

Evaluating Teaching English Pronunciation at EFL Iraqi Secondary Schools from Secondary Schools Teachers' Point of View

تقييم تدريس نطق اللغة الإنجليزية في مدارس العراق الثانوية كلغة أجنبية من وجهة نظر
معلمي المدارس الثانوية

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Abstract

Learning pronunciation in the process of acquiring English as a foreign language refers to build up new pronunciation habits and leave the effect of the mother-tongue language. It is considered as a good key for comprehending effective oral communication productively and receptively. Studying pronunciation offers learners great confidence in conducting this kind of communication. Practically, it is not easy for English language learners to get good control on pronunciation. However, it is not impossible for them to present impressive performance. In fact, teaching pronunciation at EFL Iraqi secondary schools faces many challenges. Secondary school teachers have a number of

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difficulties and obstacles in teaching pronunciation. The present study evaluates teaching pronunciation in EFL Iraqi secondary schools through presenting a questionnaire, which contains 14 indicators, for 150 teachers of English (males and females) at Iraqi public secondary schools in the city of Karbala. According to secondary school teachers' point of view, the results have shown that teaching pronunciation is important in teaching English and communication. However, there are a number of difficulties and obstacles in teaching pronunciation. The poor classroom environment in teaching pronunciation and inefficient pronunciation material in the textbooks are examples of these obstacles. Based on the result of this study, a number of conclusions and pedagogical recommendations.

Keywords: Pronunciation, Evaluation, Teaching

مستخلص البحث

يشير تعلم التلفظ في اكتساب اللغة الإنجليزية كلغة أجنبية إلى بناء عادات جديدة في التلفظ وترك تأثر اللغة الأم. حيث يعتبر تعلم التلفظ مفتاحًا جيدًا للتواصل الشفهي المؤثر والمفهوم في إنتاج واستقبال المعلومات و يوفر للمتعلمين ثقة كبيرة في إقامة هذا النوع من التواصل. عمليًا ، ليس من السهل على هؤلاء المتعلمين أن يتمكنوا من التلفظ الصحيح. ومع ذلك ، ليس من المستحيل عليهم تقديم أداء مبهر. في الواقع ، يواجه تدريس التلفظ في المدارس الثانوية العراقية التي تدرس اللغة الإنجليزية كلغة أجنبية العديد من التحديات. يواجه مدرّسو هذه المدارس صعوبات وعوائق عديدة في تدريس التلفظ. تُقيّم هذه الدراسة تدريس التلفظ في المدارس الثانوية العراقية التي تدرس اللغة الإنجليزية كلغة أجنبية من خلال تقديم استبيان يتضمن ١٤ مؤشرًا، شمل ١٥٠ مدرس ومدرّسة للغة الإنجليزية في المدارس الثانوية الحكومية العراقية بمدينة كربلاء. وفقا لوجهة نظر مدرسي المدارس الثانوية، أظهرت النتائج أن تدريس مادة التلفظ يشكل أهمية في تدريس اللغة الإنجليزية وفي عملية التواصل. مع ذلك هناك عدد من المشكلات والعوائق في تدريس مادة التلفظ. بيئة الصف الفقيرة في تدريس التلفظ وعدم كفاءة مادة التلفظ في الكتب المنهجية هي أمثلة على هذه العوائق. بناءً على نتيجة هذه الدراسة تم طرح عدد من الاستنتاجات والتوصيات التربوية إضافة إلى عدد من الدراسات المستقبلية المتعلقة بهذا البحث.

الكلمات المفتاحية: التلفظ، التقييم، التدريس

1. Introduction

1.1 The Problem and its Significance

Pronunciation is a process of uttering speech sounds. In the process of acquiring English, pronunciation is regarded as the main and important means

to produce effective and meaningful oral communication achieved through sending and receiving messages with unambiguous and clear words uttered accurately. So, studying pronunciation is necessary in acquiring a foreign language. Accordingly, foreign language teachers should do their best to develop their learners' pronunciation. Those learners should realize that committing pronunciation mistakes leads to miscomprehension and bad impression for the hearers about those learners' levels in English language learning (Harmer 2001, p. 248).

