



Phonological capacity of Jordanian EFL teachers and students' achievement in speaking tests

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Abstract

The paper aims at measuring the phonological capacity of Jordanian EFL teachers according to the CEFR phonological scale by analyzing video-recorded classes which were broadcasted to the entire population of Jordanian 8th graders during the shift from classroom to online learning throughout the Covid-19 lock down imposed in the country between March (2019) and June (2021). Four teachers were assigned by the MOE to video-record the English language curriculum targeting 8th graders. Four videos were selected as a sample for analysis. Errors of teachers were studied using the Error Analysis methodology, and results were used to gauge the level of phonological capacity of the teachers according to the CEFR phonological scale. Teachers were classified in A2 or B1 levels, indicating their low capacity, which could explain their tendency to neglect teaching the speaking aspects of the curriculum thus resulting in low achievement of their students at national speaking tests.

Keywords: Phonology; EFL; Error Analysis; CEFR; pronunciation

1. Introduction

Teaching English as a foreign language has always encountered innumerable difficulties in Jordanian classrooms. The Jordanian Educational system has only managed to attain poor outcomes when compared with other educational systems around the world. Some systems have achieved native-like results, while Jordan has ranked (72nd) of (100) countries in EFL proficiency according to the Education First official website (<https://www.ef.com/wwen/epi/regions/middle-east/jordan/>). Clear differences between the two languages including alphabet, grammar, sounds and even the writing direction, makes learning English more difficult, especially in contexts similar to Jordan which provide learners with minimal exposure to English.

In the middle of March (2020), the Government of Jordan closed all schools, kindergartens and universities as a precautionary measure to prevent the spread of Covid 19, impacting around (2.37) million learners (Unicef, 2020) and thus compounding the challenges of teaching English. These school closures resulted in increased learning inequality and dropouts, particularly among the vulnerable categories. To ensure continuity of education during the pandemic, the MOE shifted to

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distance learning; developing an educational platform called *Darsak* and dedicating two local TV channels for offering online classes. Both tools provided explanations and resources to support the four primary subjects (Math, Arabic, Science and English) for learners from first to twelfth grades. The MOE also launched a teacher training platform that offers modules on distance learning tools, blended learning, and educational technology (Audah, Capek, & Patil, 2020).

1.1 Research Question

This research paper attempts at answering the following research questions:

- What is the phonological capacity of Jordanian EFL teachers according to the CEFR phonological scale?
- Does the phonological capacity of teachers have an impact on the achievement of students in speaking tests?

2. Literature Review

Speaking is the most obvious and instant measuring tool of English proficiency that a person possesses. It is no secret that “listeners judge a speaker’s English ability based on his/her own pronunciation. Bad pronunciation is very difficult to listen to and it needs greater effort and concentration on listeners” (Gilakjani, 2012: 968). Furthermore, pronunciation is crucial because it is the quality initially noticed about the English language of the learner and has a direct impact on intelligibility (Zimmermann, 2004).

Arabic is a language with high speaking - writing correspondence, that is why English pronunciation may be specifically challenging for Arab learners because of the weak correspondence between what is read and what is said in English. Challenges related to the nature of the language along with limited chances of training could reduce teachers’ confidence to teach pronunciation (Dixo and Pow, 2000). Teachers in Jordan tend to skip teaching sections of the curriculum dedicated to speaking skills because they lack confidence in their pronunciation knowledge and training. This study draws its importance from attempting to correlate teachers’ levels of phonological competence with students’ achievement levels recorded in speaking tests. There is a requirement to further understand teachers’ needs for capacity building and students’ needs for pronunciation instruction.

The Common European Framework of Reference for Languages (CEFR) Phonological control scale was used to measure the level of pronunciation capacity that teachers of the MOE possess. It provides descriptions of pronunciation competence over five levels as presented in Figure (1).

	PHONOLOGICAL CONTROL
C2	As C1
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
B2	Has acquired a clear, natural, pronunciation and intonation.
B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Figure (1) Common European Framework of Reference for Languages (CEFR) Phonological Control Scale. Source: © Council of Europe (2001:117CEFR Phonological Control Scale)

The decline of the Contrastive Analysis Hypothesis due to empirical studies showing that learner's first language interference is not the only cause of errors made in L2, urged linguists to seek an alternative method to study language learners' errors which would be theoretically justifiable and pedagogically effective and practicable (Keshavars, 2003). Studies led to the emergence of Error Analysis (EA), which - as indicated by James (2013:1) - is a "process of determining the incidence, nature, causes and consequences of unsuccessful language". EA compares L2 to itself to understand errors based not only on transfer from L1 but also on several other reasons such as overgeneralization of target language structure application, ignorance of rule restriction, incomplete application of rules, and hypotheses based on false concepts (Richards, 1971).

