognitive techniques with target age group (e.g., a mix of descriptive methods, drawings and visuals with high intermediate)			

<b>Section (2): Part (1): pronunciation instruction competencies</b>		3. respond to opportunities that stimulate discussion about the impacts of particular pronunciation errors on intelligibility\ the need to achieve plausible pronunciation of a particular pronunciation feature			
		4. call attention to similarities between Arabic and English with regard to particular pronunciation feature (e.g., falling tone of 'wh' question)			
		5. encourage\reinforce learners' correct self-guesses and inferences concerning pronunciation matters			
	<b>10)reinforce learner performative involvement in pronunciation teaching process</b>	1. employ a lesson\a slot of lesson for developing production of particular pronunciation area\s			
		2. employ a lesson\a slot of lesson for developing perception of a particular pronunciation area\s			
		3. employ a lesson\a slot of lesson for treating a particular problematic spelling			
		4. employ a progression of various stages of practice of a particular pronunciation area (controlled, guided and meaningful practice)			
		5. employ various formats of interaction in pronunciation practice ( individual work, pair work, group work and the whole group)			
		6. encourage students to use dictionary for pronunciation purposes			
		7. encourage/guide students to use English outside classroom for pronunciation purposes (e.g., by assigning tasks that require resorting to media\technology related devices)			
<b>11) reinforce learner affective involvement in pronunciation teaching process</b>	1. employ task\s that reinforce self-monitoring and modification (e.g., task\s require consulting dictionary or signaling a particular feature in a text and then checking while listening to the text, or alike)				



		2. provide opportunities for enhancing motivation and attitude (e.g., listening to authentic cheers and rhymes to practise vowels, or jokes and comic strips to practise sentence stress, or alike)			
		3. vary teaching techniques and task types to practise new pronunciation points			
<b>Section (2): pronunciation evaluation competencies</b>	<b>12) employ effective pronunciation techniques of error correction</b>	1. prioritize errors of prosodic features (e.g., word\sentence stress)			
		2. call student's attention to an error without interrupting a student every time the error is made			
		3. react to opportunities when a common L1 transfer error arises in daily classroom interaction			
		4. inform students about the source of error comparing between the two languages			
		5. inform students about the impact of an error on intelligibility			
		6. employ a lesson\ a slot of lesson to work on a pressing error			
		7. use various error correction techniques (e.g., cues, gestures, self-correction, peer correction, or teacher correction)			
	<b>13) employ effective pronunciation techniques of feedback</b>	1. provide continuous\frequent feedback on students' production\ performance of a particular pronunciation feature			
		2. recycle perception\production of a particular pronunciation area in new contexts			
		3. expose students to the genuine use of English (authentic materials) as a feedback tool regarding a particular pronunciation area			
		4. employ various feedback techniques (e.g., self- monitoring, peer-feedback, and teacher explanations)			

	<b>14) employ effective pronunciation techniques of assessment</b>	1. assess acquisition of pronunciation area\s , as an ongoing part of daily interaction			
		2. assess both perception and production of pronunciation area\s			
		3. use both direct and indirect evaluative techniques (e.g., controlled& meaningful tasks)			
		4. use both informal and formal pronunciation exercises to assess student learning of a target pronunciation area			

**Distribution of the degrees of significance in the observation card:**

- a) Section (1) which addresses pronunciation related linguistic performance competencies =  $\frac{1}{3}$  of significance
- b) Section (2) which addresses pronunciation related professional competencies =  $\frac{2}{3}$  of significance
- c) In Section (2): Part (1) which addresses pronunciation related instruction competencies = Part (2) which addresses pronunciation related evaluation competencies, in significance.

## Appendix (9)

### List of referees

<b>Dr. Nazmi Al- Masri</b>	<b>Associate Prof. in Curricula Design</b>	<b>The Islamic University</b>
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<b>Mrs. Muna Al- Khuzendar</b>	<b>M.A. in Linguistics</b>	<b>Al- Azhar University</b>
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<b>Mr. Jehad Al- Musalami</b>	<b>M.A. in TEFL</b>	<b>Al- Quds Open University</b>
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## Appendix (10)

### The Final Version of the Content Analysis Card

#### Purpose of using the content analysis card

It aimed to investigate the extent to which pronunciation teaching content of *English for Palestine10* matches current instructional perspectives in pronunciation pedagogy.

#### Description of the content analysis card

It consists of two sections: Section (1) and Section (2). The criteria of Section (1) are presented into two parts: Part (1) and Part (2).

