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The Extent of the Prevalence of Pronunciation Problems among Students of the First Primary Stage in the Point of View of Their Teachers and Treatment Methods

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	Abstract
Article History Article Submission 20 October 2022 Revised Submission 28 November 2022 Article Accepted 29 January 2023	This research aims to learn more about the nature and scope of the speech disorder problem among first graders informed the perspective of both classroom teachers' and students' experiences with available interventions. The descriptive approach was relied on to achieve the study's objectives with its quantitative and qualitative methods. The study consisted of two instruments: the first tool was a questionnaire prepared by researchers. It consisted of 40 paragraphs divided into four areas. It was distributed to a sample of 47 primary school teachers in Nablus and Amman. They were selected most feasibly. Concerning second tool , it was an interview that consisted of 4 questions through which methods of treating speech problems were reached. It was found that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the study sample members about the prevalence of pronunciation problems among the first primary stage students in the point of view of their teachers due to each of the variables (gender, years of experience). The most important methods of treating pronunciation problems were to practice pronouncing some words and sounds and continuing to repeat them and evaluation by teachers and parents. We hope that the valuable results presented by this study will be used to treat pronunciation problems depending on their type of problem.

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Introduction

Special education is considered one of the essential human sciences for many researchers and scholars in the field of education because this field includes a large number of individuals. This field consists of all individuals who deviate significantly from the ordinary. This deviation is on the positive side. These individuals are called intelligent or talented. There are several departures with noticeable variations. This deviation is on the opposing side. These individuals are called disabled. Special education is concerned with all those who deviate negatively or positively to help them adapt and exploit their abilities to serve their communities and themselves first through their upbringing, education, and rehabilitation. Typical performance is above or below average in a noticeable manner and to the degree that makes the need for special educational programming an urgent need. Accordingly, this group represents both the talented and the disabled. As for individuals with disabilities, we understand individuals who suffer from a hearing, visual, physical, mental, behavioral, linguistic, or educational disability. Thus, disability does not include excellence and talent, while special needs have them (Brahmah, 2017).

Speech is also a powerful tool for human communication. An array of bodily systems, including the ear, brain, nerves, lungs, and throat, all work together to make it possible for us to communicate through sound. When a human speaks, many different processes work together to form a single utterance. The first stage is the reception, awareness, recognition, and recognition of sounds. Then comes the primary processing stage through the sense of hearing, and sound stimuli are converted into chemical changes and nerve impulses transmitted by the auditory nerve to the brain, where the primary processing stage in which these nerve impulses are recorded, understood and stored. Then speaking through articulation devices shows sounds, syllables, single words, simple sentences, and continuous speech. The quality of pronunciation also requires the safety of the organic articulation devices, the absence of psychological and social obstacles that affect the clarity and impossibility of diction, and the proper delivery of words to the listener so that the communication process can take place through speech (Al-Masry, 2019).

Also, dysphonia is a rare speech problem in which the youngster has trouble producing clear sounds and articulate phrases. Making mental arrangements for lip motions and jaw jiggles might sometimes be challenging for the brain. The inability of the brain to direct or coordinate actions results in speech muscles that are not weak but do not operate appropriately in people with this illness. For your child to develop a healthy, fluent, and expressive speech pattern, his brain must learn to build plans that instruct his speech muscles on moving his lips, jaw, and tongue. Most cases of childhood aphasia can be helped by speech therapy, in which the kid is taught how to correctly pronounce words, syllables, and phrases with the guidance of a speech-language pathologist. These factors contribute to kids' speech issues (Geoff, 2010).

Based on the preceding, it was found that many problems can cause speech problems in children, and school teachers need to support parents in solving them. Therefore, the purpose of this research was to ascertain, from the perspective of their teachers and treatment approaches, the extent to which speech disorders were prevalent among pupils of the first essential stage in the governorate of Nablus.

Study Problem

Recently, the world has witnessed many problems facing students during their education, especially in the primary stage. The issue of pronunciation is one of the most critical problems students suffer from and the most prevalent among children in the primary step. This problem works on the inability of students to read correctly and stands as an impenetrable barrier for students to pronounce the exits of the correct letters. Al-Zayyat (2019) indicated a need for more clarity on the leading cause of the pronunciation problem among primary school students. Draper (2021) confirmed a need for more transparency on the pronunciation problem in kindergartens. Through the experience of researchers in the educational field, it was found that many students suffer from pronunciation problems, especially during reading. The desire of researchers to find out the minor details about the issue of pronunciation and the lack of studies in the Palestinian environment came in this study, as the problem of the study lies in answering the following central question:

From the perspective of their educators and current therapy techniques, how widespread is the occurrence of speech difficulties among kids in the first essential stage in the governorate of Nablus? The following subsidiary queries are derived from the primary question:

Is there a difference between the average answers of the people in the study sample about how common speech problems are among first-year students in the point of view of their teachers and how they are treated based on their gender? To what extent do instructors' perceptions of the prevalence of speech issues among their first-year students at different experience levels? What treatment methods are used to solve the speech problems of the first essential stage student?

