

## تصورات معلمي اللغة الإنجليزية تجاه فعالية دورة النطق عبر الإنترنت وتأثيرها على تحسين معتقداتهم حول التدريب عبر الإنترنت

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### الملخص

بحثت هذه الورقة في آراء ومعتقدات معلمي اللغة الإنجليزية الأردنيين حول نطق اللغة الإنجليزية في دورات النطق السابقة واللاحقة عبر الإنترنت، بالإضافة إلى تقييم جودة وفعالية دورة النطق عبر الإنترنت. تضمنت عينة الدراسة ٦٠ مدرساً للغة الإنجليزية، خضع المعلمون إلى استبيان قبل الدورة التدريبية وبعدها (دورة النطق عبر الإنترنت). خلصت نتائج الدراسة إلى أن (١) الاستماع إلى متحدثين أصليين للغة الإنجليزية يحسن نطق المتعلمين بشكل كبير. (٢) المحادثة باللغة الإنجليزية تحسن نطق المتعلمين. (٣) يجب ألا يعتقد المتعلمون أن تعلم النطق الصحيح وتقليد المتحدثين الأصليين يقلل من هويتهم الأصلية. (٤) الانغماس في تعلم اللغة ضروري جداً لاتقان النطق. (٥) يستطيع المعلم الانجليزي (الأصلي) ومدرس اللغة الثانية واللغة الأجنبية تعليم النطق بشكل فعال (٦) يجب على المعلمين تطوير أهداف وأنشطة لتدريس النطق عبر الإنترنت للوصول إلى مرحلة الكفاءة.

الكلمات المفتاحية: المعتقدات، مدرسو اللغة الإنجليزية، الدورة التدريبية عبر الإنترنت، الكفاءة، النطق

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## The Perceptions of English Teachers towards the Effectiveness of an Online Pronunciation Course and Its Impact on Improving Their Beliefs about Online Training

### Abstract

This paper investigated Jordanian English teachers' opinions and beliefs about English pronunciation in pre and post-online pronunciation courses, as well as evaluated the quality and effectiveness of the online pronunciation course. The sample of the study involved 60 English teachers who attended two pre- and post-course (the online pronunciation course) surveys. The findings of the study conclude that (i) listening to native English speakers improved learners' pronunciation significantly. (ii) Conversation in English improved the learners' pronunciation. (iii) Learners should not believe that learning correct pronunciation and imitating native speakers diminishes their original identity. (iv) Immersion in language learning was very necessary to master pronunciation. (v) Not only can the native teacher teach pronunciation effectively, but the second language and foreign language teacher can be excellent. (vi) Teachers should develop goals and activities for online teaching pronunciation to reach the stage of proficiency.

**Keywords:** Beliefs, English teachers, Online course, Proficiency, Pronunciation

## Introduction

Mastering English pronunciation is the goal of any second-language learner who wishes to develop his or her speaking fluency to communicate effectively ( Derwing & Munro, 2015). Fluency gives the speaker confidence in speaking, eases discussion, and does not find embarrassment in speaking and delivering his or her ideas.

The main goal of language learning is the ability to communicate between people. Therefore, some believe that learning the pronunciation is not necessary and a waste of time as long as the meaning is understood without any difficulty (Harmer, 2001).

Indeed, teaching pronunciation does not ask students to speak as native speakers but to pronounce it clearly. If students intend to change the way they pronounce words, they must change the type of their thinking about the sounds of words, such as rhythms, stress, and syllables (Zheng, 2018).

Learners of English as a second language can master the pronunciation when they can easily, quickly, and correctly hear the pronunciation (Gilakjani, 2016 ). Some fail to master the correct pronunciation, so they have to look for pronunciation courses at language centers or on the Internet.

In order to develop the pronunciation of English teachers, holding some training courses in pronunciation is inevitable ( Buss, 2017). Unfortunately, there is a dearth of teaching these courses compared to other language skills courses.

Shahzada (2012) believes that it is important to train teachers to correctly pronounce English words and sentences. They have to realize that speaking slowly and correctly is the best way to teach pronunciation. They also should convince students that their speaking is understandable, as this increases their confidence in their correct pronunciation.

Training plays a prominent role in teaching teachers and building confidence in themselves in terms of their ability to teach, especially in the field of pronunciation (Uchida & Sugimoto, 2020). Moreover, the cognition progress of a second language teacher is almost proportional to the progress of the teacher's identity (Burri, Baker, & Chen, 2017).

In terms of online learning, it includes the use of electronic resources to teach students via the Internet. It is now widely used at universities, schools, and academic training centers as a cutting-edge learning technology that assists in the development of student-centered learning paradigms (Al-Harazneh, Alobeytha, & Alodwan, 2022)

As a result of the spread of the coronavirus, e-learning has been invested in holding courses for English teachers, but these courses did not focus on the correct pronunciation of words and sentences. Instead, they only encouraged learners to listen to English films and newscasts.

