

# THE IMPLEMENTATION OF INTELLIGIBILITY-BASED PRONUNCIATION INSTRUCTION ON A PRE-SESSIONAL EAP COURSE IN THE UK<sup>1</sup>

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## **Abstract**

Pre-sessional EAP access courses for learners of English intending to study on undergraduate or postgraduate courses in the UK are faced with particular challenges in incorporating meaningful suprasegmental pronunciation instruction into their programmes. This research examines the pronunciation goals of teachers, course leaders, and learners on a ten week UK pre-sessional access course, particularly with regard to suprasegmental instruction, how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results derived from course documents and a semi-structured interview show a lack of clarity of course goals. Although there is a general emphasis on suprasegmental rather than segmental instruction, in semi-structured interviews teachers report a lack of course goals. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited.

**Keywords:** pronunciation, intelligibility, suprasegmentals, institutional goals, practice, testing

## **1. Introduction**

Although much has been done in recent years to address the lack of research in pronunciation instruction (Derwing & Munro, 2015), research that involves direct classroom observation of pronunciation instruction is still relatively scarce, and research focusing on the EAP sector is scarcer still, with Baker & Burri (2016) a notable exception.

The value of suprasegmental instruction in improving learner intelligibility over relatively short courses of study is now well established (Derwing, Munro & Wiebe 1997, 1998; Derwing & Rossiter 2003; Hahn 2004). Alternatives to listen

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and repeat activities associated with segmental instruction would seem more appropriate when teaching adult EAP learners. These could include the utilization of reading aloud and self-directed learning (Ricard 1986; Underhill 1994, p. 202), activities generated largely by the learners themselves and guided by the teacher (Meddings & Thornbury 2009), discourse (McCarthy 1991), role-playing (Celce-Murcia 1987), intonation exercises (Brazil 1997), down chunking (Brazil 1994; Lewis 1993, 2002; Piccardo 2016: 11), and listening discrimination exercises (Bowen & Marks 1992; Halliday & Greaves 2008). Taking discourse as one example, it has been shown that by using their real-world expectations of discourse, native speakers are able to more easily predict content to aid communication and intelligibility (Kennedy & Trofimovich 2008). It is therefore beneficial for learners to enhance intelligibility by providing semantic contexts to their utterances. Rossiter (2003) argues that learners should be encouraged to provide contextual information in order to facilitate communication, and there are strategies, such as substitution and paraphrasing, that can assist learners in providing contextual clues that can be successful in facilitating communication and increasing intelligibility levels (Littlewood 1984; Rossiter 2003). This study augments research focussed on pronunciation priorities and throws the spotlight on an often neglected field of investigation in the area of pronunciation: EAP.

## 2. Literature Review

Much research has discovered that some teachers seem less comfortable teaching suprasegmentals and therefore neglect them (Baker 2011; Sifakis & Sougari 2005). Furthermore, teacher cognition studies have pointed to a general lack of confidence in providing pronunciation instruction (Baker & Murphy 2011; Foote, Holtby, & Derwing 2011; Macdonald 2002). This lack of confidence seems to emanate from poor teacher training (Macdonald 2002), and may be exacerbated by poor teaching materials (Derwing, Dieponbrook & Foote 2012; Macdonald 2002; Piccardo 2016).

The enduring debate regarding target of instruction is certainly an important one (Levis 2005). Although the lingua franca core proposed by Jenkins (2000) leaves little scope for suprasegmental instruction, in contexts where learners need to communicate with L1 English speakers there are more opportunities to employ a wider variety of suprasegmental elements. Word stress is one area not included in the core that may be exploited and could improve intelligibility (Field 2005; Waniek-Klimczak 2015). However, the suprasegmental elements that are included should be guided by a goal of intelligibility rather than a native speaker standard (Derwing & Munro 2015). Also, as Derwing & Munro (2015) point out, although segmental instruction is of importance, where segmental instruction is employed, instruction or corrections should be based on intelligibility criteria. Low functional load segmentals should therefore be of little import as they do not generally interfere with intelligibility because contextual clues mean that the interlocutor is likely to understand the utterance (Marks 2002: 157; Munro & Derwing 2006). Segmental instruction has traditionally not

discriminated between high and low functional load phonemes and furthermore, relatively recent research has found that many of the words used to generate minimal pair examples in coursebooks are words rarely used (Levis & Cortez 2008). Also, if low functional load substitutions such as a /s/ or /z/ instead of the voiceless or voiced dental fricative are intelligible, there is little reason to 'correct' these. Jenkins (2007), Seidlhofer (2011), and Walker (2010) all point to the importance of employing English as a lingua franca, teaching English as it is actually spoken on a day to day basis by L2 speakers. For example, the dental fricative is substituted widely in Europe (usually for /s/ and /z/) and also in other native Englishes (e.g., Estuary English and a number of Irish varieties), so there is little justification in spending instruction time on realisations that are readily understood and widely used. Seidlhofer (2011) argues that critics of lingua franca models not only fail to acknowledge the fallacy of native English as a supreme, unitary entity, but also fail to appreciate that native speakers can make use of a lingua franca as well as non-native speakers.

In terms of receptive instruction, a variety of both native and non-native accents of a natural type have been advocated (Deterding 2005; Shockey 2003, 2011; Wagner & Toth 2017), and listening discrimination exercises in the area of intonation can also be of benefit (Bowen & Marks 1992; Brazil 1997; Halliday & Greaves 2008). A variety of listening exposure is particularly valuable on pre-sessional courses because learners should have some exposure to the local accent so that they may become better integrated with the local community during their stay. Exposure to other accents is also valuable in order to facilitate communication with other learners on their future courses in the multicultural environment of UK universities.

The implementation of suprasegmental instruction in EAP contexts has revealed a lack of guided instruction activities rather than controlled or free ones (Baker & Burri 2016; Baker & Murphy 2011). The importance of scaffolding (Vygotsky 1962, 1978) in general speaking activities is long established, and becomes even more important when learners are encouraged to assess their own pronunciation (Dlaska & Krekeler 2008). On short EAP courses in the UK, where instruction time may be squeezed (The University of Sheffield, 2017), such scaffolding is particularly important to maximize uptake.