This study aims to determine the severity of pronunciation issues in the first year of compulsory education based on teachers' perceptions. First-year students with speech disorders can benefit from becoming familiar with the range of approaches used to treat these conditions. We will also examine whether or how teachers' perceptions of the frequency of speech difficulties among first-year students in variety according to gender. This research also aims to determine if instructors' perceptions of the incidence of speech issues among first-year students in variety according to their own levels of expertise.

Literature review

Through the researchers' review of a group of previous studies that focused on the issue of pronunciation problems, the ones closest to the subject of the study were selected, and the researchers presented them in order from oldest to newest as follows.

Barbah et al. (2018) aimed to identify the therapeutic methods (exercises and oral movements) used by a child with cerebral palsy for speech in a sample of children according to gender, type of disability, and chronological age. The study was conducted on a piece of 04 children with cerebral palsy who were intentionally selected to collect data. The researchers used exercises to treat orofacial movements and correct swallowing exercises to aid in proper speech. After collecting and processing the results, the results showed an improvement in the pronunciation process after we used oral and swallowing exercises for this group of children.

Yassin, Hamdi, and Hassan (2018) conducted the research to identify potential causes of children's low confidence who also have speech difficulties. To improve this group's social and academic success and aid in the treatment and rehabilitation of this demographic, the article explores theoretical and practical approaches to addressing the psychological problems linked with the children's low self-confidence. There are statistically significant differences between the disordered and the ordinary in the direction of normal. The self-confidence of people with speech disorders doesn't depend on their gender, and their level of self-confidence can be predicted by the degree of their disorder.

Aaron (2017) aimed to identify the problems of speech disorders among first-grade students in Omdurman Locality and Unit Abu Saad South. For this study, the researcher adopted a descriptive methodology, interviewing 1321 first-year male and female students from Abu Saad South using the Speech Disorders Scale. The researcher used school administrations to fill in the scale for students who have speech disorders in some letters. Important suggestions among the many offered by the researcher are the rehabilitation of specialists in speech disorders by conducting continuous training courses and workshops - and raising the awareness of families (mothers and fathers) of the importance of their role in facing disruptions and their role in the success of treatment - conducting workshops for the teachers of the first cycle classes in good treatment with these injured students and giving them opportunities to participate in classes and school activities. It also recommended paying attention to the appointment of a psychological and social specialist in schools to help students who suffer from speech and speech disorders with guidance and counseling.

Al Natour (2017) aimed found that one of the reasons for the language delay is that not a large number of students with hearing disabilities (33%) do not use their hearing aids permanently - moreover, the need to provide a more stimulating environment for language development in children

with language delays. The study concluded that it is necessary to provide teachers with scientific methods and surveys through which they can identify students who may suffer from speech and language disorders and enable them to develop the language and pronunciation skills of these students. Teachers' perceptions of the prevalence of speech and language disorders among transferring students were consistent across gender, education level, years of experience, school type, and other variables. The study also concluded that some speech problems could be overcome through the concerted efforts of speech and language specialists, special education teachers, school teachers, and students' parents.

Awwad (2017) showed that most speech disorders are close to international rates compared to the studied sample. No significant differences in the prevalence of speech impairments among primary school pupils in Jeddah were reported across demographic categories (gender, area, school type, years of experience, or educational qualification). Accordingly, the researcher recommends conducting more studies to find out the majority of speech disorders in schools that were not included in the study, taking into account the increases in the number of sample members to reach more accurate rates.

South (2015) concluded that Compared to the longer-experienced group, the shorter-experienced group performed better across the board, and the influence of the student's average was statistically significant in all patterns except the addition pattern. According to the data, the correlation strength differed significantly among grades. Except for the addition pattern, the association favored third and fourth-grade students and was also based on the gender variable. The link also favored males and varied with the teacher's level of expertise (with shorter experience having a more positive effect). Finally, the connection favored students with low achievement as measured by the average student variable.

