

from almost the early stages in high schools teaches the students the English phonetics and instructs them how to check the pronunciation of words from dictionaries, they will find out that there reliable sources, other than the teacher, for learning or checking pronunciation. Consequently they become less dependent on the teacher for feedback.

Bibliography

- Baker, Ann.(1992). *Ship or Sheep?: An Intermediate pronunciation course*. Britain: Cambridge University Press.
- Celce Murica, M., Brinton, D. & Goodwin, J. (1996). *Teaching pronunciation: Reference for teachers of English to speakers of other languages*: Cambridge University Press.
- Chamot, A. (1981). *Applications of second language acquisition*, TESOL, Long and Richards, eds. Oxford University Press
- Dash, P. (2002), (accessed march 2003). *English only in the classroom: Time reality check*. **The Asian EFL Journal**, (online), [http: / /www. asian-elf-journal](http://www.asian-elf-journal)
- Derwing, T. Munro.M and Wiebe. G. (1998). *Evidence in favor of a broadframework for pronunciation instruction*. **Language Learning**. 48.3. com/decart 2002 b. htm.
- Eskey, D. (1983). *Meanwhile, back in the real world: Accuracy and fluency in second language teaching*. **TESOL Quarterly** 17. (2), 315-323.
- Fraser, H. (1999). *ESL pronunciation teaching: could it be morre effect*. **Australia Language Matters**, 7 (4), 7-8
- Fraser,H.(2000).*Coordinating improvement in pronunciation teaching for adult learners of English as a second language*. Canberra: DETYA (ANTA Project).
- Jenner, B. (1987), *Teaching Pronunciation: The common core, speak out*. **LA TEFL**.
- Kenworthy. J. (1987). *Teaching English pronunciation*. Longman.
- kenworthy, J. (1990). *Teaching English Pronunciation*. London: Longman Inc.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman handbooks for language teachers: Longman Publishing.
- Morley,J.(1999). *Trends in speech, pronunciation: Instructional theory and practice*. **TESOL**. August, September.
- Morley, J. (1998). *Trippingly on the tongue: Putting serious speech, pronunciation instruction back in the TESOL equation*. **ESL Magazin**, January, February, 20-30.
- Morley, J. (1991). *Pronunciation component in teaching English to speakers of other languages*. **TESOL Quarterly**, 25 (3), 481-520.
- Otlowski, H.1998 (accessed November 2002), *Pronunciation: What are the expectations? The internet TESL Journal*. vol. Iv, No, 1, January 1998, (online) [http //iteslj. Org/Articles/ Otioiwski- pronunciation. Html](http://iteslj.Org/Articles/Otioiwski-pronunciation.Html).
- Penington, M. 1989. *Teaching pronunciation from the top-down*. **RELC Journal**, 20, 1 pp. 21-38.
- Saville-Troike, M. (1989). *The analysis of communication events in the ethnography of communication: An introduction*. 2nd endn/Basil Blackwell, Oxford, pp. 107-180.
- Stern, H. (1992). *Issues and options in language,teaching*,Oxford, University Press.

an important role on the improvement of the subject pronunciation. Therefore, more emphasis should be put on the learners' instruction.

Having compared the pre-test scores and posttest scores of both groups, we found an increase in the posttest mean score of experimental group which demonstrated empirically that deductive instruction of pronunciation plays an important role, on the improvement of learners' pronunciation performance. Thus, knowledge of sound system of English as well as of other languages provides a useful tool in improving pronunciation performances of learners. In conclusion, there is some evidence that formal training can provide positive effects on pronunciation in classroom setting. (See Tables 3 & 4).

The descriptive statistics is shown in table 3. This table presents the calculations for mean, standard deviation and variance for both sets of scores on posttest.

Table 3. Descriptive Statistics (posttest)

Group	X	S	V
Experimental	80.33	8.56	73.27
Control	73.37	9.76	95.25

An Independent t-test also is calculated to compare the experimental and control groups' mean scores on the posttest.

