

تبني النموذج التعليمي QDPR في تطوير مهارة التلظف في اللغة الإنكليزية لطلبة الكليات العراقية في أصوات العلة والاصوات الصحيحة المتسلسلة

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الملخص

الدراسة الحالية تركز على تطبيق النموذج التعليمي الذي يركز على إجراء الامتحانات القصيرة، الاستعراض، التدريب والمراجعة لتحسين التلظف في اللغة الإنكليزية لطلبة الكليات العراقية. تحرى الباحثان في هذه الدراسة عن ثلاثة أسئلة هي: الى أي مدى لهذا النموذج التعليمي ان يكون فعالا في تحسين تلفظ طلبة الكليات العراقية في اللغة الإنكليزية؟ هل هناك فرق ذو دلالة في أداء الطلبة في الامتحان التحريري القبلي والبعدي؟ وهل هناك فرق ذو دلالة فيما بين أدائهم في الامتحانات الشفوية القبلية والبعدي؟

إنجاز هذه الأهداف، عمل الباحثان امتحانين: قبلي وبعدي يشملان الأسئلة أعلاه وتمت الإجابة تحريريا: الأول يؤكد على تمييز أصوات العلة النقية واصوات العلة المركبة والثاني على الأصوات الصحيحة المتسلسلة.

ثلاثون طالبا اختيروا بشكل عشوائي من طلبة المرحلة الأولى في قسم اللغة الإنكليزية في كلية بلاد الرافدين الجامعة. الامتحانات (الشفوية والتحريرية) اجريا على عينة ذات المجموعة الواحدة. بعد التحليل الاحصائي تبين ان درجة الوسط الحسابي القبلي التحريري كانت (٧.٨٣) قبل التدريب والوسط الحسابي للامتحان الشفوي (٢.٠٣)

بعد تطبيق النموذج التعليمي المذكور كانت درجة الوسط الحسابي للامتحان البعدي التحريري هي (١٢.٨٥) والامتحان الشفوي (٧.٧٦)

مما تقدم يمكن بوضوح ملاحظة بان هناك اختلافا ذا دلالة ما بين الامتحانات القبلية والبعدي، وهذا يدل على ان البرنامج التدريبي كان فعالا في تحسين تلفظ الطلبة فيما يخص أصوات العلة والاصوات الصحيحة المتسلسلة في كلمات اللغة الإنكليزية.

الكلمات المفتاحية: نموذج تعليمي QDPR، تطوير مهارة التلظف، طلبة الكليات العراقية، اصوات العلة وتسلسل الاصوات الصحيحة

Adopting Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve Iraqi College Students' Pronunciation in English Vowels and Consonant Clusters

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Abstract

The present study focuses on implementing the Quiz – Demonstration – Practice - Revision (QDPR) learning model to improve English pronunciation of Iraqi college students. The researchers investigate three questions: 1) To what extent can QDPR learning model be effective in improving Iraqi college students' English pronunciation? 2) Does the performance of the students on the written pre- and post-test differ significantly? And 3) Does the performance of the students on the oral pre- and post-tests differ significantly?

To achieve the aims of the study, the researchers conducted pre-and post- written tests which consisted of two questions: the first question focused on the recognition of pure English vowels and diphthongs, and the second one on consonant clusters in words.

Thirty students were taken randomly from the first stage students of the English Department at Bilad Al-Rafidain University College. The sample was given pre-written and oral tests, and the results revealed that the students' mean scores on the written pre-test (7.83) and spoken pre-test (2.3) were obtained prior to the training. After applying the QDPR learning model, the post written and oral tests were conducted. The written post-test mean was 12.85, while the oral post-test mean was 7.76. It's evident that the pre- and post-test results differ significantly from one another. It can be clearly noticed that there is a significant difference between the pre and posttests. This indicates that the training programme was effective in improving the students' pronunciation regarding English vowels and consonant clusters in words

Keywords Quiz, Demonstration, Practice, Revision, Iraqi College Students, Pronunciation of English vowels and consonant clusters

Introduction

Pronunciation is essential in the process of teaching and learning . It is just like a backbone to the human body. Listening, speaking, and reading cannot precisely be understood if pronunciation is incorrect or inaccurate. Kelly [1] asserts that students who consistently enunciate a sequence of phonemes incorrectly make it difficult for speakers of other languages to comprehend them.. As a result, mispronunciation affects meaning and intelligibility. Therefore, acquiring acceptable pronunciation is essential for people who grasp grammar and lexis well yet struggle greatly to understand and be understood by English speakers.

