Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the Effect of "Tajweed" on Enhancing the Pronunciation of EFL Learners 4th Level, College of Arts from Omdurman Islamic University

دراسة تأثير علم التجويد في تعزيز نطق دارسي اللغة الإنجليزية بالمستوى الرابع قسم اللغة الإنجليزية كلية الآداب بجامعة أم درمان الإسلامية

A Thesis Submitted in Fulfillment of the Requirements for the degree of PhD in English Language (Applied Linguistics)

Submitted by: Jabir Adam ELIeisir Jabir

Supervised by: Dr. Abdalla Yassin Abdalla

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Dedication

For my parents and my wife

Acknowledgments

My great thankfulness goes firstly to my Creator Allah who empowered me to carry out this research. Secondly, my gratitude goes to Dr. Ahmed Mukhtar Elmardi from whom I benefited a lot from his advice and instructions that helped me and shaped my thought towards this study. I would like also to extend my sincere gratitude to Dr. Abdalla Yassin Abdalla, who provided me with invaluable advice with tolerance encouraging and giving me limitless support until I finished it. I am indebted to the student of 4th level, college of Arts at Omdurman Islamic University in academic year 2020/2021for their responding to the study questionnaire with absolute cooperation. My nephew Abu Alala'a Almuari played an important role for distributing the questionnaire and collecting it. My deep appreciation goes to Prof. Mahmoud Ali who accommodated my seminars in his office and monitored the questionnaire of the study.

Abstract

The study aimed at investigating the effect of Tajweed on improving the pronunciation of EFL learners. The researcher took fourth level undergraduate students from college of Arts, English language department at Omdurman Islamic University in 2020/2021, because of their background of Tajweed as a case study. The literature was reviewed and a sample of related studies was attached. The descriptive method was properly employed in the study; the data of the study was collected through questionnaire which was the tool through which the study was carried out. Analyzing of the data resulted in the Tajweed has effect on learning English pronunciation. The study recommended the students to learn Tajweed before learning English pronunciation. The study found that there are common sounds between Tajweed and Eng pronunciation. The study suggested for further studies, is to investigate the sounds of different Sudanese local languages in relation to Eng pronunciation. Therefore, the practical aspect of the study was based on three questions and threes hypotheses. The three questions were thoroughly discussed qualitatively and quantitatively through statistical and manual tools. Then the hypotheses were confirmed. Main findings were listed, conclusions were summarized, recommendations were listed and suggestions were proposed. Lastly the bibliography was enclosed. The study was concluded by attaching a copy of the questionnaire of the study.

Abstract

(The Arabic Versions)

مستخلص الدراسة

هدفت الدراسة إلى تقصي دراسة علم التجويد وتطبيقه على طريقة النطق المتبعة في اللغة الإنجليزية وأثره على تعلم الطلاب الجامعيين. اتخذ الدارس عينة من طلاب قسم اللغة الإنجليزية بكلية الآداب في جامعة أم درمان الإسلامية في العام الدراسي 2020/ 2021 كدراسة للحالة نسبة لخلفيتهم السابقة في دراسة التجويد وخليفتهم التالية لدراسة النطق في اللغة الإنجليزية. استعرض الباحث الأدبيات المتعلقة بالدراسة واستشهد ببعض الدراسات السابقة التي تمت للدراسة بصلة. وظف الباحث المنهج الوصفي توظيفا جيدا في الدراسة. استخدم الباحث الاستبانة لجمع بيانات الدراسة. توصل الدراسة إلى أن للتجويد أثر في تعلم النطق الصحيح في اللغة الإنجليزية؛ كما أوصت الدراسة بضرورة تعلم التجويد قبل تعلم النطق الصحيح في اللغة الإنجليزية؛ فيما أوصت الدراسة بتقصي أصوات اللغات السودانية المحلية ومقارنتها بأصوات اللغة الإنجليزية. وعليه فإن الجانب العملي من الدراسة استند على ثلاثة أسئلة وثلاث فرضيات. لقد ناقش الباحث الأسئلة الثلاثة مناقشة مستفيضة نوعيا وكميا عبر التحليل الإحصائي الآلي واليدوي. أثبت الباحث خلالها الفرضيات الثلاث، ورصد أهم نتائج الدراسة، ولخص فيها أبواب الدراسة كما رصد المقترحات للدراسات التي يمكن أن توسع وتتعمق في مجال الدراسة الراهنة. لم ينس الدارس الببلوجرافيا المتعلقة بالدراسة، وختم الدارس بارفاق صورة من استبانة الدراسة في نهاية البحث.

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List of Abbreviations

The Word/s	***Abbreviation/s***
ESS	English sound system
TSS	Tajweed sound system
Taj	Tajweed
Eng.p	English pronunciation

List of Definitions of Terms

	Term/s	***Definition/s***
1	Tajweed	The science of reciting Holy Quran
2	Convergent (Adjacent) pairs	المتقاربان
3	Homo-sound pairs	المتجانسان
4	Uni-sound pairs	المثلان
5	Stato-kinetic convergent	المتقاربان الصغير
6	Kinetic convergent pairs	المتقاربان الكبير
7	Kino-static convergent	المتقاربان المطلق
8	Kinetic Homo-sound pairs	المتجانسان الكبير
9	Kino-static Homo-sound pairs	المتجانسان المطلق
10	Stato-kinetic homo-sound pairs	المتجانسان الصغير
11	Kinetic Uni-sound pairs	المثلان الكبير
12	Kino-static Uni-sound pairs	المثلان المطلق
13	Stato-kinetic Uni-sound pairs	المثلان الصغير
14	Doubling mark	الشدة
15	Static mark	السكون

16	$Upper_1$ movable mark	الفتحة
17	$Upper_1$ movable marks	الفتحتان
18	$Upper_2$ movable mark	الضمة
19	$Upper_2$ movable marks	الضمتان
20	Lower movable mark	الكسرة
21	Lower movable marks	الكسرتان
22	Original	طبيعي
23	Marginal	فرعي
24	Readers	القراء (أصحاب القراءات المشهورة للقرآن)
25	Linking hamza	همزة الوصل
26	Hard hamza	همزة القطع
27	Soft alif	الألف اللينة
28	Major connecting	الصلة الكبرى
29	Minor connecting	الصلة الصغرى
30	Flexible stretching	مد اللين
31	Stretching with condition	المد اللازم
32	Article of contraction	أداة الجزم

Chapter One

1.0 Introduction

Learning English Pronunciation is the study of the pronunciation in English language based on BBC pronunciation. There are so many English accents according to the varieties of the countries in which English language is considered as a native language; for instance, BBC accent, American accent, Canadian accent…etc.,

The pronunciation can be varied in one country because of geographical factors, natural factors or cultural factors. If you take the United Kingdom as an example and London as the criteria of model pronunciation to the whole country wherever you move away from London you will find varieties in pronunciation.

In this study the learner tries to investigate how the previous knowledge of Tajweed (taj; which is the study of Arabic pronunciation related to the Holy Quran) affects on the learning English pronunciation. The learner selects students from one Sudanese university: Omdurman Islamic University which is interesting in teaching students Tajweed. That is to say students of grade 4 who take English as major.

Qualitative method will be dominated over this study; whereas, quantitative can be used in limited areas wherever the need arises. The data will be processed and analyzed through descriptive analysis.

The learner tries to find out whether there are relations between Tajweed and Eng pho or not; if there are, how can the former affect on the latter?. However, the thorough study in this research will reach to a conclusion that

can help students and the teachers in studying the sounds of both, the place of the articulation, the manner of articulation and the articulators.

The study falls into five chapters: chapter one consists of introduction and the format of the study; Chapter two contains of literature review; chapter three deals with the methodology of the study and data processing tools; chapter four will be about data analysis, results and discussions; chapter five performs the main findings, conclusion, recommendations and suggestions for further studies.

1.1 The Statement of the Problem

The aim of the present study investigates the relationship between the previous learning of Tajweed in later learning of English pronunciation. It attempts to answer the questions of the study.

The learner tries to identify, analyze and evaluate the effect of the previous knowledge of Tajweed on learning English pronunciation in the Sudanese English learners from Omdurman Islamic University. In addition to pin point the area that needs to be concentrated on.

1.2 The Questions of the Study

1. How does the previous learning of Tajweed affect on later learning of English pronunciation?
2. What are the sounds in Tajweed have affected studying English sounds?
3. What sounds are problematic for Sudanese EFL learners?

1. **3 Hypotheses:** The previous learning of Tajweed affects on later learning of English pronunciation

2. There are sounds have the effect on learning English pronunciation.

3. There are some sounds are problematic for Sudanese learning English pronunciation.

1.4 Objective of the Study

The aim of this study is to identify and analyze the sounds of Tajweed and English sounds which help Sudanese learners of English language as major specialization in universities. As well as to discover facts lie behind the effect of Tajweed on later learning of English pronunciation. In addition to, support the hypotheses and language pronunciation model; however, to interpret the links and common factors between Eng pho and Tajweed.

It catches the attention of the Sudanese English language teachers upon Tajweed and its relation to English pronunciation. They can make use of the similarity between them in their teaching the sounds of English. It can also encourage Sudanese English learner to carry out further and deeper study upon this matter.

1.5 Significance of the Study:

The present study sets among very few or untouchable studies to analyze the effect of Tajweed on learning in English pronunciation in the under graduate students performance. It is hoped to be beneficial study for Sudanese English learners in all levels as well as teachers in the field of comparative analysis. So when the learners choose appropriate techniques, they help themselves to overcome difficulties that face the

1.6 Methodology and Population of the Study

In terms of English phonology and Tajweed, a questionnaire will spot the levels of learning Eng. pho in relation to Tajweed study will be given to the under graduate students of grade 4 of major English to answer them.

Then the data will be analyzed by both manual and computer after collecting the required data, and they will be analyzed by using percentages, the mean and charts.

1.7 Limits of The Study

The study will be limited to a sample of under graduate students consists of twenty five students out of thirty students of grade 4. The sample of the study will be chosen from Omdurman Islamic University in Khartoum State the capital of Sudan in 2021.

Chapter Two

Literature Reviews and Previous Studies

2.0 Introduction

This chapter involves literary contents under the Literature Review and Previous Studies.

2.1 Various Definitions of Tajweed

It tends to be described by all scholars of Taj in two ways: linguistically and technically. Most of the Tajweed definitions are similar among Tajweed scholars in both types of definitions. For instance (محمد أبو الفرج ،2004p71) صادق defines it linguistically Tajweed means the improvement and technically means reciting the Holy Quran with considering the production of any sound such as its manner of articulation, nasalization, stretching, amplification, softening and the like.

According to the above definition أبو الفرج decides four conditions that Tajweed depends on them:

- The knowledge of place of articulations
- The knowledge of manner of articulations
- The knowledge of frequent situations in relation to the rules of structures
- To train the tongue by ample repeating.

However, قمحاوي ،محمد صادق(-,p5) considers Tajweed is an improvement in linguistic, and technically is to produce any sound from its place of articulation accompanied with its manner and their affiliations. The knowledge of Tajweed is a mandatory to certain amount of Muslims, but it becomes compulsory to any Muslim who wants to read Quran.

Another scholar, who is أبو المنذر عبدالحق عبداللطيف، (2007,p3) he does not satisfy with an improvement in defining it linguistically, he adds adjustment to the improvement. Technically he defines it as to produce any sound associated with its certain attributes, such as raising and lowering the tongue, voicing (voiced and voiceless, stressing, aspiration and to consider the arbitrary attributes resulting from its main characteristics: softening, amplification, articulating, assimilation and stretching. Therefore, Tajweed is an art from which one can recognize the accurate pronunciation and stoppage situations.

As a rule, Tajweed is considered obligatory for any Muslim who wants to read Quran. Reading Quran without recitation and applying it's termed as sinful.

2.2 Various Definitions of English Pronunciation

Pronunciation is the act or result of poroducing sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

Https://www.collinsdictionary.com04/01/2023

Pronunciation is the way in which a word or letter is said, or said correctly, or the way in which a language is spoken.

Https://dictionary.cambridge.org04/01/2023

Pronunciation is the act or manner of speaking a word. For a variety of reasons, many words in English are not pronounced the way the way they are spelled, and some sounds can be represented by more than one combination of letters. https://www.thoughtco.com 04/01/2023

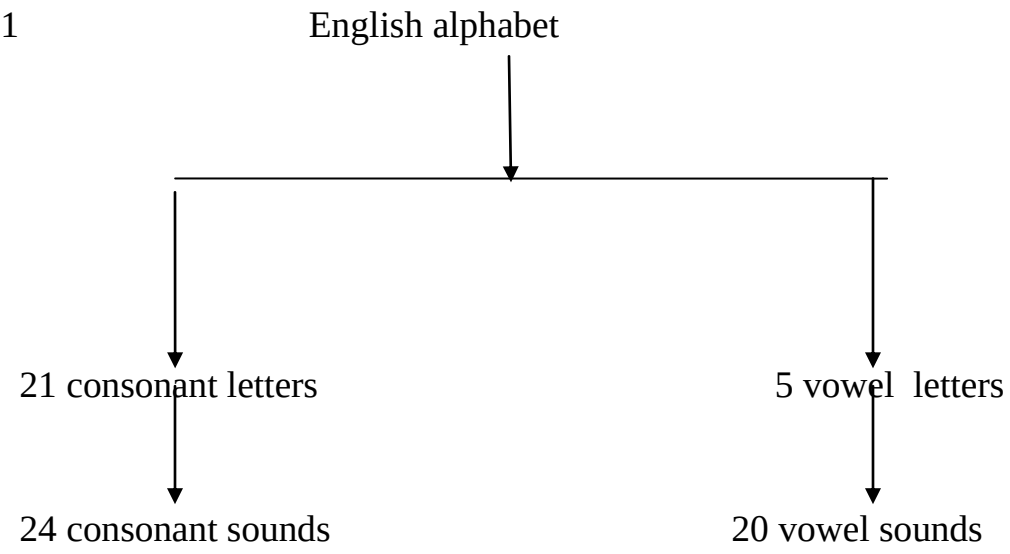
2.3 Survey of Literature Review

1. This chapter reviews the literature that related to the English pronunciation and Tajweed, which is the study of reciting the holy Quran. The researcher tries firstly to review the literature of the English pronunciation according to the BBC English accent, and secondly, he reviews the literature of Tajweed. Then, he tries to compare between them to see the similarity between them.

The researcher investigates how the sound is produced in both English and Tajweed. How to produce the sound that is to say the identification of the manner of articulation during which the sound comes out. However, we mean where the organs that produce or affect the producing of sounds. To produce sound, either the organ of sound produces it with obstacle or freely without any obstruction.

Thus, according to the degree of obstructions, the sounds are divided into vowels and consonants as they happen in any language. In English language there are 26 letters represent 44 sounds which are fallen into 20 vowels and 24 consonants.

Diagram.1



The English alphabet covers 26 morphemes. These morphemes represent 44 phonemes. The phonemes are written between two oblique lines so as to constitute the sounds. Here under the tables 1to 7 show the symbols of these phonemes:

Vowels

Table.1 Short vowels

Symbol	/ɪ/	/e/	/æ/	/ɒ/	/ʊ/	/ə/	/ʌ/	7 phonemes
Example	sit	pet	cat	pot	put	about	upper	
Transcription	/sɪt/	/pet/	/kæt/	/pɒt/	/pʊt/	/əbaʊt/	/ʌpə/	

Table.2 Long Vowels

Symbol	/i:/	/a:/	/3:/	/u:/	/ɔ:/	5 phonoemes
Example	sea	car	bird	boot	core	
Transcription	/si:/	/ka:/	/b3:d/	/bu:t/	/kɔ:/	

Table.3 Diphthongs

Symbol	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/	/ɪə/	/eə/	/ʊə/	8 phonemes
Example	bay	buy	boy	go	cow	peer	pear	poor	
Transcription	/beɪ/	/baɪ/	/bɔɪ/	/gəʊ/	/kaʊ/	/pɪə/	/peə/	/pʊə/	

Consonants

Table.4 Consonants 1

Symbol	/p/	/t/	/k/	/f/	/ɵ/	/s/	/ʃ/	/h/	/m/
Example	pea	toe	cap	fat	thing	sip	ship	hot	map
transcription	/pi:/	/təʊ/	/kæp/	/fæt/	/θɪŋ/	/sɪp/	/ʃɪp/	/hɒt/	/mæp/

Table.5 Consonants 2

Symbol	/b/	/d/	/g/	/v/	/ð /	/z/	/ʒ/	/l/
Example	bee	dose	gap	vat	this	zip	measure	led
Transcription	/bi:/	/dəʊz/	/gæp/	/væt/	/ðɪs/	/zɪp/	/meʒə/	/led/

Table.6 Consonants 3

Symbol	/n/	/ŋ/	/r/	/j/	/w/	/ʧ/
Example	nap	hang	red	yet	wet	chin
Transcription	/næp/	/hæŋ/	/red/	/jet/	/wet/	/ʧɪn/

Table.7 Non-phonemic Symbols

Symbol	/i/	/u/	/ʔ/	/^{h}/ Aspiration
Example	react	to each	Glottal stop	pin
Transcription	/riækt/	/tui:ʧ/		/p^{h}ɪn/

The science of Tajweed is based on Arabic language. Thus, the alphabet which is used in Tajweed as the matter of fact is the Arabic alphabet. There are twenty-eight morphemes in Arabic. Each morpheme represents one phoneme. These phonemes are in tables 8 to 10.

Table.8 Arabic Phonemes/morphemes 1

Letter	ء	أ	ب	ت	ث	ج	ح	خ	د	ذ	ر
Sound	ʔ	a	b	t	th	dʒ	ɦ	kh	d	th	r
Name	همزة	alif	baʔ	taʔ	thaʔ	jim	haʔ	khaʔ	dal	thal	raʔ

Table.9 Arabic Phonemes/morphemes 2

Letter	ز	س	ش	ص	ض	ط	ظ	ع	غ	ف
Sound	z	s	ʃ	ṣ	ḍ	ṭ	ḍ	ʕ	ɣ	f
Name	zay	sin	sheen	ṣad	ḍad	ṭaʔ	ḍaʔ	ʕein	ghein	faʔ

Table.10 Arabic Phonemes/morphemes 3

Letter	ق	ك	ل	م	ن	هـ	و	ي
Sound	q	k	l	m	n	h	w /u/	/j/ /i/
Name	qaf	kaf	lam	meem	noon	haʔ	waw	jaʔ

Table.11 Arabic sounds comparing to English sounds 1:

letter	أ	ب	ت	ث	ج	ح	خ	د	ذ	ر	ز
Sound	a	b	t	th	dʒ	h	kh	d	th	r	z

Table.12 Arabic sounds comparing to English sounds 2:

Letter	س	ش	ص	ض	ط	ظ	ع	غ	ف	ق
Sound	s	sh	ṣ	ḍ	ṭ	dh	ʕ	gh	f	g

Table.13 Arabic sounds comparing to English sounds 3:

Letter	ك	ل	م	هـ	ن	و	ي	-	-	-	ق/ك
Sound	k	l	m	h	n	w	y	ch	p	v	q

2.4 The vocal organs/organs of speech

The vocal organs are the organs in which the language sounds are produced. O'connor, J.,(1987, p.13), describes the movement ofthe air enters rapidly to the lungs; however, it comes out little by little for the obstruction that faces in the organ of the speech through its way from lungs up to the mouth or nasal cavity. This air forms sounds which are divided into vowels and consonants.

If one wants to know how human sounds are come out, he has to identify the human apparatus involve in producing of these sounds, and how they come out. (Albusairi, 2006, p.3).

These human apparatus are technically known as the articulators or organs of speech. They are streamed into fixed articulators and mobile articulators. (Ashton. and Shephred, 2012, p.8)

Fixed articulators: are the teeth, the alveolar ridge and the hard palate. They cannot be moved, because they are all constituted from bones, and they are located in the mouth.

However, the mobile articulators constitutes from muscles. They are active, and change their shapes to produce different sounds. These mobile articulators are: tongue, lips, and soft palate.

The Story of the Sound

How it Travels

The sound travels into human organs in the shape of sign waves. It can be imagined through throwing a stone into the pool of water. It makes circles increased and enlarged from the hitting falling point, and go around to the edges of the pool. (Stagebery: 1977).

According to Ashton and Shephred (2012, p.7), when speech takes place, the air inhales into the lungs to trigger the speech. From the lung the air exhales; that is to say, it comes out in the form of breath. This air travels through larynx, vocal tract causes voicing. The sound which is produced makes these apparatus vibrate due to its enlargement that causes modulation in the sound. The journey ends in the articulating the sound in the mouth or the nostrils to generate human voices from combination of the created words.

2.4.1 Fixed Articulators

The Teeth

Teeth are situated in the upper and lower jaws (Roach, 2008, p.9). Teeth can not produce sound by their own; however, they need a help of a mobile articulator such as tongue to produce for instance /f/ as in face, and /v/ as in verb; in the case of lower teeth; yet the upper teeth with combination of the tongue when it comes against upper teeth; the production of the /θ/**,** /ð/taking place. /θ/can be found in a word like thin, and / ð /can be heard in the word such as that.

The Teeth in Tajweed

According to سعاد عبدالحميد (2010, p.57), the teeth of the human being are 32 and divided into six ordered as follow:

-The incisors are four teeth; the first two front teeth are called (thanaya).

- The next four teeth incisors are called (Rubayeeat). They are located in both right and left sides of jaws.

- The canines are four teeth which are called (Alanyab), distributed in each side of the jaw.

- Premolars are four teeth called (Aldhwahik), they are distributed two in each side of the jaw are placed next to canines immediately.

- Molars are twelve teeth which called (AlTwahin), they represent the second premolars in English plus two of molars in each sides of the jaws.

- The last molars from each side of the two jaws which are called (nawajiz) or maturity teeth and sometimes called wisdom teeth.

Alveolar Ridge in English Pronunciation

It lies in the centre place of hard palate and front teeth (Roach, 2008, p.9). It is also called teeth ridge or (gum). It is a convex to the tongue, covers the roots of the teeth and extends from there to the point that where the roof begins to be concave to the tongue and can clearly felt behind teeth (Albusairi, 2006, p.23).

(Jones, 1976, p.15) names the alveolar ridge is the teeth ridge, and he considers it as a section of the mouth which lies behind the teeth. One can test its exact position by placing his tongue straight forward his upper front teeth.

Alveolar Ridge in Tajweed (Al-litha)

It is a flesh in where teeth are fixed (سعاد، عبدالحميد, 2005, p.61).

The Hard Palate in English Pronunciation

It is a bony concave part or the place situated in the mouth immediately after the alveolar ridge it is known as the roof of the mouth, and it canbe touched by the tongue when it is moved back from alveolar ridge (Roach, 2008, p.9)

The Hard Palate / Alhank Ala'ala in Tajweed

It is the upper part of the mouth consisted of both hard palate and soft palate. It is considered one of the fixed organs of the speech.

2.4.2 Mobile Articulators

They are known as flexible muscle organs of speech which change their shapes to cope with sounds due to the air movements through them.

The Tongue in English Pronunciatioin

It is a muscular essential part of the organs of the speech. It plays vital role in shaping some sounds. According to Roach, 2008 and O'Connor, 1987, it has not got a physical part; however, technically it can be divided into four parts:

The tip which is the front pointed part of it.

Blade is the lateral part of the tongue; while front upper surface of it. The back of the tongue is the upper back surface of it. Roach adds to them the root of the tongue as the fifth subdivision part of the tongue.

The Tongue in Tajweed (اللسان)

عطية قابل (1992, p.119) in غيث المريد في علم التجويد divided the tongue into four parts; the furthest part of it is the part that near to the glottis which is opposite to the soft palate in where the sound ق /q/ is produced. The sound ك /k/ is produced in the same place but a little bit forward to the middle of the tongue. The second part of the tongue is the middle surface that opposite to the soft palate where three sounds are produced; /ʤ, ʃ, j/ represent /ج، ش، ي/ respectively. The third part is the blade of the tongue (one of the laterals of it, is against the upper teeth either on left or right) in where ض is produced; its production from the left ridge of the tongue is easier than to be produced in the right one. As a matter of fact this sound is not found in any human being language except only in Arabic; therefore the Arabic language named after it, sometimes it called لغة الضادdhadh language, because it is a prominent sound in Arabic. In the nearest part of the blade to its border which is opposite to alveolar ridge /l/ ل is produced. The fourth part of the tongue is the tip of the tongue which is a little down to the /l/ place is found dark /n/ ن , and that ن is affected by diacritic rather than syllabic /ŋ/ which is produced in the nasal cavity. /r/ is produced in the place near to the tip of the tongue that placed against alveolar ridge. /س، ز، ص/ which are represent /s, z/ are produced in the spaces between upper and lower front teeth (molars); so, it's nearer to the lower molars space. Whereas, /ن، د، ط/ which represent /t, d/ are produced in the blade of the tongue with the roots of molars. / ظ، ذ، ث/ which represent /θ, ð/ are in the blade of the tongue when it comes against the ridges of the molars.

Lips in English Pronunciatioin

They are very important articulators which represent the last exit of the sound that can be heard. The changing positions of the lips determine the quality of the produced sound. They can be in the situation of total closure trapping the sounds for a while resulted in for instance /p, b/, or lowering the velum to allow the sound goes through nasal cavity such as /m/. They can be in a tense position allowing the passage of the sound easily without any disturbing. They can be pressed against each other forming plosive sounds. They can come together and leave little space cause friction during the production of the sounds. In addition to, their shapes can be round or spread to produce vowel sounds. Albusairi (2006, p.10)

Lips in Tajweed

They represent the upper and lower lips. There are three sounds produced in the lips which are termed oral sounds: /ف/ /f/ which is produced between in the inner part of lower lip and the tip of upper molars. /ب، م/ /b, m/ are produced when the two lips are pressed against each others. In producing /ب/ /b/ the lips are tightly pressed than in the production of /م/ /m/. /و/ /w/ which is termed elastic /و/ لينة there is a narrow passage is released by the two lips to permit /و/ to come out. عبدالحميد(2010,)

Soft Palate in English Pronunciation

It is also known as velum. It acts as a valve for air to go either through the mouth or via the nose by raising and lowering. It can be touched easily by the tongue. In case of producing /k, g/, the tongue touches the lower part of the soft palate; thus, it is termed velar consonant. Roach (2008, p.9).

Nasal in English Pronunciation

Roach (2008, p.21) explains the main features of the nasal consonants are the released air runs through the nose tract. Then /m, n, ŋ/ are produced through the nose tract/ nasal cavity.

The phoneme /m/ and /n/ are not complicated in their production, they are simply produced; whereas, /ŋ/ is difficult to be produced by foreign English learners. It is said to be it's not an English origin sound. It is produced in the place of /k, g/. /m/ and /n/ can occur initially and finally; however, /ŋ/ can occur medially attached with /g/ and sometimes without. For example: (finger, singer); /ŋ/ attached by /g/, /ˈfɪŋgə/ and/ˈsɪŋgə/ respectively. Another pairs of examples are singer /ˈsɪŋə/and hanger /ˈhæŋə/ without /g/ after /ŋ/. In the case of the former pairs; they are formed one morpheme *finger* and *anger*; however, in the latter pair which formed from two morphemes sing + er and hang + er.

Nasal Cavity in Tajweed

Taj concentrates on nasal cavity rather than the soft palate. Alkheishoomالخيشوم is the fifth articulator in Taj which is the hole of the nose that leads to inside the mouth, or leads to the further part of the nose. It is an articulator where ghunna/ nasalization is produced and represented by /ŋ/ in English which is a sound attached to the /ن/ /n/. ghunna it cannot be written and it does not have a transcription figure. As a result, it is pronounced and not transcribed. سعاد عبدالحميد (2010,p.62).

The Larynx in Tajweed

It is known Aljouf الجوفinTaj. It is the open tract into the mouth towards the larynx. Despite that, the pharyngeal sounds are produced independently from any parts of the mouth. It starts from the furthest part of larynx into the first part of it till the back of the mouth. It is divided into: the back, the bottom known as larynx, and the front parts which it is near to the glottis.

It shapes six sounds /ء، هـ/ /h, ʔ/ are produced in the back, and they are called laryngeal sounds. /ح،ع/ are produced in the bottom, since /خ،غ/ are produced in the front part, and they are termed glottal sounds. Therefore, all of these sounds are called laryngeal sounds, سعاد عبدالحميد (2010, pp. 52-53).

The Pharynx in English Pronunciation

According to Johns (1987, p.15) it is a passage placed in the throat before mouth cavity which ends in larynx. The larynx constitutes the boarder of the vocal tract which is a tube leads to the lungs. The epiglottis acts as a valve in the air passage before larynx. It is in a closure situation to allow food heads to the stomach; nevertheless, it will be in an open situation to allow air goes to the lungs as well as to expel it from them.

There is a little different between the pharynx in men and women. In adult men is about 8 centimetres long; whereas, in adult women is about 7 centimeters long, Roach (2008, p.9). The pharynx has three working situations: tightly closed, wide open, or is in loose.

When the pharynx is in the situation of completely closure than mean the two elastic folds (valves) come against each other very tightly, then the air compiles behind them; plus, it starts to expel it with cracking noise like

coughing when the folds suddenly open as in case of producing /ʔ/ which is called glottal stop.