Part (1) addresses pronunciation specific content (pronunciation in isolation) in the SB, and it encompasses the criteria related to what pronunciation areas should be taught and those related to how learners should be involved in acquiring them. It consists of two secondary parts:

1. Part (1.1): it incorporates the criteria which address the critical pronunciation areas to most Arab learners in EFL\EIL contexts; and they are divided into two groups of criteria:
  - § Three criteria related to critical pronunciation areas at perceptual level
  - § Seven criteria related to critical pronunciation areas at productive level
2. Part (1.2): it incorporates the criteria which address learning domains and how students should be involved in acquiring critical pronunciation areas. And, it includes three parts:
  - § Part(1.2.1): it incorporates the criteria which address learner's intellectual involvement
  - § Part(1.2.1): it incorporates the criteria which address learner's affective involvement
  - § Part(1.2.1): it incorporates the criteria which address learner's performative involvement

Part (2) addresses the content of other language learning activities in the SB, and thus it includes the criteria related to the integration of pronunciation with other language skills and aspects. It consists of three secondary parts:

1. Part (2.1): it incorporates the criteria which address the integration of pronunciation with the teaching of vocabulary, spelling and grammar work. It includes three secondary parts:
  - § Part (2.1.1): it incorporates the criteria which address the integration of pronunciation with the teaching of vocabulary
  - § Part (2.1.2): it incorporates the criteria which address the integration of pronunciation with the teaching of spelling
  - § Part (2.1.3): it incorporates the criteria which address the integration of pronunciation with the teaching of grammar
2. Part (2.2): it incorporates the criteria which address the integration of pronunciation with the teaching of oral language practices
3. Part (2.3): it incorporates the criteria which address the integration of pronunciation with the teaching of aural language practices

The criteria of Section (2) address the content of the TG, and they are presented into two parts:

1. Part (1): it incorporates the criteria which address TG's units, and it is divided into two secondary parts:
  - § Part (1.1): it incorporates the criteria which address pronunciation in isolation
  - § Part (1.2): it incorporates the criteria which address pronunciation in integration with other language skills and aspects
2. Part (2): it incorporates the criteria which address TG's appendices

## **Distribution of the degrees of significance in the content analysis card**

Since the content analysis card incorporates two different sections including various parts including different numbers of criteria, there was a need to assign the degrees of significance in order to control limitations about the number of criteria related to each part. Distributing the degrees of significance was meant to obtain valid statistic results.

- 1) Section (1), which addresses SB's pronunciation content, = Section (2), which addresses TG's pronunciation content, in significance.
- 2) In Section (1): Part (1), which addresses pronunciation teaching in isolation = Part (2), which addresses pronunciation in integration with the teaching of other language skills and aspects, in significance.
- 3) In Part (1):
  - a. Part (1.1), which addresses what pronunciation areas to teach, =  $\frac{1}{4}$  of the significance of Part (1).
  - b. Part (1.2), which addresses learner's involvement =  $\frac{3}{4}$  of significance of Part (1).
- 4) In Part (1.2): Part (1.2.1), which addresses learner's cognitive involvement = Part (1.2.2), which addresses learner's affective involvement = Part (1.2.3), which addresses learner's performative involvement, in significance.
- 5) In Part (2): Part (2.1), which addresses pronunciation in spelling, vocabulary and grammar practices = Part (2.2), which addresses pronunciation in oral practices = Part (2.3), which addresses pronunciation in aural practices, in significance.
- 6) In Section (2): Part (1.1), which addresses pronunciation teaching in the TG, = Part (1.2), which addresses integrating pronunciation with other language skills and aspects = Part (2), which addresses TG's appendices, in significance.

## **How the analysis was conducted**

Pronunciation content in the SB and TG of *English for Palestine 10* was the target sample of analysis. Yet, this sample consists of various units of analysis. These units vary due to the following reasons:

1. The target pronunciation content in this study includes two different types of content: the content of the SB and that of the TG.
2. The SB of *English for Palestine 10* is a multi-skills textbook and thereby each unit in the textbook encompasses various language skills and aspects, presented in both isolated and integrated modes.

