

Teaching Stress and Intonation from Students' Perspective

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Abstract:

Supra-segmental features, particularly stress and intonation, are crucial aspects of pronunciation. Teaching and learning these features are usually not easy for teachers and for learners at the same time.

This paper aims at showing students' views on teaching stress and intonation in terms of teaching setting, teaching methods and teaching material. The population of the study are second year students of English department at college of basic education at Salahaddin university-Erbil/Iraq for the academic year 2016-2017. The sample of the study were 100 male and female students who are required to take phonology class. The data was collected through a 38-item students' questionnaire designed by the researchers ,divided into three parts (teaching setting , teaching methods , and teaching material).The data were analyzed statistically using SPSS program. The results indicate that the

1.Introduction:

The focus of teaching in general and languages in particular changes continually. The attention given to pronunciation teaching in ESL/EFL classrooms has been subject to fluctuations. While traditional methods such as Grammar-Translation and Reading-Based Approach neglected pronunciation teaching completely and considered it irrelevant to language teaching, in subsequent methods such as Oral Approach and Audio-lingual , it had a more central role. Similarly, pronunciation teaching was of primary importance in the English language teaching curriculum during 1940s to 1960s. Although each method was at a different end of the continuum in terms of the techniques used, they were similar in the way that they concentrated on the segmentals and neglected suprasegmentals(prosodic features).

Contemporary methods such as Communicative Language Teaching (CLT) , Eclectic Approach , Task-based learning and Content-Based Instruction , however, value pronunciation. They operate around the assumption that “.... there is a threshold level of pronunciation for nonnative speakers of English; if they fall behind this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be” (Celce-Murcia& et. al. 2010: 8).

Kenworthy (1987) stated that L2 learners must develop concern and awareness for pronunciation because unintelligible speech resulting from inadequate accuracy causes mutual frustration and unpleasantness for both listeners and speakers. In related studies, Plakans (1997) and Gravois (2005) pointed out instances of

miscommunication and unintelligibility resulting from inadequate phonological awareness among L2 learners. To avoid such instances, an L2 learner must be able to identify and use the linguistically significant phonemes of the language appropriately. For better communication skills and intelligibility, prosodic features such as stress and intonation need particular attention by the teachers and the learners. Zhang & Yin (2009) stated that pronouncing stress and intonation correctly can improve directly to English communication ability. Hence, learning stress and intonation pronunciation is very important for English communication in that it does not only help to communicate ideas easily but also understand other speakers well. Misunderstanding may occur, if either speakers or hearers pronounce incorrectly.

1.1 Stress:

Stress is usually defined as ‘the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence’. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

As for the types of stress there various classifications such as primary and secondary stress; and word stress and sentence stress. For the purpose of this study we take only the second classification of word stress and sentence stress.

1.2 Intonation:

As for intonation ,the entire variation of pitch while speaking is called intonation. Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention.

There are various patterns and functions of intonation. These patterns and functions may vary from one language to another.

For the purpose of this study , we focus on the main intonation patterns such as falling , rising , fall-rise and rise-fall.

1.3 Teaching stress and intonation:

There are many methods of teaching but all the methods do not fit with teaching all language aspects. Teaching some skills and specific language issue might be more difficult than others.

Prosodic features, particularly stress and intonation, are crucial aspects of pronunciation. Based on the long teaching experience of the researchers , teaching and learning these features are usually not easy for teachers and for learners at the same time.

In order to provide better teaching method for stress and intonation , one needs to assess the current methods of teaching in general and especially from the students' perspective. This was the motif for conducting this particular paper.

2.Previous studies:

There have been many studies on the teaching of pronunciation in general and teaching of prosodic features in particular. Below we are going to present some of these studies to locate this paper.

On the topic of what should be taught in topics of stress and intonation , Jenkins (2000, 2002) seems to think that rather than teach word stress placement per se, it is sufficient that the learner is made aware of the fact that word stress placement is not consistent in English (Jenkins, 2000, pp. 150–151; Jenkins, 2002, pp. 97–98). On the other hand, Field (2005) points out that word stress placement affects intelligibility.

Cruttenden (2014) holds that word stress is essential to learn (p. 340). Therefore, one might suggest that teachers address word stress in teaching. The word stress rules of English could be considered rather complicated (see e.g., Roach, 1991, pp. 88–91, 95–101).

As for sentence stress, it is slightly more straightforward. According to Cruttenden's (2014) perhaps the most essential concepts to teach relating to English sentence stress are its movability and how it highlights the most important information in the utterance (pp. 340–341). Jenkins (2000, 2002) seems to agree, as she mainly discusses 'contrastive stress' in her account on sentence stress in LFC (Jenkins, 2000, pp. 153–156; Jenkins, 2002, p. 97). In addition, Hahn's (2004) findings indicate that sentence stress omission affects intelligibility negatively. Therefore, one might again tentatively suggest that the learner be taught the movability of sentence stress and that sentence stress may affect the meaning or tone of what is being said.

There are various views regarding intonation and the views of Cruttenden (2014) and Jenkins (2000, 2002) differ again. Jenkins (2000) considers sentence stress the most important aspect of intonation (pp. 151, 153). Otherwise, she considers intonation both difficult to teach and not central for intelligibility (Jenkins, 2000, pp. 151–153; Jenkins, 2002, pp. 97–98). Cruttenden (2014), on the other hand, points out that the 'basic tunes' of English intonation must be taught to the learner and provides examples of clause types that could be associated with certain intonation patterns (pp. 340–341).