English language learners' pronunciation mistakes lead to impede the intelligibility of their message when they communicate with native English listeners. But those listeners depend on contextual cues to remove any ambiguity in getting the meaning of messages. On the other hand, the non-native English listeners, who may depend highly on the acoustic features, struggle to achieve meaningful communications with non-native English speakers who pronounce incorrectly (Munro and Derwing, 2008, p. 481).

Learning pronunciation means acquiring a number of habits for producing sounds correctly. Acquiring good pronunciation can be achieved through guiding learners to repeat uttering new vocabulary accurately after their teachers or native language speakers in the tape recorder. The teacher should pay attention to the learners' pronunciation mistakes to be corrected at once (Prashant, 2018, p. 16).

The mastery on pronunciation offers learners fluency and accuracy in speaking. So learning pronunciation, which is indispensable foundation in the EFL classrooms, is the first essential step in learning English (Priya and Kumar, 2020, p. 670).

Pronunciation is one of the most important components in teaching English as a foreign/ second language. Bang (1999, p. 40) discusses the difficulties in teaching this language component in the EFL classrooms. He sees that teaching pronunciation in those classrooms is not satisfied because of the lack of good quality of pronunciation materials, the ineffective strategies in teaching pronunciation adopted by the teachers of English who are not qualified enough in teaching as well as the poor classroom environments to create real foreign language situations that help learners have a good pronunciation performance. These difficulties make learners get poor pronunciation knowledge.

Kenworthy (1987, p. 2) states that most learners do not realize the role of getting pronunciation lessons in learning English. So, it is teachers' responsibility

to urge their learners to study pronunciation eagerly and raise their levels in this language component. In the first stages of teaching English, teachers are advised to reinforce their learners to utter words correctly and present them simple pronunciation features. Teachers should, also, make their learners listen to native language speakers in the tape recorders in order to avoid the effect of learners' mother-tongue language on learning English pronunciation. Learners should be trained to pronounce words correctly during the early stages of learning English. Otherwise, incorrect pronunciation will damage learners' progress in acquiring English and lead them to present unacceptable communication.

Altaie (2021) and Alrickaby (2025) have discussed a number of difficulties and obstacles in teaching pronunciation at Iraqi secondary schools. Moreover, according to the researcher's 27-year experience in teaching English at secondary schools, it can be said that teaching English pronunciation in Iraqi secondary schools faces a number of obstacles.

One of these difficulties is the poor classrooms environment at the secondary schools for teaching pronunciation. Besides, some secondary school teachers adopt ineffective teaching strategies and techniques in teaching pronunciation. Learners are, also, unable to read a text or speak fluently without committing pronunciation mistakes.

1.2 Aims of the Study

The present study aims at investigating the following:

- 1- Evaluating teaching English language at EFL Iraqi secondary schools from teachers' point of view, and
- 2- Finding out if there are statistically significant differences between secondary male and female teachers of English in teaching effectiveness concerning pronunciation.

1.3 Limit of the Study

- 1- The study is limited to the pronunciation material in the course textbooks (English for Iraq) for the secondary stage in the city of Karbala during the academic year of 2024-2025.
- 2- The study is limited to secondary schools teachers of English (males and females) in the public secondary schools in the city of Karbala.

1.4 Value of the Study

This study is hoped to meet the Iraqi teachers' needs in teaching English pronunciation in secondary schools as well as the primary schools. This study can be beneficial for the students at English departments in colleges of Education to help them realize how teaching pronunciation can be improved in Iraqi EFL classrooms. The result of the, also, present study can be taken into the consideration of English curriculum committee in the Ministry of Education to develop pronunciation material in the textbooks of secondary stage.

1.5 Definition of the Basic Terms

The following terms have been defined theoretically and operationally:

1- Pronunciation: is a process of uttering words with correct pronunciation. This product is learnt through learners' repeating the correct pronunciation of words and teachers' correcting learners' pronunciation mistakes (Celce-Murcia et. al., 1996, p. 136).

