

**An-Najah National University
Faculty of Graduate Studies**

**Difficulties of Teaching Pronunciation in the
Perspective of Both School Teachers and
University Scholars in Palestine and
Suggested Remedies.**

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Dedication

This research is dedicated to:

Allah the Almighty the blessing and the host without his cherish and willingness, this research would not have ever seen the light. So all the gratitude and thankfulness for Allah allowed me to choose the topic and succeed in concluding.

- the soul of my beloved Father
- my compassionate mother
- my companion and soulmate my angel wife
- my beloved son and daughters
- my sisters and brothers

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الإقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

**Difficulties of Teaching Pronunciation in the Perspective of
Both School Teachers and University Scholars in Palestine
and Suggested Remedies.**

أقر بأن ما اشتملت عليه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه فيما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:.....

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التوقيع:.....

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List of abbreviations

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

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Abstract

This study aimed to examine the reasons behind the difficulties of teaching pronunciation and the way to overcome them. Therefore, the data collection tools have been selected based on the nature of the explanatory sequential method, which consequently, involved quantitative and qualitative data. The researcher used two tools in his research, first is well-prepared interview questions to try to figure out the gaps and register professional remedies to improve the quality of teaching pronunciation for all the Palestinian local schools' stages. In this tool, the researcher predetermined a group of university professors who are experts in the field of morphology and linguistics in various National Universities to hold face to face interviews with. Second, the researcher randomly distributed a questionnaire with 21 items over (102) of the English language appointed teachers via e-mail and WhatsApp on a national scale. The data collected were analyzed using (SPSS) to provide answers to the study questions and hypothesis. Means, frequencies, standard deviations, independent Sample t-test, and One Way ANOVA tests were used to come out with the descriptive statistical analysis. The obtained information was analyzed and showed that there was no statistical significance in the study hypothesis

related to the Difficulties of Teaching Pronunciation in the Perspective of both School Teachers and University Scholars in Palestine and Suggested Remedies attributed to gender, age, years of experience, and education.

On the other hand, the study significantly revealed the existence of both negligence and difficulties when it comes to teaching pronunciation. What is more, the researcher modified the domains of teaching pronunciation. The researcher finally proposed recommendations as remedies and presented them into four basic entities responsible for this gap, which will facilitate teaching the main topics of pronunciation if they are taken into consideration.

Keywords: *difficulties, pronunciation teaching proficiency, teachers' perspectives, remedies, segmental & suprasegmental features.*

Chapter One

Introduction

1.1 Background

1.1 Statement of the problem

1.2 Research questions

1.3 Purpose of the study

1.4 The significance of the study

1.5 Definition of study terms

1.6 Limitation of the study

1.7 Summary

Chapter One

Introduction

1.1 Background

As one of the EFL instructors and practitioners for more than 21 years in the Palestinian local schools in Jerusalem, the current researcher noticed that he had a serious proficiency gap while addressing pronunciation features. Moreover, when the researcher sought help from his EFL colleagues about how to teach pronunciation, he found out that they also had the same problem. Therefore, the researcher became interested in investigating whether this instructional phenomenon is a general one or not. The current researcher's conclusion turned to agree with many previous studies that were made decades before the current one, and apparently, come across with the most recent ones.

The incompetency which most strongly affects the communication process in EFL/ESL learners is pronunciation, not vocabulary or grammar **(Hinofotis & Bailey, 1980)**. Researchers like Davis (1999) uncovers that a region of concern and for sure one of the most urgent need of EFL students in the wake of finishing basic English courses is pronunciation. Many researchers conclude that there is carelessness which reaches negligence especially when it comes to teaching pronunciation. According to Al-Najjar (2012), one of the obstacles that seem to face English teachers is teaching pronunciation. In a study of adult EFL in Ireland, Murphy (2011) concludes that although pronunciation is a fundamental component of EFL/ESL

teaching, he demonstrated little attention by EFL/ESL teachers to this valuable element.

Hence pronunciation is a controversial topic when dealing with EFL teaching, there are many attempts to enhance teaching it, but there are also many questions that still need answers. Meanwhile, questions like “why do teachers of EFL usually try to avoid and neglect pronunciation teaching? According to phonologists and linguists, is teaching pronunciation a cognitive or physical disadvantage? Is there an apparent difference between speaking and pronunciation as it is sometimes used interchangeably? Do EFL learners have the ability to distinguish between the internalized first language patterns and the ones in the EFL? What is the best way to teach them to do so? All the previous questions are still seeking answers.

In this study, the researcher discussed the different approaches used by the teachers and tried to identify more clearly, (Where does the gap in teaching intelligible pronunciation exist?). Also, the researcher tried to construct flexible tentative remedies that can be adjusted in further research aiming at improving the quality of teaching pronunciation.

1.2 The statement of the problem:

Learning English language communicatively requires learning four skills and the other four sub-skills. The four skills are called macro- skills, and they include reading, speaking, listening, and writing. These are different from the micro-skills, which contain language structure, vocabulary, spelling, and articulation. Oral communication is a composite

of interconnecting three language skills: speaking, listening, and pronunciation shown as a subset of both speaking and listening headway. In the present study, consideration was subjected to pronunciation. Pronunciation has been viewed as an essential foundation in any language program expected to assist students with achieving progress in oral communication. EFL teachers seem to have a gap in realizing the importance of this skill and its features. Accordingly, this directed the researcher to question the Palestinian Local universities' EFL courses paradigm about their ability to qualify the pre-graduate EFL learners to be the future competent teachers. Besides, the researcher supposed that there was another problem related to the Ministry of Education (MOE) concerning the adopted current syllabus and the current instructional and pedagogical policies that lead their EFL instructors' into the route of competency.

The above reasons consequently inspired the researcher to add a new fingertip to guide EFL teachers for better intelligible teaching of pronunciation, identify both the difficulties they face and the characteristics that all EFL teachers should acquire to reach proficiency while teaching such prominent micro-skills of English language.

1.3 Purpose of the Study:

The study seeks to examine the level of proficiency in teaching pronunciation of the EFL teachers, the validity of Pronunciation instructions in the content of 1-12 English For Palestine's Student books

(SB)and Guide Books (GB), register the gaps in teaching intelligible pronunciation, decide who are responsible for this pronunciation teaching problem, decide the role of Universities and the Ministry of Education in resolving the pronunciation teaching problem, and finally create a set of remedies for teaching intelligible pronunciation for EFL students with the help of professionals.

1.4 Questions of study:

This study is based on the following questions:

1. What are the apparent difficulties encountered while teaching ESL students intelligible pronunciation?
2. What are the basic entities responsible for the current problem?
3. What are the remedies to overcome the gaps and improve the quality of teaching it?

1.5 Hypotheses of the study

- 1- Is there a significant statistical relationship at ($\alpha= 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of gender?
- 2- Is there a significant statistical relationship at ($\alpha= 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of years of experience?

- 3- Is there a significant statistical relationship at ($\alpha = 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of the classes' level of teaching?
- 4- Is there a significant statistical relationship at ($\alpha = 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of teachers' level of education?

1.6 Limitations of the study:

This study undergoes many limitations:

The researcher used a quantitative tool in his study a questionnaire of 21 items which was delivered via WhatsApp and Email. The researcher expected to have a thousand replies on his questionnaire but he had only 102. This consequently lowered the confidence level of this research and deprived the researcher of a wider understanding of the current problem. The researcher suggested that the sample would have been bigger if he was in contact with EFL supervisors in each governorate.

On the other hand, the quantitative tool is another potential limitation due to its low accountability which led to less credibility about the subjected questions as a result of evaluation apprehension, and lowered the internal validity. This tool should have been replaced with monitoring teachers while performing and holding face to face interviews.

Finally, the lack of bilingual specialized scholars in either phonetics or morphology in the national local universities obliged the researcher to hold the interviews with scholars who had linguistics as their major specialization in some Universities. This minimized the opportunity for the researcher to have wider operational remedies for the current problem.

1.7 Significance of the study:

Teaching intelligible pronunciation in the Palestinian territories is still a genuine problem, hence graduates from high schools are still incompetent in this area and clearly recognizable when they join universities, on top of their weakness in Academic writing and speaking skills. This study tries to resolve the pronunciation instructing problem on a national scale by detecting the roots of this problem and introducing tangible solutions for it.

This study gains its potential from combining EFL syllabus content, syllabus design, universities' paradigm concerning EL education, Ministry of education management of EFL appointed instructors, their pedagogical and instructional progress, and the EFL needed skills to be tested. All the above were under the spotlight to be able to bridge the gap and serve the community of EFL teachers, guide them to the most crucial instructional and pedagogical features that they have to reconsider in their teaching, On the other hand, lead studies to seek a mechanism that creates the mutual cooperation to reform the entire EFL teaching process.

Finally, the study proposed a project to reform pronunciation teaching which will ensure training all EFL teachers in all governorates of Palestine.

1.8 Definitions of terms:

Pronunciation: all features of phonetics that enable the audience to receive intelligible communicative messages (Vowels and consonants' production their place and manner of articulation, stress, rhythm, and intonation).

Remedies: Number of recommendations that can lower the difficulties faced by EFL teachers while instructing pronunciation features.

English for Palestine: It is the current official English textbook that is approved by the Palestinian Ministry of Education for the three stages of education elementary, preparatory, and secondary.

Macro: the central aptitude of language, which represents Reading, Writing, Speaking, and Listening.

Micro: the sub-skills of language represented in pronunciation, grammar, stress, intonation, rhythm, those sub-skills are fundamental to assure the accuracy and fluency of the English learner.

Intelligible pronunciation: Producing and receiving all phonetic features in the right place and manner that ensure comprehensibility.

1.9 Summary:

The researcher shed light on many crucial areas that facilitate the understanding of the readers to the current study and undergo the titles, the statement of the research problem, research questions, the purpose of the study, the significance of the study, some of the definition of the study, and its limitations. The researcher was interested to have answers to his questions and hypotheses to resolve the problem of teaching and learning EFL pronunciation in a comprehensible manner and the following chapters give wider scope to the current problem.

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Literature Review

Section One

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2.1.2 Goals of teaching pronunciation

2.1.3 The most Important Pronunciation Features:

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Chapter Two

Literature review

2.1 Theoretical background

2.1.1 Introduction:

Recently, the world of teaching witnesses many new perspectives considering communicative ESL/EFL learning. More focus was and still takes place on a prominent sub-skill like pronunciation teaching, which is related directly to the communicative ESL/EFL classrooms. However, because of many factors related to the teaching of pronunciation, EFL teachers might feel that it is challenging to teach this vital sub-skill.

Accordingly, the researcher in this chapter tried to classify the previous literature into four main categories.

In the first one, the current researcher subjected many prominent points that enrich the research then he summarized the whole category.

In the second part of this chapter, he presented the main features of pronunciation as a theoretical background classified into five main topics.

In the third part of this chapter, the researcher introduced the previous studies that tackled the teaching of pronunciation and the textbooks' content analysis, then he discussed the studies conducted both locally and internationally which focused on both textbooks' content and ESL/EFL teachers, to shed light on the current negligence and the

difficulties faced while addressing pronunciation teaching and to understand why the researcher chose this topic to conduct his study.

2.1.2 Goals of teaching pronunciation

The researcher tried in this section to present previous studies that tackled the fundamental goals of teaching pronunciation and its relation to the native or native-like accent when addressing EFL pronunciation. Accordingly, Harmer (1991) claims that the mission of the teacher is to enable his students to articulate and use the right pronunciation features to be communicative but not to have a native accent. Moreover, Gilbert (1980), Morley (1994), Celica, and Marsha (1996) all claim that native or native-like accent is not an essential goal for teaching pronunciation, although they are preferable. Bunga (1997) suggests that ESL learners, whether students or adults, are not required to master native or native-like accent even if they are significantly exposed to the English language in their adulthood.

On the other hand, Smith and Nelson, (1985) and Smith (1992), Derwing and Munro (1997) all agree that the goals for teaching pronunciation must be targeting intelligibility, tenacity in speaking, and degradation of mother language accent's characteristics that minimize comprehension and confuse listeners when receiving communicative messages. They also connect this conclusion to the fact that the accent and the intelligibility of voice quality invoke the rate of intelligibility of the listener to the different uttered phrases.

The accent is defined by Crystal (2003) as “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially.”(p.3).

Moreover, Derwing & Munro (2005) define it as “Accentedness, is a normal consequence of second language learning” (p. 383), and they add that a native accent or a native-like accent is neither a resembling goal for students nor a crucial one for active communication in the English language.

According to Levis (2005) "pronunciation has been viewed as an imperative perspective in any language program planned to assist learners in achieving success in oral communication.” (p.370). Levis also adds that teaching English pronunciation for communication does not imply that students ought to accomplish a native-like accent, which has been the overwhelming objective in the area of English language teaching before the 1960s.

Consequently, the current researcher concluded from the previous literature that the EFL teacher must keep in mind three goals when teaching pronunciation, intelligibility, then confidence when speaking and finally degradation of the accent of mother tongue characteristics.

2.1.3 The most Important Pronunciation Features:

The researcher tended to present the needed theoretical background which crossroaded with the above-discussed goals of teaching

pronunciation by showing that English language pronunciation has essential sound system features, segmental, suprasegmental, and connected speech features. The researcher aimed to overview them according to the importance that facilitates the understanding of readers.

Hence the EFL teacher endeavored to achieve comfortable intelligibility for his learners; the EFL teacher should focus on the features that learners face difficulty with when addressing them, and this corresponds with Chela-Flores (2001) who argues that efficient pronunciation teaching seeks to recognize the components that may influence the comprehensibility in EFL\ESL contexts and resolve them. This is by focussing on EFL\ESL contexts' suprasegmental features that contribute directly to the eligible communication. More in the same context, Levis (2005) comments ``Instruction should focus on those features that are most helpful for understanding and should deemphasize those that are relatively unhelpful.” (p. 371).