Furthermore, Levis (1999) highlights the need to consider the use of specific intonation patterns as a context-dependent phenomenon rather than one that is straightforwardly linkable to given grammatical forms. Levis (2002) also shows the difficulty to relate a given intonation pattern to a given meaning and the difficulty to distinguish intonation patterns from each other. Hence, the learner should perhaps be made aware of the richness of English intonation usage, if not outright teach it in its entirety. Teaching pronunciation could be done through utilizing various methods of teaching and no two teachers do it in the same way.

Using different of methods and tools in teaching is connected to the teacher's perceived ability to teach pronunciation.

It is worth mentioning that proficiency in pronunciation does not necessarily translate into efficient pedagogy. It is not just the individual teacher's skills and knowledge that matter in teaching: on the basis of the ecological perspective to the sociocultural theory, the teaching setting where the skills and knowledge are applied is also meaningful. This kind of reasoning is, in fact, supported by the findings of Ruohotie-Lyhty (2015), who investigated the beliefs of newly qualified foreign language teachers. Ruohotie-Lyhty (2015) demonstrates that the school environment has a meaningful role in how teachers perceive their possibilities to carry out their pedagogical convictions. It seems that some teachers perceive the environment to be a supportive factor while others experience it as a restrictive factor (Ruohotie Lyhty, 2015).

Hence, this paper is necessary because we need to know the viewpoint of the students about teaching stress and intonation. The results of this paper contribute in choosing the teaching setting, teaching method and teaching material.

3.Statement of the problem

As we all know, teaching pronunciation and speaking skill is challenging for teachers and for students. This might be due to different factors related to the teaching styles, learning styles and curriculum. As the teacher of phonology and pronunciation for more than 15 years, both researchers observed these problems.

In this study, the researchers attempt to assess teaching stress and intonation from students' perspective. Moreover, most students face difficulties in learning stress and intonation. Learning stress and intonation demand a lot of time and effort for practice. Students need new tools for learning stress and intonation in order to make it more interesting and encouraging.

4. Research Question

This study aims to answer the following question:

- 1-how do students see the teaching setting for stress and intonation?
- 2-how do students see the teaching methods for stress and intonation?
- 3-how do students see the teaching material for stress and intonation?

5. Purpose of the study

The purpose of the study is to assess teaching stress and intonation from the perspective of second year university students who are studying English as a foreign language.

6 Significance of the study

This study may help teachers to know how do students see teaching of stress and intonation. The study based on the researcher's knowledge appears to be the first study to assess teaching stress and intonation for university students from students' perspectives

7. Methodology and Design

The present study aims at assessing teaching English stress and intonation from students' perspective. Here, the researchers present the methodology and design of the current study.

8. Population

The population of this study (183 students) consisted of second year students who are learning English as a foreign language at English department/college of Basic Education , Salahaddin University-Erbil/Iraq during the academic year 2016/2017.

9.The Sample of the Study

The sample of the study consisted of 100 second students who are studying English as a foreign language at English department. They were randomly selected for participation in the study. They were divided into two groups with fifty students in each one. Group one was the experimental group, while group two was the control group.

Instrument of the Study

The instruments of the study consisted of a 38 item questionnaire that consisted of three parts. Part one was 5 items related to teaching setting. Part two consisted of 23 items about teaching methodology. Part three consisted of 10 items related to teaching material.

Research Design and Statistical Analysis

The research design was experimental for second year students who are studying English as a foreign language at English department , college of Basic Education University of Salahaddin-Erbil/Iraq and SPSS package has been used to conduct the statistical analysis.

Validity of the Study

The questionnaire was shown to university professors, English language teachers who teach phonetics to evaluate the items and suggest any improvements. They were asked to validate the content of the questionnaire based on the objectives of the research. The jury comments and suggestions were studied carefully, and the necessary modifications were done accordingly.

Students Questionnaire Analysis(experimental group)

1- Teaching setting

no	Items	never	Rarel y	someti mes	usuall y	alway s
1	Is the classroom size suitable for teaching stress and intonation?	3	6	13	19	9
		6.0%	12.0%	26.0%	38.0%	18.0%
2	Is the classroom layout suitable for teaching stress and intonation?	14	13	9	10	4
		28.0%	26.0%	18.0%	20.0%	8.0%
3	Is the timing of the lesson suitable for teaching stress and intonation?	0	3	17	17	14
		.0%	6.0%	34.0%	34.0%	28.0%
4	Is the number of students suitable for teaching stress and intonation?	13	14	8	7	8
		26.0%	28.0%	16.0%	14.0%	16.0%
5	Is there any supporting posters in the classroom?	8	4	6	15	17
		16%	8%	12%	30%	34%

Table (1) shows all students' views (experimental group) about the teaching setting which include class size , class layout , timing of the lesson , number of the students in class and having supporting posters in class. As the statistics show , 64.0% of the students confirm that there are supporting posters in the classroom with 34.0% choosing always and 30.0% choosing usually and hence item 5 takes the first position. The second position is taken by item 3 which is related to the suitability of the timing of the class, in which 34.0% state that it is usually

suitable and 28.0% state that it is always suitable and the total would be 62.0% . The third position is taken by item 1 which is related to the suitability of classroom size with 38.0% choosing usually and 18.0% choosing always and the total becomes 56.0%.So, items 5 ,3 and 1 are positively seen by the students of the experimental group. As for the remaining items in this part of the questionnaire, namely items 2 and 4, they are negatively seen by the students of the experimental group. Items 2 and 4 which are related to the suitability of classroom layout and the number of students in each class respectively come at the same position with 54.0% of the students in the experimental group. For item 2 , 28.0% state that it is never suitable and 26.0% state that it is rarely suitable . As for item 4 , 26.0% state that it is never suitable and 28.0% state that it is rarely suitable.

