

TOWARD USING TECHNOLOGY FOR TRAINING TEACHERS ON TEACHING PRONUNCIATION (CAPT) IN GAZA

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Abstract:

This study aims to provide English language specialists with outlines for a computer assisted program that can be used for training English Teachers on teaching pronunciation for 10th graders in the governmental schools in Gaza. This program, called CAPT: Computer- assisted training program, supplies teachers with the basic knowledge they need to master about English pronunciation. Moreover, it provides teachers with practical ideas and techniques on how to teach authentic pronunciation materials in their classrooms using technological devices: computers, smart phones, tablets and so on. Finally, a set of recommendations is given concerning how to apply this program in reality.

Key words: CAPT, Training, Pronunciation.

ملخص البحث:

تهدف هذه الدراسة إلى تزويد المختصين في مجال اللغة الإنجليزية بالخطوط العريضة لبرنامج محوسب مقترح يمكن استخدامه لتدريب معلمي الصف العاشر في المدارس الحكومية في غزة على تدريس مهارة النطق. هذا البرنامج، المسمى كابت (CAPT) حيث يشير كل حرف منه إلى أوائل الكلمات: Computer-assisted training program والتي تعني برنامج تدريب بمساعدة الحاسوب، يزود المعلمين

بالمعارف والمعلومات الأساسية التي يحتاجونها لإتقان مهارة النطق باللغة الإنجليزية. علاوة على ذلك، فإن هذا البرنامج يزود المعلمين بأفكار عملية و تقنيات حول كيفية استخدام الحواسيب وأجهزة الهواتف الذكية لعرض مقاطع صوتية حقيقية تم تسجيلها بواسطة متحدثين تعد اللغة الإنجليزية لغتهم الأم. أخيراً، يقدم البحث مجموعة من النصائح حول كيفية تطبيق هذا البرنامج على أرض الواقع.

الكلمات المفتاحية: كابت، تدريب، النطق

INTRODUCTION:

Technology nowadays governs various aspects of life: economy, industry, politics, education, sociality and even culture. Dutta, Soumitra ; Geiger, Thierry ; Lanvin, B. (2015: 11) state that “...Everything is coming online, and we are connecting more of our world every day. At this very moment, over 12 billion devices are connected to the Internet, and that number is expected to increase to over 20 billion by 2020. These connections provide more data for better decision-making and improve the way governments, businesses, and individuals operate. This is the Internet of Everything, and it makes networked connections more valuable and more relevant than ever before”. They also add that in 2001,

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“information and communication technologies (ICTs) were becoming more powerful, more accessible, and more widespread. Second, they were playing a key role in enhancing competitiveness, enabling development, and bringing progress to all levels of society”. Generally speaking, there is no field, place or area in this contemporary world work without the use of different modern technological devices and programs. Grüber, A. (2003) illustrates that “...technology has shaped society and the environment over the last 200 years. Technology has led us from the farm to the factory to the internet, and its impacts are now global”. In the light of this ongoing technological developments, it is important to incorporate technology in Education, which has already taken place in many developed countries such as USA, European countries and Turkey. These developed countries realize the importance of including technology in education and its impact on the economy of the country itself. According to Editorial Projects in Education Research Center. (2016), associating education with technology:

1. Allowing teachers and software to deliver more personalized content and lessons to students, while allowing students to learn at their own pace and ability level;
2. Helping students to become technologically skilled and literate and thus better prepared for modern workplaces;
3. Empowering students to do more complex and creative work by allowing them to use digital and online applications and tools;
4. Improving the administration and management of schools and classrooms by making it easier to gather information on what students know and have done;

5. Improving communications among students, teachers, and parents.

Moreover, Courville, K. (2011:6) states that including technology in education help in enriching learning opportunities and he also adds that “Technology, through the development of searchable databases that are now even accessible on remote handheld devices, will change the way we define learning objectives. Specifically there is a transition from the memorizing and recitation of facts and information to the utilization of skills and the development of skills that allow for improved research and the evaluation of other sources, such as online databases”.

In Accordance with education in Palestine, particularly Gaza, there are true orientations toward incorporating technology in classrooms and finding soft copy textbooks to be used instead of the available hard copy syllabuses. But still this new educational system need be optimized in a way that keep up with the dramatic change that happens in the light of the appearance of this period of information technology revolution. It needs a long term plan by which the ministry of education should save a reliable infrastructure to be used to connect internet to schools. Besides, providing schools with high internet connection and also designing training programs for teachers on how to use technology in teaching which means assigning big budget for such project. Related to this idea, Editorial Projects in Education Research Center. (2016) says: “Infrastructure in some contexts can also be taken to include learning devices, digital content, and the policies and guidelines that govern how they are expected to be used in schools”.