These reasons resulted in various units of analysis and thereby each category of criteria, in the content analysis card, was related to a particular unit of analysis as shown below:

1. Each pronunciation activity in Listening & Speaking Section in every unit in the SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 1 to 25)
2. Each activity, footnote, margin or related appendix in addition to each pronunciation activity in Listening & Speaking Section in every unit in SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 26 to 33)
3. Each activity related to grammar development in addition to each pronunciation activity in Listening & Speaking Section in every unit in SB was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 34 to 36)
4. Each oral activity in every unit in SB (except pronunciation activities in Listening & Speaking Section) was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 37 to 40)
5. Each aural activity in every unit in SB (except pronunciation activities in Listening & Speaking Section) was considered as the unit of analysis for the criteria in Section (1) in the analysis card (from criterion 41 to 43)
6. Each audio-taped text attached to any activity in any section in every unit in SB was considered as the unit of analysis for the criteria in Section(1) in the analysis card (from criterion 44 to 47)

7. Each guiding content in each unit in the TG related to every activity in the SB was considered as the unit of analysis for the criteria in Section (2) in the analysis card (from criterion 1 to 16).
8. TG's appendices were considered as the unit of analysis for criteria in Section (2) in the analysis card (from criterion 17 to 23).

The analysis was conducted by using a tick (✓) which indicates the presence of a criterion or a cross (✗) which shows its absence. The choice of this scale was due to the fact that the majority of criteria do not accept a third answer. In few cases, the judgment was for the majority of the presence or absence of the criterion.

**Note:** Judgment about the availability of the ten criteria in Part (1.1) in this tool, which addresses what pronunciation areas should be addressed in *English for Palestine 10*, was specially managed and treated, due to the following reasons:

1. The ten criteria cannot be available in one unit, and they do not have to.
2. There is no shared decision concerning how many critical pronunciation areas should be taught in a textbook or in every educational unit.

The purpose of including them all in Part (1.1) in the content analysis card was to find out which ones are already included in the content and how often. Therefore, the total number of frequencies attached to this part would not be significant statistically. As a result, judgment was decided in the following way: it was considered that each unit in the SB should address at least one critical pronunciation area. In addition, judgment about the availability of the ten critical areas in target content was based on the number of those which were evident in that content. For example, seven areas out of ten ones were evident in the target content in this study, which means that the availability of criteria in Part (1.1) scored a percentage of 70%. This percentage was based on the number of areas addressed in the content and not on the total of frequencies attached to the ten criteria.



Section(1): Criteria for evaluating pronunciation content in SB		SB Units												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
<b>Part (1): Pronunciation in isolation</b>  <b>Part (1.1): Critical pronunciation areas for most Arab learners in EFL/EIL contexts</b>	Perceptual level	1	address perception of unstressed words in a given aural input (e.g., reduction of functional words such as contracted verb forms, or a like)											
		2	address perception of the attitudinal role of intonation in English speech (e.g., an example on the social function that reflects the speaker's attitude and emotion)											
		3	address perception of connected speech feature\ s in a given aural input (e.g., linking\deleting\assimilating sounds at word boundaries in connected speech)											
	Productive level	4	address a common problem with articulating consonants such as substitution of sounds (e.g., substituting \p\ with \b\), or breaking of the consonant cluster (e.g., the morphological ending –ed, initial, medial or final sequence of consonants in a word e.g., <i>spring</i> & <i>exclude, strength</i> )											
		5	address a common problem with articulating vowels (e.g., substitution of \e\ with \ɪ\ or others, or using a long pure vowel instead of a diphthong such as \ɔ:\ instead of \əʊ\ or others, or problems related to the production of schwa sound\ə\)											
		6	address a problem related to word stress (e.g., stressing all syllables of a word equally, stressing final syllable of a word ending in a vowel followed by two consonants such as <i>different</i> , or stressing long pure vowels or diphthongs such as <i>gratitude</i> and <i>articulate</i> )											
		7	address the placement of word stress in long stretches of speech (e.g., stressing content words and reducing functional ones)											
		8	address a problem with placing prominence in long stretches of speech (particularly, the problem of moving the element that shows strong contrast to the beginning of a sentence as in Arabic)											

