

Phonological Theory: Between the Hammer of the Effective Role It Plays in Teaching English and the Anvil of English-Course Teachers' Reluctance to Adopt It at the Tertiary Level

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Abstract—Many English courses at the tertiary level are inaptly overlaid with language skills with the bare minimum of phonological and pronunciation ones. They are, in fact, merely lame attempts made to create as comprehensive, integral and perfect proficiency in English as possible from which learners would dubiously benefit. The purpose underlying this paper is to move on pronunciation skills and items from its narrow role played in English syllabus design into a newer and broader context that relevantly meets students' perspective needs of linguistic intelligibility. The absence, albeit the exclusion, of phonological theory from English courses implicitly leads to an untenable situation in which learners' goal of learning English is no longer communicative but rather becomes entirely individually oriented. The paper seeks to detect both the points of weakness and strength in light of the availability of phonological skills in two English courses taught in University of Petra/Jordan. One of the influential results reached by the paper is that phonological skills are not only basic components in any English-course syllabi, but they also form integrity with other linguistic ones.

Index Terms—phonological theory, syllabi, English courses, teaching English

I. INTRODUCTION

The emerging consensus is that phonological theory has undeniably thrown its shining light on linguistic studies in general and language teaching studies in particular. It is reckoned as a de facto component of any language build-up side by side with other linguistic components. Though fully abstract and of a stealthy nature, phonological theory and its aspects have to be found, or activated, in the syllabi and curriculums of intermediate and upper-intermediate English courses at the tertiary level. This abstractness makes most, if not all, of teachers of such English courses as English 1 and English 2 eschew the inclusion of phonological theory in course plans and syllabi so that students of these courses would be very much banned from prior knowledge of what phonological theory is and how it works within the orbit of the linguistic 'tissue' of English.

On closer inspection, the really-frustrated element is that tertiary English courses aggravatingly fail to adjust their contents and items in line with the emergence of such linguistic areas as phonology and pronunciation. Most of English Foreign Language (henceforth EFL) teachers, whether being involved in teaching intermediate or upper-intermediate courses, have not persisted with designing English-course syllabi in favor of some sort of phonological items. They consciously or unconsciously adopt the 'open-door' strategy to teach grammatical, lexical and orthographical components whereas they begrudge phonologically-oriented material to be incorporated into the overall course plan. The English courses therefore would be burdened with unnecessary and redundant topics that, in a way or another, affect learners passively. The learners should positively be furnished with particular pronunciation skills as compromises made by EFL teachers in conformity with an academic use of English.

On this basis, the purpose served by this paper is to explore the extent to which phonological theory must take a prominent place in preparing and planning English-course material on a tertiary ground. The paper is a two-tack study: First, it provides a diagnostically-centered assessment of the English courses offered to students of University of Petra/Jordan (UOP) whereby a procedure of scrutinizing very fully and detecting very thoroughly the syllabi is adopted. The offered courses are taught in two forms: an intermediate course under the name of English 1 (Appendix A) and an upper-intermediate one labeled as English 2 (Appendix B). The second tack is a remedially-based solution in which glitches of these course syllabi would be elucidated and then eliminated by presenting recommended models (Appendix C and D).

II. PEDAGOGIC IDENTIFICATION OF PHONOLOGICAL THEORY

No doubt, the core of English-course material has to scale up the phonological task for those who are involved in by attracting more pedagogic attention on the syllabus items that more contribute to intelligible pronunciation. Prioritized as it is, the phonological task is not only very much relevant to EFL communication, but it is also reasonable and logic

in meeting the requirements of classroom success. It may be argued that the main issue at stake here is The First Language (L1) phonological transfer which seems a deeply rooted and far-reaching pitfall in dealing with English courses. The account of transfer is not only doomed to phonological items, but rather it is a general and comprehensive phenomenon covering all aspects of language. The factors and motifs on the learners' part that facilitate the manipulation of erroneous L1 phonological form in place of the counterpart L2 form play a central role in making teachers' attempts to be vain in as far as such transfer is expected to relinquish and to reduce (Sajavaara, 1986; Odlin, 2022).

Both teachers and learners are to be seemingly aware of the special importance of the adequate performance required for the daily purposes of communication. A plenty of time should be devoted to pronunciation and to what level of phonological performance is urgently needed for efficient acts of communication. It is widely supposed that for a learner, when achieving a higher phase of adequacy in lexis and grammar, there is no escape from acquiring a little bit rudimentary ingredients of English pronunciation (Kenworthy, 1987; Brown, 1991). Such propositions imply that attempts must be made on EFL teachers' part to allot a space of reality to practice in the phonological skills when English courses are intended to design.

Teaching phonology in general and pronunciation in particular may issue certain challenges as to how the material is accessibly presented and as to which level of learners the course is hopefully targeted. Admittedly, grammatical elements of sentences can possibly be taught sequentially adopting the linear order in building up their constructions and in representing their rules. Lexical items can also be compiled on the ground of how they are frequently occur in the presentation of early grammatical structures and on the ground of the extent to which they are very much employed in everyday situations and special purposes. Pronunciation, comparatively speaking, does not accept such straightforward treatment simply because most, if not all, of phonetic and phonological facets are likely offered from the very beginning (Hewings, 2004; Revell, 2011).