Baker & Burri (2016) investigated teacher beliefs and practices on a 14 week EAP preparation course for learners at a variety of levels who intended to embark on courses in tertiary education. Aside from the fact that the research was conducted in the US, the research context is broadly similar to my own. Certain key findings were that teachers tended to give general feedback, for example, *good* or *well done*. There is evidence that this approach might not be so effective and that feedback is more effective when the particular target feature is specifically identified by the teacher in class (Hattie 2009; Hattie & Timperley 2007). However, the Baker & Burri (2016) study did identify the use of peer feedback,

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whole class feedback, recasts, and students recording their own production during their observed lessons. In particular, the combination of explicit, targeted instruction and form focused feedback was found to be particularly effective. It was also noted that teachers used gestures (particularly body movement) or images when using recasts: something that the researchers argue improves their effectiveness in terms of learner uptake (see also Loewen & Philp 2006). Baker & Burri (2016) also pinpointed the use of notational systems as a valuable teaching aid. One example of this was the use of a system to record the number of syllables and the primary stress in a word. This could be a valuable, and relatively simple way to facilitate the instruction of word stress. Another key finding was that teachers employed few guided practice activities (as opposed to controlled and free activities). Baker & Burri (2016) suggest that such guided activities can improve uptake and could be utilized more extensively.

There are a number of ways in which scaffolding can be provided to assist learners. For example, in the self-assessment of pronunciation, learners may require scaffolding and support from their instructor and activities so that they are aware of L1 interference and made aware of possible problematic areas (Dlaska & Krekeler 2008). The video recording of learner presentations has also been shown to be an important tool for improving oracy skills, particularly when a variety of feedback is provided that can also lead to more intelligible performances (Heron 2018; Ritchie 2016). This can also assist in helping learners to identify nuclear stress, something which may be particularly problematic for Chinese speakers and which can assist them in being able to fully comprehend lectures (Foster, in *The University of Sheffield*, 2017).

EAP instructors on short pre-sessional courses in the UK are usually required to rate the pronunciation of learners in final speaking assessments. There are a number of recommendations drawn from the principal research in terms of pronunciation testing which are pertinent when considering how testing can be provided of a standardized nature that emphasizes the key role of suprasegmentals and is based on intelligibility. Harding's (2017) focus group research into the Common European Framework Pronunciation scale descriptors gave valuable insight into the common problems encountered by raters when grading performances, and suggested some possible solutions. The first problem encountered by the focus group was that of a lack of clarity: some features, such as intonation, appeared only in some of the levels. Although North (2014) defends an approach to assessment based on salient features, Harding's focus group participants found this and other omissions confusing. The key recommendation proposed by Harding (2017) with regard to these omissions was that both segmental and suprasegmental features should appear at all levels to give raters a clear idea of the aspects that they are evaluating. Harding's research showed that raters also preferred a relatively small number of descriptors. It was therefore recommended that there should be three to five clauses in each category. Another cause for concern was that of vague or abstract terminology (see also Yates, Zielinski & Pryor 2011). In particular, descriptors of pronunciation as *natural* were criticised, not only for being vague, but also for being associated with native

pronunciation (see also Trofimovich & Isaacs 2012). It was therefore suggested that abstract terminology be removed from the descriptors. This also raised the issue of how relevant the descriptors were in attempting to measure communicative competence, and also how relevant they were in terms of current theoretical perspectives. One recommendation was that the term *foreign accent* be removed as accentedness does not necessarily interfere with intelligibility or comprehensibility (Derwing & Munro 2015).

Further cause for concern in Harding's research (2017) was how intuitive the grading descriptors were. The CEFR descriptors were criticised because phenomena such as self-repair and chunking were omitted. The focus group noted that an absence of chunking was a feature of some speakers that hindered comprehensibility, yet was not included as a descriptor. There also seemed to be an overrepresentation of segmental features. Harding therefore argued for the inclusion of these missing items.

Another problematic area was the overlapping of the assessment constructs of fluency and pronunciation, and can also occur when raters erroneously classify grammatical errors as pronunciation errors (or visa-versa). Harding's proposed solution was to combine the fluency and pronunciation categories to formulate a *delivery* category similar to the TOEFL exam and to improve teacher training to enable teachers to identify the nature of errors (grammatical or phonological).

The Phonological scale revision document produced by the Council of Europe (Piccardo 2016) readily accepts many of Harding's criticisms. Although Harding's work was not in print at the time, the Council makes specific reference to the criticisms of Harding (2017), and also those of Derwing & Munro (2015) and Trofimovich & Isaacs (2012) with regard to nativeness. There is an acceptance that reference to native accents should not be included and that a re-evaluation of the native speaker model is needed. Evaluation based on concepts of nativeness could prove problematic as there are a variety of interpretations of what constitutes nativeness among teachers (Bohn & Hansen 2017). Indeed, the new scales contain a descriptor of intelligibility at every level (Piccardo 2016 p. 16). The new scale (Council of Europe, 2018: 136) divides the assessment of pronunciation into three categories, all guided by the principle of intelligibility: Overall phonological control, sound articulation, and prosodic features. This means that the sound articulation category (dealing with segmentals) enables raters to discriminate between low functional load non-standard substitutions that are unlikely to interfere with intelligibility, and high functional load errors that could have more of an impact. The use of adverbs of quantity, such as 'limited' or 'some' can also be particularly problematic in descriptors (Piccardo 2016), and significant amendments to the CEFR descriptors were made in 2018 to reflect this (Council of Europe, 2018).

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Derwing & Munro (2015) recommended a closer collaboration between practitioner and researcher. My own research attempts to achieve this, not least through my dual role as both practitioner and researcher throughout the course. The current research aims to uncover the pronunciation priorities on a ten week UK pre-sessional university course by answering the following research questions:

- 1) What are the institutional goals in terms of suprasegmental pronunciation instruction and intelligibility-based instruction?
- 2) Does assessment reflect the pronunciation goals?
- 3) To what extent are these goals reflected by teacher instruction, attitudes and beliefs?

### 3. Methodology

#### *Participants of the study*

Participants of the study included the course leader, three teacher participants, and myself. In addition, a survey of teaching staff on the five, ten, and fifteen week courses at the university took place. Of these teachers, a total of 23 completed the questionnaires: seven of the nine teachers on the five week course, 11 of the 12 teachers on the ten week course (I did not complete the questionnaire myself), and all 5 of the teachers on the fifteen week course. There were 11 male teachers and 12 female teachers. Of these, 9 teachers' date of birth was between 1949 and 1969, 8 teachers' date of birth was between 1972 and 1992, and 6 teachers chose not to declare their date of birth. In terms of teaching experience on the pre-sessional course, 10 teachers had up to 6 years' experience, and 13 teachers had between 7 and 18 years' experience. The majority of teachers had a good deal of experience teaching on the pre-sessional. Only two teachers possessed the lower level Trinity TESOL certificate or equivalent with no higher level qualification, with the remainder (save for one no data response) qualified with the higher level Diploma TESOL/TEFL and/or MA qualifications (6 in addition to the certificate). The vast majority of the staff therefore possessed level 7 qualifications or above according to the UK Ofqual Regulated Qualifications Framework.

In addition, there were 59 learner participants in the observed classes: 15 in my own, 15 in Mark's, 15 in Bruce's, and 14 in Olivia's (all teacher names are pseudonyms). All learner groups were comprised of Chinese L1 speakers, apart from Bruce's which had nine Chinese speakers, two Arabic speakers, two Russian speakers, one Thai speaker, and one Japanese speaker.

