Sudan University of Science and Technology

College of postgraduate studies

Inductive Teaching OF English Phonology Through The Four SKILLS.

التدريس الاستقرائي للنظام الصوتي في اللغة الانجليزية من خلال المهارات الأربعة

A thesis submitted for the partial fulfillment of M.Ed in E.L.T

Submitted by: Rasha Mohammed Elbashir Salih .

Supervised by: Dr.Ishraga Bashir Mohammed.

May 2008

Chapter One
The Research Proposal

Chapter One: Introduction

1.0 Overview

Deductive learning that is "learning by deduction" is an approach to language teaching in which learners are given specific information and tough rules about a language. They then apply these rules when they use the language.

Language teaching methods, which emphasize the study of the grammatical rules of a language for example the grammar translation method, make use of the principle of deductive learning.

This may be contrasted with inductive learning or learning by induction in which learners not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language teaching methods which emphasize use of the language rather than presentation of information about the language such as "the direct method", communicative approach and counseling learning which make use of the principle of inductive learning.

"Jack C. Richards. John Platt, and Heidi Platt, page 98"

Phonemics or phonology: is for some linguists a term which cover both phonetics and phonemics are the establishment and description of the distinctive sound units of a language "phonemes" by means of distinctive features.

Each phoneme is considered as consisting of a group of these features and differing at least at one feature from the other phonemes.

Phonemics is also concerned with the study of word-to-word relations in sentences, how sound patterns are affected by the combination of words

e.g.: give him /giv him/ combine to /giv im/.The investigation of intonation pattern. "Jack C. Richards. John Platt, and Heidi Platt, page 275".

The language skills in language teaching are used to mean the mode or manner in which language is used.

Listening, speaking, reading and writing are generally called the four language skills .Sometimes speaking and writing are called the active/productive skills and reading and listening the passive receptive skills.

Often the skills are divided into sub skills such as discriminating sounds in connected speech, or understanding and relations within a sentence.
"Jack C. Richards. John Platt, and Heidi Platt, page 205".

The researcher has observed that teaching phonetics and phonology is ignored in the Sudan University and consequently learners cannot communicate fluently with out mastering the phonology of the language.

1.2 Statement of the problem

As a Sudanese English language teacher the researcher noticed the low standard of the students in the English language, thus the researcher aims to know to what extent teaching phonology inductively enhances communication at the university level in the English as a requirement courses.

1.3 Question*s of the study*

 1- To what extent teaching phonology through the four skills enhance communication?

2- How Sudanese university teachers teach phonology at the university level in the English as university requirement courses.

3- Do the syllabi of the department of English in the University requirement unit at Sudan University of science and technology includes phonology?

1.4 Hypotheses *of the study*

1- Teaching phonology through the four skills enhance communication.

2- Sudanese university English teachers teach phonology at the university level.-first year with in English for specific purposes courses.

3-The syllabi of the department of English in the University requirements Unit includes phonology.

1.5 Significance of the study

The researcher aims to help Sudanese university teachers and students by emphasizing the importance of teaching phonology inductively at the university level.-first year with in English for specific purposes courses level because phonology is included in speaking and the new tendency is to teach communicatively through the four skills.

1.6 Limitations *of the study*

The researcher limits her research at Sudanese English teachers and students at the university level.-first year who study English for specific purposes courses.

1.7 Population *of the study*

Sudanese students at the university level.-first year who study English for specific purposes courses and university teachers who specialized in English. ,As sample Sudan University of science and technology –Education College –English department third year students as a controlled group and second year –French as experimental group.

English Teachers at Sudan University of science and technology –faculty of languages –university requirements unit –English department .

1.8 *Methodology of the study*:

The researcher uses the descriptive analytic method as tools a questionnaire for the teachers and a test for the students.

Chapter Two
Literature Review

Chapter Two; Literature Review

Introduction 2.1

When the researcher did the initial training as an E.F.L. teacher, one of the course tutors always described pronunciation as "the Cinderella of language teaching", By this, the course tutors was referring to the often-low level of emphasis placed on this very important language skill.
The teachers are comfortable teaching reading, writing, listening but when it comes to the skills of speaking and pronunciation the teachers often lack the basic knowledge of articulatory phonetics.

There is also a tendency for teachers to focus on the production of the language as the main problem-affecting learners of English. Most research however, shows clearly that the problem is more likely to be reception - what you do not hear, you cannot say. Moreover, if the "English" sound is not clearly received, the brain of the learner converts it into the closest sound in his or her own language.

Thus the dental English labiodentals / θ / in "thin" ,becomes converted by Arabic speakers into the alveolarblatal /s/ , producing "sin" as this is what the speaker hears. Given this reality, it would seem logical to place a heavy emphasis on listening (reception) as a way into releasing appropriate pronunciation (production).