As a matter of fact, till this project can come true in realty, schools in Gaza sometimes use what is Editorial Projects in Education Research Center. (2016) called “blended learning”. It includes switching between teacher – students face to face teaching and using technology. But it is believed that teachers, especially English teachers in Gaza

need more training in how to use technology while teaching. So, this study which is taken from my Ph.D. thesis aims to provide outlines for a computer assisted program that can be used for training English Teachers on teaching pronunciation for 10th graders in the governmental schools in Gaza. This program, called CAPT: Computer- assisted training program, supplies teachers with the basic knowledge they need to master about English pronunciation. Moreover, it provides teachers with practical ideas and techniques on how to teach authentic pronunciation materials in their classrooms using technological devices: computers, smart phones, tablets and so on. It is believed that using this program will develop teachers' abilities to teach and promote their students' levels as well. In this context, Courville, K. (2011:3) shows that "When technology is directly applied to an educational setting, such as a school, both the students and teachers can be viewed as learners. Thus, we can operate under the assumption that any increase in teacher knowledge and utilization has the impact of increased learning in students". In the following is a full description of this program (CAPT):

1. Who is this program for?

CAPT is a program that is specially designed for training English teachers who teaches 10th graders in the governmental secondary schools in Gaza on teaching English pronunciation. In fact, this is not mean that this program is going to be exclusive for the study sample, but also every and each English teachers who are concerning with the area of pronunciation and pronunciation teaching can really benefit from it.

2. Context:

This program concerns about optimizing teachers' abilities on teaching English pronunciation for 10th graders in the governmental secondary schools that follows West Gaza directorate. It planned to take place in the training center managed by the same directorate that is

called Almajda Waseela. After applying the program on the study sample, it will be available for all teachers online.

3. The program rational:

It is important to mention that the rational for developing such a program is that it is noticed that English teachers who is teaching 10th graders in the governmental secondary school in Gaza almost skip teaching pronunciation because either they lack the basic knowledge of pronunciation or they do not know how to teach it as a skill for their students. So, it is believed that building such a program could help teachers to overcome these difficulties.

4. The program features:

1. Find highly competent English teachers that could deal with this sensitive area of language, pronunciation.
2. Pays teachers' attention to one of the most important skills of English which is pronunciation.
3. It is simple and presented in a very attractive way.
4. It is provided with clear instructions so that teachers can easily follow.
5. Teacher will feel secure when dealing with it.
6. Keeps their privacy and consider their responses confidentially.

5. The aim of the program:

It aims to train teachers on the area of pronunciation and pronunciation teaching.

6. The program objectives:

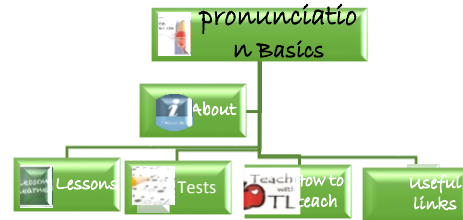
At the end of the program, English teachers of 10th graders are expected to:

1. Distinguish between place and manner of articulation.
2. Identify voice and voiceless sounds.
3. Avoid using consonant cluster.
4. Use IPA written symbols correctly for transcription.

5. Distinguish between the phonetical and phonological representations of the syllable.
2. Identify the number of syllables within the words.
3. Identify the different patterns of stress.
4. Distinguish between stressed and unstressed syllables.
5. Reduce the unstressed syllable into schwa.
6. Place the appropriate stress on words according to their provided grammatical class.
7. Recognize the effect of affixes on word stress placement.
8. Emphasize important ideas through connected speech.
9. Show contrastive ideas using stress.
10. Identify the appropriate type of intonation to be used according to the intended meaning or message the speaker wanted to convey to the listener.

7. The program format:

CAPT is a program that is presented in form of a website, called "Pronunciation Basics". This website is designed particularly for training teachers on pronunciation and pronunciation teaching. It permits teachers to practice the basic knowledge of pronunciation: individual sounds, stress and intonation. Also, it allows teachers to test themselves on such areas by answering the given tests. Moreover, it provides teachers with practical ideas, methodologies and techniques that they can use in their classroom when teaching pronunciation activities. In addition, it supplies teachers with useful links to some other websites that they could benefited from. It is important to mention that this website allows teachers to record their voice and then compare it with a given script spoken by a native speaker of English. In the following, a full description of this website is given:



This diagram shows the main components of the website: "Pronunciation Basics"

7.1 ABOUT US:

When pressing "About us" icon, the following appears:

1. "Pronunciation Basics" is a website that designed especially for teachers who teach English for Palestine 10 textbooks for the 10th graders in Palestine. It exposes teachers to different aspects of pronunciation using authentic materials designed by native speakers of English.
2. It provides teachers with the basic knowledge regarding English pronunciation; it introduces teachers with a simple explanation about: individual sounds, stress and intonation. It also familiarizes teachers with a set of techniques and strategies on how to teach pronunciation to young learners.
3. It enables teachers to examine their understanding of various aspects of pronunciation by answering the given tests. When finishing with the test, teacher will be able to see their own score.
4. Moreover, pronunciation basics website provides teachers with useful links to consult when preparing their lessons.