A representative sample of online eighth grade lessons, video-recorded and displayed on *Darsak*, was chosen to measure phonological capacities of teachers by highlighting errors that the teachers made while executing those lessons. In this paper, researchers used Error Analysis (EA) as an approach to classify teaching errors (Bussman, 2006), thus enabling them to identify the phonological capacity of the teachers in the recorded videos in accordance with the CEFR phonological scale.

3. Method

This study is an example of applied research that has a descriptive character. In this quasi-experimental study, participant observation was the strategy adopted to collect qualitative data (Ma, 2015:567). Researchers observed phonological choices of teachers made during online video-recorded classes dedicated to 8th graders and displayed on the national platform *Darsak*. Furthermore, researchers used the results of the national test for 8th graders as a basis for evaluating the impact of teachers' phonological capabilities on the achievement of their students.

3.1 Participants

Twelve teachers in total were assigned by the Ministry of Education (MOE) to record the entire online content for all subjects taught. Four of them recorded English language content covering the national curriculum for all grades. Four videos representing each of the four teachers were selected as a sample to be analysed. Teacher segmental and suprasegmental errors were analyzed and results were used to decide the level of phonological capacity of teachers according to the CEFR phonological scale. Pseudo names were used in reference to teachers to protect their identity.

3.2 Procedures Taken for Reviewing Video Recorded Online EFL Classes

Videos

Videos were randomly selected from the pre-recorded classes of 8th grade provided by the MOE on its *Darsak* platform. *Darsak* was created to help learners at home study the basic subjects of the Jordanian curriculum. Each video contains one lesson material with the teacher discussing and explaining a topic using a white board or a smart board. Teachers recorded in the videos are considered to be among the best of MOE teachers and have been chosen as role models for other teachers, and that is why the MOE has broadcast these recorded lessons for the entire student population of the country. Four teachers were chosen for the analysis of the videos of the online classes, which is the entire population of teachers who recorded classes for 8th grade.

When reviewing the videos, use of the CEFR pronunciation control scale was essential to decide the capacity level of the teachers in accordance with international global standards. The researchers - with two other evaluators- focused on highlighting errors made by the teachers. Teacher errors could explain their students' errors as teachers may transfer their fossilized pronunciation errors to their

students. Among the common errors the researchers analyzed in the videos were: vowel insertion in consonant clusters, vowel insertion at the beginning of a syllable containing a consonant cluster, voice alteration, stress modifications, vowel alterations, linking and intonation among others.

The choice of videos dedicated to 8th grade was not arbitrary, as it provides further understanding of 8th grade students' national test results.

Rating Committee

The researchers and two other evaluators contributed to deciding the level of competence of teachers in the videos in accordance with the CEFR phonological control scale. The guest evaluators are PhD holders with long experience in teaching English as a foreign language at university level.

3.3 Data Analysis

Video Recorded Online Lessons

Video technology has significantly transformed the practice of learning science research during the last decade. It is available, affordable, usable and provides a detailed, moment-to-moment interactional record of events. Video technologies provide “powerful ways of collecting, sharing, studying, presenting, and archiving detailed cases of practice to support teaching, learning, and intensive study of those practices” (Derry et al., 2010:4).

In their research, Derry and colleagues (2010) addressed four main sets of challenges that could face a researcher while producing data from video records:

1. “Selection. How does a researcher decide which elements of a complex environment should be recorded, or which aspects of an extensive video corpus should be sampled for further examination?”
2. Analysis. What analytical frameworks and practices are available, and which of these are scientifically valid and appropriate for given research problems?
3. Technology. What technological tools are available, and which social tools must be developed and disseminated to support collecting, archiving, analysing, reporting, and collaboratively sharing video?
4. Ethics. How can research protocols encourage broad video sharing and reuse while adequately protecting the rights of the human subjects who are represented in such recordings?” (Derry et al., 2010:6)

In the following part, each of the four challenges mentioned above will be addressed in accordance with the theoretical framework and the research questions of this paper.

1. Selection. The researcher focused on the pronunciation, speaking and oral skills of the teachers in the video recorded classes. Understanding the capacity of the teacher is the main aim measured by this instrument.