Apart from using knowledge of our students and our ears in order to be aware of their pronunciation problems, it is also useful to have some prior knowledge of what elements of English phonetics and phonology are likely to cause problems. This is one area of language learning where few people would question the use of contrastive analysis. For instance, to give some simple examples, we can predict that Arabic speakers will have difficulty distinguishing between / p / and / b / / s/ and / θ / and they will have a problem realizing consonant clusters like [sts].

Having informed him or her of some of the main areas of contrast between native language and target language and what difficulties students have, it then remains for the teacher to build this information into some meaningful classroom exercises. "David F. Dalton.2008 "

Language is a means of communication. Differences in sound systems have a phonological basis: they depend on variation in speech organ positions or breathe control. Teachers must understand the physical aspects of sound production.

Phonology is the study of sounds and speech patterns in language. The root "phone" in phonology relates to sounds and originates from the Greek word phonema, which means sound. Phonology seeks to discern the sounds made in all human languages. The identification of universal and non-universal qualities of sounds is a crucial component in phonology as all languages use syllables and forms of vowels and consonants.

Syllables are involved in the timing of spoken language since speaking each word takes a portion of time. Syllables are units of measurement in language. Vowels allow air to escape from the mouth and nose unblocked, while consonants create more covering of the vocal tract by the tongue. Th heard friction that is a consonant is made from the air that cannot escape as the mouth utters the consonant.

Phonemes are units of sound in a language that convey meaning. For example, changing a syllable in a word will change its meaning, such as changing the "a" in "mad" to an "o" to produce "mod". A phoneme can also achieve no meaning by creating non-existent words such as by changing the "m" in "mad" or "mod" to a "j" to produce "jad" or "jod". Phonemes differ from morphemes and graphemes. A morpheme refers to main grammar units, while a grapheme is the main unit of written language.

Ensuring that the proper pronunciation is used in a language is a practical application of phonology. For example, phonology uses symbols to differentiate the sounds of a particular vowel. The vowels are classified into "front", "central", and "back" depending on the positioning of the jaw and tongue when the vowel sounds are made. Phonology also notes lip position such as if the lips are spread out or rounded as well as if the vowel sound is long or short.

The symbol for the vowel sound in words such as "chilly" or "tin" in phonology is /i/ and refers to a front, short vowel spoken with a tongue in high position and spread lips. Contrastingly, the symbol for the vowel sound in words such as "moon" or "blue" in phonology is /u:/ and refers to a back, long vowel spoken with a tongue in high position still, but with rounded lips. "David F. Dalton.2008 "

2.2 Historical background

Development of the phonology field

In ancient India, the Sanskrit language grammarian Panini'(c. 520–460 BC) in his text of Sanskrit phonology, the *Shiva Sutras*, discusses something like the concepts of the phoneme, the morpheme and the root. The *Shiva Sutras* describes a phonemic notational system in the fourteen initial lines of the *Aādhyāyī*. The notational system introduces different clusters of phonemes that serve special roles in the morphology of Sanskrit, and are referred to throughout the text. Panini's grammar of Sanskrit had a significant influence on Ferdinand de Saussure, the father of modern structuralism, who was a professor of Sanskrit.

The Polish scholar Jan Baudouin de Courtenay, (together with his former student Mikołaj Kruszewski) coined the word *phoneme* in 1876, and his work, though often unacknowledged, is considered the starting point of modern phonology. He worked not only on the theory of the phoneme but also on phonetic alternations (i.e., what is now called allophony and morph phonology). His influence on Ferdinand de Saussure was also significant.

Prince Nikolai Trubetzkoy's posthumously published work, the *Principles of Phonology* (1939), is considered the foundation of the Prague School of phonology. Directly influenced by Baudouin de Courtenay,

Trubetzkoy is considered the founder of morph phonology, though morph phonology was first recognized by Baudouin de Courtenay. Trubetzkoy split phonology into phonemics and archiphonemics; the former has had more influence than the latter. Another important figure in the Prague School was Roman Jakobson, who was one of the most prominent linguists of the twentieth century.

In 1968, Noam Chomsky and Morris Halle published *The Sound Pattern of English* (SPE), the basis for Generative Phonology. In this view, phonological representations are sequences of segments made up of distinctive features. These features were an expansion of earlier work by Roman Jakobson, Gunnar Fant, and Morris Halle. The features describe aspects of articulation and perception, are from a universally fixed set, and have the binary values + or -. There are at least two levels of representation: underlying representation and surface phonetic representation.

Ordered phonological rules govern how underlying representation is transformed into the actual pronunciation (the so-called surface form). An important consequence of the influence SPE had on phonological theory was the downplaying of the syllable and the emphasis on segments. Furthermore, the Generativists folded morph phonology into phonology, which both solved and created problems.