Operationally, pronunciation refers to the process of uttering sounds and words accurately for meaningful communication and avoiding pronunciation mistakes that lead to ambiguity and misunderstanding.

2- Evaluation: It refers to "the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and assess its effectiveness and efficiency as well as the participants within a context of a particular institution involved" (Brown, 1995, p. 218).

Operationally, evaluation is a process of getting study data that helps to form a decision about acceptance, modification or even elimination a curriculum in general or a textbook in particular.

3- Teaching is defined as a process of imparting knowledge or skills and presenting instructions from a Pearson to another (Moore, 2007: 5).

Teaching can be defined operationally as a Person's attempt to present knowledge, different kinds of information and skills for others to develop their abilities and add more ideas or even change their attitudes.

2. Theoretical Background and Previous Related Studies

2.1 The Concept of Pronunciation

Pronunciation deals with the correct utterance of language words. Ur (2009, p. 15) views that pronunciation refers to how a speaker says sounds of the words in a right way to use these words for constructing meaningful sentences and expressing \ exact and effective meanings. So, meaning is conveyed exactly and efficiently in an oral manner if those speaker's pronunciation is correct because pronunciation mistakes may lead to misunderstanding.

Astina et. al. (2020, p. 3) state that pronunciation is "an integrated system that consists of speaking and listening". It is considered the centre of the language use and daily communication in interactive and social contexts since pronunciation illustrates the cooperative work of the speaker and listener to form a common ground for meaningful and purposeful conversation through saying and understanding each other's sounds of the words in contexts (ibid).

Baroroh (2022, p. 18) views pronunciation as one of the main skills that a foreign language learner must have since it plays an important role in the oral communication when the speaker produces sounds to use them for expressing his/ her ideas and thoughts.

Gilakjani (2017, p. 1250) defines pronunciation as the study of language sounds. It is a way of pronouncing words and uttering sounds for producing words in meaningful and purposeful context. Also, pronunciation includes the process of paying attention to speech sounds beyond the level of individual voice, like sound clusters, intonation, rhyme etc.

Butler-Pascoe and Wiburg (2003, p. 20) state that the aim behind study English pronunciation is to achieve oral understandable and clear communication without confusing the listeners or making ambiguity, reinforce language learners communication competence and improve his/ her self-awareness in oral communication. If the non-native speaker has good pronunciation, his/ her conversation can be comprehended by listeners and he/ she can be good and active listener to the native English speaker.

Nunan (2003, p. 113) sees that pronunciation is a way that helps the language learner's to utter sounds of the words correctly when he/ she

speaks with others. So, his/ her talk will be perceived. Pronunciation, also, enables that learner to perceive other's talk if he/ she realizes others' way in pronouncing words.

Hewings (2004, p. 10) views that pronunciation is "components of speech that range from individual sound that make up speech, to the way in which pitch -the rise and fall of the voice - is used to convey meaning"

It is argued that pronunciation is "an integrated system that consists of speaking and listening (or production and perception)". It means that pronunciation is needed in the processes of speaking and listening (ibid).

2.2 The Role of Pronunciation in Achieving a Successful Communication

Communication is the main aim behind teaching foreign languages. Concerning oral communication, there is no doubt that acquiring vocabulary and mastering on language structures are the corner stone in this kind of communication, but without correct pronunciation, this communication will not be effective.

Oral communication in a foreign language is seen as a mental relationship between the speaker and hearer. This means that the speaker should utter words with correct pronunciation when he sends his message to the hearer who should comprehend and interactive effectively with this message.

Unless a language user has enough knowledge about pronunciation, he/ she can neither send his/ her message meaningfully to others nor comprehend the meaning of their messages. Therefore, pronunciation plays an important role in meaningful communication (Prashant, 2018, p. 15)

Pronunciation is considered as a basis and key aspect for developing efficient communication skills. Pronunciation, which is a crucial element to enable communicator to acquire communication skills, has an impact on him/ her to improve language comprehension and speaking confidence. Accurate pronunciation reinforces intelligibility, scaffolds clear and meaningful communication and reduces misunderstandings. It, also, plays a main role to develop and facilitate language user's social interaction.

