

**Sudan University of Science and Technology
College of Graduate Studies**

**Investigating the Role of Mastering the Rules of Holy Quran
Recitation in English Pronunciation**

تقصي إجادة احكام تجويد القرآن الكريم في نطق اللغة الانجليزية

**A Thesis Submitted in Fulfilment of the Requirements of the partial
Degree of M.A in English Language**

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Dedication

To

My family

My life sparks,

Mother, my brothers,

My supervisor

My lifetime mates

RagdahKhaledAlhaj

Acknowledgements

First, praise be to Allah (SubhanhuwaTala'a) who granted me the strength and ability to peruse this study. I am very grateful to my supervisor Dr:TajElser Hassan Bashoum who spared no effort in guiding me through this work. I am also greatly indebted to the staff of Faculty of Graduate Studies, Sudan University of Science and Technology and English Language Department, Faculty of languages who were very cooperative and supportive to me in different ways. My thankfulness is due to all of the teachers who answered my questionnaire. Finally yet importantly, a warm word of gratefulness goes to my dedication.

Abstract

This study investigates the Role of Mastering the Rules of Holy Quran Recitations in English Pronunciation. The study adopted a descriptive methodology, which combined both qualitative and quantitative analyses. One instrument used for data collection, which is a questionnaire for 50 students from Khartoum and Omdurman locality; the data obtained from the sample of students provided answer to the research questions concerning the Rules of Holy Quran Recitation and English Pronunciation. The data analyzed by using the SPSS programmed. It provides percentile results for the questionnaire. The study comes out with result that most students have little information about the Art of Tajweed and they cannot make connection between the rule of Holy Quran and English pronunciation. The study also offered some recommendations the most important of which phonetically; experiments are required to show the adoption at the Art of Tajweed in the Holy Quran recitation in knowing the articulator movements of sound as produced in natural environments of real life situation. Designing textbooks concern the rules of holy Quran recitation and English pronunciation in order to develop English pronunciation. Moreover, the study gave some suggestions for further research.

المستخلص

تهدف هذه الدراسة للتقصي في إجادة احكام التجويد علي نطق اللغة الإنجليزية نطقا صحيحا. اتبعت هذه الدراسة المنهج الوصفي والذي زواج بين نوعي التحليل الكيفي والكمي. كما استخدمت الاستبانة وهي الأداة التي تجمع البيانات من خمسين دارسا وقد أعطت البيانات التي جمعت من بعض الدارسين اجابات لأسئلة الدراسة الخاصة بأحكام التجويد والنطق في اللغة الإنجليزية. حللت البيانات باستخدام برنامج SPSS وننتج عن ذلك نتائج في شكل نسب مئوية للاستبانة والمنوال. من أهم النتائج التي وصلت لها الدراسة أن معظم دارسين اللغة الإنجليزية ليس لديهم معلومات كافية عن احكام التجويد في القرآن الكريم تمكنهم من الربط بين احكام التجويد والنطق في اللغة الإنجليزية. كما أن الدراسة توصلت الي اعداد كتب مدرسية وجامعية تشتمل على احكام التجويد. اعداد معلمين متخصصين في مجال اللغة الإنجليزية ولدبهم باعا طويلا في حفظ القرآن الكريم واحكام التجويد وكذلك طرحت الدراسة موضوعات للبحوث المستقبلية في المجال.

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CHAPTER ONE

Introduction

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Introduction

1.0 Background

Among other languages, English language remains one of the most important one. There are millions of people wants to learn English well. Most of these people want to be able to speak English with well pronunciation.

One of the most difficult areas to master by non-native speakers of any language is its pronunciation. Although this is not only true for English, many speakers of other languages find it hard to be very accurate with producing and perceiving English language sounds. This fact has been evident in English language teaching and learning through the year and it is widely believed that good pronunciation in the target language held to be the most difficult of all tasks in language learning.

Zumahrawi (2007) claims that the process of teaching and learning English as a foreign language in general and its pronunciation in particular witnessed a series of distinct developments. For example, in the days of audiolingualism and its methodical variants, language was seen as a hierarchy of related structures. At the base of this hierarchy was the articulation of phonemes and their contrast within English as well as between it and other languages. Teaching of pronunciation focused on imitation drill, minimal pairs practice and articulately phonetics explanation as means of mastering the sound system of the target language although the phonetics and phonology of English language has been studied in a systematic manner. Scholars in the field have exerted great efforts to classify the sounds and to describe their characteristics. They also have studied how

these sounds combine with each other in normal connected speech. They have shown how these sounds affect and are affected by one another. This has not only been done at the theoretical level of knowledge but it has been translated into practical skills that can be acquired and sharpened by foreign language learners.

In this respect, Byram (2002:330) defines the concept of phonological awareness as the explicit knowledge about the sound system and the conscious perception and sensitivity in sound learning, sound teaching and sound use.

However, O' Conner (1980:3)(qutd. in Zumharawi, 2007) claims that the issue related to the sense of inability of adults to pick up the formal characteristic of sounds in a foreign language as a child can this generally believed that the habits of our own language are so strong that they are very difficult to break. Pronunciation is often a difficult activity for many people, and if we want to make pronunciation easier, we must provide guidance and help. This is on the one hand. On the other hand, research on Holy Quran recitation by (J.Q.AF learning 2005) reveals that Quran learning requires special and effective ways to recite Quran. However, learning the Holy Quran is still handled with manual methods, based on Alquran-reading skills through *talaqqi* and *Musahaf* methods. These methods are described as face-to-face learning between teachers and students through a process of listening, correction of recitation and recite again the corrected recitation. Therefore, the students will know how the "*hijaiya*" letters are pronounced correctly. The processes will only do if teachers and student's fellows the art, rules and regulation while reading the Al-Quran known as Rules of Tajweed.

As it has been mentioned by (J.QAF learning 2005), Tajweed is an Arabic word meaning proper pronunciation during recitation at moderate speed. It is set of rules, which govern how the Quran should be recited. It is considered as an art because not all recitors will perform the same recitation of Quranic verse in the same way. “The Art of Tajweed” defines some rules to recite Quran. These rules create a big difference between normal Arabic speech and recited Quran.

Although all known sounds used in human speech are the result of the muscles contraction, and there are some sounds which are totally absent in English pronunciations such as (ض، خ، ق)، there are some sound we can find it in both Arabic and English such as (g, d,t).

In this respect, the present study aims to describe the relation between English and Arabic language and the impact of this relation in many respects. The study aims to investigate the effect of mastering the rules of Holy Quran recitations (“The art of Tajweed”) in English phonetics and phonology, how this background about mastering the rules of reciting Holy Quran effects knowing English sound system.

To conclude with, L.F. Brosnhan and Malmberege (1970) view that the production of sound for speech in the human vocal tract presumably begins with various activity in the context of the brain. Roach (2003:8) claims that all sounds we make when we speak are the result of muscles contracting. Therefore, if you already have known the production of the sounds and practice it. This can be factor when you attend to learn second language.

From this point, the study aims to investigate the influence of Holy Quran verse recitation on English pronunciation Phonetics and Phonology.

1.2 Statement of the problem

This research investigates the impact of mastering the rules of Holy Quran recitation strategies on achievement in English phonetics and phonology. In the Arabic speaking society, Sudanese learners face some problems of learning speaking skill. These learners have generally been observed to achieve limited success in mastering the sounds of the foreign language. This has in most cases been reflected in the various aspects of misunderstanding as well as misscommunication. Actually, many factors are expected to contribute to creating such limitation in common, but the level of linguistic competence or more precisely, phonological awareness in particular constitutes a major division.

To be more specific this study looks into how Sudanese students, who are students of university in Sudan, can improve their phonetically and phonological knowledge when students master the rules of Holy Quran recitation “the art of Tajweed”.

1.3 Objective of the study

This study aims to:

1. Explore the similarities and differences between “The art of Tajweed” in Holy Quran recitation and phonetics and phonology in English language.
2. Investigate the possibility of using the similarities and differences in phonetics and phonology between “The art of Tajweed” in Holy

Quran recitation and phonetics and phonology in learning phonetics and phonology ideology.

3. Determine the role of knowledge of “The art of Tajweed” on developing learner phonetics and phonological competence in English.

1.4 Significance of the study

This study considered significant for a number of reasons:

The significance of the study stems from its attempt to bring up new insights into issues of language, phonetics, phonology and “The art of Tajweed” in Holly Quran recitation. It examines phonetics, phonology and “The art of Tajweed” in Holly Quran recitation. The study reveals the similarities and differences between the Art of Tajweed and phonetics and phonology in English language.

1.5 Research questions

The study provides answers to the following questions:

1. To what extent are “The art of Tajweed” in the Holly Quran and phonetics and phonology in English similar?
2. To what extent does the performance of the students improve in pronunciation of English when they master the rules of Holly Quran recitation “The art Tajweed”?

1.5Hypotheses of the study

This study has the following as its hypotheses:

1. There are some similarities and some differences between “The art of Tajweed” in the Holly Quran and phonetics and phonology in English.
2. The performance of the students in English pronunciation improves because of mastering “The art of Tajweed” in the Holly Quran recitation.

1.6Limitation of the study

This study is limited to the following aspects:

This inquiry selects two important thing; first, this study considers the second year university students. Second, it considers the similarities and differences between “The art of Tajweed” and phonetics phonology in English language, how these similarities and differences can improve university student knowledge about phonetics and phonology in English language, how this progress can appear in students’ achievement.

The time frame is the academic year 2014 -2015.

CHAPTER TWO

Literature Review

Chapter Two

Literature Review

2.0 Introduction

This study compares and contrasts The Art of Tajweed in the Holy Quran recitation, Phonetics, and Phonology in English language. In this chapter, the general concepts that are related to the Tajweed and Arabic are reviewed and discussed. This provides short and brief description of The Art of Tajweed.

2.1 What is pronunciation?

Zumarawi (2007) claims that it is not an easy task for foreign learners to speak or pronounce sounds as native speaker speak or pronounce sounds. In this respect, the concept of pronunciation is not a recent one and it is not an easy task to give a specific definition of the term pronunciation. This why linguistic describes or defines pronunciation in various ways depending on different but interdependent background. Fodor, Bever and Garrelt (1974:434)(qutd. in Zumarawi 2007) state that practically anything that one can say about speech production must be considered speculative, even by the standard current in psychologist. Here in this definition, these scholars make relationships or link between linguistics and psychology included sound production and they consider speech productions as conjecture thought.

Hayeralt (1980:59)(qutd. in Zumarawi,2007) describes pronunciation as phonology in action, or in real life term, it is a means to experience language by helping its learner to use it more widely so that it is the speaker's way of giving life to whole utterance. Thus, this definition involves that the utterance depends on the speaker way to utter sound

structure this means the whole utterance depends on the speaker sound productions.

Another viewpoint introduced by Roach (1992:86) who defines pronunciation as the fact of saying or producing an utterance by making the sounds that are right or understandable by the speaker of the same language. In this way, the interpretation of this definition depends on the perfection of producing sounds to the speaker, since it uses the word right, this reveals that the speakers must producing sounds from it is right place of articulation and give each sounds of letters their rights. SteinBerg (1993:16) (qutd. in Zumarawi, 2007) argues that based on some modern psychological concept terms views pronunciation as the representation of the psychological (Non-physical) level of the phonetic structure. It consists of direct speech sounds and prosodic feature (pitch, stress, etc). Based on the phonetic structure, the movements of the articulators of speech (tongue, lips, vocal cards etc) controlled to provide physical speech, which appears in the environment as the acoustic signal. This definition describes pronunciation in terms of phonetics and phonology and psychology, it relates pronunciation to both phonetics and phonology as indicated by the terms tongue, lips, vocal cards, pitch, and stress. It also describes the utterance as the sound of a letter. To conclude Zumrawi (2004) states that the view provided by Steinberg is more comprehensive since it pays attention to other disciplines that integrate to show pronunciation as a depend system, which cannot be treated in isolation.