<b>Part (1): Pronunciation in isolation</b>		9	address a problem related to the grammatical function of English tone\s (particularly, lack of awareness of the similarity between English and Arabic contour and meaning, or Arab learners' tendency to use rising tone instead of structural markers to denote suggestions, offers and alike)																		
		10	address a problem related to the conversational function of intonation (e.g., producing finishing tones instead of continuing ones in oral conversations\reading\recitation)																		
	<b>Part (1.2): learner's involvement in acquiring critical pronunciation areas</b>	<b>Part (1.2.1): cognitive involvement</b>	11	provide explanations that develop awareness of target pronunciation area under consideration																	
			12	provide note\s about critical difference\s between English and Arabic regarding pronunciation area under consideration (e.g., stress of functional words)																	
			13	highlight similarity, if found, between English and Arabic regarding the area under consideration (e.g., similar tone forms)																	
			14	employ appropriate cognitive techniques with target age group (e.g., employing both of descriptive methods and drawings or visuals with high intermediate level)																	
		<b>Total of Part (1.2.1)</b>																			
		<b>Part (1.2.2): affective involvement</b>	15	incorporate task\s that enhance motivation and attitude towards English pronunciation (e.g., listening to authentic cheers and rhymes to practise vowels, or jokes and comic strips to practise sentence stress)																	
			16	incorporate task\s that reinforce pronunciation learning skills of self-monitoring and self-modification (e.g., that require consulting dictionary or signaling a particular pronunciation area in a text and then checking while listening to the text, or like)																	
			17	provide varied opportunities to practise the pronunciation area under consideration																	
		<b>Total of Part (1.2.2)</b>																			

<b>Part (1): Pronunciation in isolation</b>	<b>Part (1.2): learner's involvement in acquiring critical pronunciation areas</b>	<b>Part (1.2.3): Performative involvement</b>	18	provide opportunity of micro-level practice for developing perception of pronunciation area under consideration (e.g., discriminating sounds in pairs or identifying reduced words in aural sentences, or alike)																		
			19	provide opportunity of micro-level practice for developing production of pronunciation area under consideration [e.g., producing troublesome sounds in minimal pair words\sentences, tracking (repeating after a speaker) conversational speech, reading aloud to practise word stress or tone forms, or alike]																		
			20	provide opportunity of macro-level practice for developing perception of pronunciation area under consideration (e.g., completion tasks along with a listening material or demonstrating comprehension of aural input through gestures and actions, or alike)																		
			21	provide opportunity of macro-level practice for developing production of pronunciation area under consideration (e.g., producing appropriate tone forms in a given dramatic situation, or alike)																		
			22	incorporate various formats of interaction in pronunciation activities (e.g., individual work\ pair work\ group work\ the whole group)																		
			23	provide opportunity to recycle training of a particular pronunciation area in the context of a new one (e.g., including previously treated problem such as troublesome sounds or consonant clusters while teaching word stress)																		
			24	incorporate the use of dictionary for pronunciation purposes																		
			25	include task\s that incorporate using English outside classroom for pronunciation purposes (e.g., media\technology-related tasks)																		
			<b>Total of Part (1.2.3)</b>																			

Part (2): Pronunciation in integration with the teaching of other language skills and aspects	Part (2.1): pronunciation in vocab\ spelling and grammar	Part (2.1.1): vocabulary	26	signal stress of new words (e.g., by underlying stressed syllable, writing it in bold or using mark to denote it)																		
			27	incorporate the same vocabulary used in the textbook in pronunciation exercises																		
			28	employ phonetic symbols with new vocabulary																		
			29	signal a particular pronunciation area when it arises with certain word or phrase (e.g., reduction of an element in a phrase such as <i>and</i> in <b><i>more and more</i></b> , silent letter as in <i>*knee</i> , or alike)																		
			30	highlight a regular case of English word stress placement (e.g., stress of compound nouns, stressed syllable before suffix starting with 'i' such as <i>social</i> and <i>exploration</i> )																		
			<b>Total of Part (2.1.1)</b>																			
		Part (2.1.2): spelling	31	highlight a frequent spelling/sound relationship (e.g., common combination of letters such as 'ch', 'ph', 'ea' & 'ow', or common positions of silent letters)																		
			32	address a common spelling difficulty for Arab learners (e.g., different pronunciations of a letter existing in Arabic such as 'a')																		
			33	address a common spelling difficulty for most English learners (e.g., different representations of one sound such as \ə\ and \ʃ\)																		
		<b>Total of Part (2.1.2)</b>																				
		Part (2.1.3): grammar	34	incorporate the same grammatical structures used in the unit/textbook in pronunciation exercises																		
			35	highlight a particular pronunciation area when it arises with certain grammatical structure (e.g., signal contractable grammatical words, linkage with expressions such as <b><i>so do I</i></b> , or alike)																		
			36	address a particular relationship between pronunciation and grammar (e.g., stress of nouns vs. verbs, articulation of -ed or -s\ -es, grammatical function of intonation, or alike)																		
		<b>Total of Part (2.1.3)</b>																				