Arabic speaking learners face a lot of difficulties in English pronunciation, especially in vowels and consonant clusters. Pronunciation is a thorny issue for those learners because they deal with English as a foreign language.They practise it only inside educational institutions. Moreover, the large number of learners inside classrooms impedes EFL teachers from giving every learner opportunity to practise, to communicate with others or to express himself / herself. But the root of the problem is that Arabic has six vowel sounds [2], whereas in English, there are twenty.Therefore, Arabic speaking learners encounter problems in pronouncing English vowels. They also encounter problems in pronouncing consonant clusters inaccurately because Arabic does not permit consonant clusters CC in words. Besides, they face problems in pronouncing the words which have silent letters.

In addition to that, the English syllabuses at the preparatory stage are devoid of pronunciation activity. On the other hand, school and public examinations do not include any questions on this activity. As a result, the students are unable to pronounce English as a foreign language clearly. The researchers, as university teachers, noticed that Iraqi students who study English as a major, face a lot of difficulties in this field. Accordingly they adopted the learning model called Quiz-Demonstration-Practice-Revision (QDPR) to overcome the difficulties which the students encounter and also help them improve their pronunciation.

Training Programme

The QDPR model of learning pronunciation was adopted in this study to improve English Pronunciation of the Iraqi college students. This training programme consists of four steps which are concisely described below:

1- Quiz

In this phase the instructor asks the class to pronounce the intended phonemes .or the words on the flashcards, and s/he pays attention to their pronunciation in order to trace the difficulties the students face mainly in pronouncing English vowels and the sequences of consonants in different positions in words.

2- Demonstration

In this step, the teacher pronounces the target phonemes in the words accurately, and explains the difficulties, if there are, any by using students' native language. Then, the students are encouraged by the teacher to pronounce the phonemes in the words given. The teacher also records the words which included the vowels and consonant clusters under investigation and sends it to the flipped classroom which was prepared for this training programme and given the name *Pronunciation Practice*. The words were taken from the book *Better English Pronunciation* by J.D.O'Conner [3] which is assigned for the they the first stage students at the English department as a syllabus by the Ministry of Higher Education and Scientific Research.

3- Practice

Although there is no complete correlation between spelling and pronunciation in English, there are many words which can be pronounced according to definable rules. Therefore, the teacher can do spelling – sound analysis and identification to overcome the difficulties and maximize students' ability in pronunciation. Also, students were asked to record their performance while reading the words and then send the recordings to the flipped classroom to be checked by the researchers.

4- Revision

In this final step, the teacher observes the students' practice and pays attention to the difficulties they confront in order to revise the correct pronunciation, if they mispronounce, for the purpose of improving their pronunciation and redirecting their mispronunciation.

These four prominent steps with some modifications enabled the researchers to identify the pronunciation problems which the Arabic speaking students encounter in pronouncing English pure vowels and diphthongs as well as consonant clusters.

Significance of the Study

This field study is of a great use for educationists: EFL teachers, syllabus designers and examinations constructors. They can benefit from this study to overcome the difficulties the Arab learners face in English pronunciation

Aims of the study

This study aims at improving English pronunciation for Arabic speaking students who face a lot of difficulties in pronouncing vowels and consonant clusters and proving whether the QDPR learning model is appropriate for this aim or not.

Literature Review

A number of studies were conducted about the use of Quiz-Demonstration- Practice-Revision as a technique for improving pronunciation of EFL learners. For example, Raihun Adaniah [4]. In his study, he implemented the QDPR learning model to enhance students' proficiency on how to pronounce the back vowel (/ɑ:/) and the center vowel (/ʌ/) in English. The outcome demonstrated a noteworthy impact on the students capacity to articulate the English vowels /ʌ/ and /ɑ:/. An additional investigation into the QDPR's efficacy as a substitute learning paradigm for teaching pronunciation in EFL classes was conducted by Moejito [5]. The subjects' mean score before and after therapy differed significantly, according to the study's findings. Furthermore, the findings of the study conducted by Sujariativ Titin Larasati [6], indicated that the pre-test and post-test had a substantial difference when applying the QDPR learning model particularly in pronouncing the phonemes /f/, /v/, /θ/ and /t/. Additionally, Jupiter [7] evaluated vowels, consonants, word stress, sentence stress, intonation, rhythm, and adjustment in connected speech among the seven elements of pronunciation in his study. The post-test findings demonstrated how well the (QDPR) learning model worked to improve students' pronunciation of English..