Geoff Lindsay et al. (2010) this study aimed to reveal the needs of children with speech and language disorders. The study found a difference in the therapeutic visions between the entity that issues the diagnosis and the entity in charge of treatment.

Chris Markham et al. (2009) aimed to develop a measure of the quality of life for children with speech difficulties centered on the children themselves. It also relied on the descriptive analytical approach, where it collected information and data about the lives and life experiences of these children, the many sad situations that they experienced, and the methods they saw as sufficient to modify the pattern of dealing with them and perceptions that improve their lives, and events that have adverse effects on their lives. Seven expert teams conducted a highly unusual interview of children with speech and language impairments, and their data and findings were analyzed. The study found a proposed form to improve the quality of life for these children, which supports the steps of scientific psychological and therapeutic research. It gives caregivers many perceptions about the lives of children with special needs.

Baggerly (2005) noted that the children's scores increased on the self-confidence scale. In the primary stage, speech problems of all kinds spread, with a moderate decrease in children's self-confidence. In the medium, slurred speech is the most prevalent among the rest of the speech disorders, and a sharp reduction in the degree of confidence among children of this age.

Karen Marianne (2005) used a questionnaire to observe speech disorders and a measure of selfconfidence. It aimed to determine the relationship of self-confidence with the prevalence of speech and speech defects among a sample of children. There is a significant gender gap in the prevalence of speech and articulation impairments (9.8%), with males being more affected than females. Low self-confidence was minimal, reaching (6.25%) among children with speech disorders.

Methodology

Study Approach

The researchers followed the quantitative and qualitative descriptive approaches for their suitability for this study. The process concerns the phenomenon; in reality, it describes it, analyzes it, and links it to other phenomena (Alawneh & Al-Shari'a, 2022).

Study Population and Sample

The participants in this research were all elementary school teachers in the Nablus and Amman Governorate. After distributing questionnaires to 55 randomly selected educators, the two researchers obtained (47) usable forms for study. In addition, a study sample of 8 educators was chosen using an intended sampling strategy, and the following demographic and professional information was gathered from these interviewees (Table 1).

Variables	Category	Repetition	Percentage%
	Male	25	53.2
Gender	Female	22	46.8
	Total	47	100.0
	Bachelor's degree or less	28	59.6
Qualification	Higher education	19	40.4
	Total	47	100.0
Years of Experience	Less than 5 years	6	12.8
	From 5-10 years	28	59.6
	More than 10 years	13	27.7
	Total	47	100.0
Address	City	21	44.7
	Village	17	36.2
	Camp	9	19.1
	Total	47	100.0

Table 1. The study sample according to its independent variables

Study Tool

During the investigation, two instruments were utilized by the team of researchers. The first is a self-designed survey the researcher makes after reading relevant literature and reviewing related studies. The questionnaire was divided into two parts: the first contains the definitive data, and the second contains the data of the study variables; the total number of paragraphs on the instrument was forty; the tool was organized along four axes, and the questions were written in a way that teachers could respond to them using a Likert-type scale. Five-dimensional. A cheerful tone was maintained throughout, and each paragraph was given due consideration: Five degrees for a strong agreement, four degrees for agreement, three degrees for neutrality, two degrees for disagreement, and one degree for strong disagreement. The second instrument was a five-question interview to elicit the most crucial strategies for addressing early-childhood speech disorders.

Validity of the Tool

The instrument's reliability was tested by presenting it to neutral judges with expertise in the field of education. The interview was also arbitrated by a panel of academics from Palestinian universities who are experts in the area. To get their feedback, he had them delete and reword passages and add their ideas for what should be included in the questionnaire moving forward. The arbitrators' feedback informed the final version of the study guide, which now consists of forty modules. As a result, you can trust the information provided by the tool.

Tool Stability

The researchers employed Cronbach's alpha formula to get the dependability coefficient of the final answer. The reliability coefficient was obtained (0.87), and these values acquired for the reliability coefficients are suitable and meet the goal of the investigation. Using the Holstey equation, we determined that the interviews had a reliability coefficient of (0.93), which is satisfactory and serves the study's aims.

Statistical Processing

Frequencies, averages, standard deviations, percentages, t-tests for independent samples, analyses of variance (ANOVA), and Cronbach's alpha were applied to the data after it had been collected, coded, and processed using the SPSS statistical package.