2- Teaching Methods

no	Items	Never	rarely	Sometim es	Usuall y	alway s
1	Does the teacher state the lesson objectives at the beginning of the class?	0	4	10	20	16
		.0%	8.0%	20.0%	40.0%	32.0%
2	Does the teacher explain the method of teaching to be used in this lesson?	0	2	9	24	15
		.0%	4.0%	18.0%	48.0%	30.0%
3	Does the teacher assign specific role to student(s) in each lesson period?	3	4	14	15	14
		6.0%	8.0%	28.0%	30.0%	28.0%
4	Does the teacher have time and action plan for each period?	0	2	5	23	20
		.0%	4.0%	10.0%	46.0%	40.0%
5	Does the teacher explain the syllable & syllable structure rules ?	0	0	8	14	28
		.0%	.0%	16.0%	28.0%	56.0%
6	Does the teacher explain the importance of	1	2	6	15	25
		2.0%	4.0%	12.0%	30.0%	50.0%

	stress?					
7	Does the teacher explain types of stress?	0	3	9	21	17
		.0%	6.0%	18.0%	42.0%	34.0%
8	Does the teacher explain stress placement factors?	1	0	10	20	19
		2.0%	.0%	20.0%	40.0%	38.0%
9	Does the teacher explain the importance of intonation?	0	1	4	21	24
		.0%	2.0%	8.0%	42.0%	48.0%
10	Does the teacher explain the intonation patterns?	1	0	10	20	19
		2.0%	.0%	20.0%	40.0%	38.0%
11	Are the teacher's explanations accompanied by examples?	1	2	9	18	20
		2.0%	4.0%	18.0%	36.0%	40.0%
12	Are the teacher's examples clear and reinforcing?	0	4	6	20	20
		.0%	8.0%	12.0%	40.0%	40.0%
13	Does the teacher use audio-files , CD and recorder?	0	1	6	21	22
		.0%	2.0%	12.0%	42.0%	44.0%
14	Does the teacher use himself/herself as model?	15	20	10	2	3
		30.0%	40.0%	20.0%	4.0%	6.0%
15	Does the teacher use one method for teaching stress and intonation?	9	23	9	3	6
		18.0%	46.0%	18.0%	6.0%	12.0%
16	Does the teacher correct the mistakes on the spot?	0	1	8	23	18
		.0%	2.0%	16.0%	46.0%	36.0%
17	Does the teacher correct the mistakes at the end of the class?	1	2	13	20	14
		2.0%	4.0%	26.0%	40.0%	28%
18	Does the teacher use peer correction strategy in teaching stress and intonation?	0	3	14	17	16
		.0%	6.0%	28.0%	34.0%	32.0%
19	Does the teacher focus	0	0	13	19	18

	on common words/sentences in teaching stress and intonation?	.0%	.0%	26.0%	38.0%	36.0%
20	Does the teacher focus on recognition in teaching stress and intonation?	0	2	15	20	13
		.0%	4.0%	30.0%	40.0%	26.0%
21	Does the teacher focus on production in teaching stress and intonation?	0	1	8	23	18
		.0%	2.0%	16.0%	46.0%	36.0%
22	Does the teacher practice orally ?	1	4	13	22	10
		2.0%	8.0%	26.0%	44.0%	20.0%
23	Does the teacher practice aurally ?	1	1	6	23	19
		2.0%	2.0%	12.0%	46.0%	38.0%

Table (2) displays the views of students of the experimental group on the methods of teaching used in teaching stress and intonation.

The positive answers would be the total of ‘usually’ and ‘always’ more than 50% whereas the negative answers would be the total of ‘rarely’ and ‘never’ more than 50%,, we will not mention ‘sometimes’ which is the neutral point unless it matters.

For the positive points , item 9 related to the explanation of the importance of intonation , takes the first position as 48.0% of the students chose ‘always’ and 42.0% of the students chose ‘usually’ and the total would be 90.% of all students in the experimental group. Items 4 and 13 which are to the teachers having time and action plan and the use of audio files m CDs and recorders , take the second positive position with the total of 86.0% of students in the experimental group. For item 5, 42.0% chose always and 38.0% chose usually . For item 4, 46.0% chose usually and 40.0% chose always. As for item 13 , 44.0% chose always and 42.0% chose always. The third position is taken by items 5 and 23 which are related to the explanation of syllable and syllable structure