The second situation when the vocal folds separate from each other to permitting the air from the lungs comes out via the open passage without any obstruction. Hence, the produced sound is termed as voiceless sound.

The third situation of the vocal folds is in between; they are not in completely closure nor are they in completely apart. They are in interval situation of a quick open and a quick shut. Consequently, this situation is called phonation, and resulted in buzzing which is termed voiced sound, Albusairi (2006, pp. 6-7).

2.5 The Manners of Articulation

Consonants v vowels

O'Connor (1987,p.) describes the consonants have more contribution in understanding English than vowels do.

Producing of consonants need certain involvement of organs of speech and a vocal tract through which the air can move.

The consonants play important role in understanding the speaker, if the speaker locates the consonants properly, the message will be understood easily; however, if he has poor articulation then the message will be distorted and not understandable easily. Therefore, the variation in pronunciation of a certain consonant leads to variety of accents. To master consonant, the learner has to study the characteristics of any consonant to differentiate from others.

Albusairi (2006, p.19) makes a clear description of consonants "consonants unlike vowels are then noises or contain noises and are pronounced with a stricture of the air passage. In their production air may escape through the mouth or the nose and may be accompanied by vocal cords vibration."

As a result, as it is described by Albusairi, the production of consonant cannot take place unless there is a kind of blockage of air tract due to one or some of speech apparatus. The blockage is either to be entirely or partially. Consequently, the consonants are classified according to how that can be articulated which are termed phonetically manner of articulation.

Plosive/Stops

The plosive are recognized by total air tract blockage therein one area during the movements of the sound which initiates in the lungs and finalizes either in the mouth or the nose. This obstruction of the sound in its way makes it compiles behind the obstructer and then the air forces its way and explodes accompanied by audible sound which is termed plosive. /p, b, t, d, k, g, ʔ/.

Roach (2008, p.32) gives a clear elaboration of plosive consonant which occurs in four stages during their production:

- Moving of articulator to hinder the sound.
- Trapping the pressurized air.
- Releasing the blocked air.
- Releasing consequences.

According to Roach plosive are divided into three minimal pairs: /p, b/ are produced when the lips are involved by pressing against each other then they are called bilabial. /t, d/ are produced when the blade of the tongue rises

against the alveolar ridge. However, /k, g/ are called velar, because the back of the tongue presses velum.

Plosives in their manner are fallen into two types: /p, t, k/ are produced without voice; that is to say voiceless, whereas, /b, d, g/ are in between voiced and voiceless.

Affricates

Roach (2008, p.54) explains: affricates in English are recognized by Fortis/lenis pairs and the voicing features. There are affricate phonemes in English which are /ʧ/ and /ʤ/ as well as /p, t, k/ aspirated but slightly different not so strong. The phoneme /ʃ/ and /ʒ/ share the same place of articulation in the post- alveolar. If one compares /t/ as a component of /ʧ/ sound with plosive /t/, he will find the latter lies a little back in the mouth. /ʧ/ is affected by a preceding vowel in the shortening when it is finalized the syllable the same as other fortis consonants.

Albusairi (2006, pp.20-21) describes the affricates are the forming of plosive and fricatives. When producing affricates /ʧ, ʤ/ a complete blockage of air takes place somewhere in the air passage to form a pressurize air behind them. They can resemble plosive when there is a slow releasing of the organs. However, this slow releasing causes the narrowness of the voice tract, and then a forcing noise heard due to the friction in the voice tract. Therefore, this friction takes place in the second component of /ʧ, ʤ/.

Intermittent Closure /r/

Albusairi (2006, p.21) there is a fast repeated closure during the producing of /r/ when the tip of the tongue touches alveolar ridge in a quick frequent movement.

Roach (2008, p.62) describes /r/ as an approximant which is not a complete consonant like plosive, nasal or fricatives to some extend it is nearer to vowels; yet, approximant is a description concerned only with the consonant. /r/ is prominent in BBC accent appears only before vowel, unlike when it is positioned before consonant. It becomes silent that is to say not pronounced.

The Consonant /l/

O'Connor (1987, p.54). It occurs when the tip of the tongue and the side blade contact the alveolar ridge. Thus, it called lateral according to the side of the tongue that involves in producing it. Roach (2008, p.61) illustrates the lateral /l/ as a consonant in which the air swerves from its normal exit; however, it is blocked from going through the centre of the tongue so as to escape through the side of tongue when touches the alveolar ridge. The best manner to produce it, try to precede it by /d/ continuously dldldldldl; then learner can easily feel its production. It can occur in different position in BBC initially, medially, or finally. It is termed to be clear as in lea /liː/ or dark as in eel /iːl/.

Fricatives

Albusairi (2006, p.22), states the fricatives " the mouth passage is not completely closed, but it is narrowed at some point by two organs which are

approximate to each other to such an extent that the air stream in forcing its way through them produces audible friction, for example: [f, v, θ , ð, s, z, ʃ, ʒ, h]".

However, Roach (2008, p.48) defines fricatives as consonants their feature is the escaping of the air via a narrow route causing a hissing sound. Fricatives are produced in frequent manner without stopping, since the lungs have enough air. They are found in the most human languages in the world. They have two main features:

- Producing long hissing /s/ sound when the tongue is lowered little by little so as to release touching the roof of the mouth. The larger the passage the stoppage of the hissing sound.
- The noticeable escaping of hissing sound between the teeth and lower lip when producing /f/ and pulling down the lower lip so as to be separated from upper teeth.

The table below shows the distribution of fricatives as they are classified by Roach (2008, p.49)

Table 14 Places of Articulation:

	Labiodentals	Dental	Alveolar	Post- alveolar	Glottal
Fortis (voiceless)	/f/	/θ/	/s/	/ʃ	/h/
Lenis (voiced)	/v/	/ð/	/z/	/ʒ/	

As they appear in the above table each place of articulation contains two phonemes, one of them is voiceless and the other is voiced which are termed fortis and lenis respectively. The fortis one needs more effort to be produced unlike the lenis which needs less or no effort when it occurs initially.

Three figures show labiodentals, dental, fricatives and post alveolar Roach (2008, p.50- 51)

Semi-vowel /j, w/

O'Connor makes a differentiation between /w/ and /j/ characteristics. /w/ is immediate slide from the vowel /uː/ or /ʊ/ to any vowel follows it. Compared to /j/ with /w/, /j/ is easier than /w/.

"A semi- vowel is classified as a consonant because of its rapid gliding nature, weak breath force, and lack of stress, [j, w]." Albusairi (2006, p.22) quoted.

The consonants also are classified according to the place of articulation:

- Bilabial: when producing /p, b. m/, the two lips are pressed against each other forming a complete mouth blockage; however, in producing /w/ the lips are partially blocked.
- Labio-dental: when producing /f, v/, the upper teeth come against lower lip to form a partial obstruction in the mouth.
- Dental: when producing /θ, ð/ the tip of the tongue comes against the upper front teeth forming some kind of obstruction.
- Alveolar: when /t, d, n/ are produced the blade, or tip of the tongue and the blade and the alveolar ridge, an obstruction taking place between them. Whereas, in producing /l/ an entire obstruction happens in the centre of the

mouth, while in the case of producing /r, s, z/ an incomplete obstruction takes place.

- Plato-alveolar: they represent four phonemes: /ʃ, ʒ, ʧ, ʤ/. The blade, or the tip and blade of tongue and the alveolar ridge press on each other forming closure when the front part of the tongue rises against the hard palate.
- Palatal: there is an incomplete obstruction when the front part of the tongue rises against the hard palate forming /j/.
- Velar: an obstacle impediments happen when the back of the tongue rises against the velum forming /k, g/.
- Uvular: there is an impediment takes place between the back of the tongue and the uvular; nonetheless, there is no uvular in BBC consonants.
- Glottal: either a blockage or contracting that makes friction without vibration between the wind pipe producing /ʔ, h/ the glottal stop /ʔ/ by forming an entire stoppage when producing /ʔ/, and incomplete stoppage when producing /h/.

There is another classification of the consonants depends on the stressing and non-stressing.

Technically, all consonants are either to be stressed or not stressed. Wherever there are two consonants share one place of articulation, one of them is stressed and the other is unstressed. If the vocal cords vibrate that means it is stressed; while the opposite is unstressed.

Table 15 adopted from Albusairi (2006, p.26)

	stops			Fricatives					Nasal		lateral	Roll		Glottal
Unstressed	p	t	k	f	θ	s	ʃ	h	m	n	l	r	w	ʔ
Stressed	b	d	g	v	ð	z	ʒ		n	ŋ				

2.6 Vowels

Roach (2008, p.10) and Albusairi (2006, p.31) classify the main feature of the vowel sound is that there is no obstruction in the air stream during the production of the vowel sounds. Another noticeable feature of vowels is the shape of the mouth and vocal cords when the air moves from larynx towards the lips.

There are three horizontal positions of the tongue described by Albusairi (2006, p.32):

- Front; means the tongue places a high point in the mouth beneath the hard palate.
- Central: means the tongue positions below the roof of the mouth wherein the hard palate meets the velum.
- Back: means the tongue lies beneath the velum.

Roach, (2008, p.15) describes three shapes of the lips during the production of the vowels:

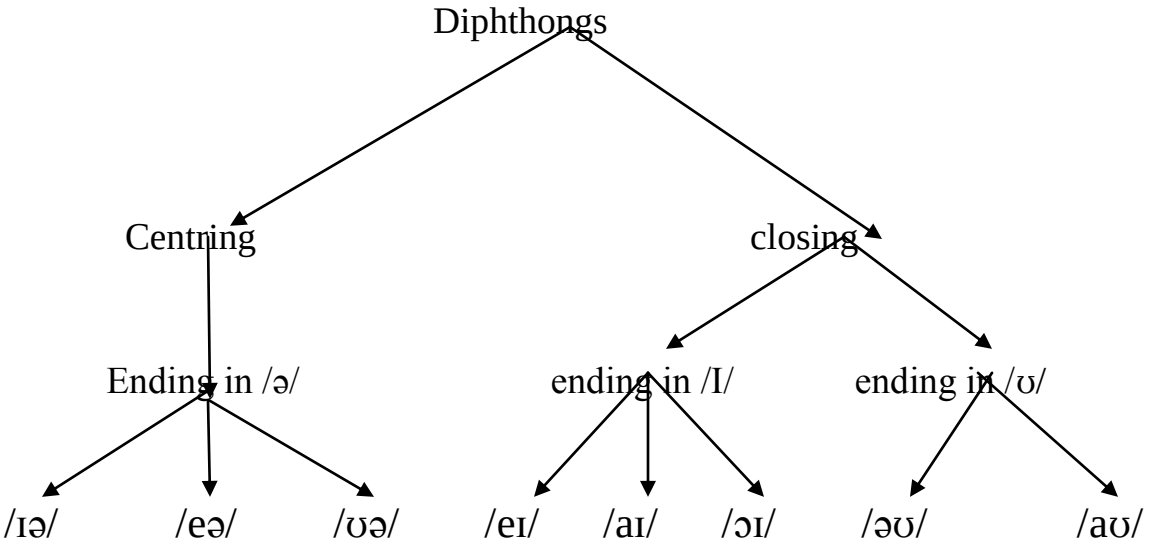
- Rounded: where the corner of the lips pressed against each other and then pushed outwards. It is very obvious when producing /u/ cardinal vowel number 8.

- Spread, the corners of the lips separated from each other such as in the case of smiling. It is very clear when pronouncing /i/ cardinal vowel number 1.

- Neutral, the shapes of the lips are in between neither rounded nor spread. It is noticed when native speakers make hesitations (‘er’).

2.7.1 Diphthongs

Diphthongs in royal pronunciation consist of two vowels one is long and the other is short, and there is a glide between the combination of both the long and short vowels. The glide starts from the pure vowel which is constant and pronounced. Therefore, the first part of the diphthong is a stronger than the second part. There are eight diphthongs in English. The diagram below shows them.



2.8 Similitude

Jones (1976, p.217) describes similitude: it happens when a certain sound following of two phonemes which pertains the usage of a particular one of

them that has a bigger sameness to adjacent phoneme than the main one has. In this regards it is termed to be similitude assimilation that connects the affiliate member and adjourning phoneme. Jones constructs formulizes the similitude "the subsidiary sound B belonging to the phoneme whose principal member is sound A is used when the sound C is adjacent to it or near to it" for instance, the sound $I_0$is a subsidiary which breathed I affiliating from the English phoneme who is the main member is a completely voiced I is pronounced when P precedes in a stressed syllable.

2.8.1 Types of Similitude

It falls into six main types:

-it is related to the breathing and pronunciation.

- it is related to the shapes of the lips.

- it is related to the movement of the tongue in consonant production.

- it is concord of vowel

- it is related to a vowel neighbouring a consonant.

- nasalize phoneme that are not member of nasal.

2.9 Assimilation

It can be stated as a replacing operation of a phoneme which affected by a third phoneme adjacent to it in a word or sentence. However, assimilation can occur when two phonemes combine to produce a new single phoneme unlike either of the main phoneme; therefore, it is termed "coalescent assimilation.

Assimilation can be divided into two principles types: historical and contextual assimilations. Historical assimilation is an assimilation that has

emerged by the evolution of the language through the time, and then a modification of pronouncing a particular word changed. For instance, /m/ changed into /n/ in the lexicon *ant* which was written *amete* and *amte* before eight and seven centuries, so it was pronounced /æmətə/ and the /æmt/. An example of coalescent assimilation is to reduce the cluster /tj/ to the affricate /ʧ/ as in picture /pɪkʧə/ which was pronounced /pɪktjʊr/ some centuries in the past.

The rule of historical assimilation can be stated as "the sound A has been replaced by the sound B under the influence of the sound C" ordinary assimilation. Coalescent assimilation "the sound A and C have influenced each other and coalesced into the single sound B"

2.9.1 Types of Assimilations

Assimilation can be divided into six paralleled groups with the similitude:

- Breathing assimilation to voice and voice to breathing.
- Assimilation is influenced by the movement of the tongue.
- Assimilation is influenced by the shape of the lips when producing consonants.
- Assimilation of a vowel into another vowel.
- Assimilation of a vowel that amended by neighbouring consonant.
- Assimilation influencing the place of the velum.

Contextual Assimilation

Contextual assimilation happens when for example, affricate phoneme followed by another affricate phoneme /ʃ/ is preceded by /s/ as in *horse-shoe*/hɔːʃʃuː/. Whereas, coalescent assimilation takes place as in don't you

/dəʊntʃʊ/ as in sometimes happened. This type of changes happens because of borrowing a word from another language.

The formula of contextual assimilation can be defined: “the sound A is replaced by the sound B under the influence of the sound C” ordinary assimilation. “The sound A and C influence in each other and coalesce into a single sound B”, coalescent assimilation.

Jones (1976, p.219) makes a clear differentiation between similitude and assimilation. Similitude describes a variable fact; while assimilation is a changing operation happen in particular pronunciation, as in /l/ of please which simultaneously fully pronounced and had subsequently lost part of its pronunciation because of the presence of the preceding /p/.

A lot of native speakers make contextual assimilation by replacing /j/ or /ʃ/ or /ʒ/ when preceded word ends in /t/, or /d/, or makes /tj/, /dj/ coalesces into affricates /tʃ/, /dʒ/.

Contextual Assimilation

This type of contextual assimilation is rare in English. It can be noticed /ɪ/ in the normal pronunciation of ‘we are’ /wɪə/; ‘here’ /i:/ is changed by /ɪ/ affected by schwa /ə/

This type of contextual assimilation is not normal. The most deserve worthy is the changing of /ə/ by /ɪ/ or /ʊ/ affected by the following /j/ or /w/,

According to Jones (1976, p.227) there is no contextual assimilation influencing the place of the velum.

Progressive and Regressive Assimilation

Assimilation is either to be progressive or regressive. The progressive assimilation is affected by the previous phoneme; however, the regressive assimilation is affected by the followed phoneme.

2.10 Elision

Elision is a faded away sound. There are two types of elisions: the historical and contextual. When a sound is omitted from an old word, it is a historical; whereas, in contextual the sound is omitted when the form becomes compound or in connected phrase.

The noticeable instance of historical elision when /r/ sound is silence in final since it precedes consonants. Before five centuries /r/ sound was pronounced in these words: *arm, horse, church, more, other.*They are still pronounced in other English varieties. It is said that the omission of these sounds commenced before five centuries and became quite common between Royal families within four centuries. The same thing happened for /l/ in words such as walk /wɔ:k/, half /ha:f/

Roach (2008: p.142-143) attributes elision to four reasons:

1. Weak vowel dropping
2. /n/, /l/ or /r/ after weak vowel
3. Consonant cluster avoidance
4. Dropping /v/ in final position.

In number 1the vowel is dropped in initial position after /p, t, k/ because of aspiration.

In number 2 above v+n becomes syllabic for instance:

/n/ = tonight /tnaɪt/, /p/ = /police /pli:s/, /r/ = correct /krekt/

In number 3 above it is doubted that for non-native speaker to say the consecutive of consonants in the final of the previous word and the followed consonant in the latter word for instance:

George the Sixth's throne /dʒɔ:dʒ ðəsɪkθs θrəʊn/.

It is difficult to utter such consonant cluster: /sɪkθsθrəʊn/. When three or two consecutive consonants and they are plosive followed by a fricative probably the middle plosive disappears, consequently the following words are pronounced:

Acts /æks/, look back /lʊkbæk/, scripts /skrɪps/.

In number 4 above the dropping of a final /v/ when preceded consonants such as:

Lots of them /lɒtsəðəm/, waste of money /weɪstəmʌni/

Roach describes the difficulty of pinpointing the contracted words in grammar from being classified as elision or not. They systematically reintroduced in special written shapes making them appear fairly variant from the abovementioned examples. The well known examples are:

Had and *would* are written ('d) and pronounced /d/ when they precede vowel, and pronounced /əd/ when they follow consonant.

Is and *has* are written ('s) and pronounced /s/ when they precede fortis consonants; and they are pronounced /z/ when they follow lenis consonants. They exempted when they follow /s, z, ʃ,ʒ, tʃ, dʒ/ in this case *is* is pronounced /ɪz/ and *has* is uttered /əz/.

Will is written ('ll) and uttered /l/ following vowel, / / syllabic *l* when preceding consonants.

Have is written (‘ve) and uttered /v/ when following vowels, and pronounced /əv/ when preceding consonants.

Vowel changes when it is accompanied by (‘nt) such as:

Can /kæn/ can’t /kaːnt/

Do /duː/ don’t /dəʊnt/

Shall /ʃæl/ shan’t /ʃaːnt/

*Ar*e is written (‘re) and is uttered /ə/ when follows vowel, with some change as usual when it is followed by vowel:

You /juː/ you’re /jʊə/ or /jɔː/

We/wiː/ we’re /wəɪ/

They /ðeɪ/ they’re/ðeə/

Joining *r*is used if it is preceded by a vowel, as illustrated in the linking part which is followed in this explanation. *Are* can be uttered /ə/, or /ər/ if it is preceded by consonant.

2.10.1 The level of Elision in Tajweed

The hight level of elision with (ت، د،ط), and the lowest level with (ك،ق) and intermediary with the rest of the letters which must be considered in eliding. The scholars ordered them according to the nearness and furthermost of these letters in relation to the place of articulation of noon sakinah. To be noted that if the nasalized elision takes place before dark letter, then the elision will be endarked for example: من طيبات/min ṭəjebæt/ من قبل /mɪnqəbl/, أمة قائمة /ʊmətʊnqæ.iməh/. If the nasalized elision is followed by soften letter, hence, the elision softened’; such as: من دآبةٍ /mɪndæbh/. To be in

consideration that the noon sakinah has no any mark on it in case of a real elision; however, the tanween (ً ٍ ٌ) has consecutive mark as same as in assimilation.

2.11 Linking

There is a different between considering words as isolated items organized in a sequence, and in practical speaking are sometimes connected these words with each other. The well known situation is that connected *r*. however, /r/ is not pronounced in final position syllable in the Royal Accent, when two followed words the first of them is proposed a final /r/ and the second of them begins with a vowel. So, the normal uttering is to approve /r/ between two words:

Here /hɪə/ here are /hɪərˈə/

Four /fɔ:/ four eggs /fɔ:regz/

Native speakers mostly insert /r/ in a resemblance situation with words end in vowel, even without any convincible reason as in:

Formula A /fɔ:mjʊləreɪ/

Australia all out /ɒstreɪliərɔ:laʊt/

Media event /mi:diərɪvent/

The above case of /r/ is known as intrusive /r/, some of English speakers disregard it correct pronunciation or acceptable pronunciation/ accent; yet, it is common. Both linking and intrusive /r/ are certain situations of speech joining/ speech connecting such as in:

My turn /maɪtʒ:n/; there is a relation between /m/ and /aɪ/, between /t/ and /ʒ:/, between /ʒ:/ and /n/ phonetically termed close juncture. /m/ comes after silence and /n/ comes also after silence which is termed external open juncture.

Another example, /maɪtʒ:n/ is recognizable for the native speaker as in *my turn*, so it is different from *might earn*. How one determines here, the ties between /aɪ/ and /t/? Whereas, the speaker does not usually pause between sentences items without any silence which is termed in this case *external open juncture* to point out word section and give reason for gap missed in the transcription. However, if the speaker hears /maɪtʒ:n/ he can normally distinguishes this as *my turn* and *might earn.* The question is: what makes people variant between /maɪtʒ:n/ and /maɪtʒ:n/? The difference is /t/ which is aspirated because it is initial in *turn*; while in the other situation is not because it is in the final in *might*not initial. Furthermore the /aɪ/ which is diphthong is shorter in *might*, yet it is neglected because of the same justification. The variation between aspirated /t/ and un-aspirated /t/ causes a difference in the meaning. So the round up of this matter that the situation of the word boundary affected on recognition of /t/, it is considered as many situations in which various allophones take place. As a result, it represents arguable matter among phonologists for years.

Phonologists fabricate minimal pairs to clarify the importance of juncture, below are some examples:

Might rain /maɪtreɪn/ *r* is voiced when it is initial in *rain* as short is.

My train /maɪtreɪn/*r* is voiceless following *t*in *train.*

All I’m after today /ɔ:laım a:ftətədeı/ un-aspirated *t* in final position.

All the time after today /ɔ:lðətaım a:ftətədeı/ aspirated *t* in initial position.

He lies /hi: laız/ clear /l/ initially in *lies*

Heal eyes /hi:laız/ dark /l/ finally in *heal*

Keepsticking /ki:pstıkıŋ/ un-aspirated /t/ followed /s/

Keeps tiking/ki:pstıkıŋ/ aspirated /t/ in *tiking*

Places of Articulations in Tajweed

إسماعيل الشرقاوي (2015, p.110) divides the places of articulation into two types; achievable and estimatable. Achievable depends on a certain part of articulatory system (tongue, lips, Alhaliq); however, estimatable does not depend on a certain part of the articulatory system (nasal cavity and Aljoaf). The articulators are 17 fall into five main parts which are termed general articulators.

2.12 Manners of Articulation in Tajweed

Aljoaf/Pharyngeal Phonemes

إسماعيل الشرقاوي (2015, p.26) illustrates the rules of anoon as-sakinah (syllabic /n/) watanween.A-noon As-sakinah is /n/ without any diacritic such as min which means from.

Tanween is a double diacritic at the end of the word. The sound of this tanween goes through nasal cavity. So it is nasalize sound. For example: baseerunبصيرٌ hakeemunحكيمٌ samee’anسميعاً noon sakinah and tanween have four rules: Idh’har which is prominent, Idgham which is assimilation, Iglabإقلابwhich is inversion, and Ikhfa’aإخفاءwhis is elision.

AlIdh'har linguistically means clarification, technically is to pronounce noon sakinah and tanween without nasalization. They must be pronounced if they are followed by ha'a , a, ayen, gheyn , Hamza and kha'a

Table 16 Alidh'har

Example	In a word	In two words	In tanween
الهمزة /ʔ/	ينبئون/jʊmbi.u:n/	من أهل/mɪnʔəhl/	
الهاء /h/	ينهى /ʔjən.ha/	من هاجر /mənhæʒər/	جرفٍ هارʒʊrfɪn hær
العين/ʕ/	انعمت/ʔnʕm.tə/	من عليم/mɪnʕli:m/	عليم حكيمٌ/həki:mʊnʕəli:m/
الغين/ɣ/	فسينغضون /fəsə.jʊn.ɣiḍu:n/	من غل/mɪnɣɪl/	
الحاء/ɦ/	تنحتون /tn.ɦɪtu:n/	من حليم/mɪn.ɦəli:m/	
الخاء/x/	المنخنقة /ʔlmʊn.xnɪqh/		

ALIdGhAM/ Assimilation in Tajweed

To pronounce two letters like one emphasized, however, the Idgham is noon sakinah and tanween is to merge the noon sakinah in the followed letter (sound) provided that to be one from assimilation of letters. Thus, the assimilation will be more emphasized and noon sakinah entirely emerged in it. The assimilation letters are: ي، ر، م، ل، و، ن /jər.mɪlu:n/which are phonetically represented /j/, /r/, /m/, /l/, /w/ and /n/ respectively. So, the assimilation in Tajweed divided into: assimilation with nasalization بغنة , and assimilation without nasalization بغير غنة

Nasalized Assimilation in Tajweed

Nasalized assimilation is the assimilation of noon ن /n/ and tanween (ٍ ٌ ً) in the /j/ ي , /n/ ن , /m/ م, and /w/ و. The sound of (ghunna) nasalization in this situation is estimated by spreading two folded fingers. For instance:

ي /j/ إن يقولون /i:jə.qu:lu:n/ يومئذٍ يصدرُ, /jəʊməiđijəṣdʊrʊ/

ن /n/ من نعمة /mɪn.nɪʕ.mə'tɪn/, أمشاجٍ نبتليه /əmʃæ.ʒinnəb.təli:hɪ/

م /m/ من ملجإٍ /mɪm.məlʒə.ɪn/, صراطاً مستقيماً /ṣirætm.mʊs.təqi:mæ/

و /w/ من واقٍ /mɪwæqin/, جناتٍ وعيون /ʒən.nætɪw.wə'ʊju:n/

Non-nasalized Assimilation in Tajweed

It concerns with merging both noon and tanween in lam /l/ and ra'a /r/ without nasalization:

ل /l/ من لدنه /mɪllə'dʊnhʊ/, هدىً للمتقين /hʊdəlɪlmʊtəqi:n/

ر /r/ من ربهم /mirrəbɪhɪm/عيشةٍ راضيةٍ/i:ʃətirrædiətɪn/

The assimilation of /w/ and /r/ also termed in Tajweed incomplete assimilation because of eliding /n/ noon when it is followed by /w, r/ and remaining only the manner of it. It is noticed that it is marked by 'shaddah' in the scripture.

Inversion in Tajweed

Linguistically means to turn over the face of something, technically means to substitute a letter/sound by another; that is to say substituting of both noon as'sakinah and tanween by elided /m/ if they are followed by /b/ such as أنبئهم /ʊmbɪ'əhʊm/ من بعدهم /mɪmbədɪhɪm/ سميعُ بصيرٌ /səmi:ʊmbəsi:rʊn/ أن بُورِكَ /əmbu:rɪkə/.

Real Elision: linguistically means hiding, and technically means pronouncing noon asskinah and tanween in between prominence and assimilation with depriving the noon sakinah and tanween from shaddah mark, with remaining nasalization estimated by spreading two folded fingers, in case, if any of both followed by 15 letters: (ت، ث، ج، د، ذ، ز، س، ش، ص، ض، ط، ظ، ف، ق، ك). The table bellow illustrates them:

Table 17 Real Elision

Letter /sound	In one word	In two words	With tanween
ص	الأنصار/ʔlʔən.ṣær/	إن صدوكم /ɪn.ṣədu:kʊm/	ريحاً صرصراً /ri:hnṣʌrṣʌræ/
ذ	لينذر /lɪ.jʊn. đɪr/	من ذهب /mɪn.đəhəb/	نفسٍ ذائقةٍ /nfsɪnđæ.ɪqətɪn/
ث	أنثى /ʊn.Θæ/	فمن ثقلت /fə.mʌnΘəqʊlt/	مآءً ثجاجا /mæ.ʔənΘəʒæ.ʒæ/
ك	أنكالا /ʔn.kælən/	ومن كان /wə. mənkæn/	كتاب كريم /kɪtæbʊnkæri:m/
ج	فأنجيناه /fəʔən.ʒeɪnæhʊ/	فصبرٌ جميلٌ / fə.ṣəb.rʊnʒəmi:lʊn/	من جبال /mɪnʒɪbæl/
ش	منشوراً /mʌn.ʃu:ræ/	إن شآء /ɪnʃæʔ/	غفور شكور /ɣəfu:rʊnʃəku:r/
ق	انقلبوا /ɪn.qələbu:/	من قرار/mɪnqəra:r/	سميع قريب /sə.mi:nqəri:b/
س	الإنسان /ʔlɪn.sæn/	من سوء/mɪnsu:ʔ/	قولاً سديداً /qəʊlənsədi:dn/

د	عند /ɪnd/	من دآبة /mɪndæbəh/	وكأسٍ دهاقاً /wəkʔ.sɪndɪ.hæqæ/
ط	ينطقون /jn.ṭɪ.qu:n/	من طين /mɪnṭi:n/	قوماً طاغين /qəʊmənṭa:qi:n/
ز	تنزيل /tən.zi:lʊn/	من زوال /mɪnzəwæl/	مباركةً زيتونة /mʊbæ.rə.kə.tənzeɪtu:nh/
ف	فانفلق /fən.fələq/	من فضل /mɪnfəḍl/	خالداً فيها /xælɪdənfi:hæ/
ت	كنتم /kʊntʊm/	ومن تاب /wəməntæb/	جناتٍ تجري /ʒən.nætɪntəʒ.ri:/
ض	منضود /mʌn.ḍu:d/	من ضل /mənḍḍlə/	قوماً ضآلين /qəʊmənḍa:æli:n/
ظ	ينظرون /jʌn.ẓʊru:n/	من ظهير /mɪnẓəhi:r/	ظلاً ظليلاً /ẓɪlənẓəli:lə/

Rules of Meem م and Noon Sakinah ن (marked by shaddah)

Nasalization must be applied as an obligatory rule on meem and noon marked by gemmination (shaddah). The nasalization is estimated in this situation by spreading the folded two fingers such as:

- Noon marked by gemmination (shaddah) إنَا /ɪnnæ/, للنَاسِ /lɪnnæsi/ النبأ /ənnəbæʔ/
- Meem marked by shaddahلمَا /ləmmæ/ تحملنا /tʊhmɪlnæ/ محمد /mʊhəmməd/

Rules of Meem Sakinah

If meem as-sakinah comes after the letters (alphabet), it has three rules:

Bilabial elision with nasalization, assimilation of mathalein the simple and oral demonstration.