Table 4. Independent t-test experimental VS. control group on posttest

Observedt	Degree of freedom	Critical t
3.08	64	2

The t-observed value (3.08) at (64) degree of freedom, is greater than the critical value of t, i.e (2). Thus the null hypothesis as no significant difference between the mean scores of the two

groups on the posttest is rejected, this means that experimental group (X=80.33) outperformed the control group (X=73.37) on the posttest.

conclusion

To sum up, high school students, probably due to their cognitive development particularly the power of reasoning and inferencing, the development of consciousness, and the growth of world view, can understand deductive instruction much better. The deductive teaching causes the learners to develop a concern for pronunciation. When the learners become consciously aware how deviates their pronunciation is from that of native speakers, they will be motivated to try to learn the correct pronunciation of words." Once learners are aware that English words have a stress pattern, that word can be pronounced in slightly different ways, that the pitch of voice can be used to convey meaning, then will know what to pay attention to and can build upon this basic awareness" (Kenworthy, 1987, p.27). In other words, if the learners are specifically aware of their problems, and know how to deal with them, they will be motivated for overcoming their problems.

Pedagogical Implications

The result of this research will be of great interest to language practitioners who are interested in improving the quality of their teaching and also to curriculum designers in their course planning so that they put a greater importance to the teaching of pronunciation at secondary schools and high schools. It also has some implications for English teachers and learners. Teachers can gradually instruct the learners the pronunciation of the target language from the early stages. This not only results in the improvement of the learners' pronunciation, but it also prevents, to a lot of extent, the formation of the fossilized errors. If the language teacher

Table 1. Descriptive Statistics (pretest)

Group	X	S	V
Experimental	69.95	9.81	96.26
Control	69.40	10.09	101.8

In order to check the homogeneity of the variance of the two groups, on the pretest the F-test is carried out. The F-observed value, (1.06) has a p-value equal to .87. Since this p-value is much greater than .05 it can be concluded that the two groups are homogeneous in terms of their variances.

Table 2. Independent t-test experimental VS. control group on pretest

Observed t	Degree of freedom	Critical t
.23	64	2

P<.05

An independent t-test is calculated to compare the experimental and control groups mean scores on the pretest was no significant difference on the pretest between the performance of the experimental and control groups prior to training. The F-test also was carried out to control the homogeneity of students. (See Tables 1 & 2).

The treatment which the experimental group received, was related to the formal phonetic training and deductive instruction of pronunciation. After 8 sessions which lasted 40 days, the same oral test with the same nature and characteristics with respect to the organization, administration and scoring as the one in the pretest was conducted with the aim of statistically determining whether there was any significant improvement in the pronunciation ability of the subjects in the experimental group. This was done through calculating and comparing the t-test

of the groups.

Also in order to lessen the degree of subjectivity as much as possible, the researchers added intra-rater, in addition to inter-rater reliability, and the student's score given by each rater in pre-test was compared with the score of the same student in posttest. Complete data analysis is given in the next part.

Results

There has been a tendency in language teaching to go from one extreme to another: "from teaching formal grammar rules to never teaching grammar rules, from always correcting to never correcting a student's errors, and from emphasis on form to an emphasis on function". In recent years, mainly due to the development of the communicative approach, the trend in language teaching practice was toward downplaying form.

In this article, we adopted the view that both function and form are important in achieving a successful communication. Although the relative importance of form and function may vary from situation to situation, form is an integral part of function. If the form of utterance is changed or distorted, the function can change and some of the meaning can be lost. Defending the importance of form, Eskey (1983) stated, "we can not go on accepting inaccurate language simply because it communicates something that a clever native speaker can somehow understand" (p.322).

This study as mentioned in the first part was an attempt to discover if deductive teaching had a considerable effect on the improvement of the high school students' pronunciation ability.