The centrality of phonology has overtime been emphasized to other sectors of social and linguistic meaning. Phonology must be available and cannot be dealt with as something accidental or arbitrary to language learning (Pennington & Richards, 1986). Based chiefly on communicative-oriented perspective to English phonology, the philosophy of teaching English tertiary courses suggests that EFL learners must be equipped with various options in their learning activities. Moreover, learners' inevitably individual conditions should be fully prioritized to reach the targets of language learning. Urgent needs are basically stressed in providing as much phonological inputs as possible to choose modes of performance that are apt for particular learners (Esling, 1987). These arguments go up the curtain that the predominant part played by EFL teachers becomes one of furnishing students with broad experiences concerning how much quantity the language input should be in the way of reinforcing its own phonological skills.

Fine-tuning EFL courses pedagogically unleashes much consideration on what is teachable and what is learnable. In fact, the line of demarcation is not supposed to be so blurred between them. The dichotomy relies on the tradition that classroom teaching does not give birth to classroom learning (Allwright, 1984; Seidhofer & Dalton, 1995). Phonology seems the very essence of plumbing the depths of how a distinction can thoroughly be drawn between the learning process which is the product of teaching and the one which comes into being externally via exposure to the language. Some aspects of pronunciation are extremely construed on teachable/learnable scale in the sense that such topics as consonant and vowel productions are lucidly accounted for and generalized on a teachable footing. In other cases, topics like those which are tacitly doomed to intonation/tone patterns are notably of outside-classroom activities relying heavily on learners' circumstances.

Central to linguistic intelligibility of which the principal objective of EFL courses is tacitly concerned is that of phonology (Brown, 1995; Bamgbose, 1998; James, 1998). Phonological intelligibility introduces itself as being an inevitable option to obtain successfully on learners' part in classrooms regardless of how much time is consumed and of how much laborious effort is exerted by teachers. When offered to tertiary students, EFL courses have to be mapped to harmonize very well what is convenient or relevant to phonological intelligibility with what is realistic to teaching. Thus, there is a growing tendency for learners' motivation to be appealed to pinpoint precisely what is missing in these course syllabi. This is really a matter-of-the-heart issue subsumed chiefly under the following state of affairs: when students perceive phonologically-based relevance, they are considerably motivated to learn certain pronunciation skills, while they do not potentially make a concerted effort required for gaining phonological competences when turning their back on such relevance.

A mere glance at phonological intelligibility and its exuberant contribution to effective communication may re-frame a syllabus design-based scene to be more productive and receptive as far as pronunciation skills are concerned. Outstanding as its status is, phonological intelligibility poses two pivotal issues. In the first place, students are necessarily required to improve the ability to concatenate their pronunciation with the communicative setting in which they are engaged. This situation stipulates that learners are called to converge towards their listeners and they are urged to activate their phonological intelligibility for the dialogists around them. Next, teachers must accept the truth that perfectly target pronunciation is no longer expected simply because a particular amount of L1 phonological transfer has to be included within the realm of teaching, especially at the preliminary stages of teaching EFL courses (Milroy, 1999).

III. METHODOLOGY

The paper is a painstaking scrutiny of English courses (English 1 and English 2) offered to one-year UOP students. It is mainly looked upon as being a profoundly two-in-one study. First, English-course syllabi are to be evaluated in a diagnosing way so that their merits and demerits would be shown up. The procedural treatment adopted here in assessing the syllabi is transparent and intriguing in that items of these course syllabi would nearly be investigated not only for the sake of deploring them or castigate syllabus designers, but also for the purpose of illustrating the shining side according to which English-course teachers have strived for settle them down in their final version. In a word, the first part of the paper is a merely major critique of English 1 and English 2 offered to UOP students – cemented with particular amount of systemization and supplied with such and such 'harmless looking' repertoire widely used in such a discussion.

The second part is holistically devoted to be an *au fait* with the first one whereby it is a remedially-based amendment of English course syllabi to cover phonological skills side by side with other available skills. Once again, the remediable amendments reflect how far pronunciation material is viewed as being a 'flesh and blood' dimension aiming to enrich the syllabi of English 1 and English 2. The wholly strategic arguments made here take the forms of attaching and distributing phonologically-skilled items within English-course syllabi to be equally convenient, satisfactory and plausible (See Appendix C and D).

IV. SAMPLES

The study samples are the syllabi of such courses as English1 and English 2 taught to one-year UOP students (Appendix A and B). The general material of the two courses and their syllabi items are overwhelmingly repeated in nearly every semester though there seems some sort of newly minor items added and adopted occasionally. Teaching English 1 and English 2 is firmly governed by the item of 'Course Description' which is available in students' academic plans (To have the grasp of course descriptions, visit the UOP site: <https://www.uop.edu.jo> and Admission and Registration site: uop.edu.jo/en/Admission/Pages/default.aspx).