Besides, the incorporation of these needed pronunciation features into the teaching process was approved by empirical research (e.g., Derwing, 1997; Derwing 1998; Derwing and Rossiter 2003; Hahn 2004; and O'Brien 2006). In addition to the research of Derwing and Rossiter (2002) direct to a more use of the communicative strategies which appear clearly in their study.

Nevertheless, Jenkins (2000, 2002); and Field's (2004, 2005) study reveal that NNS-NNS users of L2 place more prominent dependence on the

segmental features for accomplishing comprehensibility. Munro and Derwing (2006) also claim that there is a lack of resources that promote learning all pronunciation features. Isaacs (2008) also states in his book that "There is minimal experimental proof to propose which pronunciation features are the most important for intelligibility that guides teachers' instructional choices." (p.559).

The researcher concluded that pronunciation features that need to be focused on ought to be decided according to the learners' needs and certain plans should be set based on those needs.

2.1.4 ESL/EFL Teachers and pronunciation teaching

A few studies were interested in the teachers who teach pronunciation, and most of them were interested in teachers' behaviors and actions while teaching pronunciation. Moreover, the majority of research sought to check the EFL teachers' readiness to teach this vital aspect.

Elliot (1995), as Yule (1990) concludes that instructors usually teach pronunciation as articulatory phonetics only, or they do not do it at all.

Besides, Burgess & Spencer (2000) check on the relationship between pronunciation teaching and the ESL teachers' pre-graduate education in the UK. They point out the inadequate training due to the focus on the phonological aspect rather than pedagogical approaches to teaching pronunciation. Derwing and Rossiter (2002) in a similar study in Canada, claim that there is a lack of training when it comes to pronunciation teaching.

More interesting what Rosa (2002) claims in her qualitative study regarding reduced forms. The latter's interviewed sample approves the importance of the reduced forms in teaching pronunciation, but on the other hand, the sample indicates inadequate training in the university courses about them.

Winni Chiu (2008) uses two tools in her study, observations of the teacher's actions and practices regarding teaching pronunciation, then she has conducted interviews with the teachers about their beliefs and practices about teaching pronunciation. She finds out that there is a possible gap between teachers' instruction and their education.

Moreover, MacDonald (2002) investigates the reasons for the difficulty of teaching pronunciation and the poor training of the EFL teachers by using in-depth interview tools. His study reveals that the reasons for the difficulty of teaching pronunciation are lack of tenacity and wretched existence for both skills and pedagogical knowledge. Macdonald recommends developing teachers theoretically as well as practically regarding pronunciation.

Butler (2004) claims that the teacher should have certain teaching features that allow him to teach pronunciation. The later researcher also stresses the fact that ESL teachers have a substantial gap in their teaching ESL, in addition to the low proficiency and the needed knowledge to practice doing it when they are appointed.

Furthermore, in his study, Gilakjani (2011) refers to the difficulties of teaching intelligible pronunciation faced by EFL teachers by referring to teachers' tendency to spare the time of teaching pronunciation to other parts of the language.

In the same year, Mori (2011) indicates the importance of academic support for both pedagogical pronunciation training and enough references that enable the EFL/ESL teachers to obtain the suitable error correction of pronunciation and feedback.

Add to the latter , Al Najjar (2012) uses two tools to evaluate teaching pronunciation in Khan Yonis governmental schools and presents many factors that reveal low proficiency when teaching pronunciation. See also studies conducted in Turkey and other countries, all discussing the lack of confidence by the teachers when addressing pronunciation due to the lack of resources and training. According to them, teachers usually have low proficiency in grasping the mechanics and techniques to develop skills of pronunciation's teaching particularly sounds, stress, rhythm, and intonation, and lose the proper tool to communicate them to the targeted students. **(Phipps & Borg, 2007)**. (Baker, 2011a, 2011b; Fraser, 2001; Macdonald, 2002; Murphy, 2014b)

In a further research, Baker (2016) concludes that the secret of implementing any teaching content or practicing a particular approach or method is directly related to the cognitive background of the teachers. The

negligence of teaching is due to the lack of knowledge of the teachers themselves about the components of teaching pronunciation proficiently.

The literature review in this section indicated that there was a significant difficulty in teaching pronunciation. The researcher also concluded that hardware and electronic references, granted guidelines, teacher books, and training courses sometimes add a sense of security to the EFL teachers and consequently make them feel backed up with a tool that supports their teaching. However, until the time of this study, there was no official guide for teaching pronunciation available in the Palestinian educational context for all school levels.

Consequently, the researcher concluded that the scarcity of instruction concerning pronunciation could be due to the invalid resources of teaching and training for pre-graduates at local universities and the rare of training courses to the appointed teachers by the educational system, and finally, the lack of motivation amongst teachers to develop their skills. Consequently, the study tried to check whether there are insufficient resources and training courses in the Palestinian context that create in-confidence and consequently force the teachers to neglect teaching pronunciation and find unjustified reasons for doing so. Moreover, the current study tried to examine if formal educational systems pay considerable efforts in their curriculum design and the training schedules to enhance their appointed teachers' abilities to teach English in general and pronunciation in particular.

2.2 Word stress:

One of the leading and prominent features of suprasegmentals is word stress. Therefore, the researcher pursued word stress to direct the EFL teachers about the most critical factors that develop their proficiency in teaching pronunciation hence the Arabic language has a different system than the one English does.

In their study, Dalton and Seidlhofer (1994) focus on the significance of word stress for communicative purposes and the importance of teaching stress to combine pronunciation features such as segmental features (vowels and consonants) and suprasegmentals (rhythm, and intonation) which are harder to teach.

Grosjean and Gee (1987), Benrabah (1997), and Ben (1999) all indicate that what usually interest English native **speakers** when addressed by others is the stressed syllable, which gives him/her an idea about the message the others need to say because it is a primary cue for the native speaker to recognize words. In his book, Lane (2010) adds that the correct stressed syllable is one of the essential factors in pronunciation that turns the communicative messages to be intelligible and understood.

2.2.1 Levels of stress in words

Avery & Ehrlich (1992) refer to the level of stress in the term of prominence, which means the highest degree of stress reached on a specific part of a sentence. They classify these levels by regular prominence, emphatic stress, and contrastive stress. On the other hand, Lane (2010)

presents it easier by claiming that stressed and unstressed syllables in different languages can be referred to by variations in length, pitch, loudness, or vowel quality.

2.2.2 Stress Placement:

Juff (1990) argues that the English language is a word- container for many languages, and this consequently, causes the complexity of stress rules placement because each language imposes different stress rules. One of the most confronting pronunciation feature practice for learners is lengthening, shortening, or reducing unstressed vowels. On the other hand, parallel confronting is to decide which syllable to stress, so they also claim that students usually place stress according to their mother language stress patterns and their syllable structure especially when they hear or learn words for the first time (**Davis and Kelly 1997, Guion, 2003,& Guion, 2004**).

Benrabah (1997) & Field (2005) both argue that the speaker's message receives disruption and turns to be unrecognizable whenever the speaker places the syllable stress wrongly. Lane (2010) also explains that whenever stress is placed, the listener does not equally judge the criticality of the stress regardless of its location in the word, so in the two-syllable words, the right-side stress is less serious than the left one. Besides, Lane suggests that specific rules could be taught to all levels of learners that enable them to predict the stressed syllables and be cautious about avoiding

misplacing them while practicing stress in both reading and vocabulary lessons.

2.2.3 Students problems with word stress:

The researcher, in this subsection, tried to shed light the most critical problems that EFL learners face when addressing pronunciation and its stress system.

Flege and Bohn (1989), Anderson, Hsieh and Venkatagiri, (1994), Nguyen and Ingram, (2005), and Lee,(2006) Prove that there are two challenging difficulties that ESL/EFL students confront. First is EFL students' ability to realize the length and shortness of the stressed vowels, and on the other hand, the omission of the unstressed ones. Lee et.al, (2006) also indicate that the length of the stress in addition to the unstressed syllables could be learned, but no further indications or significance are due to vowel reduction.

According to Lane (2010), the other challenging difficulty for EFL/ESL learners is to decide which syllable to be stressed. As a result of this, learners should improve their ability of stress prediction by practicing classes of words such as compound nouns, and as learners improve, they become better at predicting which syllables in certain notions are stressed.

2.3 Rhythm:

In this section, the researcher tried to tackle rhythm as one of the prosodic features. Rhythm is generally measured in the regular flow of

speech in which stressed and unstressed syllables occur at definite intervals.

According to Wong (1987), length and loudness are significant components of natural English language comprehensibility. Rhythm enables speakers to differentiate between important and less important words, add to this, use word chains efficiently and meaningfully. Wong also defines the length- loudness distinction as “the key to the rhythmic system of English” (p3); 'Moreover, Wong indicates the importance of connecting these words into meaningful word units.

Celce-Murcia (1996) defines rhythm as “the regular pattern beat of stressed and unstressed syllables and pauses.” (p. 152)

According to Al Najjar (2012), the English language has a stress-timed nature, which means that the number of syllables in each sentence does not count, but the number of stressed one does.

2.3.1 Proficiency and Rhythm

The researcher in this subsection tried to present the previous studies that found out a relationship between proficiency and rhythm. Chela & Flores (2001) claim that it is true that a student's proficiency varies between high and low and lower –proficiency. This explains why learners tend to pause more and in an inappropriate manner due to the difficulty of this feature. This does not mean that teachers should not teach rhythm for beginners, on the other hand, it should be taught by choosing specific topics that suit the levels of learners such as the rhythmic patterns and

information questions, and greeting manners. Moreover, Trofimovich and Baker (2006) claim that the proficiency level of students in grammar and vocabulary affects the idea of producing rhythmic or non-rhythmic units, so the ability to construct groups of words into suitable phrases requires quick access to lexical items and grammar. The latter researchers conduct a comparison between features like prosodic, fluency, and accentedness to find out that fluency based problems like repeated, extended, and inconvenient pausing is related to mother tongue accent rather than intonation.

2.4 Intonation:

In this section, the researcher demonstrated the previous literature of another significant suprasegmental feature to lead EFL teachers to understand its genuine meaning and the concerns related to it.

Cruttenden (1986) claims that most languages share the same patterns of intonation, and due to these shared patterns, intonation can be taught easily. Kenworthy (1987) also seems optimistic towards the ease and possibility for the ESL/EFL teachers to teach intonation patterns which will consequently be used by their learners appropriately.

Pike (1972), Prator and Robinett, (1985), and Wong (1987) classify intonation to Low, mid, high, and extra-high pitch to be the accustomed levels of English intonations, and the variation in these levels are used to show joy, belief, and disbelief. Moreover, Levis (1999) classifies intonation

levels into high/higher and low/ lower and recommends the teacher to use these clarified levels even if he has four different levels in the textbook.

Lane (2010) defines rhythm as “a pitch on a word, and since every syllable is uttered with a specific level of pitch, high and low pitches are the most recognized in discourse. Moreover, they are related directly to the stressed syllables of words that the speaker wants to emphasize or spotlight on” (p.3). Lane also adds that intonation contours are “stretches of speech set off by silence” (ibid). He also claims that varied kinds of sentences like information questions and declarative statements and yes-no questions are traditionally combined with the final falling and the final rising intonation patterns in the English language.

2.4.1 Concerns about teaching intonation:

EFL teachers should be aware of certain obstacles and concerns while teaching intonation, although intonation would appear as a controversial issue when referring to the ease and challenge of teaching it. Comparing the above section with the coming one, Wong (1987) comments that the one-word exchange which leads learners to concentrate on the final intonation patterns should be a concern for the EFL teacher, especially as it appears clearly in our casual discourse.

Whereas “problem child” is the term used by Dalton and Seidlhofer (1994) to demonstrate pronunciation teaching, hence teachers complain that there are no fixed intonation patterns and then the same sentences can be uttered with different intonation patterns causing different communicative

messages. However, as Bolinger (1998) suggests that EFL teachers should avoid teaching isolated sentences, on the other hand, they should keep practicing them (pronunciation patterns) in their natural contexts because contexts more often minimize the intonation options.

Bolinger proceeds presenting his concerns about what confronts EFL learners concerning stress, so he claims the pitches levels are not natural to be heard by the foreign learners, and even competent transcribers sometimes disagree about the transcription of the same intonation pattern, and this is due to pitch length and place.

In this section, the researcher presented two contradictory perspectives of studies about the ease of teaching intonation, but he concludes that the EFL teacher should master the pitches level well, and teach them in their natural contexts.

2.5 Consonants

In this section, the researcher tried to browse the previous studies that showed the importance of a vital segmental component of pronunciation that played an essential role in mastering fluency in discourse.

Hancin-Bhatt and Bhatt (1977) stress the importance of shedding light the confronting pronunciation areas of some consonants at the end of the words and syllables even if the same consonants cause no problem at the start of the word. Bhatt adds another feature that causes difficulty for EFL learners, which is consonant clusters, hence learners are directed by the syllable

structure of their mother language when they pronounce them. McNerney and Mendelson (1992) confront the above research that both consonants and vowel pronunciations are affected by the speaker's mother tongue which ultimately becomes challenging for the pronunciation of English as a foreign language.

Tench (2003), claims that consonants' spelling is almost more constantly adhering to the same principles of the mother language than the ones related to vowels. The EFL teacher finds it more comfortable to explain both pronunciation, place, and manner of articulation for the consonants. Dauer (2005) also claims that hence, there are many similarities between mother tongue consonants and the EFL consonants, teachers usually find it easier to teach consonants in comparison with vowels. As a result, the perception of consonant differences is more comfortable than the perception of vowels.