<b>Part (2): Pronunciation in integration with the teaching of other language skills and aspects</b>	<b>Part (2.2): pronunciation in oral practices</b>	37	provide note\ s about performance of a particular pronunciation area during speaking practice (reminder of proper tone forms with particular sentence\ s)																	
		38	signal production of a particular area in text\ s of oral performance (e.g., using arrows to denote intonation, signal contraction, signal contrastive stress or alike)																	
		39	provide opportunity to produce pronunciation area that is under consideration in the unit while practising conversational speech, reading aloud, or alike																	
		40	provide opportunity to recycle production of a pronunciation area in speaking activity\ s (e.g., incorporating contrastive stress\  problematic tone form\  troublesome sounds\ clusters\  problematic stress or alike) while practising conversational speech or reading aloud)																	
	<b>Total of Part (2.2)</b>																			
	<b>Part (2.3): pronunciation in aural practices</b>	41	provide note\ s or hint\ s facilitating perception of a particular pronunciation area during listening practice (e.g., attachment\ reminder of a particular reduced expression)																	
		42	provide opportunity to develop perception of pronunciation area that is under consideration in the unit during listening practice (e.g., dictating sentences including reduced forms)																	
		43	recycle perception of previous\ other essential decoding process\ s (e.g., discerning boundaries of tone groups, identifying stressed elements, or interrupting unstressed elements during listening practice)																	
		44	incorporate adequate exposure to one variety (e.g., Br.)																	
		45	expose learners to everyday spoken language																	
		46	expose learners to different English accents																	
		47	expose learners to authentic spoken English																	
	<b>Total of Part (2.3)</b>																			

Section (2): Criteria for evaluating pronunciation content in TG			TG Units												Total				
			1	2	3	4	5	6	7	8	9	10	11	12					
Part (1): TG's units	Part (1.1): Pronunciation in isolation	1	provide clear lesson plan\slot of plan for teaching pronunciation area\s under consideration																
		2	specify clear pronunciation objectives of the unit\lesson(s) -what students are expected to learn																
		3	display enough & clear basic information about target pronunciation area\s																
		4	offer ideas\ways for controlled practice of target pronunciation area\s																
		5	suggest ideas\ways for stabilizing pronunciation area\s under consideration in contextualized and meaningful practices (e.g., games, dramatic technique, exposure to authentic listening input or alike)																
		6	provide ideas about class management and employing suitable format of interaction in pronunciation activities ( e.g., individual work\ pair work\group work)																
		7	provide answer keys of pronunciation exercises																
		8	suggest ideas\ways for developing pronunciation learning skills of self-monitoring and modification																
		9	suggest ideas\ways for recycling pre-learnt pronunciation area in the context of a new one																
		10	suggest ideas\ways for employing pronunciation techniques of error correction or feedback																
		11	suggest ideas\ways for assessing learning of pronunciation area\s through informal practices\formal pronunciation test exercises																
		<b>Total of Part (1.1)</b>																	

<b>Part (1.2): Pronunciation in integration with other language skills and aspects</b>	12	provide scripts of aural input of every aural activity in the SB																	
	13	offer suggestions about how to integrate pronunciation into other learning activities																	
	14	acknowledge the teacher about critical pronunciation area\students may encounter at specific learning activity and how to deal with it																	
	15	assist teacher in developing / expanding the use of audio tape recording as a source of learning pronunciation area\or a feedback tool																	
	16	offer ideas\ways for employing some regular pronunciation/spelling rules with new\particular vocabulary																	
<b>Total of Part (1.2)</b>																			
<b>Part (2): TG's appendices</b>	17	provide appendix of new vocabulary in students' textbook represented phonetically with stress marked																	
	18	provide sample\s of standardized test\s including sections addressing pronunciation																	
	19	assist teacher in understanding the linguistic and pedagogical principles underlying target pronunciation content(e.g., the nature of particular areas and their importance to the intelligibility of Arab learners)																	
	20	assist teacher in understanding the structure and sequence of pronunciation material in students' textbook and the contribution of each unit to the overall course																	
	21	provide description of pre-learned pronunciation repertoire																	
	22	provide appendix of rules that govern the relationship between English pronunciation and spelling																	
23	provide appendix of common English pronunciation difficulties for Arab learners(e.g., areas of high priority)																		
<b>Total of Part (2)</b>																			

## **Appendix (11)**

### **The Final Version of the Observation Card**

#### **Purpose of using the observation card**

The purpose of using it was to investigate the competency level of 10<sup>th</sup> grade Palestinian teachers of English language, with regard to the teaching of English pronunciation, in the light of current perspectives in pronunciation pedagogy.