✚ You are sure, you will find what benefits you in the area of pronunciation. We hope you will find this site useful and interesting.

✚ Do not hesitate to contact us if you need further information on this email:

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7.2 LESSONS ICON:

When pressing lessons icon, the following appears:

1. Individual sounds
2. Stress
3. Intonation

When pressing Individual sounds icon, the following appears

1. Introduction to English letters and sounds
2. Consonants
3. Vowels
4. Practice minimal pairs
5. The Ed endings
6. The S Endings

When pressing Stress icon, the following appears:

1. Phonetic and phonological representations of syllables
2. Word stress patterns
3. Stressed and unstressed syllables
4. Grammatical functions of stress
5. Stress and affixes
6. Sentence stress

When pressing Intonation icon, the following appears:

1. What is intonation?
2. Types of intonation
3. Importance of intonation

Returning back to the Individual sounds icon, it includes the following:

1. **When pressing Introduction to English letters and sounds, the following definition appears:**

Letters of English are (26), but they produce (44) sounds. This means that each letter represents more than one sound. These sounds are (24) consonants and (20) vowels: 6 short vowels, 6 long vowels and 8 diphthongs. Diphthongs are formed by combination of two vowels together. The production of these sounds can be described according to its

place and manner of articulation.

2. **When pressing Consonants icon, it shows the following:**

- ✓ Introduction to English consonants.
- ✓ Voiceless consonants
- ✓ Voiced consonants
- ✓ Other consonants

When pressing Introduction to English consonants, the following appears:

Consonants of English are (24). They can be described according to their place and manner of articulation and voicing as can be seen in the following chart.

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

CONSONANTS (PULMONIC) © 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r						ʀ	
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

When pressing Voiceless consonants, the following voiceless consonants appear:

P t tʃ K
 f θ s ʃ

When pressing each sound separately, the following description and examples appears:

/p/ is a bilabial, plosive and voiceless sound. To make this sound:

- ✓ Close your lips tight, Push air forward in your mouth and open your lips quickly and do not use your voice. Example: pack /pæk/

/t/ is a alveolar, plosive and voiceless sound , to produce this sound:

- ✓ Put your tongue just behind your top teeth, push air forward in your mouth then quickly move your tongue away and do not use your voice. Example: tin/tɪ n/

/tʃ/ is an a palate-alveolar , affricative and voiceless sound. To produce this sound:

- ✓ Begin to make /t/, then move your tongue back and away from the roof of the mouth as you say /ʃ/. Example: teacher /tɪ:tʃə/

/k/ is a velar, plosive and voiceless consonant sound. To produce this sound:

- ✓ Stop the air with the back of your tongue and then move your tongue to release the air and do not use your voice. Example: came /keim/

/f/ is a labio-dental, fricative, and voiceless consonant sound. To make this sound:

- ✓ Touch your top teeth with the bottom lip and blow out air between your lip and teeth and do not use your voice. Example: fat /fæt/

/θ/ is a dental, fricative and voiceless consonant sound. To make this sound:

- ✓ Put the tip of your tongue between your front teeth and blow out the air between your tongue and your top of your teeth. Example: thin /θɪn/

/s/ is an alveolar, fricative and voiceless consonant sound. To make this sound:

- ✓ Put your tongue forward behind your top teeth first and then force the air out over the top of your tongue. Example: soon /su:n/

/ʃ/ is a palate-alveolar, fricative and voiceless sound. To make this sound:

- ✓ Put your tongue up and back a little and push your lip forward into a circle. Example: ship /ʃɪp/

When pressing Voiced consonants, the following voiced consonants appear:

b d dʒ g
v ð z ʒ

/b/ is a bilabial, plosive and voiced consonant sound. To make this sound:

- ✓ Close your lips tight, push air forward in your mouth and open your lips quickly. Note that your vocal cords

should vibrate while producing it.