2. Analysis: the researchers used a participant observation strategy for eliciting data concerning common errors in the videos. An inductive approach was then utilized to analyze the data gathered. As described by Erickson (2006), the inductive approach applies when a video is investigated with broad questions in mind. Researchers begin by considering the entire video, “then by considering it in progressively greater depth. The whole-to-part inductive procedure recommends repeated viewings of the corpus of interest in which multiple viewers reach agreement on major events, transitions, and themes” (Derry et al., 2010: 9). In the case of the present paper, two evaluators, including the researchers, repeatedly viewed the recorded lessons until reaching a unified verdict of the level of the pronunciation capacity of the teacher in each of the videos.

3. Technology. No specific technology was used in the analysis of videos for this paper. Evaluators used their experience in teaching and practical knowledge to measure the capacity of teachers depending on the CEFR control scale.

4. Ethics. Videos in the sample were downloaded from the electronic platform *Darsak*. The MOE owns the copyrights of the videos as it is the entity that governed the actual recording of the videos and monitored their quality and accessibility.

National Test Results

Researchers used the results of the national test for 8th graders to understand the impact of teacher capacities on the achievement of their students. The Department of Examinations and Tests is one of the Ministry of Education's departments that provides comprehensive insights concerning Jordanian education system learning outcomes through testing. The national exam tests the capacities of students in four main subjects: Arabic, English, Science and Math. It is conducted for quality control purposes and provides insight and data for future planning of the MOE.

The data available was extracted from the scores of all Jordanian 8th graders who took part in the Quality Control National Test in English conducted during the second semester of the academic year (2018/2019). The test consisted of (36) multiple choice questions distributed over three skills: Reading, Writing and Speaking. The questions measured the following competences:

- Using a variety of reading strategies to enhance reading comprehension.
- Reading for information and enjoyment of literary text (90 words).
- Translating simple sentences from Arabic into English and vice versa.
- Writing different types of texts for different purposes using writing conventions (60 words).
- Effectively communicating thoughts and ideas in classroom discussions and presentations.

Two different methods of data analysis were used to analyze the results of the national test for 8th graders, designed and conducted by the MOE:

1. Descriptive Statistics: such as means, standard deviation, frequencies and percentages.
2. Independent Samples (t) test.

4. Results

4.1 Video Recorded Online Classes Analysis

To answer the first research question, researchers with the aid of two other evaluators analyzed four randomly chosen online video-recorded EFL lessons of the national platform *Darsak*, highlighting common errors made by four of the best Jordanian MOE teachers.

In the following section, each of the videos will be labelled with a number, and all the segmental and supra-segmental pronunciation errors of each teacher will be listed in order to be used as a base for evaluator decisions concerning the level of pronunciation capacity of the teacher in accordance with the CEFR phonological scale (Figure 1). Pseudo names were used for teachers to protect their identity.

Video (1)

- Action Pack 8
- Module 1, Lesson 5
- Student Book Page 5
- Title of the lesson: Starting Out
- Teacher: Mai

Segmental Errors

1. Pronouncing the /v/ sound as an /f/ sound in the word five /faɪv/- (time: 0:00:20).
2. Pronouncing the vowel /ɛ/ as the vowel /ɪ/ in words like /aɪ'dentɪfaɪ/- (time: 0:00:30).
3. Pronouncing the vowel /ʊ/ in the word book /bʊk/ as /v/ - (time: 0:00:42).
4. Lack of /s/ that indicates the plural form of words. This could be explained as a grammar error but the fact that the teacher uses plural pronouns before plural words indicate the comprehension of the plural form but the lack of the pronunciation of the /s/ sound:
 - “a set of question (s)” - (time: 0:00:53).
 - “If most of your answer (s) are” - (time: 0:01:16).
 - “they likes map” instead of: they like maps - (time: 0:01:41).
 - “visual learner: they are” instead of saying “visual learners” as the teacher is referring to a plural form - (time: 0:01:37).
5. Pronouncing the vowel /ɔ:/ in the word auditory /'ɔ:dɪtəri/ as /'ʊ/ - (time: 0:01:19) changing both the vowel and its length turning it into a short vowel.
6. Pronouncing the verb “may” /meɪ/ as /maɪ/ - (time: 0:00:48).
7. Replacing the vowel /ɪ/ in the word “listen” /'lɪsn/ to the vowel /ɛ/ - (time: 0:02:25) and doing the opposite in the word “let’s” by changing the /ɛ/ vowel to an /ɪ/ - (time: 0:03:55).
8. Replacing the /p/ sound with /b/ sound in words such as “multiple” /'mʌltɪpl/ - (time: 0:00:55).
9. Placing an epenthetic vowel in front of initial clusters:
 - Pronouncing “learning style” /'lɜ:nɪŋ staɪl/ with an extra /ɪ/ sound before the silent /s/ of the word “style” - (time: 0:02:17).
 - Pronouncing the word “specialist” /'speʃəlɪst/ with an extra /æ/ sound before the silent /s/ of the word “specialist” - (time: 0:02:17).
10. Allophonic substitution, where a sound replaces its nearest counterpart; replacing the /d/ sound in the word “slide” as a /t/- (time: 0:04:01).
11. Pronouncing the trilled Arabic /r/ instead of the round /r/ in words like “Career” /kə'riə/ - (time: 0:02:05).
12. Pronouncing the trilled Arabic /r/ instead of replacing it with a final schwa as in:
 - Together /tə'geðə/ - (time: 0:02:17).
 - Future /'fju:ʃə/ - (time: 0:02:05).