This emphasizes that pronunciation is an interdisciplinary field of study, which concentrate on Phonetics and Phonology. They deal with both sound production and sound structure. Phonetics is concerned with the

speech sound; phonology is concerned with the study of the super segmental of the speech sound.

According to what has been mentioned, Malmbery (1963:2) states that phonetics comprises four branches:

- 1) General phonetics: The study of man sound – producing possibilities and the function of this speech mechanism. This branch concerns on the ways, which sounds, are producing and the function of his speech.
- 2) Descriptive phonetics: The study of the phonetic peculiarities of a particular language of dialects.
- 3) Evolutionary Phonetics or historical phonetics: The study of phonetics changes under gone by a language in the course of its own history (evolutionary) phonetics may also have a general aspect in the sense that we can study the general factors determining phonetics change).
- 4) Normative phonetics: The whole set of rules, which determine “good” pronunciation of a language. It presupposes the existence of a norm or standard of pronunciation, valid with in a linguistic group, country, cultural unit, or social group.

These branches of phonetics indicates that the boundaries between phonetic and phonology are so close that they need to be distinguished.

However Crystal (1971:175) makes a distinction between the phonetic and phonology, he proposes that phonology deals with sounds and contrasts between them only within the context of the same language whereas phonetics studies sounds without any specific reference to their function in a language’s sound system. In this way, Crystal suggests three branches of phonetic study.

1. Articulatory phonetics: The study of the production of the speech sounds in the speaker's body through the organ of speech.
2. Auditory phonetics: the study of perception of speech sounds by the listener through the perceptual system.
3. Acoustic phonetics: The study of the nature of sound waves and how they are transported through the air. That is, the study of physical properties of speech sounds in laboratory.

O'Connor (1980:2) claims that writing consists of marks on paper which make no noise and are taken in by eye, whilst speaking is organized sound, taken in by the ear. The main idea of this part is to emphasize that speech depends on hearing, learners must hear English, and they must listen to it not for meaning but for the sound.

O'Connor (1980:9) reveals that sound is made by definite movement of the organs of speech, and if those movements are exactly repeated the result will always be the same sound.

Rogers (2000:1) defines phonetics as is concerned with the sounds we make in speech: how we produce them, how these sounds are transferred from the speakers to hear as sound waves and how we hear and perceive them. The main idea of this definition is that phonetics is concerned with the human being sounds and the articulators, which produce these sounds and the science of acoustics.

2.2 What is Tajweed?

As every Muslim knows, Quran reading is the recitation of the Quran according to Tajweed and Tartell as **taagi** by the Prophet Mohammed (Peace be upon him). Allah (*subhanuwatalla*) also says in the Quran.

وَرَتَّلْ الْقُرْآنَ تَرْتِيلاً

However, from this point another question arises about what is Tarteel. Al-Hashmi (2004:11) believes that Trilateral verb [dz3āw: ed] (jiwwad0 roughly meaning, ‘to make good or perfect’ (lisan al-arabmandhar, 1981, Iv, p, 10). In practice, Tajweed refers to producing every sound from its place of articulation with its inherent lectures it gets through phonological processes.

Tarteel means that the Quran should be recited with Tajweed. JamiatulUlama (2010:1) defines Tajweed literally as to adorn and beautify. In the context of the recitation of the Holly Quran, Tajweed refers to the correct pronunciation of the letters and applying the various rules of recitation. Therefore, this definition implies that Tajweed means proper pronunciation of the letter and to articulate letters from their correct articulation points.

Rashed describes Tajweed linguistically as “proficiency” or doing something well. When applied to the Qurān it means giving every letter of the Quran its rights and dues of characteristics when we recite the Quran and observing the rules that apply to those letters in different situation. This description simply describes Tajweed as to recite every letter correctly from its proper origin of pronunciation as (Q. Read 2) has mentioned it

Tajweed simply means correct pronunciation of the letters just as in any other language. We learn to pronounce the letters and words e.g. in English we learn 'ph' stand for 'f' not 'p' as in phone / fone / and not / pne / similar in the Arabic language, we also have to learn the proper pronunciation of letters and words which we term 'Tajweed'. Therefore, we could say Tajweed of the Quran is the knowledge and application of the correct rules of recitation so that the reading of the Quran is as close as possible to the recitation of the prophet Mohammed Peace be upon him. This definition emphasized that when the Angel Jibreel recited the words of Allah to the prophet Mohammed Peace be upon him he recited them in contain way and he showed the prophet Mohammed Peace be upon him the ways in which it should read the Holly Quran correctly. Therefore, the Holy Quran learners cannot recite the Holy Quran correctly without listening to its application by someone who has learnt how to recite the Holly Quran with Tajweed.

2.3 The Art of Tajweed

According to what has been mentioned about pronunciation, Phonetics and Phonology. It is worthwhile here to mention Holy Quran recitation definitions and meaning of the Art of Tajweed and this can highlight the various forms according to similarities and differences between the two contexts.

Sauyd (2000:5) describes the recitation of the holly Quran, as the one of the best ways for a Muslim can get closer to his Lord. Since this Book was revealed in a clear Arabic tongue, it is necessary that its recited agrees with the manner transmitted from Mohammed - the messenger of Allah (Peace be upon him), from the aspect of the articulation points of the sounds. It why

then, that learning Tajweed of the recitation of the Qurān is a necessary matter, for by it one can distinguish the correct pronunciation from that which is not. Thus, this description describes Holy Qurān as the word of Allah revealed to Prophet Mohammed Peace be upon him for guides to humankind and to really understanding the meaning of Quran; it needs to study in Arabic and follow The Art of Tajweed. Also this interpretation includes the idea of perfection since it includes the word ‘correct’ which means ‘right’ or ‘prefect’ also it includes another descriptive as phonetics from the terms articulation, point of letter.

2.4 Recitation and oral learning

Sead (2008:11) states that actually, the correct recitation of the Holly Quran merely depends upon the oral learning from the prophet Mohammed (Peace be upon him) and well-versed teachers of the art of recitation.

Alhashmi (2007:1) believes that the language of the Holly Quran is governed by a tradition of recitation known as Tajweed. In this essence, Tajweed comprises a set of phonological rules regarding how the Holly Book should be recited.

Alhashmi (2007:4) adds that Arabic is spoken in more than 20 countries in the area of Middle East of Asia and Africa. Arabic is a south Eastern Semitic language, which has come to be known today as modern standard Arabic that is a descendant of an earlier classical Arabic.

The highest register of classical Arabic is the language of the Holly Quran.

This assumption describes Arabic language as the language of religion Islam also it makes differentiates between modern standard Arabic which is used for written and formal communication and the language of the Holy Quran which it is the language of religions instruction in Islam.

The juncture point between modern standard Arabic (MSA) and the language of the Holy Quran lies in the fact that when the letter is spoken aloud it has to be recited using the tradition of Tajweed.

2.5 Principles of Tajweed

There are several principles in the Tajweed that should be understood. In this aspect Carol (2000:23), states the principles of Tajweed as follows:

1. Knowledge of the points of articulation of sounds.
2. Knowledge of the characteristic of the sound.
3. Knowledge of what rules change in the sound due to the order of the sounds.
4. Exercising the tongue and a lot of repetition.

This principle of Tajweed implies that Tajweed means proper pronunciation during recitation of Holy Quran. In addition, these principles describe Tajweed in terms of phonetics and phonology. The main idea in this part is to clarify the rules of Tajweed. It makes an important contribution to understand The Art of Tajweed. There are links between The Art of Tajweed and Phonetics and Phonology and it is clear that the two contexts explain how learners can maintain proper pronunciation. Therefore, from these two definitions and explanation of the two contexts it is worthwhile here to highlight the descriptions of sounds in English language.

2.6 The basic sounds of English

Rogers (2000:16) argues that phoneticians divide sounds into two basic categories: Segments and super segments. Segments comprise vowels and consonant and super segments involve sound components other than consonants and vowels such as stress, pitch, intonation.

Rogers (2000:16) claims that the ordinary orthography, or spelling, of English is often quite different from the phonetic transcription.

An emphasis that in English have sounds, letters and symbols, according to the large number of technical term there are different from of sounds, letters and symbols where as in Arabic language there are letters just.

2.6.1 The place of articulation

Rogers claims that the place of articulation is the description of where the obstruction occurs in the vocal tract.

(1) Bilabial

The bilabial sounds of English include (/p//b//m/). The lower lips articulate against the upper lip labiodentals.

The labiodentals sound of English includes (/f//v/) the lower lips articulate against the upper teeth.

(2) Dental

Two dental sounds occurs in English these sounds are / θ / / ð /, the tip of the tongue is near or just only touching the surface of teeth.

(3) Alveolar

The alveolar includes more consonant in English than any other place of articulation (t, d, s, z, n,).

(4) Post alveolar

Post alveolar refers to the alveolar ridge, bordering on the palate. The tongue arched with the blade and the post alveolar area. English has four sounds in this area / ʃ / / ʒ / / tʃ / / dʒ /.

(5) Retroflex

The initial sound in red is called retroflex. This name used because many people produce it by curling the tip of the tongue up and back towards edge of the alveolar.

(6) Palatal

Palatal are made with front of the tongue articulating against the palatal. The only palatal sound in English is sound /j/ initial sound in yes.

(7) Velar

Velar sounds are made with the back of the tongue articulating against the velum. In English the velar are / k//g// ŋ /

| | | | |
|-----|------------|--------|---------|
| /K/ | Kiss | Locker | Sock |
| /G/ | Gun | Sag | Goat |
| // | Called eng | Singer | English |

(8) Labial – velar

The sound (w) has double place of articulation – velar being both labial and velar, the lips are rounded when making / w/

At the same time, the back of the tongue is raised toward velar; thus, it is velar as well.

2.6.2 Manner of articulation

According to Roach (2000:44) phonetics is the comparatively straight forward business of describing the sounds that use in speaking when we talk about how phonemes function in language and the relationships among the different phonemes - when, in other words, we study the abstract side of the sounds of language we are studying related but different subject that we call phonology. So, phonetics and phonology are related but different in aspect and concept in English language; phonology Is the study of super segmental in English language.

Roach (2000:70) defines syllables as consisting of a center which has little or no obstruction airflow and which sounds comparatively loud before and after this center. Roach adds what he calls minimum syllable would be a single vowel in isolation e.g. the word ‘are’ a:

- i) Same syllables have an onset (that is, they have more than just silence preceding the centre of the syllable) key: ki: more mo:
- ii) Syllables may have no onset but have a coda : am æm
- iii) Some syllables have onset on coda: run / rnn /

Roach (2000:81) reveals that the ways of characterizing strong and weak syllables is to describe them partly in terms of stress (by saying for example that strong syllables are stressed and weak syllables are unstressed).

Roach (2000:93) mentions that the production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables. Therefore, the stress is the loudness, length to the specific syllable during speaking or producing speech.

2.6.3 Aspects of connected speech

Roach (2000:138) determines assimilation as something, which, varies in extent according to speaking rate and style. It is more likely to be found in rapid, casual speech and less likely in slow careful speech. Also Roach (2000:142) describes the nature of elision as under certain circumstances sounds disappear; or in technical language in certain circumstances a phoneme may be realized as zero, or have zero realization or be deleted.