#### *EAP instruction in the context of the study*

The study took place at university A in the North of England during the summer of 2018. There are a number of aspects of the course that should also be clarified, including other pre-sessional courses that are also run by the university in the summer months, the nationalities of learner groups, the nature of the course (general or specific), the summative assessments, the number of hours of instruction, and the organisation of the classes.

Aside from the ten week pre-session course, there are similar courses of five and fifteen week duration operating at the university during the summer months, with the five week course typically aiming to improve the learners' IELTS score from 5.5 to 6, and the fifteen week course aiming to improve the learners' score from 4.5 to 6. The vast majority of learners' are Chinese L1 speakers, although other learner groups, such as Russian, Thai, and Emirati are present.

At present, summative assessments consist of a timed essay using sources (40%), a group speaking exam consisting of three or four students discussing a topic and a series of questions that they know of beforehand for between 15 and 20 minutes (40%), a listening exam (10%), and a reading exam (10%). In recent years the listening exam has moved away from the typical IELTS type of exam to include longer listening extracts from lectures, presumably in an attempt to improve a key skill learners will need on their future courses, that is, the ability to listen to and understand lectures. In the year in which the research took place (2018), face to face instruction consisted of 15 hours per week, with reading, writing and grammar accounting for 10.5 hours per week, speaking sessions for 3 hours per week and listening sessions for 1.5 hours per week. A total of four hours per week were also devoted to individual tutorials with learners, and some weeks involved a 1.5 hour session where students had the opportunity to meet the lecturers from their target courses. Teachers work with a teaching partner and are assigned a 'home' class and a second class. The teacher is responsible for teaching reading, writing and grammar to their home class (10.5 hours per week), and listening and speaking to their second class (4.5 hours per week). There are therefore some days when teachers swap groups with their partner teacher and teach their second class. Teachers follow a syllabus over the ten week course, although they are able to use alternative materials. Students are supported on the course by the course's website, which includes support resources, and an EAP toolkit for independent study.

As well as being a researcher during the course, I also taught on the ten week course, and have been a teacher on the course during the summer months for six years in total, including 2018. Being acutely aware of the possible difficulty of this dual insider/outsider role, I was particularly careful to ensure that the research adhered to the university's own ethics policy and its key principles of beneficence (doing positive good), non-maleficance (doing no harm), integrity, informed consent, confidentiality/anonymity, and impartiality.

#### *Methods of data collection and data analysis*

A mixed methods approach was employed, including document analysis, participant observation, action research, video recorded teacher observations, teacher self-completion checklists, teacher assessment of three student speaking practice exams, semi-structured interviews with three teacher participants and the course leader, and teacher self-completion questionnaires.

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Over the duration of the course, I performed the dual roles of both researcher and teacher, undertaking participant observation to report on guidance provided by the course leader in terms of the goals of pronunciation instruction and also conducting my own action research: video recording one of my own lessons and also keeping a record of my own endeavours to provide instruction (particularly in terms of any difficulties I encountered or conversely, any successful strategies I employed). Although challenging, I believe this enabled me to gain a more in-depth insight into the teacher's role, together with how suprasegmental instruction might be optimized.

First, course documents were examined in order to ascertain the formal goals of the pre-sessional, how these were assessed, and how clearly these goals were transmitted to both teachers and learners. These documents included the syllabus content in terms of pronunciation instruction, the associate lecturer supplement and student handbook that were distributed during the induction, and the seminar marksheet used for the seminar exam, together with the seminar guidelines and standardization document that were used during the seminar exam standardization session. Second, action research, encompassing participant observation (including notes taken on syllabus content, guidance provided during induction and staff meetings, and my own efforts to provide meaningful suprasegmental instruction) and self-observation were employed in order to explore the guidance provided to teachers in terms of the course goals, how they could be implemented, and to investigate any difficulties experienced in attempting to implement these goals. Third, teacher observation, in the form of one video recorded lesson and the completion of teacher self-observation checklists, was used in order to view how suprasegmental, intelligibility-based instruction and error correction were provided. Fourth, teacher grading of a recorded speaking practice exam session, together with a brief explanation of the pronunciation grades awarded by teachers, was employed in order to investigate assessment goals and the interpretations of the descriptors by the teacher raters. Fifth, a semi-structured interview with the course leader provided more data in terms of clarifying the goals of the pre-sessional. This was then followed by three in-depth semi-structured interviews with teacher participants to investigate teacher attitudes, beliefs, and practice in terms of suprasegmental, intelligibility-based instruction, how they perceived the goals of the pre-sessional, and any suggestions they might have for overcoming perceived problems on the course. Finally, the last week of the course included the distribution and collection of teacher questionnaires on the five, ten, and fifteen week courses in order to gain a more representative insight into teacher attitudes on all of the pre-sessional courses at University A.

#### **4. Findings**

**Research Question 1: What are the course goals in terms of suprasegmental pronunciation instruction and intelligibility-based instruction?**



The course documents distributed to teachers during induction do not clearly state the pronunciation goals of the course, and the student handbook also shows a lack of clearly stated goals. From an inspection of the course documents, it is clear though, that there is no segmental instruction in the syllabus, and that the instruction that does exist is of a suprasegmental variety. However, the seminar syllabus seems to contain few suprasegmental elements. Annotations in terms of suprasegmental features on the key seminar language worksheets are rarely apparent and the focus seems to be on speaking practice with only isolated examples of attention to suprasegmental features (e.g., intonation arrows on one of the sheets).

The interview with the course leader further reinforces the opaque nature of the goals, with intelligibility being stated as the goal of instruction.

**interviewer:** So do you want them to be intelligible or comprehensible, or what are we striving towards? Are you thinking about native speaker-like..

**respondent (course leader):** No (definitive). They don't need that to get onto those courses anyway.

However, there are other statements made which seem to suggest that low functional load substitutions for /θ/ and /ð/ could interfere with intelligibility:

**respondent (course leader):** I do it, but I'm not sure others do. You'd think they would do because it's so easy to just write it on the board and leave it there, and then the students get to know what it is and go 'oh yeah. It's that sound again'.

**respondent (course leader):** It's, it's an error, isn't it. And it's something ..it's not standard. I mean 'sing\*' is more interfering than 'fing\*', isn't it? 'sing\*' is a different word, so it might be confusing for people.

Although the interview provides equivocal results on the issue, it is noticeable that the only pronunciation instruction advice given during the induction was that this particular segmental error could be corrected. It was also stated that this correction could "fix" the erroneous pronunciation. This would seem to suggest that native speaker-like production is the goal that is being set for instructors.