Lane (2010) stresses the importance of three main parameters of consonants pronunciation, which are (manner of articulation, place of articulation, and voicing). He also adds that whenever an error occurs, the teacher should decide the type of error and correct it according to the three parameters. Also, the latter researcher warns teachers against using technical terms like vellum, alveolar ridge, and the rest of the expressions. Instead, he advises EFL teachers to use more accessible terms of both manner and place of articulation, more effective diagrams, and more straightforward English statements that facilitate the understanding of students. **See Appendix two and three.**

Lane also comments, mispronunciations of consonants are the most popular for ESL/EFL students, and therefore, teachers should treat these mispronunciations thoroughly. Teachers should use all the explanatory devices to increase the learners' comprehensibility, so they can exaggerate the mouth shape when pronouncing certain consonants, use visual aids, and standard error correction activities to overcome the difficulties of consonant pronunciation in certain problematic areas. Lane leads his readers to use more controlled activities of consonants' pronunciation, but on the other hand, he proceeds that students have to go beyond this and use the newly obtained skills in connected speech.

2.6 Vowel Perception by English Learners

The researcher in this part tried to present some of the previous studies that tackled both of this segmental feature and the challenges that face EFL teachers while teaching them with some pedagogies about how to improve learners' perception about them.

Cenoz and Lecumberri (1999) claim that Listening exercises turn learners to be better when they hear unfamiliar vowel contrast. Learners who usually hear more examples about vowels and vowels' contrasts tend to improve, become more accurate, and develop their perception. Each New language has its unfamiliar features in contrast with the learners' mother language, such as vowel and vowel contrasts, which cause a challenging issue by affecting the perception of EFL learners. Moreover, the challenges of teaching vowels can be minimized by permanent

disclosure to the English language proficiency, and additional interaction with the Native English language. (Bohn and Fledge, 1992, Ingram and Park 1997, Flege, Bohn, and Jang, 1997, Flege and MacKay, 2004).

Since more accurate vowels' pronunciation is related interchangeably to the accurate perception, the work on vowels' perception is significant. Moreover, vowel perception grows gradually and sometimes slowly, but apparently, vowels' pronunciation requires too much effort from the EFL teachers especially, if the vowel contrast is not perceived. Then Lane concludes that the key for better perception and pronunciation of the vowels is understanding how the vowel is made. (Lane, 2010)

2.6.1 Dialects' effect on Learning vowels

In the way to detect the effect of dialects on the perception of vowels, Gass and Varonis (1984) claim that non-native learners should be exposed to different varieties of dialects to be able to communicate with both native and nonnative English speakers. Avery and Ehrlich, (1992) recognize a considerable amount of variation in pronunciation due to dialects which are not found as much when it comes to grammar and vocabulary. On the other hand, Avery and Ehrlich add that vowels reveal more dialect variation in comparison with consonants within Spoken English that contains multiple varieties of dialects, even if some of them are native, and others are non-native ones. Therefore, Lane (2010) recommends that native speakers should teach their dialect pronunciation, and they also should seek for the differences between non-native dialects

and compare their vowels with the non-native ones. Lane also recommends using tapes and recordings in the class more often.

2.6.2 Interaction of vowels and other areas of pronunciation

Lane (2010) claims that many vowels- neighboring sounds could play a marginal role in the pronunciation of vowels such as the stress, voiced and voiceless consonants which decide to lengthen and shorten vowels. Lane also provides his readers with many tips to teach vowels intelligibly and urged EFL teachers that they should; promote their students using the most tangible and seen vowel characteristics, use exceptional and confusing spelling in parallel with teaching vowel sounds, focus on communicative exercises, vowel problems, and examples for words or groups of words that show the vowels, use their body language and gestures to promote the pronunciation of certain features like the /r/ after vowels and make sure to achieve the comprehensibility of pronunciation with grammar practice.

2.7 Pronunciation Teaching Process in Light of Current Perspectives

In this part the researcher tended to present the latest studies which summarized the pronunciation teaching process in Light of Current Perspectives and found out that the study of Al Najjar (2012) has already summarized them into the following:

1. Setting coherence as a progressively practical and reasonable objective of pronunciation guidance.

2. integrating both suprasegmentals and segmentals, with voice quality prominent features and non-verbal connections of pronunciation.
3. Setting priority to suprasegmentals in EFL\ESL settings and segmentals in EIL setting, with a spotlight on essential components to the comprehensibility of a specific group of learners as receptive (listeners) and productive(speakers).
4. Integrating both deductive and inductive methods of training;
5. Concentrating on both perception and production of intelligible pronunciation features;
6. utilizing regular pronunciation and spelling relationship;
7. concentrating on the connection between listening and pronunciation;
8. incorporating pronunciation with the teaching of other language learning rehearses;
9. considering student's elements that influence the securing of pronunciation (e.g., linguistics, physical, psychological, and sociological components);
10. tending to incorporate (e.g., scholarly, emotional, and mental inclusion) in pronunciation training;
11. advancing less experienced pronunciation instructors.

By presenting the above 11 current instructional perspectives, EFL teachers should have a clear idea about them, hence they address the primary trends of pronunciation teaching and learning process. Those current perspectives can give answers about the reasons, topics, and pedagogies that can be used by EFL teachers.

2.7.1 Factors affecting the learning of pronunciation

In this section, the researcher demonstrated some of the crucial factors that affect the learning of pronunciation.

2.7.1.1 Accent

An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (**Crystal, 2003, p. 3**). Accentedness is a “normal consequence of second language learning” (Derwing & Munro, 2005, p. 383). However, the mission of the teacher is to enable his students to articulate and use the right pronunciation to be communicative but not to have the perfect accent. (**Harmer, 1991**).

2.7.1.2 Motivation and exposure

The acquisition of the language has always been influenced by the learners' tendency to learn the language and the environment that the learner is surrounded by. Studies claim that if the learner has the will and the aim to acquire a particular language especially when it is related to plans and profession-requirements the learner would be able to develop a native-like accent to the targeted language (**Bernaus, Masgoret, Gardner, & Reyes, 2004; Masgoret & Gardner, 2003**). The review by Marinova (2000) and Moyer (2007) concludes that adults could acquire native-like pronunciation and speaking of L2 if the element of motivation exists.

2.7.1.3 Technology in pronunciation teaching and research

In this section, the researcher presented the most important studies that tackle pronunciation teaching and the use of technology to enhance and facilitate the development of this vital subskill.

In their research to evaluate popular automatic software, Automatic Speech Recognition (ASR) packages for ESL speech, find out their incapability to recognize non-native speakers. This leads its users to inconvenience and frustration. (**Coniam, 1999; Derwing, Munro, & Carbonaro, 2000**). Accordingly, they recommended further evaluation for the (ASR) to increase its ability to recognize EFL/ESL non-native speakers.

Roach (2002) states that Segmental approaches are still witnessing progress. For instance, the **Speech Corrector (SPECO)** enterprise, which utilizes further speech technology in the clinical remediation of children's speech pathology achieved excellent results with children. Accordingly, the results of the SPECO project led the researchers to conduct more studies checking its effectiveness in L2 pronunciation teaching.

Brett (2002) indicated that Boersma and Weenink had invented the PRAAT (/pra:t/; Dutch: [pra:t] (listen), "talk") is a free computer software package for speech analysis in phonetics. It is a Programme to instruct vowel and diphthong production using formant plotting and which is available free of charge on www.praat.org." (**Boersma, & Weenink.2001**)

Most recently, there has been an emerging interest in programming computers' devices for teaching the suprasegmentals. In 2001 Protea

Textware with Browne published two CD-ROMs, one that concentrated on connected speech in American English; the other focused on British English.

Moreover, Kaltenboeck (2002) for example, has manufactured and structured a CD-ROM for intonation instruction. In the same year, Caldwell (2002a, b) delivers a CD-ROM, *Streaming Speech*, which treats a wide range of features of British English pronunciation. In each developed CD-ROM of the above, many research is taken into consideration extensively to reach the final product of materials utilized in the CD-ROMs. For example, the instructions regarding treating connected speech processes are based on Shockey (2003), the instruction regarding treating units of speech was based on the studies of Brazil (1997) and Halliday (1994), and the instructions regarding treating functions of level tone are based on Brazil (1997).

Jenkins (2004) tried to classify the era of teaching pronunciation respectively and claimed that earlier uses of computers in pronunciation teaching-focused entirely on the identification (often referred to as ‘speech/voice recognition’) and production of individual phonemes.

Jenkins (*ibid*) claims that developing electronic dictionaries is an additional use of technology in pronunciation teaching. Plenty of popular publishers have turned recently into issuing CD-ROMs with their dictionaries. The latter use of technology contributed heavily by encouraging self-learning, which adds more to the acquisition of

pronunciation. For example, they open the opportunity for learners to be able to practice multiple features of pronunciation like the chance to listen to words in isolation and, in certain circumstances, in connected speech.

Then in the second decade of the twenty-first-century technology took wider Further steps of evolution to reach the EFL learners' expectations. According to Al Khalili (2019), ESL and EFL learners face tremendous challenges while trying to practice phonetics and pronunciation. Due to this, the latter researcher surveys the most helpful available Apps that can facilitate teaching and learning phonetics and pronunciation. In her research, Al-Khalili studies the available most interesting pronunciation apps that can raise the chance of listening to articulated words, chunks, sentences, word groups, etc. flexibly and affordably. The latter researcher recommends these apps for they have certain characteristics that the old pronunciation CDs didn't:

- " Choice of choosing favorite topics.
- including a list of vowels and consonants as well as a detailed description of mouth and tongue positions when pronouncing sounds.
- clicking on words to hear how they're pronounced, practice the pronunciation, and read a definition of the word.
- clicking on a tab to find a list of videos related to the word they're learning and common pronunciation problems.

- Solving the problem of stress, intonation, and rhythm through a wide range of examples and allowing the learners' ability to practice and get feedback. "

Al-Khalili (2019) recommends five of the finest electronic apps that help EFL teachers and learners all they need about pronunciation, see Appendix (14)

The researcher in this section tried to present some of the previous literature reviews to refer to the importance of technology in promoting autonomous learning and lead the teachers to reconsider using this vital available technological resource to teach segmental, suprasegmental, and connected speech areas to indicate the importance of integrating this micro skill with the other subskills.

2.8 An Overview of Related Previous Research

2.8.1 introduction

The researcher in the second part of his literature review tried to tackle four crucial areas that were directly related to his aimed study questions. The following four areas present studies assessing ELT /ESL materials in addition to English for Palestine materials to have a wider view about the gap they have. Moreover, the researcher shaded light on the previous literature regarding the assessment of both pronunciation's instructional materials and EFL teaching of pronunciation, the upcoming

presentation of the previous related research also aimed to dig deep to find any evidence that meet with the researchers' hypotheses and questions.

2.8.2 Research Evaluating ELT Materials

According to the current researcher, the idea of having the perfect textbook will never be in existence due to our human nature that cannot cover all the needs of the human and this consequently applies to reading textbooks and their crucial components, skills, and exercises.

Cunningsworth (1995) comments "Since there is no perfect reading material for each teaching and learning circumstance, ELT material assessment has occurred in research to investigate the degree to which it tends to be adjusted." (p.136).

Each of Oğuz Er (2006), Janhangard (2007) and Kırkgöz (2009) conduct an assessment studies for the effectiveness of many textbooks. Each of the researchers used his rubrics to test the quality of the chosen textbooks according to various perspectives and present general outcomes.

Oğuz Er (2006) assessed two EL textbooks for the intermediate level in Turkey. The researcher used two tools, a questionnaire, and an interview. In his questions, he focused on the goals and objectives of the materials, their content, instructing and learning the process, and the assessment.

Jahangir (2007) published an evaluative survey in Iran based on thirteen valid extracted evaluation criteria. Jahangir found out that book 4 was good enough in helping learners in using new strategies of learning; on

the other hand, he found out that books 1,2, and 3 needed many adjustments.

Kırkgöz (2009) tries to evaluate three EFL textbooks in his qualitative and quantitative study, which he conducts in Turkey. His findings indicate that three textbooks have no problems in meeting the goals of the curriculum, and fulfilled the needs and interests of the learners.

Each of Atkins (2001), Yousef (2007), and Alamri (2008) the researchers assess one whole textbook. In Japan, Atkins (2006) conducts an evaluation study based on specific criteria that checks the quality of the SB and the TG in a private high school. His findings reveal that the SB is convenient but needs to be more useable. Moreover, TG is presented as supportive of the inexperienced teachers who need further training.

Yousef (2007) assesses the third grade English coursebook in Saudi Arabia entitled “Say it in English” his study contains interviews, document analysis, and a questionnaire with a mixture sample of the population. The findings reveal that the perception of the sample population to the TB is Fairly convenient, in parallel, the content and the visuals used in the TB have the highest scores of supports.

Alamri (2008) in his evaluation of the effectiveness of EFL TB in an intermediate school in Saudi Arabia, delivers a questionnaire of 64 items to 104 of both teachers and supervisors. The findings of the study uncover that the highest means of the study are in favor of the learning component while on the other hand, the lowest means are in favor of teaching methods.

From the above previous literature, the researcher noticed that the above studies either focused on many textbooks or one as a whole. Besides, the results and the findings of the latest section of the previous study were general and did not tend to detect specific areas in the textbooks, which could be the cause for the difficulty.

2.8.3 Research Evaluating English for Palestine Series:

Since the Palestinian Authority adopted new curricula for all subjects, the official textbooks that have been distributed in its national schools for almost a decade have been subjected to an evaluative study conducted by Palestinian researchers. Accordingly, the researcher tried to shed light on such studies which focused on the English for Palestine textbooks to be able to know if the pronunciation topic was taken into consideration and to what extent.