V. SYLLABUS DESIGN OF UOP ENGLISH 1 AND 2: REALITY AND AMBITION

Being remarkably unanimous in pervasiveness and priority of syllabus design for the realm of education, language teaching and learning, many scholars believe in how course syllabi are best built up to meet both learners' academic needs and the pedagogical requirements on which any study plan is based (Widdowson, 1990; Reigeluth, 1999; Robinson, 2007; Robinson, 2011). Course syllabi are not merely a schedule-like program serving the purpose of guiding students to study topics covered. Rather, they look like a tandem 'agenda' whose contents are intrinsically fallen under a binary system: linguistic units of lesson activity and their sequential presentation. The symmetrical correlation between the two systems is of an overwhelm importance not only because they are saliently organized on a two-fold ground, but also because they contribute vividly in crystallizing the syllabus content.

What makes linguistic units of a particular syllabus has more idiosyncrasy than their sequential order is that they should deliberately be adopted in determining the extent to which the syllabus content is geared pedagogically, communicatively and culturally for EFL learners. The principal rationale behind prioritizing syllabus units over their sequence implies that EFL courses are tended to be highly internalized, accessed and acted upon as being cognitive processes leading to successfully learning performance. UOP syllabi of English 1 and English 2 honestly fit into the general standards of syllabus design in accordance with lesson units and their sequences. Nevertheless, the demerit from which they have suffered is that they lack the phonological skills and items that make them completely linguistic. Phonological theory and its pedagogical applications represented by pronunciation skills, items and drills are totally shopped away from the syllabus components of English 1 and English 2 as if they were metaphorically looked upon as a "requiem mass" for these courses and this explicates why attempts are to be made in this paper to restore, albeit survive, the phonological scene within the realm of English courses (See Appendix C and D).

Teachers and syllabus designers of English 1 and English 2 have relegated teaching pronunciation items to the overall of course material and , in doing so, they have contravened the linguistically *prima facie* 'norms' of EFL courses which are supposed to include phonological component in line with the grammatical and lexical ones. Linguistic units of any English course syllabi underline certain commitments adhering to both learners' pedagogical and psychological orientations. Units should sequentially be mapped up on the ground of the language to be learned in accordance with various axes of symmetry. First, learners should not be a bit barred from covering phonological-based units that are designed to fulfill the function of constructing the linguistic pyramid's base of a syllabus and then to make sure of their convenience and suitability to go ahead for other units. Next, a series of grammatical constructions are to be offered cautiously taking into consideration the way they are graded in difficulty. Thirdly, twined with phonology and grammar, lexical and vocabulary items have to be taught in such a way that they are graded in frequency and this would make so direct an impact on setting up the overall of students' morphological knowledge.

Wide assortment of syllabi units and the host of harmonic items *inter alia* must be enriched very fruitfully in UOP English 1 and 2 so that learners' linguistic attention would be engaged actively and their phonological curiosity would be stimulated effectively. On account of the concept of integrity (Habaneq, 2005; Bohane, 2008) with which syllabi of English 1 and 2 must be concerned, issues of structuring units beginning with phonological ones and ending with

semantic ones are to be included inevitably, and methodological configurations of material content should be formatted to convey what is phonological, morphological and grammatical. Teachers and course planners of UOP English 1 and 2 are supposed to be fully aware of 'a cyclic nature' of introducing and then offering the linguistic items of their own syllabi whereby each item does not only complete one another, but each one also heralds the beginning of the other and paves a sequential way for stepping towards a regularly inner circle.

Eclectic and extensive as they are assumed to be followed by UOP teachers of English 1 and 2, syllabi units are entirely reckoned as "a mirror image" that portrays the identity of their sequence-based representation. Though receiving high priority over their sequential presentation in syllabus designs, units would lose their own focal centre of interest if they are modulated in a 'chaotic' order. For instance, grammar is offered before pronunciation, speaking and vocabulary or writing is taught before vocabulary and grammar. When spectacularly failed in covering linguistic units inclusively, syllabi of English 1 and 2 would suffer severe shortcomings of sequencing criteria that firmly monitor the 'tempo' of arranging material items, whether being from specific to general options, or being from more to less frequent ones.

The curtain of reality goes up to demonstrate that UOP teachers of English 1 and 2 have scarcely ever been acquainted with designing English-course syllabi: a syllabus is a 'prismatic' picture drawn with different colors; the most striking ones are those which imply a prospective and fixed standard of what to teach and of which order. The burning ambition to be fulfilled is that UOP English syllabus designers have to propose at least an English course of a synthetic-syllabus favor. It is one of the commonest syllabi in the realm of teaching English courses all over the world (Widdowson, 2003; Ellis, 2009; Long, 2015). Its design necessitates meeting the specification of the elements of any language system serially and linearly like pronunciation skills, grammatical structures or language functions: the more communicatively redundant and accessible ingredients of a language system lead a learner to amalgamate and consolidate them accumulatively in the real-world performance and daily self-expressions. On the premise that a synthetic-oriented syllabus is adopted by UOP teachers of English 1 and 2, a learner would assume the role of reckoning language use and structure as long-term communicative 'gains'. Next, the syllabus, by itself, is the paramount consideration of developing an inter-linguistic system whose components (phonological, morphological and grammatical) are to blend homogeneously with each other.