Roach (2000:144) says that sometimes linking words together in special ways. The most familiar case in the use of linking is (r). This part clarifies Phonetics and Phonology briefly concerning scholars, according to the different methods in research study define specific technical terms in phonetics and Phonology. Moreover a number of rules can also form in

different ways and scholars concerning the rules and principle of The Art of Tajweed.

2.7 Arabic sounds

There are several ways to pinpoint the articulation point of a letter:

1. Say the letter without any vowel sound (with *asukoon*) or say the sound with *ashaddah*.
2. Precede the non-vowel with *hamazh* with any vowel sound you choose on the *hamazh*.
3. We then pronounce the sound and hear the sound when the sound is cut off that is the articulation.

All languages are spoken with air from the lungs. Air comes to lungs and is released in various ways and various places. The Art of Tajweed preserves the tongue from mistakes. It gives every sound its characteristics of articulation and this can help the learners to obtain the perfection in any language.

2.7.1 Sound Origination – *Makharij* Point

Origin is the time when or place where something first comes into existence. Therefore, each sound has specific origin or *makhraj*. The scholars laid out five major areas that have within them the different articulation points. The five major areas as described by Carol (2000:29) are:

(1) The empty space in the mouth and throat

The empty space in the mouth and throat has in it one articulation point for the three lengthened letters (*Alif, waw ,yaa*). The three middle letters originate from non specific area, these letters are:

The lengthening letters

The alif with asukoon preceded by a letter with afatatha.

The waw with asukoon preceded by a letter with adhamah.

The ya with asukoon preceded by a letter with akasra

1. (The throat)

It has three articulation points for six different letters, which are pronounced from the deepest, middle and closest part of the throat. These letters are:

الهمزة، الهاء، العين، الحاء، الغين، الخاء.

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|------------------|---------------|
| حاء | Ha | ح | <u>H</u> |
| خاء | Kha | خ | <u>Kh</u> |
| عين | Ain | ع | |
| غين | Ghain | غ | <u>Gh</u> |
| هاء | Ha | ه | H |
| همزة | Hamza | ء أ إ آ | , |

2. The tongue

It has ten articulation points for eighteen letters, these ten articulation points are distributed over four area of the tongue, which are:

1. Deepest part of the language.
2. Middle of the tongue.
3. The edge side of the tongue.

4. Tip of the tongue.

The eighteen letters are:

| | | | | | | |
|---|---|---|---|---|---|---|
| ز | ر | ذ | د | ج | ث | ت |
| ف | ظ | ط | ض | ص | ش | س |
| | | | ي | ن | ل | ك |

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| ثاء | <u>Tha</u> | ث | <u>Th</u> |
| جيم | Jim | ج | J |
| دال | Dal | د | D |
| ذال | <u>Zal</u> | ذ | Z |
| راء | Ra | ر | R |
| زاي | Zay | ز | <u>Z</u> |
| سين | Sin | س | S |
| شين | <u>Shin</u> | ش | <u>Sh</u> |
| صاد | <u>Sad</u> | ص | <u>S</u> |
| ضاد | Dad | ض | <u>D</u> |
| طاء | <u>Ta</u> | ط | <u>T</u> |
| ظاء | Za | ظ | <u>Z</u> |
| فاء | Fa | ف | F |
| كاف | Kaf | ك | K |
| لام | Lam | ل | I |
| نون | Nun | ن | N |
| ياء | Ya | ي | Y(ay, ai,i) |

3. The two lips

They have two articulation points for four letters these letters are: ب ، ف ، م ، و

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| باء | Ba | ب | B |
| فاء | Fa | ف | F |
| ميم | Mim | م | M |
| واو | Waw | و | W(aw, au,u) |

4. The nose الخيشوم

The hole of the nose towards the inside of the mouth, here there is one articulation point, that of the ghunnah. Thus, this interpretation means each letter has specific articulation point, and this confirms the idea of perfection since Tajweed refers to the correct pronunciation. Whereas in English O'Connor (1997:13) explains that, in all languages we speak with air from the lungs. We draw it into the lungs quickly and we release it slowly and then interfere with its passage in the various ways and at various places, these various places called / are the speech organs (nasal cavity, palate, lips, tongue, teeth, vocal cords).

This view emphasizes that most speech sounds in all language are produced from the air at the lungs. As Lyons (1980:72) views that most speech sounds in all language are produced key modifying, in some way, the air stream that is expected by the lungs up the wind pipe, through the glottis (the space between the vocal cords) and along the vocal tract. The vocal tract runs from the larynx, at one end, to the lips and nostrils at the other. In that way O'Connor (1997:22) states that when you study the movement of the speech organs for a certain

sound of English, try to compare them with the movement for a similar sound in your language. Try to become conscious of what your speech organs with the movement for the similar sound in two languages concerns with the physical apparatus used to produce speech sounds and sound pattern as Articulator phonetics do.

2.8 The basic rules of Tajweed

There are over seventy rules of Tajweed but below are some of the basic principles.

2.8.1 Definition of Noon Saakinah

Carol (2008:40) defines Noon saakinah as a Noon free from vowel. It remains unchanged in its written form and as well as in pronunciation when containing to read after it and when stopping in it. Tanween when there is a double fatha َ or double kasra we add the (n) sound to the letter. Kareema (2004:41) describes the four rules of Tajweed applied to the noon saakinah as follow.

2.8.1.1 The four rules of Tajweed applied to the Noon Saakinah

(1) Izhar Clear Obvious

There are six letters, which when they immediately follow a Noon Sakinah or tanween, cause the Noon to be said clearly, there are:

الهمزة والهاء، والعين والحاء، والغين والخاء

| Pronunciation | | Transliterated | Isolated | Transcription |
|---------------|-----|----------------|------------------|---------------|
| همزة | | Hamza | ء أ إ أ | , |
| هاء | | Ha | ه | H |
| عين | Ain | ع | | |
| حاء | | <u>Ha</u> | ح | <u>H</u> |
| غين | | <u>Ghain</u> | غ | <u>Gh</u> |
| خاء | | <u>Kha</u> | خ | <u>Kh</u> |

(2) Idgham(Merging)

The meeting of a Noon with a vowel letter, so the two letters become one emphasized letter of the second type: Idgham letters are the letters that form the word “YRMLON” ”يرملون” meaning one of these six letters.

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| ياء | Ya | ي | Y(ay, ai,i) |
| راء | Ra | ر | R |
| ميم | Mim | م | M |
| لام | Lam | ل | I |
| واو | Waw | و | W(aw, au,u) |
| نون | Nun | ن | N |

(3) Change

It is the assimilated of Noon Sakinah or the Tanween into a Meem when followed by ‘ba’. It has letter, which is ‘ba’.

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| باء | Ba | ب | B |

(4) Hiding

It has fifteen letters the rest of Arabic alphabet when taking out the letters of clear, merging, or hidden

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| تاء | Ta | ت | T |
| ثاء | <u>Tha</u> | ث | <u>Th</u> |
| جيم | Jim | ج | J |
| دال | Dal | د | D |
| ذال | <u>Zal</u> | ذ | <u>Z</u> |
| زاي | Zay | ز | <u>Z</u> |
| سين | Sin | س | S |
| شين | <u>Shin</u> | ش | <u>Sh</u> |
| صاد | <u>Sad</u> | ص | <u>S</u> |
| ضاد | Dad | ض | <u>D</u> |
| طاء | <u>Ta</u> | ط | <u>T</u> |
| ظاء | Za | ظ | <u>Z</u> |
| فاء | Fa | ف | F |
| قاف | Qaf | ق | Q |
| كاف | Kaf | ك | K |

The MeemSaakinah Rules

2.8.1.2 Definition of the MeemSaakinah

It is a Meem free from any vowel, and which has fixed Sukoon where continuing reading and when stopping.

The three possible ruler of MeemSaakinah

(1) Oral hiding

It is the pronunciation of a noon – vowel letter, stripped of any ‘shaddah’, characterized as between clear and merged with the *ghunnah* remaining on the first letter, which is in this case the Meem. It has one letter which is the Ba باء

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| باء | Ba | ب | B |

(2) Merging

The meeting of a sukoon letter with a vowel letter so that the two letters become one emphasized letter of the second types. It has one letter the Meem.

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| ميم | Mim | م | M |

2.8.2 Oral clear

It is pronouncing every letter from its articulation point without *ghunnah* on the clear letter. It has 26 letters, the rest of the Arabic letters after excluding the letter of hidden and merging.

| Pronunciation | Transliterated | Isolated | Transcription |
|---------------|----------------|----------|---------------|
| تاء | Ta | ت | T |
| ثاء | <u>Tha</u> | ث | <u>Th</u> |
| جيم | Jim | ج | J |
| حاء | <u>Ha</u> | ح | <u>H</u> |
| خاء | <u>Kha</u> | خ | <u>Kh</u> |

| | | | |
|------|---------------|------------------|-------------|
| دال | Dal | د | D |
| ذال | <u>Z</u> al | ذ | Z |
| راء | Ra | ر | R |
| زاي | Zay | ز | <u>Z</u> |
| سين | Sin | س | S |
| شين | <u>Sh</u> in | ش | <u>Sh</u> |
| صاد | <u>S</u> ad | ص | <u>S</u> |
| ضاد | Dad | ض | <u>D</u> |
| طاء | <u>T</u> a | ط | <u>T</u> |
| ظاء | Za | ظ | <u>Z</u> |
| عين | Ain | ع | |
| غين | <u>Gh</u> ain | غ | <u>Gh</u> |
| فاء | Fa | ف | F |
| قاف | Qaf | ق | Q |
| كاف | Kaf | ك | K |
| لام | Lam | ل | L |
| نون | Nun | ن | N |
| هاء | Ha | ه | H |
| واو | Waw | و | W(aw, au,u) |
| ياء | Ya | ي | Y(ay, ai,i) |
| همزة | Hamza | ء أ إ أ | , |

2.8.3 The *Gunna*

It is a sound that is emitted from the nasal passage, without any function from the tongue. The letters of the Ghunna are in the Noon and the Meem.

2.8.4 The Mudood lengthening

According to Carol (2008:64), lengthening linguistically means extra. In-applied definition: Lengthening the sound with a letter of the medd letters.

The middle letters are in the following three cases

The Alifsakinah preceded by afathah

The yasakinah preceded by akasrah

The wawsakinah preceded by adummah

The meddis divided into two groups

Natural medd

Secondary medd

Two different medd follow the count of the natural medd.

The lesser connecting medd

The substitute medd

Secondary medd

According to Carol it is a lengthening that has a longer timing (or possibility of longer timing) than that of natural medd due to alhamzah or asukoons on their normal timing).

The secondary medd subdivided into two groups.

The medd due to hamzah

The medd due to sukoon

The Medd due to hamazah sub-divided into four groups.

The exchange medd

The required attach medd

The separate Allowed medd

The grater connecting lengthening

The medd caused by Sukon

Sub-divides into three types

The lengthening with a presented sukoon

The soft lengthening

The compulsory Med is divided into two groups:

The compulsory lengthening in a word

The compulsory lengthening in a letter

The Compulsory Lengthening in a letter.

Each of these two divisions is further divided into two more divisions. We therefore, have four divisions of compulsory heavy lengthening in a word.

The Compulsory Light Lengthening in a word.

The Compulsory Heavy Lengthening in a letter.

The Compulsory Light Lengthening in a letter.

2.9 Summary

This chapter provided the basic theoretical about the Art of Tajweed in Holy Quran Recitation and Phonetics and Phonology in English language. This task was achieved by stating pronunciation in its place in linguistics where it has been subsumed under the two interrelated fields of phonetics and phonology. The first part of this chapter has explored fundamental issues concerning definition and construction of the term “pronunciation” in

general and phonetics and phonology in particular. Great emphasis has been put on exploring the definition of the Tajweed in the Holy Quran and phonetics and phonology were introduced in relation to relevant studies undertaken in different content and stated by many scholars.