The First Rule: Oral Elision,

Oral elision is to transfer static /m/ into elided in a situation between oral demonstration الاظهار assimilation with nasalization estimated by spreading two folded fingers when static /m/ is followed by /b/ as in:

همَّ بهhəm.məbihi

يعتصم بالله /jəʕ.təṣımbıl.læh/

أنبأهم بأسمائهم /ʕən.bʕə.humbı.ʕəs.mæ.ıhım/

The Second Rule: Dual Assimilation

As it is known that the assimilation is the pronunciation of two letters just like the accented second letter. The rule of assimilation of static /m/ in this case is to insert it in the kinetic /m/ when it is followed static /m/. Therefore, double /m/ is pronounced as one accented (m) accompanied by assimilation estimated by spreading two folded fingers:

بهم مؤمنون /bıhımmʊmınu:n/

لهم مشوا /ləhʊmməʃəʊ/

The Third Rule: Oral Demonstration

Oral demonstration is to pronounce static (m) accented without nasalization, so the static /m/ must be accented if it is followed by any letter except (b) and (m).

Table 18

Letter	***Example***	***Transliteration***
ء	لِيَبْلُوَكُمْ أَيُّكُمْ	/lıjəb.lʊ.wəkʊm/
ت	لكم تذكرة	/ləkʊmtəđ.kı.rəh/

ث	أمثالكم	/ʔmΘæləlʊkʊm/
ج	ولأدخلناكم جنات	/wə.ləʔədxəl.næ.kʊmʒʌn.næt/
ح	أموالهم حق	/ʔm.wælɪhɪmɦəqq/
خ	هم خير	/hʊmxeɪr/
د	وأنتم داخرون	/wəʔntʊmdæxɪru:n/
ذ	واتبعتهم ذريتهم	/wət.təbəʕət.hʊmđʊrrjətəhʊm/
ر	جاءكم رسول	/ʒæʔə.kʊmrə.su:l/
ز	منهم زهرة	/mɪn.hʊmzəhrəh/
س	وهم سالمون	/wə.hʊmsælɪmu:n/
ش	ينقصوكم شيئا	/jʊn.qɪṣu:kʊmʃeɪʔæ/
ص	كنتم صادقين	/kʊntʊmṣa:dɪqi:n/
ض	وأمضوا	/wəʔəm.ḍu:/
ط	أمثلهم طريقة	/ʔəm.Θələhʊmṭə.ri:qh/
ظ	وهم يظنون	/wə.hʊmjəẓʊnu:n/
ع	وينصركم عليهم	/wəjənṣʊrəkʊmʕəleɪhɪm/
غ	فعليهم غضب	/fəʕəleɪhɪmɤəḍəb/
ف	ذرأكم في	/đərəʔəkʊm fi:/
ق	بأنهم قوم	/bɪ.ʔənə.hʊmqəʊm/
ك	لكم كيف	/ləkʊmkeɪf/
ل	وأُملي	/wəʊmli:/
ن	حرَمنا	/ɦərrəmnæ/
ه	أنهم هم	/ʔən.nəhʊmhʊm/
و	إيمانهم وشهدوا	/i:mæ.nəhʊmwəʃehɪdu:/

ي	لم ينقصوكم	/ləmjʊn.qɪṣu:kʊm/

Rule of lam /l/ in Tajweed

/l/ has two cases if it is followed by some letters; either to be demonstrated or assimilated.

The first case, demonstration

If lam (al) is followed by these letters: (ء، ب، غ،ح، ج، ك، و، خ، ف، ع، ق، ي، م،هـ). Then it is called lam Algamareia, so this /l/ is not pronounced,; that is to say is not elided.

Table 19 Rule Lam

letter	Example	Transliteration	letter	Example	transliteration
ء	الأبرار	/ʔəlʔəbrær/	خ	الخبير	/ʔəlxə.bi:r/
ب	البلد	/ʔəlbələd/	ف	الفتاح	/ʔəlfəttæh/
غ	الغفور	/ʔəlɣə.fu:r/	ع	العليم	/ʔəlʕəli:m/
ح	الحكيم	/ʔəlħə.ki:m/	ق	القوي	/ʔəlqəwi:/
ج	الجلال	/ʔəlʒəlæl	ي	الياقوت	/ʔəljæqu:t/
ك	الكتاب	/ʔəlkɪtæb/	م	المُلك	/ʔəlmʊlk/
و	الودود	/ʔəlwə.du:d/	هـ	الهدى	/ʔəlhʊdæ/

The second case, assimilation

As it is mentioned before, the assimilation is the pronouncing of two letters as if pronouncing the second letter accented. /l/ of al (which is a definite article) if it is followed by the rest of Arabic alphabet instead of the

mentioned above, then is called lam aah-shamseya; in this case it is assimilated in the letter that follows it.

Table 20 Assimilation

Letter	Example	Transliteration
ط	الطور	/ʔət.tu:r/
ث	الثمرات	/ʔəΘ.Θəmə.ræt/
ص	والصديقين	/wə ṣ. ṣɪdi:qi:n/
ر	الرحيم	/ʔər.rəɦi:m/
ت	التائبون	/ʔət.tæ.ɪbu:n/
ض	والضحى	/wə ḍ. ḍʊɦæ/
ذ	والذاريات	/wə đ. đærɪ,jæt/
ن	والنهار	/wən.nəhær/
د	الدين	/ʔəd.di:n/
س	السوء	/ʔəs.su:ʔ/
ظ	الظالمون	/ʔəẓ.ẓæ.lɪmu:n/
ز	الزجاجة	/ʔəz.zʊʒæʒəh/
ش	والشمس	/wəʃ.ʃəms/
ل	والليل	/wəl.leɪl/

Secondly, Rules of Lam alfi'il and Lam həl (هل)and bəl(بل)

Here /l/ means a static lam which is in the final or in the mid of the verb.

/l/ lam of the verb and هل and بل has two rules: assimilation or voicing/articulating

Rule 1: Assimilation

As mentioned above assimilation is the articulating/pronouncing of the two letters/sounds as if they were the reader accented the second of them. For example:

Lam: قل لا qullæ, قل لهم qul.ləhum, فهل لنا fəhllənæ, بل لا bəllæ.

Ra'a (رقل رب)qur.rʌbi:,فقل ربكم fəqʊr.rʌbʊkʊm, بل ربكم br.rəbʊkʊm.

Rule 2: Voicing/ Articulatingالإظهار

/l/ of the verb must be articulated if it is followed by any letter in the Arabic alphabet except /l/ and /r/:

هل أتى /həlʔətæ/

قل بئسما/qʊlbɪ.səmæ/

بل تأتيهم/bəl.təʔətɪ.jəhʊm/

فالتقى /fəl.təqæ/

هل ثوَّب /hl Θʊw.wɪbə/

بل جاء /bl ʒæʔə/

قل حسبي /qlɦəsbi:/

ولنحمل حطاياكم /wələnəɦ.mɪləxəṭa:jækʊm/

وتقبل دعاء /wətəqəbldʊæʔ/

يفعل ذلك /jəf.ʕəlʊđælɪk/

بلْ ران /br.ræn/

قل سبحان /qlsʊb.ɦænə/

سلسبيلا /səl.səbi:læ/

نعملُ صالحاً /nəʕ.məlʊṣa:lɪhæ/

بل ضلوا /blḍəlu:/

بل طُبع /bl ṭʊbʕə/

بل ظننتم /bl ẓənən.tʊm/

بل عباد /bl ʕɪbæd/

وأرسل في /wəʔər.sələ fi:/

ويستبدل قوماً /wəjəs.tb.dɪlqəʊmən/

بل كذبوا /bl kəđəbu:/

هل من /hl mɪn/

غلمان /ɣɪl.mæn/

قل نعم /qlnəʕəm/

جعلنا /ʒəl.næ/

بل هو /bl hʊwə/

هل يستوي /hl jəs.təwi:/

If the reader who recites Quran stops in accented /l/; the accenting must be articulated clearly and so in the rest of the other accented letters if any one of them placed finally, nasalization is forbidden; there is no nasalization when the reader stops in (م)and(ن) cases.

Rules of Mithlein, Mutagaribein and Mutajanisein (Uni-sound pairs, Convergent pairs, and Homo-sound pairs)

Uni-sound pairs (Mithlein) are two letters/sounds agreed in the place and manner of articulation, such as: double (ب) b and double (ت)t. so, they have three types:

Type 1: if the first one of them is static and the second one is kinetic متحرك ; hence the first letter/sound must be assimilated in the second one, such as:

اضرب بعصاك /ʔəḍ.rɪbbɪʕəṣa:k/

ربحت تجارتهم /rəbɪɦəttɪʒærətəhʊm

لكم ما /ləkʊmmæ/

Type 2:AlmithlaniAlkabeeru (Kinetic Uni-sound Pair):

In case of that both of the letters/sounds are kinetic متحركين, they must be articulated يُظهران for example:

الشوكة تكون /ʔəʃ.ʃəʊkətətəkuːn/

يعلمُ ما /jəʕ.ləmʊmæ/

فيه هدى /fiːhihʊdən/

Type 3, AlmithlaniAlmutlaq (kinostaticUni-sound Pair)

In case of the first letter/sound is kinetic متحرك and the second one is static ساكن, then both of them have to be articulated يظهران:

زللتم /zələltʊm/

شققنا /ʃəqəq.næ/

فأحييناـ /fəʔəɦ.jəj.næ/

Rule 2, Almutagaribani (Convergent Pairs)

Almutagarbani are two adjacent letters/sounds produced in one place of articulation, but they are differ in their manner of articulation: (د، س) ,(د، ظ), (ق،ك); or the two letters/sounds are produced in two adjacent place of articulation: (ذ، ز), (ت، ر), and two adjacent manner of articulation, but they are differ in the place of articulation: (ذ، ح), (ش، ش).

Adjacent pairs have three types:

Type 1, kineto-static convergent (إسماعيل الشرقاوي, 2015, p:39)If the first letter is static, and the second one is kinetic, then both of them have to be

articulated (قد سمع), (فقد ظلم), (وإذ زين), (وإذا جاءوكم), there is exception to every rule:

a. If the static /l/ followed by /r/; so /l/ is assimilated in the /r/ ز(قل رب)

b. (ألم نخلقكم)/ʔələmnəx.lɪqəkʊm/it is read by assimilating (ق) into (ك)

c. Static (ن) with (ي، ر، م، ل، و), it elided with them ibid (2015, p:40), except (ق، ك)nd static (ن) followed by (ب) is inversion, it is inverted in lam ash-shamseya is elided when it is followed with their fourteen letters.

Type 2, Adjacent Pairs (the big)/ Kinetic Convergent

If the two letters/sounds (first, second) are kinetic, then they are articulated. For example:

عدد سنين /ʕədədəsɪni:n/

قال ربي /qælərʌbi:/

بعد ظُلْمِهِ /bəʕədẓəl.mɪh/

العرش سبيلا /ʔəlʕərʃɪsəbi:læ/

Type 3, Adjacent Pairs (absolute)/ Stato-kinetic Convergent (المتقاربان المطلق)

If the first letter is kinetic and the second one is static, then both of them are articulated, such as: سندسٍ /sʊn.dʊs/

Rule 3: Almutajanisan/Homo-sound Pairs (المتجانسان)

Likeliness pairs are two letters from the same place of articulation, but they differ in the manner of articulation: (ت،د), (ط ،ذ), (ث،ذ), (ت، ط), so they are three types:

Type 1, Stato-kinetic Homosound Pairs

The first letter is a static and the second one is kinetic; then the first letter/sound is assimilated in the second one.

أثقلت دعوا /ʔəΘ.qələddəʊ/

همت طائفتان /həm.məṭṭa:.ɪfətæn/

قد تبين /qət.təbeɪn/

إذ ظلموا /ɪẓ.ẓələmu:/

إذ ظلمتم /ɪẓ.ẓələm.tʊm/

يلهث ذلك /jəl.həđ.đælɪk/

إركب معنا /ɪr.kʌm.məʕənæ/

The assimilation mark deprives the first letter from being static and allows to insert doubling mark in the second one based on the Holy Quran scripture in the case of (stato-kinetic, uni-sound, stato-kinetic homo-sound, and stato-kinetic convergent).

Type 2, Kinetic Homo-sound Pairs

If the two letters/sounds are kinetic, then they are articulated' such as:

الصالحات طوبى /ʔəṣ.ṣælɪɦætiṭu:bæ/

الصلاةَ طرفي /ʔəṣ.ṣəlætəṭərəfeɪ/

بعد توكيدِها /bədətəʊki:dɪhæ/

Type 3, Kino-static Pair:

If the first letter/sound is kinetic and the second one is static; so, they must be articulated:

مبعوثون /mʌb.ʕu:Θu:n/

مبعدون /mʌb.ʕədu:n/

لمبتلين /ləmʊ.təli:n/

Exceptions to the rule of stato-kinetic homo-sound pair:

1. When static /m/ مprecededب /b/as in يعتصم بالله it becomes a bilabial dissimilation إخفاء شفوي.

2. اركب معنا (هود 42)، يلهث ذلك (الأعراف 76)
3. If static (ط) followed by kinetic(ت), ط is partially assimilated in the (ت) with dark /l/ so, raising the tongue against the roof of the mouth. Then ط becomes prominent sound while ت becomes weak sound. They illustrated in some locations in the Holy Quran:

a. **(فَقَالَ أَحَطْتُ)** النمل: 22

/fəqæləʔəɦʌṭ.tʊ/

b. **(لَئِنْ بَسَطْتَ إِلَيَّ يَدَكَ)** المائدة: 28

/lə.ɪnbəsʌṭ.təɪleɪəjədəkə/

c. **(وَمِنْ قَبْلُ مَا فَرَّطْتُمْ فِي يُوسُفَ)** يوسف: 80

/wə min qəbʌlʊmæfər.rʌṭ.ṭʊm fi: ju:sʊfə/

d. **(فَرَّطْتُ فِي جَنْبِ اللَّهِ)** الزمر: 56

/fər.rʌṭʊfi:ʒʌmbil.læh/

Rules of Stretching Sounds (Long Vowels)إسماعيل الشرقاوي (2015, p: 43)

Linguistically means increment; technically means to stretch the sound using one of these three vowels:

1. Alif with upper diacritic mark$_1$ الفتحة
2. Waw with upper diacritic mark$_1$ الفتحة
3. Yaʔ with lower diacritic mark الكسرة

Types of vowels They fall into two types: original and marginal. To stretch original vowel waw(و) when producing one of the vowel letters estimated by spreading two folded fingers.

Rules of Consonants Cluster in Tajweed

عطية نصر (2015, p. 176) consonants cluster occurs either is in one or two words. It occurs in one word, either to be in static state only, or both linking and static states.

When occurs in static state, there must be in two words one consonant is in the final of the first word, and the other consonant falls initially in the second word. Whether the first consonant in static state is a diphthong or a soft vowel (حرف لين) or an absolute consonant (ساكناً صحيحاً):

Examples for diphthong:

(إِنَّ الْأَبْرَارَ) الإنفطار:13

/ɪn.nəʔlʔəb.rær/

(وَأُولَئِكَ هُمُ الْمُفْلِحُونَ) البقرة: 5

/wəʊlæ.ɪkəɦʊmʊl.mʊf.lɪɦu:n/

(الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ) الفاتحة: 2

/ʔəlɦəmdʊl.læhɪrʌb.bɪəl.ʕæləmi:n/

Examples in vowels:

(وَآمَنَهُمْ مِنْ خَوْفٍ) قريش:4

/wəʔæmənəhʊmmɪnxəʊf/

(فَلْيَعْبُدُوا رَبَّ هَـٰذَا الْبَيْتِ) قريش:3

/fljəbʊdu: rʌb.bəhæđælbeɪt/

Examples for the pure consonant (الساكن الصحيح):

(حَتَّىٰ إِذَا فَشِلْتُمْ وَتَنَازَعْتُمْ فِي الْأَمْرِ) آل عمران:152

/ɦət.tæɪđæfəʃɪl.tʊmwətənæzətʊm fi: ʔəlʔmr/

(رَضِيَ اللَّهُ عَنْهُمْ وَرَضُوا عَنْهُ) البينة:

/rəḍɪjəl.læɦʊʕən.hʊmwərəḍu: ʕən.hʊ/

It is an option for the reader to stop at any word of the previous words which contain consonants cluster at their boarders (the final consonant of the first word, and the initial consonant in the second word). However, in the case of non-stop state, the both words must be linked the final consonant of the first word with initial consonant of the second word; so, the second one must be marked by it is original mark (upper$_1$diacritic mark, or marked by lower diacritic mark). Thus, static state is not original and obligatory either.

In the case of static state is a linked state and they are not in borders, the two consonants either to come together in one word or in two words. When they occur together in one word in case of static state and non-static state; such as:

33 :عبس (الصآخة) /ʔəṣ.ṣa:xəh/

80:الأنعام (اتحاجوني)/ʔətʊɦæʒu:n.ni:/

(91 ،51: يونس (ءالان) /ʔæl.æn/

1:البقرة (الم) /ʔəlɪflæmmi:m/

(177 .ص ،1992 ،عطية نصر) solving the consonant in this case, the reader of the Quran has to stretch the sound measured by spreading five folded fingers plus one more time because of the long vowel which is followed by a consonant; the situation is obligatory in static and non-static states; it is termed *md lazim* an obligatory stretching the sound if the consonant clusters fall in two words, so, they occur only in non-static state. Consequently, the reader has to deal with them according to the Arabic grammar rules, either to drop the first consonant or to apply a non-static case in reciting.

The reader of the Quran solves the difficulty of uttering the clustering of consonant by removing the long vowel through omitting process during non-static state in reciting, and approving the clustering in static state, because it is considered as a type of original vowel (stretching the voice of a certain sound):

(إِذَا الشَّمْسُ كُوِّرَتْ) التكوير: 1

/ɪđæəʃ.ʃəm.sʊkʊwɪrət/

(وَإِذْ قَالُوا اللَّهُمَّ) الأنفال: 32

/wə ɪđqa:lu:ʌl.la:hʊm'mə/

(وَفِي السَّمَاءِ رِزْقُكُمْ) الذاريات:22

/wəfɪs.səmæ.ɪ rɪz.qʊkʊm/

The elision takes place during the articulation in noun static state only to approve the dropped letter generally in a written form (Quranic scripture) الرسم العثماني.

The vowel sound/letter may be dropped during reciting non-static and static states:

(رَبِّ أَرِنِي كَيْفَ تُحْيِي الْمَوْتَىٰ) البقرة: 260

/rʌb.bi ʔərɪni: keɪfətʊ.ɦji:l.məʊtæ/

If the reader stops in a diacritic sign of static statehe must place on the first ya(ي) not in the last one.

The reciting scholars who are known as readers in taj science sometimes agree to drop the clustering consonants by changing the static state into non-static state by applying either upper$_1$or lower diacritic marks, and sometimes they disagree about that. The scholars, who disagree about, they argue that if

the first consonant is in the final word, and the second consonant is in the initial of the second word and it starts with hamztulwasl (soft hamza) which is pronounced with rounded shape in the lips. Upper$_2$diacrtic mark and the third letter are in obligatory state of upper$_2$ diacritic mark. Nafee, Ibn Katheer, Ibn Aamir and Alkisaee, support the opinion that says removing static state of the initial consonant to non-static state by applying upper$_2$ mark according to the state of the third letter in the said word.

However, Hafs and the rest of the readers support the opinion that says applying non-static state for the first initial consonant by inserting lower diacritic mark according to original mark. The initial consonant must be one of these letters:

:(ل، ت، ن، و،د)

ل= ﴿قُلِ ادْعُوا اللَّهَ ﴾ الإسراء:110

/qʊlʊd.u:əl.la:hə/

ت= ﴿وَقَالَتِ اخْرُجْ عَلَيْهِنَّ﴾ يوسف:31

/wəqælətɪx.rʊʒʕəleɪhɪn.nə/

ن= (وَلَوْ أَنَّا كَتَبْنَا عَلَيْهِمْ أَنِ اقْتُلُوا أَنْفُسَكُمْ﴾ النساء: 66

/wələʊʔən.nækətəb.næʕəleɪhɪmʔənɪq.tʊlu: ʕən.fʊsə.kʊm/

و= ﴿أَوِ اخْرُجُوا مِنْ دِيَارِكُمْ﴾ النساء: 66

/ʔəʊɪx.rʊʒu: mɪndɪ.jærɪkʊm/

=﴿أَوِ ادْعُوا الرَّحْمَـٰنَ﴾ الإسراء:110

/əʊɪd.ʕu: ʔər.rəɦ.mæn/

= ﴿أَوِ انْقُصْ مِنْهُ قَلِيلاً﴾ المزمل:3

/əʊɪn.qʊṣ mɪnhʊ qəli:lə/

د= (وَلَقَدِ اسْتُهْزِئَ بِرُسُلٍ مِنْ قَبْلِكَ) الأنعام:10

/wələqədʊs.tʊh.zɪʔəbɪrʊ.sʊlɪnmɪnqəb.lɪk/

التنوين= (وَلَا يُظْلَمُونَ فَتِيلاً) النساء:49

/wəlæjʊṭ.lə.mu:nfəti:læ/

=(بِرَحْمَةٍ ۚ ادْخُلُوا الْجَنَّةَ لَا خَوْفٌ عَلَيْكُمْ) الأعراف: 49

Above examples represent the area of disagreement among the scholars, but they agree in the rest of the consonants cluster cases; such as:

(وَيَسْأَلُونَكَ عَنِ الرُّوحِ ۖ قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي) الإسراء:85

/wəjəs.ʔəlu:nəkəʕənɪr.ru:ɦɪ.qʊlɪr.ru:ɦʊmɪnʔərɪr.rʌb.bi/

(أَنِ امْشُوا وَاصْبِرُوا عَلَىٰ آلِهَتِكُمْ) ص: 6

/ʔənɪm.ʃu: wəṣ.bɪru: ʕəlæʔælɪhət.kʊm/

(فَارْجِعِ الْبَصَرَ هَلْ تَرَىٰ مِنْ فُطُورٍ) الملك:3

/fər.ʒɪʕɪl.bəṣərəhʌltʌra: mɪnfʊṭu:r/

(فَلْيَنْظُرِ الْإِنْسَانُ مِمَّ خُلِقَ) الطارق:5 عطية نصر(1992, p. 179)

/fl.jən.ẓʊrɪl.lɪnsænʊmɪm.məxʊlɪq/

All the scholars (readers) agree to move the first consonant into non-static state by applying lower diacritic mark in the abovementioned examples from Quran.

To summarize that, Hafs reads all above examples by inserting lower diacritic mark to exterminate the clustering of consonants.

An exception can occur in some situations by applying upper$_1$diacritic mark instead of consonant cluster.

Applying upper$_1$diacritic mark

It occurs in three situations:

1. من = ﴿وَأَنَا عَلَىٰذَٰلِكُمْ مِنَ الشَّاهِدِينَ﴾ الأنبياء:56

/wəʔənəʕəlæđælɪkʊmmɪnəʃ.ʃæhɪdi:n/

2. تاء التأنيث = ﴿كَانَتَا تَحْتَ عَبْدَيْنِ مِنْ عِبَادِنَا صَالِحَيْنِ﴾ التحريم:10

/kænətætəħ.təʕəb.deɪnmɪnɪbædɪnæṣa:lɪħeɪn/

3. ﴿ألم اللَّهُ لَا إِلَٰهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ﴾ آل عمران: 2-1

/ʔɪlɪflæmmi:mʌl.la:hʊlæɪlæhəɪl.læhʊəəl.ħeɪʊəl.qeɪ.ju:m/

Applying upper$_2$diacritic mark in two situations

1. واو اللين = ﴿فَتَمَنَّوُا الْمَوْتَ إِنْ كُنْتُمْ صَادِقِينَ﴾ البقرة:94 which is used for plural

/fətəmə.nəʊʔəl.məʊtəɪnkʊn.tʊmṣa:dɪqi:n/

﴿يَوْمَئِذٍ يَوَدُّ الَّذِينَ كَفَرُوا وَعَصَوُا الرَّسُولَ﴾ النساء:42

/jəʊmə.ɪđijəwəd.dʊəl.ləđi:nəkəfəru: wəʕəṣəʊər.rəsu:l/

2. ميم الجمع = ﴿وَسَخَّرَ لَكُمُ اللَّيْلَ وَالنَّهَارَ﴾ النحل: 12 also for plural

/wəsəx.xərələkʊməl.leɪləwən.nəhær/

﴿ثُمَّ رَدَدْنَا لَكُمُ الْكَرَّةَ عَلَيْهِمْ﴾ الإسراء: 6 (عطية نصر (1992, p. 180

/Θʊm.mərədə.dnæləkʊməl.kər.rətəʕəleɪhɪm/

2.13 Aggravation and Thinning التفخيم والترقيق

(دروس في ترتيل القرآن الكريم:90) defines the aggravation linguistically means veneration. Technically means to amplify the sound of the letter which fulls the mouth cavity. Thinning linguistically means opposite to aggravation; technically means producing the letter sound without amplifying it and without filling the mouth.

1. Aggravation concerns with the letters/sounds that are produced in the roof of the mouth which is termed الاستعلاء in Tajweed. The letters/sounds of Isti'ela'a (hard, soft palate) are: (خ، ص، ض، غ، ط، ق، ظ) are all in aggravation state in all cases except when they are marked by lower diacritic mark or in static state when they preceded lower diacritic mark state then they tend to be less aggravated.

2. حرف الراء (r) is aggravated in the following situations:

a. If raʔ is marked by upper$_2$ diacritic sign:

يؤمرون /jʊ.məruːn/

يُبَشِّرُهم /jʊbəʃ.ʃɪrəhʊm/

رُزِقْنا /rʊzɪq.næ/

b. If raʔ is marked by upper$_1$diacritic mark:

ورَبُّك /wərʌb.bʊkə/

شراب /ʃəraːb/

نارً /naːr/

c. If raʔ is in static state and preceded by a letter marked by upper diacritic mark:

قرآن /qʊr.aːn/

بقُرْبان /bɪqʊr.bæn/

كالعُرجون /kəl.ʕʊr.ʒuːn/

d. If it is in static state and preceded by a letter marked by upper$_1$ diacritic mark:

خرْدل /xʌrdəl/

قرْية /qʌr.jəh/

e. If it is in static state and preceded by a letter marked by a margin lower diacritic mark:

ارْجعي /ɪr.ʒɪʕi:/

أمِ ارْتابوا /ʔmɪr.tæbu:/

f. If it is in static state and preceded by a letter marked by origin lower diacritic mark, and it is followed by a letter of Isi'ela'a in one word: such as,

لبالمِرصاد /ləbɪl.mɪrṣa:d/

قِرْطاس /qɪr.ṭa:s/

g. If it is in static state and preceded by a letter marked by static state mark, and the latter one preceded by a letter is marked by upper$_1$diacritic mark or upper$_2$ diacritic mark: such as.