As a result of the development of technology and the spread of the coronavirus, e-learning has been invested in holding courses for English teachers. These courses focused on grammar, writing, listening, reading, and others. Unfortunately, no courses on teaching pronunciation were held, and the teachers only instructed the students to listen to English films and news to develop their pronunciation.

### Literature Review

Many studies have tackled the issue of pronunciation. These studies are: the study of Gilakjani (2017) which discusses a review of previous studies looking at methods of teaching pronunciation and the importance of pronunciation in language teaching methods. The study came up with the following result: The goal of teaching pronunciation is not to speak as a native speaker but to master the correct pronunciation of a word. Therefore, the listener easily understands the speaker.

Moreover, the study by Pardede (2018) aimed to find a way to improve the pronunciation of English students at Christine University in Indonesia. The students

underwent three courses to improve their pronunciation. They also watched English movies and listened to some sentences. Then, the scholar recorded the students' voices after each session before comparing them at the end of the sessions to see the progress made. The study concluded with the following results: The advanced methods of teaching pronunciation contribute to improving pronunciation and students' confidence in their correct pronunciation.

Due to the different articulators of some voices, Arab students are affected by their mother tongue when pronouncing English words. This leads to misunderstandings of words and meanings as well as confusion for the listener. To know the size and types of errors in the pronunciation of English words, Ababneh (2018) selected two groups of Arabic students and English students at the University of Tabuk in Saudi Arabia. He asked them to read some texts in English to check the differences in pronouncing words between the two groups. He came up with the following results: The Arabic students (Group 1) pronounce words as they pronounce them in Arabic, using stress and Arabic letter articulators, and they use a direct transmission from Arabic to English in the pronunciation of words. As for the English students (Group 2), the percentage of errors was lower. Both groups face difficulty pronouncing some vowels and consonants due to the influence of the mother tongue.

Moreover, Abugohar and Yunus (2018) investigated the identification of the most important obstacles that students encountered in pronouncing English sentences and words fluently and correctly. The sample included 100 Saudi students representing four secondary schools in the southern region of Saudi Arabia. A questionnaire was distributed to them, and five of them were selected for a semi-structured interview. The findings of the study are: (i) the lack of a role model in learning correct pronunciation; (ii) some teachers' inability to teach correct pronunciation; (iii) some teachers' lack of interest in teaching correct pronunciation

of words; (iv) the effect of the mother tongue (Arabic) on the correct pronunciation of English words, especially in the pronunciation of vowels; and dealing with silent letters.

In their paper, Alzinaidi and Latif (2019) attempted to identify the consonant sounds that English students in Saudi Arabia struggle to pronounce . Forty students majoring in English at Al-Imam Muhammad Ibn Saud University participated in the study. Some of them have low levels while others have intermediate levels. They were subjected to a pronunciation test to determine their verbal errors, and their mistakes were limited to the pronunciation of the following sounds: "/p/, /t/, and/d/" (p.180). Low-level students made more consonant errors than intermediate-level students, especially when the letter is at the beginning and end of a word.

Additionally, Agarwal and Chakraborty (2019) believed that students of English can use computer-aided pronunciation training systems (CAPTS) to improve their pronunciation. The functions of this system include recording the learner's voice and discovering and diagnosing the mispronunciations before suggesting a method for correcting them. Based on the used technology and the characteristics of every system, the author categorized the CAPT as follows: A visual simulation-based system is appropriate for children; a game-based system is useful when it is designed to meet the needs of the learners; a comparative phonetics-based system is appropriate for adults who are fluent in their native language; and a neural network-based system has the highest precision in mispronunciation diagnosis and is appropriate for experts and excellent learners. These systems have the ability to detect verbal errors by up to 86% and also reduce the rate of verbal errors among learners to 23%. Therefore, it is necessary to cooperate between teachers and these tools to improve pronunciation.

In a study to test the effectiveness of using the Tik Tok application in teaching the correct pronunciation of English , Pratiwi, Ufairah, and Sopiah (2021) selected eight

students from Suryakancana University in China. Then, the scholars asked the students to watch and hear video clips in English for a certain period of time. For data collection, observation was used to collect data about the students' progress . The findings of the study are: (i) The students have a strong desire to learn the pronunciation through the Tik Tok application. (ii) This application is an excellent educational tool for teaching pronunciation.

In her study, Al-Jarf (2022) aimed to (i) analyze the errors in the pronunciation of English nouns (people, countries, villages, cities, things) by Arab speakers; (ii) classify pronunciation errors into some classes such as the type of letter (vowels or consonants), stress, errors due to stopping or connecting, diphthongs; and (iii) find the source of the pronunciation error. The sample involves 81 instructors and students from different colleges at a university in Saudi Arabia. Some of the instructors are from Saudi Arabia, Jordan, Lebanon, Syria, and Egypt, and some are students. The scholar used diary methodology as data collection through observation and recording their pronunciation errors. The findings of her study are: (i) consonants that are missing in the first language (p v) are replaced with their equivalents ( b, f) in body, ofer, (ii) the wrong pronunciation of English vowels in the following words: (London, Google, Uber,... etc), (iii) putting geminating consonants in place names (Peking, Minnesota,...etc), and (iv) adapting Arabic stress rules for English words (McDonald,... etc).