rules and the practice aurally , with the total of 84.0% of the students in the experimental group. For item 5 , 56.0% chose always and 28.0% chose usually whereas for item 23 , 46.0% chose usually and 38.0% chose always. Items 16 and 21 which are related to the teacher correction of the mistakes on the spot and focusing on the production, take the fourth position with the total of 82.0% of the students. For item 16 , 46.0% chose usually and 36.0% chose always while for item 21 , 46.0% chose usually and 36.0% chose always. The fifth position is taken by items 6 and 12 which are related to the explanation of the importance of stress and the examples being clear and reinforcing with the total of 80.0% of the students in the experimental group. For item 6 , 50.0% chose always and 30.0% chose usually whereas for item 12 , 40.0% chose usually and 40.0% chose always. Items 2,8 and 10 , which are related to the teachers explanation of the method of teaching , explaining stress placement factors and explanation of intonation patterns respectively , come in the next position with 78.0% of all the students in the experimental group . For item 2, 48.0% chose usually and 30.0% chose always while for items 8 and 10 , 40.0% chose usually and 38.0% chose always. Items 7 and 11, which are related to the explanation of types of stress and the explanations being accompanied by examples, hold the next position with 76.0% of the students in this group. For item 7, 42.0% chose usually and 34.0% chose always whereas for item 11 , 40.0% chose always and 36.0% chose usually. Teachers focus on common words and sentences which is in item 19 , take the next position with 38.0% choosing usually and 36.0% choosing always and the total being 74.0% of all the students in the experimental group. With the total of 72.0% of the students , item 1 takes the next position having 40.0% choosing usually and 32.0% choosing always. Item 17 , which is related to teachers correction of the mistakes at the end of the class , come after that with 40.0% choosing usually and 28.0% choosing always and the

total being 68.0% of all the students in this group. Items 18 and 20 which are related to using peer correction strategy and focusing on recognition , come in the next position with 66.0% of all the students. For item 18 , 34.0% chose usually and 32.0% chose always while for item 20 , 40.0% chose usually and 26.0% chose always. Item 22 , which is related to practicing orally , holds the next position with 44.0% choosing usually and 20.0% choosing always and the total being 64.0% of all the students of the experimental group. Item 3 , which is related to the teachers' assigning specific roles for students , comes in the final position with 30.0% choosing usually and 28.0% choosing always and the total being 58.0% of all students in the experimental group.

On the other hand , item 14 which is related to teachers use of himself/herself as a model , takes the first position with 40.0% choosing rarely and 30.0% choosing never and the total would be 70.0% of all the students in the experimental group. Item 15, which is related to teachers use of only one method of teaching for teaching stress and intonation , comes next with 46.0% choosing rarely and 18.0% choosing never.

3- Teaching Material

no	Items	Never	Rarel y	Someti mes	Usuall y	Alwa ys
1	Is the teaching material on stress and intonation sufficient ?	1	4	18	24	3
		2.0%	8.0%	36.0%	48.0%	6.0%
2	Is the teaching material suitable to the level of students ?	2	5	16	17	10
		4.0%	10.0 %	32.0%	34.0%	20.0 %
3	Is the teaching material graded (from easy to difficult)?	2	3	12	26	7
		4.0%	6.0%	24.0%	52.0%	14.0 %
4	Is the teaching material	17	15	11	3	4

	theoretical?	34.0%	30.0 %	22%	6.0%	8.0%
5	Is the teaching material practical?	1	4	12	22	11
		2.0%	8.0%	24.0%	44.0%	22.0 %
6	Is the teaching material a combination of theoretical and practical?	1	5	7	21	16
		2.0%	10.0 %	14.0%	42.0%	32.0 %
7	Is the theoretical material designed for second year university students?	1	4	15	24	6
		2.0%	8.0%	30.0%	48%	12.0 %
8	Is the practical material designed for second year university students?	2	5	11	25	7
		4.0%	10.0 %	22.0%	50.0%	14.0 %
9	Is the teaching material designed to be taught in the available classrooms (size)?	3	9	11	14	13
		6.0%	18.0 %	22.0%	28.0%	26.0 %
10	Is the teaching material designed to be taught within the time allocated?	5	4	13	15	13
		10.0%	8.0%	26.0%	30.0%	26.0 %

As for the students' views about the teaching material of stress and intonation , table (3) shows the views of the students of the experimental group.

Item 6 , which is related to the teaching material being a combination of theoretical and practical , takes the first positive position with 42.0% choosing usually and 32.0% choosing always and the total would be 74.0% of the students of the experimental group. Items 3 and 5 which are related to the teaching material being graded and the teaching material being

practical , come in the second position with the total of 66.0% of all the students in the experimental group. For item 3 , 52.0% chose usually and 14.0% chose always while for item 5 , 44.0% chose usually and 22.0% chose always. The third position is taken by item 8 which is related to the practical material being designed for second year students at university with 50.0% choosing usually and 14.0% choosing always and the total being 64.0%. Item 7 , which is related to the theoretical material being designed for second year students, takes the fourth position with 48.0% choosing usually and 12.0% choosing always and the total being 60.0% of all the students in this group. Item 10 , which is related to the teaching material being designed to be taught within the time allocated , holds the next position with 30.0% choosing usually and 26.0% choosing always and the total becoming 56.0% of all the students. The final positive position is taken by items 1,2 and 9 which are related to the teaching material being sufficient and being suitable to the level of students and designed to be taught in the available classrooms respectively, with 54.0% of all students in this group. For item 1 , 48.0% chose usually and 6.0% chose always whereas for item 2 , 34.0% chose usually and 20.0% chose always. As for item 9 , 28.0% chose usually and 26.0% always.