#### **Description of the observation card**

It consists of two categories of pronunciation teaching competencies:

1. Section (1): pronunciation linguistic performance competencies
2. Section (2): pronunciation professional competencies

Section (1), which addresses pronunciation linguistic performance competencies, includes three competencies, and each competency is related to a number of indicators.

Section (2), which addresses pronunciation professional competencies, includes two parts: Part (1) which addresses pronunciation instruction competencies, and it includes eleven competencies; and Part (2) which addresses pronunciation related evaluation competencies, and it includes three competencies. Each competency is related to a number of indicators.



### **Distribution of the degrees of significance in the observation card:**

Since the observation card incorporates two different sections including three groups of competencies, and since these competencies are related to different numbers of indicators, there was a need to assign the degrees of significance in order to control limitations about the number of competencies in each group and the number of indicators attached to each competency. This distribution of significance was meant to obtain valid statistic results.

1. Section (1), which addresses pronunciation linguistic performance competencies = 1\3 of significance
2. Section (2), which addresses pronunciation professional competencies = 2\3 of significance
3. In Section (2): Part (1), which addresses pronunciation instruction competencies = Part (2), which addresses pronunciation evaluation competencies, in significance.

### **How the observation was conducted**

Twelve Palestinian 10<sup>th</sup> grade English language teachers (7 males and 5 females) working in eight different schools in Khan Younis Governorate participated in the observation process. The purpose of their participation was to video-tape their periods while teaching one educational unit in *English for Palestine 10* – Unit (7).

The researcher kept the video-taped periods of every participant teacher in a separate file. She used the video-taped periods later to scrutinize the suggested competencies. She determined the presence or the absence of each competency by scrutinizing the presence or the absence of every related indicator to that competency.

With all criteria (indicators) of the observation card the observation was conducted by using a tick (✓) which indicates the presence of the indicator or a cross (✗) which shows its absence. The choice of this scale was due to the fact that the majority of criteria do not accept a third answer. In few cases, the judgment was for the majority of the presence or absence of the criterion.

Section (1): pronunciation linguistic performance competencies		Teachers												Total
Competency	Indicators	1	2	3	4	5	6	7	8	9	10	11	12	
<b>(1) produce critical pronunciation skills at word level correctly</b>	1. articulate English consonant sounds correctly													
	2. articulate English vowel sounds correctly													
	3. articulate consonant clusters without inserting vowels													
	4. beware the influence of misleading spelling													
	5. place stress at suitable syllable of a word/compound													
<b>Total</b>														
<b>(2) produce critical pronunciation skills in long stretches of speech correctly</b>	1. stress content words and reduce functional ones													
	2. use appropriate and correct tone forms													
	3. highlight prominent elements in sentences properly (e.g., emphatic\ contrastive\ informative stress)													
	4. speak with appropriate pauses, breaking up a sentence into appropriate thought groups													
<b>Total</b>														
<b>(3) perform general speech skills and behaviors that facilitate intelligibility</b>	1. speak in clear voice with normal speed of delivery													
	2. use appropriate nonverbal behaviors (gestures & movements that accompany speech)													
	3. employ communicative strategies that deal with incomprehensibility (e.g., solicit repetition and paraphrasing or alike)													
	4. perform particular emotions, attitudes and speech styles using voice quality													
<b>Total</b>														

Section (2): Part (1): pronunciation instruction competencies		Teachers												Total
Competency	Indicators	1	2	3	4	5	6	7	8	9	10	11	12	
<b>(1) train students to perceive problematic pronunciation areas for Arab learners as listeners</b>	1. assist students to identify\ interrupt unstressed words (e.g., ask students to dictate functional words in a given aural input)													
	2. assist students to identify\ perceive connected speech feature\s (e.g., call attention to linking\deleting\assimilating sounds at word boundaries in a given aural input)													
	3. assist students to identify the attitudinal role of English speech (e.g., call attention to potential similarity between L1 and L2 to express a particular emotion based on the use of tones)													
<b>Total</b>														
<b>(2) train students to produce problematic pronunciation areas for Arab learners as speakers</b>	1. train students to articulate a common problematic consonant\s (e.g., \p\, \ʃ\, etc.)													
	2. treat a common breaking of consonant clusters (e.g., the morphological ending –ed, initial sequence of consonants as in <b>spring</b> , medial sequence of consonants as in <b>exclude</b> or others)													
	3. train students to articulate a common problematic vowel\s (e.g., \e\, \əʊ\, etc.)													
	4. train students to stress content words and reduce functional ones													
	5. treat Arab learners' tendency to transfer Arabic word stress to English words (e.g., the tendency of stressing final syllable of a word ending in a vowel followed by two consonants such as <b>different</b> , or stressing long pure vowels or a diphthongs such as <b>gratitude</b> and <b>articulate</b> )													
	6. train students to place prominence properly in long stretches of speech (informative, emphatic or contrastive stress)													
	7. train students to produce appropriate tone forms													
<b>Total</b>														