القَدْرْ /əlqədʌr/

الأُمور /əlʊmu:r/

3. Raʔcomes in thinning state in the following situations:

a. If it is marked by a lower diacritic mark:

رِجال /rɪ.ʒæl/

مرِيج /məri:ʒ/

فضُرِب /fə.đʊ.rɪb/

b. If it is in static state and preceded by a letter marked by lower diacritic mark, and it is not followed by Isti'ela'a letter/sound:

فِرْعون /fɪr.ʕəʊn/

واصْبِر /wəṣ.bɪr/

c. If it is in static state and preceded by ياء in static state:

خبير /xəbi:r/

خير /xeɪr/

d. If it is in static state and preceded by a letter marked by a lower diacritic mark:

حَجْرْ /ɦəʒr/

السِّحْرْ /əs.sɪhr/

e. If it is in static state and preceded by a letter marked by origin lower diacritic mark and followed by Isti'ela'a (hard and soft palate) in another English phonetic term: أَنْذِر قَوْمك

4. It can be aggravated or thinned in the following situations:

a. If it is in static state and preceded by a letter marked by origin lower diacritic mark and followed by a letter of Isti'ela'a (hard and soft palate marked by lower diacritic mark: as in, كل فِرقٍ

b. If it is in static state and preceded by a letter of Isti'ela'a in static state and preceded by a letter marked by lower diacritic mark: as in, مِصْر، القِطْر

c. If the reader stops in Ra'aراء followed by ياء, ياء is deleted:

إذا يَسْرْ /ɪđæjəsr/

أن أسْرْ /ʔənʔəsr/

وَنُذُرْ /wənʊzʊr/

5. لام (lam) in the name of Al.la:h is aggravated if it is preceded by a letter marked by upper$_1$diacritic mark or upper$_2$diacritic mark:

(لا يعصون الله) /læjəʕ.ṣu:nəəl.la:h/

(ثم يحُكمُ الله آياتِه) and it is thinned if it is preceded by a letter marked by lower diacritic mark: بسم الله ، الحمد لله

2.14 Types of Vowels in Tajweed (short and long vowel)

2.14.1 Stretching and Contracting of Vowels in Tajweed المد والقصر

The vowel sounds in Tajweed divided into three types according to the time that takes to produce. The time's measurement is calculated by spreading folded fingers. For examples:

If the reader spreads two folded fingers to produce a sound, it is known short vowel (sound). It is considered the natural one, because the normal fit person does not reduce it less than two times or increase it more that spreading two folded fingers. All the scholars agree about the time producing the short vowel sound. The time estimated either to be measured by spreading the folded fingers or uttering two consecutive diacritic marks :(قَ قَ) upper$_1$or قِ) (قِ the upper$_2$ or lower diacritic mark سعاد عبدالحميد (2010, p. 205).

There is one condition to be observed in short vowel, is must not be produced by hamza or to be followed by hamza and sikoon (static diacritic mark). It is an obligatory time agreeable for a short vowel.

The natural (short vowel) in Taj divided into:

1. Natural vowel within a word المد الطبيعي
2. Natural vowel letter

The time within one word is obligatory in static and non-static reading states:

(يُنادونك) /jʊ.nædu:nək/

(يقولون) /jə.qu:lu:n/

(يقيمون) /jʊ.qi:mu:n/

In this case the vowel is approved in the Quranic script:

(يٰبني) /jæbəni.jə/

(وياقوم استغفروا ربكم) /wəjæ.qəʊmɪstəɣ.fɪru: rʌb.bəkʊm/

(إبرٰهيم) /ɪb.ra:hi:m/

(دٰود) /dæ.wu:d/

In this situation the vowel is dropped in the Quranic scripture and compensated by small letters. سعاد عبدالحميد (2010, p. 205). there are two types of natural (short vowel).

Natural letter is consistent in static state, and has three forms: a changing tanween into alif in the noun ended in soft alif(الاسم المقصور) such as:

مصلى /mʊ.ṣəl.læ/ /mʊ.ṣəl.lən/

عُزى /ʊzæ/ /ʊzən/

عمىً /ʕəmæ/ /ʕəmən/

سدىً /sʊ.dæ/ /sʊ.dən/

All the above nouns ended in soft alif (المقصور) which is known the noun that ended in alif marked by diacritic mark. This replaceable /æ/ should be inserted instead of the tanween.

The noun that marked by diacritic static state mark:

وكيلاً /wəki:læ/ /wəki:lən/

حسيباً /ɦəsi:bæ/ /ɦəsi:bən/

علماً /ʕɪl.mæ/ /ʕɪl.mən/

When there is a stoppage at such word, the reader drops the tanween and inserts /æ/ timed by uttering two diacritic marks. Then the vowel, in this

situation, is termed among the scholars by compensatory stretching (مد العِوض):

ليكوناً /lɪ.jəku:næ/ /lɪ.jəku:nən/

لنسعفاً /lənəs.ʕəfæ/ /lənəs.ʕəfən/

إذاً /ɪđæ/ /ɪđən/

The pronoun (ha) of the feminine gender is exempted from the above rule.

The noun marked by a rectangular diacritic mark of the static state is not stretched, but contracted and marked by upper$_1$diacritic mark:

أناْ نذيرٌ /ʔənənəzi:r/

لكناْ هو الله /lækɪn.næhʊəʌl.læhə/

الظنوناْ /əṭ.ṭʊnu:nə/

الرسولاْ /ər.rəsu:læ/

السبيلاْ /əs.sə.bi:lə/

قواريراْ /qəwæ.ri:rə/

In this case the vowel sound is approved whereas it is dropped in the script. It is attached to the natural (short) vowel.

d. Since the vowel is approved in the script, it is dropped in non-static state because of consonant clusters:

سعاد عبدالحميد (2010, p. 207). 15:النحل (وقالا الحمد لله) /wəqælæl.ɦədʊlɪl.læh/

110:الإسراء (قل أدعوا الله) /qʊləd.u: əl.læh/

22 الأعراف (ذاقا الشجرة) /đæqæʃ.ʃəʒərətə/

20:القصص (من أقصا المدينة) /mɪnʔəq.ṣa:l.mədi:nətə/

196 :البقرة (حاضري المسجد الحرام) /ɦæḍɪri:l. məs.ʒɪdɪl. ɦəra:m/

95 :القصص (مهلكَ القرى) /mʊh.lɪkəl. qʊræ/

3. The approved vowel in non-static state which is dropped in static state. It has two forms:

a. The ها relative pronoun either its واو /w/ or ياء:

(إن ربه كان به بصيرا) it is called مد الصلة الصغرى which is a stretching micro-relative pronoun. In the static state, the vowel is dropped instead of the reader applies diacritic mark of static state.

b. The natural (short) vowel because of a sudden static state, it is considered a type of sub-vowel.

العالمين /əl.ʕæləmi:n/

الراكعون /ər.ra:kɪu:n/

الساجدون /əs.sæʒɪdu:n/

الحساب /əl.ɦɪsæb/

الميزان /əl.mi:zæn/

In this case, the vowel is not dropped, but it is transferred to a kind of a vowel (short, long or diphthong), so as an option for the reader to choose two, four or six diacritic marks.

2.14.2 The Natural Vowel in a Letter

It means the vowel that pronounced from a letter. It is also known by the dual natural vowel which is produced from a letter in the Arabic erythematic alphabets, they are types of letters at the beginning of chapters, السور:

طس /ṭa:.si:n/

كهيعص /kæf.hʔə.jæʔ. ʕeɪn. ṣa:d/

It is produced to form these sounds الراء، الهاء، الطاء، الياء، والحاء

2.14.3 Secondly Affiliated Stretching (المد الفرعي)

سعاد عبدالحميد (2010, p. 208), it is characterized by increasing the sound more than in natural (short) vowel for some reasons:

1. Related to utterance
2. Related to the meaning

In the affiliated Stretching related to the utterance, the vowel either to be preceded or followed by hamzatlgatti (hard alif/hamza) or diacritic of static state. They are both considered reasons for stretching the vowel sound more than natural (short vowel).

However, the affiliated vowel related to the meaning has justifications attributes to the situation of denial, greatness, disapproval of negative attribute:

Table 21 Affiliated Stretching

Example	Transliteration	Justification
(لا إله إلا الله)		greatness
(لا إله إلا أنت سبحانك إني كنت من الظلمين)		greatness
(لا ريب)		to give acquittal التبرئة
(لا شية فيها)		to give acquittal التبرئة

It is not allowed for the lay reader to adopt reciting by using greatness or disapproval negative attribute styles unless he is versed and knowledgeable

of this style of reciting which is known in Taj by /ṭeɪbətʊən.nəʃr/ طيبة النشر. The length of the sound is estimated by four diacritic marks/spreading folded fingers.

There are four types of affiliated stretching (long vowel):

1. Connected stretching (long connected sound) المد المتصل
2. Separated stretching (long separated vowel) المد المنفصل
3. Stretching sound because of substitution. مد البدل
4. Stretching sound because of a diacritic mark of static state.
5. Obligatory stretching sound.

2.14.4 Rules of the Affiliated in Stretching (أحكام المد الفرعي)

a. Obligatory connected vowel

b. Optional (2,4,3) المنفصل والعرض للسكون والبدل

c. Obligation (obligatory long vowel).

Stretching the Sound because of Hamza

المد المتصل connected stretching (linking vowel) (التيسير: 209)

There must be a vowel and hamza/æ/ in one word. Thus it is called connected (linking) vowel because the vowel and hamza/æ/ are gathered in one word.

All the scholars agree to be stretched more than the natural (short vowel). However, they disagree in the estimated time. The estimated time must be four or five times in case of hamza when it is in the middle or it is in the final and connected in the same word. Whereas, in static state, is estimated by five spreading folded fingers plus one or six diacritic marks optionally.

Hence, it is called (diphthonging) stretching the vowel because of a sudden stop.

Examples for middling hamza:

جاءكم /ʒæʔəkʊm/

سيئات /seɪ.jɪæt/

لِيَسُوءُوا وُجُوهَكُمْ/lɪjəsu:ʔu: wʊʒu:həkʊm /

Examples of hamza in the final position:

يَهْدِي مَنْ يَشَاءُ/jəh.di: meɪ.jəʃæʊ/

وَمَا عَمِلَتْ مِنْ سُوءٍ /wəmæʕəmɪlətmɪnsu:ɪ/

يَكَادُ زَيْتُهَا يُضِيءُ/jəkædʊzeɪtʊhæjʊḍi:ʊ/

1.14. 5 Disconnected Expanded (Stretching) Vowel المد المنفصل

When the vowel is finally in the first word, and the hard hamza is initially in the second word which followed immediately, it is a kind of vowel stretching called disconnected expanded (stretching) vowel. It is named disconnected because the hamza which follows it, is a causation clause disconnected from the vowel which is in the condition clause.

Therefore, it is an option to stretch or contract the vowel sound in case of dual disconnecting or arbitrary disconnecting.

The dual disconnecting means the vowel is approved in both scripture and uttering (وفي أرض الله). Since, the arbitrary disconnecting means the vowel is dropped in the scripture but approved in reciting:

Table 22 Disconnected Stretching

Example	Transliteration	Justification
(يأيها)	/jæʔeɪjʊhæ/	النداء
(يآبرهيم)	/jæɪbræhi:m/	النداء
(هآنتم)	/hææʔən.tʊm/	التنبيه
(ولا يشرك بعبادة ربه أحدا)	/wəlæjʊʃ.rɪkbɪ.ʕɪbædətɪrʌb.bɪhi: ʔəhədæ/	

(مد الصلة الكبرى)

Major Stretching.

The major stretching is kind of expanding vowel and it is attached to the disconnected stretched vowel, because the reader applies the same rule and stretching time of disconnected stretched vowel. Yet, it differs in:

1. It occurs only with واو /w/ and ياء, but the disconnected stretched one occurs with all (the three vowels).

2. The vowel with it, is approved in connecting state, but it is dropped in the disconnecting state.

سعاد عبدالحميد (2010, p. 211). what is the difference between the actual connecting vowel and arbitrary connecting vowel? It is an optional to stop in the vowel and approve it in the actual; such as to stop at ياء as in: (في أرض) which is forbidden to stop in the arbitrary because it is not approved in the scripture, such as in ياء as in: يآيها, or هآ in هؤلاء. So, they are treated as one word which cannot be separated. Hence, it is attached to the connected

stretched vowel, or to drop the vowel totally in the arbitrary as in major connecting vowel:

بما أنزل /bɪmæʔən.zəl/

إنا أعطيناك الكوثر /ɪn.næʔəʕṭeɪnækəl.kəʊΘər/

قوا أنفسكم /qu: ʔənfʊsəkʊm/

في أرض الله /fi: ʔərḍɪl.læhi/

Then the expansion estimated by two times, four times or five times. They are called exclusive القصرby /ṭeɪbətʊən.nəʃr/طيبة النشر, intermediate and upper intermediate respectively. The latter two related to ash-shattibeya. The best option of the three is the intermediate one according to ash-shatibi.

The justification of the exclusiveness is that hamza is not recognizable يعتد بها because it is not approved in static state treated as natural vowel.

The approval of the intermediate and upper intermediate because hamza follows the vowel, and they are considered utterly connected. They are attached to the connected stretched vowel, and are treated like it in the stretching.

2.14.6 Substitution Stretched Vowel

سعاد عبدالحميد (2010, p. 217). the substitution stretched vowel has four case:

1. To be expanded in connecting or disconnecting states initially in the word:

Table 23 Substitution stretched Vowel

Example	Transliteration	Justification
ءأمن الرسول	/ʔæmənəər.rəsuːlʊ/	initially
أي وربي	/ʔeɪwərʌb.bɪhiː/	initially
انبئوني	/ʔəmbɪ.uːniː/	medially

To be approved in connecting state:

Table 24

Example	Transliteration	Justification
الخاطئين	/əlxæṭɪ.iːn/	connecting state
مستهزءون	/mʊs.təh.zɪ.uːn/	connecting state

In this case there are two justifications gathered together which are hamza and a sudden stop; that is to say, the substitution and the sudden stop. So the latter is preferred because it is more powerful than the previous one. Its time estimated by either four or six times.

2. To be approved in both connecting and disconnecting state: أباهم .وجاءواIt is treated as disconnected stretched vowel in the non-static static reciting state; however, the substituted stretched vowel is dropped from the stretched the disconnected over exclusive one which is a powerful one if the reader stops in جآءوا so, it is considered a substitution then estimated by times stretching.

3. To be approved initially:

Example	Transliteration
الذي أؤتمن	/əl.ləđiː ʔʊtʊmɪn/

أم لهم شركٌ في السموات /ʔələhʊmʃɪrkʊnfiːəs.səmæwæt/

ائتوني بكتاب

In non-static state, the soft hamzaهمزة الوصل will be dropped, and the second hard hamzaهمزة القطع which is on the static diacritic mark is uttered.

2.14. 7 The Sudden Stretched Vowel المد العارض للسكون

سعاد عبدالحميد (2010, p. 218),it occurs in three sorts of stretching: stretching because of a sudden stoppage, flexible stretching and stretching with condition.

1. Stretching because of a sudden stoppage occurs when a vowel is followed by a letter marked by static state mark because of a sudden stop in one word:

نستعين /nəstə.iːn/

المفلحون /əl.mʊf.lɪɦuːn/

بالعباد /bɪl.ɪbæd/

الرحيم /ər.rəɦiːm/

السموات /əs.səmæwæt/

المؤمنون /əlmʊmɪnuːn/

اللـــــــه /ʌl.laːh/

It is an option either to be stretched or to be contracted. It is estimated by two times in contracted state, or to be stretched in between or saturated (fully stretched).

Why is it contracted? Referring to the origin and considering the connectedness, it is considered as natural (short) vowel in connecting state; the sudden stoppage is disapproved.

Why is it to be in between? To be stretched four times because of a sudden stop; so, it is not totally absent to be neutral or to be permanent and treated as stretching with condition. That's to say half approved, then it takes in between position.

Why is it saturated? Because, it likes the stretching with reason. Therefore, the stretching falls in both for the sudden static state. Here, the sudden stoppage is recognizable يعتد به. It is stretching estimated by six times to avoid consonant clusters.

2.14.8 Flexible Stretching because of a Sudden Stop

The flexible vowel should be followed by a letter marked by diacritic of static state so as to stop in a word. It is called flexible because the stoppage state follows the flexible vowel. So, the flexible is not stretched unless it is followed by a letter in which the reader suddenly stops. Consequently, it is called a flexible stretching. The time length is estimated by three options: to be contracted, to be in between or to be saturated.

2.14.9 Stretching with Condition

سعاد عبدالحميد (2010, p. 221). the flexible vowel is followed by original stoppage and a connection in a word or in a letter in the initial of some chapters (surats). In a word:

صوآف /ṣəwææf/

رآد /rææd/

الحآقة /əl.ɦææqəh/

الضآلين /əḍ.ḍa:æli:n/

In a letter: /

ق /qæf/

ص /ṣa:d/

الم /ʔlɪflæmmi:m/

The justification of the stretching is the consonant clusters, which are the vowels that followed by a letter in origin static state. The reader shifts the static consonant marking it either by upper$_1$diacritic mark or lower one. so as the vowel represents the role of the diacritic mark to avoid clustering of consonant then connects the second consonant. The stretching time is estimated by six marks except in the case of ع/ʕ/in the connecting of surat Mariam and surat ash-shora.

The vowel stretched with condition divided into: vowel in a word, and a vowel in a letter. Both of them fall into: condensed and diluted.

- The stretching with condition in a word المد اللازم الكلمي the vowel is followed by origin static state.

الطآمة /əṭ.ṭa:æməh/

الحآقة /əlɦææqəh/

"5:يونس "ءآلن /ʔælæn/

So it is divided into: condensed stretching in a word; the vowel here followed by origin static state in a word:

(2010, p. 223). سعاد عبدالحميد33:عبس (الصآخة) /əṣ.ṣa:æxəh/

(الحآقة) /əlɦææqəh/

6:هود (دآبة) /dææbəh/

143:الأنعام (ءآلذاكرين) /ʔæl.đækɪri:n/

80 :الأنعام (أتحآجوني) /ʔətʊɦææʒʊnəni:/

59:يونس (ءآللــه) /ʔæl.la:h/

Diluted stretching in a word: the vowel is followed by origin static state mark without doubling diacritic in a word; example in two places in surat younus: 91/51 يونس (ءآلآن)

The stretching with condition in a letter/sound: the flexible vowel (ع)is followed by origin static state in the alphabet letters occur in the beginning of chapters. The letter must be uttered in the form of three sounds). A vowel must be in the middle of these three sounds. The vowel must be followed by an origin static state.

ص وتقرأ صاد = /ṣa:d/

ق وتقرأ قاف = /qa:f/

This type of stretching is divided into two types:

- condensed stretching in a letter: the alphabet that followed the vowel has a doubling diacritic mark:

الم /ʔəlɪflæmmi:m/

المص /ʔəlɪflæmmi:mṣa:d/

المر /ʔəlɪflæmmi:mræʔ/

طسم /ṭa: si:nmi:m/

(224 :التيسير) Diluted stretching in a letter:

The alphabet that follows the vowel is diluted free from doubling diacritic mark:

القاف (ق والقرآن)

السين (حس)

(يس) السين

(ألم) الميم الأخيرة

سعاد عبدالحميد (2010, p. 272), Silence and Pronouncing الحذف والإثبات

2.15 Dropping and Approving

It means to stop at a word ends in a vowel. The vowel letters are letters in Arabic language (ألف، واو، ياء). The Quranic scripture is characterized by either approving or disapproving them. The reciter who recites Quran has to follow the scripture in his reciting to comply with approving and disapproving the vowel accordingly.

/æ/ (التيسير: 273)الألف

It has two forms: to be approved, or to be dropped.

The approved one either to be in non-static states:

(قَالَا رَبَّنَا) /qælærʌb.bʊnæ/

(يَكَادُ سَنَا بَرْقِهِ) /jəkædʊsənæbər.qɪhɪ/

Approved in static state and dropped in non-static state:

Dropping /æ/ ألف because of consonant clusters;

(كِلْتَا الْجَنَّتَيْنِ) /kɪl.tæl.ʒən.nəteɪn/

(وَقَالَا الْحَمْدُ لِلَّهِ الَّذِي فَضَّلَنَا) /wəqælæləl.ɦəm.dʊlilæhiəl.ləđifəḍ.ḍələnæ/

(عَنْ تِلْكُمَا الشَّجَرَةِ) /ʕəntɪl.kʊmæəʃ.ʃəʒərətə/

(وَآتَى الْمَالَ عَلَىٰ حُبِّهِ) /wəætæl.mælʕəlæɦʊb.bɪhi/

(وَتَخْشَى النَّاسَ) /jəx.ʃæn.næsə/

(مُوسَى الْكِتَابَ) /mu:sæl.kɪtæb/

(ذكرى الدار) /đik.ra:d.dær/

The /æ/ which in (أيها) such as (يأيها الناس)، (يأيها النبي) it is approved when the reader stops at it in this context, except in the locations, the alf /æ/ is dropped when the reader/reciter stops at it according to Quranic scripture:

سورة النور (أيه المؤمنون) /ʔəjʊhæl.mʊmɪnu:n/

سورة الزخرف (يَأَيُّهَ السَّاحِرُ) /jæʔəjʊhæs.sæɦɪrʊ/

سورة الرحمن (أَيُّهَ الثَّقَلَانِ) /ʔəjʊhæΘ.Θəqəlæn/

Alf /æ/ in the beginning or in the middle of verses:

الرسولاْ /ər.rəsu:lə/

السبيلاْ /əs.səbi:lə/

قواريراْ /qəwæri:rə/

سلاسلاْ /səlæ.sɪlə/

سعاد عبدالحميد (2010, p. 274). such alif has two options either to be approved or dropped, or to stop with static state mark on /l/ (ل) or alif(ا), and drop it if the reader does not want to stop at it.

الكهف (لَّٰكِنَّا۠ هُوَ ٱللَّهُ رَبِّى) /lækɪn.nə, lækɪn.nəhʊəəl.la:hʊ rʌb.bi:/

(إِنْ أَنَا إِلَّا نَذِيرٌ مُبِينٌ) /ɪnʔənæ, ʔənəɪl.lænəđi:rʊnmʊbi:n/

(أَكْثَرُ مِنْكَ مَالاً) /ʔək.Θərəmɪn.kəmælən/

The alf that is pronounced instead of light accretive (ن) in two places in Quran:

يوسف: 32 (وَلَيَكُونًا مِنَ الصَّاغِرِينَ) /wələjəku:nʌnmɪnəṣ.ṣa:ɣɪri:n/

العلق: 15 (لَنَسْفَعًا بِالنَّاصِيَةِ) /lənəs.ʕəfənbɪn.na:ṣɪ.jæ/

يونس: 36 (إِنَّ الظَّنَّ لَا يُغْنِي مِنَ الْحَقِّ شَيْئًا) /ɪn.nəəẓ.ẓən.nəlæ jʊɣ.ni: mɪnəl.ɦəqɪʃeɪʔæ/

النساء:111 (حَكِيمًا عَلِيمًا) /ɦəki:mənʕəli:mæ/

النساء:53 (فَإِذًا لَا يُؤْتُونَ النَّاسَ نَقِيرًا) /fəɪđəlæjəʔ.tu:nən.næsənəqi:ræ/

Dropping Alif in static and non-static situation

Alf is dropped in four places in noun:

هود (أَلَا إِنَّ ثَمُودَ كَفَرُوا رَبَّهُمْ ۗ) /ʔələɪn.nəΘəmu:dəkəfəru: rʌbəhʊm/

الفرقان:38 **(**وَعَادًا وَثَمُودَ**)** /wəʕædəwəΘəmu:də/

العنكبوت: 38 (وَعَادًا وَثَمُودَ وَقَدْ تَبَيَّنَ لَكُمْ)/wəʕædəwəΘəmu:dəqədtəbeɪnləkʊm/

النجم **(**وَثَمُودَاْ فَمَا أَبْقَىٰ**)** /wəΘəmu:dəfə.mæʔəb.qæ/

According to Hafs, the scholar, alif is approved in the scripture. Another scholar can approve the doubling diacritic marks in reciting.

In the noun (قواريراْ) in the second location from the verse (قواريراْ من فضةٍ) it is dropped in both situations static and non-static.

2.15.1 Types of Dropping

Alif Dropped in the Scripture

Alif is dropped in static and non-static situations, because it is already dropped from the scripture:

Alf is dropped because of the article of contraction:

(وَلَمْ يُؤْتَ سَعَةً مِنَ الْمَالِ)/wələmjʊ.təsɪʕətəm.mɪnəl.mæl/

(وَانْهَ عَنِ الْمُنْكَرِ) /wəʔən.həʕənɪəlmʊn.kər/

ما الاستفهامية when it is preceded by a preposition, alif is dropped in the scripture:

Table 25 Approved in Scripture

In origin		Transliteration	In contraction	transliteration
Mæ+	preposition			
ما	ب	bɪ +mæ	بم	bɪmə
ما	عن	ʕən +mæ	عمَّ	ʕəm.mə
ما	في	fi:+mæ	فيم	fi:mə
ما	من	mɪn+mæ	مم	mɪm.mə
ما	ل	Lə+mæ	لم	lɪmə

(فَنَاظِرَةٌ بِمَ يَرْجِعُ الْمُرْسَلُونَ)ənæẓɪrətʊnbɪməjər.ʒɪʕʊəlmʊrsəlu:n/ /f

النساء (فيم كنتم) /fi:məkʊntʊm/

سعاد عبدالحميد (2010, p. 275), to be noted that there is an additional /æ/ alf of the feminine gender which is approved in the scripture; however, it is dropped in reciting. Yet, it is dropped in both scripture and in reciting in some places:

226 البقرة: (فَإِنْ فَاءُوا فَإِنَّ اللَّهَ غَفُورٌ رَحِيمٌ) /fəɪnfæu: fəɪn.nəʌl.la:həɣəfu:rʊrəɦi:m/

21 الفرقان: (وَعَتَوْا عُتُوًّا كَبِيرًا) /wəʕətəʊʕʊtʊwənkəbi:ræ/

سبأ:5 (وَالَّذِينَ سَعَوْا فِي آيَاتِنَا مُعَاجِزِينَ) /wəl.ləði:nəsəʊ fi: ʔæjætɪnæmʊʕæʒɪzi:nə/

الحشر:9 (وَالَّذِينَ تَبَوَّءُوا الدَّارَ وَالْإِيمَانَ) /wəl.ləði:nətəbəʊə.u: əd.dærə/wəl.i:mæn/

وجاءو وباءو wherever they are found written without alif. The noun kitab whether is written with definite or indefinite article the alf /æ/ is dropped except in four places:

الرعد:38 (لكل أجلكِتَابٍ) /lɪkʊlɪʔəlɪnkɪtæb/

4 :الحجر (ولها كتاب معلوم) /wələhækɪtæbʊm.mʕəlu:m/

27 :الكهف (مِنْ كِتَـابِ رَبِّكَ) /mɪnkɪtæbirʌbɪk/

1:النمل (تِلْكَ آيَاتُ الْقُرْآنِ وَكِتَـابٍ مُبِينٍ)/tɪl.kəʔæjætʊl.qʊr.ænwəkɪtæbɪm.mʊbi:n/

The Second Vowel (ياء)

(ياء) is a second vowel in Taj and it has two cases:

The first case is approved in the scripture.

The second case is dropped from the scripture.

When it is approved in the scripture it must be followed either by a vowel or a consonant. In case of it is followed by a vowel, it is approved in both static and non-static cases complying with its approval in the scripture either it is connected to an article, a verb or a noun:

36:آل عمران (وَإِنِّي أُعِيذُهَا بِكَ وَذُرِّيَّتَهَا مِنَ الشَّيْطَانِ الرَّجِيمِ) =(إني)

/wəɪni: ʊʕi:đəhæbɪkəwəđʊr.rɪjətʊhæmɪnəʃ.ʃeɪṭa:niər.rəʒi:m/

14 :الصف (مَنْ أَنْصَارِي إِلَى اللَّه) =(أنصاري) /mʌnʔənsa:ri:ɪlæʌl.la:h/

There are some (ياءات) are approved in the scripture, whereas there are others in return are disapproved in the scripture. The reader must be aware to differentiate among them.

If (ياء) is followed by consonant clusters; so, it is dropped because of consonant cluster in a non-static state; since it is approved in stoppage state for it is approval in the scripture in verbs, nouns, or in articles.

Examples in verbs:

276 :البقرة (وَيُرْبِي الصَّدَقَاتِ) /wəjʊrbi: əṣ.ṣədəqæt/ /wəjʊrbɪəṣ.ṣədəqæt/

101:يونس (وَمَا تُغْنِي الْآيَاتُ وَالنُّذُرُ) /mæ tʊɣ.ni: əlʔætʊwən.nʊđʊr/

Examples in nouns that ياء is attached in the plurals of pure feminine gender, which are in six words mentioned in seven locations:

حاضري: (ذَٰلِكَ لِمَنْ لَمْ يَكُنْ أَهْلُهُ حَاضِرِي الْمَسْجِدِ الْحَرَامِ) البقرة: 196

/đælikəlɪmələmjəkʊnʔəh.ləhʊɦæḍɪrɪəl.məs.jɪdəlɦæræm/

محلي: (مِحِلِّي الصَّيْدِ وَأَنْتُمْ حُرُمٌ) المائدة:1 /mʊɦɪlɪəṣ.ṣeɪdɪwəʔən.tʊmɦʊrʊm/

معجزي: (وَاعْلَمُوا أَنَّكُمْ غَيْرُ مُعْجِزِي اللَّهِ) /wəəʕ.ləmu: ʔənəkʊmɣeɪrəmʊʒɪzəɪl.læhɪ/

التوبة: 2

ءاتى: (إِلَّا آتِي الرَّحْمَٰنِ عَبْدًا) مريم:93 /ɪl.læʔætər.rəh.mæniʕəb.dæ/

والمقيمي: (وَالْمُقِيمِي الصَّلَاةِ) الحج:35 /wəlmʊqi:məəṣ.ṣəlæt/

مهلكي: (مُهْلِكِي الْقُرَىٰ) القصص: 59 /mʊh.lɪkəlqʊræ/

سعاد عبدالحميد (2010, p. 279). Noon (ن) /n/ of the plural of the pure feminine gender and the noon of dual noun, in addition to the words that are preceded by noon:

حاضرين /ɦæḍɪri:n/

محلين /mʊɦəli:n/

معجزين /mʊʕ.ʒɪzi:n/

Noons are dropped because of these words -according to Arabic grammar- are added to the next words. Therefore, the noon is dropped since ياء is remained in the scripture. This ياء is approved in static case and /ɪ/is dropped in non-static case.