The second part of the chapter reviewed a number of references related to the area of Holy Quran recitation and the Art of Tajweed in similar contents to phonetics and phonology in English to a certain degree. These developments were situated in close connection with the recent progress in the field of the Art of Tajweed in the Holy Quran consideration employed to explain sound perception, and sound production. At this point, considerable amount of information was directed to the physical factors involved in sound production in phonetics and phonology and the art of Tajweed. This has to do with the influence of the use of the Art of Tajweed and phonetics and phonology in English language as well.

In fact, complete understanding of issues concerning pronunciation appeared necessary, this because learners of foreign pronunciation need to be equipped with the reasonable amount and quantity of knowledge to make use of in the process of learning pronunciation. Actually, it is important to know the nature of the target phonetics and phonological system as the key factor to consider in the ability to produce accurate utterances.

The next chapter will explore the methodology, which will be followed in this study.

CHAPTER THREE

Design and Research

Methodology

Chapter Three

Design & Methodology of the Research

3.0 Introduction

This chapter explains the methodology of the study. In that, it describes the methods and techniques adopted the instrument, the population, the samples and the procedures of data analysis.

3.1 The methodology

This study is descriptive in nature. It focuses on the ‘what’ of the problem in question. The study investigates the different aspects of the problem and it sheds light on the areas that need attention.

3.2 Population

The subject of this study involved all male and female students of second; third and fourth years majoring English language at the Department of English at Sudan University College of Languages, College of Education and English language students at the Department of English at Khartoum University college of Education for academic year 2014-2015.

The target populations of this study were all students at English major at the department of English Language.

Some of these were at level 2 and some are at level 3 but the most of them were undergraduate students; who studied English for 3 years as their specialty. Besides half of them were student of Ant English Department and the other were students of college of Education English Department.

3.3 Instrument

It known that the instruments of any study are the tools, which any researcher used for collecting the required data for the study. One instrument utilized to collect data for present study a questionnaire developed to collect data from university students.

3.3.1 Students' questionnaire

The researcher had acquainted and familiarized himself with a great amount of the available previous studies related to the present study. After a great deal of research in the field of pronunciation and making use of knowledge derived from research methodology references and checking different types of questionnaires, the researcher started writing the items and the questionnaire putting in mind the questions and hypotheses of the study. The researcher wrote as many items as he could. Some of these drawn from previous and established questionnaires.

Then a process of revision and modification took place and the items were restricted to 15 items and closed-ended questionnaire. The questionnaire was designed in accordance with liken scale to draw the university students' experience and opinions on the effect of mastering the rules of Holly Quran recitation on English pronunciation, phonetics and phonology.

The questionnaire intended to be clear, easy and unambiguous to the students and teachers experts in the field and the supervisor. This process was continuous though the different phrases of the questionnaire submitted to supervisor many times in different stages of construction to comment on it. The questionnaire checked by two teachers with long experience in

teaching English and finally supervisor before printing and administration then distribution.

3.3.2 Content of the questionnaire

The student questionnaire, printed in three pages consisted of the following parts see (Appendix).

3.4 Questionnaire validity

Validity defined as the quality of a data-gathering instrument or procedure that enables it to measure what it is. Supposed to measure (Best: 2000:208). This definition emphasize that the important thing in the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. Therefore, questionnaire items should sample a significant aspect at the purpose of the investigation. In addition, the questionnaire items should clearly defined. So that they have the same meaning to all respondents.

To realize reasonable amount of validity for the students' questionnaire, the researcher tried to get help as much as he could from colleague's university teachers, and experts in the field of TEFL. Discussion with colleague's university teachers and supervisor were continuous through the construction of questionnaire. Items revised, refined and sometimes replaced based on this discussion or debating. In addition, the researcher constructed a panel of experts, which consisted of one-university Sudan University English specialists to check the validity at the questionnaire. Those experts who had long experience in teaching English and Constructing questionnaire told about the problem , the investigation, the population and the purpose of the study; and provided with an initial copy of student's

questionnaire and told to comment on the validity clarity of the items, and the questionnaire in the general. They asked to suggest any changes they see necessary. A meeting with each expert held and a discussion on the questioning took place. Then same changes made and the questionnaire handed to the supervisor for more discussion.

3.5 Questionnaire Reliability

After checking the validity of the questionnaire, a final piloting with a simple sample of the study carried out to throw light on.

- The general appearance of the questionnaire.
- Any ambiguous wording of items.
- The clarity of instructions.
- The process of administration.
- The questionnaire reliability.

Twenty copies of the questionnaire distributed to Sudan University students to respond to them and provide comments questionnaire. This questionnaire threw light on the wording of some items, proved the clarity of the instructions and provided the researcher realized that the presence of the class English teacher during the administration of the questionnaire would be of great help in items of the students' obligation and questionnaire returns. Then the questionnaire submitted to the supervisor for a final perusal and he approved it. The most important part of this piloting was testing the questionnaire reliability.

3.6 Procedures

The researcher obtained permission from the head of English language department of English at Sudan University of Science and Technology to conduct this study. The questionnaire were distributed by hand to (50) students of English language majoring in English at the Department of English language at Sudan University of Science and Technology and Khartoum University. The familiar concepts and terminology explained to the students by the teacher in order to ensure that the students understood the items of the questionnaire. The questionnaires collected from students immediately. Never the less, the researcher neglected (2) of returned students' questionnaire because of in complete information that requested in the questionnaire; then the researcher converted students responses into numbers. The data collected will analyzed by using SPSS program.

3.7 Summary

In this chapter, the researcher provided description of the research methodology. She presented the population and research instrument. She also described students' questionnaire validity and reliability and students' questionnaire were answered a procedure of data collection was also described.

In chapter four, research data will analyzed descriptively and statistically by using statistical package for the social sciences (SPSS).

A number of analytical and descriptive statistical techniques used to arrive at the results of this study.

CHAPTER FOUR

Data Analysis and Discussion

CHAPTER FOUR

Data analysis and Discussion

4.0 Introduction

This chapter presents and analyzes the data collected by the questionnaire. The results will be used to provide answers to the research questions.

4.1 The data obtained from the questionnaire

4.1.2 Student's questionnaire analysis

In order to present the results obtained from this study, the results of the questionnaire investigated under the categories of pronunciation difficulties, pronunciation sources and the results of the questionnaire dealt with in relation to the concept of “The Art of Tajweed” in Holly Quran recitation and practice phonology. First pronunciation difficulties analyzed with phrases to the awareness of phonetics and phonology.

Second, considering the category of pronunciation sources the analysis explores levels of awareness of the non-print media and the role of linguistics systems as the most available sources of correct sound model and knowledge.

Finally, the relation between mastering the rules of Holly Quran recitation and phonetics and phonology in English. The results used to explain the extent to which factors such as knowledge of segment differences, the limits of accuracy, varieties of pronunciation and the experience in phonetics symbols and their relevant features between the rules of Tajweed in the Holly Quran recitation and phonetics and phonology in English may indicate the learners' levels of accuracy.

1. The items in the student's questionnaire classified under two domains. These two domains are:

1) There are some similarities and some differences between "The Art of Tajweed" in the Holy Quran and phonetics and phonology in English. Items (1, 2, 3, 4, 5, 6, 7, and 8) at the questionnaire measured the first domain.

2) The performance and the students in English pronunciation improve because of mastering "The Art of Tajweed" in the Holy Quran recitation. The second domain was measured by items (9, 10, 11, 12, 13, 14 and 15) shown in table and chart.

2. The first nine statements/items of the scale in the students' questionnaire concern the pronunciation difficulties and pronunciation sources and phonology, their performance assessment by phonetics and phonology causes provided by universities and the student improvement in non- printed media TV and Radio.

Now each variable of the first domain considered individually:

Variable (1): Speaking English well with friends and colleagues.

Table (4.1): Speaking English well with friends and colleagues

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|---------|---------------|--------------------|
| Valid | Very happy | 27 | 52.9 | 54.0 |
| | Happy | 14 | 27.5 | 82.0 |
| | Neutral | 7 | 13.7 | 96.0 |
| | Unhappy | 2 | 3.9 | 100.0 |
| | Total | 50 | 98.0 | |
| Missing | System | 1 | 2.0 | |
| Total | | 51 | 100.0 | |

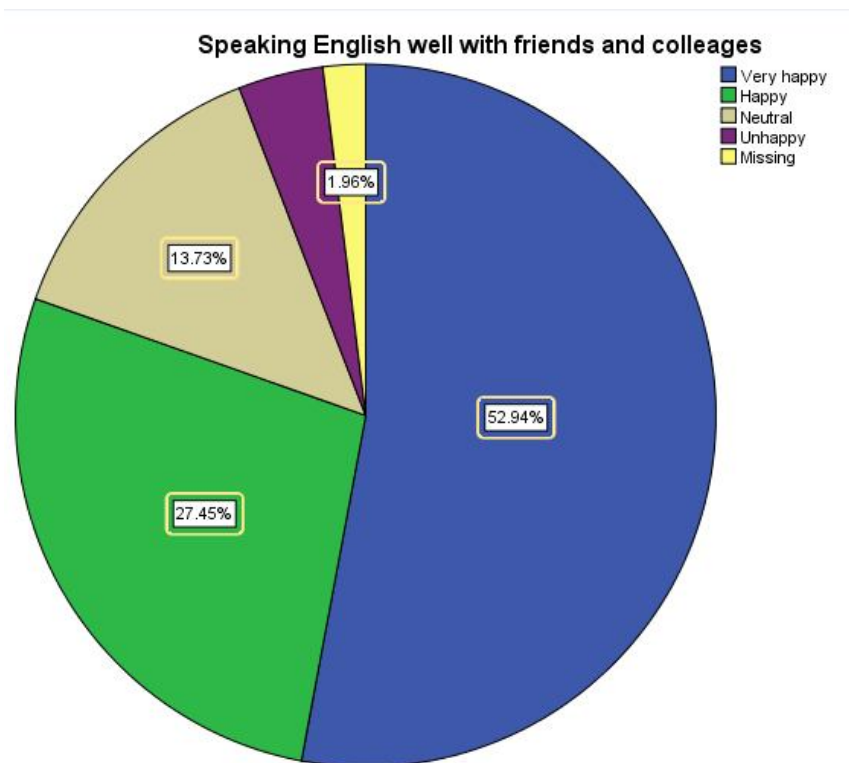


Chart (4.1) Speaking English well with friends and colleagues

The table and the chart above show that 80.4% of the students feel comfortable when they speak English well with friends and colleagues whereas 3.97% of them feel the opposite. The rest of the students are neutral.

Variable (2): Facing some pronunciation difficulties.