As the result of the study indicated, deductive and formal instruction of pronunciation had a significant effect on high school students' pronunciation ability. In the present study, since pronunciation is regarded as a valuable subskill in foreign language teaching and learning, the findings of this study suggest that instruction play

which were the representative sample of the students who received deductive instruction, (experimental group) and, 2) 33 senior high school high students which were the representative sample of the students who were given no formal instruction (inductive teaching) as control group.

Instrumentation

Some testing and learning instruments were used in this study to serve the purpose of the researcher. Testing instruments was an oral test of pronunciation. Studying a great number of thesis in relation to pronunciation, the researcher found a developed test which could tap the actual pronunciation ability of the students. It included the main features of pronunciation: Segmental and supra segmental (stress, rhythm and intonation). This test consisted of six sub-tests. They were as follows:

Reading aloud:

1st. word list (25 items)

2nd, phrases (10 items)

3rd. sentences (10 items)

4th. a written dialog (15 items)

5th. a text (10 sentences)

6th. describing a picture (2-3 minutes).

The experiment time for each subject of both groups was 30 minutes. Since it was not possible to gather all subjects needed for the experiment at one time, the experiment had to be administered for each subject. The instruments for administering this test were some tape recorders and cassettes for recording the subjects' pronunciation. In the learning section for the experimental group, the subjects were given formal instruction in Persian through different techniques, procedures and instructional software about pronunciation.

Procedure

As it was mentioned before, the purpose of this

study was to determine whether deductive instructions of pronunciation had any significant effect on the development of Iranian Senior high school student's pronunciation ability. To arrive at the answers to this question, the researchers administered an oral pronunciation pretest to the subjects of the study (both control and experimental groups) individually to evaluate their present ability. Each subject was given the instructions orally, although they were printed on the test- sheets. Student's performances were recorded on the tape. A total of 30 minutes was allowed for answering the oral test.

The next step was to score the pretest. In scoring all subjects' tests, students' performances on both segmental and supra-segmental levels were taken into consideration. To make the scoring process more reliable and objective, the researcher preferred to make use of the analytical scoring. Each spoken (word - phrase - sentence - dialogue - text and picture) was scored separately. Then there was a need to establish inter-rater reliability. This was achieved by giving the recorded tapes to three different raters, each giving the required scores for each spoken item on a 100 point rating scale. The first rating was made by a native speaker. The second and third ratings were done by other English teachers with near-native pronunciation. When the rating was finished, each subject had 3 scores for their oral test. Then the mean of these three scores was found. So the scores of each student were the mean of the three sets of scores obtained through scoring her oral test analytically by three raters. Then the two resultant means of the groups (experimental group and control groups) were calculated and compared with each other statistically (t-test). The observed T showed that there the descriptive statistics is presented in table 1. This table is one more indication of the students' performance on pretest. It shows the calculations for the mean, standard deviation and variance for both sets of scores.

(1987) attempted to determine “what all native speakers of all varieties have in common which enables them to communicate effectively with native speakers of varieties other than their own”. The result of his analysis were brought together in the common core, which is a list of English pronunciation, Jenner (1987) considered essential for intelligibility any where in the world. In order to reach these goals, Fraser (1999) called for more emphasis on individual learners’ need. Teachers offer various models, provide opportunities for practice, suggest specific techniques, and give encouragement and advice to learners toward intelligibility, “Fraser (2000) called this role the “high quality, effective materials for learners of ESL pronunciation” (p.2).

Penington (1989) noted that there was no “firm basis for asserting categorically that pronunciation is not teachable of that is not is worth spending time on...”. (1989 , 220).