Suprasegmental Errors

1. Weak linking and unnecessary pauses, ex: “you are an auditory learner” - (time: 0:01:19 - 0:01:20).
2. Grammatical mistakes that caused unnecessary interruptions of the flow of the speech. Examples are:
 - “to know the advice, he will gave to you” - (time: 0:02:14).
 - “and you choose the answer that fit you the most” - (time: 0:00:57).
 - “If most of your answer are B” - (time: 0:01:32).
 - “they are enjoying reading” should use the simple present to state a fact - (time: 0:01:37).

Based on the errors made by the teacher in video (1), the evaluators decided that the teacher’s phonological capacity in accordance with the CEFR phonological scale displayed in figure (1) is A2.

The teacher has a clear pronunciation that students could understand, but the Arabic accent is evident and noticeable. Since the teacher in the video is lecturing and not conducting a conversation, no proof of the need of a partner to ask for repetitions and clarifications is available. However, errors

occurring in the pronunciation of some words could have led to misunderstandings if pronounced in a conversation along with grammatical errors that would disrupt the flow of the conversation.

A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
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VIDEO (2)

- Action Pack 8
- Module 5, Lesson: 5
- Student Book Ex. (4)
- Title of the lesson: The Comparative
- Teacher: Khalid

Segmental Errors

1. Pronouncing /ɜ:/ instead of the diphthong /ɪə/ in the word “here” /hɪə/ - (time: 0:09:07).
2. Pronouncing /ɪ/ instead of /ɛ/ in the words:
 - “seven” /'sɛvn/ - (time: 0:11:11).
 - “less” /lɛs/ - (time: 0:07:37).
 - “detectives” /dɪ'tɛktɪvz/ - (time: 0:07:31).
 - “better” /'betə/ and pronouncing the final Schwa as a clear /r/ - (time: 0:21:02).
3. Pronouncing /ɪ/ instead of the schwa in the word “syllable” /'sɪləbl/ - (time: 0:06:12).
4. Placing an epenthetic vowel in case of consonant clusters as in:
 - Placing the /ɪ/ sound after the /s/ in the word “explanation” /,ɛksplə'neɪʃən/ pronouncing it as /,ɛksɪblə'neɪʃən/ - (time: 0:10:05).
 - Placing the /ɪ/ sound after the /z/ in the phrase “exercise three” /'ɛksəsaɪz θri:/ pronouncing it as /'ɛksəsaɪzɪ θri:/ - (time: 0:23:40).
5. Pronouncing /ɔ:/ instead of /ɜ:/ in the word “worse” /wɜ:s/ - (time: 0:21:17).
6. Replacing the /p/ sound with /b/ sound in words such as: Compare / people / page / plus / positive/ open / practice.
7. Allophonic substitution, where a sound replaces its nearest counterpart; replacing the /z/ sound with the /s/ in the word “these” /ði:z/ pronouncing it as /ði:s/ - (time: 0:24:14).
8. Pronouncing the trilled Arabic /r/ instead of replacing it with the Schwa in words like: “colourful” /'kʌləf(ə)l/ - (time: 0:11:32) and “farther” /fɑ:ðə/ - (time: 0:21:29).
9. Pronouncing the Arabic sound /s/ /ص/ instead of the sound /s/ in the word “famous” - (time: 0:14:04).