Results and Discussion

In this section, the answers to the study questions will be discussed, and based on those answers, suggestions and recommendations that fit with the survey's topic will be given. A five-point Likert scale was used to make the questionnaire, and the items were shown. The good things in the tool were given the following weights: five degrees for "vast", four degrees for "large", three degrees for "medium", two degrees for "few", and one degree for "very few", the researchers used this rule to figure out what the results meant:

1. From 3.5 and above, large;

2. From 3.5-2.5, medium;

3. Few less than 2.5.

The main question is: How often do first-year students have trouble with their pronunciation, according to their teachers?

The following is a declaration of the mathematical mean, standard deviation, and percentage that were taken from each paragraph of the instrument to respond to this question (Table 2):

Table 2. Mathematical averages and standard deviations of the axes showing how common speech problems are among first-year students, as seen by their teachers, and how they are treated, in order of the mathematic mean.

Rank	Axle Number	Paragraph	Mean	Standard Deviation	Grade
1	3	Distortion of words and letters	4.30	0.746	big
2	4	Replace words and letters	4.06	0.673	big
3	2	The opposite in words and letters	3.98	0.655	big
4	1	Delete words and letters	3.96	0.806	big
Total			4.075	0.43163	big

These numbers show that teachers have few complaints about their pupils' pronunciation skills at

the elementary level. The spread of pronunciation problems lies in (the distortion of words and letters), which came in the first place. Moreover, it comes in the second class (replacement of comments and notes). As for the third degree, it comes with (a change in terms and letters). This result suggests that the degree of pronunciation issues, when questioned for the first essentialist stage from the perspective of his teachers, was good; the averages ranged between (4.30) and (3.96). According to the statistical middle (4.07). This proves that teachers had serious concerns about their students' pronunciation throughout their primary school years. The two researchers explain this nurturing to the fact that children in the preliminary stage who suffer from speech problems have more than one problem, some of which are substitutions, some of which are altered, and some of which are distortions of pronunciation. Also, it is necessary that the children of the primary stage, some of whom suffer from speech problems. This result was in line with (Awwad, 2017), which found that speech impairments were common among urban elementary school children.

The second question: What treatment methods are used to solve the speech problems of the first essential stage student?

To answer this question, an interview described previously was conducted, where the answers of the study sample were collected and included in a table arranged in descending order, any of the most common methods to be used in treating speech problems to the least and were as follows:

Pronunciation Problem	Method of Treatment	The Proportion of Responses of the Study Sample to the Treatment Method
	Repeating some words and sentences more than once during one treatment session.	exceed 90%
Distortion of words and letters	Giving the child special motor exercises for the mouth to strengthen the muscles of the jaws, lips, and tongue	more than 50%
	Training the child how to produce the sound to make speech clearer	not exceed 40%
	Use oral movement exercises to strengthen the lips, jaw, and tongue and increase their movement.	not exceed 30%
	Speech speed assessment.	%20
	Repeating some words and sentences more than once during one treatment session.	exceed 90%
Replace words and letters	The child performs voice and movement exercises by observing the movement of the teacher's mouth as he pronounces the letters of the word to be learned.	more than 50%

Table 3. The treatment methods used by teachers in solving pronunciation problems, arranged in descending order

Pronunciation Problem	Method of Treatment	The Proportion of Responses of the Study Sample to the Treatment Method
	Slow learning in severe motor agnosia	not exceed 40%
	Exercises to pronounce syllables, letters, and words so that the child learns how to move from one sound to another	not exceed 30%
	Treating psychological problems such as increased self-confidence and developing personality.	exceed 90%
The opposite in words and letters	Training the child to relax and some exercises related to pronunciation.	more than 50%
	Use of specialized machines and devices that are placed under the tongue.	not exceed 40%
	Computer training in the repetition of inverted letters.	not exceed 30%
	Reading is constantly monitored	exceed 90%
Delete words and letters	Talk to the child constantly and correct him if he makes a mistake.	more than 50%
	Treating psychological problems such as increased self-confidence.	not exceed 40%
	Students' participation in various social activities.	not exceed 30%
	Addressing problems related to organs such as the nervous system and the brain requires medical intervention.	20%

Table 3 shows that the most important methods of treating word and letter distortion among students of the lower essential stage work on repeating some words and sentences more than once during one treatment session as well as giving the child special motor exercises for the mouth to strengthen the muscles of the jaws, lips, and tongue, and working on training the child on how to produce the sound so that speech becomes more apparent. Also, work on using oral motility exercises to strengthen the lips, jaw, and tongue and increase their movement. Moreover, teachers and parents evaluate the speed of speech.