Masri (2003) conducts an evaluative study to decide the effectiveness of English for Palestine 1. In her study, she uses a qualitative style to collect the prospects of 208 teachers in the northern district of Palestine. The study reveals a variance in frequencies; hence, it evaluates four domains: the physical appearance of the book domain which scores the highest, then the level of education for the students' domain follows. The structures domain scores the third lowest, and finally, the aids domain scores the lowest. On the other hand, the study uncovers that the variables of the study receive significant differences regarding the educational level of teachers and years of experience.

Later, Mahmoud (2006) structures a questionnaire to evaluate the effectiveness of English for Palestine 10. The researcher delivers the questionnaire to a considerable sample of appointed English teachers in the national schools of the northern part of Palestine. The results show convenience about the book in general, but certain modifications are recommended to make it better. For such not all, the researcher recommends the consultant of all the parties of the society to ensure integration. Moreover, the study recommends more balance between the time allotted and the materials used. Finally, the study recommends adding materials related to the local environment.

Once again, English for Palestine 10 becomes under the spot of light by Mazloun's study (2007). Based on international foreign language standards, Mazloun constructs an analysis card to assess the content of the book (English for Palestine 10) his study demonstrates a variance in the frequencies of the used standards. The results of his study shows that communication standards frequencies peak, then followed by comparison standards which comes the second, then in the third place appears the community's standards and finally culture and connections score the lowest frequencies.

Two years later, Abdul-Qader and Aqel (2009) tackle English for Palestine 11 from the teachers' perspective to be assessed. For their study, they use a sample of 60 appointed teachers of the 11th Grade from southern Nablus and Salfit districts. The researchers deliver a 47-item questionnaire which contains four essential domains (the general shape of the book,

teaching aids, male and female teachers, and qualification or years of experience.) The study finds variances in the first three domains but no significant differences are regarded due to the qualification or experience variables.

Another interesting study is conducted by Faqawi (2010). Faqawi aims to analyze the content of English for Palestine 8. The researcher bases his analysis on the national standards which are set by the National Council of Teachers of English – NCTE. In the study, the researcher constructs a questionnaire based on the above standards. His study shows that reading skills employed the first position of the English language skills by 65.50%, then the second position of the English language skills at the 8th-grade textbook are occupied by the listening and speaking skills by 52.90%. Writing skills occupy the third position of the English language skills at the 8th-grade textbook by 45.37%.

The above latter studies were all headed toward the general analysis of the Palestinian formal English Textbooks and Teachers' Guidebooks, but the subsequent studies will be more focused on particular and partial issues that exist in the Palestinian formal English Textbooks and Teachers' Guidebooks.

For such not all, Hamdona (2007) contributes to designing a content analysis card to analyze the content of English for Palestine 6. The researcher aims to register life skills inherent existence in the textbook. To design a content analysis card, he sets out five main domains, including

communication, personal/social, leadership, problem-solving/ decision-making. The results demonstrate variation in the frequencies of the main domains. Communication life-skills occupies the highest score, followed by personal/social life skills, then leadership life skills, decision-making/problem-solving life skills, and finally, critical thinking has the lowest score.

On the same track focusing on one area in the textbook, Abu Ashiba (2010) ceases the existence of values in the content of English for Palestine 12. Therefore, she designs a model for categorizing values that match Palestinian students and apply them to the international models. She concentrates on eight main domains, including theoretical, economic, aesthetic, social, political, religious, cultural, and patriotic ones. The outcomes demonstrate variation in the frequencies. Cultural values' domain occupies the highest score, then respectively by theoretical values, economic values, social values, aesthetic values, patriotic values, religious and political domain.

Likewise, Ali (2010) in her way to identify the areas of weaknesses in the reading texts and exercises in both SB and WB in English for Palestine 9, she used two tools: a content analysis card and a structured interview with fifteen 9th grade English language teachers. The findings indicate many fields of strength. She refers to the well-presented variety of topics, the appearance of preferred cultural values and manners. So these are seen in four interesting reading texts that incorporate Palestinian culture and reality. Accordingly, the findings reflect that the textbook includes

suitable new vocabulary for 9th graders. On the other hand, the assessment shows many areas of weakness, including no authentic reading texts; no extensive reading is included, and several reading skills are neglected.

Also, in her content analysis study El Shawa (2011) assesses one area focusing on the cultural content of English secondary stage textbooks, but this time in two textbooks: English for Palestine 11 and English for Palestine 12. This study sheds light on the existence of cultural content and its relation to the universal prospects in intercultural language learning/teaching. Therefore, El Shawa uses a content analysis card to make sure that her goal is met. The results of her study indicate that the two books include a considerable amount of culturally oriented activities. However, the researcher finds out that there is a clear abundance of examples about multiple countries and cultures of the world that are important to reflect the existence of intercultural learning.

Additionally, El Shawa's study also reflects many drawbacks in several cultural areas. The drawbacks include more focus on the Non-Palestinian cultures, such as their products, practices, and perspectives which need additional focus as appeared in the textbooks. The researcher also found minimal opportunities for comparing cultures; lack of authentic texts for either Palestinian or Non-Palestinian countries; no appeared directions on providing Palestinian youth with communicative suitable vocabulary and phrases that enable them to introduce their Palestinian identity and cause to the world via English. Finally, the absence of Islamic topics is also detected.

In a similar vein, Al Najjar (2012) conducts a study about the pure pedagogical area of teaching EFL by trying to evaluate pronunciation teaching content of English for Palestine 10. In her study, she detects whether the pronunciation teaching content is included in English for Palestine 10, and to what extent does it match the current instructional perspectives in pronunciation content? On the other hand, she tries to know whether the competency of the EFL appointed teachers in Khan Yonus match the current instructional perspectives in pronunciation teaching. To meet her goals, she used two tools, an analysis card, and an observation card. Her findings indicate that pronunciation teaching content of English for Palestine 10 had few characteristics that meet with the current instructional perspectives in pronunciation teaching, and she also finds that the sample study of the appointed teachers in Khan Younis reflects low competency when it comes to teaching listening and pronunciation. The researcher recommends more training for those teachers.

The researcher in this section presented eleven previous studies that tackled English for Palestine textbooks workbooks and teachers' guidebooks. The researcher noticed that the first six ones analyzed the content of books as a whole wise, while the rest five studies tackled the textbooks and their teacher books in a more specific manner which gave the researcher clearer and more precise outcomes and recommendations. The only study of the last five that approached the field of current researcher's concern was the study of Al-Najjar (2012). She identified

specific areas of difficulties regarding teaching pronunciation, which the researcher based his study on.

2.8.4 Commentary on the previous research

According to the first and the second part of this chapter, the researcher tried to set up general and integrated goals for teaching pronunciation based on the presented previous studies and defined the areas of weakness the EFL teachers face when teaching such crucial subskill. The researcher endeavored to widen the awareness of EFL teachers to reconsider their theoretical background about the topic by digging more deeply for the main challenging features presented in this current study in addition to the main three goals that should be in mind when teaching pronunciation.

In the third part of this chapter, the researcher introduced some, not all the factors that could impact the teaching and learning process of EFL pronunciation such as dialects, exposure, motivation, and technology. The researcher concluded that EFL teachers should study their learners' backgrounds, educational levels, and their available skills before setting their plans to reform them. The researcher also observed that the available technology could be a valuable source if it was utilized well.

The final part of this chapter included two types of evaluative studies. The first type evaluated Textbooks, Workbooks, and Teachers' Guide Books in general. This first type revealed general results.

The second type of study was more precise because it focused on certain skills or domains in the TBs, WBs, and TGs. This trend in these studies came out with more adequate results and introduced constructive recommendations to the learning-teaching process concerning English for Palestine's TB's.

The only study which tackled pronunciation and evaluated both the content of English for Palestine 10 and the teachers' competency in teaching pronunciation was the Study of Al Najjar (2012). This interesting study provoked the researcher to conduct a wider study focusing on pronunciation teaching in all the levels of the Palestinian governmental schools, to examine whether EFL Palestinian teachers are facing difficulties while teaching pronunciation to seek remedies in case of the validity of this fact.

Chapter Three

Research Methodology

3.1 Chapter Overview

3.3 Research Design

3.4 Research Population and Sample Size

3.5 Research Design

3.6 Data Collection Techniques

3.7 Quality of the Research Design

3.7.1 Validity Analysis

3.7. Reliability Analysis

3.8 Statistical Analysis Approach

3.9 Statistical Procedures

Chapter Three

Research Methodology

Introduction

This chapter undergoes the methodology of the current research, therefore, the researcher introduced the research population and illustrated sample size in a table. Then the researcher explained the research design and all the needed methodological aspects that helped the researcher to test his hypotheses.

3.1 Research Population and Sample Size

The process of collecting data only starts with determining the population and sample size of this research. Therefore, the targeted population in this study was EFL school teachers at the Palestinian schools in addition to university scholars of EFL at the Palestinian universities.

Therefore, the sample size was 102 respondents of the entire population of the teachers and (10) university scholars. And this size was considered the lowest acceptable number of responses to maintain a 95% confidence level.

The sample consisted of 102 individuals who referred to EFL teachers at the Palestinian governmental schools in the academic year 2018 - 2019. Those individuals were varied in terms of gender, years of experience, level of teaching, and education, as shown in Table (1) below.

**Table 1: Distribution of the Study Sample According to Study
Independent Variables (Personal Information)**

Variable	Class	Frequency	Percentage %
Gender	Male	19	18.6
	Female	83	81.4
Years of experience	1-5	26	25.5
	6-10	30	29.4
	11-15	13	12.7
	16 and more	33	32.4
level of teaching	Elementary	31	30.4
	Preparatory	30	29.4
	Secondary	38	37.3
	Others	3	2.9
Teachers' Education	B.A	65	63.7
	M.A	37	36.3
Total		102	100.0

Table (1) shows the personal information of the study sample. Gender, age, and education, with their levels, frequencies, and percentages have been clarified in the table (1).

The sample also contained 10 university scholars; 9 males and one female. Eight scholars held Ph.D. degrees in linguistics and applied linguistics and have a Ph.D. in teaching English as a second language. One interviewed scholar had the degree of M.A in applied linguistics.

3.5 Research Design

The research methodology used in this research consisted of six stages as shown below:

Stage one: identifying the problem of research and building the research questions (The questionnaire and the interview) in order to get the

required data about the *difficulties of teaching English language pronunciation from the perspective of school teachers and university scholars in Palestine*.

Stage two: reviewing the literature associated with the topic of the study by; checking surveys, books, scholarly articles, and any other sources relevant to national and Islamic parties and Palestinian identity issues.

Stage three: designing the research by using an analytical methodology that includes selecting the data collection tools for quantitative and qualitative data to get the required results from this research.

Stage four: Sending the questionnaire online, data collection, and analysis (analyzing the collected data to highlight the significant results).

Stage five: interviewing university scholars.

Stage six: analyzing the data.

Stage seven: Obtaining the findings of the research.

Stage eight: Discussing results and registering recommendations

3.6 Data Collection Techniques

The researcher chose data collection tools based on the nature of the explanatory sequential method which involved quantitative and qualitative data.

The researcher used both primary and secondary data sources in order to gain information about the problem statement. The researcher

collected the primary data by quantitative and qualitative data tools, while The researcher obtained adequate secondary data from the published articles and books about the topic of this thesis, which can be found in the references list.

In this study, the researcher collected the primary sources data by using a questionnaire for the quantitative part and semi structured interview for the qualitative part.

The questionnaire and the interview questions were mainly developed based on the research objectives and research questions. The Interview, on the other hand, was based on eight questions.

The final approved draft of the questionnaire was delivered to the EFL appointed teachers via WhatsApp and E-mail in order to reach the Palestinian governmental schools. It took about five weeks for the instrument to be distributed, collected, and submitted to the researcher. The total number of the submitted questionnaires was 102, and only 102 were analyzed, no questionnaires were excluded as their responses were neither consistent nor complete.

The questionnaire was organized into two highly structured sections as follow:

Section I aimed to collect information about the targeted employee respondents such as (gender, years of experience, the level of teaching, and teachers' education) .

Section II asked

for determination of *difficulties of teaching English language pronunciation* by 21 items.

In order to evaluate the range of the responses' scores, each item was calculated according to a five-point Likert scale for the responses, as shown in Table (2) below:

Table 2: The key correction according to a five-point Likert scale.
(Likert,1932)

<i>difficulties of teaching pronunciation</i>	Five-point Likert scale for the responses				
	Strongly Disagree	Disag	Neut	Agr	Strongly Agree
	1	2	3	4	5

Table (2) shows the key correction according to a five-point Likert scale for the responses on the study tool sections and domains.

3.7 Quality of the Research Design

Validity and reliability were presented as criteria for assessing the *difficulties of teaching English language pronunciation from the perspective of school teachers and university scholars in Palestine*. The major aim of selecting these types was to add value to research's reliability

and validity and getting the best results of the research; it required raising the level of validity from the researcher.

3.7.1 Validity Analysis

Validity refers to the extent to which a test measures what is actually supposed to be measured.

The respondents from the Palestinian schools were those who participated in the quantitative phase in the same population.

Three professors and two experts collaborated as the arbitration committee of the questionnaire to ensure the validity of the questionnaire.

The purpose of the judgment was to determine whether the questions were comprehensible and can be interpreted by the study sample as the intended measure.' The jury's suggestions and comments were taken into consideration to modify and improve the questionnaire's content and wordings by omitting, adding or rephrasing items bringing the number of items 21.

3.7.2 Reliability Analysis

The extent to which the same answers can be obtained using the same instruments more than one time is the meaning of reliability. Chronapach Alpha Formula was used to calculate the reliability of the questionnaire. Table (3) shows the results:

Table 3: Chronapach Alpha Formula for measuring the reliability of the questionnaire domains and the total degree of responses

<i>difficulties of teaching English language pronunciation from the perspective of school teachers in Palestine</i>	Items	Cronbach Alpha
	21	0.790

Table (3) shows Chronapach Alpha for the total degree was (0.790), which is accepted for the study purpose.