Section (2): Part (2): pronunciation evaluation competencies		Teachers												Total
Competency	Indicators	1	2	3	4	5	6	7	8	9	10	11	12	
<b>(12) employ effective pronunciation techniques of error correction</b>	1. prioritize errors of prosodic features (e.g., word\sentence stress)													
	2. call student's attention to an error without interrupting a student every time the error is made													
	3. react to opportunities when a common L1 transfer error arises in daily classroom interaction													
	4. inform students about the source of error comparing between the two languages													
	5. inform students about the impact of an error on intelligibility													
	6. employ a lesson\ a slot of lesson to work on a pressing error													
	7. use various error correction techniques (e.g., cues, gestures, self-correction, peer correction, or teacher correction)													
<b>Total</b>														
<b>(13) employ effective pronunciation techniques of feedback</b>	1. provide continuous\frequent feedback on students' production\ performance of a particular pronunciation feature													
	2. recycle perception\production of a particular pronunciation area in new contexts													
	3. expose students to the genuine use of English (authentic materials) as a feedback tool regarding a particular pronunciation area													



	4. employ various feedback techniques (e.g., self-monitoring, peer-feedback, and teacher explanations)																		
<b>Total</b>																			
<b>(14) employ effective pronunciation techniques of assessment</b>	1. assess acquisition of pronunciation area\s , as an ongoing part of daily interaction																		
	2. assess both perception and production of pronunciation area\s																		
	3. use both direct and indirect evaluative techniques (e.g., controlled & meaningful tasks)																		
	4. use both informal and formal pronunciation exercises to assess student learning of a target pronunciation area																		
<b>Total</b>																			

## Appendix (12)

### Permission for applying the observation card

Palestinian National Authority  
Ministry of Education & Higher Education  
Undersecretary of the Ministry of Education

السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
وكيل وزارة التربية والتعليم

الإدارة العامة للتخطيط التربوي  
الرقم: ١٤٦٧ / مخططة / ٢٠١٨  
التاريخ: 2018/10/15

السيد / مدير التربية والتعليم - محافظة خان يونس محظاه الله

السلام عليكم ورحمة الله وبركاته...

الموضوع / تيسير مهمة بحث في الهاجستير

تقوم الطالبة: ترنا عبد الرحمن محمد التجال، والسيدة لدرجة الماجستير في  
الجامعة الإسلامية، كلية التربية تخصص مفاهيم وطرق تدريس اللغة الإنجليزية، بعمل بحث  
عنوان:

Evaluating Pronunciation Content of English for Palestine 16 and Related  
Teachers' Competency Level in the Light of Current Perspectives

يرجى من سيادتكم لتكرم بمساعدة الطالبة بتصوير حصص ميادة  
لتنقل لعينة عشوائية من صف الأول الثانوي من المرحلة الثانوية بمحافظة خان يونس،  
وذلك حسب الأصول.

إدارة معاد لمارس طلبة بالبحر  
وتفضلوا بقبول فائق الاحترام...

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## Appendix (13)