VI. CRITIQUE OF UOP ENGLISH 1 SYLLABUS

English 1 was offered a hand-in course for a one-semester-intermediate English, academic year 2019-2020 (see Appendix A). Class members (students) met for 50 minutes three days per week. The course was intended to work on four major areas: (i) grammar, (ii) vocabulary items, (iii) speaking and (iv) writing (in spite of being apparently involved within the last two weeks, it did not definitely chip away at improving students' writing performance). Though those areas were the real syllabus topics or skills which were basically taught to students, other skills were debatably tacked on the course-description section.

What is more overwhelmingly observed in English 1 syllabus is that enormous shortcomings come to light in as far as its detailed design is concerned. Besides lacking the availability of phonological material embodied in pronunciation skills, the course itself can possibly be seen by any specialist's lenses as an offbeat amalgam of units managed under deplorable conditions of acclaiming chaos and precluding sequences. For instance, the sequential order of the syllabus units is tediously fluctuated. They are haphazardly 'scattered over' the course. In the first two weeks, grammar, vocabulary and speaking are offered with bizarre coincidences. Next, the second two weeks incorporate the same units but with different priorities: speaking, grammar and vocabulary. In the last two weeks, a 'new comer' enters the scene of the syllabus units at the expense of the originally-settled-down order: writing, grammar, vocabulary and speaking are provided with every nook and cranny.

Looking over English 1 syllabus once again plainly reveals a pitfall of the sort that the study material devoted to be covered within the grammar unit is merely concerned with the rudimentary English tenses like the present tense, the present progressive and so on. Teaching tenses as such may mistakenly imply that English grammar is the sole study of tenses and no more options can possibly be furnished to students. In spite of introducing English verb tenses as single options of teaching the grammatical items of the syllabus, teachers of English 1 are to inhabit the 'retraction' of the phonological side of material when verb tenses, for instance, are partially accounted for as to what and how they are produced and shaped phonetically.

A further lingering problem can possibly be traced when detecting how the speaking skill is managed and then offered to English 1 students. The binding or the core principle of making learners practice speaking is that teachers, from the very beginning, have to elucidate which model of pronunciation would be more conveniently credited so as to meet learners' speech-output experience: British English represented by BBC English, formerly known as RP or American English embodied by General American (GA). Teachers of English 1 are to be fully aware of making decisions about the 'appropriateness' of the pronunciation models with which their students are concerned in acquiring speaking-skill communications. The question of whether BBC English is more appropriate than GA or vice versa should not give an impression that one accent wipes out the other in its entirety.

What shines through in the syllabus of English 1 is the nature of topics and situations with which students are involved in speaking to each other and the types of words and expressions which shape their own lexical perception.

Harmonizing the relationship between exuberantly speech-based situations and abundantly lexical items oriented self-expressions evinces the degree to which teachers of English 1 show a maverick gambit in creating conditions ripe for students to have grasps of copious expressions to be effectively used in the speaking skill. No doubt, the vocabulary skill draws back the curtain on how wide a variety of its exemplary domains can best be derived from a plenty of semantic and lexicographical perspectives. As being detailed in the syllabus, teachers of English 1 have equipped their students with eye-popping sets of lexical items that contribute exclusively to determine their own age, gender, function field and style. For instance, in the first two weeks, students have been trained to tackle vocabulary items touching on jobs and occupations, aspects of environmental campaigns and so on. In other weeks of teaching English 1, teachers have offered their students words and expressions taken from different texts and passages of the textbook entitled *Oxford Discover 4 Student's Book* by Kampa and Vilina (2014).

VII. CRITIQUE OF UOP ENGLISH 2 SYLLABUS

English 2 provided a one-semester-upper-intermediate course, held in academic year 2019-2020 (see Appendix B). The course was designed in a way that students were taught three-credit-hour lectures per a week. The course syllabus was a matter of the same ingredients as those of English 1: writing, grammar, vocabulary and speaking. On the face of the course description, two crucial issues emerge. In the first place, English 2 is a natural continuity of English 1 and this tacitly underlines that the teaching/learning procedures and plans would be rather similar, albeit identical, since both courses constitute 'unilaterally pedagogical unity'. However, English 2 is not radically initiated to straddle the gap which may not be plugged by teaching English 1 nor is it a compensatory 'privilege' offered to students in case that recalcitrant problems may occur in their linguistic performance.

The second issue is that like English 1, negligence is very much obvious on the course teachers' and syllabus designers' part when pronunciation skills are abandoned in favor of making students more attentive to the basic skills than to other supportive ones. Moreover, it has rather relentlessly been stated that the demanding target of teaching students English 2 is to achieve a higher scale of communication from which students would benefit in their academic life. Communication in general and linguistic communication in particular can worthy be built on every cons and pros of language skills including phonological ones. Because English 2 is a course set up to cover further study staves in learning the English language, it has to be constructed to include other effectively far-reaching items of language (e.g. pronunciation skills, situational conversations, and cross-communicative dialogues) than the basically well-known ones. Teaching English 2 entails some sort of breadth of vision in which teaching models and goals match perfectly: they are not at opposite poles; they are inevitably two poles of the same component.

Turning back to the units of English 2 syllabus guides us to remark fundamental flaws. On the threshold of organizing its items or skills, the syllabus frame shows up that phonological items are always lost and even a fleeting reference to them has eluded the course teachers. Writing is at the forefront among other units except for the fourth and fifth weeks in which it has leaped into the second stage. Students are at a considerable advantage when they have exercised and trained how letter and report writing are, to a great extent, conducted.