Table (4.2): Facing some pronunciation difficulties

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Always | 3 | 5.9 | 6.0 | 6.0 |
| | Sometimes | 34 | 66.7 | 68.0 | 74.0 |
| | Often | 10 | 19.6 | 20.0 | 94.0 |
| | Hardly | 2 | 3.9 | 4.0 | 98.0 |
| | Never | 1 | 2.0 | 2.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

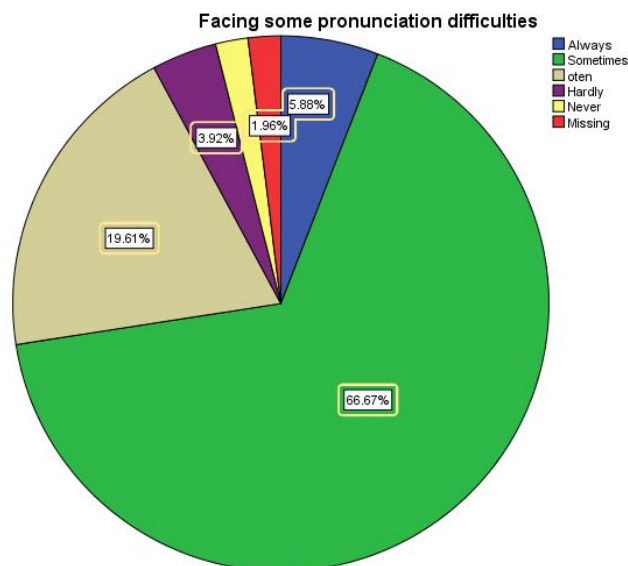


Chart (4.2) Facing some pronunciation difficulties

Table and chart (4.2) show that 72.6% of the students face some pronunciation difficulties while 5.9% of them are satisfied with their pronunciation. The remaining students stand in the middle of cause, feeling that pronunciation is not satisfactory. This is big problem, which can create some psychological stresses on students. No doubt, this means students face some pronunciation difficulties

Variable (3): Feeling uneasy with bad pronunciation.

Table (4.3): Feeling uneasy with bad pronunciation

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Always | 9 | 17.6 | 18.0 | 18.0 |
| Sometimes | 22 | 43.1 | 44.0 | 62.0 |
| Valid Often | 7 | 13.7 | 14.0 | 76.0 |
| Hardly | 4 | 7.8 | 8.0 | 84.0 |
| Never | 8 | 15.7 | 16.0 | 100.0 |
| Total | 50 | 98.0 | 100.0 | |
| Missing System | 1 | 2.0 | | |
| Total | 51 | 100.0 | | |

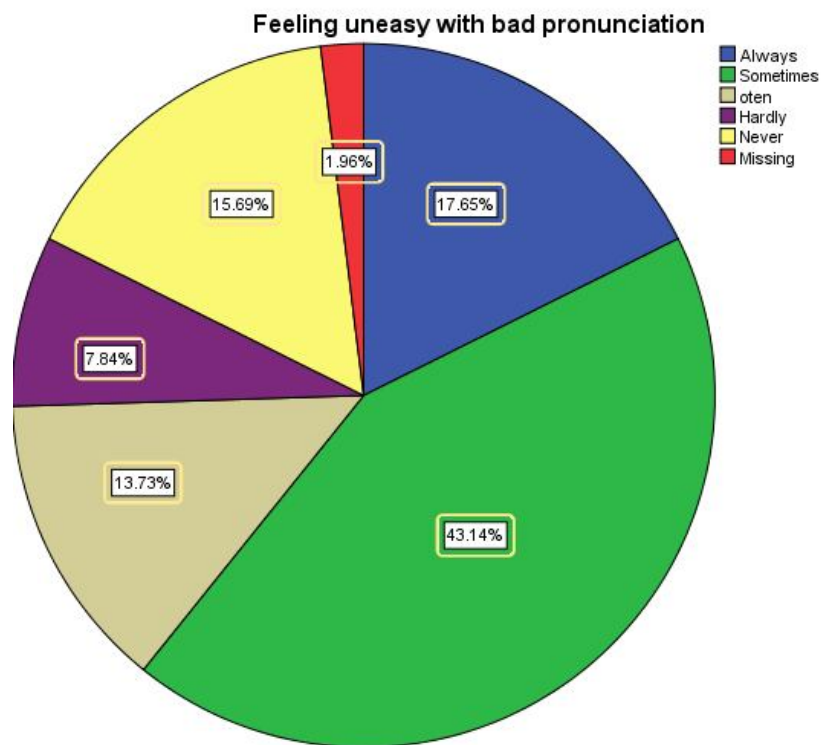


Chart (4.3): Feeling uneasy with bad pronunciation

Table and chart (4.3) indicate that 61.7% of the students feeling uneasy with bad pronunciation whereas 23.5% of them think that they can go on with the bad pronunciation. 13.7% are neutral they may not be sure about their pronunciation.

Variable (4): Improving pronunciation by listening to cassettes and video.

Table (4.4): Improving pronunciation by listening to cassettes and videos

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 47 | 92.2 | 94.0 | 94.0 |
| | Neutral | 1 | 2.0 | 2.0 | 96.0 |
| | Disagree | 2 | 3.9 | 4.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

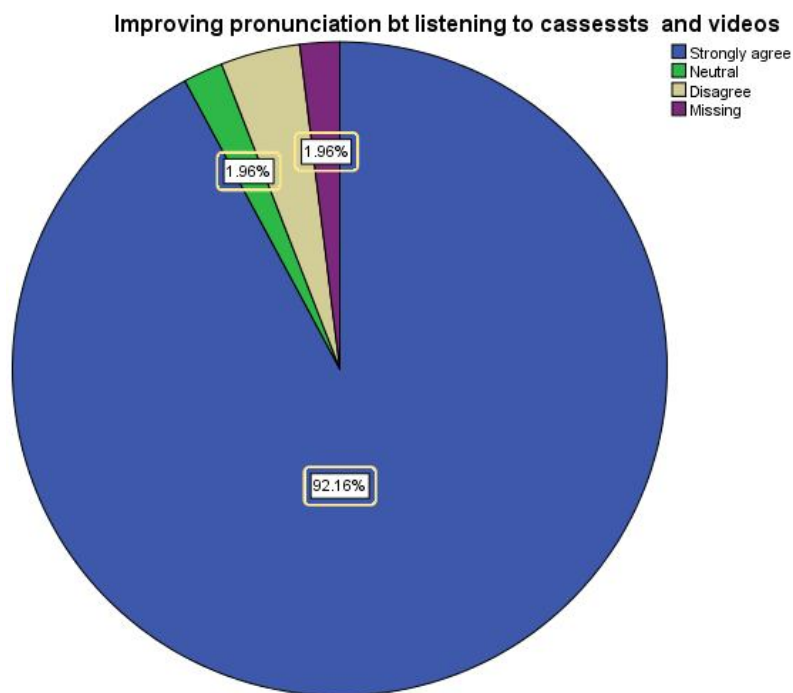


Chart (4.4): Improving pronunciation by listening to cassettes and video

Table and chart (4.4) show that 94.37 of the students claim that listening to cassettes and video improve their pronunciation. Only 3.9% of the students do not claim that listening to cassettes and video develop their pronunciation.

Variable (5): Radio and TV as good sources of correct pronunciation.

Table (4.5): Radio and TV as good sources of correct pronunciation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 21 | 41.2 | 42.0 | 42.0 |
| | Agree | 21 | 41.2 | 42.0 | 84.0 |
| | Neutral | 4 | 7.8 | 8.0 | 92.0 |
| | Disagree | 4 | 7.8 | 8.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

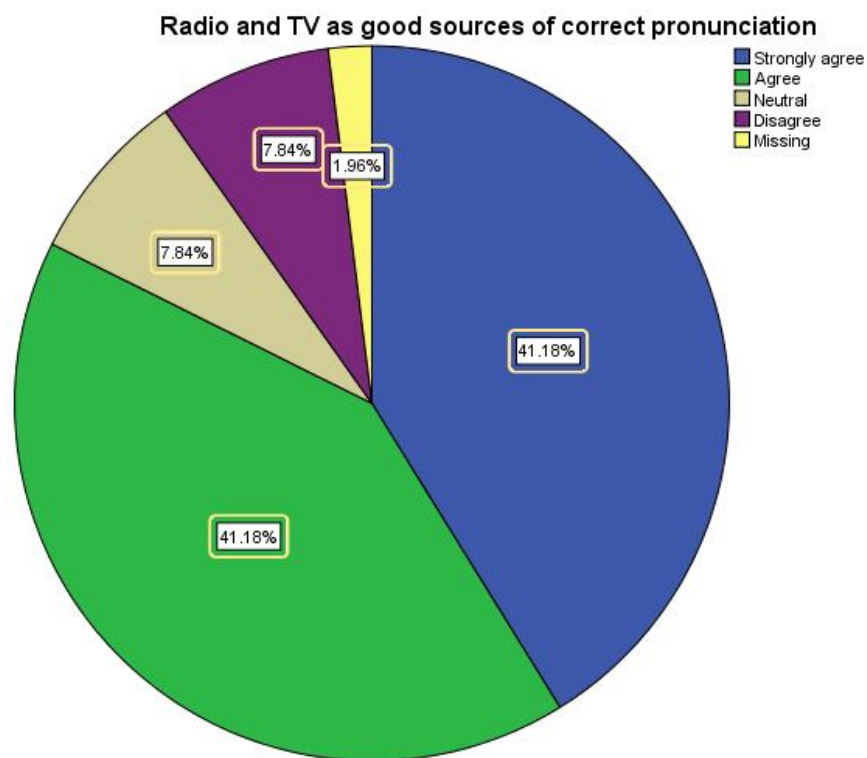


Chart (4.5) Radio and TV as good sources of correct pronunciation

Table and chart (4.5) show that 82.2% of the students think that radio and TV are good sources of correct pronunciation; they think that they have ability to listen to the correct pronunciation. While 7.8% of them are not satisfactory with Radio and TV as good sources of correct pronunciation the rest of the students are neutral.

Variable (6): Learning pronunciation of sound is easy in English tackle and chart (4.6)

Table (4.6) Learning production of sounds is easy in English

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Always | 12 | 23.5 | 24.0 | 24.0 |
| Sometimes | 18 | 35.3 | 36.0 | 60.0 |
| Oten | 18 | 35.3 | 36.0 | 96.0 |
| Never | 2 | 3.9 | 4.0 | 100.0 |
| Total | 50 | 98.0 | 100.0 | |
| Missing System | 1 | 2.0 | | |
| Total | 51 | 100.0 | | |

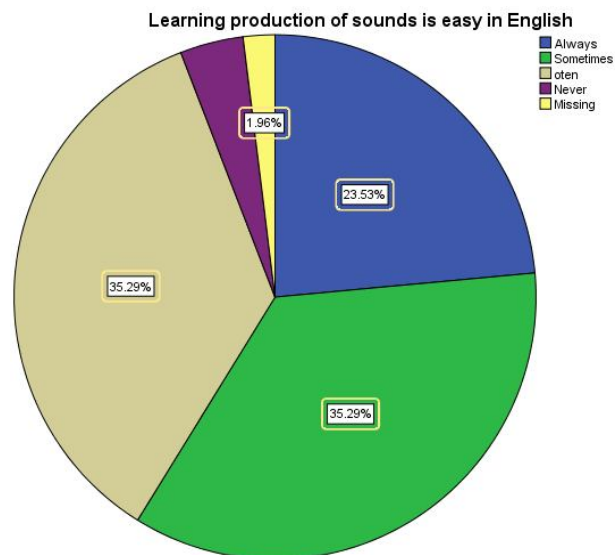


Chart (4.6) Learning production of sounds is easy in English

Table and chart (4.6) indicate that 58.8% of the students say that they always feel easy when they are learning pronunciation of sounds in English. Only 3.9% of the students say that they do not always feels easy when they are learning pronunciation of sound in English while 35.3% of them are undecided.