Harmer (2001, p. 248) shows that pronunciation is the first component that the native English speaker notices during a conversation

with a foreign language communicator. In every conversation, pronunciation is not less important than vocabulary and language structures. If the foreign language communicator commits pronunciation mistakes, these mistakes may lead to miscomprehension. Communicators can be understood whenever their pronunciation is acceptable even if they make grammatical mistakes. With correct pronunciation, meaningful communication can be guaranteed. So, pronunciation is one of the most essential elements in communication that cannot be ignored in teaching English as a second/ foreign language.

According to Poposka (2017, p. 778), pronunciation is considered as a prerequisites for successful oral communication. In the pedagogical situation, it meets the foreign language learners' need to build an effective communication using the target language. So, they need to study effectively the pronunciation of the foreign language words, especially those which are difficult and different from their native language words.

Tench (1981, p. 1) claims that "Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important". Prashant (2018, p. 15) views that "... regardless of small inaccuracies in vocabulary and grammar, students are more likely to communicate effectively when they have good pronunciation and intonation"

Even if non-native language learners' vocabulary and grammar are excellent, they are unable to communicate meaningfully if they commit great pronunciation mistakes. So, they avoid to speak or make any communication. They have a feeling of shyness and embarrassment because they are afraid of making pronunciation and they may be misunderstood. They are judged as incompetent to speak in the foreign language. On the other hand, those learners who have good foreign pronunciation are likely to be understood even if they commit mistakes in other areas (Poposka, 2017, p. 779).

Ur (1996, p. 52) indicates "...the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers".

On the other hand, many English language learners have an idea that studying pronunciation is less important than studying vocabulary and grammar. Some of them underestimate studying pronunciation. So, they speak in English with committing pronunciation mistakes. Accordingly, it is the teachers' duty to explain to their learners

the main role of studying pronunciation in acquiring English because mispronouncing words leads to misconception in communication (Prashant, 2018, p. 16).

So, teaching pronunciation is needed urgently because correct pronunciation leads to effective understanding and helps learners avoid miscomprehension. Good pronunciation lets learners have confidence to speak and contributes to create a good impression to communicate with each other inside and outside the classroom (Tolibovna, 2023, p. 33).

2.3 The importance of Teaching Pronunciation

Pronunciation is one of the most important learning language components that learners must study effectively. Learners, who have good mastery on pronunciation, can learn other English skills efficiently.

There is a clear relation between learners' correct pronunciation and their ability to speak accurately. Learners, who utter words correctly, have an ability to speak fluently and accurately. They can communicate orally with others effectively and convey the exact meaning of their thoughts and ideas when they speak. So, the listener can understand them. Those learners will, also, be good listeners to the English native speakers (Walker, 2014, p. 4).

On the other hand, learners, who commit pronunciation mistakes, find obstacles when they communicate with others. They avoid use the words that they cannot pronounce. Since those learners have poor pronunciation, they may be misunderstood. They may be embarrassed (ibid).

There is, also, tangible relation between teaching pronunciation and teaching listening. The learners, who are able to identify the pronunciation of the words, can interact with the listening texts and oral communication. Those learners, have the ability to get exact speakers' ideas and thoughts, will be good listeners. On the contrary, poor

pronunciation creates listener's confusion to decode the speaker's message (Field, 2008, 304).

Learning pronunciation enables learners to get good mastery on spelling. Learners should realize that there some English letters are silent. These letters are written, but they are not uttered. Each letter can give one or more sounds and each sound can be produced from one more or letters. If learners learn pronunciation effectively, they can know the nature of English spelling. Accordingly, those learners, who have problems in pronunciation, will find difficulties in improving their writing skills. They face obstacles in writing a simple paragraph or composition (Jenkins, 2000, p. 64).