Stern (1992) says, “There is no convincing empirical evidence which could help us sort out the various positions on the merits of pronunciation training”. In highly specific research (compliant with the caveats of Saviile-Troike (1989) of research in another culture, and Robertson (2002) conducted in a language laboratory in Korea on 30 young students and 60 adults results showed those in both groups who undertook six hours of pronunciation training recorded noticeably higher computer analyzed results of pronunciation than those whose training omitted the pronunciation program. The result supported the view that pronunciation training does help the students in foreign language (FL) mastery and it is an effective tool in the teachers, repertoire. Goodwin, (2001 : 117) in this relation asserts, “the teaching of pronunciation is so crucial to our students”.

Research carried by Dash (2002) clearly shows that students in government school receive almost no opportunity to speak in the FL classes that are



still teacher-centered.

It is easy to see why attention is not given to pronunciation issues so as to minimize the need for subsequent corrections. Chamot (1981) said, “to develop classroom speaking skills, students need opportunities to participate in small group discussions, to present oral reports, and to respond adequately to teacher questioning”. Otlowski (2001) noted, that pronunciation training must be included in students’ learning.

Method

subjects

The subjects participating in this study were 66 high school students. They were selected from among the 110 female senior high school students through taking a standard test (CELT). Such a sample was taken from the students of a non-profit high school. The subjects were divided into two groups randomly: 1) 33 senior high school students

Abstract

The present study is an attempt to represent an approach in teaching pronunciation to the Iranian high school students which would: a) apply a general rule to particular instances b) include the components of stress and intonation c) combine different techniques and procedures in teaching English consonant d) be highly reliable and make distinction between a person's ability to learn features of pronunciation deductively and e) increase the learner's conscious awareness in learning pronunciation. The framework of clarification used in this study was on the basis of Goodwin, Brinton and Celce Murica's approaches (1996) concerning teaching pronunciation, i.e. intuitive-imitative approach and linguistic - analytic approach.

Key Words: pronunciation, intuitive -imitative approach, linguistic- analytic approach, intonation, consonant, stress

Introduction

English pronunciation is still unduly neglected or ignored even in some of our colleges or universities. An English phonetic course is usually left to chance or given no place in our teaching or learning.

Baker (1992) states that advanced students find that they can improve all aspects of their proficiency in English, except their pronunciation. Since the sound system is an integral part of any language, the study of pronunciation must form an important part of an ESL programming. Teachers and students must acquire accurate pronunciation as well as phonetic knowledge. The experience has shown that after a year of systematic study of English phonetics, the students have made great progress in their pronunciation and intonation which in turn helps enormously in developing other basic skill, particularly speaking (Morley, 1998). In spite of the above explanation of a rule, high school students, however are not as successful as children in learning a foreign language through inductive process. Because they have little opportunity to surround themselves with native input in the target language. In this situation the burden will fall on the teacher to utilize information and tools such as a phonetic alphabet, articulatory description, charts of the vocal apparatus and other aids to provide explicit

information of the sounds of the target language. When they are exactly made aware of the differences and similarities of the target language sound system with their native language and also are told how to pronounce those sounds, they will find out there are many goals for them to achieve and they will change their view on learning pronunciation and as a result they will improve their actual language behavior.

Pronunciation can be one of the most difficult parts of language for adult learners to master and one of the least favorite topics for teachers to address in the classroom. Nevertheless with careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power. Otlowksi and Fraser (1999) concur with much of the current research that the goals of pronunciation teaching should be "developing functional intelligibility, communicability increased self-confidence, the development of speech modification strategies for use beyond the classroom" (p.3.). Joanne Kenworthy, (1987) put forward the concept of comfortable intelligibility as a suitable goal for the majority of learners. This term is self-explanatory, but does not actually pin down which features of English pronunciation need to be learned in order to attain this intelligibility. With this problem in mind perhaps, Brayan Jenner



Massood Yazdani Moghadam; (Ph.D. in TEFL)