Concerning the essential methods of word and letter replacement therapy for students of the lower primary stage, work on repeating some words and sentences more than once during one treatment session, as well as practicing the sound and movement exercises that the child does by observing the movement of the teacher's mouth as he pronounces the letters of the word to be learned. Moreover, teach children words and letters slowly, especially in severe cases. Moreover, include exercises on pronouncing syllables, letters, and words so that the child learns how to move from one sound to another.

About the most important methods of treating the reverse change in words and letters among students of the lower primary stage, work on using techniques to treat psychological problems such as increased self-confidence. As well as personal development, this is one of the most influential factors in reversing letters and words. As well as working on training the child to relax and some exercises related to pronunciation. Moreover, use specialized machines and devices that are placed under the tongue. School teachers and parents use computers to repeat inverted letters through entertainment programs or games.

Regarding the methods of deleting words and letters among students of the lower primary stage of work, the child was placed under constant supervision during the reading process not to exacerbate the errors, as well as talk to the child constantly and correct him if he made a mistake - moreover, therapeutic intervention in solving psychological problems, such as increased self-confidence. Moreover, try to integrate this category of students in the participation of students in various social activities. In some cases, treatment methods are used to treat problems related to organs such as the nervous system and the brain. This requires medical intervention.

The third question: Are there statistically significant differences at the level of significance ($\alpha \le 0.05$) between the average answers of the study sample about how common speech problems are among first-year students from the teachers' point of view on gender?

Table 4 displays the results of a t-test for independent samples performed on the gender variable to answer the posed issue:

Total	Туре	Number	Average	Deviation	T-Value	sig
	male	25	4.0880	0.53422	0.155	0.86
	female	22	4.0655	0.28574	0.1//	

Table 4. Results of the t-test to determine whether there are statistically significant variations in the incidence of speech disorders between male and female pupils in the first crucial level

* α Statistically significant at the significance level" = "0.05"

We can see from the data in the previous table that there are no statistically significant differences at the level of significance ($a \leq 0.05$) between the average responses of the study sample about how common pronunciation problems are among first-year students from the point of view of their teachers based on gender. The significance level was 0.86, which was significantly higher than (0.05). This result indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of the study sample regarding the degree of prevalence of pronunciation problems among students of the first essential stage from the point of view of their teachers gender variable. This was determined by looking at the data from the teachers' perspective of these students. The researchers explain this result to male and female teachers who deal with primary school children. males and females. It is necessary to face difficulty pronouncing some letters, as the developmental characteristics of students are similar and close. There is a common defect in the pronunciation of children, whether they are males or females, and teachers of the lower primary stage face this problem among their students, whether they are male or female. Moreover, they invented many methods to solve them. So, it was found that there aren't any statistically significant differences at the significance level $(0.05 \leq a)$ between the average answers of the study sample about how common speech problems are among first-year students in the teachers' point of view based on gender.

This study's findings corroborated those of Farouk (2017), which found no significant gender differences in the prevalence of pronunciation issues among first-year students. Furthermore, both Al-

Natour (2017) and Awda (2017) confirmed that there are no differences between Categories of the gender variable in the prevalence of speech and language disorders among transferred students across the different academic levels from the perspective of the teachers of the stage according to the gender variable.

The fourth question: Is there a significant difference, at ($\alpha \leq 0.05$) level of significance, between the means of the sample's answers to questions about the prevalence of speech problems in students' first essential stage, as reported by the teachers who teach them, and the teachers' mean number of years in the profession?

The following table displays the findings of a one-way analysis of variance that was conducted to address the previous question concerning the experience level variable (Table 5).

down by teachers' educational backgrounds and years in the profession						
Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	f-Value	sig	
Between groups	1.610	2	0.305			
Inside groups	6.960	44	0.1=0	1.93	0.72	
Total	8.570	46	0.158			

Table 5. One-way analysis of variance results showing significant differences in teachers' perceptions of the frequency of pupils having trouble communicating in first essential stage, broken down by teachers' educational backgrounds and years in the profession

* α Statistically significant at the significance level" = "0.05"

In Table 5, we can see that there are no statistically significant differences at ($\alpha \leq 0.05$) level between the average responses of the study sample and the variable Years of Experience when assessing the prevalence of speech problems among students in the first essential stage in the perspective of their teachers and methods of treatment. The p-value was 0.72, which is statistically significant (0.05). This indicates that there are no significant variations between the means of the replies of the study sample regarding the prevalence of pronunciation issues among first essential stage pupils at (0.05 $\leq \alpha$) level of significance, from the perspective of their instructors and concerning the pedagogical approaches they employ based on their varying levels of experience.