Thus, it can be concluded that the QDPR learning model can serve as a substitute model for teaching English pronunciation when learning the language. In light of the results of the studies mentioned before emerged the idea of adopting the QDPR learning model in teaching English pronunciation to Iraqi students at the English Department at Bilad Al-Rafaiin University College. The present study focuses on vowels and consonant clusters which are a problematic area of pronunciation for most Arab learners as it has been noticed that many Arab learners of English have the tendency of inserting the short front vowel /ɪ/ while pronouncing the words consisting consonant clusters, especially the regular verbs ending in (-ed), for example, verbs like *asked*, *watched*, and *helped*. These verbs are commonly pronounced by those learners as /æskɪd/, /wɒtʃɪd/, and /helpɪd/. In order to help them improve their pronunciation, the researchers used the QDPR learning model of pronunciation with the help of the flipped classroom and digital recordings.

Population and Sample

The population of this study comprises the first-year students throughout the academic year 2021–2022 at the English Department of Bilad Al-Rafidain University College. The total number of the population is (120) students.

The sample of the population was randomly taken with an average 25% to be representative of the population. Therefore, the sample was 30 students

Method

1) Participants

The sample of this study is 30 students taken from the population of the first stage at the English Department at Bilad Al-Rafidain University College. The application of this experimental study was on conducted on one group. This sample was exposed to pre-oral and written tests and post oral and written tests.

2) Data collection

To achieve the aims of the study, the data was collected through pre-oral and written tests and the post oral and written tests. The pre-oral test was conducted by asking the learners to read words displayed on flashcards. The words were taken from the book *Better English Pronunciation* by J.D. O’Conor [3], which is assigned by the Ministry of Higher Education and Scientific Research to be taught at the first stage at Colleges of Arts in Iraq. The flashcards were divided in two categories: in the first category, some words with single vowel sounds and diphthongs and the second category included words with consonant clusters in different positions. The performance of the students was recorded digitally and analyzed later. Regarding the pre-written test, the same items were tested (See Appendix 1). In fact, this is the Quiz step or the first of the QDPR learning model pronunciation adopted by the researchers for this study. The teacher started the demonstration step after determining the challenges the students were having pronouncing the target phonemes and consonant sequences. Using a vowel chart, the teacher showed the students how to produce the target vowels in English and gave instructions on how to pronounce words with consonant sequences at the beginning, middle, and end of words.. Also, the researchers found it was useful to create a flipped classroom as type of blended learning to enable the student's practice more and at any time. The thirty students that made up the study's sample were given audio recordings explaining the target phonemes and consonant sequences. At the Practice step, the teacher made use of the target phonemes with their spellings, by this we mean that in English, the spellings and sounds do not correspond because distinct spellings can produce identical sounds while identical spellings can produce distinct sounds. Therefore, a teacher did spelling-sound analysis and identification to help the students overcome the difficulties they might encounter. Finally, in the Revision step, the teacher observed and identified the students’ main problems and revised their mispronunciation.

After the training period of the programme which lasted for two months with three hours of training every week, the students were exposed to the post oral and written tests. The pre- and post-oral and written test results were examined to determine whether the students' performance had changed significantly.

Data Analysis

The data was collected from the oral pre and posttests and written pre and posttests and then analyzed statistically. Table (1) below shows the written pre- and post-test results for the study participants along with the mean, standard deviation, computed T, and scheduled T.

Table (1): The scores of the written pre and post of tests of the 30 students

	N	Total score	Mean	SD	SD ²	S	Calculated T value	Scheduled T value
Pre-test	30	266	7.83	-160	1066	5.3	5.375	2.75
Post-test	30	385	12.85					

Table 1 illustrates that there is a noteworthy distinction between the students' performance on the written pre- and post-tests. Students scored an average of 7.83 on the pre-test, whereas they performed an exceptionally well average of 12.85 on the post-test. There is a 106 standard deviation difference between the pre- and post-tests. The squared difference of the standard deviation is 1066. The value of the calculated T is 5.375 which is higher than the scheduled T which is 2.75.

Regarding oral tests table (2) below lists the first stage students' results for the oral pre- and post-tests.

Table (2): The scores of the oral pre and posttests of the 30 participants

	N	Total score	Mean	SD	SD ²	S	Calculated T value	Scheduled T value
Pre-test	30	70	2.3	-159	940	5.3	5.646	2.75

It is evident that students performed significantly better on the post-test than they did on the pre-test. Additionally, the estimated T's value shows a noteworthy deviation in students' performance from the scheduled T. Therefore, the QDPR learning model of pronunciation has a considerable positive impact on first-stage students' pronunciation of words with English vowels and consonant clusters at Bilad Alrafidain University College.