On the other hand, only item 4 which is related to the teaching material being theoretical is negatively observed by 64.0% of the students in the experimental group with 34.0% choosing never and 30.0% choosing rarely.

Discussion of Experimental Group Students Questionnaire:

As far as the teaching setting is concerned , the existence of supporting posters and the classroom size and time are found very positive and suitable from the students point of view. This shows how the experimental were satisfied with the posters and charts that the teacher used during teaching stress and intonation and

how the classroom size was utilized to better the serve the process of teaching and learning. The timing of class was also seen as positive by the students due to the fact that students had a positive impression about the class in general due to the organizedness of the teaching method. As for the negative points in this part of the questionnaire from the students point of view , the classroom layout and the number of students. This concern is logical because topics such as stress and intonation should be taught either in a language lab or at least with smaller group of around 12-16 students in each group so that everyone will have chance to practice and learn better.

As for the teaching methods items , students in the experimental group found almost all the items positive except for two items. The teachers explanation of stress and intonation , stress types and intonation patterns , explanation of syllable and syllable structure rules along with explaining the importance of stress and intonation are all observed as positive point because if the teacher does not pay due attention to these points he/she cannot guarantee any learning outcome. Moreover, these issues are the basis for understanding stress and intonation so if the teacher makes sure that students have understood these, his/her task will be easier later on. The use of various strategies for student mistakes is very crucial , hence the students found the items dealing with the correction on the spot , at the end of the class and/or peer correction strategy very effective and positive because students need to know their own mistakes as soon as possible and to be able to correct it themselves at some point. Practicing is another vital point in teaching especially for teaching topics such as stress and intonation , therefore the explanations being accompanied by examples and the examples being clear and supportive and focus on common words/sentence for practice and practice orally and aurally are very crucial to guarantee better learning outcome and

student achievement. The focus on common words/sentences gives chance for students to practice on daily basis for their own needs and for communication with their friends and colleagues. The selection of the examples is also important because examples are provided in order to reinforce what has been taught and/or learnt. For teaching stress and intonation, teachers need to focus on production as well as recognition because without mastering production there will be no use of studying stress and intonation. Recognition alone is not enough , students need to be able to produce. A number of ‘house-keeping’ items are vital as well such as presenting the lesson objectives , explain the method of teaching to be used and assigning specific roles for students in order to guarantee a positive impression from the students and to motivate them to try. When students observe this organization and they know what is their role in this class , it would be easier for them to participate to engage and to focus because they are given a responsibility.

As for the items that were not found are the teachers using himself/herself as a model and using one method of teaching .Both items show that the experimental students were exposed to more than model for imitation and that was due to using audio files, CDs and recorders instead of the teacher himself/herself. Another important issue was not using one method of teaching because stress and intonation are very important issues for students that is why it is necessary for the teacher to try every possible way to arouse the interest of students, motivate and engage them. One of the best ways to do so , it to use different methods of teaching in class.

Concerning the teaching material in view of the students of the experimental group, all the items were positively observed except for item 4 which was related to the teaching material being theoretical. This is a very clear indication that the experimental

group was exposed to practical material more than the theoretical which is the right approach to teaching stress and intonation. Other items such as the teaching material being a combination of theoretical and practical and graded from easy to difficult and being designed and suitable for second year students are all clearly observed and confirmed by the students as well. It seems that students also found the time allocated and the available classrooms suitable for teaching stress and intonation which shows the effectiveness of the method of teaching being adopted in the experimental group. The teaching material has also been found suitable with the level of students because they were explained and practiced and the practice was not only recognition but production as well. When students are successful in the production level ,they feel they have achieved something and this will motivate them to practice more and learn more in trun.

Students’ Questionnaire (control group) Analysis

This part is devoted to the analysis and discussion of students’ questionnaire(control group) which begins with a general analysis and then an item by item analysis for each of the three parts of the questionnaire as shown below:

1-Teaching Setting

N o	Items	never	Rarel y	somet imes	usuall y	always
1	Is the classroom size suitable for teaching stress and intonation?	2	6	12	22	8
		4.0%	12.0 %	24.0 %	44.0%	16.0%
2	Is the classroom layout suitable for teaching stress and intonation?	19	7	19	3	2
		38.0 %	14.0 %	38.0 %	6.0%	4.0%
3	Is the timing of the lesson suitable for teaching stress and intonation?	3	2	12	20	13
		6.0%	4.0%	24.0 %	40.0%	26.0%
4	Is the number of students	12	13	10	8	7

	suitable for teaching stress and intonation?	24.0 %	26.0 %	20.0 %	16.0%	14.0%
5	Is there any supporting posters in the classroom?	12	18	9	7	4
		24.0 %	36.0 %	18.0 %	14.0%	8.0%

Table (4) shows all students' views (control group) about the teaching setting which include class size , class layout , timing of the lesson , number of the students in class and having supporting posters in class. As the statistics show , 66.0% of the students confirm that the timing of the lesson is suitable with 40.0% choosing usually and 26.0% choosing always and hence item 3 takes the first position. The second position is taken by item 1 which is related to the suitability of class size, in which 44.0% state that it is usually suitable and 16.0% state that it is always suitable . So, items 1 and 3 are positively seen by the students of the control group. As for the remaining items in this part of the questionnaire .namely items 2, 4 and 5 they are negatively seen by the students of the control group. Item 5 which is related to the existence of supporting posters in class comes in the first position as 36.0% state that it is rarely found and 24.0% state that it is never found and the total will be 60.0% which is a high percentage. Item 2 , which is related to the class layout comes next because 38.0% state that it is never suitable and 14.0% state that it is rarely suitable and the total would be 52.0%. As for item 4 which is related to the number of students in class , 26.0% state that it is rarely suitable and 24.0% state that it is never suitable and the total would be 50.0% in addition to 20.0% who chose sometimes which is in between.