Suprasegmental Errors

1. Stressing the second syllable instead of the first in the word “adjective” /'ædʒɪktɪv/ - (time: 0:18:55).
2. Stressing the third syllable instead of the fourth in the word “encyclopedia” /ɪn,sʌɪklə'pi:diə/ - (time: 0:12:26) and (time: 0:13:26).
3. Stressing the third syllable instead of the second in the word “superlative” /sju(:)'pɜ:lətɪv/ turning the schwa into a diphthong /eɪ/ - (time: 0:18:45).
4. Using Arabic more than once - (time: 0:05:15).
5. Grammatical mistakes that caused unnecessary interruptions of the flow of the speech. Ex.:
 - “between anythings we can make a compare” - (time: 0:03:37).

- “it is two syllable” instead of saying: it has two syllables or it is a two - syllable adjective - (time: 0:14:12).

Based on errors made by the teacher in video (2), the evaluators decided that the teacher’s phonological capacity in accordance with the CEFR phonological scale displayed in figure (1) is A2.

A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
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Video (3)

- Action Pack 8
- Module 1, Lesson: 10
- Student Book Page (7)
- Topic: The Present Simple and the Present Continuous
- Teacher: Unknown

Segmental Errors

- Replacing the /p/ sound with /b/ sound in words such as:
 - “Simple” pronouncing it as /'sɪmbl/ - (time: 0:00:19).
 - “example” pronouncing it as /ɪg'zɑ:mbl/ - (time: 0:01:50).
 - “print” pronouncing it as /brɪnt/ - (time: 0:06:06).
 - “hope” pronouncing it as /həʊb/ - (time: 0:15:40).
- Pronouncing /ɪ/ instead of /ε/ in words like:
 - “whether” /'wɛðə/ pronouncing it as /'wɪðə/ - (time: 0:00:27).
 - “present” /'preznt/ pronouncing it as /'prɪzɪnt/ - (time: 0:01:12).
 - “negative” /'nɛgətɪv/ pronouncing it as /'nɪgətɪv/ - (time: 0:21:25).
- Placing an epenthetic vowel in case of consonant clusters as in:
 - “let’s start” /lets stɑ:t/ pronouncing it as /letsɪ stɑ:rt/ - (time: 0:00:38).
 - “is swimming” /ɪz 'swɪmɪŋ/ pronouncing it as /ɪzɪ 'swɪmɪŋ/ - (time: 0:02:12).
 - “clothes” /kləʊðz/ pronouncing it as /kləʊðɪs/ changing the /z/ into an /s/ - (time: 0:10:00).
 - “it's still happening” /ɪts stɪl 'hæpənɪŋ/ pronouncing it as /ɪtsɪ stɪl/ - (time: 0:04:47).
- Pronouncing [dʒ] sound instead of [ʒ] in words like: “usually” /'ju:ʒuəli/ - (time: 0:00:58).
- Pronouncing the trilled Arabic /r/ instead of the round /r/ in words like “regular” /'rɛɡjʊlə/ - (time: 0:01:20).
- Allophonic substitution, where a sound replaces its nearest counterpart, replacing the
 - /v/ sound with an /f/ sound in the word “of” /ɒv/ pronouncing it as /ɒf/ - (time: 0:03:33).
 - /z/ sound with the /s/ sound in the word “verbs” /vɜ:bz/ and noticeably articulating the /r/ sound resulting in /vɜ:rbs/ - (time: 0:06:03).
- Pronouncing the short vowel /ε/ as the diphthong /eɪ/ in the word “again” /ə'ɡen/ - (time: 0:03:41).
- Replacing the diphthong /əʊ/ in the word “moment” /'mɒmənt/ with the short vowel /ɒ/ pronouncing it as /'mɒmənt/ - (time: 0:08:00).
- Pronouncing the trilled Arabic /r/ instead of replacing it with the Schwa at the end of words like:
 - “Never” /'nevər/ - (time: 0:08:51).
 - “Her” /hɜ:r/ - (time: 0:01:25).
 - “picture” /'pɪktʃər/ - (time: 0:01:28).
- Replacing the Schwa in the word:
 - “history” /'hɪstəri/ with the vowel /ɒ/ - (time: 0:09:50).