ياء is a suffix that attached to the source noun, such as:.

(لَا يَنَالُ عَهْدِي الظَّالِمِينَ) البقرة: 124 /læjənælʊʕəh.dɪəẓ.ẓa:lɪmi:n/

The suffix ياء is attached to the noun generally:

(وَأَنَّ اللَّهَ مُخْزِي الْكَافِرِينَ) التوبة:2 /wəɪn.nəʌl.la:həmʊx.zɪl.kæfɪri:n/

(خْرِبُونَ بُيُوتَهُمْ بِأَيْدِيهِمْ وَأَيْدِي الْمُؤْمِنِينَ)/jʊx.rɪbu:nəbʊju:təhʊmbɪʔeɪdi:hɪmwəʔeɪdɪl.mʊmini:n/

(إِنَّ قَوْمِي اتَّخَذُوا هَذَا الْقُرْآنَ مَهْجُورًا) /ɪn.nəqəʊmɪɪtəxəđu: hæđæl.qʊr.ænməh.ʒu:ræ/

الفرقان: 30

Examples of ياء in articles:

/qæləjæmu:sæɪn.ni:

(قَالَ يَٰمُوسَىٰٓ إِنِّي اصْطَفَيْتُكَ عَلَى النَّاسِ بِرِسَالَاتِي)/ɪṣtəfeɪtʊkəʕəlæən.næsɪbɪrɪsælæti:/

الأعراف:144

(يَقُولُ يَا لَيْتَنِي اتَّخَذْتُ مَعَ الرَّسُولِ سَبِيلاً) /jəqu:lʊjæleɪtənɪɪtəxəđ.tʊməʕəər.rəsu:lɪsəbi:læ/

الفرقان: 27

The Second Case, Dropped ياء from Scripture

Nouns that end in ياء which is marked by upper$_2$ diacritic mark and lower diacritic marks; it is agreeable to be dropped from scripture in thirty names:

(باغٍ- عادٍ- زانٍ- قاضٍ- باتٍ- ليالٍ- جازٍ- بكافٍ- معتدٍ- موصٍ- تراضٍ- حامٍ- لاتٍ- غواش- أيدٍ- لعالٍ- ناجٍ- واقٍ- مستخفٍ- والٍ- بوادٍ- مغترٍ- فانٍ- هارٍ- ءانٍ- دانٍ- مهتدٍ- ملاقٍ- راقٍ- هادٍ)

According to Arabic grammar the noun that ends in ياء preceded by lower diacritic mark, if this noun has upper marks, then this ياء must be dropped in case of upper marks and lower diacritic marks; hence this tanween is called substitution tanween instead of the dropped ياء

Additional ياء:

They are suffixes in the words; some scholars approved them provided that to be followed by static diacritic mark or movable diacritic marks.

They are followed by movable diacritic mark:

(عَالِمُ الْغَيْبِ وَالشَّهَادَةِ الْكَبِيرُ الْمُتَعَالِ) /ʕælɪməl.ɤeɪbɪwəʃ.ʃəhædəhəl.kəbi:rʊəl.mʊtəʕæl/

الرعد:9

(وَيَـٰقَوْمِإِنِّيٓ أَخَافُ عَلَيْكُمْ يَوْمَ ٱلتَّنَادِ) /wəjæqəʊmɪɪn.ni: ʔəxæfʊʕəleɪkʊmjəʊmət.tənæd/

(2010, p. 280). غافر: 32سعاد عبدالحميد

ياء in the verbs:

(وإيي فارهبون) البقرة:40

/wə ɪjæjəfərhəbu:n/

(وَاللَّيْلِ إِذَا يَسْرِ) /wəl.leɪlɪɪđæjəsr/ الفجر:4

(فَيَقُولُ رَبِّي أَكْرَمَنِ) /fə jəqu:lʊ rʌb.bi: ʔək.rəmən/ الفجر:15

It is followed static state mark: in this case, it is dropped in both reciting and scripture because of consonant clusters:

(وَسَوْفَ يُؤْتِ اللَّهُ الْمُؤْمِنِينَ أَجْرًا عَظِيمًا) /wə səʊfəjʊtɪəl.la:hʊəl.mʊmɪni:nəʔəʒ.rənʕəẓi:mæ/

النساء: 146

/fə

(فَلَا تَخْشَوْهُمْ وَاخْشَوْنِ)lætəx.ʃəʊhʊmwəʔəx.ʃəʊnəl.jəʊməʔək.məl.tələkʊmdi:nəkʊm/

ۚ الْيَوْمَ أَكْمَلْتُ لَكُمْ دِينَكُمْ) المائدة:3

(كَذَٰلِكَ حَقًّا عَلَيْنَا نُنْجِ الْمُؤْمِنِينَ) يونس: 103 /kəđælɪkəɦəqənʕəleɪnænʊn.ʒɪəl.mʊmɪni:n/

(إِنَّكَ بِالْوَادِ الْمُقَدَّسِ طُوًى) طه:12 /ɪn.nəkəbɪlwædɪəl.mʊqədəsɪṭʊwæ/

Dropped ياء because diacritic of static state mark or the word ending acceptsonly one state.

The diacritic mark is dropped from the present (infinitive) verb:

(وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا) الإسراء: 37 /wə lætəm.ʃɪ fi: əl.ʔərḍɪmərəɦæ/

(لَا تَبْغِ الْفَسَادَ فِي الْأَرْضِ) القصص: 77 /wə lætəb.ɤɪəl.fəsædə fi: əl.ʔərḍ/

Accept only one state: in imperative case ياءis dropped:

1:الأحزاب (يَأَيُّهَا النَّبِيُّ اتَّقِ اللَّهَ) /jæʔəj.jʊhæən.nəbɪjʊɪtəqi: l.læhə/

Inductive case الاسم المنادى which is followed by یاء of the speaker as suffix: if the inductive article is dropped or not; dropping inductive article:

/wəɪđqa:ləɪb.ræhi:mʊrʌb.bɪʔərɪni:

260: البقرة) وَإِذْ قَالَ إِبْرَاهِيمُ رَبِّ أَرِنِي كَيْفَ تُحْيِي الْمَوْتَىٰ(keɪfətʊɦ.ji:əl.məʊtæ/

11:التحريم (رَبِّ ابْنِ لِي عِنْدَكَ بَيْتًا فِي الْجَنَّةِ) /rʌb.bɪʔəb.nɪ li: ʕɪn.dəkəbeɪtənfi:lʒən.nəh/

Approving inductive article:

/fəqa:ləjæqəʊmɪʔəʕ.bʊdu: ʌl.la:həmæləkʊmmɪnɪlæhɪnɤeɪrʊh/

59: الأعراف (فقال يٰقَوْمِ اعْبُدُوا اللَّهَ مَا لَكُمْ مِنْ إِلَهٍ غَيْرُهُ)

/qʊljæʕɪbædɪəl.ləđi:nəʔæmənu: ɪtəqu: rʌb.bəkʊm/ (قُلْ يَٰعِبَادِ)

10: الزمر الَّذِينَ آمَنُوا اتَّقُوا رَبَّكُمْ ۚ

There are two exceptions in two places: یاء and inductive article are approved by all scholars:

/qʊljæʕɪbædɪəl.ləđi:nəʔæmənu: ɪn.nəʔər.ḍi:

56: العنكبوت) يَٰعِبَادِ الَّذِينَ آمَنُوا إِنَّ أَرْضِي وَاسِعَةٌ فَإِيَّايَ فَاعْبُدُونِ(wæsɪʕətʊnfəɪjæjəfəʕ.bʊdu:n/

/qʊljæʕɪbædɪəl.ləđi:nəʔəs.rəfu: ʕəlæʔən.fʊsɪhɪmlætəq.nəṭu:

mɪnrəɦ.mətɪl.la:hə/

53:الزمر) قُلْ يَٰعِبَادِيَ الَّذِينَ أَسْرَفُوا عَلَىٰ أَنْفُسِهِمْ لَا تَقْنَطُوا مِنْ رَحْمَةِ اللَّهِ)

The scholars agree in one place:

68: الزخرف (يَٰعِبَادِ لَا خَوْفٌ عَلَيْكُمُ ٱلْيَوْمَوَلَآ أَنتُمْ تَحْزَنُونَ)

سعاد عبدالحميد (2010, p. 281).

/jæʕɪbædɪlæxəʊfʊnʕəleɪkʊmwəlæʔəntʊmtəɦ.zənu:n/

It is approved in non-static and dropped in static state, which becomes a relative pronoun هاء:

/wəmeɪjək.fʊrbɪllæhɪwəməlæ.ɪkətɪhɪwəkʊtʊbɪhɪwərʊsʊlɪhɪwəl.jəʊmɪ

əl.ʔæxɪrfəqədḍʌl.ləḍəlælənbəʕi:də/

(وَمَنْ يَكْفُرْ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ وَالْيَوْمِ الْآخِرِ فَقَدْ ضَلَّ ضَلَالًا بَعِيدًا) النساء: 136

ياء that is approved in non-static state and it accepts two cases (approving and disapproving): example in one word:

(فَمَا آتَانِ اللَّهُ خَيْرٌ مِمَّا آتَاكُمْ) النمل:36 أتان

/fəmæʔætænɪʌl.la:hʊxeɪrʊnmɪm.mæʔætækʊm/

It canaccept two cases:

- Approval with the regard to non-static state.
- Dropping with the reference to its dropping in the scripture; however, the approval is preferable.

Thirdly, الواو which represents /u:/

سعاد عبدالحميد (2010, p. 283) It has two cases:

- Approved in the scripture
- Dropped in the scripture

When it is approved in the scripture has two cases:

- Approved in static and non-static cases complying with the Quranic scripture if it is not followed by static state:

/əl.ləđi:nəʔæmənu: wəhæʒru: wəʒæhədu: fi:

səbi:lɪɪl.læhɪbɪʔəm.wælɪhɪmwəʔən.fʊsɪhɪm/

(الَّذِينَ آمَنُوا وَهَاجَرُوا وَجَاهَدُوا فِي سَبِيلِ اللَّهِ بِأَمْوَالِهِمْ وَأَنْفُسِهِمْ) التوبة: 20

(قَالُوا إِنَّا مُهْلِكُو أَهْلِ هَذِهِ الْقَرْيَةِ) العنكبوت: 31 /qa:lu: ɪn.næmʊh.lɪku: ʔəh.lɪhæđɪhɪəl.qər.jətɪ/

(وَأَوْفُوا بِالْعَهْدِ) الإسراء:34 /wə əʊfu: bɪl.ʕəhd/

- Dropped in non-static state and approvedin the scripture: if it is followed by static state, it is dropped because of consonant cluster. An example in the noun:

/qa:ləəl.ləđi:nəjəẓʊnu:nəʔən.nəhʊmmʊlæqu: ʌl.la:h/

(قَالَ الَّذِينَ يَظُنُّونَ أَنَّهُمْ مُلَاقُو اللَّهِ) البقرة:249

(إِنَّا كَاشِفُو الْعَذَابِ قَلِيلًا) الدخان: 15 /ɪn.nækæʃɪfu: əl.ʕəđæbɪqəli:læ/

/ɪn.næmʊr.sɪlu: ən.næqətəfɪt.nətənləhʊmwəṣ.ṭəbɪr/

(إِنَّا مُرْسِلُو النَّاقَةِ فِتْنَةً لَهُمْ فَارْتَقِبْهُمْ وَاصْطَبِرْ) القمر: 27

(إِنَّهُمْ صَالُو النَّارِ)ص: 59 /ɪn.nəhʊmṣa:lu:ən.nær/

An examples of واو in the verb:

﴿ يَمْحُو اللَّهُ مَا يَشَاءُ وَيُثْبِتُ﴾ الرعد: 39 /jəm.hu: əl.la:həmæjəʃææʔʊwəjəΘ.bɪt/

/wəʔəsəru: ən.nəʒ.wæəl.ləđi:nə ẓələmu:/

(وَأَسَرُّوا النَّجْوَى الَّذِينَ ظَلَمُوا) الأنبياء: 3

/fəstəbɪqu: əṣ.ṣɪra:ṭɪfəʔən.nætʊb.ṣɪru:n/

(فَاسْتَبَقُوا الصِّرَاطَ فَأَنَّىٰ يُبْصِرُونَ) يس: 66

) /wəjəqi:mu:əṣ.ṣəlætəwəjʊtu: əz.zəkætə/

وَيُقِيمُوا الصَّلَاةَ وَيُؤْتُوا الزَّكَاةَ ۚ) البينة: 5

(وَثَمُودَ الَّذِينَ جَابُوا الصَّخْرَ بِالْوَادِ) الفجر:9 /wə Θəmu:dəəl.ləđi:nəʒæbu: əṣ.ṣəxrəbɪlwæd/

Dropped in the scripture: it has two cases

-it is dropped in static and non-static sate because of static state, or it is accepted only one state.

It is dropped because of the static state; such as the present (infinitive) verb which drop /u:/ because of static state:

(يَخْلُ لَكُمْ وَجْهُ أَبِيكُمْ) يوسف:9 /jəxlʊləkʊmwəʒ.hʊʔəbi:kʊm/

/wə mj.jəʃʊʕəndɪk.rɪr.rəɦ.mænʊqeɪḍləhʊʃeɪṭa:næ/

(وَمَنْ يَعْشُ عَنْ ذِكْرِ الرَّحْمَنِ نُقَيِّضْ لَهُ شَيْطَانًا) الزخرف:36

(وَإِنْ تَدْعُ مُثْقَلَةٌ إِلَىٰ حِمْلِهَا لَا يُحْمَلْ مِنْهُ شَيْءٌ) فاطر:18

/wə ɪntəd.ʕʊmʊΘ.qələtʊnɪlæɦɪm.ləhælæjʊɦ.məlmɪnhʊʃeɪʔ/

It is dropped for accepting only one state; such a verb is used in the imperative case for single feminine gender in which واو /u/ is dropped:

(وَاعْفُ عَنَّا وَاغْفِرْ لَنَا وَارْحَمْنَا) البقرة: 286 /wə əʕ.fʊʕən.næwə əɤ.fɪrlənæwə ər.ɦəm.næ/

سعاد عبدالحميد (2010, p. 284)

(ادْعُإِلَىٰ سَبِيلِ رَبِّكَ) النحل: 125 /ʊd.ʕʊɪlæsəbi:lɪrʌb.bɪkə/

(فَلِذَٰلِكَ فَادْعُ) الشورى: 15 /fə lɪđælɪkfəd.ʕʊ/

(أُتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ)Mæʊw.ɦiəɪleɪkəmɪnəl.kɪtæb/ʊ /ʊt.l العنكبوت:45

واو is dropped for consonant cluster in only four verbs:

(يَوْمَ يَدْعُ الدَّاعِ إِلَىٰ شَيْءٍ نُكُرٍ) القمر:6 /jəʊməjəd.ʕʊəd.dæʕɪɪlæʃeɪ.ɪnnʊkʊr/

(وَيَدْعُ الْإِنْسَانُ بِالشَّرِّ دُعَاءَهُ بِالْخَيْرِ) /wə jəd.ʕʊəl.ɪn.sænʊbɪʃ.ʃər.rɪdʊʕæʔəhʊbil.xeɪr/ الإسراء:11

/wə jəm.ɦʊʌl.la:həəl.ba:ṭɪlwə

(وَيَمْحُ اللَّهُ الْبَاطِلَ وَيُحِقُّ الْحَقَّ بِكَلِمَاتِهِ)jəɦɪqʊəl.ɦəqəbɪkəlɪmætih/ الشورى:24

(سَنَدْعُ الزَّبَانِيَةَ) العلق: 18 /sənəd.ʕʊəz.zəbænɪəh/

The second case: approved in non-static state, and dropped in static state if it is a relative to a هاء pronoun such as:

(أَيَحْسَبُ أَنْ لَمْ يَرَهُ أَحَدٌ) البلد:7 /ʔəɦ.səbʊʔəleɪjərəhʊʔəɦəd/

Alif ألف of Ibraheem is dropped totally from the scripture and (ee) /i:/ is dropped from Ibraheem in suratAlbaqarah only and approved in the rest of the scripture.

All scholars agree to drop لام /l/ when it is initial position in the word if it is preceded لام التعريف from الذي والتي also they are dropped when they denote to dual and plural such as:

22:البقرة (الَّذِي جَعَلَ لَكُمُ الْأَرْضَ فِرَاشًا) /əl.ləđi: ʒəʔələkʊməlʔərḍəfɪræʃæ/

(وَٱلَّذَانِيَأْتِيَٰنِهَا مِنكُمْ فَـَٔاذُوهُمَا) /wəl.ləđænɪjəʔ.tɪjænəhæmɪn.kʊmfə.ʔæđu:hʊmæ/

النساء:16

4 :البقرة (والذين يؤمنون) /wəl.ləđi:nəjʊmɪnu:n/

23:النساء (اللاتي دخلتم بهن) /əl.læti: dəxəl.tʊmbɪhʊn.nə/

The exception is the glory name "اللـــــــه"

The first noon (ن)is dropped for couple adjacent noons in the middle of a word: تأمنا

(2010, p. 285) سعاد عبدالحميد 88:الأنبياء) ننجي it becomes (نجي المؤمنين)

110:يوسف (فَنُجِّيَ مَنْ نَشَاءُ) /fənʊʒ.ʒɪəmʌnnəʃæ.ʊ/

Also one of double ياء /i/ is dropped (يحي) و(يستحي)

Some letters (sounds) are dropped from the commencing of chapters (surats):

(ق، ن، ص) which are red (قاف، نون، صاد) respectively.

There is an additional alif which is written but is not uttered (marked by a round zero mark) followed واو /u:/ I infinitive form of the verb:

48 :مريم (وأَدْعُواْربي) /wəʊdu: rʌb.bi:/

12:الحج (يَدْعُواْمن) /jədu: mɪn/

9 :الزمر (وَيَرْجُواْ رَحْمَةَ) /wəjər.ʒu: rəɦ.mətə/

Also after the final /ʊ/واو which is kind of hamza image:

(يبدؤاْ) /jəb.dʊ/

(تظمؤاْ) /təṭ.mʔʊ/

(تفتؤاْ) /təf.tʔʊ/

(يعبؤاْ) /jəʕ.bʔʊ/

(إن امرؤاْ) /ɪnɪm.rʊ.ʊ/

(الضُّعَفُؤاْ) /əđ.đʊʕəfæ.ʊ/

(بُرءاؤاْ) /bʊrəʔæ.ʊ/

Also in واو which is converted from alif: الربواْ

Alif can be an image of hamza: يَأْكُلُونَ، يَأْلَمُونَ، يَأْمُرُكُمْ

Alif is added after meem /m/ (م) in مائة in its singular and dual forms:

/fəi:jəkʊmɪkʊmmɪʔətʊnṣa:bɪrətʊnjəɤ.lɪbu:

66 الأنفال: (فَإِنْ يَكُنْ مِنْكُمْ مِائَةٌ صَابِرَةٌ يَغْلِبُوا مِائَتَيْنِ)/məʔə.teɪn

Alf is added in these places:

47:التوبة (لَأَوْضَعُوا خِلَالَكُمْ) /ləʔəʊḍəʕu: xɪlæləkʊm/

21:النمل (لَأَذْبَحَنَّهُ) /lɪʔəđ.bəɦən.nəhʊ/

69:الزمر (وَجِيءَ) /wəʒi:ʔə/

23:الكهف (وَلَا تَقُولَنَّ لِشَيْءٍ) /wəlætəqu:lən.nəlɪʃeɪʔ/

واو is added in the scripture; however, it is not pronounced and it is marked by a round zero:

39:الأنبياء (سَأُرِيكُمْ آيَاتِ) /səʊri:kʊmʔæjæti:/

145:الأعراف (سَأُرِيكُمْ دَارَ الْفَاسِقِينَ) /səʊri:kʊmdærl.fæsɪqi:n/

Hamza is added in the scripture, but it is not pronounced:

(وأولوا) /wə u:lu:/

(وأولات) /wəu:lætɪ/

(أولاءِ) /u:lææʔɪ/

(أولئك) /u:læʔɪkə/

(أولئكم) /u:llæʔɪkʊm/

واوis considered an image of hamza in:

(يعبؤا)، (تفتؤا)، (يتفيؤا)، (يؤمنون)، (يؤمرون)

ياء /ɪ/which is marked by a round zero is added in the scripture but it is not pronounced:

(أَفَإِنْ مَاتَ أَوْ قُتِلَ) /ʔəfəɪm.mætəəʊqʊtɪl/

34 :الأنعام (مِنْ نَبَإِ الْمُرْسَلِينَ) /mɪnnəbəɪl. mʊr.səli:n/

34:الأنبياء (أَفَإِنْ مِتَّ) /ʔəfəɪm.mɪtʊ/

47 :الذاريات (وَالسَّمَاءَ بَنَيْنَاهَا بِأَيْدٍ) /wəs.səmææʔɪbəneɪnæhæbɪʔeɪd/

(بأييْكم المفتون) /bɪʔj.jɪkʊməl.məf.tu:n/

ياء is considered an image of hamza in the following examples:

(ومن تلقآي نفسي) /wəmɪntɪl.qææʔɪ nəf.si:/

(ومن أنآيأللليل) /wəmɪnʔænææʔɪəl.leɪl/

(وايتآي ذي القربى) /wə i:tææʔɪđi:lqʊr.bæ/

(أومن ورآي حجاب) /əʊəmɪw.wərææʔɪɦɪʒæb/

1.16 Review of Related previous Studies

2.16.1 Local

Abu- Alkhier, Jamal in a study submitted to Sudan university of Science and Technology at the college of Languages a PhD study entitled "The Cruciality of Understanding and Mastering Phonotactics of Syllable Initial and Final Consonant Clusters for Sudanese EFL Undergraduate in 2020. He concludes to ten points:

1. Sudanese EFL undergraduates face magnitude difficulties in understanding and mastering phonotactics of words involving initial consonant clusters (ICCs) and final consonant clusters (FCCs).
2. Sudanese EFL undergraduates mispronounce most English words involving ICCS and FCCs.
3. The major causes of Sudanese undergraduates' mispronunciation are unrequired pause between consonants segments in one syllable, insertion of an intrusive vowel to break down the storing of CCs particularly in ICCs more than FCCs and deletion of consonant segments in FCCs.
4. Other causes of incorrect pronunciation are consonant replacement and consonant- vowel position conversion.
5. The most problematic groups of CCs for Sudanese EFL undergraduates are three ICCs and four FCCs.
6. Sudanese EFL undergraduates encounter significant difficulties in understanding and mastering the licit and illicit English words involving ICCs and FCCs.
7. Teaching methods, materials and activities used in teaching the sound system of English language to Sudanese EFL undergraduates are not effective for improving pronunciation skills and more particularly CCs of the students.
8. Sudanese EFL instructors rarely acquaint their students the differences between phonotactic system of English and Arabic.

9. Personality, phonetic ability, motivation and attitude play extremely crucial roles in the process of understanding and mastering English pronunciation.

10. The participant's failure to correctly pronounce English words, apart from the causes, is attributes to the linguistic differences between phonotactic of their MT language and the TL.

TAJELDIN, EZZELDIN MAHMOUD in dissertation submitted for the degree of Doctor of Philosophy in Linguistics at the University of Leiden in 2011. The study is entitled: "Speech Intelligibility Problems of Sudanese Learners of English an Experimental Approach." He concludes to these findings:

The findings of both the students and the teachers show that there is a speech intelligibility problem among Sudanese EFL learners. For example, the results reveal that the learners have problems in recognizing native English speech sounds and they also find it difficult to produce English short and diphthong vowels, fricatives and the nasal pair /P~0/. However, both the students and the language teachers claim that the English single and cluster consonants are comparatively better perceived and produced by the learners than the vowels. The respondents attribute these problems to the lack explicit knowledge, L1 interference and insufficient practice.

2.12.2 Regional

Belhaj, Hessian Ali in a study submitted to Omdurman Islamic University, Faculty of Post Graduate Studies, Faculty of Arts, and English Department for PhD degree in linguistics in 2015 under the title "Students'

Pronunciation Problems in Libyan Secondary Schools". The study aimed the difficulty of producing English language consonant sounds /p/, /v/, /r/ in words in isolation and context by Libyan ELT learners. He listed four important findings:

1. /r/ occupies the second position of difficulty after /v/.
2. /p/ occupies the third position after /r/.
3. /r/appears to be more difficult than /p/ in isolation.
4. /v/ and /p/ in word final position and when occurs in context.

Binasfour, Hajar S. in a thesis submitted for the degree of Doctor of Philosophy Department of English Language and Applied Linguistics, University of Reading January 2018. The thesis is entitled "Investigating the Perception and Production of the Arabic Pharyngealised Sounds by L2 Learners of Arabic."Sheconcludes these Major Findings:

The major result of this exploratory study was identifying the areas of difficulty in the pronunciation of fricatives. Most errors occurred in the pronunciation of the pharyngealised fricative sounds /sˤ/ (n= 29) and /ðˤ/ (n= 31). The results in Section 5.3 showed that both traditional and technology-enhanced methods of instruction, contributed significantly to improving learners' pronunciation of fricatives. Furthermore, the results also revealed no significant difference in the pronunciation of fricatives between learners who received either traditional or technology-enhanced instruction.

SAADAH, EMAN in a dissertation submittedfor the degree of Doctor of Philosophy in Linguistics in the Graduate College of the University of Illinois at Urbana-Champaign, 2011. The study is entitled "The Productionof

Arabic Vowelsby English L2 Learnersand Heritage Speakers of Arabic"She divided her main findings into; SLA, heritage and language study, and pedagogy.

The study of pronunciation or foreign accent, as it is noticeably detected in the speech of non-native speakers, requires the knowledge drawn from phonological theories and consideration of developmental and universal facts about language. It has been shown that learners are capable of transferring their L1 phonological parameter setting, which involves among other aspects phonotactic constraints and

stress patterns. Moreover, many L2 phonology studies focus on the segmental or individual aspects of speech sounds (Beebe 1980), whereas recent investigations extend to the acquisition of L2 syllable structure.

Findings of SLA

Findings of Heritage Language Study

Linguists have long attempted to answer questions pertaining to the grammatical systems of multiple language learners. In doing so, linguistic theorists have tried to relate to broader issues concerning how and why languages are shaped the way they are and what affects language acquisition under different circumstances. Prior work has also addressed pedagogical concerns to inform the practices of language teachers. Kondo-Brown's line of research on heritage language development and instruction brings much needed insights into this newly investigated subfield in the social sciences. It draws much attention to differences between various groups of language learners and targets students from immigrant backgrounds.

This is true for Arabic language instructors who assume teaching responsibilities in classes where heritage and L2 learners are assigned to the same classroom. Not only do teachers need to teach Modern Standard Arabic, but in many cases they need to deal with HSs of Arabic speaking/exposed to different Arabic varieties. Such differences entail variability in phonological, morphological, syntactic, and lexical aspects which introduce challenges for the teachers in designing a common set of teaching materials, and in many cases also cause confusion to such learners.

Findings of Pedagogy

A compelling question is what are the pedagogical concerns that underlie teaching a heritage language in the educational setting? In their attempts to promote language development, teachers need to be wary of step-by-step pedagogical goals that cater to every level in the learning process. Every language department/program must have a workable plan with clearly articulated set of objectives for students in various levels. These must respond to students' needs and have the flexibility to expand or shrink according to political, social, and psychological factors.

2.12.3 International

Kissling, Elizabeth, M., in a dissertation presented to Faculty of the Graduate School of Arts and Sciences of Georgetown University, for the degree of doctor of philosophy in Linguistics in 2012. It is entitled "The Effect of Phonetics Instruction on Adult Learners' Perception and Production of L2 Sounds''. She concludes to these findings: "Several pedagogical implications can be drawn from these results. It would appear

that intermediate Spanish learners are not likely to benefit from practice in discriminating between target-like and English-accented pronunciations of Spanish /p/ and rhotic phones, as the learners in the current study were already quite good at discriminating these pairs in the pretest. They were more likely to improve their pronunciation of these phones after instruction. On the other hand, the learners in the present study improved their perception of the approximants after instruction but did not improve their pronunciation of approximants.

Marsden, Sharon in a thesis submitted to Victoria University of Wellington for the degree of Doctor of Philosophy, in 2013.It is entitled "Phonological Variation and the Construction of Regional Identities in New Zealand English". The researcher concludes to:

Non-pre-vocalic /r/ Very few tokens of non-pre-vocalic are articulated across the data and it is useful to consider more closely the raw numbers and proportions of /r/s pronounced by individual speakers in each phonological context.