Example: back /bæk/

/d/ is a velar, plosive and voiced consonant sound. To produce this sound:

- ✓ Put your tongue just behind your top teeth, push air forward in your mouth then quickly move your tongue away. Note that your vocal cords should vibrate while producing it. Example: dame /deim/

/dʒ/ is a plate-alveolar, affricative and voiced consonant sound. To produce this sound:

- ✓ The air goes through a small passage between the tongue and the alveolar ridge accompanied by a vibration of the vocal cord. Example: joke /dʒəʊk/
- ✓ It also happens when /d/ is followed by /j/ sound as in would you /wʊdʒu: /

<https://english.stackexchange.com/questions/27362/what-is-the-name-of-the-phoneme-produced-in-an-upper-class-britons-pronunciation>

/g/ is a velar, plosive and voiced consonant sound. To make this sound:

- ✓ Stop the air with the back of your tongue and then move your tongue to release the air accompanied with a vibration of the vocal cords. Example: bag /bæg/

/v/ is a labio-dental, fricative and voiced consonant sound. To make this sound:

- ✓ Touch your top teeth with the bottom lip and blow out air between your lip and teeth and make sure that your vocal cords are vibrating. Example: very /veri/

/ð/ is a dental, fricative and voiced consonant sound. To make this sound:

- ✓ Put the tip of your tongue between your front teeth and blow out the air between your tongue and your top of your teeth and make sure that your

vocal cords are vibrating. Example:
then / ðen/

/z/ is an alveolar, plosive and voiced consonant sound. To make this sound:

- ✓ Put your tongue forward behind your top teeth first and then force the air out over the top of your tongue and make your vocal cords vibrate. Example: zero /zɪ ərəʊ/

/ʒ/ is a palate – alveolar, fricative and voiced consonant sound. To make this sound:

- ✓ Put your tongue up and back a little and push your lip forward into a circle and make your vocal cords vibrate. Example: leisure /'li:ʒ ə/

When pressing other consonants, the following other consonants appear:

m n ŋ h
l r w j

/m/ is bilabial, nasal and voiced consonant sound. To make this sound:

- ✓ Close your lips, use the voice and make the air through your nose. Example: more /mɔ : /

/n/ is an alveolar, nasal and voiced consonant sound. To produce this sound:

- ✓ Put the tip of your tongue on the roof of your mouth behind your top teeth and use the voice and make the air through the nose. Example: nice /naɪ s/

/ŋ/ is a velar, nasal and voiced consonant sound. To produce this sound:

- ✓ Touch the back of the roof of your mouth with the back of your tongue and use your voice and make the air through your nose. Example: rug /rʌ ŋ/

/h/ is a glottal, fricative and voiceless consonant sound. To make this sound:

- ✓ Open your mouth wide, quickly push out the air and do not use your voice. Example: hear /hɪ ə/

/l/ is lateral. To make this sound:

- ✓ The tip of your tongue touches the top at your mouth. Examples: light /laɪ t/

/r/ is an alveolar, approximant, and voiceless consonant sound. To make this sound:

- ✓ The tip of your tongue does not touch the top of your mouth. Example: right /raɪ t/

/w/ is a velar (sometimes called labio-velar), approximant and voiced consonant sound. To produce this sound:

- ✓ Your tongue takes the shape of a ring as if you are going to pronounce the /u: / sounds, but you have then to relax your lips and use the voice. Example: wet /wet/

/j/ is a palatal approximant voiced sound. To make this sound:

- ✓ Start with the sound /i: / and move your tongue quickly to make the next sound. Do not touch the top of your mouth with your tongue. Examples: yet /jet/

When pressing the vowel icon, the following appears:

1. Introduction to English vowels
2. Long vowels
3. Short vowels
4. Diphthongs

When pressing Introduction to English vowels icon, the following appears:

English vowels are (20): 6 short vowels, 6 long vowels (they are also called monophthongs) and 8 diphthongs and triphthongs. All English vowels are voiced.

When pressing Long vowels icon, the following sounds appears:

i: u: a: ɔ:
3:

When pressing on each sounds respectively, the following explanation appears:

i: is a long high front unrounded monophthong. To produce this sound:

- ✓ Make your mouth wide as if you are smile and your tongue touches the sides of your teeth. Example: sea /si: /

/uː/ is a long high back rounded monophthong. To make this sound:

- ✓ Make a cycle with your lips and put your tongue up and back and then pronounce /uː/. Example: goose /guːs/

/ɑː/ is a long low back unrounded monophthong. To produce this sound:

- ✓ Open your mouth wide and your tongue should rest in the bottom of your mouth when pronouncing it. Example: father /fɑːðə(r)/

/ɔː/ is long mid back rounded monophthong. To make this sound:

- ✓ Put the front of your tongue down around your lips and round your lips. Example: thought /θɔːt/

ɜː is a long mid central unrounded monophthong.

- ✓ To make this sound your mouth and tongue should be relaxed. Example: nurse /nɜːs/

When pressing short vowels icon, the following sounds appears:

ɪ ʊ ʌ ɒ ə ɛ
æ

When pressing on each sounds respectively, the following explanation appears:

/ɪ / is a short high front unrounded monophthong.