- “excellent” /'ɛksələnt/ with the vowel /ʌ/ - (time: 0:09:50).
11. Replacing the vowel /ɒ/ in the word “watch” /wɒtʃ/ with the long vowel /ɔ:/ pronouncing it as /wɔ:tʃ/ - (time: 0:12:40).

Suprasegmental Errors

1. Lack of linking as in “nothing stopped it from happening” where the sound /ɪ/ is clearly pronounced - (time: 0:05:06).
2. Noticeable Arabic intonation, a bit exaggerated to help explain the questions in the time period between (0:12:23) and (0:13:24).
3. Exaggerated stress of specific words for the purpose of explaining, ex:
 - “everyday” - (time: 0:06:49).
 - “of course,” - (time: 0:07:04).
 - “planning” - (time: 0:07:29).

Based on errors made by the teacher in video (3), the evaluators decided that the teacher’s phonological capacity in accordance with the CEFR phonological scale displayed in figure (1) is B1. The teacher in video (3) is more fluent than the previous two, she does not have grammatical mistakes as the others, but her Arabic accent is still evident and has made similar pronunciation mistakes as the other teachers, which could suggest a transfer from L1.

B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
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Video (4)

- Action Pack 8
- Module 5, Lesson:1
- Student Book Page (38)
- Title of the lesson: You can do it
- Teacher: Laila

I. Segmental Errors

1. Miss pronouncing the word “lesson” /'lesn/ by changing the vowel /ɛ/ into a form of an /o/ sound - (time: 0:00:04).
2. Allophonic substitution, where a sound replaces its nearest counterpart, replacing the
 - /v/ sound with an /f/ sound in the word “of” /ɒv/ pronouncing it as /ɒf/ - (time: 0:00:25).
 - /z/ sound with the /s/ sound in the word “these” /ði:z/ pronouncing it as /ði:s/ - (time: 0:01:09).
3. Replacing the /p/ sound with /b/ sound in words such as: “Olympic” pronouncing it as /əʊ'lɪmbɪk/ - (time: 0:00:47) and the word “impossible” pronouncing it as /ɪm'bɒsəbl/ - (time: 0:10:08).
4. Replacing the Schwa in the word “difficult” /'dɪfɪkəlt/ with the vowel /ʌ/ - (time: 0:03:36).
5. Pronouncing /ɪ/ instead of /ɛ/ in words like:
 - “let” /let/ pronouncing it as /lɪt/ - (time: 0:03:42).
 - “ready” /'rɛdi/ pronouncing it as /'rɪdi/ - (time: 0:09:44).
6. Pronouncing the sound /ʃ/ instead of the sound /tʃ/ in the word “questions” /'kwɛstʃənz/ - (time: 0:04:27).
7. Placing an epenthetic vowel in case of consonant clusters as in:
 - “Mariam’s brother” /'mɛrjæmz 'brʌðə/ pronouncing it as /'mɛrjæmzɪ 'brʌðə/ - (time: 0:05:03).
 - “The wind blew” /wɪnd blu:/ pronouncing it as /wɪndɪ blu:/ - (time: 0:10:01).
8. Shortening the diphthong /əʊ/ in the word “photo” /'fəʊtəʊ/ - (time: 0:09:13).

Suprasegmental Errors

1. Noticeable Arabic intonation.
2. Unnecessary pauses which hinder the fluency of speech.
3. Limited linking ex.: “and caught a big fish” - (time: 0:10:18).
4. Noticeable stress errors. Ex.: “teamwork is important in Volleyball” - (time: 0:10:22).

Based on errors made by the teacher in video (4), the evaluators decided that the teacher’s phonological capacity in accordance with the CEFR phonological scale displayed in figure (1) is B1. The teacher has a clear accent and has made some of the typical pronunciation errors made by Arabs. She did not make any grammatical errors but is thought to have difficulty in pronouncing some vowels correctly.

B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
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Overall, teachers in the videos achieved either A2 or B1 on the CEFR phonological scale.

4.2 National Test Results

According To The Model Of The Test Conducted

(105,760) male and female 8th graders sat for the test in two models: (92,419) students took the Paper Model of the exam and (13,341) students took the Electronic Model of the exam (MOE, 2019:7). The total number of students was divided randomly into four almost equal groups with a total of around (26,440) students. Each student group took a test in one of the four subjects: English, Arabic, Math and Science, which means that around (26,440) students should have sat for the English language test. In fact, (21,478) students took the English language National Test, but that does not affect the credibility of the test nor minimizes the representation of the sample as the difference between the two numbers (around 5000 students) is an acceptable margin of error when ($\alpha \leq 0.05$). Means and standard deviations of results were shown in table (1).