Table (5) Teaching Methods

N o	Items	never	Rarel y	Somet imes	usuall y	Always
1	Does the teacher state the	24	12	12	1	1

	lesson objectives at the beginning of the class?	48.0 %	24.0 %	24.0 %	2.0%	2.0%
2	Does the teacher explain the method of teaching to be used in this lesson?	21	21	6	2	0
		42.0 %	42.0 %	12.0 %	4.0%	.0%
3	Does the teacher assign specific role to student(s) in each lesson period?	12	15	14	7	2
		24.0 %	30.0 %	28.0 %	14.0%	4.0%
4	Does the teacher have time and action plan for each period?	20	19	8	2	1
		40.0 %	38.0 %	16.0 %	4.0%	2.0%
5	Does the teacher explain the syllable & syllable structure rules ?	0	1	9	19	21
		.0%	2.0%	18.0 %	38.0%	42.0%
6	Does the teacher explain the importance of stress ?	0	2	5	21	22
		.0%	4.0%	10.0 %	42.0%	44.0%
7	Does the teacher explain types of stress ?	0	1	13	21	15
		.0%	2.0%	26.0 %	42.0%	30.0%
8	Does the teacher explain stress placement factors ?	1	3	19	10	17
		2.0%	6.0%	38.0 %	20.0%	34.0%
9	Does the teacher explain the importance of intonation ?	0	4	14	15	17
		.0%	8.0%	28.0 %	30.0%	34.0%
10	Does the teacher explain the intonation patterns ?	0	2	12	17	19
		.0%	4.0%	24.0 %	34.0%	38.0%
11	Are the teacher's explanations accompanied by examples ?	0	2	8	21	19
		.0%	4.0%	16.0 %	42.0%	38.0%
12	Are the teacher's examples clear and reinforcing ?	18	19	12	1	0
		36.0	38.0	24.0	2.0%	.0%

		%	%	%		
13	Does the teacher use audio-files , CD and recorder?	22	22	6	0	0
		44.0%	44.0%	12.0%	.0%	.0%
14	Does the teacher use himself/herself as model?	1	2	7	31	9
		2.0%	4.0%	14.0%	62.0%	18.0%
15	Does the teacher use one method for teaching stress and intonation?	5	4	10	15	16
		10.0%	8.0%	20.0%	30.0%	32.0%
16	Does the teacher correct the mistakes on the spot?	24	13	12	0	1
		48.0%	26.0%	24.0%	.0%	2.0%
17	Does the teacher correct the mistakes at the end of the class?	19	15	12	1	3
		38.0%	30.0%	24.0%	2.0%	6.0%
18	Does the teacher use peer correction strategy in teaching stress and intonation?	19	17	11	3	0
		38.0%	34.0%	22.0%	6.0%	.0%
19	Does the teacher focus on common words/sentences in teaching stress and intonation?	19	15	13	2	1
		38.0%	30.0%	26.0%	4.0%	2.0%
20	Does the teacher focus on recognition in teaching stress and intonation?	1	2	12	22	13
		2.0%	4.0%	24.0%	44.0%	26.0%
21	Does the teacher focus on production in teaching stress and intonation?	27	13	9	1	0
		54.0%	26.0%	18.0%	2.0%	.0%
22	Does the teacher practice orally?	1	1	13	19	16
		2.0%	2.0%	26.0%	38.0%	32.0%
23	Does the teacher practice aurally?	23	15	8	3	1
		46.0%	30.0%	16.0%	6.0%	2.0%

Table (5) displays the views of students of control group on the methods of teaching used in teaching stress and intonation.

The positive answers would be the total of ‘usually’ and ‘always’ more than 50% whereas the negative answers would be the total of ‘rarely’ and ‘never’ more than 50%, we will not mention ‘sometimes’ which is the neutral point unless it matters.

For the positive points , item 6 which is related to the explanation of importance of stress by the teacher , takes the first position as 44.0% of the students chose ‘always’ and 42.0% of the students chose ‘usually’ and the total would be 86.% of all students in the control group. Items 5 , 11, and 14 which are to the explanation of syllable and syllable structure rules , the explanations being accompanied by examples and the teacher using himself/herself as a model respectively , take the second positive position with the total of 80.0% of students in the control group. For item 5, 42.0% chose always and 38.0% chose usually . For item 11, 42.0% chose usually and 38.0% chose always. As for item 14 , 62.0% chose usually and 18.0% chose always. The third position is taken by items 7 and 10 which are related to the explanation of types of stress and explanation of intonation patterns, with the total of 72.0% of the students in control group. For item 7 , 42.0% chose usually and 30.0% chose always whereas for item 10 , 38.0% chose always and 34.0% chose usually. Items 20 and 22 which are related to the teacher focusing in the recognition and parctising orally take the fourth position with the total of 70.0% of the students. For item 20 , 44.0% chose usually and 26.0% chose always while for item 22 , 38.0% chose usually and 32.0% chose always. The fifth position is taken by item 9 which is related to the explanation of the importance of intonation with 34.0% choosing always and 30.0% choosing usually and the total being 64.0% of the students. Item 15 , which related to the teachers use of one method of teaching , takes the sixth position

with 32.0% choosing always and 30.0% choosing usually and the total being 62.% of all the students. Item 8 , which is related to the explanation of stress placement factors by the teacher , comes in the next position with 34.0% choosing always and 20.0% choosing usually and the total being 54.0% of all students.