To make this sound, the tongue rounded upward. Example: kit /kɪt/

/ʊ / is a short high back rounded monophthong. To produce this sound:

- ✓ Make your lip little rounded and your tongue is not so for back. Example: foot /fʊt/

/ʌ/ is a short low central unrounded monophthong. When producing this sound:

- ✓ The body of the tongue is relaxed and set low in the mouth, the sides of the tongue lightly touch the bottom teeth during the formation of the sound, your tongue should rest in the middle of your mouth and the jaw is kept in a

neutral position and the lips are relaxed. Example: mud /mʌd/

/ɒ/ short low back rounded monophthong.

To produce this sound:

- ✓ Your tongue should be far away from the roof of the mouth and the back of the tongue is raised and your lips is rounded. Example: lot /lɒt/

/ə/ is short mid central unrounded monophthong. To produce this sound:

- ✓ Open your mouth very slightly and the lips and tongue are relaxed. Example: A /ə/

/ɛ/ is short mid front unrounded monophthong. To produce this sound:

- ✓ The middle of the tongue rounds slightly upward and the sides of the tongue may lightly touch the top and bottom side teeth. The lips and jaw are loose and relaxed.

Example: dress /drɛs/

/æ/ is short low front unrounded monophthong. To produce this sound:

- ✓ Open your mouth widely. Example: trap /træp/

When pressing diphthongs icon, the following sounds appears:

ɪ ə ʊ ə e ə
ɔɪ aɪ eɪ
aʊ əʊ

When pressing on each sounds respectively, the following explanation appears:

/ɪ ə/ is a high front unrounded to mid central unrounded.

It starts with /ɪ / and moves to /ə/. Example: near /niə/

/ʊ ə/ is a high back unrounded to mid central unrounded.

It starts with /ʊ / and moves to /ə/. Example: tour /tʊə/

/e ə/ is a mid-front unrounded to central unrounded.

It starts with /e/ and moves to /ə/. Example: square /skweə/

/ɔɪ / is a low back rounded to high front unrounded.

It starts with /ɔ / and moves to /ɪ / . Example:
choice /tʃ ɔɪ s/

/eɪ / is a mid-front unrounded to high front unrounded.

It starts with /e/ and moves to /ɪ / . Example:
face /feɪ s/

/aɪ /is a low central unrounded to high front unrounded.

It starts with / a/ and moves to /ɪ / .Example:
price /praɪ s/

/əʊ /is a mid-central unrounded to high back rounded.

It starts with /ə/ and moves to /ʊ/. Example:
boat /bəʊ t/

/aʊ / is a low central unrounded to high back rounded.

It starts with /a/ and moves to /ʊ/. Example:
mouth /maʊ θ/

When pressing practice minimal pairs icon, the following sounds appears:

At first titles appear and then when pressing on them the examples appear:

/P/ and /b/ pack /pæk/ -- back /bæk/
/t/ and /d/ tin /tɪ n/ -- din /dɪ n/

/tʃ / and / dʒ / lunch /lʌ ntʃ / -- lunge /lʌ ndʒ /

/k / and /g/ came /keɪm/ -- game /geɪ m/

/f / and /v/ fan /fæn/ -- van /væn/

/s/ and /z/ hiss /hɪ s/ -- his /hɪ z/

/ʃ / and /s/ ship /ʃ ɪ p/ -- sip /sɪ p/

/m/, /n/ and /ŋ / Sum /sʌ m/ -- sun /sʌ n/
sung /sʌ ŋ/ -
- Rum /rʌ m/ run /rʌ n/
-- rung /rʌ ŋ/

/l/ and /r/ Led /led/ -- red /red/

/w/ and /v/ worse /wɜː s/ -- verse /vɜː s/

/iː / and /ɪ / cheap /tʃ iː p/ -- chip /tʃ ɪ p/

/ʌ / and /æ/ uncle /ʌ ŋkl/ -- ankle /ˈæŋkl/

/e/ and /ɪ / bed /bed/ -- bid /bɪ d/

/əʊ / and /ɔː / coat /kəʊ t/ -- caught /kɔː t/

/eə / and /æ/ mary /ˈmeəri/ -- marry /ˈmæri/

/aʊ / and /əʊ / loud /laʊ d/ -- load /ləʊ d/

/eɪ / and /iː / ate /eɪ t/ -- eat /iː t/

When pressing the Ed ending icon, the following explanation appears:

- ✓ Ed ending is usually used to express the “past”; when talking about events you passed through previously.
- ✓ Also it is used sometimes to indicate some adjectives
- ✓ Pronouncing Ed ending in English takes three forms: /ɪd /, /d/, /t/ depending on the last sound you pronounce in the word. Be careful, we say the last sound not letter. Take for example the word “like”. The last letter is e while the last sound we pronounce is /k/.