3.8 Statistical Analysis Approach

The researcher analyzed the collected data by using (SPSS) to provide answers to the questions and hypotheses of the study. To reach a proficient descriptive statistical analysis, the researcher used means, frequencies, standard deviations, independent Sample t-test, and One Way Anova tests.

Accordingly, the researcher used the following scale to represent the estimation level of sample responses. In order to limit the length of the cells of the five-point Likert scale (minimum and maximum limits, range had been calculated ($5-1=4$), divided on the correct length of the cell ($4/5=0.80$) and added to the lowest value of the scale (1) n..' to reach the highest limit of this cell. Cell limits became as in Table (4).

Table 4: Scale to represent the estimation level of sample responses on the study tool.

Mean	Percentage	Estimation level
4.40 and more	84.0%	Very High
3.40-4.19	68.0 – 83.8%	High
2.60-3.39	52.0 – 67.8 %	Moderate
1.80- 2.59	36.0 – 51.8 %	Low
Less than 1.8	35.9% and less	Very Low

Table (4) shows a scale to represent the estimation level of sample responses on the study tool.

3.9 Statistical Procedures

The statistical process used in this study included the following:

1. Means, standard deviation, and percentages to describe the sample and show the ratio weights of the study tool items.
2. Independent Sample t-test to test the research hypothesis of gender.
3. One Way ANOVA to test the research hypothesis of years of experience, the level of teaching, and teachers' education.
4. Cronbach Alpha formula to measure the reliability of the study tool.

Chapter Four

Data Analysis and Discussion

4.1 Chapter Overview

4.2 Analysis of Survey Data

4.2.1 Results related to Study Questions

4.2.1.1 Results related to First Study Question

4.2.1.1 Results related to Second Study Question

4.2.2 Results related to Study Hypotheses

4.2.2.1 Results related to First Study Hypothesis

4.2.2.2 Results related to Second Study Hypothesis

4.2.2.3 Results related to Third Study Hypothesis

4.2.2.4 Results related to Fourth Study Hypothesis

4.3.3.5 Results related to third study question

4.4 Results related to the qualitative Study

Chapter Four

Data Analysis and Discussion

4.1 Chapter Overview

The researcher in this chapter demonstrated the results of the data analysis collected for both the quantitative and qualitative tools..

4.2 Analysis of Survey Data

This study aimed at identifying the *difficulties of teaching English language pronunciation from the perspective of school teachers and university scholars in Palestine and the suggested remedies*. It also aimed at identifying several study sample variables. To achieve the aims of the study, the researcher analyzed the data in accordance with the study questions and hypotheses.

The Results of quantitative study (The questionnaire)

4.2.1 Results related to study questions

4.2.1.1 Results of the first question

Which is: *What are the obvious difficulties encountered while teaching ESL students intelligible pronunciation?*

To answer this question, the researcher used means, standard deviations and estimation level as shown in the following tables.

Table 5: Descriptive Statistics (means and standard deviations), percentages and estimation level of the obvious difficulties encountered while teaching ESL students Intelligible pronunciation in descending order according to mean

Rank	No.	Item	Means	standard deviations	Percentage %	Estimated Level
1	12	Students environment and cultural backgrounds affect the pronunciation intelligibility	4.17	0.92	83.4	High
2	9	I motivate students to practice ,sounds, syllables ,stress, rhyme and intonation	4.14	0.82	82.8	High
3	11	I never hesitate to focus on any aroused problem of pronunciation while giving any English language lesson	4.00	0.91	80.0	High
4	7	I use audiovisual aids to improve students' pronunciation	3.95	0.92	79.0	High
5	6	Pronunciation is an important part of any annual plan	3.95	0.95	79.0	High
6	3	I feel fully competent to teach pronunciation at any time and for all levels	3.85	0.78	77.0	High

Rank	No.	Item	Means	standard deviations	Percentage %	Estimated Level
7	17	Students feel satisfied when they get instructions about pronunciation	3.74	0.79	74.8	High
8	14	Students' age affect the pronunciation intelligibility	3.69	0.99	73.8	High
9	8	I use a certain approach and or approaches to teach intelligible pronunciation	3.61	0.71	72.2	High
10	4	I have enough resources to guide me teaching intelligible pronunciation	3.52	0.88	70.4	High
11	2	I have already had enough courses at colleges and universities that qualify me to teach intelligible pronunciation	3.41	1.03	68.2	High
12	13	Students ask for more instructions about pronunciation	3.26	0.90	65.2	Moderate
13	1	English for Palestine students 'books and teachers' guide books have enough instructional guidance and drills for teaching pronunciation	3.23	0.94	64.6	Moderate

Rank	No.	Item	Means	standard deviations	Percentage %	Estimated Level
14	10	I teach pronunciation as a part of the weekly schedule in one whole period	2.83	1.09	56.6	Moderate
15	18	The Ministry Education supports me by regular training courses to rise my competency in teaching ESL micro skills.	2.71	1.00	54.2	Moderate
16	19	The Ministry of Education follows up firmly the progress of teaching pronunciation	2.60	0.99	52.0	Moderate
17	20	The Ministry of Education directs ESL teachers to test pronunciation as a regular important item to enhance communicative skills.	2.57	0.93	51.4	Low
18	21	The Ministry of Education provides us with continuous guidance about teaching this micro skill	2.56	0.98	51.2	Low
19	15	Students are usually aware of short and long vowels , and diphthongs	2.48	0.94	49.6	Low
20	16	Students are	2.35	0.98	47.0	Low

Rank	No.	Item	Means	standard deviations	Percentage %	Estimated Level
		aware of the terms stress rhyme, and intonation				
21	5	I neglect teaching pronunciation as much as possible	1.87	0.88	37.4	Low
Total			3.26	0.39	65.2	Moderate

Table (5) demonstrated the means value of the obvious difficulties encountered while teaching ESL students intelligible pronunciation and was (3.26), which suggested a moderate level of estimation. The highest means value was given to the item (Students environment and cultural backgrounds affect the pronunciation intelligibility). On the other hand, the lowest was for the item (I neglect teaching pronunciation as much as possible).

4.2.1.2 Results of the second question

Which is: *Are there statically significant differences at ($\alpha = 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of gender, years of experience, the level of teaching, and teaching education?*

To be able to answer this question, the study hypotheses have been tested as shown on the following.

4.2.2 Results related to Study Hypotheses:

4.2.2.1 Results of the first Hypothesis

Which is: *There is no significant statistical relationship at ($\alpha=0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of gender*

In order to test the first hypothesis, t-Test for Independent Samples was used, and table (5) showed the results.

Table 6: Independent two-sample t-test result of the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of gender

Total Degree	Gender	N	Mean	S. D	T	Sig.*
	Male	19	3.22	0.45	-0.472	0.638
	Female	83	3.27	0.37		

*. The means difference is significant at the 0.05 level.

Table (6) shows that there were no statistically significant differences at ($\alpha=0.05$) level about *the obvious difficulties encountered while teaching ESL students intelligible pronunciation* attributed to the variables of gender. The significance was (0. 638), which is more than (0.05).

4.2.2.2 Results of the second hypothesis

Which is: *There is no significant statistical relationship at ($\alpha=0.05$) about the obvious difficulties encountered while teaching ESL*

students intelligible pronunciation attributed to the variables of years of experience

To test this hypothesis, One Way ANOVA test was used and tables (7 and 8) below show the results

Table 7: Frequencies, Means and Standards Deviations of the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of years of experience

<i>years of experience</i> (Total Degree)		N	Mean	S.D
Total Degree	1-5	26	3.28	0.32
	6-10	30	3.34	0.43
	11-15	13	3.17	0.28
	16 and more	33	3.21	0.43
	Total	102	3.26	0.39

Table (7) showed that there were differences between the different levels of the variable (years of experience). So, One Way ANOVA was used in order to clarify these differences as table (8) shows

Table 8: Results of One Way ANOVA about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable years of experience

<i>The obvious difficulties encountered while teaching ESL students intelligible pronunciation</i>	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.*
Total	Between Groups	.381	3	0.127	0.821	0.486
	Within Groups	15.162	98	0.155		
	Total	15.543	101			

* The mean difference is significant at the 0.05 level.

Table (8) showed that there were no statistically significant differences at ($\alpha = 0.05$) level about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable years of experience. The significance was (0.486), which is more than (0.05).

4.2.2.3 Results of the third Hypothesis

Which is: *There is no significant statistical relationship at ($\alpha = 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of the level of teaching.*

To test this hypothesis, One Way ANOVA was used, and tables (9

and 10) below show the results

Table 9: Frequencies, Means and Standard Deviations of the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable the level of teaching

<i>level of teaching (Total Degree)</i>		N	Mean	S.D
Total Degree	Elementary	31	3.28	0.50
	Preparatory	30	3.33	0.32
	Secondary	38	3.17	0.32
	Others	3	3.65	0.27
	Total	102	3.26	0.39

Table (9) shows that there were differences between the different levels of the variable (level of teaching). So, the researcher used One Way ANOVA in order to clarify these differences as table (10) shows

Table 10: Results of One Way ANOVA about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable the level of teaching

<i>The obvious difficulties encountered while teaching ESL students intelligible pronunciation</i>	Source of variance	Sum of Squares	df	Mean Square	F	Sig.**
Total	Between Groups	0.936	3	0.312	2.093	0.106
	Within Groups	14.607	98	0.149		
	Total	15.543	101			

* The mean difference is significant at the 0.05 level.

Table (10) showed that there were no statistically significant differences at ($\alpha = 0.05$) level about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable the level of teaching. The significance was (0.106), which is more than (0.05).

4.2.2.4 Results of the fourth Hypothesis

Which is: *There is no significant statistical relationship at ($\alpha = 0.05$) about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable teachers' education.*

In order to test the fourth hypothesis, t-Test for Independent Samples was used, and table (11) showed the following results.

Table 11: Independent two-sample t-test result of the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of the teachers' education.

Total Degree	<i>teachers' education</i>	N	Mean	S. D	t	Sig.*
	B.A	65	3.29	0.39	1.130	0.261
	M.A	37	3.20	.38		

*. The mean difference is significant at the 0.05 level.

Table (11) showed that there were no statistically significant differences at ($\alpha = 0.05$) level about the obvious difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variable of teachers' education. The significance was (0.261), which is more than (0.05).

4.3.3. The results of qualitative study (Interview Analysis)

In order to collect data and obtain more information about the study problem, the researcher conducted semi-structured interviews. The latter went on pre planned steps. First he contacted (10) university scholars; (9) males and 1 female from different Palestinian local universities in order to request face- to face meetings' appointments to discuss the issue of interest. As soon as request approval was acknowledged by the scholars, interview appointments were arranged.10 arranged Semi-structured interview meetings took place with 10 English language university scholars to cover aspects related to the *difficulties of teaching English language pronunciation from the perspective of school teachers and university scholars in Palestine*.

The current researcher proceeded the analysis procedures of the transcribed interviews based on the guidelines of thematic analysis. It was mainly interested in detecting themes that demonstrate the current situation, the *difficulties of teaching English language pronunciation from the perspective of university scholars in Palestine*. The results from semi-structured interviews were classified into central themes. Table (12) summarized the results.

Table12: Summary of university scholars' responses to the interview

No.	Theme	Item	Frequency	Percentage
1.	The suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy	Training teachers about segmental and suprasegmental features' teaching	4	28.5
		Using modern technologies in teaching pronunciation to become more familiar about stress, rhythm, pitching, and intonation	2	14.3
		Focusing on the relationship between listening and pronunciation	3	21.5
		Using modern techniques , authentic materials and native speakers	4	28.5
		No answer	1	7.2
		Total	14	100.0
2.	To what extent are such characteristics available in English for Palestine	The characteristics are there, But the teachers' competencies in teaching them are very low.	8	80.0
		Have no idea about EFP content.	2	20.0
		Total	10	100.0
3.	the suggested pronunciation teaching competencies that English language teachers should be equipped with	Mastering pronunciation skills through more training.	7	58.3
		Using modern technologies	4	33.3
		No answer	1	8.4
		Total	12	100.0
4.	The courses offered by Universities really qualify graduates to give the appropriate instructions for their students that meet the intelligibility of pronunciation skill For all levels	No , they are not enough	7	70.0
		Yes, universities have enough courses and work well with the pronunciation	3	30.0
		Total	10	100.0
5.	The one responsible for designing Palestinian Curricula	Palestinian experts	4	40.0
		English native speakers	1	10.0
		Palestinian experts with the help of native speakers	2	20.0
		Community members , EFL local teachers, native speakers,	3	30.0
		Total	10	100.0
6.	The Ministry of education inspects firmly two basic skills which are reading and writing and deals with the rest basic and macro skills in less firmly manner	The focus is on the four skills which are there in the content but not in practice.	4	40.0
		The focus is on the four skills, but listening is neglected.	1	10.0
		The focus is on reading and writing skills only.	3	30.0
		No answer	1	10.0

No.	Theme	Item	Frequency	Percentage
		Total	10	100.0
7.	The reason for the obvious negligence by ESL teachers when it comes to pronunciation teaching	Teachers are not qualified and trained well to teach this skill	7	70.0
		The major focus is on reading and writing skills, lack of time, ? and experience.	2	20.0
		No answer	1	10.0
		Total	10	100.0
8.	The characteristics that each EFL teacher should have to be able to teach pronunciation (Remedies)	Exposing teachers to training courses	10	37.0
		Listening and speaking skills should be part of the tests	3	11.1
		The teacher should provide a good imitation model	1	3.7
		Universities should develop pronunciation courses.	3	11.1
		Ministry of education should be firm in directing and put plans.	2	7.5
		Using new techniques of teaching ,using authentic materials and new technologies.	5	18.5
		Schools should be equipped with facilities that enable teachers to teach well and meet students needs	3	11.1
		Total	27	100.0

Chapter five

Discussion, Conclusion and Recommendation

Introduction

5. Discussion of the results of the quantitative analysis

5.1.1 Discussion to the results related to the first question:

5.1.1.1 Discussion related to the first Hypothesis

5.1.1.2 Discussion related to the second Hypothesis:

5.1.1.3 Discussion related to the third Hypothesis

5.1.1.4 Discussion related to the fourth Hypothesis

Section two: Discussion related to the interview questions.