On the other hand , item 13 which is related to use of audio files , CDs and recorders , takes the first position with 44.0% choosing never and 44.0% choosing rarely and the total would be 88.0% of all the students in control group. Item 2 , which is related to the teacher explaining the method of teaching to be used in the lesson, takes the second position with 42.0% choosing never and 42.0% choosing rarely and the total would be 84.0% of all students. Item 21 , which is related to the teachers focus on production during teaching stress and intonation , takes the third position with 54.0% choosing never and 26.0% choosing rarely and the total would become 80.0% of all the students in control group. As for teachers having time and action plan for the lesson which is in item 4 , it takes the fourth position with 40.0% choosing never and 38.0% choosing rarely and the total would become 78.0% of all students. Item 23 , which is related to the practicing aurally ,takes the fifth position with 46.0% choosing never and 30.0% choosing rarely and the total would be 76.0% of all students. Items 1 , 12,16 and 18 which are related to stating lesson objectives , the examples being clear and reinforcing , correcting the student mistakes on the spot and using peer correction strategy respectively , take the sixth position with the total of 72.0% of all students. For item 1 , 48.0% chose never and 24.0% chose rarely whereas for item 12 , 38.0% chose rarely and 34.0% chose never. As for item 16 , 48.0% chose never and 26.0% chose rarely while for item 18 , 38.0% chose never and 34.0% chose rarely. The seventh position goes for items 17 and 19 which are related to the teachers correcting the student mistakes at the end of the class and the focus on common words

and sentences while teaching stress and intonation , with the total of 68.0% of the students in the control group. For both items 17 and 19 , 38.0% chose never and 30.0% chose rarely. Item 3 , which is related to the teachers assigning specific role for students in class , takes the eighth position with 30.0% choosing rarely and 24.0% choosing never and the total would be 54.0% of students in control group.

3. Teaching Material

no	Items	Never	Rarely	Some times	usuall y	Always
1	Is the teaching material on stress and intonation sufficient ?	4	6	14	14	12
		8.0%	10.0%	28.0%	28.0%	24.0%
2	Is the teaching material suitable to the level of students?	2	9	9	13	17
		4.0%	18.0%	18.0%	26.0%	34.0%
3	Is the teaching material graded (from easy to difficult)?	1	1	15	21	12
		2.0%	2.0%	30.0%	42.0%	24.0%
4	Is the teaching material theoretical ?	4	10	4	14	18
		8.0%	20.0%	8.0%	28.0%	36.0%
5	Is the teaching material practical ?	5	22	17	3	3
		10.0%	44.0%	34.0%	6.0%	6.0%
6	Is the teaching material a combination of theoretical and practical?	2	5	17	24	2
		4.0%	10.0%	34.0%	48.0%	4.0%
7	Is the theoretical material designed for second year university students?	0	6	18	19	7
		.0%	12.0%	36.0%	38.0%	14.0%
8	Is the practical material designed for second year	3	4	16	20	7
		6.0%	8.0%	32.0%	40.0%	14.0%

	university students?			%		
9	Is the teaching material designed to be taught in the available classrooms (size)?	10	17	9	10	4
		20.0 %	34.0 %	18.0 %	20.0%	8.0%
10	Is the teaching material designed to be taught within the time allocated?	19	7	5	14	5
		38.0 %	14.0 %	10.0 %	28.0%	10.0%

As for the students' views about the teaching material of stress and intonation , table (6) shows the views of the students of the control group.

Item 3 , which is related to the teaching material being graded from easy to difficult, takes the first positive position with 42.0% choosing usually and 24.0% choosing always and the total would be 66.0% of the students of the control group. As for the teaching material being theoretical which is item 4 , it takes the second position with 36.0% choosing always and 28.0% choosing usually and the total would become 64.0% of all students. Item 2 , which is related to the teaching material being suitable with the students level , takes the third position with 34.0% choosing always and 26.0% choosing usually and the total being 60.0% of the students. The fourth position is taken by item 8 which is related to the practical teaching material being designed for second year students , with 40.0% choosing usually and 14.0% choosing always and the total of both becoming 54.0% of all students. Items 1 , 6 and 7 , which are related to the teaching material being sufficient , the teaching material being a combination of theoretical and practical and the teaching material being designed for second year university students respectively m hold the fifth position with the total of 52.0% of all students in the control group. For item 1 , 28.0% chose usually and 24.0% chose always ; for item 6 , 48.0% chose usually and 4.0% chose always ;

whereas for item 7 , 38.0% chose usually and 14.0% chose always.