Since grammar is the hub of syllabus-design organization, it is not staggering that teachers of English 2 have actively stuck to principles and have positively made decisions on adopting an advanced line of grammatical argument when topics like model verbs, word-formations and phrasal verbs are vigilantly exposed and taught. However, the crux of the problem is always popping up. It has been possible to give students some heavy hints on how word-formations look like phonetically or how phrasal verbs behave phonologically.

Unlike those of English 1, the vocabulary and speaking items of English 2 are spuriously mapped to give students practically nothing. Course teachers either have churned out topics and situations formerly tackled in English 1 or they have equipped their students with items which are nothing to do with students' communicative competence of vocabulary and norms of speaking. This, for instance, casts nagging doubts and concomitantly begs the question of whether or not the validity of teaching procedures is still in a state of flux. Nonetheless, it remains the lesser evil that students are provided with vocabulary items taken from the passages of the textbook, *New Success at First Certificate* (O'Neill et al., 1997).

VIII. AN OUTLINE DESCRIPTION OF THE RECOMMENDED SYLLABUS OF ENGLISH 1

So far it has been explicated with much discussion that both English 1 and English 2 markedly lack a conspicuous absence of phonological items and to some extent a kind of consistency. There is instead an accelerating propensity for having a chaotic syllabus design. A knee-jerk reaction to such a shortage of skeletal components of course syllabi might be to resort to draconian measures like building up highly recommended, albeit viably alternative, course plans of both English 1 and 2 (See Appendix C and D respectively).

The first task is that it is not only of great importance to bear in mind the incorporation of phonological items into the entire syllabus of English 1, but it is also to merge their integration into a wide pedagogical network with the other items. Accordingly, pronunciation skills would homogeneously cope with grammar, vocabulary and speaking ones where necessary. In the first and third week, for example, students would be offered pronunciation skills as to how -ed adjectives are articulated in terms of the number of syllables and as to how the schwa /ə/ behaves phonetically in

different suffixes. This type of pronunciation skills are closely associated with material content of the vocabulary items of the two weeks (See Appendix C). The pronunciation items of the second-week course plan deal with strong and weak forms which are, in turn, in line with the grammar skills whose content is strongly oriented towards teaching modal verbs and present simple and continuous tenses. Other phonological skills, such as the pronunciation of words ending in -ate, the /dʒ/, /j/ and /ju:/ sounds, natural rhythm presented in the remaining weeks, are concerned with a considerable amount of topics whose raw material is different words and expressions dispersed in each unit.

Casting a long hard look at the grammatical items of the recommended syllabus of English 1 exposes the degree of homogeneity, comprehensiveness and variety of the topics given to students. A striking illustration of such and such an account lies at the heart of how the grammatical subject matters are gradually ranging from the general and basic to the specific and a little bit advanced taking into consideration a transparent and flexible transition required among them. They, for example, start with question forms and variously selected verb tenses. Then, topics of somewhat complex nature such as conditional clauses and active/passive sentence-constructions are offered systemically.

What is so methodical in setting up a syllabus is that learners should not be stunned with miscellaneous ingredients nor should they be debilitated with an avalanche of unrelated topics. This state of affairs presupposes that teachers of English 1, including, of course, the course syllabus designers, must assiduously cultivate the support of their learners by giving them some sort of fresh impetus to conceive of the concept of a subtle gradation of topics.

As for other skills, namely vocabulary, speaking, reading and writing ones, it is apparent that momentous changes have taken place in terms of the quality and the quantity of the topics taught to students and above all in terms of how they are coherently and cohesively combined to each other. This simply means that the same topics are dealt with and discussed from the different angle of each skill. Examples of these topics include but are not limited to the following: musical words and expressions of the fourth week, makeup your mind of the sixth week, get healthy of the ninth week and so on (See Appendix C).

IX. AN OUTLINE DESCRIPTION OF THE RECOMMENDED SYLLABUS OF ENGLISH 2

On the surface, the same procedural strategy as that of English 1 is followed in preparing the recommended syllabus of English 2 (Appendix D). The pedagogical tools are thoroughly employed to make the phonological skill work as an add-on dimension to other language skills. The learning-based styles are deliberately adopted to cast some shadow on enabling students to keep up with the communicative development and interaction of English. The general frames of building up the syllabus units and their sequential orders are dexterously set forth to provide a kind of a linguistic analogy so that they overtly become a great 'melting pot'.

What notably characterizes the recommended syllabus of English 2 is that it follows the same line of argument in dealing with the units, items and skills. The phonological material has dominating presence alongside other items in attempt to accomplish a higher scale of integrity. The language skills represented by the different lessons are gradually graded from simple to complex ones and from general to particular ones. This procedure prohibits students' mental and psychological distraction when proceeding with the syllabus units.

The instances that are worth-dwelling on illustrate an outstanding principle based on averting the accumulation or the satiety of irrelevant items and keeping an eye on the flexibility and flow of information which each unit provides. In the first lesson, for example, there seems a close interrelationship drawn among vocabulary, grammatical and speaking skills in terms of the topics discussed. Phonological skills are once again provided to tackle some issues extracted from grammatical material as in stress and rhythm of conditionals (Lesson Three) and from vocabulary material as in word stress of compound adjectives (Lesson Six).