Scaffolding opportunities for learners seem to be limited with both seminar and presentation materials. It is clear from the course leader's statement that *it is perfectly possible for teachers to simply follow the syllabus* and that they *do not need to adapt the materials or devise new materials*, that the assumption is that the syllabus and materials are adequate for providing pronunciation instruction. Like Mark in the semi-structured interviews, I feel this is an overstatement of the efficacy of the syllabus. Notes from my own action research also suggest that the materials often require modification in order to provide suprasegmental instruction that is more meaningful: The chunking exercises did not have a general comprehension section before the chunking (as recommended by Brazil 1994). Also, it seems unclear how this chunking task will lead to learners

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chunking their own speech in the same way, or how teachers might guide them to achieve that end. Furthermore, the lack of guidance supplied along with the materials in terms of annotations, how the materials might best be implemented, or verbal guidance throughout the course show that although some suprasegmental instruction is embedded in the syllabus, its implementation might not be so straightforward. The course leader does acknowledge that the materials themselves do not contain guidance, but that teachers will probably liaise with colleagues to discuss how best to utilize the tasks. However, questionnaire data (see Appendix A) suggest that this is unlikely: very few teachers state that they have learnt what they know about pronunciation instruction through colleague (5 of 23).

One simple example of how this lack of guidance can lead to completely different instruction is evident in the observed classes. Of course, variation is inevitable because teachers are individuals, with their own viewpoints, beliefs, and attitudes. However, it does seem strange that learners sometimes do not say the new vocabulary items that are introduced to them. It is also unusual that the course leader suggests that quite complex new vocabulary might not need to be spoken by the learners because it is not academic vocabulary.

Similarly, all observed teachers noted the difficulty in transferring the discussion language from the seminar worksheets to the authentic discussions that take place among learners in the free seminar discussion phase of the lesson. For example, instructors may introduce phrases such as *can I come in here?* with intonation arrows to assist learners so that they can use this language for interrupting, but the difficulty lies in promoting authentic usage in the setting of a seminar. Once again, no guidance is provided in the materials on how this could be achieved.

Another key example of how the syllabus might not be optimizing suprasegmental instruction is the fact that presentation classes, which are by far the most significant element of the course promoting pronunciation instruction, only progress to a final formative exam. There is no summative examination for presentations. All three teachers who took part in the research point out that this can lead to a lack of motivation for learners. I also observed this phenomenon with my own class.

The presentation materials consisting of learners attempting to evaluate presentations seem a little unrealistic. The first week of the syllabus, where learners were expected to either use the presentation marksheet or use a simplified evaluation sheet to evaluate a Steve Jobs presentation was a case in point. Firstly, it is an extremely difficult task for learners because the language on the marksheet is difficult to understand and time-consuming for teachers to explain. Secondly, the type of presentation that learners are required to give is different in nature to the Steve Jobs one. They are giving an academic presentation, not selling a product. Thirdly, although the language in the video is fairly challenging, a more serious problem is the language used in the presentation criteria key features worksheet. Learners are expected to take notes on whether pronunciation is mostly accurate, features of intonation, and stress. It seems unrealistic to expect learners

who have a 4.5 or 5.0 IELTS score in listening to be able to evaluate these pronunciation features in an L1 speaker in the first presentation lesson. It may be difficult for learners to make value judgments on intonation and stress, particularly in their first lesson.

Peer assessment of pronunciation is encouraged, but the categories that are included for learners to check their peers' pronunciation include *use natural spoken English*, *use pauses for emphasis*, and that their delivery should be *clear, simple, and fluent*. It is difficult to ascertain what learners, many of whom may well have an IELTS 4.5 or 5 level, will understand by the words *fluent* or *natural*.

Similarly, self-assessment of pronunciation is encouraged through the use of a self-assessment checklist, for example, if learners record their own production. Self-evaluation can certainly be an important tool for realizing the improvement of suprasegmental pronunciation. However, not only are the categories far too general, it is also far too simplistic and rather odd to ask students to make a binary choice. For example, the checklist includes the questions *Did you pronounce all the words correctly?* *Did you stress important words?* and *Did you use intonation to show interest?*

The listening goals of the course seem to adhere to a native speaker goal. Almost all of the listening extracts were Standard American English (SAE) or Standard Southern British English (SSBE). The listening extracts that are intended for self-study are all either SAE or SSBE. It is also unclear how many learners actually use these resources. It is perfectly possible to take part in the seminar speaking activity without having completed the listening support resources. It may therefore be the case that only the more highly motivated learners complete these. Also, bearing in mind that the vast majority of learners are from a culture where independent learning is less common than in the UK (China), it may have been more beneficial to encourage independent learning a little more by checking learners' work and providing feedback, rather than it being optional for learners.

### **Research Question 2: Does assessment reflect the course pronunciation goals?**

The summative assessment of pronunciation seems rather unclear in terms of goals. Standardization sessions, the advice provided by the course leader, and the marksheet itself seem to suggest that native-like production, rather than intelligibility, might be the goal of the course. The rationale for the marks provided in the standardization session clearly shows that two of the candidates' 'errors' involved the same low functional phonemes that the course leader had pointed out were easy to "fix" during the induction (dental fricatives). It seems to suggest that these non-standard substitutions cause strain and interfere with comprehensibility. A mixture of both intelligibility and comprehensibility measures are used in the exam marksheet (see Appendix B), so it could be said that a native speaker-like goal is being pursued to a certain extent, particularly

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because there is no common threshold of intelligibility in all descriptors. For example, the 40-49 % pronunciation band contains descriptors that focus on comprehensibility, with the notion of 'strain' a key element. However, the higher 50-59% band is really based on intelligibility as it states 'may affect communication.' The marksheet's even division between segmentals and suprasegmentals suggests an estimation of the equal importance of the two, but this is not mirrored by the syllabus, which includes some suprasegmental tasks, but no segmental ones. Another problematic area is the use of expressions of quantity in the descriptors. In the teacher interviews, Bruce talks of the difficulty in interpreting the difference between *a few* and *some*. The fact that there are only two descriptors in the pronunciation category also means that any differences in interpretation will have a more dramatic effect on the overall mark given. Also, the teacher and course leader interviews do seem to show a subtle, but important difference in the interpretation of the function of the interactive communication category on the marksheet. Perhaps these issues of defining the key elements of the marksheet could be one of the reasons why the questionnaire data show a substantial number of teachers do not find marking the pronunciation category easy (10 of 23 respondents).

The teacher interviews show that the marking goals of the teacher participants do vary. For example, Mark states that he probably would give a candidate who substituted /θ/ with /s/ a lower mark, suggesting native speaker production as a goal. However, Bruce and Olivia's responses indicate a goal of intelligibility. The teacher questionnaire data also seem to suggest that there is some variability. Although not a majority, a significant number of teachers agree with Mark (8 of 23 respondents). This seems to show a division in teacher assessment goals that could lead to inconsistent marking that might not accurately reflect how intelligible the candidate's pronunciation is to others.