Speaker intercepts taken from town specific models of non-pre-vocalic /r/ number of articulated / number of potential non-phrase final pre-consonantal /r/ number of articulated / number of potential phrase final pre-consonantal /r/ number of articulated / number of potential phrase final pre-vocalic /r/ number of articulated / number of potential absolute final /r/ proportion of all non-pre-vocalic tokens of /r/

The apparent connections between non-pre-vocalic /r/ and speakers" attitudes and behaviour are tentative. However, the qualitative analysis does

draw attention to some lines of inquiry which are worth pursuing in future research on this variant. Contact between speakers in potentially relevant parts of New Zealand and a more global orientation seem to be the most noticeable attributes associated with non-pre-vocalic /r/. The very low numbers of /r/ tokens articulated by town N boys and by teenagers in town C are as yet, insufficient for clear patterns to be identified. This is an interesting finding in itself. The town N girls who have the most extensive use of non-pre-vocalic /r/ are also the speakers for whom potentially relevant sociocultural factors are most apparent and this provides insights into the diffusion of the variant at a very early stage. At this very early stage of change then, the global orientation factor may be very relevant for the beginnings of geographical diffusion of the variant. The quantitative analysis of non-pre-vocalic /r/ suggests that the variant has progressed further in town N than it has in town C, and also that it has not progressed as far as the apparent change towards declining linking /r/.

Kempton, Timothyin dissertation submitted to the University of Sheffield for the degree of doctor of philosophyin 2012. The study entitled: "Machine-Assisted Phonemic Analysis"

With the results summarized, it is now possible to answer the scientific questions. The first question is "To what extent can machine algorithm contribute to the procedures needed for a phonemic analysis?" A very basic answer is that a machine algorithm can contribute by performing with an accuracy that is better than chance. This is true for all the procedures investigated in the phonology stage.

This can be seen in figure 7.2 by all ROCAUs score that are above the 50% line. The ROCAUC evaluation measure particularly with it is probabilistic interpretation, demonistrates that there is a measurable contribution from each algorithm. The explicit efficiency savings shown in table 7.2 give additional intuitive measure of benefit of each algorithm. At the phonetic stage, cross language phone recognition had many errors to be practically beneficial. However, cross-language forced alignment has been shown to take a tenth of the time needed when compared to manual phone alignment. (Experiment 4.3.2). The secondary scientific question is "What insights does such a quantitative evaluation give about the contribution of each of the procedures to phonemic analysis?"

For each of the procedures there is a principal algorithm that represents each procedure best. For the main two data sets TIMIT and kua-nsi, the best phonetic similarity algorithm, BFEPP resulted in an average ROC-AUC of 85%. The primary complementary distribution algorithm, Jefferys Divergence resulted in an average ROC-AUC of 60%. Although strictly not a pure complementary distribution algorithm, assimilating features this gave an average ROC-AUC of 81% indicates the importance of considering features.

2.13 Summary of the Chapter

Chapter two is the theoretical face of the study; it reviewed the literature of English pronunciation and Tajweed as well as reviewed related studies locally, regionally and internationally

Chapter Three
Methodology

3.0 Introduction:

This chapter includes contents under the traditional subtitles.

- Procedure of data collecting
- Population and sampling (25 students out of 30)
- Tools /instruments
- Reliability and validity
- Approach: descriptive analysis
- Programme: manual and (statistical packages of social sciences) SPSS

3.1 Method of the Study

Chapter 3 demonstrates the methods and study approach are used to explain the procedure of data collecting and the tools of data collecting. Then the researcher investigates the validity and reliability of the research tools, and which statistical programme that suits data analysis.

The study falls under the umbrella of qualitative descriptive research which makes uses of the correlational method in collecting data to decide the factors and ties connect between Tajweed and English pronunciation. The instrument of data collecting is identified and explained. And then the validity and reliability of instrument will be scrutinized.

The researcher refers to collect the data of the study through questionnaire; it is renowned scientific instrument research method. AlSamawi (2000, p.132) Questionnaire is suitable tool for collecting data related to gathering opinions from undergraduate students who have background about taj and

they are studying now English pronunciation. Since questionnaire is well known among the techniques of research, it has many merits over the rest methods of data collecting as shown below:

It is easy to be performed without consuming more time if it is compared to other collecting data methods. It needs no certain venue, no certain preparation to be conducted. Above all it is not demanding like other methods for being developed and administered.

It permits the researcher to choose several people to participate in the study.

The researcher prefer it to observe and test the performance of the students how they make use of the prior knowledge of Tajweed in learning English pronunciation without face to face contacting with learners, so they can answer it whenever and wherever they want.

Questionnaire is flexible to be used with other data gathering methods as major or minor tools for assuring or revealing any distortions due to usage of other methods.

There are some negative points of questionnaire can be overcome; some people may not return the questionnaire because they are out of reach of the researcher. However, in this case the researcher expects no problems will be faced because of the population of this study is inclusive in a certain college in a certain university. If there are such problems, the questionnaire can be gathered through mail without any cost on the shoulder of the respondents. Thus, the researcher must facilitate the means of collecting the questionnaire.

The researcher uses the jargon that related to the study and understood by respondents. The researcher encourages the students to fill the questionnaire and facilitates any difficulties that face the respondents and responds to their enquires.

The researcher bears any financial costs that face the assistants who distributes and collect the questionnaire after filling it.

The researcher uses this questionnaire so as to support the questions of the study:

1. How does the previous learning of Tajweed affect on latter learning of English pronunciation?
2. What sounds and areas are in Tajweed have affected on learning English pronunciation?
3. What sounds are problematic for Sudanese English learners?

The structure of the questionnaire is governed by the descriptive method and qualitative data need to be collected.

Although there are many structures of questions when the researcher adopts the questionnaire as a tool for collecting data; in this study the researcher diversifies the question items. The researcher chooses the suitable types of questions among those question types which can be used and suit the questionnaire: multiple choice, category type, ranking type, scale type, quantity type and grid type.

To conduct the questionnaire items the researcher follows these guidelines to facilitate the difficulties that he can find:

- Putting in mind the targets of the study, to have reminded him that he is in the right destiny.
- Putting into consideration the intellectual stage of the subjects of the study with the usage of an obvious direct language.
- Mentioning right from the beginning the target of the questionnaire related to obstacle factors and confidentiality. In addition to express his compliments towards the respondents to stimulate them to answer the questionnaire.
- Giving meaningful guidelines with examples to show them how to answer the questionnaire.
- Prior testing the questionnaire items to make sure they are valid and suitable.
- Being aware of clarity in formulating questionnaire items.
- Considering the controlling factors of time task amount for answering the questions.
- Proof revising the questionnaire thoroughly before administering it.
- Validating the questionnaire by an expert.

3.2 Checking the Questionnaire Reliability

There are means by which reliability is checked:

1. Test-retest
2. Alternate
3. Split-half

Test-retest is considered the most trusted method to check whether the questionnaire is reliable or not. It means to administer for example the

questionnaire two times to the person under the same circumstances, and then compare the results. If the two results are same or very similar, then the questionnaire is considered reliable. For qualitative data the comparison can be compared word for word or sentence for sentence. However, for quantitative data, the outcome can be measured against Spearman-Brown technique.

Testing reliability by alternate method by creating another form of original questionnaire. To administer the original one in the first and created one in the second time. Both original and the duplicated forms are given to the same subject under the same circumstances. The comparison can be through word for word or sentence for sentence for qualitative data. However, for quantitative data the comparison result can be done through estimated reliability test of Spearman-Brown technique (Al Samawi, 2000, p.119).

The third method of checking reliability of this questionnaire is split half. This technique can be administered via two means. For example, the questionnaire is divided into many items; to apply this technique, a researcher has to perform any item in two different contextual forms and organize the questionnaire item by item.

In case of all items are equal in weight the researcher can figure them in series. Then he divides the questionnaire in two halves: one consists of even numbers while the other contains the odd numbers. The result of the two forms can be compared word by word or sentence by sentence for qualitative data. Whereas, for the quantitative data the researcher compares the result of

the two halves by applying estimated reliability test of Spearman-Brown technique.

The researcher can obtain the estimated reliability test of Spearman-brown technique by following these steps:

Calculating Rank Order Coefficient Spearman (rho), the researcher applies this formula:

$$Rho = 1\text{-}6(?d^2)/N(N^2\text{-}1)$$

d^2 represents the total of the square differences between two variables and N represents the number of observations or scores. So, this formula needs:

- Organizing the results and evaluations in ascending or descending orders.
- Ordering the results and evaluations from A to Z.
- Summing up the differences between the rank orders of both.
- Obtaining the square of the differences and adding them up.
- Applying rho formula.
- The results are correlation between the two variant sections of the questionnaire.

Spearman- Brown technique formula is:

Estimated Reliability = 2× (rho)÷ 1+(rho)

3.3 Validity of the Questionnaire

Validity of the questionnaire means to what extend is the data gathered measure what exactly to be measured and not to measure something else. That is to say, is the questionnaire exactly measure the relationship between prior knowledge of taj and its effect on later on learning Eng pho or not? (AlSamawi, 2000,pp. 121-122).

There are three ways of investigating the validation of questionnaire:

- Self- validation
- Pilot-validation
- Expert-validation

Self-validation is to ask the researcher oneself in a simple way: does each question in the questionnaire measure what is supposed to be measured? The disadvantage of the self-validation may not be valid to the attribution of the subjectivity of the researcher. For this subjectivity self-validation is considered not satisfactory.

Pilot-validation: it means the researcher chooses some of subjects, out of the research population not from the research sample, to look whether there is any problem in the formulation of the questionnaire items need to be solved or reformulation. This can be done through interviewing the nominees directly. It is considered more objective than self- validation. It can face a disadvantage because of uncooperative subjects.

Expert-validation: it can be the last resort of validation in these three types of validations. It is preferable because it can do the task without helping of previous two methods of validation. It is administered by checking every item with the reference to objectives and variables of the study. Adding, deleting and modifying are characteristics of expert-validation to measure the variables that are supposed to be measured. It is a valid method, when the researcher does all these characteristics in the questionnaire. It is also called judges besides saying expert-validation. The researcher sends a letter

to the judges attached to the questionnaire, purpose, questions, aims and objectives, hypotheses and variable avoiding any misunderstanding.

Collecting data sometimes needs some treatments for the people who participate in the research. These treatments are known independent variables which are administered to a particular people under situations in order to examine the influence of these people. The people who are pertained to these treatments are termed subjects, participants or experimental group. The treatment is termed in research methodology independent variable. It is affected by the research method. It is not considered as data collecting method; however, it considers as variable or context for performing how variables work. It shows the researcher how independent variable affects on dependent variable. It is an essential demand for true quasi-experimental research.

The researcher adopts the pie charts and percentages to show how Tajweed and English pronunciation correlate to each other

Chapter Four

Data Analysis and Discussion

4.0 Introduction

Chapter four is the practical chapter of the study. It deals with the practical aspects of this research. This chapter consists of three hypotheses:

The first one of them is “How does the previous learning of Tajweed affect on later learning of English pronunciation?” It falls into five statements:

- The previous learning of Tajweed affects on learning later English pronunciation
- I had learned taj before learning English pronunciation
- I advise others to learn Tajweed before learning English pronunciation
- I advise others to learn English pronunciation before learning Tajweed
- I made use of learning Tajweed in learning English pronunciation

The second hypothesis is “What are the sounds and areas in Tajweed have effect on learning English sounds?” It affiliates to twelve items which are:

- Consonants
- Short vowels
- Long vowels
- Diphthongs
- Matching Tajweed diacritics with their symbols
- Matching Tajweed diacritics with resemblance English sounds
- Places of articulation in English
- Places of articulation in Tajweed
- Manners of articulation in English

- Manners of articulation in Tajweed
- Connected features of speech sounds in English
- Connected features of speech sounds in Tajweed.

The third hypothesis is "What sounds and areas are problematic for Sudanese learners of English pronunciation?" It consists of six English sounds are considered difficult for the learners.

Pie charts, percentages and tables are used to analyze the data. The data which is collected is sorted out, analyzed, discussed and the result is performed manually and through the SPSS programme.

4.1 How does the previous learning of Tajweed effect on later learning of English pronunciation?

Table 1

The Statement	Agree	Strongly agree	Neutral	Strongly disagree	Disagree
The previous learning of Tajweed affects on the later learning of English pronunciation	9	10	2	1	3

I had learnt Tajweed before learning English pronunciation	10	13	1	-	1
I advice others to learn Tajweed before learning English pronunciation	5	12	5	2	1
I advice others to learn English pronunciation before learning Tajweed	3	2	5	7	8
I have made use of Tajweed in learning English pronunciation	11	4	7	3	-

The researcher broke down the above question into five sub-questions (statements). Each statement has five choices (agree, strongly agree, neutral, strongly disagree and disagree) offered to grade 4 of undergraduate students from Omdurman Islamic university in Khartoum 2021.

The previous learning of Tajweed effects on later learning of English pronunciation

Table 2 The previous learning of Tajweed

The Statement	Agree	Strongly disagree	Neutral	Strongly disagree	Disagree
The previous learning of Tajweed affets on later learning of English pronunciation	9	10	2	1	3

Table 3

Answers	Frequency	Percent
Agree	9	36%
Strongly agree	10	40%
Neutral	2	8%
Strongly disagree	3	12%
Disagree	1	4%
Total	25	100%

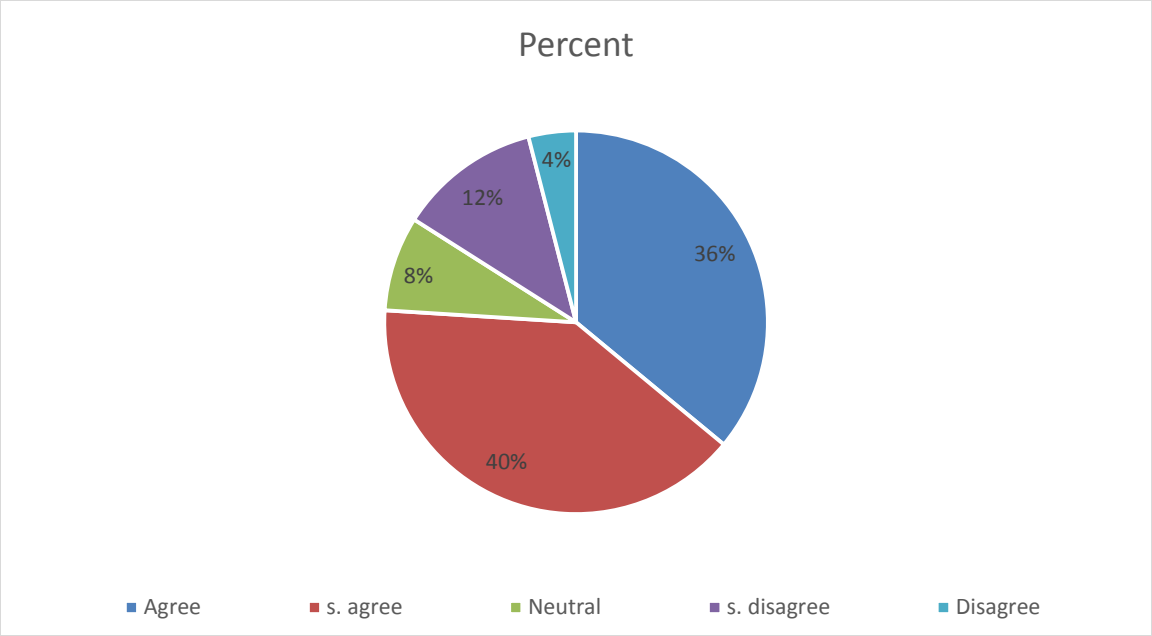
The above table explains the effect of previous learning of Tajweed on later learning of English pronunciation on grade 4 candidates from Omdurman Islamic university in 2021.

There are five options to limit the candidates' choices, namely (agree, strongly agree, neutral, strongly disagree and disagree). The top choices of the candidates settled on strongly agree and agree; whereas the rest of the choices at the bottom.

The positive responses were more than 75 percent divided nearly equal between strongly agree and agree. Neutral choices were less than ten percent; since disagree was a little above than ten percent. At the bottom of choices was disagree scored less than five percent.

To sum up the effect of learning Tajweed prior learning English pronunciation., there are five option can be divided into two groups: the positive options (strongly agree and agree); the negative options (strongly disagree and agree) whereas the neutral option is the border line between the positive options and negative options. Calculating (strongly agree which is 40 percent plus agree which is 36 percent that is 76 percent positive choice. On the other hand, strongly disagree which is 4 percent added to disagree which is 12 percent, that is 16 percent. Comparing 76 percent which is positive to 16 percent which is negative; thus, the previous learning of taj affects positively on learning English pronunciation.

Pie chart 1



It is obviously from the above pie chart that the options strongly agree and agree conquered more than three quarter of the whole area of the pie chart. This means, the previous learning of Tajweed affects positively on later learning of English pronunciation.

4.1.1 I had learned Tajweed before learning of English pronunciation

Table 4

The Statement	Agree	Strongly disagree	Neutral	Strongly disagree	Disagree
I had learned Tajweed before learning English pronunciation	10	13	1	-	1

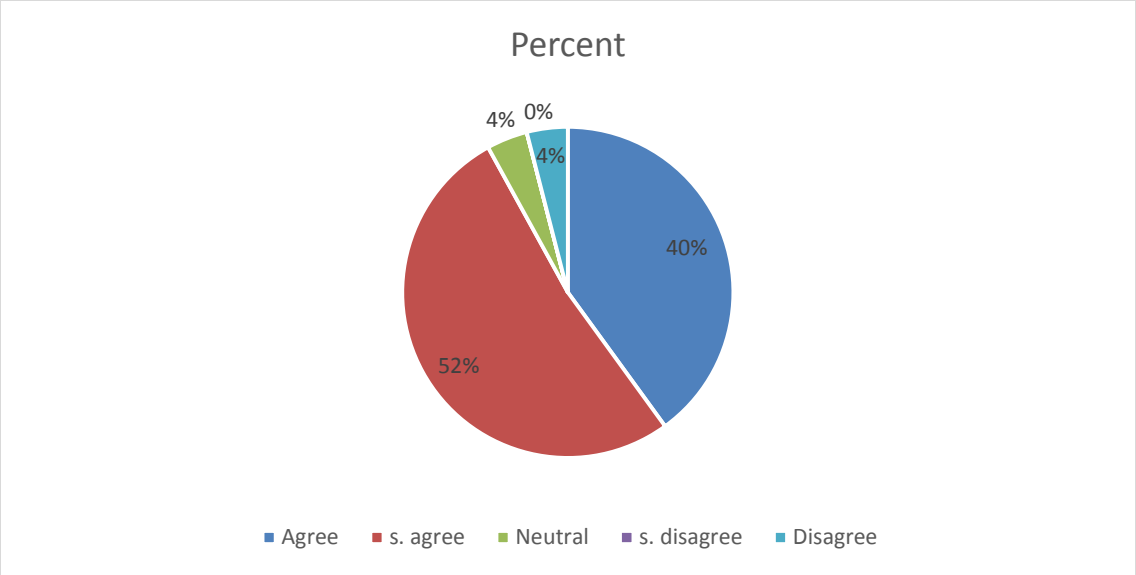
Table 5		
Answer	Frequency	Percentage
Agree	10	40%
Strongly agree	13	52%
Neutral	1	4%
Strongly disagree	-	0%
Disagree	1	4%
Total	25	100%

The above table expresses whether the candidates from Omdurman Islamic University had learnt Tajweed before learning English pronunciation in 2021.

There are two options at the top of the candidates' choices: (strongly agree and agree). Neutral and disagree are in the middle of the choices; while, strongly disagree is in the bottom of the choices scored nil.

Nearly almost all the candidates had learned taj before learning English pronunciation with above than ninety percent score. At least one candidate was not sure of learning Tajweed, as same as one candidate did not learn Tajweed. However, no one candidate chose strongly disagree option.

Pie Chart 2



The positive percentage of the candidates who had learned Tajweed before learning English pronunciation, are the sum of (40% and 52%) that is 92 percent. The negative percentage of the candidates who had not learned taj before learning English pronunciation, are the calculating of (strongly disagree which represents zero percent plus disagree which represents 4 percent; that is 4 percent, total percentage of the negative options. Since neutral is the border line between positive options and negative options. To compare between 92 percent the positive options and 4 percent the negative options; the positive option overweighs the negative ones.

In conclusion, it is clear that agree and strongly disagree occupied almost the total area of the pie chart, that is 92 percent which represent more than nine tenth of the area. Thus the learning Tajweed before learning English pronunciation is fruitful for the learner.

To sum up this discussion which manifested the overwhelming majority of the candidates had learned Tajweed before learning English pronunciation. Thus Tajweed paved the way for them to learn English pronunciation.

4.1.2 I advise others to learn Tajweed before learning English pronunciation

Table.6

The Statement	Agree	Strongly disagree	Neutral	Strongly disagree	Disagree
I advise others to learn Tajweed before learning English pronunciation	5	12	5	2	1

Table 7

Answers	Frequency	Percent
Agree	5	20%
Strongly agree	12	48%
Neutral	5	20%
Strongly disagree	2	8%
Disagree	1	4%
Total	25	100%

The above table illustrates the importanceof the advice of learning Tajweed prior learning English pronunciation for grade 4 undergraduate candidates from Omdurman Islamic university in 2021.

The candidates have five options: (agree, strongly agree, neutral, strongly disagree and agree) to limit their choices. The candidates positively concentrated on strongly agree and agree on the top of their choices. While, fifth of the candidates were neutral. Strongly disagree and disagree in the negative side with very few numbers of candidates.

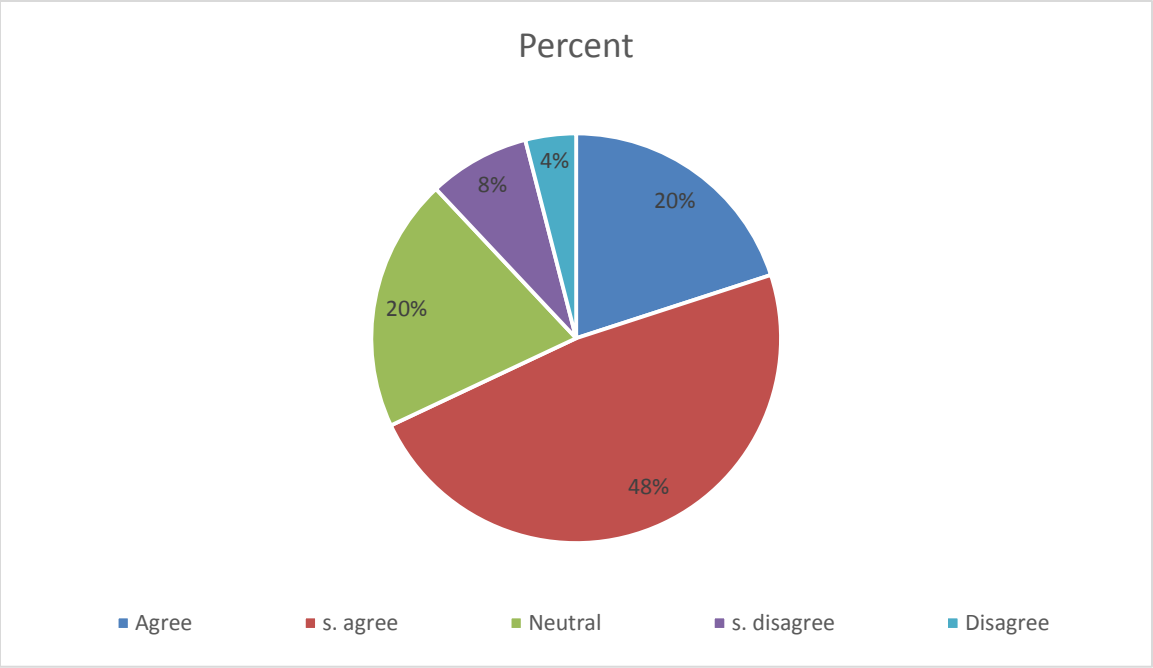
Nearly seventy percent of the candidates advise others to learn Tajweed before learning English pronunciation. Twenty percent of the candidates were neutral. Less than fifteen percent of the candidates were strongly disagree and disagree in both of them.

The five options: (agree, strongly agree, neutral, strongly disagree and disagree) according to the result of the candidates can be classified into two options: positive options and negative options with neutral option as a border line between them.

On one hand, the total percentage of the positive option responses (agree is 20 percent and strongly agree is 48 percent) equals 68 positive percent.

On the other hand, the total sum of the negative options represents (strongly disagree is 8 percent and disagree is 4 percent; that is all 12 percent negative responses. To balance between the positive option responses 68 percent with the negative option responses is 12 percent. It is clear that 68 positive responses overweigh 12 percent of the negative option responses. Here in this statement the positive responses are preferable.

Pie *Chart* 3



To conclude, agree and strongly agree constitute the large section of the pie chart. They engaged more than the half of the total area. That is to say, the statement of "I advise others to learn Tajweed before learning English pronunciation" emphasized that the learning of Tajweed before learning English pronunciation is better for Sudanese learners of English. The candidates positively advise others to learn Tajweed before learning English pronunciation

4.1.3 I advise others to learn English pronunciation before learning Tajweed

Table 8

The Statement	Agree	Strongly disagree	Neutral	Strongly disagree	Disagree
I advise others to learn English pronunciation before learning Tajweed	3	2	5	7	8

Table .9

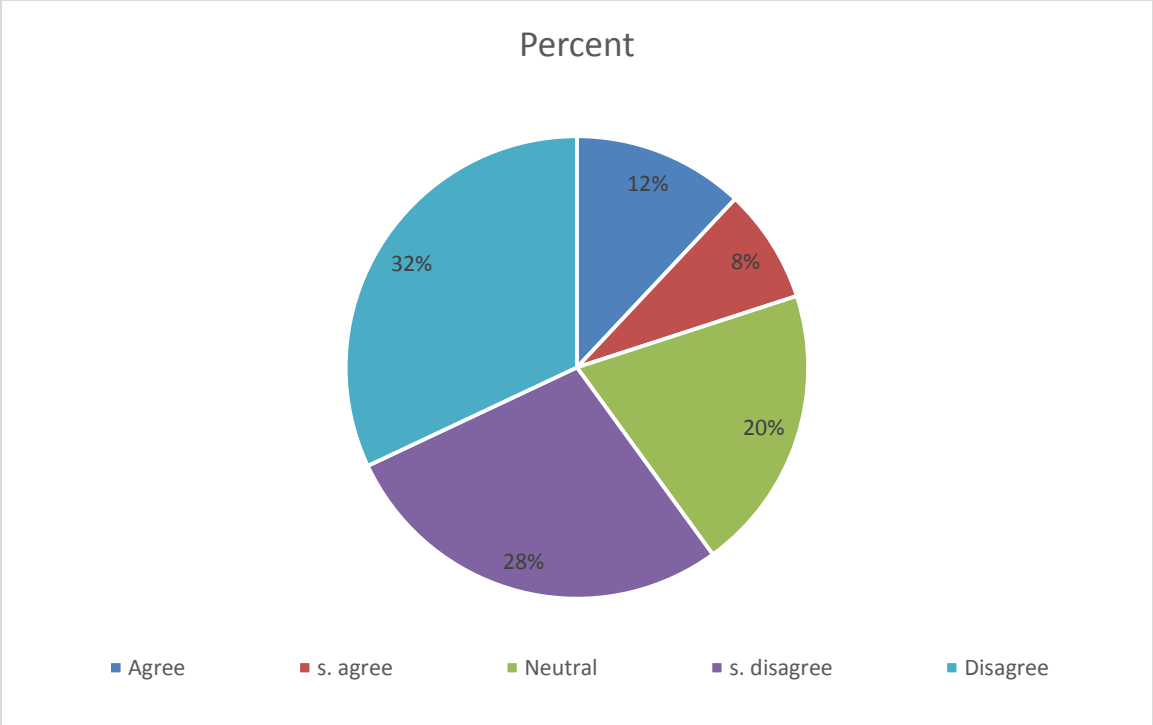
Answers	Frequency	Percent
Agree	3	12%
Strongly agree	2	8%
Neutral	5	20%
Strongly disagree	7	28%
Disagree	8	32%
Total	25	100%

The above table shows the result of advising others to learn English pronunciation before learning tajthrough of grade 4 undergraduate from Omdurman Islamic university in Sudan in 2021. The candidates have five options to tick, which are (agree, strongly agree, neutral, strongly disagree and disagree).

Sixty percent of the candidates focused on the last two negative options which shown that they did not agree to learn Enh.pho before learning taj; that is to say, they prefer the opposite. Whereas, twenty percent of the candidates chose the first two positive options: (agree and strongly agree) as

well as the same percent manifested that they were unsure; that is to say, they were in between.

Pie Chart 4



The pie chart divided into five sections; each section represents an option. These sections can be divided into two sections: positive and negative with neutral as border line to separate them. The positive section consists of strongly agree and agree, since the negative section consists of strongly disagree and disagree with neutral between them. The calculation of the positive section is agree 12 percent added to the strongly agree 8 percent; that is total 20 percent. However, the addition of the negative section is: strongly disagree is 28 percent plus disagree is 32 percent that is both 60

percent which is the preferable answer to this statement are the negative options. When comparing between the positive and the negative sections; the positive is 20 percent falls before the average; while, the negative section is 60 percent which falls above the average. Consequently, the students do not advise others to learn Eng. pho before learning Tajweed. Therefore the opposite is right.