Variable (7): Linking courses of phonetics and phonology

Table (4.7) Liking courses of phonetics and phonology

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Very much | 16 | 31.4 | 32.0 | 32.0 |
| | Much | 12 | 23.5 | 24.0 | 56.0 |
| | To some extent | 12 | 23.5 | 24.0 | 80.0 |
| | Only a little | 6 | 11.8 | 12.0 | 92.0 |
| | Not at all | 4 | 7.8 | 8.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

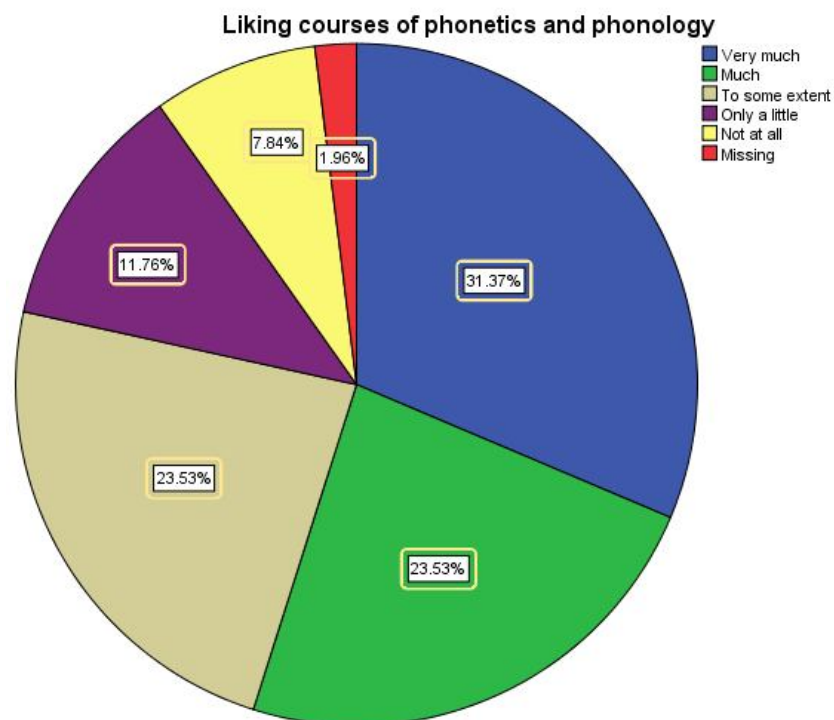


Chart (4.7) Liking courses of phonetics and phonology

As shown in table and chart (4.7) above that 54.9% of the students see that linking courses of phonetics and phonology together while 19.6% of them see that they do not link courses on phonetics and phonology together whereas 23.5% of them are undecided of course.. As stated by Roach (2008; 44) Phonetics – the competitively straightforward business of describing the sound that we use in speaking .when we talk how the phonemes functions in language and the different relationships among the different phonemes-when. In other word, we study the abstract side of sounds of languages we are studying related but different subject that we call Phonology. This means Students must link phonetics and phonology courses.

Variable (8): Learning new ways about sound system in English.

Table (4.8) Learning new ways about sound systems in English

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid | A lot | 13 | 25.5 | 26.0 |
| | Not many | 11 | 21.6 | 48.0 |
| | Some | 13 | 25.5 | 74.0 |
| | A few | 13 | 25.5 | 100.0 |
| | Total | 50 | 98.0 | |
| Missing | System | 1 | 2.0 | |
| Total | 51 | 100.0 | | |

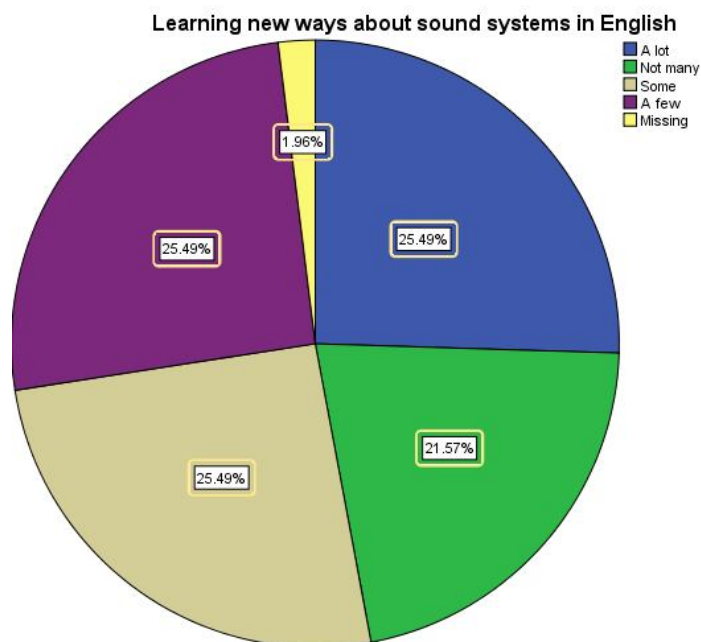


Chart (4.8) Learning new ways about sound systems in English

As shown in table (4.8) above that 47.1% of the students, see that the English pronunciation courses in their universities suit the standard of the students' need. Whereas 25.5% see the opposite, 25.5% of the students are neutral. Since there is a variety of English sound system, it is difficult to come out with a way that suit all students need. An alternative is to have a number of ways to learn sound system in English .This means that students determining the ways in which they can serve the students pronunciation as well as the phonetics and phonology sound systems.

Variable (9): Using materials and ideas form phonetics course to speak with friend.

Table (4.9) Using materials and ideas from phonetics course to speak with friends

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Excellently | 2 | 3.9 | 4.0 | 4.0 |
| | Very well | 15 | 29.4 | 30.0 | 34.0 |
| | Well | 22 | 43.1 | 44.0 | 78.0 |
| | Satisfactorily | 7 | 13.7 | 14.0 | 92.0 |
| | Badly | 4 | 7.8 | 8.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

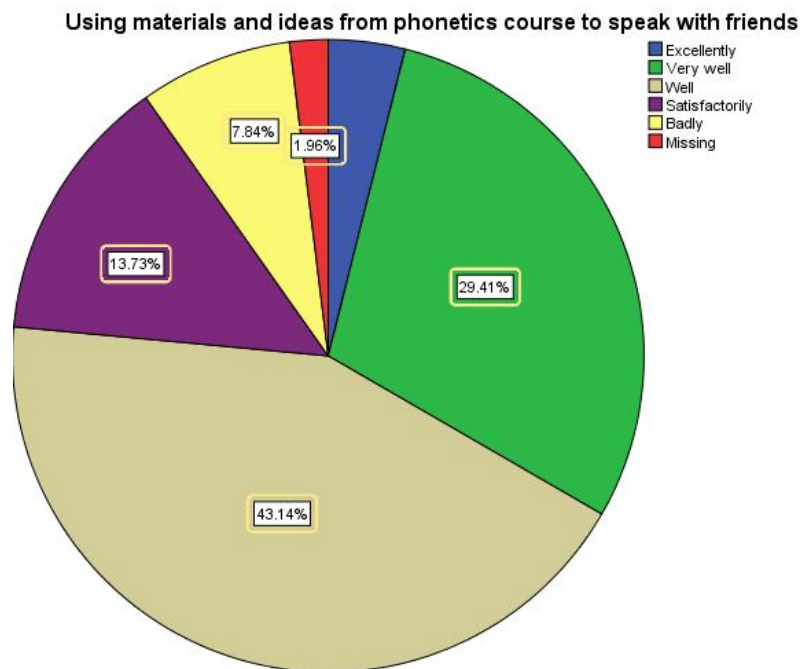


Chart (4.9) Using materials and ideas from phonetics course to speak with friends

The numerical data in table and chart (4.9) assure that 33.3% of the students claim that the phonetics courses in their universities have clear objectives, which they can achieve by the end of the causes. However, 21.5% of the students state that the phonetic materials do not have clear objectives, which they can use in their speaking. The rest of students who are 43.1% think that phonetics materials are well.

No doubt specifying the objectives of materials assists students in using materials and ideas systematically throughout the course and determining the course item which need emphasized.

Variable (10): Effect of awareness of L₁ sound system on L₂ sound system.

Table (4.10) Effect of awareness of L1 sound system on L2 sound system

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 16 | 31.4 | 32.0 | 32.0 |
| | Agree | 21 | 41.2 | 42.0 | 74.0 |
| | Neutral | 6 | 11.8 | 12.0 | 86.0 |
| | Disagree | 6 | 11.8 | 12.0 | 98.0 |
| | Strongly disagree | 1 | 2.0 | 2.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

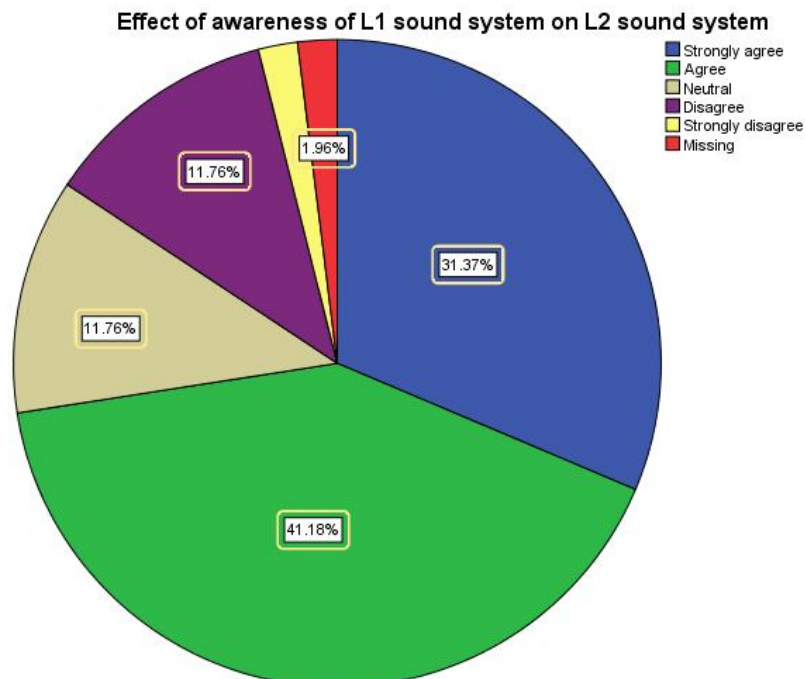


Chart (4.10) Effect of awareness of L1 sound system on L2 sound System

As displayed in table and chart (4.10) above 72.6% of the students are convinced that awareness of L₁ sound system effect on L₂ sound system and this help them to learn many things. However, 13.8 of the students are 11.8% so most of the students think that L considered an instrument for learning sound system in L₂.

Variable (11): Experience of Tajweed important for English pronunciation.

Table (4.11) Experience of Tajweed is important for English pronunciation

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly agree | 14 | 27.5 | 28.0 | 28.0 |
| Agree | 21 | 41.2 | 42.0 | 70.0 |
| Neutral | 8 | 15.7 | 16.0 | 86.0 |
| Disagree | 3 | 5.9 | 6.0 | 92.0 |
| Strongly disagree | 4 | 7.8 | 8.0 | 100.0 |
| Total | 50 | 98.0 | 100.0 | |
| Missing System | 1 | 2.0 | | |
| Total | 51 | 100.0 | | |

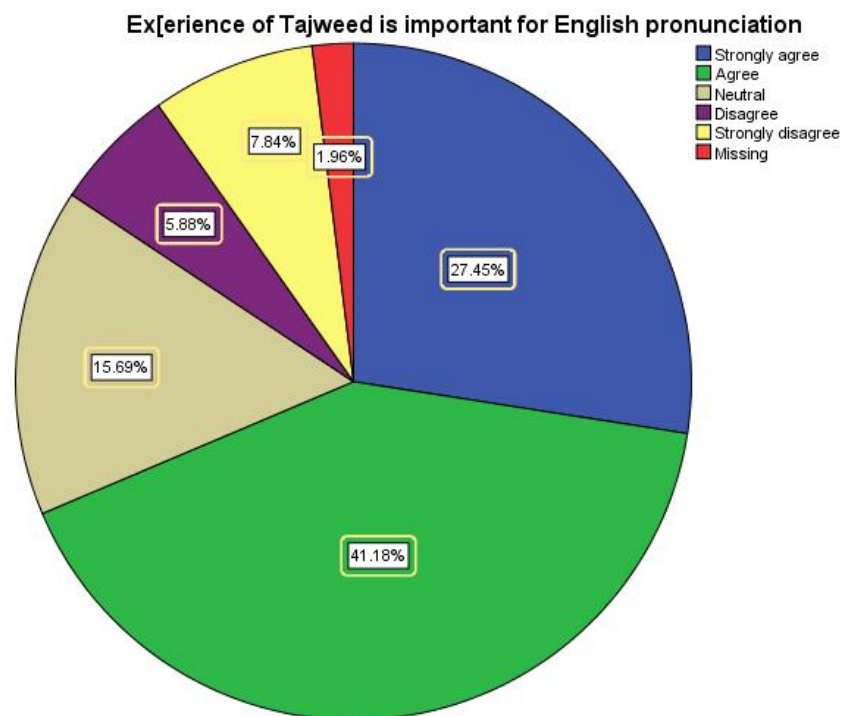


Chart (4.11) Experience of Tajweed is important for English pronunciation

According to table and chart (4.11) above, 68.7% of the students think that Experience of Tajweed is important for English pronunciation. While only 13.7% of them do not see such as important. Only 15.7% are neutral feeling that Experience of Tajweed is important constitutes point of student's comparison might increase their exposure to the Art of Tajweed and have the chances to learn it.