5.2.1 The suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy:

5.2.3 To what extent are such characteristics available in English for Palestine:

5.2.4. The suggested pronunciation teaching competencies that English language teachers should be equipped with:

5.2.5 The courses offered by Universities really qualify graduates to give the appropriate instructions for their students that meet the intelligibility of pronunciation skill for all levels:

5.2.6 The responsible entity for designing the Palestinian Curricula:

5.2.7 The Ministry of education inspects firmly two basic skills which are reading and writing and deals with the rest basic and micro skills in less firmly manner:

5.3 Conclusion:

5.4 Research recommendations:

5.4.1 Recommendations for EFL Teachers

5.4.2 Recommendations for Universities' EFL scholars and Management:

5.4.3 Recommendations to the Ministry of education:

5.4.4 Recommendations for Researchers:

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter was structured into three sections. In the first section, the researcher presented and discussed the results of the quantitative and qualitative analysis and related them to the previous literature of this study in addition to the researcher's comments. In the second section, the researcher addressed the conclusion of his study. Finally, in the third section, the researcher introduced his recommendations as remedies to the hypothesized problem.

5.1 Section one: Quantitative questions discussion

5.1.1 Discussion of the results related to the first question:

What are the apparent difficulties encountered while teaching ESL students intelligible pronunciation?

This question was delivered into many questions in the questionnaire, and the highest means value was given to the item (Students' environment and cultural backgrounds affect the pronunciation intelligibility). Whereas, the lowest was for the item (I neglect teaching pronunciation as much as possible). Likewise, the interviewed scholars indicated two things; "the first thing was that most EFL teachers in Palestine had their pre-graduation education in Arab countries or in Palestine and never had the opportunity to study in English Native

Speaker country, moreover, they had their higher education via EFL non-native university scholars, therefore, the EFL teachers remained with their fossilized pronunciation problems and these problems were transferred to their students" Aqel (2019). Secondly, according to the above, there is an actual effect of the environment and the cultural background for learning pronunciation from the perspective of university professors and school teachers. The researcher here noticed that the learner usually compares and tries to connect his original mother language to the new targeted one, so the environment of isolation and the poor cultural background toward the direct exposure to the foreign new language impose the difficulty in achieving intelligible pronunciation, see Gilakjani (2011).

On the other hand, the semi-structured interviews indicated that "there is an actual existence of the difficulty of teaching EFL pronunciation and negligence" (Atawneh,2019) and this approved with Al-Najjar (2012) who referred to the difficulties of teaching intelligible pronunciation faced by EFL teachers in Khan Yunis.

5.1.2 Results and discussion of the first Hypothesis

There is no significant statistical relationship at ($\alpha= 0.05$) about the apparent difficulties encountered while teaching EFL students intelligible pronunciation attributed to the variable of gender.

The researcher here, concluded that the difficulty was still significant, although it is not if attributed to the teachers' gender. This consequently led the researcher to state that the incompetency of teaching pronunciation was

not related to gender, but it was a general phenomenon applied to both genders of EFL appointed teachers. This conclusion was based on the perspectives of the interviewed professors who claimed that most of the appointed teachers are graduates from local Palestinian universities, whether males or females and have never been exposed to the Native English Language (NEL). On the other hand, **(Khalil, Atawneh, Aqel, Juma, Abu shraiteh, Tnaizi, Abu elhomos, 2019)** the interviewed professors regarded the incompetency for both genders of EFL appointed teachers to the insufficient university courses that could produce proficient EFL teachers who consider highly both fluency and accuracy while teaching.

5.1.3 Discussion related to the second Hypothesis:

According to the results of the second hypotheses, the researcher found out that there was no significant statistical relationship at ($\alpha = 0.05$) about the apparent difficulties encountered while teaching EFL students intelligible pronunciation attributed to the variables of years of experience. According to the researcher, this result was relatively convenient as long as the years of experience were not empowered by all the current pedagogical and constructive systematic programs and follow up for the EFL teachers by the ministry of education. Most of the interviewed samples indicated the low proficiency of the appointed EFL local schools' teachers and regarded that to two things. First, the general education environment in the ministry of education (teachers, supervisors, and heads

of departments in the different directorates) who tend to ignore teaching Speaking, listening, and pronunciation" (Khalil, 2019). In the same track, Pennington (1994) indicated that the appreciation of the importance of a core part of EFL fluency, which is pronunciation, occupies a small part of EFL teachers' teaching time. "Teachers usually spare the time of teaching pronunciation to other parts of the language." (Tnaizi, 2019). See also Mahmoud (2007). Consequently, the researcher concluded here that the variable of years of experience counted no effect when teaching pronunciation. Secondly, Lack of time with a stuffed curriculum causes the teachers to be busy all the time to finish the planned content of the syllabus between September and June . If this is the case, the researcher wondered if the factor of the experience played any active role as long as the EFL teacher struggles to finish the material in the allotted time.

Al Najjar (2012) agrees with the university professors' perspectives about EFL teachers' incompetency of teaching and the stuffed material in EFP 10. This leaves the EFL teacher in struggle with time to finish the planned material which causes, either on purpose or unintentional negligence of pronunciation, listening and speaking skills.

Furthermore, the researcher here compared both the EFL teachers and the Scholars' perspectives and referred to the contradiction between both. The researcher considered the responses of the scholars as more reliable than EFL teachers. This was based on the vast experience of university scholars about pre-graduate students and postgraduate appointed ones. In addition,

the face to face interview tool provided the study with more reliable results than the questionnaire did.

According to the researcher, although this variable had to be significant when related to the teaching of pronunciation, it showed insignificance. This result contradicted the actual supposed level of competence that each EFL teacher should have, with the increasing years of experience. The researcher supposed that EFL appointed teachers must have been exposed to varied educational experiences and pedagogical training that increased their competency in teaching any of the major skills and/or sub-skills of the English language throughout the increasing years of experience.

Apparently, this is not happening. The summer holidays are wasted with no distinguished training arrangements for the Palestinian EFL teachers by the Ministry of education. This explains why the years of experience occupied no significant changes in the level of EFL teachers.

The semi-structured interview indicated the latter discussed point. Aziz,et.al,(2019) indicated that there were actual attempts and proposals applied to the Ministry of Education to empower the competency of EFL appointed teachers in Listening, speaking and related pronunciation issues but the Ministry of Education(MOE) paid inconvenient responses towards them.

Moreover, Al Najjar (2012) proposes adequate recommendations for improving the level of teaching pronunciation which should have been

taken into consideration by (MOE), but until the time of this study, the situation is still the same. EFL teachers still lack knowledge about the fundamentals of pronunciation teaching that contribute directly in developing the intelligibility of the Arab learners in general and the Palestinian ones in Particular.

Consequently, the researcher consented with both the university scholars' perspective and Al Najjar recommendations about the idea that the years of experience should be significant especially when it is fulfilled with the proper training that enhances the knowledge and experiences of the EFL teachers.

5.1.4 Discussion of the third Hypothesis

Results of One Way ANOVA about the apparent difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of the level of teaching shows that there were no statistically significant differences at ($\alpha = 0.05$) level. The result was (0.106), which is more than (0.05).

The researcher stated that this result was reasonably convenient since the EFL teachers had to be equipped with the sufficient knowledge and techniques that qualify them to teach pronunciation at any level of education whether it is primary, junior or senior high level. Contrary to fact, "the knowledge about segmentals and suprasegmentals, prosodic system, and connected speech features are all needed as a background to qualify EFL teachers to teach Arab learners" (Alhumos, 2019), but

according to Al Najjar (2012) the EFL teachers of the 10th grade for English for Palestine reflected incompetency in all these features, and she recommended training teachers about them.

5.1.5 Discussion related to the Results of the fourth Hypothesis

The researcher tried to test the fourth hypothesis, so the researcher used t-Test for Independent Samples, which revealed that: There was no significant statistical relationship at ($\alpha = 0.05$) about the apparent difficulties encountered while teaching EFL students intelligible pronunciation attributed to the variables of the teachers' education. The result was (0.261), which was more than (0.05).

The researcher expressed his astonishment that the variable of teacher's education also revealed no significance. This was based on the fact that the holder of a Ph.D. has to be more competent than the ones with less educational degrees. But according to university scholars, this result is justified. Aqil (2019) in his answers to the semi structured interview claimed that the teachers with whichever degree they have, turn to burn out and become content-wise teachers for many reasons. First, the MOE's system and the Tawjihi Exams shed light only on reading and writing skills. Second, the lazy nature of teachers who don't tend to improve themselves. Third, the courses given pre and post graduation are still insufficient to qualify them and transform them into competency levels regarding teaching pronunciation. In addition, Khalil (2019) in his responses to the interview stressed on the absence of equipped utilities in

both universities and schools (language labs) that enable competent teachers to practice teaching pronunciation properly. Munro and Derwing (2006) also claimed that there is a lack of resources that promote learning all pronunciation features.

5.2 The results of the qualitative analysis:

Analysis procedures of transcribed interviews were done based on the guidelines of thematic analysis. They were mainly interested in detecting themes that demonstrate the current situation; the **difficulties of teaching English language pronunciation from the perspective of university scholars in Palestine**. The results from semi-structured interviews were classified into central themes. The researcher in this section briefly discussed the results and related them with the previous literature.

5.2.1 The suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy:

The theme aimed at identifying The suggested characteristics of pronunciation teaching content in light of current instructional perspectives in pronunciation pedagogy. The highest score of Interviewees' responses was (% 28.5), which focused on both training and using modern pedagogical techniques and authentic materials. then focusing on the relationship between listening and pronunciation scores (%21.5) as the

second focus of the responses. Then using modern technologies such as mobiles applications and the internet, focusing on pronunciation activities is the third in scores by (%14.3).

Based on the researcher perspective, the results the university scholars stressed on indicated outstanding results. The focus on training programs for the related topics of pronunciation scored the highest range due to its significance and functionality regarding teaching pronunciation. This reflected the apparent need realized by the respondents about the difficulties faced by the EFL appointed teachers, especially when teaching the English language communicatively. Derwing and Rossiter (2002) in a similar study in Canada, point out that there is a lack of training when it comes to pronunciation teaching. More interesting what Rosa (2002) claims in her qualitative study regarding reduced forms. The interviewed sample consented the importance of the reduced forms in teaching pronunciation, but on the other hand, they indicated inadequate training in the university courses about them.

The second highest score was in favor of the relationship between listening and pronunciation. The respondents stressed the vitality of integrating both listening and pronunciation by using records and audiovisuals and all available websites' apps that allow listening to the English native speakers and open the opportunity for both EFL teachers and Arab learners to hear the correct pronunciation of words and sentences, and enable the learners to practice them in well-planned activities.**(Juma et.al 2019).**

Benrabah (1997), Field (2005) pointed out that the speaker's message receives disruption and turns to be unrecognizable whenever the speaker places the syllable stress wrongly. Therefore, the researcher believed that listening skill is as active as any other language skill because when the learners listen, they think , analyze, and synthesize. Listening is also super essential when it comes to developing the features of pronunciation like word stress and pitching. **(Al Asa'd,2019).**

The third score was in favor of using modern technologies such as mobiles applications and websites and focusing on pronunciation activities. According to the researcher to be fully aware of the phonological rules and system of English phonemes - diphthongs trip thongs, stress, intonation these suprasegmentals, prosodic features, vowel length, and pitch- teachers should utilize the latest versions of online apps that can provide theoretical and practical materials about each topic, especially about the best five available free apps that can develop all pronunciation features.

The researcher realized here that the enormous evolution and the internet's easy access turned to be a valuable opportunity for both teachers and learners to develop their pronunciation in all its features. Therefore, the ministry of education had to be responsible to provide its teachers and learners with reliable internet access.

5.2.3 To what extent are such characteristics available in English for Palestine:

The majority of the interviewees agreed that (% 80) the characteristics are available in the English for Palestine, but the teachers' competencies in teaching them are very low. On the other hand, %20 of the respondents have no idea about the curriculum of English For Palestine.

The majority of the interviewees went toward the trend that EFP's textbooks have pronunciation functional and constructive drills and activities but due to the lack of competency and the general education environment in the ministry of education teachers, supervisors, and heads of departments in the different directorates' practice negligence especially when it comes to teaching Speaking, listening and pronunciation and it seems as if there is an existing pandemic. **(Mahmoud ,2007)**

According to Appendix (13) in the study of Al Najjar (2012), English for Palestine student books 5,7,8,9,10 ,11and 12 have many pronunciation areas but still need many modifications. On the other hand, EFP 1,2,3,4,&6 have no pronunciation areas discussed in the student books. She also added that English for Palestine 6 TB has no pronunciation content, although the curriculum plan indicated its presence, which is weird.