The potential for variation in marking the same candidates is revealed in the marks given by the three teacher participants in the seminar assessment stage of the research. Of course, there is an element of subjectivity in marking, and particularly when marking speaking, but the variation in the marking of the pronunciation category is quite striking when compared to the other categories (see Appendices C and D). This may be a reflection of the problematic marksheet containing too few descriptors and imprecise descriptors, combined with the standardization guidance regarding low functional load segmentals, and lack of guidance regarding the marking goals.

The analysis of course documents related to pronunciation assessment, the interview with the course leader, the teacher seminar grading task and follow up interviews, the semi-structured teacher interviews, and the teacher questionnaires seem to show that the course goals related to pronunciation assessment are rather opaque. The lack of clear goals and guidance for teachers may therefore be contributing to the provision of assessment that is not always based on intelligibility as a goal, is not sufficiently detailed due to the lack of descriptors, and perhaps does not accurately reflect the crucial role of suprasegmentals in communication. There seems to be little guidance given

throughout the course in terms of which particular sounds affect intelligibility, meaning variation in marking is more likely.

**Research Question 3: To what extent are these goals reflected by teacher instruction, attitudes, and beliefs?**

When asked in the interviews, none of the three observed teachers could identify the course's pronunciation goals:

**Olivia:** I don't think there are any (goals). Sorry (laughter).

**Bruce:** you could copy and paste the criteria of markers from a C (scale descriptor) and say this is the goal of the course to make sure that everybody is happy with this sort of thing. But it 's definitely, definitely not clearly stated there.

**Mark:** Do we have overall goals? (laughter) I wouldn't know explicitly what they were really. So, I guess it's anything to do with presentations and seminars...

In the absence of clear course goals, it seems that teachers form their own goals of instruction. All three observed teachers state that they do not strictly adhere to the syllabus, and they are critical of some aspects of it. For example, Bruce points to the dense language used in the materials intended to facilitate and encourage discussion, something that I was also acutely aware of with my own weaker learner group. Also, although all three teachers declare that the goal of instruction is intelligibility, two of the teachers state that, very much as suggested by the course leader in induction, they would correct the substitution of a /θ/ sound with /s/. Once again, the correction of this low functional load segmental seems to suggest that, to a certain extent at least, native speaker-like production is being pursued as the target of instruction. In the questionnaire, the vast majority of teachers declared intelligibility as the target of instruction (19 of 22). However, bearing in mind that the two observed teachers, Mark and Bruce, also declared intelligibility as the target of instruction, in spite of appearing to adhere to different goals, it could be the case that the same phenomenon is being observed with teachers in the questionnaire. They may be declaring intelligibility as a goal without fully understanding the meaning of the statement in terms of instruction.

Observation data seem to show a general lack of the use of body language in order to assist learner uptake (for example, of intonation and word stress). There were also no examples of the use of a notation system for learners. PowerPoint presentations did sometimes include stress markings for new vocabulary, but learners were rarely asked to produce such vocabulary, so these markings were of limited use. Indeed, learners were often not even required to produce new vocabulary, some of which was quite complex (for example, 'sustainable development'). There were few examples of error correction and only one example of form focussed feedback. In general, pronunciation instruction seemed confined

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to free group speaking activities, sometimes with the teacher's involvement. There were certainly no guided pronunciation activities present.

Checklist data do show that the corrections declared by the three teacher participants are generally ones involving suprasegmentals. However, on the basis of only very limited observation, it is difficult to confirm whether this is true in practice. The observations show that there is very little correction of segmentals, but also considerable variation in terms of the quantity of suprasegmental instruction employed, and exactly how this instruction is employed.

In the interviews, all teachers point to the importance of suprasegmental instruction, particularly word stress, sentence stress, and intonation. In this respect, teacher attitudes are similar to those of the course leader, who identifies sentence stress as the most important element of pronunciation instruction in his interview. The teacher questionnaires also show a general estimation of the importance of suprasegmentals. However, the fact that 5 of the 23 teachers still state that they believe minimal pair drilling to be the best way to provide pronunciation instruction on the pre-sessional is rather surprising.

Although all three observed teachers have different attitudes towards instruction, with Olivia expressing negative views on the impact of pronunciation instruction in general, the relationship between attitudes, beliefs, and actual practice is not always clear. For example, in spite of Olivia's views on pronunciation instruction, she did actually provide more suprasegmental instruction than Bruce or Mark. This may be explained by the Hawthorne effect: that she employed more instruction because she was being observed. It is also true that Bruce may have opted to largely ignore word stress because he assumed that his higher level learners would know how to say those particular words.

The fact that teachers in both the interviews and in the questionnaires generally report being confident in terms of providing suprasegmental instruction (15 of 22), but also overwhelmingly express a desire for more teacher training in pronunciation instruction (20 of 23) may mean that they are not altogether certain about providing instruction. Olivia also points to a lack of guidance. Perhaps clues to this desire for more teacher training can be traced back to the lack of guidance in terms of how chunking tasks might be implemented (for example, Mark states that he avoids the chunking activities), how useful seminar language, along with suprasegmental features, might be more readily transferred and used in free discussion, and how peer assessment and self-assessment might be better achieved.

One of the areas of the syllabus noted by the vast majority of the teachers in the questionnaire (19 of 23) and the three observed teachers as being an area that does not support pronunciation instruction is listening. Furthermore, Olivia points out the extremely limited range of accents apparent in the listening extracts and the often unnatural, artificial nature of the speech used. This opinion is borne out by my own action research and the document analysis data. It may well be that, as the course leader states, the major consideration is to teach learners how to take notes. However, as noted by the observed teachers, the listening goals seem

far from clear. Also, bearing in mind the usefulness of pronunciation focused listening exercises, it is unfortunate that there are few such exercises included.

Finally, questionnaire data suggest teacher knowledge of how to provide instruction is generally derived from teacher training and personal experience, meaning that teachers may not be aware of the latest developments in research. Also, because very few teachers state that they have learnt what they know from colleagues, it may be unlikely that they receive extra guidance in addition to their teacher training.

## 5. Discussion

Although suprasegmental elements exist in the speaking element of the course, they tend to predominate in the presentation strand: one which is not the subject of summative assessment. There were few suprasegmental elements of instruction included in the seminar element of the syllabus. This could lead to both instructors and learners failing to give due consideration to suprasegmental instruction: instruction that has been shown can improve intelligibility (Derwing, Munro & Wiebe 1997; Derwing & Rossiter 2003).

