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Professional Skills of Pronunciation Instructors in Light of Education and Training Evaluation Commission Standards in Saudi Arabia

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ABSTRACT This study explores the reality of the professional skills of pronunciation instructors considering Education and Training Evaluation Commission standards in Saudi Arabia. To achieve the study objectives, a descriptive method was used, relying on a questionnaire as a main tool for data collection. The study sample consisted of 40 male and female pronunciation instructors in Jeddah. The most notable findings of this study are as follows: the members of the study population are highly to moderately in agreement with the importance of the availability of general professional skills and teaching skills for speech training instructors. Being acquainted with the characteristics of students with speech and language disorders was ranked first, followed by being acquainted with the needs of the students. The results also showed statistically significant differences at the significance level of 0.05 in terms of educational qualifications and years of experience. However, this study found no differences in professional skills when the years of experience differed.