In fact, pronunciation has a great impact on teaching reading. Learners, who are poor at

Pronunciation, becomes poor readers. If the learner pronounces the text words incorrectly, he/ she struggles to read fluently. Then, he/ she will lose to get the meaning of that text (Walter, 2008, 456).

The aim behind teaching reading activities is to improve learners' reading abilities as well as their reading comprehension skill. These abilities and skills cannot be improved unless learners receive enough pronunciation knowledge from their first stages of learning. If teachers do not teach pronunciation effectively, their learner will struggle to read a text fluently and they face difficulties to comprehend the meaning of that text. So, teachers should give importance for teaching pronunciation before teaching reading activities.

It is supposed that the teacher should ask his/ her learners to repeat the pronunciation of new words found in the reading text and prepare them for spelling these words. This will be the first step in developing learners' writing ability. So, learners should be encouraged to repeat the pronunciation of the new words found in the reading text after their teachers or English native speakers in the teacher's tape recorder. The teacher should, also, pay attention to the learners, who commit pronunciation mistakes, to ask them to repeat the pronunciation of those words (Prashant, 2018, p. 17).

2.4 Teachers' View Point in Teaching English Pronunciation

A number of studies have investigated teachers' point of view concerning teaching pronunciation in EFL classrooms. These studies show that teachers differ in their attitudes towards teaching pronunciation in EFL/ ESL classrooms. Some teachers support teaching pronunciation. Others see that teaching pronunciation is not as important as teaching other language components, like vocabulary, grammar, writing, etc.

According to Üstünbaş (2018, p. 73), teachers view that teaching pronunciation reinforces, at a great extent, language acquisition and helps learners develop their vocabulary in their daily life communication.

Teachers see that teaching pronunciation facilitates teaching other language components, like speaking, vocabulary, reading, spelling, etc. Teachers think, also, teaching pronunciation has a great role in reinforcing learners' daily communication through improving their language skills (ibid).

According to Kenworthy (1987, p. 3), some teachers think that teaching English pronunciation is not fruitful because foreign learners will not be able to achieve English native-like pronunciation. Others think that English native-like pronunciation is an ideal goal which is not the goal for all the learners. The majority of learners seek intelligibility in their conversations. On the other hand, Harmer (2001, p. 249) shows that some learners do not prefer pronouncing like English native speakers because they are proud of their identity. So, they prefer to retain their foreign accent.

On the other hand, a number of teachers believe that teaching EFL is teaching grammar, and vocabulary. They, also, think that acquiring a foreign language needs teachers to develop their learners' four skills; listening, speaking reading and writing. Those teachers believe that improving learners' communication skills needs only good control on the language structures and acquiring vocabulary. They consider that teaching

Pronunciation is difficult and monotonous for learners. So, they regard that teaching pronunciation is a waste of time and their learners

can achieve good communication without having too much pronunciation knowledge (Shimamune and Smith, 1995, p. 577).

Some teachers think that developing learners' speaking skills can be achieved without teaching pronunciation. So, those teachers neglect presenting any pronunciation activities. They believe that oral communication depends mainly on the mastery on vocabulary and language structures. They think that depending on contextual situations allows a learner to express himself/ herself using vocabulary and language structures that have been acquired previously, even if he/she makes great pronunciation mistakes. On the other hand, a number of teachers see that correct pronunciation removes any misunderstanding and ambiguity in oral communication (Gilakjani, 2017, p. 1251).

2.5 Previous Related Studies

2.5.1 Akram (2010)

Akram's study aims at assessing approaches in teaching pronunciation from the teachers' point of view in the city of Punjab in Pakistan. The researcher selected 25 teachers of English from different public schools in Punjab. The researcher presented the teachers a questionnaire which consisted of two parts. The first part showed how teachers of English viewed pronunciation teaching in the classes of teaching English. The second part of the questionnaire included ten most frequently used English words in everyday life. The 25 teachers were requested to pronounce these words. The results of the study showed that pronunciation skill did not receive teachers' concern as compared with the other language skills. Moreover, teaching pronunciation in Pakistan was not effective enough to develop learners' pronunciation levels.