Based on the literature review, this study examined the opinions and beliefs of Jordanian English teachers twice: in the pre and post-online English pronunciation course and evaluated the quality and effectiveness of the online English pronunciation pedagogy course.

**Problem Statement:**

Throughout my long journey of teaching English, I have found that some English teachers face difficulty correctly pronouncing words and sentences. They do not know how to teach English pronunciation. Another issue is the low demand of English language teachers for distance training. They lack confidence in themselves and their knowledge while teaching pronunciation due to their weakness in teaching skills. They do not receive training opportunities on teaching pronunciation adequately. Moreover, curricula are not suitable for teaching pronunciation.

During the coronavirus, the issue of pronunciation became more complex, and mispronunciation increased when traditional teaching was switched to an online one. Based on literature reviews, no study has discussed the beliefs of teachers towards teaching pronunciation, both traditionally and online. Therefore, the questions of this research are:

- Q1. What are the opinions and beliefs of Jordanian English teachers about the English pronunciation pre and post-online pronunciation course?
- Q2. How do Jordanian English teachers evaluate the quality and effectiveness of an online English pronunciation pedagogy course?

**The significance of the Study**

This study encourages teachers as well as students to use technology to improve their English skills. It supports teachers' knowledge of how to effectively run an online course, especially in the field of pronunciation. The course contains several online programs to train teachers to develop their innovative teaching skills that lead to high efficiency in training. English teachers are expected to benefit from this study, which motivates them to hold several online courses to improve their skills. Furthermore, policymakers should adopt online teacher training courses to improve



teachers' pronunciation skills to avoid the difficulties of traveling to the venue of the course and in harsh conditions such as cold, winter, and the spread of the coronavirus.

### Methodology

#### Research Design

To achieve the objectives of the study, an experimental design was used. The researcher used a belief survey before and after the online pronunciation course. See the following figure:

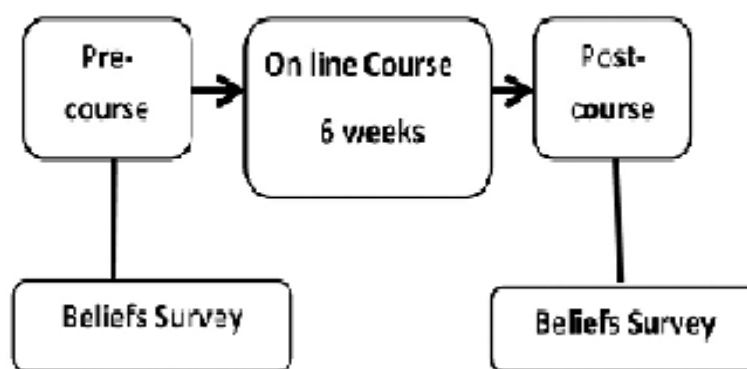


Figure 1: The experimental design of the Study

#### Population and sample:

The population of the study involves all the English teachers in Jordan, and the sample consisted of 60 English teachers who represented the convenience sample. The following table explains the demographic information about the sample:

Table 1. The Demographic Factor

| Sex              | Male     | Female | ----- |       |           |
|------------------|----------|--------|-------|-------|-----------|
| Number           | 27       | 33     |       |       |           |
| Percentage       | % 45     | %55    |       |       |           |
| Experience Years | 1-5      | 6-10   | 11-15 | 16-20 | 21- above |
| Number           | 10       | 21     | 18    | 8     | 3         |
| Percentage       | %16.7    | %35.0  | %30.0 | %13.3 | % 5       |
| Age              | 22-31    | 32-41  | 42-51 | 52-60 | -----     |
| Number           | 15       | 27     | 13    | 5     | -----     |
| Percentage       | %25.0    | %45.0  | %21.7 | %8.3  | -----     |
| Education level  | Bachelor | Master | Phd   | ----- | -----     |
| Number           | 41       | 15     | 4     | ----- | -----     |
| Percentage       | %68.3    | %25.0  | % 6.7 | ----- | -----     |

The analysis in table 1 reveals information about the sample. The majority of the teachers who participated in the online course were 33 women (% 55) and 27 men (% 45). In terms of experience, those who have 6–10 years of experience were 21 teachers ( % 35), and those who have many years in experience (21- and above ) were 3 and represented % 5. In terms of age, the majority of teachers were from 32–41 years of age, and there were 27 teachers ( % 45) and 5 teachers whose ages were between 32–41, and their rate is % 8.3. According to their education, 41 have bachelor's degrees, accounting for 68.3 percent, and 4 have PhDs, accounting for 9.6.7%.