Finalizing this section leads us to look into the rich texture of the phonological items of which English 2 course is composed. As an upper intermediate course as it is, English 2 manipulates the phonological material to reflect mostly the supra-segmental side (i.e. above the segmental level of words) rather than the segmental one. So, in most of lessons, the focus is drawn to teach stress and rhythm of different linguistic items. The Illustrative examples are clearly shown in Units 2, 3, 4, 7 and so on (Appendix D). This methodological 'tactics' would do much to stimulate students' interest and inquisitiveness to broaden their knowledge of how these purely phonological issues are applied to and approached by virtue of vocabulary items, grammatical structures of different sentences and spoken skills. They are fundamentally referred to as being aspects of connected speech. The value of teaching aspects of connected speech pedagogically resides in the fact that students tend to identify some kind of an entire 'feel' of the pronunciation of English being learned. Getting such a feel for the importance of English pronunciation would definitely be reinforced when making learners produce word stress, practice rhythm and do exercises related to them.

X. RESULTS AND DISCUSSION

Different findings have emerged from the whole arguments presented in the foregoing sections. The most important, if not preponderant, result is that the material of English 1 and English 2 should inextricably be bounded up with the skills and items provided by phonological theory, ranging from primarily simplified ones to finally advanced and complex. The 'traditional paradigm' represented by offering students only with vocabulary, grammar, reading and writing skills has to be, to a greater extent, minimized so as to give way to the 'new paradigm' embodied by employing

very considerably pronunciation items to establish itself as a sustainably and effectively teaching mechanism. In doing so, English would be able to fulfill completely students' needs of being socially, albeit cross-culturally, interacted with different participants of international communication.

Next, besides activating students' overall interaction with others, the question of mutual intelligibility tends not to be severely constrained pedagogically to minority non-native-English-speaking situations. When learners increasingly develop the ability to make their pronunciation as viable and comprehensive as other skills, they would be easily intelligible in any acts of communication and they would above all make use of English as a native-like repertoire to serve the purposes of linguistic reciprocity.

Once phonological theory is positively crystallized in a form of different teachable pronunciation items in line with other classroom skills, this would satisfy the demands of identity of such courses as English 1 and English 2 to all students who are assumingly prepared to involve into more specialist courses of linguistic disciplines. Consequently, the nature of phonological material including skills, items and drills, impose some sort of learning criteria on the two-course students whereby they need to exert considerable efforts to understand a plenty of aspects of pronunciation, from the way of producing various sounds through different spoken contexts to the shift of stress placements and regularities of rhythmical sentences.

If English 1 and English 2 are consciously set up to be road plans for opening new horizons of the futurity of teaching English at the tertiary level, then they will certainly display the ability to reconcile the two dichotomies: the necessity of linguistic intelligibility and the obligation of pedagogical identity. On the other hand, spoken English entails that phonological material is the common denominator. It is the property of the language (English, in our concern) that enables speakers to preserve their own second-language identity. Since phonological theory has unfairly been dwindled away to almost nothing in teaching English, circumstances could be more propitious for it to be a 'relic' retained from the realm of linguistic knowledge.


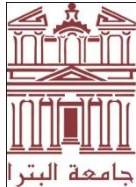

The central functions phonology serves in enhancing linguistic skills are not often quite restricted only to cover speaking. Phonological items, particularly pronunciation ones contribute more to how words are easily recognized in reading and writing. Because the whole properties of linguistic proficiency are closely related, spoken fluency gives strength to a sort of fluency in listening, reading and writing. The more considerably spoken fluency augments, the more obviously fluency in reading and writing develop. Moreover, many grammatical items involve phonological phenomena and hence they are to be looked upon by means of using phonological tools. For example, the derivation and inflection of some grammatical classes essentially stipulate a change in pronunciation and are chiefly based on phonological rules.

XI. CONCLUSION

It conclusively becomes evident that the abandonment of phonological theory from being part of teaching UOP English 1 and 2 is by all means at the pale. Presenting pronunciation in a broad context of English-course syllabi permits learners' goals to be a matter of expanding communicative repertoire. When chiefly based on a comprehensive bundle and a strict framework of linguistic skills, including phonological ones, English courses would undoubtedly ease an analysis of learners' needs and monitor teachers' instructions to sever those needs. It is notoriously difficult to exclude pronunciation material from a syllabus principally designed to teach linguistic items, particularly listening and speaking ones. Whether having a minor or a major part (relatively depending on teachers' estimates) in a pedagogical realm of English, phonology remains an effective parameter according to which it is possible to determine the inevitable functions that are naturally concentrated on a proper target for getting phonological proficiency.

On the whole, phonological theory has to be frankly viewed not as a disgraceful intrusion into the teaching and learning of tertiary courses of English. It is certainly a de facto component of the English language and learners' linguistic and communicative competence.