2.5.2 Folorunsho (2016)

In this study, the research investigates teachers' attitude towards teaching the sounds of English language. The sample of the study consisted of 200 teachers of English, one hundred and twenty females and eighty males. The sample was selected from the public secondary schools in Ughelli South Local Government Area of Delta State. In order to get the study data, the researcher prepared a twenty-two item,

two-point scale questionnaire about teachers' attitude towards teaching English sounds. The data was statistically analyzed to get the results of the study. The researcher discussed the results of the study and showed that teaching pronunciation is not effective at the majority of schools because teachers adopt inefficient teaching strategies and techniques in teaching English sounds. A number of conclusions and pedagogical recommendations to improve teaching English sounds were presented in the study.

3- Research Methodology

3.1 Population Selection

To achieve the purpose of the present study, the researcher has adopted a descriptive

Study to investigate the effectiveness of teaching pronunciation in the public secondary schools in the city of Karbala. The number of English language teachers in the public secondary school is 1951, 1232 female teachers and 719 male teachers in the academic school year 2024-2025.

The researcher has selected randomly 150 secondary school teachers of English in the city of Karbala to be the sample of the study, 97 male teachers and 53 female teachers.

In order to calculate construct validity, reliability and discrimination power, the researcher has chosen 98 secondary school teachers of English to be the sample of statistical analysis.

On the other hand, the researcher has selected randomly 50 secondary school teachers of English for the pilot study to make sure whether the indicators of the questionnaire are clear or not and to estimate the time required to answer the questionnaire indicators. It has found that all the indicators are clear and unambiguous. Also, the time needed to answer the indicators ranges between 14-18 minutes. So, the average time required to answer the indicators is 16 minutes.

3.3 The Instrument of the Study

The researcher has designed a questionnaire to achieve the purpose of his study. He has built a five-point Likert scale, which is a psychometric scale chosen in surveys and questionnaires to measure attitudes, opinions or perceptions. The options of the questionnaire adopted in this study are (strongly disagree, disagree, partially agree,

agree, strongly disagree). The researcher has ranked these options from (5-1):

(strongly disagree : 1, disagree : 2, partially agree : 3, agree : 4, strongly agree : 5)

3.4 The Face and Construct Validity

Face validity has been achieved through presenting the study instrument to the jury members who agreed that this instrument is valid in its face and it is suitable for the aim of the present study. The instrument has got 100 % agreement of the total jury members.

In order to make sure that the study instrument is valid, the construct and face validity is suitable for this purpose. Construct validity for the instrument indicators is calculated through Pearson correlation coefficient for the correlation between each item and the total of the instrument (Table 3-1).

Table 3-1 Construct validity of the study instrument

No. Indicator	Correlation of the Item
1	.489**
2	.362**
3	.472**
4	.545**
5	.455**
6	.441**
7	.335**
8	.388**
9	.386**
10	.598**
11	.305**
12	.591**
13	.579**
14	.627**

Face validity has been achieved through presenting the study instrument to the jury members who agreed that this instrument is valid in its face and it is suitable for the aim of the present study. The instrument has got 100 % agreement of the total jury members.

3.5 Discrimination Power

The independent samples T-Test has been adopted to calculate the discriminating power (DP) for the indicators of higher group and lower group. 27 participants are in each group (Table 3-2).

Table 3-2 DP coefficient of the study instrument

No. Indicator	The Higher Group		The Lower Group		Sig.
	Mean	Std. Deviation	Mean	Std. Deviation	
1	4.88	.33	3.58	.95	.000
2	4.27	.92	3.42	1.03	.003
3	4.12	1.34	2.54	1.17	.000
4	3.92	1.02	2.46	1.24	.000
5	3.85	1.01	2.31	1.29	.000
6	4.54	.65	3.62	1.06	.000
7	4.31	.84	3.65	1.02	.015
8	4.35	.75	3.08	1.16	.000
9	4.92	.27	3.54	1.30	.000
10	4.85	.46	4.04	1.28	.004
11	4.42	.58	3.58	.81	.000
12	4.81	.57	3.96	1.00	.000
13	4.73	.53	3.46	1.45	.000
14	4.23	1.27	2.54	1.42	.000

3.6 Reliability

In order to compute the reliability of the study questionnaire, the researcher use Alpha- Cornbach formula. It has been found out 0.83 It is considered acceptable since it is above 0.50 (Madsen, 1983:181).