### Ethical Approval Prior to the first survey:

All the teachers (60) signed a consent form about the study, and they agreed to fill out the pre- and post- surveys and to attend the online course.

### Measurements of Survey Instruments

The study adopted and adapted the multi-item scales of Kochem (2022) which involve 4 dimensions (39 items). These are:

| Table 2 : Variables of the Study |                                            |                 |
|----------------------------------|--------------------------------------------|-----------------|
| S.N                              | Dimensions                                 | Number Of Items |
| 2.                               | Language Learning Skills                   | 8               |
| 3.                               | Opinions and Beliefs towards Pronunciation | 8               |
| 4.                               | Pronunciation Instruction                  | 9               |
| 5.                               | Course Effectiveness and Quality           | 10              |

To get an appropriate degree of accuracy, a Likert-type, seven-point scale was adopted. 1. strongly disagree, 2. disagree, 3. slightly disagree, 4. neutral, 5, slightly agree, 6 agree, 7 strongly agree

### Validity and reliability

The value of the Pearson correlation coefficient on all similar dimensions was greater than 0.60 in both tests (pre-test and post-test), and all of them were statistically significant at the significance level ( $\alpha = 0.05$ ).

### The stability of the scale in its original form

In order to ensure the stability of the scale, the scholar extracted Cronbach's alpha internal consistency coefficient for each of the dimensions of the coping strategies. All of which were greater than 0.60 in both tests, and this indicates that the scale has a degree of stability.

### The validity of the confrontation strategies scale

In order to ascertain the indicators of the apparent validity of the scale of belief, it was presented to four referees who have good experience and competence in the field of linguistics. They were from two Jordanian universities to judge the degree of integrity of the wording, the language of the paragraphs, their clarity, their suitability for measuring what they were set for, and the extent to which each paragraph belongs to the field to which it belongs. The scale is based on the consensus of the majority of the referees to reach the scale in its final form, whose items amounted to 39. The most prominent amendments to the following items were as in the following table.:

| Table 3: Items before and after amendments                    |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Item No                                                       | Item Before Amendment                                                                                                                                                                                                                                                       | Item after Amendment                                                                                                                                                                                     |
| <b>Language Learning Skills</b>                               |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |
| 1.                                                            | How substantial is it for an ESL instructor to educate the bellow skills:<br>Reading strategies b. Listening strategies c. Writing skills d. Conversational skills e. Vocabulary f. Grammar g. Fluency and pronunciation. h. The Civilization of nations that speak English | 1. How important is it for a teacher to teach reading strategies?<br>2. How important is it for a teacher to teach listening strategies?<br>As the above items (1 and 2), author asks about other skills |
| <b>Opinions and Beliefs of Teachers towards Pronunciation</b> |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |
| 3.                                                            | Exposure to the target language outside the classroom has more to do with learners' improvement in pronunciation than explicit instruction.                                                                                                                                 | Exposure to English outside the classroom has more to do with learners' improvement in pronunciation than explicit instruction.                                                                          |
| <b>Pronunciation Instruction</b>                              |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |
| 1.                                                            | Teaching pronunciation can be overwhelmingly needless if students can learn it when listening to native speakers.                                                                                                                                                           | Teaching pronunciation can be overwhelmingly needless as most students can learn it when listening to native speakers                                                                                    |
| 3.                                                            | The most qualified teacher for teaching pronunciation is a native speaker.                                                                                                                                                                                                  | The best person to teach pronunciation is a native English speaker.                                                                                                                                      |

Therefore, a training course for teachers on the methods of teaching pronunciation is necessary. This course will be online so that the largest number of teachers can attend the course without restrictions due to time and place (Diepenbroek & Derwing, 2013, Couper, 2017, Kochem, 2022). This course lasted for six weeks, from September 2, 2021 to October 15, 2021, for five days per week (two hours daily). It includes the following topics:

| Table 4. The Topics of online course |                       |
|--------------------------------------|-----------------------|
| Week                                 | Topic                 |
| 1                                    | Word Stress           |
| 2.                                   | Consonants and Vowels |
| 3.                                   | Intonation            |
| 4.                                   | Rhythm                |
| 5.                                   | Prominence            |
| 6.                                   | Connected Speech      |

Data Analysis. This study used SPSS- version (23) -.

### Result:

The results of the analysis based on the research questions are as follows:

**Research question NO1:** What are the opinions and beliefs of Jordanian English teachers about the English pronunciation pre and post-online pronunciation course?

Tables (5, 6,7, & 8) demonstrate the teachers' beliefs in pre and post online pronunciation course. To answer this question, the mean and standard deviations are calculated for the responses of the study sample to the following variables:

**The first variable:** language learning skills. The following table shows the mean and standard deviations for two surveys: The pre-and post-online pronunciation course of the language learning skills.