From the point of view of instructors, there does seem to be a general lack of guidance provided by the syllabus, materials, and the course leader which echoes the findings of Derwing, Dieponbrook & Foote (2012) and Macdonald (2002). The sole guidance provided by the course leader concerned the correction of a low functional load segmentals (dental fricatives). Indeed, two of the three teacher participants stated that they would correct this error, even though they conceded its negligible impact on intelligibility. In this respect, the results reflect those of Sifakis & Sougari (2005), where teachers declared intelligibility as the overriding goal, but seemed to adhere to a native speaker-like goal in practice. This seems a little at odds with the goal of intelligibility and the idea that low functional load segmentals do not interfere with intelligibility (Derwing & Munro 2015).

No guidance was provided in terms of how suprasegmental instruction could be optimized. This may make the instructors' task more difficult because the materials themselves have very little or no guidance in terms of how they might be best implemented. One example of this is the chunking activities that are provided where learners are simply asked to chunk listening extracts without first understanding the meaning of the extracts. The principle of understanding *before* attending to phonological detail was underscored by Brazil (1994), but is absent in the materials. Another example can be found in the peer review and self-assessment materials. The terminology used seems far too challenging for learners to access, and there is little evidence of the scaffolding opportunities proposed by Dlaska & Krekeler (2008).

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The fact that non-native accents are almost non-existent in the syllabus seems to reinforce the goal of nativeness, and perhaps does not prepare learners for the multicultural context of a UK university. Furthermore, the native accents that are present are limited, being largely SAE or SSBE. This does not fully reflect the context of instruction or the context in which day to day interactions will take place. Furthermore, listening extracts consist almost exclusively of the sanitized, scripted type much maligned by Shockey (2003, 2011) and Wagner & Toth (2017). It therefore seems that the listening extracts suggested do not assist teachers in enabling learners to interact and assimilate to the local environment and the learners with whom they will interact with on their future courses.

In terms of the testing of pronunciation, there seem to be some problematic areas that could either lead to testing being based on a native speaker standard, or variability in scoring. It was certainly apparent that there was a good deal of variability between the marking of the three teachers of the pronunciation category in the speaking test, and it is also clear that there is much greater variation than in the other categories (grammar/vocabulary/interactive communication). Possible explanations could lie in the general lack of guidance provided by the course leader. Course documents (e.g., the marking guidance sheet) also offer no guidance in terms of errors that could interfere with intelligibility. Furthermore, the test descriptors do contain vague items, such as the adverbs 'some' and 'limited' that Piccardo (2016) suggested should be avoided that are now absent from the Council of Europe (2018) speaking test construct. Also, Piccardo's recommendation that intelligibility should be included across all descriptors is not apparent in the test marksheet. This, coupled with the fact that there are only two descriptors, could lead to a greater discrepancy between markers. The test and guidance document also seem to give equal weight to segmental and suprasegmental errors without defining which particular segmental errors might interfere with intelligibility. This might mean that markers have very different ideas in terms of the segmental errors that interfere with communication. Also, bearing in mind Harding's (2017) point regarding the overlapping of constructs, it seems that there may be problems in terms of the classification of errors as teacher interviews revealed a discrepancy between Olivia's and the course leader's understanding of exactly what the pronunciation and interactive communication constructs were testing.

In terms of actual practice, there are a number of aspects of the observations that seem to show that teachers could be assisted more by the syllabus, materials, and course leader in providing instruction. These include a general lack of the use of body language in order to assist learner uptake and no use of a consistent notation system for learners (both suggested by Baker & Burri 2016). Evidence of the form focussed, explicit feedback advocated by Hattie (2009) and Hattie & Timperley (2007) was generally absent. Pronunciation instruction tended towards free group speaking activities, with no guided pronunciation activities present of the type that were also lacking in Baker & Burri's (2016) observed teachers.



To sum up, it seems that a lack of guidance, unclear goals of instruction, poor syllabus materials, and an inadequate test construct combine to result in instruction that does not optimize suprasegmental instruction based on the principle of intelligibility. The fact that many of the teachers in the study completed their teacher training many years ago means that it is even more crucial that course leaders are cognizant of the latest pronunciation research, and make teachers aware of this research and how the findings can best be applied to make instruction more effective and testing more accurate.

## **6. Closing Remarks**

This project set out to discover the pronunciation goals on a ten week pre-sessional EAP course in the UK, the extent to which summative assessment reflects the course goals, and the extent to which teacher instruction, attitudes, and beliefs reflect the course goals. The mixed methods approach that was applied at various stages of the course revealed a number of key findings.

Firstly, although suprasegmental instruction accounted for almost the entire content of the pronunciation element of the course, the goals of the course were not clearly evident in course documents or clearly provided in the guidance given to teachers. The issue of whether intelligibility or native speaker production was the overriding target of instruction was far from clear. In particular, almost all listening materials suggested in the syllabus consisted of either SAE or SSBE accented speech, much of which was of a scripted, unnatural nature. The fact that the local accented speech of the area surrounding the university is of a Northern English type suggests that the models provided may not be the most effective in improving learner intelligibility of the Northern English pronunciation they are exposed to outside the classroom. It is also not effective in helping to improve learner intelligibility of non-native accented speech.

The issue of whether low functional load segmentals should be viewed as errors is another example of the less than clear course goals present. The equivocal views of the course leader during the semi-structured interview, the lack of clearly stated goals in course documents, during staff induction and training sessions, and the guidance provided during marking standardization sessions combine to provide goals that seem rather confusing. Definitions of what intelligibility could actually mean in practical terms are absent, so it is left to teachers to provide their own definitions of these key concepts.

In terms of the summative assessment of pronunciation, there is certainly some doubt about whether teachers define intelligibility in the same way, and there was some disparity between teachers when they were asked to provide marks for the same performance. Inconsistent descriptors, in terms of whether or not they are intelligibility-based, combined with vague language that is present in the

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descriptors, along with the previously mentioned lack of definitions of key terms may provide some explanation for discrepancies in marking.

Teachers had great difficulty in identifying the course goals, so perhaps unsurprisingly, teacher instruction, goals, beliefs and attitudes also seemed to be rather inconsistent, with teachers generally stating that intelligibility was the goal of instruction, but some teachers also reporting other practices that seemed to contradict this. For example, some teachers advocated correcting low functional load segmentals, viewed such correction as important, and stated that they would give candidates a lower mark for the erroneous production of low functional segmentals that do not have a serious impact on intelligibility.

Another significant finding was the desire for more guidance and teacher training in the provision of pronunciation instruction. Furthermore, there is evidence that some teachers feel that the teacher training they received in their careers did not equip them well to provide instruction. However, despite this, the overall view was that more pronunciation instruction should be provided on the course, that it was generally beneficial, but that there was too little time devoted to it. There was also the feeling that the materials provided could be improved to include more natural listening extracts with a greater variety of accents, that more guidance could be provided in terms of how the materials could be best exploited, and that the language used in listening and pronunciation materials was too challenging for learners.