APPENDIX A. A COURSE SYLLABUS OF UOP ENGLISH 1

 جامعة البتراء - عتقون عاما Petra University Anniversary	 جامعة البتراء	 جامعة البتراء - عتقون عاما Petra University Anniversary
University of Petra Department of English Language and Literature		

Course Syllabus

Year: 2019/2020

Semester: Summer course Semester

Course No.	Course Title	Prerequisite	Co-requisite	Credit Hours Lectures /Lab.
9400121	English 101	Placement exam	None	3 hours
Instructor Name	e-mail	Office No.	Office ext.	Office Hours
Amina Azzam El-Asir				


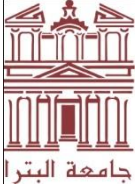

Course Description	This course is a continuation for the previous 099 English course. It aims at building on students' English skills and preparing them for further study of the English language at university level. The course covers a variety of popular topics, and the content includes the most common range of language skills that they are expected to encounter in their everyday lives. Reading, writing, speaking and listening are taught as integrated skills of equal importance.
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Weeks	Themes	Skills	Book pages	Outcomes	Activities
1-2	Module 1: Work and Play	Grammar: adverbs of manner, simple present – progressive Vocabulary: chosen vocabularies from the reading comprehensions Speaking: an interview for a part-time job	5-18	A. Students will be able to use present simple - present progressive, stative verbs, B. Students will be able to appropriately use some vocabulary such as: different jobs / elite/ padded/ meditation/ environmental campaign C. Students will be able to understand the reading passages and answer questions about them.	Work book activities
3-4	Module 2: Culture and stories	Speaking: Expressing opinions. Grammar: past progressive vs. simple past Vocabulary: Chosen vocabs from the reading comprehensions	19-32	A. Students will be able to write and speak using the past tense. B. Students will be able to write an e-mail. C. Students will be able to use vocabs from the passages. D. Students will be able to express their opinions.	Workbook activities
5-6	Module 3: Helping Hands	Writing: A letter giving news Grammar: present perfect Vocabulary: Chosen vocabs from the reading comprehensions Speaking: offering and asking for	33-46	A. Students will be able to use present perfect tense in writing and speaking. B. Students will be able to create their own sentences using the vocab words. C. Students will be able	Second exam

	help		to
Assessment method	Grade	Comments	
First Exam	15		
Second Exam	20		
Homework and quizzes	5	During class	
Interaction in class	10	During class	
Final Exam	50		
Total	100		

1- Textbook (s): Discover (4)

APPENDIX B. A COURSE SYLLABUS OF UOP ENGLISH 2

 جامعة البتراء - عتقوت علما Petra University Anniversary	 جامعة البتراء	 جامعة البتراء - عتقوت علما Petra University Anniversary
University of Petra Department of English Language and Literature		

Course Syllabus

Year: 2020/2021

First Semester

Course No.	Course Title	Prerequisite	Co-requisite	Credit Hours Lectures/Lab.
9400122	English 2	Placement exam	9400122	3 hours
Instructor Name	e-mail	Office No.	Office ext.	Office Hours
Samia Shihada		6326	6326	
Course Description		This course is a continuation for the previous English 1 course. It aims at building on students' English skills and preparing them for further study of the English language at university level. The course covers a variety of popular topics, and the content includes the most common range of language skills that they are expected to encounter in their everyday lives. Reading, writing, speaking and listening are taught as integrated skills of equal importance.		

Weeks	Skills	Book pages	Outcomes	Activities
1	Writing: Rewriting sentences using different words. Grammar: Modals Vocabulary: Understanding the meanings of similar words Speaking: Discussing different means of transportation and the advantages and disadvantages of each.	1-5	A. Students will be able to guess the meaning of new vocabulary through context and definitions. B. Students will be able to appropriately use new vocabulary C. Students will be able to understand the reading passages and answer questions about them.	Textbook activities
2-3	Writing: Recognizing the elements of a formal letter. Grammar: Understanding verb and noun combinations. Vocabulary: Understanding the meanings of similar words Speaking: Expressing opinions using recent vocabulary	6-11	A. Students will be able to guess the meaning of new vocabulary through context and definitions. B. Students will be able to appropriately use new vocabulary C. Students will be able to understand the reading passages.	Textbook activities
4-5	Speaking: Expressing opinions. Discussing different Writing: Utilizing recent vocabularies in sentence formation. Grammar: Understanding word formation. Vocabulary: Chosen vocabulary from the reading comprehension.	13-18	A. Students will be able to write and speak by expressing opinions. B. Students will be able to write a formal letter. C. Students will be able to use vocab from the passages to create their own sentences. D.	Textbook activities

			Students will be able to express their opinions	
6-7	Writing: Recognizing and exercising general punctuation. Grammar: Recognizing Phrasal verbs with take, look and run. Vocabulary: Using phrasal verbs in addition to small words with big meaning. Speaking: Exploring opinions.	19-25	A. Students will be able to use phrasal verbs in writing and speaking. B. Students will be able to create their own sentences using the vocabularies words. C. Students will be able to express opinions and clarify concepts.	Textbook activities
8-9	Writing: Understanding structure and language for a report. Grammar: Recognizing usage of verbs and prepositions. Vocabulary: Finding the meaning of words Speaking: Asking for permission.	27-36		Textbook activities
10-11	Review course material before final exam		Students will be reminded of the most useful concepts learnt throughout the course	