Results

The results of the data analysis suggest that using the QDPR pronunciation learning model can help first-stage students pronounce English words more correctly. Moreover, the implementation of the QDPR in the flipped classroom encouraged the students to perform better, especially those who were shy and did not participate in classroom activities.

Discussion

In the present study, the researchers formulated the aims of the study in three questions. The first question focused on the effective role of the QDPR in improving first stage students' pronunciation. The second question investigated the difference in the performance of the students in the written and the oral pre and posttests. The data analysis's findings demonstrated the QDPR learning model's important contribution to pronunciation improvement of the first stage students at English Department at Bilad Al-Rafidain University College. The significance is clearly indicated in table (1) which displays the performance of the students in written pre and posttests. Table (2) illustrates how students performed differently on pre- and post-oral exams when it came to pronouncing the target vowels. and the consonants clusters in words. Therefore, the four steps of QDPR learning model had a positive impact on improving the students' pronunciation. Moreover, blending the face-to-face classroom with the flipped classroom had a good benefit for the students in improving their pronunciation.

Conclusions

The results of this study demonstrate that using the (QDPR) learning model while instructing EFL students in English pronunciation is effective and helps the students to overcome the difficulties they confront in pronouncing vowels and consonant clusters that most Arabic speaking learners encounter. Moreover, this technique encourages them to participate in pronunciation activities, especially those who are shy of taking part in class activities. Furthermore, the blending of face-to-face classroom with the flipped classroom creates a dynamic and interactive learning environment. It also engages students creatively with pronunciation lessons and allows them to excel and be more intelligible. Additionally, the flipped classroom is a terrific tool for helping students manage their learning challenges. It also boosts their test scores and instills a great deal of confidence in their ability to learn in the future..

Recommendations

The following recommendations are drawn in the light of the analysis of the conclusions mentioned before:

- 1) It is advisable to generalize the QDPR learning model to be followed in teaching English Pronunciation for EFL learners in all Iraqi educational institutions, since the learners get benefits from applying this technique.
- 2) Concerning pronunciation, there is a need for a reappraisal of English syllabuses at the preparatory stage and also including a question on pronunciation in school and public examinations.
- 3) The blending of face- to- face classroom and flipped classroom has helped the students to perform better and improve their pronunciation at any time and at any place. So, it is advisable to implement online learning in teaching pronunciation because in this way we are implementing technology into pedagogy and enable the Iraqi learners to get more exposure of English pronunciation through videos and audio material to acquire descent pronunciation

Appendix (1)

Oral Pre- and PostTests

The following words were written on flashcards and the students were asked to read them:

Part (1) words with English vowels

A) Words with single vowels:

fat – foot – fool – feet – fit – fall – work – cut – can – wet – hot – about

B) Words with diphthongs:

dear – poor – hair – day – boy – buy – know – cow

Part (2) words with consonant clusters at the beginning, in the middle and at the end of words:

- straw – stream – strong – street – extra
- control – instruct – entry – complex – children
- text – mixed – finished – watched – facts – asked – jumped – worked

Appendix (2)

Written Pre- and PostTest

Q1) Choose the word which includes the given vowel sound and write it in the brackets

- /i:/ fill / feel /fell / fall / fade ()
- /ʊ/ book – street – name – father ()
- /ɜ:/ sun– bad – food – fate – bird. ()
- /ʌ/ but – bay – boy – by ()
- 1) /u:/ fade – fed– fool – floor ()

Q2) Insert the correct diphthong to complete the word transcription:

/aɪ / /ɪə / /aʊ / /ʊə / /eə / /ɔɪ / /eɪ / /əʊ /

- | | | |
|------------------|------------------|---------------------|
| 1) h ____ (hair) | 2) d ____ (dear) | 3) h ____ s |
| (house) | 4) p ____ (poor) | 5) n ____ t (night) |
| 6) t ____ (toy) | 7) n ____ (no) | 8) d ____ |
| (day) | | |

Q3) Insert the words with consonant clusters given below in the correct column:

straw , control , stream , text , entry , strong ,street ,extra , instruct , complex children ,mixed , finished , watched , facts , asked , jumped , worked

Initial Clusters	Medial Clusters	Final Clusters

All The Best!

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