The current study has shown that, although the firm emphasis on suprasegmental instruction is clearly evident in the course syllabus, rather unclear goals, a lack of guidance and training, combined with a problematic summative assessment lead to teachers adopting rather disparate goals and providing instruction with similarly disparate goals underpinning it. Suprasegmental instruction based on intelligibility as the goal of instruction could be achieved in a more effective manner if these goals were more clearly presented by those administering the course and if greater guidance were provided to teachers.

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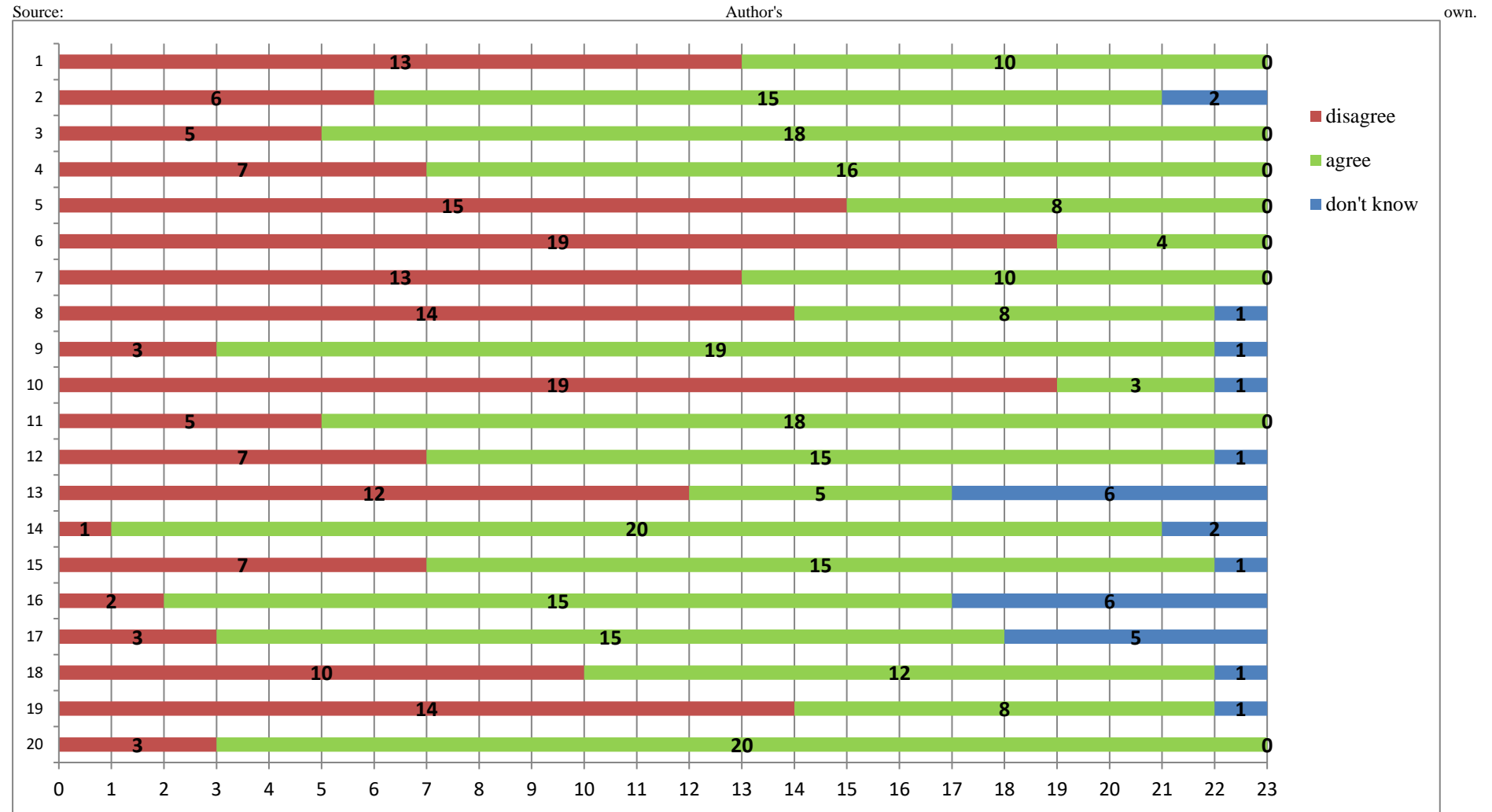
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**Appendix A Key: Statements 1-20 for Question 1of the Teacher Questionnaire**

1. My Teacher training prepared me well in terms of pronunciation instruction in EAP.
2. My early pronunciation teaching experiences were positive.
3. Pronunciation instruction is important on the pre-sessional course.
4. Teaching pronunciation on the pre-sessional course is difficult.
5. Pronunciation instruction is only effective for highly motivated learners.
6. The listening materials on the pre-sessional course support pronunciation instruction.
7. The listening materials on the pre-sessional course consist of a variety of native accents.
8. The listening materials on the pre-sessional course consist of a variety of non-native accents.
9. Pronunciation teaching on the course should help make students comfortably intelligible to their listeners.
10. Pronunciation teaching on the course should aim to eliminate, as much as possible, foreign accents.
11. I'm completely comfortable teaching segmentals, e.g. single sounds, minimal pairs.
12. I'm completely comfortable teaching all aspects of prosody (suprasegmentals), i.e., all other aspects of pronunciation, such as intonation, stress, rhythm, weak forms etc.
13. Drilling minimal pairs is the best way to teach pronunciation on the pre-sessional course.
14. Communicative practice is the best way to teach pronunciation on the pre-sessional course.
15. I find it easy to provide feedback on pronunciation during class.
16. The pronunciation feedback I give is effective in improving pronunciation of single sounds.
17. The pronunciation feedback I give is effective in improving other pronunciation features (intonation, rhythm, stress, weak forms etc).
18. I find it easy to grade the pronunciation category during seminar assessment.
19. I would give a student who incorrectly pronounced 'th' as a 's' (e.g., I sink\*it is true) a lower mark on pronunciation than a student who pronounced 'th' correctly.
20. I wish I had more training in teaching pronunciation.