3.7 Final Administration

At the beginning of April, 2025, the researcher has distributed 150 copies of the questionnaire to 150 secondary school teachers of English chosen randomly from the public secondary schools in the city of Karbala after being sure the questionnaire is valid and reliable. The average time needed to answer the indicators of the questionnaire is 16 minutes.

4. Data Analysis, Results Discussion, Conclusion and Recommendations

4.1 Data Analysis

After the process of answering to the questionnaire indicators by the study sample and colleting the sheets of the questionnaire, the researcher has analyzed the data statistically in order to get the result and conclusion of the present study. He has re-ranked the indicators according to weighted mean

and weighted percentile to decide the achieved and unachieved indicators (Table 4-1).

Table 4-1 Re-ranked the Indicators

No. Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighted Percentile
3	118	32	0	0	0	4.786667	95.73333
8	109	38	3	0	0	4.706667	94.13333
2	114	27	9	0	0	4.7	94
12	121	16	5	8	0	4.666667	93.33333
5	90	31	6	11	12	4.173333	83.46667
13	80	13	4	24	29	3.606667	72.13333
4	57	37	16	18	22	3.593333	71.86667
7	67	21	4	25	33	3.426667	68.53333
11	14	10	3	36	87	1.853333	37.06667
6	7	9	5	40	89	1.7	34
9	7	11	3	37	92	1.693333	33.86667
10	9	5	0	33	103	1.56	31.2
14	0	3	17	26	104	1.46	29.2
1	0	2	10	39	99	1.43333	28.66667

It is decided that the item, which has got 3 and above of weighted mean is achieved and the indicators, which has got less than 3 of weighted mean, is considered unachieved. Accordingly, items number 3, 8, 2, 12, 5, 13, 4 and 7 are achieved, whereas items number 11, 6, 9, 10, 14 and 1 are unachieved.

The researcher has, also, adopted Chi-square to find out if there are statistically significant differences between male and female teachers in teaching English pronunciation effectiveness (Table 4-2).

Table 4-2 Differences between male and female teachers in teaching English pronunciation effectiveness

Gender	Calculated Mean	SD. Deviation	Calculated Chi-square	Tabulated Chi-square	Level of Significance
Male Teachers	42.72	4.29	596.754	3.84	0.05
Female Teachers	44.32	5.86			

Since calculated mean of female teachers, which is 44.32, is greater than calculated mean of male teachers, which is 42.72, there are statistically significant differences between secondary school male and female teachers of English, which is in favor of female teachers, in teaching effectiveness concerning pronunciation.

4.2 Results Discussion

According to the data results mentioned above that are based on secondary school teachers' point of view, these results are discussed below:

- 1- The environment of the classrooms in the secondary schools is not effective for teaching pronunciation.
- 2- Teaching pronunciation reinforces students' communication skills.
- 3- Teaching pronunciation is as important as teaching other language skills.
- 4- Secondary schools teachers are qualified scientifically to teach pronunciation.
- 5- There is a need for holding training sessions in teaching pronunciation for secondary school teachers.
- 6- Secondary school teachers do not adopt effective procedures in teaching pronunciation.
- 7- Students' pronunciation mistakes are corrected by their teachers during teaching various language activities.
- 8- Secondary school teachers have enough time to cover pronunciation material in the textbooks during the academic school year.
- 9- Not all English sounds are covered in the pronunciation activities in the secondary school textbooks.
- 10- The activities in the secondary textbooks are insufficient to develop students' pronunciation.
- 11- Secondary school students are not eager to study pronunciation.
- 12- Secondary school students face difficulties in studying pronunciation.
- 13- Secondary school students have the ability to improve their pronunciation outside their classrooms through listening to

English native speakers in foreign films, plays, songs and TV news.