The researcher in this theme concludes that two third of EFP TBs cover considerable areas of pronunciation teaching while the rest of the TBs have no existence for any pronunciation areas specifically, the primary

basic stage which is supposed to meet with the General plan of the curriculum in 1999. This situation led the researcher to think that there was a problematic issue here, hence it is highly recommended for EFL teachers to instruct segmental features for kindergarten and the six following classes in primary basic stage to establish awareness about the fundamentals that prepare the students to more complicated features in the suprasegmental system. (Alhumos, 2019). In the same vain, Roach (2002) claimed that Segmental approaches are still witnessing progress. For instance, the SPECO enterprise, which utilizes further speech technology in the clinical remediation of children's speech pathology achieved excellent results with children. Accordingly, the results of the SPECO project led the researchers to conduct more studies to check its effectiveness in L2 pronunciation teaching.

5.2.4.The suggested pronunciation teaching competencies that English language teachers should be equipped with:

The researcher in this theme highlighted the most challenging skills that the EFL teacher should master according to the respondents of the interview who focused on general competencies like acting as a competent model for the Arab students for they tend to imitate their teachers. Then they have to know all the problematic areas where their students usually mispronounce and keep trying to resolve them, and finally having all the techniques and approaches that motivate their students. In fact, most of the

respondents met with Al Najar who suggested many of the most interesting that each teacher should seek while addressing pronunciation features;

- Produce critical pronunciation skills at word level correctly.
- Produce critical pronunciation skills in long stretches of speech correctly.
- Perform general speech skills and behaviors that facilitate intelligibility.
- Train students to perceive problematic pronunciation areas for Arab learners as listeners.
- Train students to produce problematic pronunciation areas for Arab learners as speakers.
- Integrate pronunciation teaching into aural practices.
- Employ recordings as a teaching source and feedback tool in pronunciation teaching.
- Integrate pronunciation teaching into oral practices, with grammar work, with vocabulary work and spelling.
- Reinforce learner's both cognitive and performative involvement in the pronunciation teaching process.

The researcher regarded both the general competencies included in the interviews and the ones discussed by Al Najar as precious guidance. Accordingly, each EFL teacher should ask himself/herself if these competencies are available in him/her as an EFL teacher and start working

on the gaps. On the other hand, the Palestinian Ministry of education has to be aware of these vital teaching areas and initiate its reform according to previous and latest studies rubrics and recommendations regarding teaching listening ,speaking, and pronunciation.

5.2.5 The courses offered by Universities really qualify graduates to give the appropriate instructions for their students that meet the intelligibility of pronunciation skill for all levels:

The majority of responses by % 80 confirmed that the university courses are not enough in qualifying graduates to give the appropriate instructions for their students that achieve the intelligibility of pronunciation skill for all levels. On the contrary, three of the responses % 30 agreed that universities have enough courses and work well with the pronunciation teaching.

Burgess & Spencer (2000) checked on the relationship between pronunciation teaching and the ESL teachers' pre-graduate education in the UK. They pointed out that their outcomes indicated inadequate training due to the focus on the phonological aspect rather than pedagogical approaches to teaching pronunciation. Derwing and Rossiter (2002) in a similar study in Canada, pointed out that there was a lack of training when it comes to pronunciation teaching. Rosa (2002) claimed in her qualitative study regarding reduced forms. Rosa's interviewed sample agreed about the importance of the reduced forms in teaching pronunciation. However,

the study sample indicated inadequate training in the university courses about them.

According to the current researcher, the majority of responses confirmed that the university courses are not enough in qualifying graduates to give the appropriate instructions for their students that coincide with the intelligibility of pronunciation skill for all levels. On the other hand, three responses agreed that universities have enough courses and work well with the pronunciation areas. Here, the researcher concluded that there is a huge responsibility -of the due difficulty and negligence for teaching this micro skill and other communicative skills- directed to the university courses paradigm's, managers and executive heads. Additionally, the respondents' indication of the need for training implies another responsibility for university scholars about convincing the ministry of education to hold interactive programs to enrich, develop and enhance both the content of the textbooks and the teachers' pedagogical level.

5.2.6 The responsible entity for designing the Palestinian Curricula:

The highest score % 40 was given to Palestinian experts due to the fact that they know a lot about the real life of the students who will benefit from the curricula. % 20 of the responses were in favor of Palestinian experts with the help of native speakers, and %10 of the respondents indicated that they agree that native speakers of English are qualified to design the Palestinian curricula. 30% of the respondents stressed the

importance of all Community members, EFL local teachers, University scholars, Ministry representatives, parents, and native speakers to issue the new EFL curriculum.

In this theme, the researcher revealed that the design of the teaching curriculum had to be an incorporated work that joins students, parents, authors ,experienced teachers, experienced university professors in methodology, linguistics, phonology, morphology, and literature, to make sure that the product of teaching content is integrated with the four skills that enhance the productive and receptive areas, and score accuracy and fluency to the EFL level of Arab learners. Additionally, this incorporation may come out with contents that include authentic and real-life related cultural contexts and activities that motivate and stimulate the student to interact with.

5.2.7 The Ministry of education inspects firmly two basic skills which are reading and writing and deals with the rest basic and micro skills in less firmly manner:

The highest score was % 40 and was given to the fact that the focus content wise is on the four skills, but on teaching wise, the focus is only on reading and writing. % 30 of the respondents showed that the focus is only on reading and writing. % 10 of the respondents claimed that the focus is only on reading, and writing but listening skill is neglected. %20 of the respondents give no answer to the question.

The researcher here concluded that % 80 of the responses were in favor of negligence of two vital skills which are speaking and listening and this is based on the fact that the latter two skills are not tested. These neglected test areas revealed the feeling of the unnecessaryness of teaching these skills, which led to severe consequences. The first is that the incompetent EFL teachers in these areas feel safe and keep themselves in their comfort zone of teaching only reading texts, grammar, and some writing, and this consequently affects the Arab learners and keep them suffering regarding mastering pronunciation features. The second is that the competent EFL teachers find themselves in the current education system's atmosphere obliged to teach only reading and writing and lose their competency by the time. Moreover, the lack of motivation and self-cultural and pedagogical development from one hand, and the MOE's negligence to the supposed regular training and follow up of the EFL teachers in many educational areas in addition to the Tawjihi exams paradigm, all led to the low proficiency of EFL appointed teachers in the communicative skills.

Although Al Najar (2012) in her study directed the MOE to the apparent incompetency and set many recommendations to be taken into consideration, unfortunately, there was no active measure taken to improve the current situation.

5.3 Conclusion:

The researcher in this chapter demonstrated and discussed the findings of the statistical analysis for both the quantitative and qualitative

tools. The researcher indicated that in this study there was an actual significance for the difficulties faced by the appointed EFL Palestinian teachers when it comes to teaching pronunciation features although the study showed no significant statistical relationship at ($\alpha = 0.05$) about the apparent difficulties encountered while teaching ESL students intelligible pronunciation attributed to the variables of gender, years of experience, teaching stage, and teachers' education.

This chapter enabled the researcher to see clearly why do EFL appointed teachers face difficulties while teaching pronunciation and the areas that they stumble in. The researcher found out that there were four entities responsible for the current problem of the study. First of all, is the teacher himself. Nowadays, the simplicity and availability of educational websites' access afford EFL teachers a golden opportunity to improve their pronunciation which they actually don't.

Secondly, book designers and producers are another essential entity that can create or terminate the existence of the problem. Accordingly, depending totally on English native speakers to design all the curriculum could create a gap in both understanding the needs of the Arab learners and relating the content with their cultural background. So the entity responsible for designing the Palestinian curriculum should include many parts of the community that have a direct relation to the educational purposes in addition to ENSs.

Thirdly, universities are one of the most distinct entities that may play an instructional role in addition to being the compass that monitors the effectiveness of both the curriculum reform and the level of competency of the EFL teachers. Also, the researcher detected that seven out of ten Local Palestinian universities had only one course where certain areas of pronunciation are taught, which are insufficient to qualify EFL pre-graduates to be proficient for teaching them post-graduation as appointed teachers. Finally, universities should motivate all kinds of scientific research by fighting to turn the research results into tangible reform in the areas of study, which will consequently push the learners to proceed with advanced research.

Finally, the ministry of education is another vital entity in lowering the difficulties faced by EFL appointed teachers regarding pronunciation, speaking, and listening skills. MOE is the official and most powerful entity in the educational network. It represents teachers, learners, schools, supervisors, certificates, exams, training, issuing curriculum etc. And from the point of responsibility of all this educational network, the researcher concluded inactive cooperation between The Palestinian Universities and MOE particularly when it comes to the findings of the studies conducted by the MA students. Moreover, neglecting the proposed ideas and papers done by the academic professors concerning training school teachers in certain problematic areas, and their rare involvement in designing and constructing the curriculum actively.

Finally, the MOE's ill policy of non testing listening, speaking and pronunciation especially in Tawjihi General Exam, created a critical problem of graduating tens of thousands of Arab learners who don't have the ability to express themselves for two minutes.

The researcher concluded his study with five core issues that revealed clearly in the last chapter through the discussion of the statistical analysis for both the quantitative and qualitative tools' results.

5.4 Research recommendations:

The researcher divided his recommendations into four Categories as follow:

5.4.1 Recommendations for EFL Teachers

The researcher here concluded all the data collected from the previous studies, the quantitative and qualitative tools used in the current research to asphalt the path for the EFL teachers to more fluent and accurate teaching of pronunciation and guide him/her with the most practical issues he/she should focus on:

The Scientific Secretariat requires EFL teachers to be in their highest level of competency while teaching, so due to the problems that the researcher discussed before in this current study, EFL teachers Have to;

1. conduct a self-reform in the pronunciation areas of incompetency and learn by themselves how to bridge the gaps by using all the available resources that are easy to be accessed via electronic apps.

2. understand the criteria needed to be able to achieve successful pronunciation lessons.
3. demand their supervisors to facilitate conducting regular training courses about this neglected micro-skill.
4. be aware of the current approaches used to maintain progress in their student's communicative skills.
5. remember that EFL teachers are not native speakers, and some of their productions are transferred in a mistaken manner unconsciously, which consequently be adopted by the students; Learners usually consider their teachers as models. Accordingly, the researcher advised? the EFL Palestinian teachers to use Audiovisual recordings, and tape recordings to allow their students the opportunity to listen to the correct utterances and articulation of certain features by native speakers and allow themselves control theirs.
6. See the appendix that summarizes the way of teaching all the problematic features of pronunciation in a simple way.
7. Go through page 78-79 of this current study to have a clear idea about the requested instructional topics that lead to competency.

5.4.2 Recommendations for Universities' EFL scholars and Management: :

Public Local Universities Should:

1. Reassess their current English courses and programs, and their compatibility to produce competent teachers who are able to teach the

language communicatively including pronunciation, using all the approaches that ensure the quality of teaching English interactively.

2. Provide their pre-graduate students with opportunities of exposure to Native Speakers that ensure their progress communicatively.
3. Consider hiring Bilingual Native Speakers to teach phonetic courses.
4. Direct regular Scientific research about analyzing the content of all textbooks in all levels of education in addition to the instructional levels then hold conferences to try to convince all the related official educational personale about the necessity of the change on these issues.
5. Practice lobbying for more educational reform.

5.4.3 Recommendations to the Ministry of education:

The ministry of education should:

- 1- Use intensive training courses for both EFL supervisors and teachers about:
 - a- pronunciation features like stress, rhythm, intonation, place, and manner of articulation for consonants and vowels word boundaries and word transformations in language labs not in standard halls.
 - b- how to use technology to practice speaking listening and pronunciation
- 1- Find ways to bring in English native speakers experts to hold intensive training for the best EFL group of teachers, and prepare

them to be qualified to train the rest of EFL Palestinian appointed ones.

- 2- Reconsider adopting a new trend of testing EFL four skills in Tawjihi general exam.
- 3- Hold mutual conferences between MOE teachers and University scholars to exchange experiences of the conducted latest studies about the EFL teaching of the most problematic areas.
- 4- Consider a collective work when constructing any new curriculum that incorporates all the related entities of teaching.
- 5- Work on providing schools with all the technological utilities and devices that promote practicing, receiving and producing the English language.
- 6- Reconsider providing the content of EFP TBs 1-6 with the appropriate pronunciation material to establish basic spelling rules, pronunciation segmentals to prepare the Arab learners for more complicated rules of pronunciation in junior and senior high stages.

5.4.4 Recommendations for Researchers:

The literature review showed that all the previous Palestinian wise studies focused on either all the skills of a particular grade textbook or focused on specific aspects in them, but no one in the national scale tried to analyze the content of one particular micro skill like pronunciation for all levels. Here, the researcher recommended having further studies;

- 1- about the efficiency of teaching segmentals for the basic levels and the best approaches and methods to do that.
- 2- about the best ways to test listening and pronunciation;
- 3- about the best technological devices and coursewares to use in order to ease the process of teaching pronunciation.
- 4- on the difficulties that face teachers while using technology to teach productive skills (speaking and reading) and subskills(vowels and consonants , stress , rhythm and intonation) .

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Appendices

Appendix:1: Interview Respondents

Interview Respondents	
University	Name of the interviewed scholar
An-Najah national University	Dr.Fawaz Aqil/ Ayman nazal
Al Quds University	Dr. Omar Abu Al humos
Al Ahleiah National University	Prof. Aziz Khalil Dr. Mahmoud Tnaizi
Bethlehem University	Dr. Khader Juma
Beir Ziet Unversity	Dr. Muna Dajani
Al Istiqlal University	Dr. Fawaz Aqil
Hebron national University	Dr. Mahmoud Abu ShrieteH Dr. Ahmad Atawneh
Jenin Amircan University	Mr. Nizar Al Asa'd
Al Quds Open University	Dr. Mufeed Jadallah

The above scholars are strongly recommended for any guidance about pronunciation for their vast experience in teaching it.