**Appendix A:** Teachers' attitudes towards different aspects of pronunciation (in absolute numbers).



Source: Author's Own

## Appendix B Seminar Marksheet

Student name ..... Student Number:

	Pronunciation	Grammar	Vocabulary	Interactive communication
80% +	<ul style="list-style-type: none"> <li>♦Excellent pronunciation</li> <li>♦accent has no effect on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>♦Accurate and sophisticated use of an extensive range of structures typical of spoken English</li> </ul>	<ul style="list-style-type: none"> <li>♦Extensive and sophisticated vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate all ideas and opinions flexibly and skillfully</li> <li>♦ able to both develop and maintain group discourse and interaction throughout the discussion.</li> </ul>
79-70%	<ul style="list-style-type: none"> <li>♦tempo, rhythm, and intonation contribute to natural delivery</li> <li>♦ accent has minimal effect on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>♦A wide range of structures used to very good effect</li> <li>♦ Expresses simple &amp; complex ideas with some sophistication</li> <li>♦ occasional errors cause no strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range sufficient to allow considerable flexibility</li> <li>♦ rare word choice / form errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate all ideas and opinions flexibly</li> <li>♦ uses a range of interactive strategies effectively and successfully to maintain discussion.</li> <li>♦ contributions always appropriate to conversation flow, showing a wide range of ideas &amp; flexibility</li> </ul>
69-60%	<ul style="list-style-type: none"> <li>♦tempo, rhythm &amp; intonation generally consistent and communication not affected</li> <li>♦ few mispronounced words but not affecting communication</li> </ul>	<ul style="list-style-type: none"> <li>♦a wide range of structures used with some flexibility</li> <li>♦ error free utterances frequent</li> <li>♦ errors cause no strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range sufficient to allow some flexibility</li> <li>♦ occasional word choice/form errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate all ideas and opinions with very few difficulties</li> <li>♦ uses a range of interactive strategies effectively and with some success to maintain discussion and encourage others to contribute.</li> <li>♦ contributions always appropriate to conversation flow, showing a good range of ideas &amp; flexibility</li> </ul>
59-50%	<ul style="list-style-type: none"> <li>♦tempo, rhythm &amp; intonation usually consistent but communication may be affected by inaccuracy</li> <li>♦ some mispronounced words may affect communication</li> </ul>	<ul style="list-style-type: none"> <li>♦a range of simple and complex structures used with some flexibility but with some repetition</li> <li>♦ error free utterances common</li> <li>♦ errors may cause strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range sufficient although lacking a little in flexibility</li> <li>♦ a few word choice/form errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate all ideas and opinions with few difficulties</li> <li>♦ uses interactive strategies to some good effect to contribute and encourage other contributions</li> <li>♦ contributions nearly always appropriate to conversation flow, range of ideas a little narrow or lacking in flexibility</li> </ul>
49-40%	<ul style="list-style-type: none"> <li>♦inconsistency <b>or</b> inaccuracy in tempo, rhythm &amp; intonation cause a little strain</li> <li>♦ mispronunciation of words or longer stretches can cause a little strain</li> </ul>	<ul style="list-style-type: none"> <li>♦a range of simple &amp; complex structures used but with some repetition &amp; inflexibility</li> <li>♦ some error free utterances</li> <li>♦ errors in complex structures remain and can cause a little strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range adequate but a little repetitive &amp; inflexible</li> <li>♦ some word choice/form errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate main ideas &amp; opinions despite some difficulties</li> <li>♦ uses interactive strategies with varying degrees of success to contribute and occasionally to encourage others</li> <li>♦ contributions usually appropriate to conversation flow &amp; context but sometimes a little simplistic &amp; lacking in flexibility</li> </ul>
39-30%	<ul style="list-style-type: none"> <li>♦inconsistencies <b>and</b> inaccuracy in tempo, rhythm &amp; intonation cause strain</li> <li>♦ mispronunciation of words <b>or</b> longer stretches cause strain</li> </ul>	<ul style="list-style-type: none"> <li>♦a limited range of simple and complex structures</li> <li>♦ few error free utterances</li> <li>♦ errors in complex structures cause strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range adequate but tends to be repetitive &amp; inflexible</li> <li>♦ word choice/form errors occur sometimes</li> </ul>	<ul style="list-style-type: none"> <li>♦ Can communicate some ideas &amp; opinions but with some difficulties which may cause a few problems for others</li> <li>♦ uses some interactive strategies</li> <li>♦ contributions sometimes appropriate to conversation flow or to context but often too simplistic &amp; lacking in flexibility</li> </ul>
29-20%	<ul style="list-style-type: none"> <li>♦some attempt at appropriate tempo, rhythm &amp; intonation</li> <li>♦ mispronunciation of words <b>and</b> longer stretches cause strain</li> </ul>	<ul style="list-style-type: none"> <li>♦rather narrow range of mainly simple structures</li> <li>♦ complex structures <b>attempted</b> but mainly inaccurate</li> <li>♦ errors cause strain</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary barely adequate &amp; rather repetitive &amp; inflexible</li> <li>♦ word choice/form errors frequent</li> </ul>	<ul style="list-style-type: none"> <li>♦ frequent difficulties contributing opinions, even when asked directly</li> <li>♦ may attempt to use some interactive strategies</li> <li>♦ contributions may often be inappropriate to conversation flow or context; often simplistic &amp; inflexible</li> </ul>
19-10%	<ul style="list-style-type: none"> <li>♦general lack of control over tempo, rhythm &amp; intonation interferes with communication</li> </ul>	<ul style="list-style-type: none"> <li>♦produces a narrow range of basic structures only</li> </ul>	<ul style="list-style-type: none"> <li>♦Vocabulary range inadequate, very repetitive &amp; inflexible</li> </ul>	<ul style="list-style-type: none"> <li>♦ great difficulty contributing opinions and ideas even when asked directly</li> <li>♦ does not use interactive strategies</li> </ul>



	♦ Often difficult to understand individual words & some longer stretches	♦ complex structures <b>rare</b> and usually inaccurate ♦ errors interfere with communication	♦ word choice/form errors may be frequent	♦ infrequent contributions often inappropriate, irrelevant, simplistic due to lack of understanding of others' contributions.
9-0%	♦ General lack of control over tempo, rhythm & intonation impedes communication ♦ Often very difficult to understand individual words & longer stretches	♦ Produces narrow range of basic structures with frequent inaccuracies ♦ errors impede communication	♦ Vocabulary range inadequate, very repetitive & inflexible ♦ word choice/form errors may be very frequent	♦ Can communicate occasionally using a few words or phrases but unable to participate in conversation except to answer very simple, direct questions ♦ responses may cause difficulties for others
Overall				

### Appendix C

Scores Given by the Three Teacher Participants to the Three Candidates (L, M, and R) in the Pronunciation Category

Candidate	Mark	Bruce	Olivia
L	50	53	45
M	60	60	45
R	50	60	45

Source: Author's own.

### Appendix D

Variation in Marks Given by the Three Teacher Participants to the Three Candidates (L, M, and R) in the Remaining Categories

Marking Category	Marks given	Variation in marks
grammar	L: 53/45/45 M: <b>55/53/45</b> R: 45/50/45	10
vocabulary	L: 50/45/50 M: 55/55/50 R: 50/45/45	5
interactive communication	L: 47/55/53 M: <b>57/63/53</b> R: 45/47/45	10

Source: Author's own.