Table 1. Means and standard deviations of 8th grader scores in both the Paper and the Electronic Models of the English Quality Control National Test in the three skills tested.

Tested skills	Statistics	Paper	Electronic
Reading	Mean	51	54
	Std. Div.	23.14	21.54
Writing	Mean	56	61
	Std. Div.	23.58	22.09
Speaking	Mean	45	52
	Std. Div.	24.11	23.27
Total	Mean	53	57
	Std. Div.	24.46	24.21

Table (1) shows that student scores in (Writing) ranked the highest among the three skills with a mean of (56) and a standard deviation of (23.58) in the paper model, and a mean of (61) and a standard deviation of (22.09) in the electronic model. While their scores in (Speaking) ranked the lowest among the three skills with a mean of (45) and a standard deviation of (24.11) in the paper model, and a mean of (52) and a standard deviation of (23.27) in the electronic one.

According To Student Scores In The Advanced Level Category Of The Test

Students were classified according to their scores in the national test into four main categories. Students who achieved (0-29) points were classified in the Basic Level of language competence. Students with (30-49) points were classified as having a Partial Mastery Level of the language, while students with (50-69) points were assigned within the Sufficient Mastery Level. Lastly, students who scored (70-100) points in the test, were classified to have an Advanced Level of language competence and performance. The categories were further explained below:

- (0-29) indicates a Basic Level of proficiency where a student fails to demonstrate the possession of the minimal required knowledge and skills and requires a remedial plan to redirect the learning process into the correct direction to achieve the learning outcomes aspired to the specified educational level.

- (30-49) indicates a Partial Mastery Level of proficiency where a student demonstrates the possession of some of the knowledge and skills required and almost achieves learning outcomes for the specified educational level.

- (50-69) indicates a Sufficient Mastery Level where a student demonstrates the possession of most of the knowledge and skills required and achieves learning outcomes for the specified educational level.

- (70-100) indicates an Advanced Level where the student shows the possession of all the required knowledge and skills and achieves the learning outcomes in a way that exceeds the standards of the specified educational level.

Frequencies and percentages of 8th grader scores of the English Quality Control National Test in the three skills tested, categorized by levels of proficiency were shown in Table (2) below. Findings showed that the percentage in the Advanced Level category (70–100) was the highest in *writing* rating (38.21%) and the lowest in *speaking* rating (20.14%).

Table 2. Eighth graders' scores in the national test in accordance with the skills tested and the category of the scores

Tested Skills	Statistics	0 – 29 Basic Level	30 - 49 Partial Mastery Level	50 - 69 Sufficient Mastery Level	70 - 100 Advanced Level	All Skills
Reading	#	6504	3914	4631	6429	21478
	%	30.28%	18.22%	21.56%	29.93%	100.00%
Writing	#	5264	4244	3763	8207	21478
	%	24.51%	19.76%	17.52%	38.21%	100.00%

Speaking	#	6802	5338	5013	4325	21478
	%	31.67%	24.85%	23.34%	20.14%	100.00%
Total	#	4712	5600	5178	5988	21478
	%	21.94%	26.07%	24.11%	27.88%	100.00%

The percentages of students' scores in the three skills tested and in accordance with categories of levels of proficiency were displayed in Figure (2).

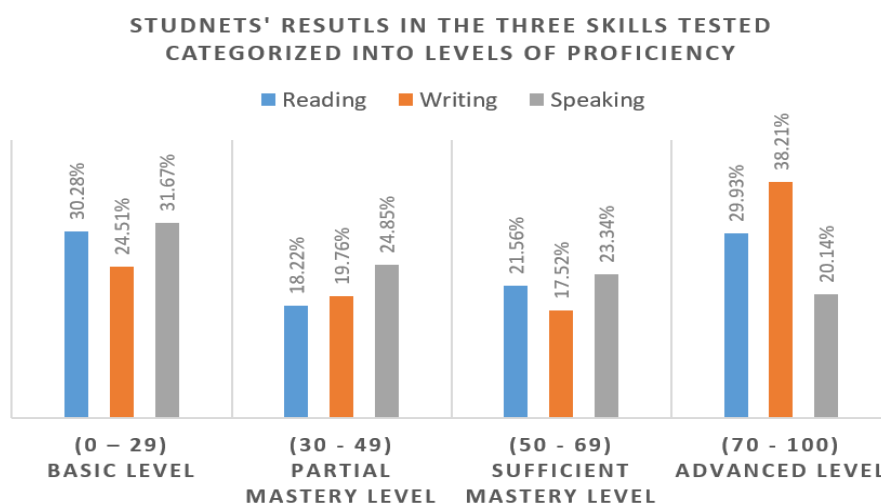


Figure Students' scores in the three skills tested categorized in levels of proficiency .2