Table 5 : Language Learning Skills

| S.N | Item                                                                                   | Pre- course |       | Post- course |       |
|-----|----------------------------------------------------------------------------------------|-------------|-------|--------------|-------|
|     |                                                                                        | MEAN        | SD    | MEAN         | SD    |
| 1.  | How important is it for a teacher to teach reading strategies                          | 2.98        | 2.021 | 3.57         | 2.273 |
| 2.  | How important is it for a teacher to teach listening strategies                        | 3.82        | 2.318 | 5.02         | 1.780 |
| 3.  | How important is it for a teacher to teach writing skills                              | 3.08        | 2.126 | 4.85         | 1.830 |
| 4.  | How important is it for a teacher to teach conversational skills                       | 2.53        | 1.770 | 5.20         | 1.560 |
| 5.  | How important is it for a teacher to teach vocabulary.                                 | 2.22        | 1.462 | 4.77         | 1.872 |
| 6.  | How important is it for a teacher to teach grammar                                     | 3.58        | 2.102 | 4.92         | 1.778 |
| 7.  | How important is it for a teacher to teach fluency and pronunciation                   | 3.37        | 1.957 | 5.05         | 1.827 |
| 8.  | How important is it for a teacher to teach civilizations of nations that speak English | 2.85        | 2.032 | 4.30         | 1.986 |
|     | <b>Mean</b>                                                                            | 3.05        |       | 4.71         |       |

The results of Table (5) show that the mean of language learning skills is (3.05) in the pre-course survey and the mean is ( 4.71) in the post-course survey. Item NO (2) "How important is it for a teacher to teach listening strategies?" occupies the first rank with a mean of (3.82) and Standard deviation ( SD) of ( 2.318) in the pre-course survey. In the post-course survey, item No. (4) " How important is it for a teacher to teach conversational skills) occupies the first rank with mean of (5.20) and SD (1.560).

In the pre-course survey, item NO (5) " How important is it for a teacher to teach vocabulary?" gets the least mean (2.22) and SD (1.462). In contrast, the item " How

important is it for a teacher to teach reading strategies?" gets the least mean (3.57) and SD (2.273) in the post-course

### The second variable: Opinions and Beliefs of Teachers towards Pronunciation:

The following table shows the mean and standard deviations for two surveys: The pre-and post-online pronunciation course of the aforementioned variable.

| Table 6 : Opinions and Beliefs of Teachers towards Pronunciation |                                                                                                                                             |             |       |              |       |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|--------------|-------|
| S.N                                                              | Item                                                                                                                                        | Pre- course |       | Post- course |       |
|                                                                  |                                                                                                                                             | MEAN        | SD    | MEAN         | SD    |
| 1.                                                               | A ponderous accent is a reason for bias against foreign speakers.                                                                           | 2.97        | 2.066 | 3.93         | 2.007 |
| 2.                                                               | Pronunciation is one of the most important aspects of language for successful communication.                                                | 3.62        | 2.059 | 4.48         | 2.103 |
| 3.                                                               | Exposure to the target language outside the classroom has more to do with learners' improvement in pronunciation than explicit instruction. | 2.82        | 1.712 | 3.72         | 1.637 |
| 4.                                                               | Segmental sounds (i.e., consonant and vowel sounds) are more important for producing comprehensible speech than suprasegmental features.    | 2.85        | 2.146 | 3.08         | 1.730 |
| 5.                                                               | There is an age-related limitation on the acquisition of native-like pronunciation.                                                         | 2.57        | 1.544 | 4.87         | 1.827 |
| 6.                                                               | To protect his or her identity, a student refuses to change his or her pronunciation.                                                       | 3.88        | 2.171 | 5.37         | 1.134 |
| 7.                                                               | Pronunciation is best learned through language immersion, without the need for rules or theoretical explanations.                           | 3.02        | 1.970 | 5.37         | 1.426 |
| 8.                                                               | Most learners want teachers to correct their pronunciation.                                                                                 | 2.72        | 1.738 | 2.33         | 1.160 |
|                                                                  | Mean                                                                                                                                        | 3.05        |       | 4.14         |       |

Table (6) demonstrates that the mean of the opinions and beliefs of teachers towards pronunciation is (3.05) in the pre-course survey and the mean is ( 4.14) in the post-course survey. Item No. 6) " To protect his or her identity, a student refuses to change his or her pronunciation" is the first rank with a mean of (3.88) and a standard deviation ( SD) of (2.171) in the pre-course survey. In the post-course survey, the same item No. (6) occupies the first rank with a mean of (5.37) and SD of (1.134). Item No. 7) " Pronunciation is best learned through language immersion, without the need for rules or theoretical explanations." Its mean is also (5.37) and its SD is (1.426).

In the pre-course survey, item NO (5) " There is an age-related limitation on the acquisition of native-like pronunciation" got the least mean (2.57) and SD (1.544). In contrast, the item NO (8) " Most learners want teachers to correct their pronunciation?" gets the least mean (2.33) and SD (1.160) in the post-course.