When pressing /ɪd/ icon, the following explanation appears:

If the root word ends with /t/ or /d/, we pronounce ed ending as /ɪd /.

Examples :(verbs end with /t/ sound):
accept accepted /æk.səp.tɪ d/

Examples: Verbs end with /d/ sounds:
add added /ædɪ d/

This explanation will be accompanied with a video.

When pressing /t/ icon, the following explanation appear:

- ✓ We pronounce the ed ending as /t/ if the word root ends with one of these voiceless sounds :

/p/ , /k/ , /θ/ , /f/ , /s/ , /ʃ / , /tʃ /

Examples: cook cooked /kʊ kt/

When pressing /d/ icon, the following explanation appears:

- ✓ If word root ends with voiced sound except /d/ , the ed ending is pronounced as /d/ :

Examples: agree agreed /əgri:d/

Exceptions:

1. If the word is an adjective, it has different pronunciation from its as a verb.

Examples:

learned (v) /lɜ :rnd/

learned (adj) /lɜ :rnɪd/

2. If the word does not have a verb root , it will not follow the ed ending verbs :

For example:

naked /neɪ kɪ d/

wicked /wɪ kɪ d/

When pressing S endings icon, the following explanation appears:

- ✓ When adding /s/ ending to a word, it can be pronounced differently according to the last sound of this word.
- ✓ /s/ ending can be pronounced as /ɪz/ , /s/ and /z/

When pressing /ɪz/ ending icon, the following explanation appear:

If a word ends with one of these sounds, /s/ ending is pronounced as /ɪz/:

/s/ ,/z/ ,/dʒ /, /ʃ /, /ʒ /, /tʃ /

Examples: miss misses /mɪ sɪ z/

Also it can be found in some names as:

house houses /haʊ sɪ z/

When pressing /s/ ending icon, the following explanation appears:

- ✓ If the last sound in the word is one of these voiceless sounds :/p/ ,/t/ ,/k/ ,/o/ and /f/ , the s ending pronounced as /s/

Examples: blanket blankets /blæŋkɪ ts/

When pressing /z/ ending icon, the following explanation appears:

- ✓ If a word ends with a voiced sound except /z/ , the S ending is pronounced /z/

Examples: building buildings

/bɪ ldɪ ŋz/

Returning back to intonation:

When pressing the intonation icon, the following titles appears:

1. What is intonation?

2. Types of intonation
3. Importance of intonation

When pressing “what is intonation?” icon, the following definition appears:

Intonation is created mainly throughout the variation in pitch movement that goes frequently ups and down. This phenomena takes place according to the meaning that speaker wants the listener to receive. This section discusses deeply English intonation with which the melody of speech is formulated.

Denial Jones (1956) defined intonation as: "the pitch of the voice with which a voiced sound is pronounced".

When pressing Types of intonation icon, the following types appear:

1. Falling intonation
2. Rising intonation
3. Partial falling
4. Circumflex inflection

When pressing Falling intonation icon, the following explanation appears:

Falling intonation is marked by a fall in speech pitch at the end of the utterance.

It is used with the following types of sentences:

1. statements
2. commands
3. exclamations , and
4. at the ends of sentences to inform the listener that (the speaker) finish what he said .
5. Wh questions (when asked for the first time)

When pressing each of the former uses respectively, the following examples appear:

1. The baby is sleeping. ↘
2. Open the door. ↘
3. What a nice day! ↘
4. I posted the letter in the morning and I am waiting for a respond. ↘
5. Where are you? ↘

When pressing rising intonation icon, the following explanation appear:

Rising intonation is marked by a rise in speech pitch at the end of the utterance.

It is used with the following types of sentences:

1. **asking questions :**
 - a. Yes – no questions
 - b. Wh questions
2. **lists**

When pressing each of the former uses respectively, the following examples appear:

1. Have you eaten your breakfast? ↗
2. When would you come? ↗ (When it is asked for the second time)
3. I bought sugar ↗, cheese ↗ and bread ↘.

When pressing partial fallings intonation icon, the following explanation appears:

It also called Circumflex inflection rise fall rise pattern. This type is used when you want the others to know that you have not finished yet.