In conclusion, the pie chart clearly shows the choices of the candidates tend to the negative options by over the half area of the pie chart. The statement "I advise others to learn English pronunciation before learning Tajweed" is not favourable which emphasizes the previous statements "I advise others to learn Tajweed before learning English pronunciation" is the favourable choice for the Sudanese learners of English pronunciation

4.I.4 have made use of Tajweed in learning English pronunciation

Table 4.10

The Statement	Agree	Strongly disagree	Neutral	Strongly disagree	Disagree
I have made use of Tajweedin learning English pronunciation	11	4	7	3	-

Table 11

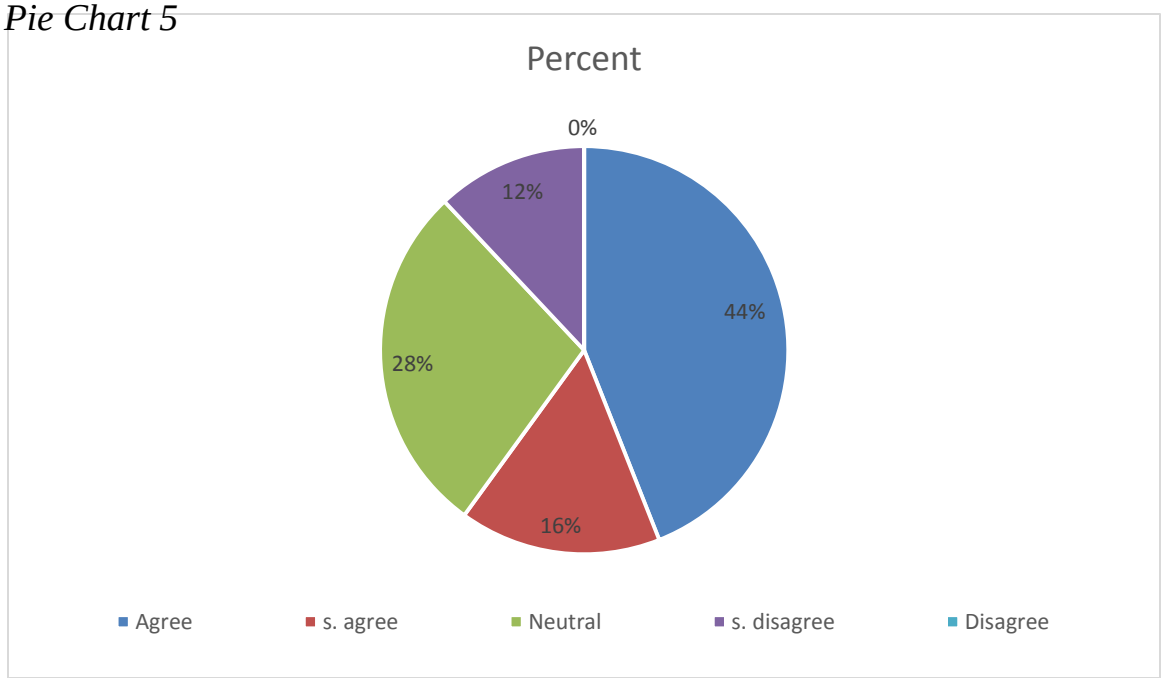
Answers	Frequency	Percent
Agree	11	44%
Strongly agree	4	16%
Neutral	7	28%
Strongly disagree	3	12%
Disagree	-	0%
Total	25	100%

The above table illustrates how candidates made use of Tajweed in learning in English pronunciation in Omdurman Islamic university college of Arts, English language department, candidates from grade 4, in 2021.

Fifteen out of twenty five of the candidates on the top of the positive choices. Seven of the candidates were not sure that they did not make use of Tajweed in learning English pronunciation; while, the rest of the candidates were strongly expressed that they did not make use of Tajweed in learning English pronunciation.

Sixty percent of the candidates made use of Tajweed in learning English pronunciation with the contrast of less than thirty percent were not sure of making use of Tajweed in learning English pronunciation or not. No one of the candidates chose the disagree option.

Pie Chart 5



The above pie chart falls into four parts: (agree, strongly agree, neutral, strongly disagree and disagree). No one of the candidates chose disagree; that is to say it is scored nil. These parts can be divided into two options: positive and negative options with neutral separating between them. The positive options are: strongly agree and agree; whereas, the negative option is only strongly disagree. To compare between them, first add the calculation of agree which is 44 percent to strongly agree which is 16 percent; that is 60 percent. Then the total percentage of strongly disagree is barely 12 percent. The result of comparison is that the positive options scored 60 percent which fell over the average; since the negative option scored only 12 percent which fell below the average. The positive options are preferable. Thus the candidates made use of Tajweed in learning English pronunciation.

To conclude, the large portion of the pie chart is dominated by the sum of agree and strongly agree which cover more than the half of the area of the pie chart. Therefore, the statement: “I have made use of Tajweed in learning

English pronunciation" is the outcome of this first hypothesis in this study. It supports all the previous statements except the fourth one which opposes the statements.

The average of the statements of the first hypothesis of this study "Does the previous learning of Tajweed affect on later learning of English pronunciation" is seventy four percent which strongly supports this hypothesis.

4.2 What are the sounds and areas in Tajweed have effect on learning English sound?

4.2.1 Consonants

Table 12

The sound	/p/	/b/	/t/	/d/	/k/	/g/
Available in Tajweed	10	21	22	19	18	11
Not available in Tajweed	14	4	3	6	7	12

Table 13

Sounds	**Available in Tajweed Percentage**	**Not available in Tajweed Percentage**
/p/	40%	60%
/b/	84%	16%
/t/	88%	12%
/d/	76%	24%
/k/	72%	28%
/g/	44%	56%

The average	**67.3%**	**32.7%**

The above table illustrates the effect of Tajweed on learning English consonant sounds: /p,b,t,d,k,g/ investigating candidates of grade 4 undergraduate candidates from Omdurman Islamic university in Khartoum 2021.

There are two options: (available in Tajweed and not available in Tajweed). The candidate either to choose the column available in Tajweed, or to choose the column of not available in Tajweed to express that the sound is used in Tajweed or the other option to express that the sound is not available in Tajweed. /t/ and /b/ are in the top of their choices of the most of the candidates. While,/d/ and /k/ are in the middle of the choices of the considerable number of candidates. However,/g/ and /p/ are at the bottom of the total choices of less than the half of the candidates.

More than eighty percent of the candidates considered /t/ and /d/ are available in Tajweed; while less than twenty percent of them considered these two sounds are not available in Tajweed. Seventy percent of the candidates considered /d/ and /k/ are available in Tajweed; whereas, less than thirty percent of the candidates considered them are available in Tajweed less than fifty percent of the candidates considered /g/ and /p/ are available in Tajweed; however, more than fifty percent of the candidates considered these two sounds are not available in Tajweed**.**

The result is that the average of the total candidates, who chose the option (available in Tajweed), was 67.3 percent, since the average of the total

candidates, who chose the option (not available in Tajweed), was 32.7 percent. To balance between the option (available in Tajweed) and the option (not available in taj), it can be concluded that more than the half of the sounds /p,b,t,d,k,g/ are available in Tajweed sounds. This denotes that there is a relation between consonants sounds in Tajweed and English pronunciation.

4.2.2 Short vowels

Table 14

The sound	/I/	/e/	/æ/	/ʌ/	/ɒ/	/ʊ/	/ə/
Available in Tajweed	24	7	17	15	7	22	18
Not available in Tajweed	1	18	8	10	18	3	7

Table 15

Sounds	**Available in Tajweed Percentage**	**Not available in Tajweed percentage Percentage**
/I/	96%	4%
/e/	28%	72%
/æ/	68%	32%
/ʌ/	60%	40%
/ɒ/	28%	72%
/ʊ/	88%	12%

/ə/	72%	28%
The average	**64.3%**	**35.7%**

The above table explains the effect of Tajweed on learning English pronunciation through short vowels: /I,e,æ,ʌ,ɒ,ʊ,ə/ on the candidates from Omdurman Islamic university, grade 4 undergraduate students who takes English language as major in their study in 2021.

There are seven vowel sounds in English pronunciation /I, e, æ,ʌ,ɒ,ʊ,ə/ which represent short vowel sounds in English pronunciation /I/ is at the top of the choices of the candidates. /ʊ/ is in the second place of the candidates' choices; whereas, /ə/, /æ/ and /ʌ/ are in the middle of the choices of the candidates. /e/ and /ɒ/ are at the bottom of the choices of the candidates.

More than ninety percent of the candidate agreed that /I/ is available in Tajweed. More than eighty five percent of the candidates agreed that /ʊ/ is available in Tajweed the second choices of the candidates are /e/ and /æ/ were scored more than seventy percent. Nearly seventy percent of the candidates considered /e/ and /ɒ/ are not used in Tajweed.

The result is that the total average percentage of the candidates, who selected the option (available in Tajweed), when they evaluated the short vowel sounds and their relation with Tajweed sounds, was 64.3 percent. Whereas the total average percentage of the candidates, who selected the option (not available in Tajweed), was 35.7 percent. To weigh between the two options, the researcher found that the candidates decided that there are relationships between short vowels in English pronunciation and Tajweed.

4.2.3 Long vowels

Table 16

The sound	/i:/	/a:/	/Ɔ:/	/u:/	/3:/
Available in Tajweed	21	17	12	18	9
Not available in Tajweed	4	8	13	7	16

The above table shows the effect of Tajweed on learning English long vowel sounds: /i:,a:,Ɔ:,u:,3:/ on undergraduate candidates in grade 4 taking English language main stream at Omdurman Islamic university in Sudan in 2021.

There are two options to be chosen by the candidates either to put a tick under the column of sound (available in Tajweed) or under the column of sound that is (not available in Tajweed).

The majority of the candidates agreed that there are three sounds of the long vowel: /i:,a:,u:/ are available in Tajweed, while less than the half of the total candidates chose/ɔ:,ʒ:. /i:/ is the sound that most of the candidates said it is available in Tajweed with the percentage over eighty percent. However, /u:/and /a:/ came in the second order of the candidates' choices topped to more than seventy percent. Whereas, /ɔ:/is nearly fifty percent of the candidates chose the option (available in Tajweed). Most of the candidates agreed that /ʒ:/is not available in Tajweed.

Table 4.17

Sounds	Available in Tajweed Percentage	Not available in Tajweed Percentage
/*i*:/	84%	12%
/ą:/	68%	32%
/ɔ:/	48%	52%
/u:/	72%	28%
/ʒ:/	36%	68%
The average	**61.6%**	**38.4%**

The result of investigating the long vowels sounds in English and their bounds to some sounds in Tajweed, is that the total percentage average of the candidates, who selected the option (available in Tajweed), was 61.6 percent; while, the total percentage average of the candidates, who chose the option (not available in Tajweed), was 38.4 percent. From the above result, the researcher confirms that there are positive bounds between short vowels in English pronunciation and Tajweed sounds.

4.2.4 Diphthongs

Table 18

Sounds	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/	/ɪə/	/eə/	/ʊə/
Available in Tajweed	18	18	13	17	14	13	10	5
Not available in Tajweed	7	7	12	8	11	12	15	20

Table 19

Sounds	**Available in Tajweed Percentage**	**Not available in Tajweed Percentage**
/eɪ/	72%	28%
/aɪ/	72%	28%
/ɔ I/	52%	48%
/ɔɪ/	68%	32%
/əʊ/	56%	44%
/ɪə/	52%	48%
/eə/	40%	60%
/ʊə/	20%	80%
The average	**%54**	**%46**

The above table expresses the effect of Tajweed on learning English diphthongs by investigating undergraduate candidates in grade 4 major English in college of Arts at Omdurman Islamic university in Sudan 2021.

There are eight English diphthongs namely, /eɪ,aɪ,ɔɪ,əʊ,aʊ,ɪə,eə,ʊə/ each one of these sounds has two options to be chosen by the candidates. These options consist of two columns: available in Tajweed and not available in Tajweed. The responses of the candidates were highly positive towards /eɪ/ and /aɪ/, that is to say, they are available in Tajweed; while the availability of /əʊ/ is above than the half. /ɔɪ/ is in the middle. However, the availability of the rest of the diphthongs are less than average.

More than seventy percent of the candidates agreed that /eɪ/ and /aɪ/ are available in Tajweed. Thus, the majority of the candidates focused on /eɪ/ and /aɪ/ are common between Tajweed and English pronunciation. While more than 60 percent of the candidates considered /əʊ/ is common in both Tajweed and English pronunciation. However, three sounds: /aʊ/, /eə/ and /ʊə/ are below the average; whereas /ɔɪ/ is represented by little above than 50 percent, so it is within the average or little exceeding it.

The result of investigating of diphthongs in English pronunciation and their relation to some sounds in Tajweed, is that the candidates who selected the option (available in Tajweed), their total percentage average, was 54 percent. However, the total percentage average of the candidates, who selected the option (not available in Tajweed), was 46 percent. By weighing the two options, the researcher concluded that there is a relationship between English

diphthongs and Tajweed, because more than the half of the candidates made use of Tajweed in learning English diphthongs.

4.2.5 Does these letters have equivalent sounds in ESS?

Table.20

Sound	ص	ض	غ	خ	م	ن	هـ	ح	ق	ز	ذ	ث
Available in English pronunciation	5	1	9	18	23	22	20	13	13	22	22	22
Not available in English pronunciation	19	23	14	6	1	1	2	9	10	1	2	2
Neutral	1	1	2	1	1	2	3	3	2	2	1	1

Table 21

Sounds	**Available percent**	**Not available percent**	**Neutral percent**
ص	20%	76%	4%
ض	4%	92%	4%
غ	36%	56%	8%

خ	72%	24%	4%
م	92%	4%	4%
ن	88%	4%	8%
هـ	80%	8%	12%
ح	52%	36%	12%
ق	52%	40%	8%
ز	88%	4%	8%
ذ	88%	8%	4%
ث	88%	8%	4%
The average	**63.3%**	**30%**	**6.7%**

The above table shows some letters (sounds) from Arabic morphemes which represent Arabic morphemes as well as phonemes in the same connection in the orthographic of Tajweed and their relation to English pronunciation.

The question contains twelve letters/sounds:‹ ص، ض، غ، خ، م، ن، هـ، ح، ق، ز، ذ، ث› categorized under consonant sounds. They are produced in seven places of articulation. There are three options for candidates to choose which are: (letters represent sounds in English pronunciation letters do not represent sounds in English pronunciation and neutral options)

‹م› is on the top of the candidates' choices, it is chosen by 23 candidates with more than 90 percent of the total of the candidates, so almost of them agreed upon.‹م› morpheme represents sound in English pronunciation; in contrast almost all candidates agreed that ‹ض› is not available in English

pronunciation and does not represent sounds in English pronunciation. The candidates agreed upon four morphemes: ‹ن، ذ، ز، ث› are available and represent sounds in English pronunciation with more than 80 percent; that is to say, most of the candidates. More than 70 percent of the candidates agreed that ‹خ› is available in English pronunciation. with the contrast to more than 75 percent of the candidates agreed ‹ح،ق› are available and represent sounds in English pronunciation in contrast with ‹غ› which is chosen by almost the same percentage to denote that is not available and nor does represent sound in English pronunciation

The result of the aforementioned Arabic sounds in Tajweed and whether they have equivalence with English sound, is that the total percentage average of the candidates who chose the option (available in English pronunciation), was 63.3 percent. On the other hand, the total percentage average of the candidates who chose the option (not available in English pronunciation), was 30 percent. While the total percentage average of the candidates, who were neutral, was 6.7 percent. To sum up this investigation, the researcher found that Arabic sounds have positive relation with some equivalent sounds in English pronunciation.

4.2.6 Tajweed diacritic in relation to English sounds

Table 22

Diacritic	الضمة	الضمتان	الفتحة	الفتحتان	الكسرةُ	الكسرتان
Identified the symbol	17	16	17	16	17	17
Not Identified the symbol	8	9	8	9	8	8

Write the symbol in front of the diacritic

Table 23

Diacritic	Identified the symbol percentage	Did not Identify the symbol percentage
الضمة	68%	32%
الضمتان	64%	36%
الفتحة	68%	32%
الفتحتان	64%	36%
الكسرة	68%	32%
الكسرتان	68%	32%
The average	**66.7%**	**33.3%**

The above table shows the diacritic symbols used in Tajweed which represent sounds by asking the candidates to write the symbol opposite the diacritic that represents.

There are six diacritics in Tajweed represent sounds: ‹◌ٍ ،ِ،ً،َ،ٌ،◌ُ›; these diacritics represent sounds in English pronunciation either one phoneme or sound compounds of two phonemes; the first of them is vowel while the second of them is the consonant /n/.

More than 65 percent of the candidates identified four diacritics: ‹◌ٍ ،ِ،َ،◌ُ› with same percentage; while less than 35 percent of the total of the

candidates did not identify the symbols. Nearly 65 percent of the candidates identified two diacritic symbols ‹ ◌ٞ›; whereas, less than 40 percent of the candidates (did not identify)‹◌ٞ› and ‹◌ٞ›.

The result of investigating the Arabic diacritics which are used in taj sounds and matching them with their Arabic symbols, the total percentage average of the candidates who identified the symbols and matched them perfectly with their resemblance diacritics, was 66.7 percent. Whereas the total average percentage of the candidates who did not identify the symbols nor they did match them with their resemblance diacritics, was 33.3 percent. Thus the result shows that more than the half of the candidates learned Tajweed and knew the diacritics and their symbols.

4.2.7 Matching Tajweed diacritics with the English sounds

Table 24

Diacritics	الضمة	الضمتان	الفتحة	الفتحتان	الكسرةُ	الكسرتان
Arabic symbols	18	16	16	16	18	18
English sounds	7	9	9	9	7	7

Table 4.25

Diacritic	**Arabic symbol Percent**	**English symbol Percent**
الضمة	72%	28%
الضمتان	64%	36%
الفتحة	64%	36%

الفتحتان	64%	36%
الكسرة	72%	28%
الكسرتان	72%	28%
The average	**68%**	**32%**

The above table explains the relation between the diacritics in Tajweed and some sounds in English pronunciation by asking the candidates -from grade 4 of English language learners in Omdurman Islamic university in Khartoum in 2021- to match the diacritics with the English sounds.

The six diacritics divided into two equally parts (الكسرتان، الكسرة، والضمة) the other part contains (الفتحتان، الفتحة، والضمتان). Each three of them is equal in percentage.

Eighteen students matched correctly the diacritic ُ with English sound /ʊ/. The same number of candidates matched correctly Tajweed diacritic ◌ّ with English sound schwa /ə/. Again the same number of candidates matched correctly Tajweed diacritic ً with English sound /ən/. However, seven candidates failed to match the three diacritics with their resemblance sounds. The correct matching scored over 70 percent, while the wrong matching scored below 30 percent. The second part of grouping consists of ◌ّ ُ. 16 candidates out of 25 matched perfectly Tajweed diacritic ◌ّ with English sound /ʊn/ which is a combination of vowel sound /ʊ/ plus consonant sound /n/. the same number of candidates successfully match Tajweed diacritic /◌ّ/ with the sound and short vowel which is schwa /ə/. Again for the third

time the same number of candidates matched properly diacritic / / with English sound /ən/ which consists of the combination of two phonemes: schwa /ə/ plus the consonant /n/. Nevertheless, nine candidates failed to match the last three diacritics with their resemblance English sounds. The correct matching scores reached more than 65 percent, while the wrong matching scores reached less than 35 percent.

The result of investigating the Arabic diacritic symbols in Tajweed, and matching them with their resemblance sounds in English. The total percentage average of the candidates, who matched the diacritics correctly with English sounds, was 68 percent. In contrast, the total percentage average of the candidates who did not match the diacritics with their resemblance English sounds. So, the outcome of this investigation is that the diacritics represent sounds in ESS.

4.2.8 **Places of Articulation in Tajweed**

Table 26

p. of Art.	Lips	Nose	Jaws	Teeth	Alveolar	S. palate	H. palate	Pharynx	Larynx
Available	19	18	20	17	18	17	19	19	19
Not avail.	6	7	5	8	7	8	6	6	6

Table 4.27

Place of articulation in Tajweed	**Available percent**	**Not available percent**
Lips	76%	24%
Nose	72%	28%
Jaws	80%	20%
Teeth	68%	32%
Alveolar	72%	28%
Soft palate	68%	32%
Hard palate	72%	24%
Pharynx	72%	24%
Larynx	72%	24%
The average	**73.8%**	**26.2%**

The above table shows nine places of articulation and their relation with Tajweed places of articulation through investigating twenty five candidates from Omdurman Islamic university from college of Arts English language department in Khartoum 2021.

According to the responses of the candidates, one can divide these places of articulation into four groups: group of jaws, group of lips, hard palate, pharynx and larynx) and group of (teeth and soft palate).

At the top of these four groups is jaws were chosen by twenty candidates who represent 80 percent, since five candidates failed to spot it scoring 20

percent. The second group consists of (lips, hard palate, pharynx and larynx) which are chosen by 19 candidates representing over 75 percent, while six candidates declined that this group is available in Tajweed. The third group of places of articulation contains (nose and alveolar) which was chosen by 18 candidates representing over 70 percent, whereas seven candidates chose wrong responses, representing lower than 30 percent. The last group consists of (teeth and soft palate) which was chosen by 17 candidates representing more than 65 percent; with the contrast to eight candidates forming less than 35 percent.

The result of the investigating the relationship of places of articulation in Tajweed, English pronunciation, and their roles in producing sounds in Tajweed the total percentage average of the candidates, who decided the option (available in Tajweed), was 73.8 percent. Since the total percentage average of the candidates, who decided the option (not available in Tajweed), was 26.2 percent. The outcome of this investigation is that the candidates decided that the places of articulation are available and contribute in producing sounds in Tajweed.

4.2.9 Places of Articulation in English pronunciation

Table.28

place of Articulation	Lips	Nose	Jaws	Teeth	Alveolar	S. palate	H. palate	Pharynx	Larynx
Available in English	19	17	15	20	19	19	19	19	19
Not available	6	8	10	5	6	6	6	6	6

Table 4.29

Place of Articulation	**Available percent**	**Not available**
Lips	76%	24%
Nose	68%	32%
Jaws	60%	40%
Teeth	80%	20%
Alveolar	76%	24%
Soft palate	76%	24%
Hard palate	76%	24%
Pharynx	76%	24%
Larynx	76%	24%
The average	**73.8%**	**26.2%**

The above table shows nine places of articulation and their relation to places of articulation in English sound system (ESS) through investigating 25 candidates from Omdurman Islamic university, the finalist students taking English language as major stream, in 2021.

According to the candidates' responses, places of articulation can be categorized into four categories: teeth is on the top of the choices, (lips, alveolar, soft palate, hard palate pharynx and larynx) in the second category, nose is in the third category and jaws at the bottom of categories.

Twenty students out of twenty five representing 80 percent agreed that the teeth are involved in producing English sounds, while five candidates representing 20 percent of the total candidates disagreed that the teeth are not used to produce English sounds. 19 candidates out of 25 whom representing more than 75 percent considering six places of articulation: (lips, alveolar ridge, soft palate, hard palate, pharynx and larynx) are involved in producing English sounds with the percentage more than 75 percent; since six candidates representing less than 25 percent disagreed that these places of articulation are not part of English sound system (ESS). 17 candidates representing more than 65 percent agreed that nose is a part of ESS; yet eight candidates representing less than 35 percent did not agree that nose is a part of ESS apparatus.

The result of investigating the relationship of places of articulation in English pronunciation, Tajweed and their roles in producing English sounds, the total percentage average of the candidates, who selected the option (available in ESS), was 73.8 percent. While the total percentage average of

the candidates, who selected the option (not available in ESS), was 26.2 percent. Thus this investigation resulted in- according to candidates' responses- these places of articulation are involved in and participated in producing English sounds.

4.2.10 Manners of Articulation in TSS

5 Table 4.30

Manner of Articl.	Plosive	Fricative	Affricate	Elision	Tones	Nasal	Lateral
Agree	25	25	21	19	16	20	18
Disagree	0	0	4	6	9	5	7

Table 4.32

Manner of articulation	**Agree percent**	**Disagree percent**
Plosive	100%	0%
Fricative	100%	0%
Affricate	84%	16%
Elision	76%	24%
Tones	64%	36%
Nasal	80%	20%
Lateral	72%	28%
The average	**82.3 %**	**17.7%**

The above table shows seven manners of articulation of sounds in ESS through investigating 25 candidates from grade 4 in the college of Arts, English language department at Omdurman Islamic university in Khartoum in 2021.

There are seven manners of articulation: plosive, fricative, affricate, elision, tone, nasal and lateral. They are limited by two options: agree and disagree. Thus, the candidate has to determine his choice on one of the two choices.

The total number of the candidates with 100 percent agreed that plosives and fricatives are involved in Tajweed sound system (TSS). Almost not less than 80 percent of the candidates agreed upon the affricates and nasals are involved in Tajweed manners of articulation; however, not less than 20 percent of the candidates disagreed that these two manners of articulation which used in TSS. More than 70 percent of the candidates confirmed that elision and lateral are parts of manner of articulation which used in Tajweed to produce sounds; since less than 30 percent of the candidates disagreed about that.

Nearly 65 percent of the candidates agreed that tone is a manner of articulation found in TSS; yet less than the half of the candidates did not agree that the tone is a part of TSS.

The result of investigating that there are manners of articulation in both Eng pho and Tajweed with whether there are connections between them or not. The total percentage average of the candidates, who selected the option (agree) was 82.3 percent. Since the total percentage average of the candidates who selected the option (disagree), was 17.7 percent. By

comparing the two averages, the researcher reached to conclusion that the manners of articulation are used and contributed in producing sounds in Tajweed.

4.2.11 Connected feature of speech sounds in Tajweed

Table 32

The Feature	Rhythm	Assimilation	Elision	Linking
Agree	22	19	17	20
Disagree	3	6	8	5

Table 33

The feature	**Agree percent**	**Disagree percent**
Rhythm	88%	12%
Assimilation	76%	24%
Elision	68%	32%
Linking	80%	20%
The average	**78%**	**22%**

The above table explains the choices of the candidates about the relation of the features of the connected in ESS and TSS Candidates from the final year in the college of Arts at Omdurman Islamic university in Khartoum Sudan in 2021.

There are four features of the connected speech, namely, rhythm, assimilation, elision and linking. Rhythm is on the top of the choices, linking

and assimilation are in the middle; while elision is at the bottom of the choices without any more differences.

More than 85 percent of the candidates agreed upon the rhythm is within the connected features of speech sound used in Tajweed; whereas less than15 percent of the candidates did not agree that rhythm is found in TSS. 80 percent of the candidates confirmed that linking is one of the features of the connected speech used in TSS; since 20 percent of the candidates disagreed about that. Assimilation is in the middle of the candidate choices, more than 75 percent of the candidates considered assimilation is performed in TSS; however, less than 25 percent disagreed about assimilation is one of the Tajweed connected feature. At the bottom of the choice is elision; more than 70 percent of the candidates agreed that elision is one of the features of the connected speech that performed in Tajweed; yet less than 30 percent of the candidates disagreed and refused that elision is manifested in TSS.

The result of investigating the relationship of the connected features of speech sounds in Tajweed with the connected features of speech sound in English pronunciation. The total percentage average of the candidates who chose the option (agree), was 78 percent. However, the total percentage average of the candidates who chose the option (disagree), was 22 percent. It is clear that the investigation reached to the conclusion, is that connected features of the connected speech sounds are available in TSS.

4.2.12 Connected Features of Speech Sound in English Pronunciation

Table 34

The Feature	Rhythm	Assimilation	Elision	Linking
Agree	18	21	23	21
Disagree	7	4	2	4

Table 35

The feature	**Agree percent**	**Disagree percent**
Rhythm	72%	28%
Assimilation	84%	16%
Elision	92%	8%
Linking	84%	16%
The average	**83%**	**17%**

The above table shows the features of the connected speech in ESS according to the determination of 25 candidates in the final year studying English language as major stream in the college of Arts at Omdurman Islamic university in Khartoum in Sudan in 2021.

There are four features marked in the connected speech of ESS: (rhythm, assimilation, elision and linking). The candidates determine their choices upon two options, either to agree or to disagree.

Elision scored the top rank of the choices of 23 candidates representing more than 90 percent agreed that it is a feature of a connected speech in ESS;

whereas 2 candidates representing less than 10 percent determined negatively. Assimilation and linking are determined by 21 candidates representing more than 80 percent that they are in the middle of positive ranking, since four candidates in both of them representing less than 20 percent disagreed that the assimilation and linking are performed in ESS. Rhythm is in the bottom of positive rank choices is chosen by 18 candidates with percentage more than 70 percent said that it is one of the feature of the connected speech in ESS; whereas seven candidates disagreed that rhythm is found in ESS.

The result of investigating the relationship of the connected features of speech sounds in English pronunciation with the connected features of speech sounds in Tajweed the total percentage average of the candidates, who decided the option (agree), was 83 percent. Since the total percentage average of the candidates, who decided the option (disagree), was 17 percent. To conclude this investigation, the researcher- according to candidates' responses agreed that the connected features of speech sounds are involved in ESS.