### The third variable: Pronunciation Instruction:

The following table shows the mean and standard deviations for two surveys: The pre-and post-online pronunciation course of the pronunciation instruction

| S.N | Item                                                                                                                           | Pre- course |       | Post- course |       |
|-----|--------------------------------------------------------------------------------------------------------------------------------|-------------|-------|--------------|-------|
|     |                                                                                                                                | MEAN        | SD    | MEAN         | SD    |
| 1.  | Teaching pronunciation can be overwhelmingly needless as most students can learn it when listening to native English speakers. | 2.46        | 1.726 | 2.08         | 1.046 |
| 2.  | Pronunciation is not really teachable.                                                                                         | 2.73        | 2.024 | 5.57         | 1.226 |
| 3.  | The most qualified teacher for teaching pronunciation is a native speaker.                                                     | 3.47        | 2.182 | 2.13         | 1.157 |
| 4.  | Teaching pronunciation is difficult.                                                                                           | 2.92        | 1.788 | 2.47         | 1.620 |
| 5.  | The primary goal of pronunciation teaching should be to eliminate, as much as possible, foreign accents.                       | 2.82        | 1.970 | 2.22         | .922  |
| 6.  | It is not possible to teach pronunciation communicatively.                                                                     | 2.93        | 2.116 | 5.90         | 1.130 |
| 7.  | Teaching pronunciation does not usually result in permanent                                                                    | 2.87        | 2.159 | 1.97         | 1.134 |



|    |                                                                                 |      |       |      |       |
|----|---------------------------------------------------------------------------------|------|-------|------|-------|
|    | changes in a learner's speech.                                                  |      |       |      |       |
| 8. | Pronunciation instruction is only effective for highly motivated students.      | 2.63 | 1.727 | 4.82 | 2.029 |
| 9  | Pronunciation instruction improves communication rather than language accuracy. | 2.97 | 1.551 | 3.93 | 2.090 |
|    | <b>Mean</b>                                                                     | 2.87 |       | 2.86 |       |

The results of Table (7) show that the mean of the pronunciation instruction variable is (2.87). Item NO (3) " The most qualified teacher for teaching pronunciation is a native speaker" occupied the first rank with mean (3.47) and SD ( 2.182) in the pre course survey. While, in the post course survey, the item NO (6) " It is not possible to teach pronunciation communicatively) occupied the first rank with mean (5.90) and SD (1.130).

In terms of the lowest mean, in pre-course survey, the item NO (1) " Teaching pronunciation can be overwhelmingly needless as most students can learn it when listening to native English speakers" gets the least mean (2.46) and SD (1.726). In contrast, the item NO (7) "Teaching pronunciation does not usually result in permanent changes in a learner's speech " gets the least mean (1.97) and SD (1.134) in the post-course.

## Q 2. How do the Jordanian English teachers evaluate the quality and effectiveness of online English pronunciation pedagogy course?

The answer of the above question is discussed through the fourth variable "Course Effectiveness and Quality" . Therefore, the result represents the mean and SD of the post online course survey

**The fourth variable:** Course Effectiveness and Quality.

The following table shows the mean and standard deviations for post- survey: The post-online pronunciation course and the effectiveness and quality of the online course

| Table 8 : Effectiveness and Quality of the online course |                                                                                                          |              |       |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------|-------|
| S.N                                                      | Item                                                                                                     | Post- course |       |
|                                                          |                                                                                                          | MEAN         | SD    |
| 1.                                                       | Online instruction can be just as effective for learning as face-to-face.                                | 4.42         | 1.907 |
| 2.                                                       | Knowledge gained from this online course would be comparable to a face-to-face version.                  | 4.42         | 2.028 |
| 3.                                                       | The activities and delivery of instruction in this course were engaging and meaningful.                  | 5.08         | 1.619 |
| 4.                                                       | Pronunciation pedagogy cannot be taught in an online course as effectively as face-to face               | 3.60         | 1.870 |
| 5.                                                       | Teachers should develop objectives and activities designed specifically for online instruction only.     | 5.35         | 1.655 |
| 6.                                                       | Learning is the responsibility of the student in an online course.                                       | 4.85         | 1.755 |
| 7.                                                       | Credits earned in online courses should count for less than credits earned through face-to face courses. | 4.05         | 1.881 |
| 8.                                                       | Online language teacher education courses should incorporate a virtual field experience.                 | 4.78         | 1.795 |
| 9.                                                       | Community building and collaboration are more important than tests or exams in an online course.         | 4.58         | 1.889 |
| 10.                                                      | Online courses will never replace face-to-face courses.                                                  | 4.35         | 5.243 |
|                                                          | Mean                                                                                                     | 4.54         |       |

The results of Table (8) show that the mean of course effectiveness and quality (4.54). Item NO (5) "Teachers should develop objectives and activities designed specifically for online instruction only" occupied the first rank with a mean (5.35) and SD (1.655) in the post course survey. In contrast, item NO (4) "Pronunciation pedagogy cannot be taught in an online course as effectively as face-to-face" gets the least mean (3.60) and SD (1.870).