For example:

Once upon a time, there was a girl

When pressing importance of intonation icon, the following explanation appear:

Kenworthy (2000: 41) says "Intonation is part of system, where choices are made by speakers to convey different meaning. In order to determine meaning, "Intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear message about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying" Kelly (2002: 86). Moreover, he showed that intonation helps us indicate what shared knowledge between the speaker and the listener is and what new information is. So, it is obvious that intonation helps the foreigner, whose language differs from the speaker one, to understand part of his attitude and speech. In

the following, the importance of intonation is discussed according to its type:

- a. **Importance of falling intonation**
- b. **Importance of rising intonation**

When pressing the importance of falling intonation icon, the following explanation appears:

Falling intonation is used in the following cases:

1. express certainty
2. show confidence
3. help people know when you're finished speaking

When pressing importance of rising intonation icon, the following explanation appears:

Rising intonation is used to express:

1. doubt
2. uncertainty
3. incompleteness

Returning back to stress:

When pressing Stress icon, the following appears:

1. Phonetic and phonological representations of syllables
2. Word stress patterns
3. Stressed and unstressed syllables
4. Grammatical functions of stress
5. Stress and affixes
6. Sentence stress

When pressing Phonetic and phonological representations of syllables icon, the following explanation appears:

Phonetic representation of syllables.

1. Transcribe the following words, and then count the number of vowels in it. The number of vowels in the word indicates the number of constitute syllables within it:

- 1) Democracy: _____
- 2) Political: _____

Phonological representation of the syllable:

2. Follow the given model to divide orally the following words into their constitute syllables:

A.ca.de.mic



a. Diplomat: _____

b. Transportation: _____

Thus, you have learnt that there are two representations of syllables: phonetic and Phonological. Phonetic representation of syllable needs you to transcribe the word. While, the phonological need not.

Note, history and victory have the same pronunciation. Which of two representations phonetic and phonological is the nearest to the spoken language?

Which of those is the most important? Why?

When pressing Word stress patterns icon, the following explanation appears:

1. Listen and decide. What is the stress pattern that each of the following words has. List your answers in the correct column as shown: e.g.,

○ ○	○ ○	○ ○ ○
Hair brush	receipts	Hand kerchief

Now, do the following:

○¹ Wallet ○¹ lighter resur¹ rect
 N.B.: There are three ways (notations) to present the stressed syllables. They are,

- 1) Capitalization as in LONdon
- 2) Underlining as London
- 3) Using circles as London. The big circle represents the stressed syllable. While the small one represents the unstressed one.

A) ○ ○ : Means the second syllable from the end is stressed.

B) ○ ○ : Means the first syllable from the end is stressed

C) ○ ○ ○ : Means the third syllable from the end is stressed, and so on.

When pressing Stressed and unstressed syllables icon, the following explanation appears:

1. Decide whether the underlined syllables are weak (w) or strong (s). Usually, stressed syllables are strong. While, weak syllables are unstressed. Unstressed syllables are reduced into schwa \ə\ or \ɪ \.

Accelerate (w) Calculate (w) Omit (w) Comparison (w) Proclaim (s) Complain (w)
When pressing Grammatical functions of stress icon, the following explanation appears:

- Stress placement changes the grammatical class of the word. By stress, words could be: verb, noun, adjective, compound noun, verb plus adverbial, compound adjective or phrasal verb.

1. Stress the following:

1. Abstract (adjective).
2. Conduct (noun).
3. Escort (verb).
4. Rebel (verb).
5. Look out (verb + adverbial)
6. Blue bird (compound noun).
7. School leaving age (three parts compound nouns).
8. High profile (compound adjective).
9. Dream of (phrasal verb).
10. Go through with (two words phrasal verb).

When pressing Stress and affixes icon, the following explanation appears:

- ✓ Affixes mean prefixes and suffixes.
- ✓ Prefixes are affixes that come at the beginning of the word. They change the meaning of the words. E.g., Healthy – unhealthy / Call - recall
- ✓ Suffixes are affixes that come at the end of the word. They also change the meaning of the word. e.g., Nation - nationality.

• **Prefixes and stress:**

Usually, prefixes do not affect the stress placement on words except for re \rɪ \ which have a secondary stress. Roach (2002:107) says: “Stress in words with prefixes is governed by the same rules as those for words without prefixes”.

For example: Undone impossible
reorder

Stress the following pairs: 1) certain uncertain 2) legal illegal

➤ **Suffixes and stress:**

• **Suffixes are of two types:**

- a) Suffixes that effect the stress placement.
- b) Suffixes that do not affect the stress placement on words.

1. **Stress the following pairs:**

- 1) ˈ Danger ˈ Dangerous. 2) ˈ Commerce Comˈ mercial
- 3) ˈ Comfort ˈ Comfortable.

When pressing Sentence stress icon, the following explanation appears:

- 1. In pairs, read aloud the following dialogues: a and b try to emphasize the underlined words. They are important.
- a) A: What do you do?
B: I'm a computer programmer. What do you do?
A: I work in solicitor's office.
- b) A: Could I borrow some white sugar?
B: Sorry, I only have brown sugar.