- 14- The graduates of the secondary schools do not have the ability to pronounce words correctly.
- 15- Female secondary school teachers are more effective than male secondary school teachers in teaching pronunciation.

4.3 Conclusions

Below, a number of conclusions have been drawn by the researcher:

- 1- Secondary school teachers see that teaching pronunciation reinforces students' communication skills.
- 2- So, those teachers realize the importance of teaching pronunciation in secondary classrooms.
- 3- Also, they are qualified scientifically to teach pronunciation.
- 4- Pronunciation material in the secondary school textbooks can be covered during the time period of the academic school year.
- 5- On the other hand, secondary school teachers do not adopt effective procedures using variety of strategies and techniques in teaching pronunciation.
- 6- So, those teachers need training sessions in teaching pronunciation.
- 7- Also, students at the secondary schools face difficulties in studying pronunciation.
- 8- Secondary school students do not like to study pronunciation and they are eager to improve their pronunciation inside and outside their schools.
- 9- However, secondary school students improve their pronunciation improve out of the classroom environment through listening to English native speakers in foreign films, plays, songs and TV news.
- 10- Moreover, secondary school textbooks do not cover enough pronunciation material to reinforce teaching pronunciation.
- 11- Besides, the classrooms environment in the secondary schools is poor for teaching pronunciation. So, students' pronunciation cannot be improved.

12- As a result, graduates of secondary schools cannot pronounce words correctly.

4.4 Recommendations

In the light of the conclusions, the researcher has drawn some recommendations here:

- 1- There is a need to supply the secondary schools with pronunciation laboratories. So the classrooms environment will reinforce teaching pronunciation and help students improve their pronunciation.
- 2- Secondary school teachers should follow effective procedures in teaching pronunciation using communicative strategies and techniques to improve their students' pronunciation.
- 3- It is necessary to hold training sessions for teaching pronunciation at the beginning school academic year and the teachers, especially who have little experience in teaching, should be encouraged to join to these sessions.
- 4- English curriculum committee in the Ministry of Education are invited to develop pronunciation material in the secondary school textbooks to be more effective in teaching this material.
- 5- Secondary school teachers should make the process of teaching pronunciation more enjoyable through making pronunciation competitions and present pronunciation puzzles to encourage their students to improve their pronunciation.
- 6- Finally, those teachers are advised to make several pronunciation quizzes and hold conversation sessions to improve their students' pronunciation. Also, these procedures will be feedback for their students in studying pronunciation.

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Appendixes

To the teachers of English in the secondary schools in the city of Holy Karbala.

My dear colleague,

This is a questionnaire aiming at evaluating teaching English pronunciation at secondary schools from your view point. Please, put a tick in the place you think it is suitable.

With my respect and regard

No. Items	The Indicators	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
1	The classroom classrooms environment in secondary school is suitable for teaching pronunciation.					
2	Secondary school teachers view that teaching pronunciation enhances students' communication skills.					
3	Secondary school teachers see that teaching pronunciation is as important as teaching other language skills.					
4	Secondary schools teachers have enough scientific qualifications for teaching pronunciation.					
5	Secondary schools teachers needs training sessions in teaching pronunciation.					
6	Secondary schools teachers follow effective procedures using various strategies and techniques in teaching pronunciation.					
7	Secondary school teachers correct their students' pronunciation mistakes during teaching various language activities.					
8	Secondary school teachers find that the time period of the academic school year is enough to cover the pronunciation material in the secondary school textbooks.					
9	Pronunciation activities in secondary school textbooks cover all English sounds.					
10	Pronunciation activities in secondary school textbooks is sufficient to develop students' pronunciation.					
11	Secondary school students are eager to study pronunciation.					
12	Secondary school students face difficulties to study pronunciation.					
13	Secondary school students develop their pronunciation outside the classrooms through listening to English native speakers in foreign films, plays, songs and TV news.					
14	Graduates of secondary schools have an ability to pronounce words correctly.					