Two items represent significant differences between the pre-course survey and the post-course survey: The first item: Segmental sounds (i.e., consonant and vowel sounds) are more important for producing comprehensible speech than suprasegmental features. ( $F[1, 019] = 4.31, p = .029$ ) and the second item "Pronunciation instruction is only effective for highly motivated students" ( $F[1, 009] = 4.08, p = .033$ ). Although there are a few differences in the beliefs between teachers due to their education and experience, to a large extent, online courses have contributed to the convergence of views between teachers.

#### Discussion:

**Research question NO 1:** What are the opinions and beliefs of the Jordanian English teachers about the English Pronunciation pre- and post-online pronunciation course?

#### Language Learning Skills

##### The Pre- Online Course

Item No. (2) , " How important is it for a teacher to teach listening strategies?" is able to occupy the first place with mean (3.82) and SD (2.318). Teachers realize that listening and pronouncing are skills that go hand in hand. They believe they cannot correctly pronounce the word until they hear the correct voice. So, they turn to the radio, TV, and YouTube to listen to the news and English-speaking movies to improve their pronunciation. When listening, teachers face the problem of different dialects, so the listener is keen on listening to one speaker. Through good listening, the listener's ear will become familiar with the English voice. Then, the speaker will pronounce what he or she hears.

In contrast, item NO (5), " How important is it for a teacher to teach vocabulary?" It seems that learning vocabulary by teachers did not meet the approval of most teachers for teaching correct pronunciation. Therefore, this item gets the lowest mean (2.22) and SD (1.462 ). Unfortunately, as evidenced by the questionnaire, a

large number of teachers focus on defining the meaning and providing sentences for each vocabulary word rather than teaching the correct pronunciation of the word.

Some teachers pronounce the word and ask the students to repeat the pronunciation several times. This is good, but what bad is that some teachers are not good at using stress and intonation when pronouncing words. So, students repeat the mispronunciation. For the above reasons, most teachers do not trust teaching pronunciation through teaching vocabulary.

#### **The Post- Online Course**

Item No. 4: " How important is it for a teacher to teach conversational skills?" As soon as the teachers finished the online pronunciation course, they admitted that conversational skills were the best way to teach pronunciation. This item got the highest mean (5.20) and SD (1.560). It will be an excellent opportunity to learn the correct pronunciation if one of the speakers is native or if he or she masters the pronunciation of English perfectly. As the student can imitate others in the way words are pronounced, it is also possible for one to correct the other. Also, the teacher may conduct the conversation with any student and correct the word if the student makes a mistake and encourages him to continue the dialogue. It will be an excellent opportunity to learn the correct pronunciation if one of the speakers is native or if he or she masters the pronunciation of English perfectly. The student can imitate the other in their pronunciation of words. It is also possible for one to correct the other. Also, the teacher may conduct the conversation with any student and correct the word if the student makes a mistake and encourages him or her to continue the dialogue.

In item No (1). "How important is it for a teacher to teach reading strategies?", the teachers are not convinced that the reading strategy is not important in teaching correct pronunciation, so the mean is the least (3.57) and the SD (2.273 ). The low rate can be justified as follows: It is true that the traditional method of choosing one

or more paragraphs, asking the students to read the sentences aloud, and using the dictionary to find out how the word is pronounced takes a long time. Also, its effectiveness is unsatisfactory to some extent. Certainly, teachers have tried this method and found it ineffective.

### Opinions and Beliefs of Teachers Towards Pronunciation

Item No (6) " To protect his, her identity, a student refuses to change his or her pronunciation" has the highest (3.88) and SD (2.171 ). Some L2 students believe that their pronouncing English may impair their sense of identity. They will be unhappy and feel ashamed if they pronounce as the native speaker. Therefore, they reject this idea On the other hand, item No (5) " There is an age-related limitation on the acquisition of native-like pronunciation") occupied the last rank with (2.57) and SD (1.544 ). Teachers, to some extent, reject the idea that age has anything to do with correct pronunciation. Most students can master the pronunciation, regardless of their age. Some teachers recognize that children have great difficulty pronouncing sounds correctly. Children's speech disorders include difficulties in pronouncing some letters, stress, and syllables. Dysarthria is a disorder that results from poor, loose, or inability to control speech muscles. Speech is difficult to articulate due to the inability to move the articulation muscles with normal speed or force. People with dysarthria may have hoarseness, slurred or slow speech.

### The Post- Online Course:

Both items No (6) and No (7) got the first rank with a mean of 5.37% and SDs of 1.134 and 1.426, respectively. It seems that the identity issue engages the minds of the teachers before and after the online course. Some teachers and students have a misconception about associating their identities with learning the correct pronunciation. They believe that the tradition of native English speakers affects their identities. Thus, learners will not abandon the correct pronunciation method. There

is no objection to the Arabic students speaking English with an Arabic accent and the Indians speaking English with an Indian accent. Indeed, the preservation of identity should not affect the mastery of the accent in its original pronunciation to be understood by all people of different nationalities.