On the other hand , items 5 and 9 which are related to the teaching material being practical and the material being designed to be taught in the available classrooms, take the first negative position with the total of 54.0% of the students in the control group. For item 5 , 44.0% chose rarely and 10.0% chose never while for item 9 , 34.0% chose rarely and 20.0% chose never. The second position is taken by item 10 which is related to the teaching material being designed to be taught within the time allocated with 38.0% choosing never and 14.0% choosing rarely and the total would be 52.0% of all the students in the control group.

Discussion of Control Group Students Questionnaire:

Based on the results of the control group students , one can observe that among the five items of the first part of the questionnaire which are related to the teaching setting , only two items that re related to the timing of the class and class size are positively seen by the students. This might be due to the fact that three hours per week for teaching stress and intonation along with other topics within phonology are enough that is why they believe it is suitable. As for the classroom size which is seen as suitable by the students of this group , this is true because the study halls of the English department at college of basic education are large even though the number of students is around 50 students. The other three items of this part of the questionnaire which are related to the classroom layout , the existence of supporting posters in the classroom and the number of students in class are negatively seen by the students of the control group. The classroom layout is very important for teaching topics such as stress and intonation because it would be very suitable to have language labs where each student will have his/her own booth and headsets to listen to and hear the sounds very clearly and it would

be even better to have a class layout that students can see the teacher and/or the models mouth movement while practicing stress and intonation. The non-existence of supporting posters inside the classrooms is another negative point seen by the students of this group because having illustrative and supporting posters would help the students better understand and remember the important issues related to stress and intonation. The large number of students in each classroom is another issue because in classes with around 50 students there will be very little chance and time for practicing which is very vital in teaching and learning stress and intonation. Without proper time for practice the learning outcome will not be up to the expectations of the students and the teachers at the same time.

Concerning the second part of the questionnaire which is about the methods of teaching stress and intonation at the English departments , as they are seen by the students of the control group where the teaching was the tradition method of teaching, the 23 items are divided into positive and negative ones. Positive items are the ones the total of ‘usually’ and ‘always’ will be more than 50% and the negative ones are the ones the total of ‘rarely’ and ‘never’ will be more than 50%. The positive points of this part of the questionnaire were about explaining the importance of stress, syllable and syllable structure , the explanations being accompanied by examples and the teacher using himself/herself as the model for teachers which are all necessary for any teachers to teach stress and intonation. The first three points are good and deemed necessary but the other one about the teacher using himself /herself as a model is not recommended unless the teacher is native speaker or has native-like pronunciation and accent because the students will do their best in order to imitate their model. This might be one of the underlying factors for the difficulties and challenges of acquiring a native-like accent and mastering stress and intonation. Explaining types of stress and

intonation patterns are also among the positively observed items by the students of this group and the reason is clear because without explain them it would not be possible to make students understand stress and intonation. Teachers' focus on recognition and practicing orally are two points that are seen as positive by the students but both points are problematic because the first one , focus of recognition, is usually at the expense of production and hence the problems and difficulties faced by students are more attributed to the production skill. Because students concentrate on recognition , it is logical they do better in such questions and assignments; and practicing orally that is to say only speaking will definitely affect their aural level consequently. The explanation of importance of intonation and stress placement factors are also deemed necessary for teaching stress and intonation. But , using one method of teaching for stress and intonation which is confirmed by the students of the control group is not effective and not recommended due to the fact that different issues require different methods of teaching and students have various learning strategies which need to be met by the teachers. In order to guarantee better learning outcome for teaching stress and intonation , it is better to use more than one method of teaching.

As for the items that were negatively observed by the students in the second part of the questionnaire, Using audio files, CDs and recorders are among the most important ones because this will solve many problems such as the teacher being the only model. This will expose students to various authentic material and hence affecting the learning outcome of the students. The point related to the teachers focus on the production is also negatively seen by the students because without production and practising aurally students will be able to progress and develop their speaking skill with the proper stress and intonation. Another crucial point is related to correction of students mistakes while teaching stress

and intonation, none of the correction strategies such as peer correction, correction on the spot and correction at the end of the class is being used. Students learn from their own mistakes and others mistakes that is why correction of mistakes in any way possible is very important for students and it will definitely reinforce teaching and learning. The examples that teachers provide should also be clear and reinforcing because with clear examples students will better understand and reinforcing will keep the knowledge in mind of students for longer time. Teachers' focus on common words and sentence while practicing stress and intonation because this will make students be able to use the words and sentences that they learn on daily basis because if the words and sentences are not common , there will be little chance for use and practice. The teachers presentation of lesson objective and time and action plan for each lesson and assigning specific roles for students are all very vital in order to make the lesson and method to be used in class as clear as possible. If the lesson objective and plan are clear students will get a very positive impression about the class and the teacher himself/herself and this will in turn facilitate teaching and learning of stress and intonation. Explaining the method to be used and assigning roles for students will make students be ready for engaging in the activities and the practice in each lesson.

Findings and Conclusions:

The results show that from the students' perspective the teaching setting for teaching stress and intonation is not supportive and helpful. As for the teaching methods used, they are also not effective. The teaching material, however, are suitable and organized.

In order to overcome these challenges and shortcomings, it is recommended that teaching setting for teaching stress and intonation should be either in language labs and/or contain posters

that are supportive. As for the teaching methods, it is better to use technology, not using the teacher as the sole model, error correction strategies and increasing practical parts. The teaching material is suitable but still some supplementary material will be very helpful and effective.

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