Variable (12): Information about Tajweed

Table (4.12) Information about Tajweed is little

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 8 | 15.7 | 16.0 | 16.0 |
| | Agree | 24 | 47.1 | 48.0 | 64.0 |
| | Neutral | 10 | 19.6 | 20.0 | 84.0 |
| | Disagree | 6 | 11.8 | 12.0 | 96.0 |
| | Strongly disagree | 2 | 3.9 | 4.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

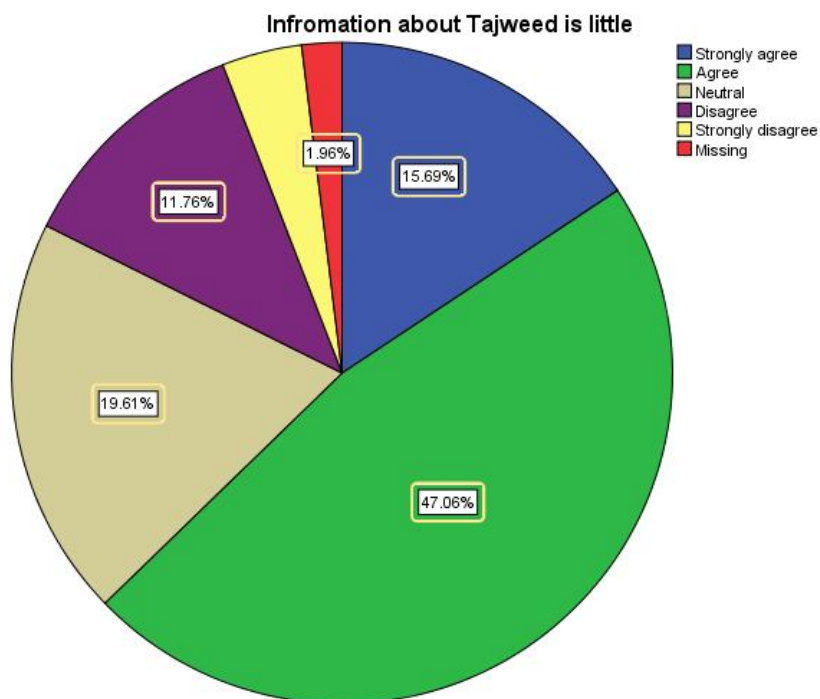


Chart (4.12) Information about Tajweed is little

As mentioned in table and chart (4.12) 62.8% of the students are satisfactory that information about Tajweed is little where as 15.7% of them thinking the opposite. The undecided students do not have enough information about Tajweed of Holly Quran constitutes a basic point of their ignorance about Art of Tajweed and Holly Quran sound system.

Variable (13) Expressing tongue and repletion of Holly Quran help English pronunciation.

Table (4.13) Exercising tongue and repetition of Holy Quran help English pronunciation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 15 | 29.4 | 30.0 | 30.0 |
| | Agree | 17 | 33.3 | 34.0 | 64.0 |
| | Neutral | 7 | 13.7 | 14.0 | 78.0 |
| | Disagree | 9 | 17.6 | 18.0 | 96.0 |
| | Strongly disagree | 2 | 3.9 | 4.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

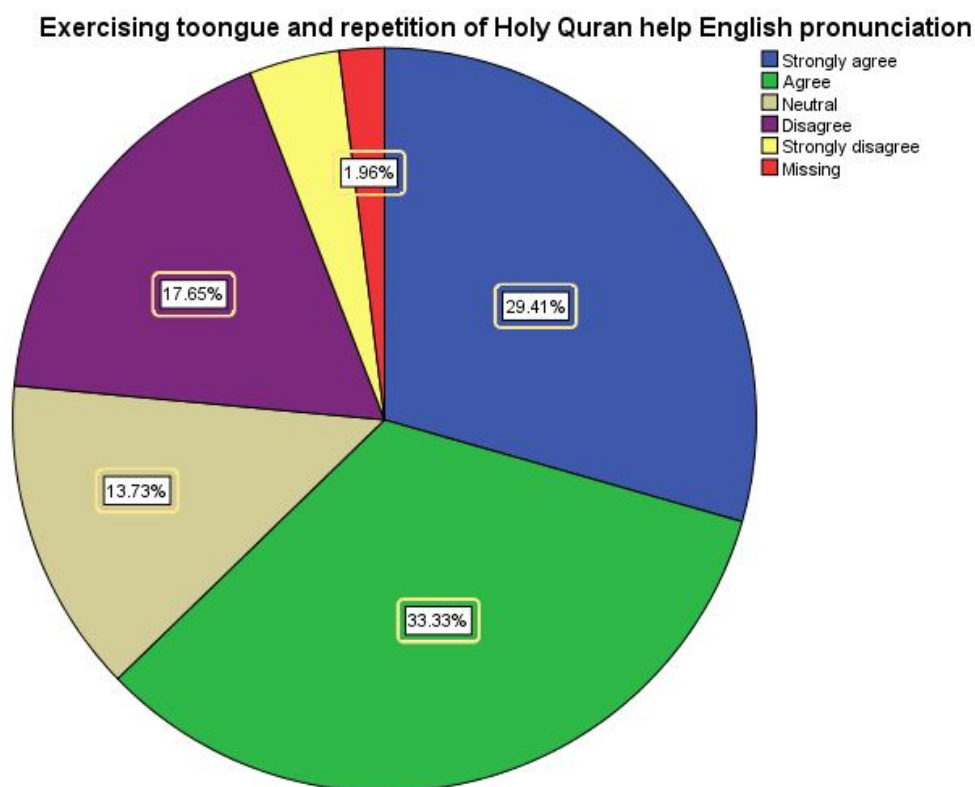


Chart (4.13) Exercising tongue and repetition of Holy Quran help English pronunciation

With regard to table and chart (4.13) above, 62.7% of the students feel that expressing tongue and repletion of Holly Quran help English pronunciation whereas only 21.5% of them are not convinced. The undecided students are 13.7%. Hence most students see exercising tongue and repetition of Holly Quran help English pronunciation it would be better if students employee themselves in Holly Quran courses.

Variable (14): Tajweed is the best way to know about phonetics and phonology.

Table (4.14) Tajweed is the best way to know about phonetics and phonology

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid Strongly agree | 15 | 29.4 | 30.0 | 30.0 |
| Agree | 16 | 31.4 | 32.0 | 62.0 |
| Neutral | 10 | 19.6 | 20.0 | 82.0 |
| Disagree | 8 | 15.7 | 16.0 | 98.0 |
| Strongly disagree | 1 | 2.0 | 2.0 | 100.0 |
| Total | 50 | 98.0 | 100.0 | |
| Missing System | 1 | 2.0 | | |
| Total | 51 | 100.0 | | |

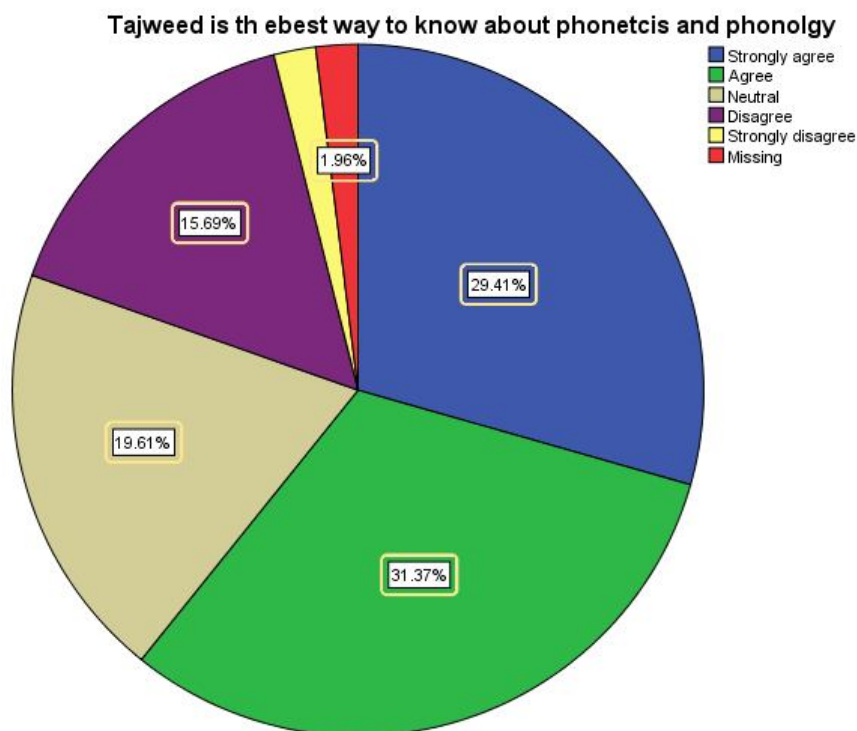


Chart (4.14) Tajweed is the best way to know about phonetics and phonology

It is clear from table and chart (4.14) that 60.8% of the students think that their English pronunciation courses phonetics and phonology related to the rules of Holy Quran recitation the Art of Tajweed. In contrast, 17.7% of them think that the rules of Art of Tajweed are not relate to the courses of English pronunciation, phonetics and phonology.

The undetermined students are 19.6%. if the tajweed is the best way to know about Phonetics and Phonology .No doubt books and courses about Art of Tajweed encourage students more and more to know about Tajweed and to compare English pronunciation with tajweed. The printed teaching materials about Tajweed should be attitude, rich of information and light to create a feeling came among students.