Assessment method	Grade	Comments
Mid-term exam	30	
Assignments	10	During class
Presentation	10	During class
Final Exam	50	
Total	100	

1-Textbook (s):

New Success at First Certificate (available at university campus)

APPENDIX C. A RECOMMENDED COURSE SYLLABUS OF ENGLISH 1

Weeks/ lessons	Lexical Items	Grammar	Pronunciation	Speaking	Reading	Writing
One	Words with like and dislike Prepositions with adjectives	Question Forms: positive and negative verb forms and phrases	-ed adjectives	Happiness	Laughing is the best remedy	Things make me happy
Two	Gradable and non-gradable adjectives	Present simple and present progressive	Strong and weak forms	My daily habits	Ways of cooking	Global food habits
Three	Word building: noun and adjective suffixes	Present perfect simple and progressive	Suffixes with the schwa/ə/	My travel experiences	The greatest travelers in the world	The best holidays
Four	Collocations	Past simple and progressive	The production of the letters (or)	Museums and galleries	The weirdest museums in the world	Music
Five	Phrasal verbs	Comparison and contrast	An overlapping pronunciation of /dʒ/, /j/ and /ju:/	Memorable events	Three thrilling places	A memorable birthday
Six	Synonyms	Conditional clauses	Words suffixed with (-ate)	Traditional celebrations	Luck and destiny	Myths
Seven	Computer and IT programs	Model verbs	Rhythmical patterns of words	Global networks	Social media	The internet
Eight	Weather and nature	Active and passive constructions	An overlapping pronunciation of /ə/, /eə/ and /s:/	Natural disasters	Good and bad weather	Appalling conditions
Nine	A healthy body	Relative clauses and subordinating conjunctions	The production of the letters (-ough)	Body stimuli and responses	Diets	Patient-doctor relations
Ten	Communicative interactions	Quantifiers	Linking and intrusive /r/	Relatives and friends	Guests	A wedding
Eleven	Jobs and occupations	Reported speech	Words suffixed with (-tion), (-age) and (-ture)	Job interviews	Secrets of I jobs	A job application
Twelve	My daily important moments	Wishes	Elision	Superheroes	Super-men	Personal wishes

APPENDIX D. A RECOMMEND COURSE SYLLABUS OF ENGLISH 2

Weeks/ lessons	Lexical Items	Grammar	Pronunciation	Speaking	Reading	Writing
One	Words with like and dislike Prepositions with adjectives	Question Forms: positive and negative verb forms and phrases	-ed adjectives	Happiness	Laughing is the best remedy	Things make me happy
Two	Gradable and non-gradable adjectives	Present simple and present progressive	Strong and weak forms	My daily habits	Ways of cooking	Global food habits
Three	Word building: noun and adjective suffixes	Present perfect simple and progressive	Suffixes with the schwa/ə/	My travel experiences	The greatest travelers in the world	The best holidays
Four	Collocations	Past simple and progressive	The production of the letters (or)	Museums and galleries	The weirdest museums in the world	Music
Five	Phrasal verbs	Comparison and contrast	An overlapping pronunciation of /dʒ/, /j/ and /ju:/	Memorable events	Three thrilling places	A memorable birthday
Six	Synonyms	Conditional clauses	Words suffixed with (-ate)	Traditional celebrations	Luck and destiny	Myths
Seven	Computer and IT programs	Model verbs	Rhythmical patterns of words	Global networks	Social media	The internet
Eight	Weather and nature	Active and passive constructions	An overlapping pronunciation of /ə/, /eə/ and /s:/	Natural disasters	Good and bad weather	Appalling conditions
Nine	A healthy body	Relative clauses and subordinating conjunctions	The production of the letters (-ough)	Body stimuli and responses	Diets	Patient-doctor relations
Ten	Communicative interactions	Quantifiers	Linking and intrusive /r/	Relatives and friends	Guests	A wedding
Eleven	Jobs and occupations	Reported speech	Words suffixed with (-tion), (-age) and (-ture)	Job interviews	Secrets of 1 jobs	A job application
Twelve	My daily important moments	Wishes	Elision	Superheroes	Super-men	Personal wishes

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Majid Abdulatif Al-Basri was born in Zubair, Basrah, Iraq in 1970. He received his Bachelor's degree in English and English Literature from University of Basrah, Iraq in 1992, a Master's degree in Applied linguistics/Phonetics and Phonology in 1997 , and his Ph. D. in General Linguistics/ Phonetics and Phonology in 2006.

He was a member of the Department of English, University of Shatt-el-Arab from 1997 until 1999. From 1999 to 2009 he served as a teaching staff member of the Faculty of Arts, University of Basrah, where he became an Assistant Professor of Phonetics and Phonology. When leaving Iraq, he served as an Assistant Professor of Linguistics and Phonetics at the Faculty of Arts, Al-Isra Private University of Jordan from 2009 until 2011. Then, he worked as an Assistant Professor of Linguistics and Phonetics at the Faculty of Arts, Al-Zaytoonah Private University of Jordan from 2011untill 2014.In 2014 he was an Assistant Professor of Linguistics and Phonetics at the Faculty of Arts and Sciences, Middle East University in which he later became an Associate Professor. He has been working as An Associate Professor of Phonetics and Phonology at University of Petra/Jordan since 2019.