&

Ashraf Kiaee ; MA,
Islamic Azad University

THE EFFECT OF DEDUCTIVE INSTRUCTION OF PRONUNCIATION ON THE IRANIAN HIGH - SCHOOL STUDENTS PRONUNCIATION ABILITY

چکیده

در مقایسه با مطالب فراوان پیرامون گرامر و معنا، مطالب اندکی در ارتباط با تلفظ نوشته شده است. در حالی که تلفظ، مهم ترین بخش هر زبان است و بدون آن ارتباطات کلامی غیر ممکن است. در نظر بسیاری از یادگیران زبان، سیستم صوتی زبان خارجی پر از پیچیدگی است و غالباً معلمان زبان نسبت به تلفظ دانش آموزان و این که چگونه در این راه به آن ها کمک کنند، تردید دارند. در واقع روش ها و شیوه های متفاوتی برای تدریس تلفظ وجود دارد.

سلسل مرسیا، برنتین و گودوین (۱۹۹۶) دو روش کلی برای تدریس تلفظ ابداع کرده اند: ۱. تقلید غیر استدلالی یا inductive، ۲. زبان شناسی تحلیلی یا deductive. روش تقلید غیر استدلالی به توانایی یادگیرنده در گوش دادن و تقلید صوت ها و ریتم های زبان خارجی، بدون ارائه ی هیچ گونه توضیحی به او، بستگی دارد. روش زبان شناسی تحلیلی، با توضیحات واضح و روشن در ارتباط با الفبای آوا شناسی، توصیفات تلفظی، جدول های مربوط به سیستم صوتی و توضیحات مقایسه ی اصوات در دو زبان، تلفظ را به یادگیرنده می آموزد. در این تحقیق، محقق در نظر دارد، به بررسی این دو شیوه و تأثیر آن ها بر پیشرفت توانایی تلفظ دانش آموزان بپردازد. بنابراین فرضیه ی صفر به این صورت مشخص شد: بین روش زبان شناسی تحلیلی و پیشرفت در توانایی تلفظ دانش آموزان متوسطه ارتباطی وجود ندارد. به منظور بررسی این فرضیه، از ۱۱۰ نفر دانش آموز سال سوم دبیرستان و پیش دانشگاهی دختر، طی آزمون استاندارد اولیه ی CBLT، تعداد ۶۶ نفر انتخاب و به طور تصادفی به دو گروه ۳۳ نفری به عنوان گروه های تجربی و کنترل تقسیم شدند. ابزار اندازه گیری در این تحقیق، آزمون شفاهی تلفظ بود که دانش آموزان را در هر دو سطح segmental و supra segmental می سنجید. افراد هر دو گروه توسط سه داور نمره گذاری شدند و میانگین نمرات هر دو گروه توسط «t-test» با هم مقایسه شد. t-observed در این مرحله «۰/۲۳» بود که نشان داد، در مرحله ی pre-test بین دو گروه تجربی و کنترل، تفاوت اجرایی چشمگیری وجود ندارد. همچنین، به منظور بررسی یکسان بودن سطح دانش افراد، f-test نیز به عمل آمد. در مرحله ی post-test که بعد از ۸ جلسه ی آموزشی گروه تجربی به عنوان treatment صورت گرفت، آزمون شفاهی دیگری با همان مشخصات، در اجرا و نمره گذاری در مرحله ی pre-test از دانش آموزان هر دو گروه به عمل آمد. در این مرحله، t-observed معادل ۰/۸۳ بود که پیشرفت چشمگیر توانایی تلفظ در گروه تجربی را نشان می داد. بنابراین، فرضیه ی صفر به این ترتیب رد شد. نتیجه ی حاصل از این تحقیق نشان می دهد، ارتباط مستقیم و چشمگیری بین تدریس تلفظ به روش زبان شناسی تحلیلی و توانایی پیشرفت تلفظ در دانش آموزان دبیرستانی وجود دارد.

کلید واژه ها: تلفظ، تکیه، آهنگ کلام - روش تقلید غیر استدلالی روش زبان شناسی تحلیلی، صوت ها تکیه، آهنگ کلام.