The two researchers explain this result as the fact that primary school teachers are working hard to solve children's speech problems and that for children who suffer from speech problems, these problems are apparent, so there is no need for teachers to have the experience to know them. As well as finding modern and deadly methods for its treatment. More than 90% of pronunciation problems have precise methods for solving; therefore, years of experience do not directly affect solving pronunciation problems among students of the lower primary stage. This indicates that there are no statistically significant differences at ($\alpha \leq 0.05$) level between the average responses of the study sample and the population's responses regarding the prevalence of speech problems among students in the first essential stage from the perspective of teachers, and treatment strategies. This conclusion was in line with the findings of Haroun (2017), which found no statistically significant changes in the prevalence of pronunciation issues among first-year students across teacher experience categories. In addition, Al-Natour (2017) confirmed that, from the perspective of stage teachers' years of experience, there are no differences in the responses of the study sample members regarding the extent to which the prevalence of speech and language disorders among transferred students across different academic levels. Awwad (2017) showed no differences between the variables (gender, region, school type, years of experience, and educational qualification) in the prevalence of speech disorders among primary school students in the city of Jeddah.

The findings of this study were in agreement with the findings of the study conducted by Al-Mutairi and Al-Rasbih (2021), which proved that a significant degree of availability of the standards developed

by the ISTE existed. This result was in contrast to the findings of the study conducted by Al-Din (b2021), which indicated that the degree of availability of basic technological competencies among faculty members at Najran University came to a moderate degree from their point of view. This result was found to be incorrect. Both the study by Al-Hilali and Al-Salahi (2021) and the study by (Ibrahim & Al-Shuaili, 2020) indicated that teachers possess the competencies of the digital age to a moderate degree. Additionally, the study by Ibrahim and Al-Shuaili (2020) indicated that the degree of availability of the standards of the International Association of Technology in the field of education for teachers in the schools of the North Al Sharqiyah Governorate in the Sultanate of Oman was average According to the findings of a study conducted by Amer (2018), the level of utilization of e-learning management systems by academic staff at private Jordanian institutions was modest.

Looking at the results, we can see that for the "learned teacher" role, the mean degree of practice was significantly higher for faculty members in Jordanian universities than in Palestinian universities (t=-2.166, p=0.03). However, for the other teaching roles, there were no significant differences in the degree of practice between the two countries.

When considering the total degree of practice, the results show a non-significant difference between Jordanian and Palestinian universities (t=-1.689, p=0.09). This suggests that overall, there is a similar level of adherence to the International Society for Technology standards in education among faculty members in both countries.

It's worth noting that while the results show some statistically significant differences, they do not necessarily reflect the practical significance of the differences. Moreover, the results may be limited by the sample size and the specific context of the study. The results suggest that there may be some differences in the degree of practice of the International Society for Technology standards in education between faculty members in Jordanian and Palestinian universities, but overall, the level of adherence is similar.

Both public and private institutions use the same standard procedures for teaching and learning. This study's findings are in agreement with those of Al-Din (b2021), who demonstrated that there are no appreciable differences between the perceptions of Najran University faculty members regarding the availability of fundamental technological skills and the extent to which they adhere to the standards established by the International Association for Technology for the Teacher. The findings of this study were similar to those of Al-Din (b2021). It is important to note that, despite the differences in their assets, public and private institutions are in a fierce competition with one another to recruit highly qualified faculty members.

Conclusion

At the end of this study, the aim of the study was to determine the prevalence of pronunciation problems when requesting the first basic phase in Palestine and Jordan and the methods of remedying those problems. The pronunciation problem is a widespread problem, especially in basic students, This problem is also considered one of the most important problems affecting students at the basic level and the most widespread among children at that stage. This study diagnosed the prevalence of working on methods to remedy this problem. The problems were addressed based on the type of problem experienced by students. Four types of speech problems were diagnosed and based on a field study, we came up with treatments for each of the four problems. We hope that the valuable results presented by this study will be used to treat pronunciation problems depending on their type of problem.

Recommendations

These findings informed the researchers' final set of suggestions:

• Curriculum developers must introduce many activities encouraging students with pronunciation problems to use the correct pronunciation.

• Primary school teachers must solve the pronunciation problems of students who suffer from pronunciation problems individually and according to each child and their pronunciation problem.

• Employ a special education teacher in government schools to solve children's speech-related problems.

· Allocate extra time for children with speech problems.

• The need to expand the scope of the current study by applying its findings to another academic community.

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