### Target pronunciation areas in *English for Palestine* series

<i>English for Palestine</i> series of Upper Basic Stage	Unit\ page	Target pronunciation areas
<i>English for Palestine 5</i> (3 out of 24 units)	U.3\ P.16	rising\falling tones at question level
	U.4\ P.20	rising\falling tones at word level
	U.15\ P. 64	strong vs. weak stress at sentence level
<i>English for Palestine 7</i> (11 out of 24 units)	U.1\ P.8	articulation of  e  vs.  ɪ
	U.2\ P.12	intonation of question tags that show polite interest (high-low-high)
	U.5\ P.24	articulation of  f  vs.  v
	U.6\ P.28	word stress (stressed vs. unstressed syllables)
	U.9\ P.40	the three realizations of –ed
	U.10\ P.44	linking of a consonant by a following vowel at word boundaries
	U.13\ P.56	articulation of  p  vs.  b
	U.17\ P.72	articulation of short vs. long vowels ( ɒ  vs.  ɔ: )
	U.18\ P.76	linking of a consonant by a following vowel at word boundaries
	U.21\ P.88	articulation of  ʒ  vs.  dʒ
U.22\ P.92	word stress (stressed vs. unstressed syllables)	
<i>English for Palestine 8</i> (9 out of 18 units)	U.1\ P.10	articulation of aspirated vs. unaspirated  p
	U.3\ P.22-3	intonation of yes\no question
	U.4\ P.28	intonation of wh question
	U.6\ P.40	intonation of yes\no and wh questions
	U.7\ P.47	emphatic stress
	U.10\ P.62-3	stress of ten vs. teen numbers
	U.12\ P.74	articulation of  ə  vs.  ð
	U.15\ P.93	perception\production of silent letters within words
U.16\ P.99	distinction\production of continuing vs. finishing tones	

<i>English for Palestine 9</i> (10 out of 16 units)	U.1\ P.10	perception\production of yes\no and wh questions' tones
	U.2\ P.16	initial and final consonant clusters
	U.4\ P.28	articulation of \ə\ vs. \ð\
	U.5\ P.34-5	emphatic stress
	U.6\ P.40-1	articulation of \d\vs. \d'\
	U.7\ P.47	the attitudinal role of intonation (showing interest)
	U.8\ P.63	emphatic stress
	U.12\ P.74	tone groups as pronouncing big numbers
	U.14\ P.86	reduced forms (contracted verb forms)
U.15\ P.92	word stress (stressed vs. unstressed syllables)	
<i>English for Palestine 10</i> (12 units)	U.1\ P.11	sentence stress (rhythm)
	U.2\ P.19	intonation of yes\no vs. wh questions
	U.3\ P.27	the three realizations of the morphological ending -ed
	U.4\ P.35	intonation of or questions
	U.5\ P. 43	intonation of negative questions
	U.6\ P.51	stress of ten vs. teen numbers
	U.7\ P.59	intonation of suggestions
	U.8\ P.67	intonation of requests
	U.9\ P.75	reduced forms (contraction)
	U.10\ P.83	contrastive stress
	U.11\ P.91	contrastive stress
	U.12\ P.99	attitudinal role of intonation (friendly\ helpful tone)
<i>English for Palestine 11</i> (12 units)	U.1\ P.9	intonation of questions, request and offers
	U.2\ P.19	reduced forms (contracted verb forms)
	U.3\ P.29	sentence stress (rhythm)
	U.4\ P.39	articulation of \p\ vs. \b\
	U.5\ P.49	articulation of \r\ vs. \r'\
	U.6\ P.59	contrastive stress
	U.7\ P.69	intonation of negative and tag questions
	U.8\ P.79	emphatic stress
	U.9\ P.89	the three realizations of the morphological ending -ed
	U.10\ P.99	initial and medial consonant clusters
	U.11\ P.109	articulation of \ə\ vs. \ð\
	U.12\ P.119	sentence stress (rhythm)

<i>English for Palestine</i> 12 (10 units)	U.1\ P.9	articulation of \p\ vs. \b\
	U.2\ P.19	Stress of ten and teen numbers
	U.3\ P.29	Articulation of \ə\ vs. \ð\
	U.4\ P.39	Articulation of British vs. American numbers
	U.5\ P.49	Articulation of \ʃ\ vs. \tʃ\
	U.6\ P.59	Initial consonant clusters
	U.7\ P.69	Articulation of \əʊ\,  p\ & \ɔ:\
	U.8\ P.79	The attitudinal role of intonation (friendly\helpful intonation)
	U.9\ P.89	Pronunciation of common aviation code among various English varieties (B Bravo D Delta W Whisky O Oscar)
	U.10\ P.99	Intonation of tag questions ( that shows uncertainty)

Note: *English for Palestine* 1, 2, 3, 4 & 6 are not included because they do not incorporate pronunciation teaching content at all. The absence of pronunciation content in the first four SBs is due to the reason that they belong to the Primary Basic Stage during which there is no explicit pronunciation teaching in accordance with the Plan of English Language Curriculum (1999). However, the absence of pronunciation teaching content in the content *English for Palestine* 6 is mysterious, especially that the Plan Of English Language Curriculum indicates its presence through the presentation of pronunciation objectives related to that content.