Variable (15): Most important aspect of pronunciation

Table (4.15) Most important aspect of pronunciation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Knowledge of place of articulation | 16 | 31.4 | 32.0 | 32.0 |
| | Knowledge of the characteristics of sound | 8 | 15.7 | 16.0 | 48.0 |
| | Knowledge of rules of change in sound | 12 | 23.5 | 24.0 | 72.0 |
| | Exercising tongue and a lot of repetition | 14 | 27.5 | 28.0 | 100.0 |
| | Total | 50 | 98.0 | 100.0 | |
| Missing | System | 1 | 2.0 | | |
| Total | | 51 | 100.0 | | |

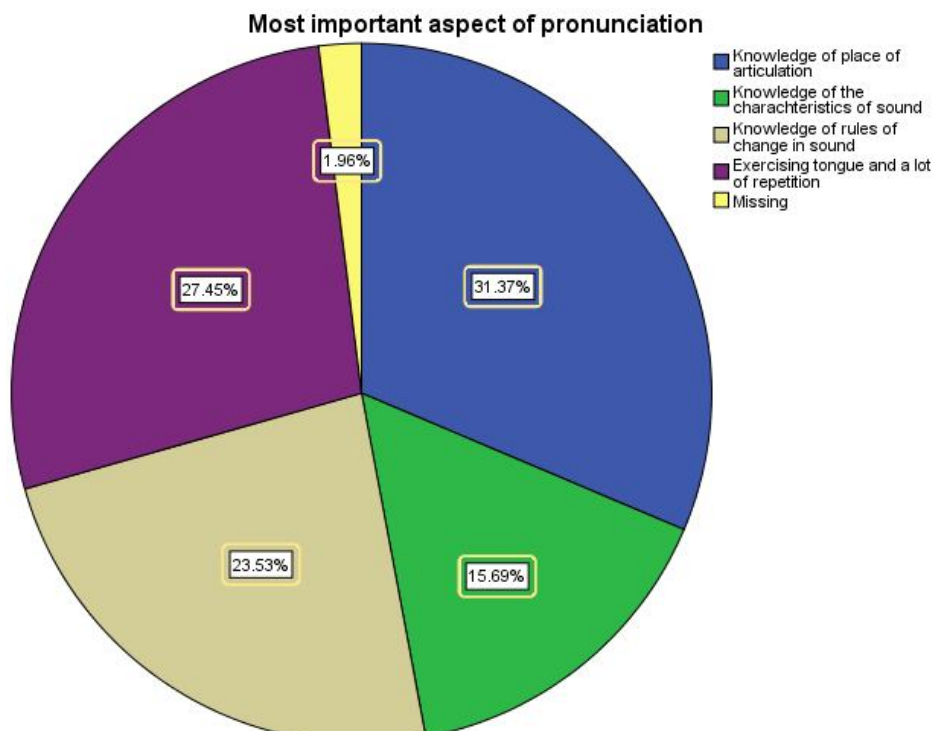


Table (4.15) most important aspect of pronunciation

As table and figure (4.15) mention that 47.1% of the students consider that the causes taught about phonetics. Whereas 27.5% of them think that practice to organs of speech is the best aspect of English pronunciation. 23.5% of students are convinced that knowledge of rules of change in sounds is most important aspect of pronunciation. No doubts knowing about these aspects in the Art of Tajweed improve the performance of students in English pronunciation phonetics and phonology.

4.2 Summary

This Chapter has presented the analysis and discussion of data gathered from the questionnaire. This showed that the students questionnaire variety. It also pointed out the areas of analysis and discussion. The results of this analysis and discussion will be used in Chapter Five to provide answers for the research questions.

CHAPTER FIVE

Conclusion and Recommendations

Chapter Five

Conclusions and Recommendations

5.0 Introduction

This chapter will draw the threads of the study together by answering the research questions and verifying the hypotheses. Data from Chapter Four will be accumulated under each question and hypotheses.

5.1 Results

The questions and hypotheses will be paired and the data that relate to them will be assembled in order to answer the questions and check the hypotheses.

5.1.1 Question One and Hypothesis One

Q1: To what extent are “The art of Tajweed” in the Holy Quran and phonetics and phonology in English similar?

H1: There are some similarities and differences between “The Art of Tajweed” in the Holy Quran and phonetics and phonology in English.

The result shows that students face some difficulties in English pronunciation phonetics and phonology. Students lack orient information about phonetics and phonology and Art of Tajweed. These result confirm what Zumrawi (2004: 159) has arrived at when saying that it is a natural matter that linguistics information usually occupies a considerable portion in the type of sources employed to enrich learners, storage of the obligatory knowledge needed to build their linguistics competence. This emphasize that

students must have a good information about phonetics and phonology, concepts and principle as well as the complementary features which constitute the basis on which learners may depend on the master the target sounds. This why specialized courses on pronunciation and other linguistic system designed to facilitate the task of sound production.

When investigating the influence of materials about phonetics and phonology on the student's performance, the result show that students lack knowledge, which confirms the absence of, carefully selected and well-integrated theoretical knowledge normally results in pronunciation difficulties. Being linguistically competent is not enough to be good in pronunciation in addition to linguistic competence students require to acquire the skills, techniques, and methods, necessary to master English Pronunciation.

In another dimensions many students lack amount of information and materials about the Art of Tajweed which is necessary to make them comparison between the Art of Tajweed and English pronunciation phonetics and phonology. Therefore, the first question is answered and the first hypothesis is rejected.

5.1.1 Question Two and Hypothesis Two

Q2: To what extent does the performance of the students improve in pronunciation of English when they master the rules of Holly Quran recitation “The art Tajweed”?

H2: The performance of the students in English pronunciation improve as result of mastering the Art of Tajweed in the Holly Quran.

The answer to question two and evidence for hypothesis two comes from the second section of the questionnaire. This data from this section revealed the following. The students show a high level of knowing about mother tongue to learn English pronunciation but the result show a low level of knowing about the Art of Tajweed. The significance of the rule of Art of Tajweed included in the study largely confined to their remarkable role in enriching learners phonetically and phonological awareness and this emphasizes the role of knowledge of articulation at another language. Roach (2008:8) States that the muscles in the chest that we use for breathing produce the flow of air that needed for almost all speech sound. This means the practice of these muscles help learner to improve their pronunciation accuracy. By exploring the usefulness of knowing and applying the Art of Tajweed, a big majority of the participants in the questionnaire 68.7% ensured that knowledge of the Art of Tajweed in the holy Quran is important for English. Similarly, the majority of participant in questionnaire 72.6% agreed that knowledge of second system is important in English phonetics.

Confirming this argument learning pronunciation might follow from aspect of differences and similarities in properties of mother tongue and the

Art of tajweed in the holly Quran. To conclude students of English need to be similar with the various ways in the Art of Tajweed, which can make them comprise between them and English pronunciation aspects.

Therefore, the second question is answered and hypothesis two is verified.

In sum, all three questions have been answered positively and all three hypotheses have been verified by data from the questionnaire.

5.2 Recommendations

Based on the above, the researcher offers the following recommendations:

- Learners of English should pay special attention to pronunciation since it occupies a sensitive situation in the learning process.
- Phonetics and phonological awareness should give a considerable portion in the learner's store of linguistic information.
- The adoption of the non-print media should no longer be far – reaching means of enriching phonological awareness and pronunciation accuracy.

Recommendations related to the Art of Tajweed in the Holly Quran

To overcome the ignorance and the lack information about “The art of Tajweed” in the Holly Quran recitation, the following reforms are recommended:

- University should have standard curricula and syllabi about the Art of Tajweed set by national and international experts from international Islamic centre. Committees should be set up for planning these curricula and syllabi on the long term.
- All universities should device sessionals courses on the Art of Tajweed and Holly Quran memorization as a remedy for raising student's level.
- Teachers should motivate students to link all their courses with the Holly Quran strategies.

5.3 Suggestions for further research

Throughout this study, the researcher has noticed that the following areas need to research:

- Phonetically, experiments are required to show the adoption at the Art of Tajweed in the Holly Quran recitation in knowing the articulator movements of sound as produced in natural environments of real life situation.
- Pedagogically, as far as teaching methods and techniques are involved researcher suggests more technical approaches to deal with pronunciation in the Art of Tajweed leaving process.
- Strategically, with regard to the learners personal skills, experience and efficiency in copying with pronunciation difficulties, investigations may devoted to identify effective way of dealing with speech sound in the Art of Tajweed environment.

5.4Summary

This chapter presented the conclusions and recommendations of the study. The conclusions provided answers to the research questions and verified the hypotheses. In addition, recommendations were offered and suggestions for further research were proposed.

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APPENDIXES

Sudan University of Science and Technology

College of Graduate Studies

Department of English

M.A. in linguistics

Student's Questionnaire

Dear students,

I currently registered at Sudan University of Science and Technology for an M.A. investigating the Role of Mastering the Rules of Holly Quran Recitations the Art of Tajweed in English Phonetics and Phonology. This questionnaire questions are part of a study that meant to explore the effectiveness and importance of these studies in pronunciation.

You kindly requested to answer all the questions .Your accurate answer would be of great help to the researcher. Your answer will be treated confidentially and restricted to research purpose only .If you have questions regarding this survey, do not hesitated to contact the researcher. I appreciate your help and cooperation.

Thanks in advance

EmanMahagoub Mohammed

E.mail. Nawara 12345@hotmail .com

Tel. 0998691157

Dear student kindly put a tick (✓) in the box in front of your choice.

| No. | Items | | | | | | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|--|-----------------------|--|-----------------------|--|--------------------------|--|
| 1. | How do you feel when you speak English well with your friends and colleagues? | | | | | | | | | |
| | <i>Very happy</i> | | <i>Happy</i> | | <i>Neutral</i> | | <i>Rather happy</i> | | <i>Unhappy</i> | |
| 2. | I face some pronunciation difficulties when I speak English language. | | | | | | | | | |
| | <i>Always</i> | | <i>Sometimes</i> | | <i>often</i> | | <i>Hardly</i> | | <i>Never</i> | |
| 3. | How often do you feel uneasy when you cannot speak English with well pronunciation? | | | | | | | | | |
| | <i>Always</i> | | <i>Sometimes</i> | | <i>often</i> | | <i>Hardly</i> | | <i>Never</i> | |
| 4. | Listening to the cassette and video tape improve pronunciation. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 5. | Radio and T.V are good sources for correct pronunciation. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 6. | It is easy to learn the ways in which sounds are produced in English. | | | | | | | | | |
| | <i>Always</i> | | <i>Sometimes</i> | | <i>often</i> | | <i>Hardly</i> | | <i>Never</i> | |
| 7. | How far do you like Phonetics and Phonology Courses? | | | | | | | | | |
| | <i>Very much</i> | | <i>Much</i> | | <i>To some extent</i> | | <i>Only a little</i> | | <i>Not at all</i> | |
| 8. | Have you learnt new ways or ideas about the sound system of English? | | | | | | | | | |
| | <i>A lot</i> | | <i>Not many</i> | | <i>some</i> | | <i>A few</i> | | <i>Not at all</i> | |
| 9. | How well do you use the material you get from these Phonetics and Phonology courses to speak English with your friends, colleagues and others? | | | | | | | | | |
| | <i>Excellently</i> | | <i>Very well</i> | | <i>well</i> | | <i>satisfactorily</i> | | <i>Badly</i> | |
| 10. | Awareness of the sound system of the mother tongue helps student to master English Phonetics. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 11. | Experience in the art of Tajweed in the Holly Quran is important for English pronunciations. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 12. | There is little information about the art of Tajweed. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |

| | | | | | | | | | | |
|-----|--------------------------------------------------------------------------------------------------------------------|--|--------------|--|----------------|--|-----------------|--|--------------------------|--|
| | | | | | | | | | | |
| 13. | Do you think that exercising the tongue and many repetitions in the Holly Quran help you in English pronunciation? | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 14. | The best way to know about Phonetics and Phonology is through the art of Tajweed in the Holly Quran. | | | | | | | | | |
| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Neutral</i> | | <i>Disagree</i> | | <i>Strongly disagree</i> | |
| 15. | What one issue matters the most to you in deciding how you pronounce specific English words? | | | | | | | | | |
| | <i>Knowledge of the place of articulation of the sound</i> | | | | | | | | | |
| | <i>Knowledge of the characteristics of the sound</i> | | | | | | | | | |
| | <i>Knowledge of the rules of change in the sound</i> | | | | | | | | | |
| | <i>Exercising the tongue and a lot of repetition</i> | | | | | | | | | |

Thanks in advance