5 The conclusion of the second hypothesis of this study (what are sounds and areas in Tajweed have effect on learning English sound?), it is obviously, according to the decision of the candidates there are sounds and areas in Tajweed affect on learning English pronunciation.

4.3 Problematic Sounds and Areas for Sudanese Learners of English Pronunciation

Table 36

The sound	/v/	/p/	/ʧ/	/3/	/3:/	/ŋ/
Difficult	5	11	12	8	18	8
Moderate	6	7	7	13	3	5
Easy	14	7	6	4	4	12

The above table performs the problematic sounds for Sudanese learners of English pronunciation in the final year candidates from Omdurman Islamic university in Khartoum Sudan in 2021.

There are six sounds /v, p, ʧ, 3, 3:, ŋ/ are considered to be problematic for Sudanese learners of English pronunciation, with three options to determine the level of difficulty which are: (difficult, moderate and easy).

/3:/ is on the top rank of the difficult English sounds for Sudanese learners of ESS. The level of difficulty is above 70 percent. /3/ is the only moderate sound; it is difficulty level a little above fifty percent. /v/ is an easy sound among these sounds for Sudanese learners of English pronunciation

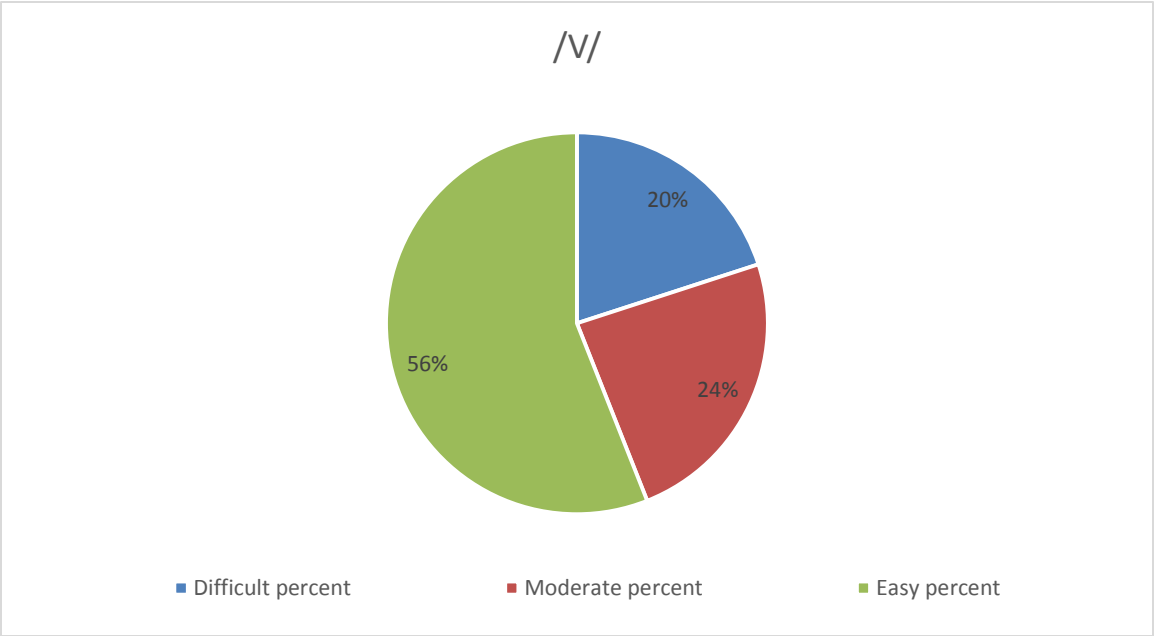
It is better to perform these sounds in pie charts form to show clearly the percentage of the three options: (difficult, moderate and easy).

4.3.1 /V/

Table 37

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/V/	5	20%	6	24%	14	56%

Pie Chart 6 for /v/



The above pie chart explains the level of difficulty of the /v/ sound for Sudanese learners of English pronunciation at Omdurman Islamic university for the finalist undergraduates in 2021.

The chart performs three percentages: 56 percent is the highest percentage which represents easy is on the summit of the choices. 24 percent is the second percentage which represents moderate level. 20 percent is the third percentage on the bottom of the choices of the candidates which represents the difficult level.

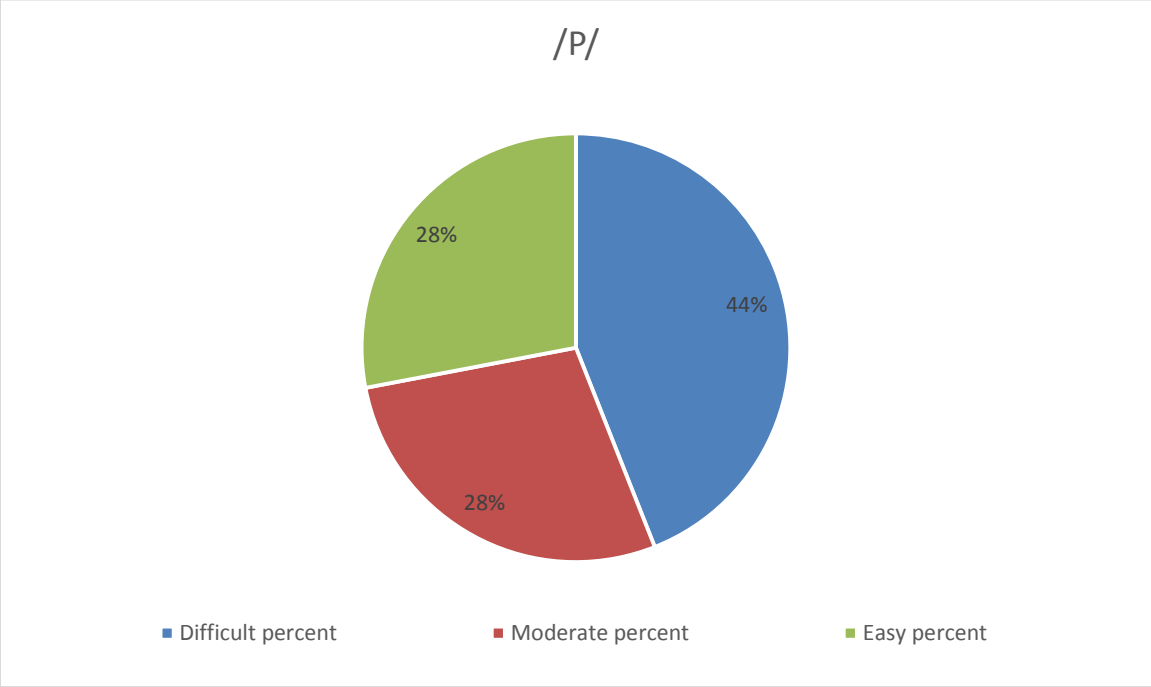
From the three percentages displayed above; it is clear that this sound does not pose problem for Sudanese learners of English pronunciation; although it is not found in the Arabic phonemes and neither represents any Arabic morpheme, even if the level of moderate is better than the level of difficulty. Thus the /v/ sound can be ruled out from this list.

4.3.2 /P/

Table 38

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/P/	11	44%	7	28%	7	28%

Pie Chart 7 for /p/



The above chart displays the levels of difficulty of /p/ sound for Sudanese learners of ESS level at grade 4 undergraduate students from Omdurman Islamic university in 2021.

There are three percentages: one for the difficult level, second for moderate level and the third is for the easy one. These three percentages represent the point of views of three groups of the candidates. The largest percentage of

the three is 44 percent which express the level of difficulty in learning /p/ sound.

On the other hand, the level of moderate and the level of easy are each one of them is 28 percent, which are equal.

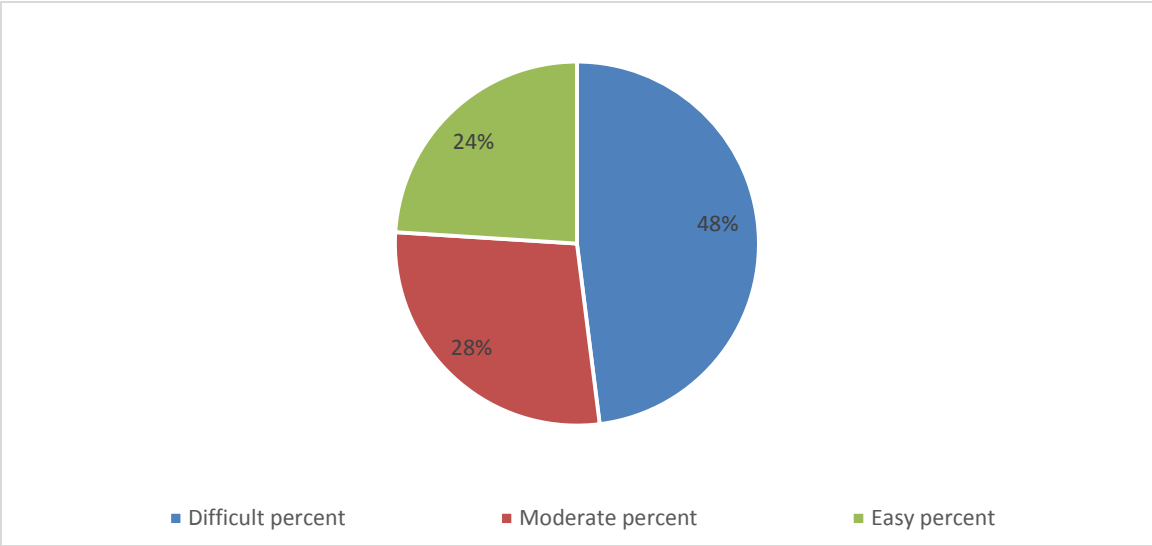
From the displaying of the three percentage that graded the level of difficulty, this sound is a little bit difficult; nevertheless, it can be learned for Sudanese learners of ESS, although it is not found in the Arabic sound system.

4.3.3 /*t* ʃ/

Table 39

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/t ʃ/	12	48%	7	28%	6	24%

Pie Chart 8 for /ʧ/



The above chart illustrates the level of difficulty in learning /ʧ/ for Sudanese candidate learners of ESS for grade 4 undergraduate students from Omdurman Islamic university in 2021.

The pie chart above performs three percentages represent three levels of difficulty namely, (difficult, moderate and easy). The balance pan of the difficulty overweighed the level of moderate and the level of easy respectively. It is scored 48 percent of the candidate's choices. Moderate is in the second level of difficulty scored 28 percent while easy is in the lowest level scored 24 percent.

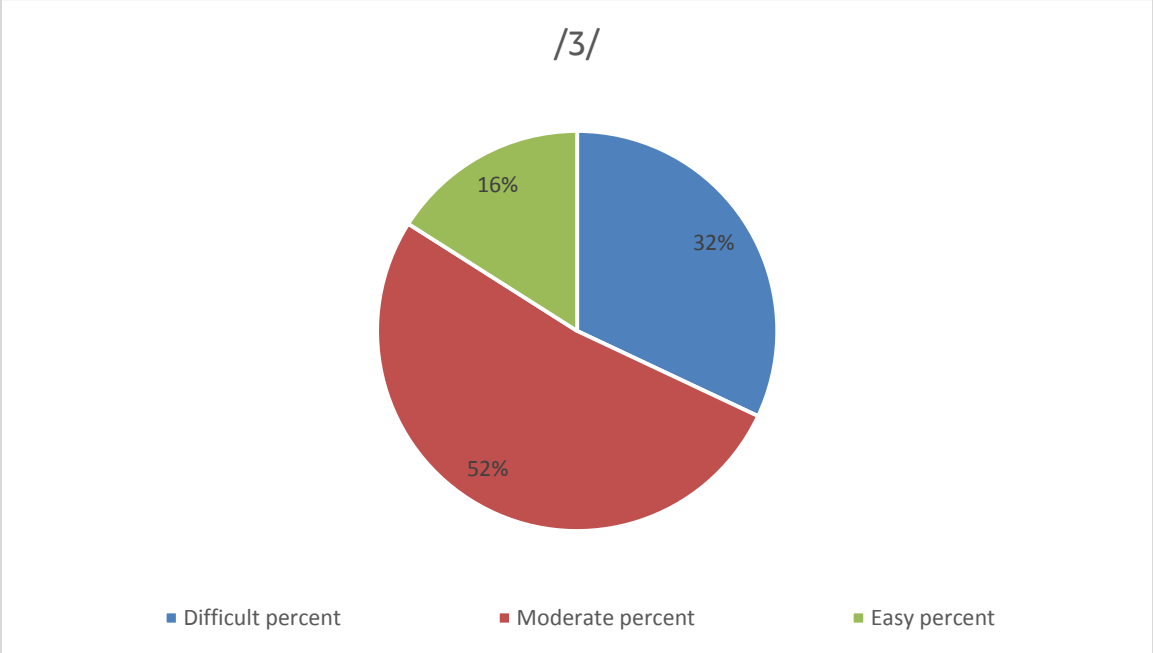
From displaying the aforementioned percentages, it is clear that the /ʧ/ sound represent difficult phoneme for Sudanese learners of ESS. In addition to it is not found in the Arabic sound system. Thus, it needs some sort of concentration to be learned.

4.3.4 /ʒ/

Table 40

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/ʒ/	8	32%	13	52%	4	16%

Pie Chart 9 for /3/



The above chart shows the level of difficulty in learning /3/ for Sudanese candidate learners of ESS in grade 4 undergraduate students from Omdurman Islamic university in 2021.

The chart divided into three sections. In each one of these sections represent a level of difficulty. The first level assumed the difficult level, the second one assumed the moderate level and the third one assumed the easy level.

52 percent from the total choices of the candidates is the moderate on the top of the level choices. 32 percent represents the difficult level; while the easy level is 16 percent is the lowest level of the three, which represents unfavourable option.

By comparing the moderate and difficult level, the moderate level overweighs the difficult level; the first is on the top of the scale, since the latter is in the second scale with the variation of 20 percent between them.

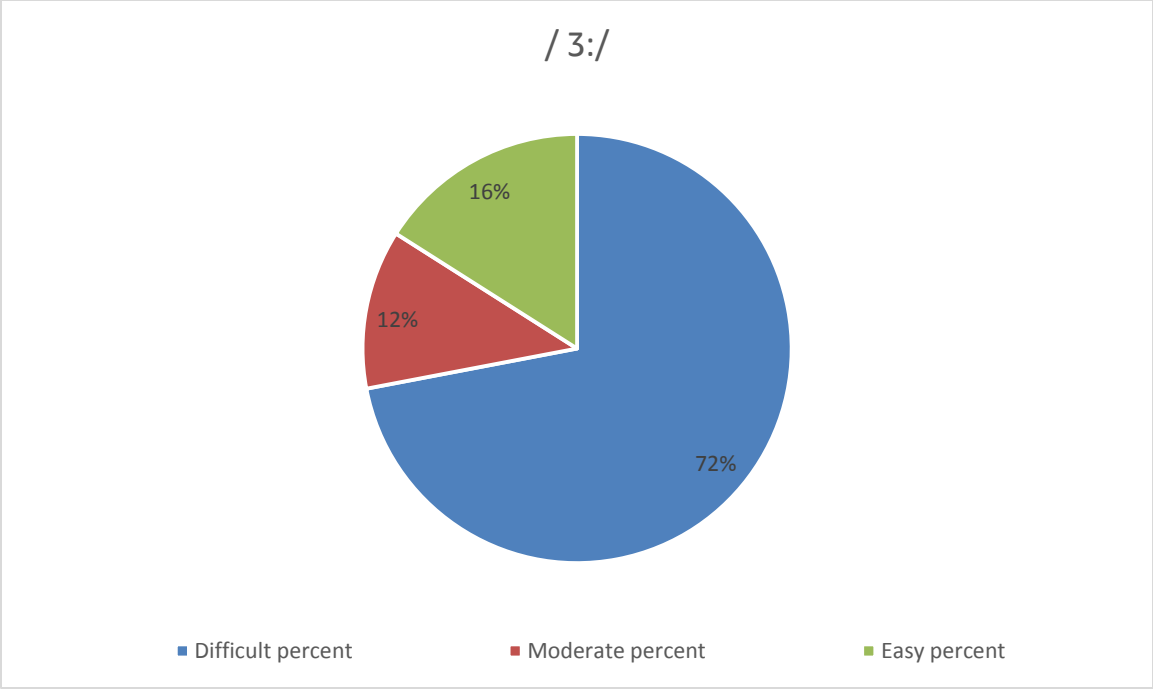
Therefore, the sound /3/ does not cause problems for Sudanese learners of ESS.

4.3.5 / ɜ:/

Table 41

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/ ɜ:/	18	72%	3	12%	4	16%

Pie Chart 10 for /3:/



The above chart displays the level of difficulty in learning the sound /3:/ for Sudanese candidate learners of ESS for grade 4 undergraduate students from Omdurman Islamic university in 2021.

As shown in the chart above there are three options control the levels of difficulty: (difficult, moderate and easy) in learning the sound /3:/. The big portion of the chart is dominated by 72 percent which explains the difficult option. Moderate level represents a percentage below 15 percent; while easy option represents a little above than 15 percent.

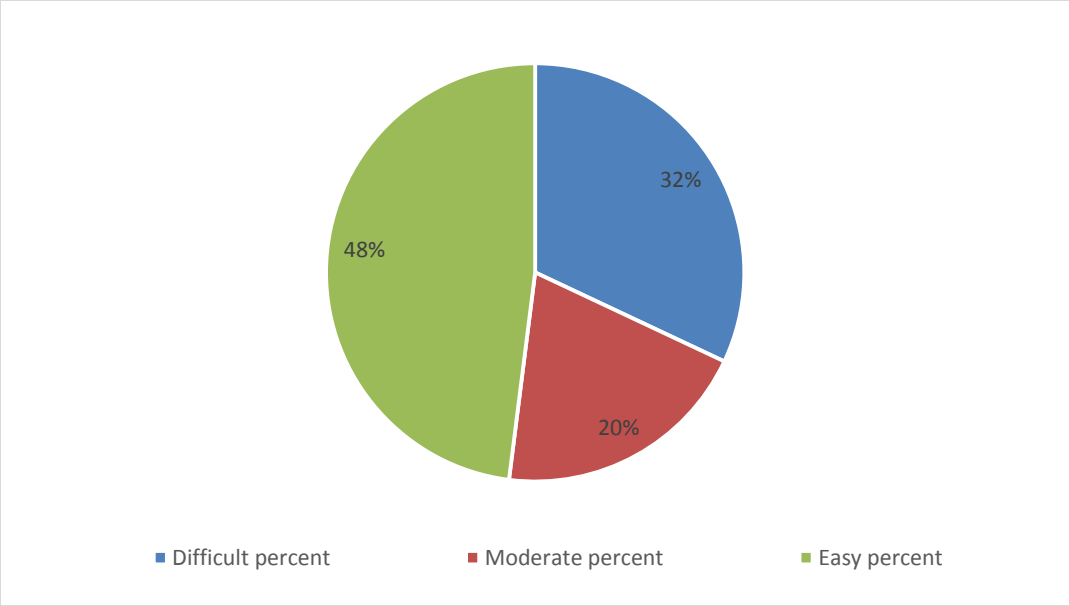
Comparing the option moderate to easy; the level of easy is higher than the moderate one; although they are both below 30 percent. To compare moderate and easy against difficult; the difficult level overwhelms the chart area. Thus according to the point of view of the candidates choice, the difficult level dominates on the other two options; consequently, the sound /3:/ is a difficult sound for Sudanese learners of ESS.

4.3.6 /ŋ/

Table.42

The sound	Difficult	Difficult percent	Moderate	Moderate percent	Easy	Easy percent
/ŋ/	8	32%	5	20%	12	48%

Pie Chart 11 for /ŋ/



The above chart explains the level of difficulty in learning the nasal sound /ŋ/ for Sudanese candidate learners of ESS for grade 4 undergraduate students from Omdurman Islamic university in 2021.

The candidates are controlled by three options (difficult, moderate and easy) to determine their choices. Moderate option is on the top of the candidate choices, and then difficult is the second rank of the choices; at last is easy is at the bottom of the choices.

Moderate topped to 40 percent; whereas difficult scored 32 percent, and easy reached 20 percent. Comparing moderate to difficult, moderate overweighs difficult level. Adding easy to moderate level against difficult level the pan of the sum of first two levels balances the latter one.

4.4 Confirmation of the Hypotheses + the Results

Hypothesis (1) the previous learning of Tajweed affects on later learning English pronunciation. From the discussion of the first question of the study which is "Does the previous learning of Tajweed affect on later learning of Eng pho?" it has been splitted down into five statements. According to the responses of the candidates; the first statement scored 76 percent positive response supporting the statement. The second statement scored 92 percent positive response. The third statement scored 68 percent positive response supporting the statement. The fourth statement scored 60 percent positive response supporting the statement. The fifth statement scored 60 percent positive response supporting the statement. The total response of the first question is 71.2 percent. So, the first hypothesis is accepted.

Hypothesis (2): "There are sounds and areas in Tajweed have the effect on learning Eng pho". From the discussion of the question two of the study which is "What are the sounds and areas in Tajweed have the effect on learning Eng pho?" This question is divided into twelve sub-questions. According to the responses of the candidates the first question scored 67.3 percent of the positive responses supporting the question of the study. The second question scored 64.3 percent of the positive responses supporting the question of the study. The third question scored 61.6 percent of the positive responses which is supporting the question of the study. The fourth question scored 54 percent of the positive responses which is supporting the question of the study. The fifth question scored 63.3 percent of the positive responses which is supporting the question of the study. The sixth question scored 66.7

percent of the positive responses supporting the question of the current study. The seventh question scored 68 percent positive responses supporting the question of the study. The eighth question scored 73.8 percent of the positive responses which supports the question of the current study. The ninth question scored 73.8 percent of the positive responses which supports the question of the current study. The tenth question scored 82.3 percent of the positive responses supporting the question of the study. The eleventh question scored 78 percent positive response supporting the question of the current study. The twelfth question scored 83 percent of the positive responses which supporting the question of the current study.

The average of the total positive responses of the twelve sub-questions of the main question two of the study is 69.7 percent. Therefore, the second hypothesis is accepted.

Hypothesis (3): "There are sounds are problematic for Sudanese learners of Eng pho." From the discussion of the third question of the current study which is "what sounds are problematic for Sudanese learners of Eng pho. This question falls into six items.

The first item scored 20 percent negative response supporting the question of the current study. The second item scored 44 percent negative response supporting the question of the current study. The third item scored 48 percent negative responses supporting the question of the current study. The fourth item scored 32 percent negative response supporting the question of the current study. The fifth item scored 72 percent negative response

supporting the question of the current study. The sixth item scored 32 percent negative response supporting the question of the current study.

The average of the total negative responses of the third question of the current study is 41.3 percent negative response. So, this hypothesis is accepted.

Chapter Five

Main findings, Conclusions, Recommendations, And Suggestion for Further Studies

5.0 Introduction:

This chapter contains literary content under the traditional subtitles which are:

5.2 Main Findings

- The learning of Tajweed prior learning eng pho helps students in learning English pronunciation.
- There are sound are common between Tajweed and English pronunciation.
- There sounds in Tajweed are not available in English pronunciation.
- There are sound in English pronunciation are not available in Tajweed.
- The places of articulation are common between Tajweed and English pronunciation.
- The features of the connected speech are use in both Tajweed and English pronunciation.
- There are difficult sounds in Eng pho for the Sudanese learners of English pronunciation.

5.3 The conclusions

The study reviewed the related literature of both Tajweed and English pronunciation thoroughly and then displayed the studies that had relation to the research locally, regionally and internationally.

The data was collected through a questionnaire, since tables, percentages, diagrams and charts were used to analysed the data qualitatively and quantitatively. The three hypotheses of the current study were tested at the end of the discussion and found accepted.

5.4 The Recommendations

The researcher recommends

1. Encouraging students to learn Tajweed before learning English pronunciation.
2. It is better to learnt Tajweed science in the early stages because it improves the pronunciation and acquaint the learner with the places of articulation and the features of the connected speech.
3. Practicing Tajweed makes the learner fluent in speaking and trains the ears of the learner in listening so as to be a good listener.
4. Learning two sciences in the same field is better than learning one field in a science.
5. Encouraging the learner to train oneself in comparing the similar things and contrasting the different things to find out the relation between them.

5.5 Suggestions:

The researcher suggests these areas for further studies:

1. The relation between features of connected speech in Tajweed and English pronunciation.
2. The relation between places of articulation in Tajweed and English pronunciation

3. The study of the sounds of different Sudanese local languages in relation to English pronunciation

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Appendix
Questionnaire of the Study

This questionnaire is a part of linguistic study entitled **"Investigation the Effect of Tajweed on Under Graduate Students in Learning English Pronunciation (**A case study consists of undergraduate students. Your answer will be strictly confidential and used only for the purpose of the research. Your co-operation will be highly appreciated

(A) How does the previous learning of Tajweed affect on later learning of English pronunciation?

Respond to the statements below by ***putting tick (√)*** in front of one of the five choices in the opposite columns

No	Statements	Agree	Strongly agree	Neutral	Strongly disagree	Disagree
1	The previous learning of Tajweed affects the later learning of English pronunciation.					
2	I had learned Tajweed before learning English pronunciation.					
3	I advise others to					

	study Tajweed before learning English pronunciation.					
4	I advise others to study English pronunciation before learning Tajweed					
5	I have made use of Tajweed in learnining English pronunciation					

(B) What are the sounds and areas in Tajweed have effect on studying English sounds?

1.a Consonants

Put a tick if the consonant is available in Tajweed under the column (available in Tajweed.), if it is not available put a tick under the (not available in Tajweed)

No	The Sound	Available in Tajweed	Not available in Tajweed
1	/p/		
2	/b/		
3	/t/		
4	/d/		

5	/k/		
6	/g/		

1. **b Short Vowels**

Put a tick if the short vowel is available in Tajweed under the column (available in Tajweed), if it is not available put a tick under the (not available in Tajweed)

No	The Sound	Available in Tajweed	Not available in Tajweed
1	/ɪ/		
2	/e/		
3	/æ/		
4	/ʌ/		
5	/ɒ/		
6	/ʊ/		
7	/ə/		

1.c Long Vowels

Put a tick if the long vowel is available in Tajweed under the column (available in Tajweed), if it is not available put a tick under the (not available in Tajweed)

No	The Sound	Available in Tajweed	Not available in Tajweed
1	/iː/		
2	/aː/		
3	/ɔː/		
4	/uː/		
5	/ɜː/		

1.d Diphthongs

Put a tick if the diphthong is available in Tajweed under the column (available in Tajweed), if it is not available put a tick under the (not available in Tajweed)

No	The Sound	Available in Tajweed	Not available in Tajweed
1	/eɪ/		
2	/aɪ/		
3	/ɔɪ/		
4	/əʊ/		
5	/aʊ/		
6	/ɪə/		
7	/eə/		
8	/ʊə/		

2. Letters represent sounds

No	The Letter	Represents sound in English	Does not represent sound
1	ص		
2	ض		
3	غ		
4	خ		
5	م		
6	ن		
7	هـ		
8	ح		
9	ق		
10	ز		
11	ذ		
12	ث		

3. Tajweed diacritics in relation to English sounds

Match the sounds with the diacritics below in the table

/ ə, ʊ, ɪ, ʊn, ɪn, ən/

No	Diacritic	The Symbol	The Sound
1	الضمة		
2	الضمتان		
3	الفتحة		
4	الفتحتان		

5	الكسرة		
6	الكسرتان		

4. Places of Articulation

Put a tick or cross under Tajweed and English Pronunciation in the column opposite to the place of articulation if it is used

No	Place of Articulation	Available in Tajweed	Not available in Tajweed
1	Lips		
2	Nose		
3	Jaws		
4	Teeth		
5	Alveolar		
6	Soft Palate		
7	Hard Palate		
8	Pharynx		
9	Larynx		

No	Place of Articulation	Available in English Pronunciation	Not available in English Pronunciation
1	Lips		
2	Nose		
3	Jaws		

4	Teeth		
5	Alveolar		
6	Soft Palate		
7	Hard Palate		
8	Pharynx		
9	Larynx		

5. Manners of Articulation

Do you agree these manners of articulation are performed during the production of sounds in both Tajweed and English pronunciatioin?

No	Manner of Articulation	Agree	Not Agree
1	Plosive		
2	Fricatives		
3	Affricate		
4	Elision		
5	Tones		
6	Nasalization		
7	Lateral		

6. Connected feature of speech sound

If these features are common between Tajweed and English pronunciation put a tick in front Tajweed and English pronunciation, if not put across in front of them

NO	The feature	Available In English Pronunciation	Not available in English Pronunciation
1	Rhythm		
2	Assimilation		
3	Elision		
4	Linking		

NO	The feature	Available inTajweed	Not available in Tajweed
1	Rhythm		
2	Assimilation		
3	Elision		
4	Linking		

(C)What sounds are problematic for Sudanese ELT learners?

Do you think these sounds are problematic?

No	The sound	Difficult	Moderate	Easy
1	/v/			
2	/p/			
3	/ ʧ/			
4	/ʒ/			
5	/ʒ:/			
6	/ŋ/			