Item (7), "The best way to learn pronunciation is through language immersion, without the need for grammar or theoretical explanations," got the highest mean (5.37) and SD (1.426). Teachers believe that students must immerse themselves in English language education to a large extent if they want to master English pronunciation. Indeed, immersion in the kindergarten, primary, middle, and secondary stages is effective in learning pronunciation. The immersion period depends on the period that the student spends learning English and using it as a scientific language to teach other academic subjects such as mathematics, chemistry, physics, and others.

In contrast, item (8) "Most learners want teachers to correct their pronunciation" has occupied the bottom place. Its mean (2.33 ) and SD (1.160 ). Most students refuse to let the teacher correct their pronunciation for the following reasons: Some students are embarrassed that the teacher corrects their mistakes in front of the other students. Some students suffer from the difficulty of pronouncing and refuse to be focused on by the teacher in correcting their pronunciation. Some believe that practicing listening to the pronunciation from programs, YouTube, radio, TV, and dictionaries keeps them from making pronunciation errors

#### **Pronunciation Instruction:**

#### **The Pre- Online Course:**

The item No. 3 'The most qualified teacher for teaching pronunciation is a native speaker.' They got the highest mean (3.47) and SD (2.182). Most teachers think that the best teachers for teaching pronunciation are native teachers due to their mastery

of the correct pronunciation. They acquired the correct pronunciation from their community and the pronunciation books. The native teachers have great confidence in teaching the pronunciation, which is necessary to deliver the lesson to the student easily and skillfully. They also do not need a long time to prepare the pronunciation lessons. Moreover, they follow logical and advanced methods for teaching pronunciation.

On the other hand, item No. 1, " Teaching pronunciation can be overwhelmingly needless as most students can learn it when listening to native English speakers" occupied the last place and got the mean (2.46) and SD (1.726 ). Teachers believe that teaching the correct pronunciation is not necessary since pronunciation can be practiced with native speakers or those who speak the language fluently.

#### **The Post- Online Course:**

Item No. 6: " It is possible to teach pronunciation communicatively" has a high mean (5.90) and a SD of (1.130). The majority of teachers believe that correct pronunciation can be taught using communication, which provides a better opportunity to learn the correct pronunciation. Through communication, students can conduct a dialogue with each other and thus correct their pronunciation errors. The teacher can also be a party to the dialogue or an observer, as the dialogue helps students build confidence in themselves as well as apply all language skills.

In contrast, the mean of item (7) " Teaching pronunciation does not usually result in permanent changes in a learner's speech" is the lowest (1.97) and SD is (1.134). A few teachers believe that a pronunciation course does not affect the ability of the students to correctly pronounce English unless they improve their pronunciation through listening to English broadcasts, dialogues, and other ways.

**Q 2:** How do Jordanian English teachers evaluate the quality and effectiveness of online English pronunciation pedagogy course

### Course Effectiveness and Quality:

The result represents the mean and SD of the post-online course survey. Therefore, this survey does not have a pre-course survey. The highest mean (5.35) and SD (1.655) of this variable is for item (5), " Teachers should develop objectives and activities designed specifically for online instruction only." Most teachers agree that it is necessary to prepare goals to teach any online topic. Also, there is an urgent urge to prepare a number of fun and innovative activities to attract the interest of students. These activities must be purposeful and varied to enhance students' ability to understand the lesson easily. These activities may be in the form of videos, imitations of the speakers in the videos, or actual activities.

However, the mean of item (4) " Pronunciation pedagogy cannot be taught in an online course as effectively as face-to-face" is (3.60) and the SD is (1.870). It seems that a small number of teachers who completed the online pronunciation course were dissatisfied with the course and considered that the face-to-face course is more effective than the online course. This may be justified for several reasons, such as teachers' lack of preparation for using computers, poor interaction between learners and the trainer, or a lack of activities that motivate the students to learn easily and rapidly.

### Limitation:

The small sample size ( 60 English teachers) is considered the main limitation of the study. Due to this small sample size, the results may not be generalized to all the teachers in different countries.



**Conclusion:**

Correct pronunciation plays a prominent role in understanding the speaker and conveying information to the listener easily. Foreign speakers are not required to speak as fluently as native speakers of English, but they should speak with correct pronunciation and a balanced tone. The study concluded with the following recommendations: (i) Teachers have to improve goals and certain activities for online training. (ii) Decision-makers should focus on virtual learning and digital learning together. (iii) It is so important to motivate students to pay attention to learning pronunciation. (iv) The best way to teach pronunciation is through conversation. (v) Offering pronunciation courses (both online and in-person) to English teachers in order to improve their pronunciation. (vi) Curriculum designers should pay attention to designing a curriculum for teaching online English skills.

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