Note, in the dialogue (a) you emphasize the information that you want to know. This type of stress is called emphatic stress. While, in the dialogues (b) you show contrast ideas. This type of stress is called contrastive stress. As a matter of fact, all these lessons in this part of the website are accompanied with diagrams and videos of how each sound, stress and intonation patterns are produced. Links for these charts and audio materials are in the appendixes.

7.3 TESTS ICON:

After finishing with the lessons, teachers can move to tests icon to test their understanding of

- Test 1 •Consonants
- Test 2 •Vowels
- Test 3 •Diphthongs
- Test 4 •Ed ending
- Test 5 •S ending
- Test 6 •Stress
- Test 7 •Intonation
- Test 8 •Mixed aspects of pronunciation

the explained lessons. In fact, Teachers will be asked to answer the test the related directly to the part they finish. These tests are going to be of the following areas:

Test 1: Consonant:

- 1. All the following consonant sounds are voiced except:
b ʃ d ʒ g v ð z ʒ
- 2. The correct pronunciation of the word “thanks” is :
a. / ʊæŋks/ b. / ʊæŋks/
- 3. The correct representation of the letter “g” in arrange is the sound: ʒ or ʒ
- 4. /rɪf/ is the spoken representation of the word

Submit

Test 2: Vowel

Complete the following transcription of the given words with a suitable vowel from the box:

□:	ε	əʊ	□i	ai
----	---	----	----	----

- 1. / pr...s/ for the word price.
- 2. /n...z/ for the word noise.
- 3. /n..t/ for the word note.
- 4. /h...d/ for the word head.
- 5. /θ...t/ for the word thought.

Submit

Test 3: Ed endings

Decide how the ed endings in the following words would be pronounced: / d, t, id /

- 2. Uploaded /.../

3. Reduced /.../
4. Traveled /.../

Submit

Test 4: S endings
Decide how the S endings in the following words would be pronounced: / s, z, iz /

1. Ceases /.../
2. Blankets /.../
3. Daughters /.../

Submit

Test 5: Intonation
Add the needed pattern of intonation ↗ or ↘ in the following sentences:

1. Go to sleep early.
2. What is your job?
3. My sister brought me a sandwich And juice
4. Could you do me a favour.
5. He is clever, isn't he?

Submit

Test 6: Stress
Stress the following:
 Record (v) - blackboard - dream of -
 commercial- unnecessary- support (n)

Submit

At the end, teachers will be given a full test including these areas.

7.4 HOW TO TEACH:

There are many different techniques that teachers can use with their students in classrooms to develop their pronunciation of the target language. The next is a list of some of these techniques:

1. CALL
2. Intuition and imitation.
3. An analytic-linguistic approach.
4. Naturalistic method.
5. Phonetic transcription method

6. Minimal pair drills.
 - a. Word-level drills.
 - b. Sentence-level drills (Paradigmatic and syntagmatic).
7. The audiotape recorder.
8. The human computer technique.
9. Gesture.
10. Sound-color charts and other visual aids.
11. Developmental approximation drills.
12. Practice of vowel shifts and stress shifts related by affixation.
13. Reading aloud/recitation.
14. Recordings of learners' production.

7.5 USEFUL LINKS:

Moving to the useful links icon, teachers can find the following links:

Useful websites on pronunciation:

<http://www.eslgold.com/>
<http://www.englishmedialab.com/pronunciation.html>

Dictionaries:

<http://dictionary.cambridge.org/dictionary/english/pronunciation>
<http://www.macmillandictionary.com/british-and-american-pronunciation.html>
<http://howjsay.com/>

7.6 CONCLUSION AND RECOMMENDATIONS:

This study discussed the possibility of integrating technology in teaching pronunciation for 10th graders in the governmental schools in Gaza. The researchers suggest a program called CAPT by which teachers are supposed to be trained on the basics of pronunciation and pronunciation teaching related to the area of individual sounds, stress and intonation. Moreover, teachers are believed to be able to use this designed website with their students when teaching pronunciation. In order to apply the program on teachers, the researchers recommend the following:

1. Teachers should be first familiarized with the different components and aspects of the website in order to be able to deal with it before starting with training.

2. It is essential for the trainer to incorporate teachers in the training process by distributing the activities between them to do. In this way, the trainer will break the ice and get a fruitful feedback for developing the website afterward. (More minds are better than one.)
 3. Activities should be timed. This helps in organizing the atmosphere of training.
 4. Tests should be synchronized with the given lessons. In other words, teachers should test themselves on the given lesson as they finish with it.
 5. Suggested methodologies should be applied practically by teachers in the training course before using them in their classrooms with students.
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