Appendix 2: Phonetic Symbols

<u>pay</u>	[p]
<u>bay</u>	[b]
<u>may</u>	[m]
<u>tie</u>	[t]
<u>die</u>	[d]
<u>no</u>	[n]
<u>cake</u>	[k]
<u>go</u>	[g]
<u>sing</u>	[ŋ]
<u>fee</u>	[f]
<u>vow</u>	[v]
<u>so</u>	[s]
<u>zoo</u>	[z]
<u>thigh</u>	[θ]
<u>they</u>	[ð]
<u>show</u>	[ʃ]
<u>Jacques</u>	[ʒ]
<u>church</u>	[tʃ]
<u>judge</u>	[dʒ]
<u>lie</u>	[l]
<u>rye</u>	[ɹ]
<u>yes</u>	[j]
<u>weigh</u>	[w]
<u>hay</u>	[h]

Appendix 3: Tips for teaching stress:

1. Emphasize the length of stressed vowels.
2. Present sets of words with the same stress patterns.
3. Pronounce new vocabulary so students can hear which syllables are stressed.
4. Use pronunciation spellings to develop students' awareness of how unstressed vowels are pronounced.
5. Point out that unstressed vowels have a short, indistinct sound regardless of spelling.

Common Pronunciation Problems**Word Stress**

Vowel length in stressed and unstressed syllables

Vowel reduction in unstressed syllables

Stress patterns of classes of words

Rhythm and intonation

Highlighting important words with stress and pitch

Thought groups (Grouping words into meaningful phrases)

Linking adjacent words

Intonation to mark utterance boundaries

Consonants

th sounds in think and then .

Contrasts involving the first sounds in pet, bet, fete, vet, and wet.

Retroflexed. /r/: red, drive.

Final consonants and consonant clusters : bed, belt .

Grammatical endings.

Appendix 4: Characteristics of the level of stress in words

Category	Primary /heavy stress TELEphone	Unstressed: tele<u>ph</u>one	Secondary/minor stress : Tele<u>ph</u>one
Vowel length	Longest	Short	long
Pitch level	High	Low	Low
Loudness	Loud (clear)	Softer(indistinct)	Loud (clear)
Vowel quality	Full vowel	Reduced / ə /I/	Full vowel

Appendix 5: TTPS FOR TEACHING Rhythm

1. Model phrases using nonsense syllables to make rhythm pattern easier to hear
2. Teach beginning students the rhythm patterns of communicatively useful language at their level.
3. help students distinguish meaningful groups of words, teach them to:
 - lengthen the end of one group before saying the following group.
 - Teach students to link the final consonant of a word smoothly to the beginning sound of the next word.
 - Teach students predictable rhythm patterns of phrases.
 - Teach students to recognize the reduced pronunciations of grammar words.
 - Teach the reduced pronunciation of can to help students pronounce the difference between can and. can't.

Appendix 6: Content and function words

Content words: Stressed	Function Words: Unstressed
Nouns (table, dog)	Articles (a, an, the)
Verbs (walk, eat)	Auxiliary verbs (am, is, has, can, will)
Adjectives (big, beautiful)	Short prepositions (to, at, in, for, with)
Adverbs (quickly, very)	Conjunctions (and, or, that, when, if)
Demonstratives (this, those)	Relative pronouns (who, whom, that, which)
question words (Who? How?)	Personal pronouns and possessive adjectives
Negatives (including contractions) (not, don't, isn't)	(I' you' he' them' our' their)

Appendix 7: Presenting Linking Rules to Students following rules are simple alternatives.

1. A word ends in a consonant; the next word begins with a vowel: fresh. air Join the consonant clearly to the vowel: fresh air pick up.

2. A word ends in a consonant; the next word starts with a different consonant: don't com. Say the final consonant but keep it very short. Say the next word immediately: don't com, Web' site.

3. A word ends in a consonant; the next word starts with the same consonant: big girl. Say one long consonant. Do not say the consonant twice: bi girl, ni smil

Fast-Speech Blends.

Word blends result from the very close joining of final and beginning sounds in adjacent sounds.

thisheer (this year)

lascheer (last year)

wouldja (would you)

They won't letchew /they won't letcha (let you).

impart (in part)

I dombelieve it. (I don't believe it)

Appendix 8: Tips for teaching intonation:

- A. Teach the highlighting of Key words to help students make their meaning clearer.
- B. Use short utterances to illustrate intonation patterns.
- C. Teach intonation patterns that occur at the ends of utterances.
- D. Practice the intonation in a communicatively useful language that your students know how to use.
- E. Isolate intonation patterns using nonsense syllables to make them easier to hear.
- F. Integrate intonation work with classroom work on other English skills.
- G. Encourage monotone students to use their voices more.

Appendix 9: Alternatives used to simplify the technical terms of intonation

Place of articulation	Terms' substitutes
Bilabial	Both lips
Labio-dental	Top teeth and bottom lip
Alveolar ridge	Tooth ridge; flat part behind the top teeth (this can be felt with the tongue)
Palate	The front part of the top/roof of the mouth (this can be felt with the tongue)
Velum	Back part of the top/roof of the mouth (this cannot be felt with the tongue)
Vocal cords	No substitute , but the teacher can point to the Adam's apple
Manner of articulation	
Stop	Stop: the air is completely stopped
Fricative	A noisy sound; the air isn't completely stopped
Affricate	/t/ + /j/ pronounced together (/tʃ/ is first sound in ship). Students will not hear the two parts as separate sounds (see Sibilants, below); /d/ + /ʒ/ pronounced together (/dʒ/ is the middle sound in pleasure). Students will not hear the two parts as separate sounds
Nasal	Nasal; the air comes out of the nose; n, m or 'eng
Liquid	R or l
Retro flexion	The tip of the tongue points/curls up
Lateral	air passes over the sides of the tongue (reference to this term is rarely necessary)
Glide	w (/wə/ or y /yə)
Voicing	
Voiceless	Voiceless; vocal cords do not vibrate
Voiced	Voiced; vocal cords vibrate; more "sound" than voiceless consonants

Appendix 10: Spelling rules

Letters	Rule
/s/	S, ss, c (followed by i or e). -se (after a consonant) sing, listen, boss, nice, city, tense, course. Exceptions: .ss is pronounced /z/ in dessert, scissors, and possess.
/z/	z, -se, -s- (s between vowels), -es (ending): zero, dizzy, nose, cause, reason, easy, goes, catches. Exceptions: -se is pronounced /s/, as in dose, chase, house, and erase
/ʃ/	sh, ti-, -ci-, -sure, shoe: -ssure,: ash, patient, nation physician, special, mission, discussion, pressure Unusual spellings: ocean, sugar sure, Chicago, machine, cliché
/ʒ/	-sure, -sion, -zure: pleasure, Treasure, decision, television, seizure Unusual spellings: regime, beige, garage, equation
/tʃ/	ch, tch, -tu- (unstressed): church, catch, nature, century, picture Unusual spellings: cello, amateur
/dʒ/	j. dj, g (before i and e), dge, du- (unstressed): judge, edge, George, gene. gradual, education, schedule Unusual spellings: soldier, exaggerate

Appendix: 11: Tips for teaching Vowels

- I. Direct students' attention to vowels characteristics that they can see.
- II. Teach exceptional or confusing spelling associated with vowel sounds.
- III. Provide students with controlled practice to develop skill with vowels
- IV. Base communicative practice with problem vowels on words and groups of words that contain the vowels
- V. Use hand gestures to reinforce the pronunciation of /r/ after vowels.
- VI. Integrate vowel pronunciation with grammar practice.

Be aware of the following

The vowels in leave-live (/iy/-/I/)

The vowels in net-Nat-nut-not æ / ə /ɑ: /ɜ:/

r-colored vowels in beard, hard, and board

Appendix 12: Vowels, Phonemes and Graphemes

20 Vowel Phonemes / Graphemes					
Phoneme (sound)	Examples	Graphemes (written patterns)		Phoneme (sound)	Examples
Short Vowel Sounds... /a/	apple	a		/oo/	moon, screw
/e/	elephant, bread	e	ea	Other Vowel Sounds... 'oo'	book, could
/i/	igloo, gym	i	y	/ou/	house, cow
/o/	octopus, wash	o	a	/oi/	coin, boy
/u/	umbrella, won	u	o	'r' controlled vowels... /ar/	star, glass
Long Vowel Sounds... /ae/	rain, tray	ai, ay, a-e, a		/or/	fork, board
/ee/	tree, me	ee, ea, ie, y, e, ey		/er/	herb, nurse
/ie/	light, kite	igh, i-e, y, i, ie		/air/	chair, pear
/oa/	boat, bow	oa, ow, o, o-e		/ear/	spear, deer
/ue/	tube, emu	u-e, ew, ue, u		'schwa' unstressed vowel close to /u/ as in teacher, the, picture	

Needs to be at least one of these vowel sounds in every word (one per syllable)



Regular Alphabet Letter Patterns and Sounds



Advanced Letter Patterns and Sounds

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Appendix 13: SYNTAX AND GRAMMAR DIFFERENCES

Syntax and grammar differences points	Examples
I. Arabic uses a non-Roman script alphabet. Reading and writing are from right to left. Traditionally, a book will be opened from the left.	
2. Both nouns and adjectives have articles.	The strong horse > the horse the strong
3. Adjectives follow nouns.	The brown shoes > the shoes the brown.
4. Verb phrases do not occur in Arabic	
5. Since vowels are not written separately in Arabic, they may be left out when an ESL student attempts to write in English.	In many cases street > strt , dress > drs, etc.
B. POSSIBLE PRONUNCIATION DIFFICULTIES	
1. The R is formed in the front of the mouth, and it is trilled or rolled.	2. The aspirated P as in Put does not exist. The sound will resemble a B sound. Paper > baber.
4. The TH sound does not exist in Arabic. a. Voiceless initial TH will be replaced with S. thin > sin. b. Voiced initial TH will be replaced with Z or D. that > zat or dat.	5. The aspirated T will sound more like D. too > doo.
6. CH does not exist. It is replaced by SH. cheep > sheep.	7. There is no hard G as in go. The G is always soft as in gentle. 8. The short vowel sounds can cause difficulties for the ESL learner.
C- Arabic difficult sounds	D- Sentences to exercise pronunciation
ch (chin) (thin) g (go) (then) ng (ring) (man) p (pot) (egg) r (red) (sit) sh (ship) (hot) t (ten) (up)	th a a e i o u
	1. Ted had better head west. 2. Put the peeled potatoes in a pot. 3. She is doing the washing this morning. 4. The boys enjoy their toys. 5. It's a pleasure to meet you. 5. Richard is roller skating with Chuck this Thursday. 7. Gigantic garlic and green grapes grow in the garden. 8. I sing songs every evening in Spring. 9. The three brothers' birthdays are this month. 10. Charlie's dishes were chipped when they arrived at the china shop

Appendix 14: Highly recommended

5 Awesome Apps to Help Your Students Improve Their English Pronunciation

- 1. Say It: English Pronunciation**
- 2. Pronuncian–English Pronounce**
- 3. ELSA Speak: English Accent Coach**
- 4. English Pronunciation Tutor**
- 5. Speak–Practice Your English**

جامعة النجاح الوطنية

كلية الدراسات العليا

الصعوبات التي تواجه معلمي اللغة الإنجليزية في تعليم النطق من
وجهة نظر معلمي المادة في المدارس ومدرسي الجامعات في
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إعداد

إبراهيم علي عطا بيضون

إشراف

د. أيمن نزال

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قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية من كلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2020

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الملخص

هدفت هذه الدراسة إلى فحص الأسباب التي تكمن وراء الصعوبات في تعليم النطق والطرق التي يمكن من خلالها التخلص منها، وعليه فإنّ تحصيل المعلومات تم على أساس الطريقة التوضيحية التسلسلية والتي تضمنت البحث الكمي والنوعي. وهنا استخدم الباحث أداتين في بحثه، الأولى أسئلة مقابلات جيدة البناء لمحاولة معرفة الفجوات المؤدية الى الصعوبات وتسجيل علاجات بناء على حرفية وخبرة المحاضرين لتحسين جودة تعليم النطق لكل معلمي جميع مراحل المدارس المحلية الفلسطينية، حيث قام الباحث بتحديد مجموعة من محاضري الجامعات الفلسطينية المحلية والذين تتحصر تخصصاتهم ما بين علم الصوتيات والنحو ليتم مقابلتهم وجها لوجه

أما الأداة الثانية والتي تمثل البحث الكمي فهي الاستبانة المكونة من 21 سؤالاً والتي وزعت على (102) من معلمي اللغة الإنجليزية الذين هم على رأس عملهم حيث تم توزيع الاستبيان عبر الإيميل والواتس أب وعلى مستوى وطني.

وبناء على ما تم جمعه من الاداتين، تم تحليلها عبر برنامج SPSS وليتزود الكاتب بصورة. واضحة تم استخدام الأوساط الحسابية والترددات والانحرافات المعيارية واختبار العينة المستقل واختبار طريقة واحدة ANOVA للتوصل إلى التحليل الإحصائي الوصفي. والمعلومات التي تم تحصيلها تم تحليلها وكانت النتائج انه ليس هنالك فروق ذات دلالة إحصائية لصعوبات

تعليم النطق من وجهة نظر المعلمين ومحاضري الجامعات تعزى لأي من الجنس، أو سنوات الخبرة، أو المرحلة التعليمية، أو المستوى التعليمي للمعلم.

ومن ناحية أخرى فإن الدراسة أظهرت وبشكل واضح وجود صعوبات فيما يتعلق بتعليم النطق بالإضافة الى التجاهل من قبل المعلمين. وأكثر من ذلك فلقد قام الباحث بتوضيح أسس تعليم النطق.

وفي النهاية قام الباحث باقتراح العديد من التوصيات ووجهها الى أربعة جهات على اعتبار مسؤوليتها عن هذه الفجوة وأضاف مجموعة من الملحقات التي تسهل تعليم العناوين الرئيسية للنطق.