5. Discussion of Results

- Phonological capacity of Jordanian EFL teachers according to the CEFR phonological scale:

The number of teachers chosen for the analysis of videos of the online classes was four, which is the entire population of teachers who recorded classes for 8th grade. EFL teachers had their videoed online classes examined to find segmental and supra-segmental errors made during the course of an EFL class. Researchers believed this instrument would provide a qualitative indication of the level of the phonological capacity of EFL teachers in Jordan in general, as teachers in the sample were four of the best teachers of the MOE who broadcasted for the entirety of the student population during COVID19 through the *Darsak* platform.

Teacher speaking and pronunciation capacity was examined by a committee of two university professors and the two researchers. Teachers in the sample scored (A2) or (B1) according to the CEFR phonological scale. (A2) teachers have a "pronunciation that is generally clear enough to be understood despite the noticeable foreign accent, but conversational partners (in this case listeners) will need repetition from time to time" (Council of Europe, 2001:117). The (B1) level indicates that a teachers' pronunciation is intelligible despite the accent and occasional mispronunciations. The two levels, however, may be moderate for EFL teachers, who are expected to have a higher level of proficiency in order to be able to teach the foreign language properly.

Low capacities of teachers could be attributed to the lack of pre-service teacher training programs in Jordan (ESP, 2018:15). Furthermore, in-service training programs are general in nature as they aim at familiarizing teachers with the curriculum rather than building their capacities in subject-specific knowledge and skills (Ayash, Hamdeh & Olayan, 2017).

- Impact of the phonological capacity of teachers on the achievement of students in speaking tests:

Metzler and Woessmann (2012: 487) believe that “the only attribute that has been shown to be more frequently significantly correlated with student achievement is teachers' academic skills measured by scores on achievement tests”. In their research concerning the impact of teacher subject knowledge on student achievement, Metzler and Woessmann (2012: 487) found that “one standard deviation in subject-specific teacher achievement increases student achievement by about (9%) of a standard deviation in that subject” (in their case: Math).

Weak capacities of teachers in EFL subject knowledge, their mispronunciations and grammatical mistakes expose their students to an inadequate language input (*Input* is defined by Gass (in Bailey, 2006: 65) as “... the language to which the learner is exposed, either orally or visually...”), which affects the learning and the achievement of students. Chomsky (in Nel & Müller, 2010: 636) explains that “the logical problem of language learning is caused by messy and fragmentary input, making abstract concepts based on limited examples of languages”. Limited Jordanian teacher subject knowledge and fragmentary input impacts were reflected in student results in the national test, in which students achieved the least in speaking among the three tested skills (namely: reading, speaking and writing).

Teacher errors were categorized into segmental and suprasegmental ones, indicating the exact time in which errors occurred during the videos. The errors collected for each teacher were then analyzed in light of the Error Analysis hypothesis, aiming at understanding the origins of common mistakes among teachers (Aguilar & Arlet, 2019: 11).

According to Richards (1974: 174), errors are either interlingual or intralingual errors. Interlingual errors “reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply”. Interlingual errors are also defined by Schachter and Celce-Murcia (1977: 443) as “those caused by the influence of the learner's mother tongue on production of the target language, presumably in those areas where languages clearly differ”. On the other hand, errors that do not reflect the structure of the speakers' native language are referred to as intralingual errors. They result from interference of the target language itself and is one of the major factors affecting the process of language acquisition (Al-Tamimi, 2006).

Generally, errors are an indication that the target language is still being acquired (Corder, 1981: 25). In the case of the teachers in the sample however, interlanguage development has ended, and interlanguage systems have already been set, which indicates that errors in the videos are either intralingual errors or are interlingual errors that have undergone a process of fossilization (Bever, 1981).

Videotaped online classes indicated that Jordanian EFL teachers have a moderate level of phonological capacity that is reflected in the poor and fragmented input they provide their students with. Inadequate input limits the phonological capacity of students resulting in them scoring the lowest in speaking.

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