Natural Phonology was a theory based on the publications of its proponent David Stampe in 1969 and (more explicitly) in 1979. In this view, phonology is based on a set of universal phonological processes, which interact with one another; which ones are active and which are suppressed are language-specific. Rather than acting on segments, phonological processes act on distinctive features within prosodic groups. Prosodic groups can be as small as a part of a syllable or as large as an entire utterance.

Phonological processes are unordered with respect to each other and apply simultaneously (though the output of one process may be the input to another). The second-most prominent Natural Phonologist is Stampe's wife, Patricia Donegan; there are many Natural Phonologists in Europe, though also a few others in the U.S., such as Geoffrey Pullum. The principles of Natural Phonology were extended to morphology by Wolfgang U. Dressler, who founded Natural Morphology.

In 1976, John Goldsmith introduced auto segmental phonology. Phonological phenomena are no longer seen as operating on *one* linear sequence of segments, called phonemes or feature combinations, but rather as involving *some parallel sequences* of features, which reside on multiple tiers. Augosegmental phonology later evolved into Feature Geometry, which became the standard theory of representation for the theories of the organization of phonology as different as Lexical Phonology and Optimality Theory.

Government Phonology, which originated in the early 1980s as an attempt to unify theoretical notions of syntactic and phonological structures, is based on the notion that all languages necessarily follow a small set of principles and vary according to their selection of certain binary parameters. That is, all languages' phonological structures are essentially the same, but there is restricted variation that accounts for differences in surface realizations. Principles are held to be inviolable, though parameters may sometimes come into conflict. Prominent figures include Jonathan Kaye, Jean Lowenstamm, Jean-Roger Vergnaud, Monik Charette, John Harris, and many others.

In a course at the LSA summer institute in 1991, Alan Prince and Paul Smolensky developed Optimality Theory — an overall architecture for phonology according to which languages choose a pronunciation of a word that best satisfies a list of constraints which is ordered by importance: a

lower-ranked constraint can be violated when the violation is necessary in order to obey a higher-ranked constraint. The approach was soon extended to morphology by John McCarthy and Alan Prince, and has become the dominant trend in phonology. Though this usually goes unacknowledged, Optimality Theory was strongly influenced by Natural Phonology; both view phonology in terms of constraints on speakers and their production, though these constraints are formalized in very different ways. "David F. Dalton.2008"

2 .4 Phonology in the context of linguistics

Phonology is a branch of linguistics which deals with the study of the sound system of an individual language.

2.4.1 Introduction

Functionalist phonetic literature has shown how the phonologies of human languages are arranged to facilitate ease of articulation and perception. The explanatory force of phonological theory is greatly increased if it can directly access these research results. Two formal mechanisms together can facilitate the link-up of formal to functional work. As others have noted, Optimality Theory, with its emphasis on directly incorporating principles of markedness, can serve as part of the bridge. Another mechanism is proposed here: an algorithm for *inductive grounding* permits the language learner to access the knowledge gained from experience in articulation and perception, and form from it the appropriate set of formal phonological constraints. Teaching phonology needs a strong base about phonology or phonemics from a linguistic point of view.

In this section the researcher presents in details the English phonetics; the organs of speech, the articulation, manner and place of articulation and the state of the vocal cords.

On the other hand, the two levels of the English phonology segmental phonology dealing with phonemes and allophones and supra segmental

dealing with the syllable, stress placement, aspects of connected speech, weak and strong forms, and intonation.

2.4.2 Phonetics and phonology

Phonology is divided into two separate studies phonemics and phonetics .phonetics depicts the sound we hear. It calls attention to the smallest details in language sounds.

There are three kinds of phonetics

    1) Articulatory phonetics.

    2) Auditory phonetics.

    3) Acoustic phonetics.

1: Acoustic phonetics

Acoustic phonetics deals with the physical properties of sound. What sounds exactly are coming from the person speaking 2: Auditory phonetics:2: Auditory phonetics

Auditory phonetics deals with how the sounds are perceived. Exactly what the person hearing the sounds perceives.

3: Articulatory phonetics

Articulatory phonetics studies how the speech sounds are produced. This describes the actual sounds in detail. It is also known as descriptive phonetics. Phonemics studies how the sounds are used. It analyzes the way sounds are arranged in languages and helps the learners to hear what sounds are important in a language. In addition, it helps him to understand the culture behind the language. The analytical unit of phonemics is called phonemes.

"A phoneme is a sound that functions to distinguish one word from another in a language," For example, how we distinguish the English word tie from the word die. The sounds that differentiate two words are /t/, and /d/. "Wikipedia - the free encyclopedia".

In other words, "Phonetics is the scientific study of speech" .Speech is the only general form of human speaking. Many languages are spoken not written. Speaking comes before writing. People spend much of their time speaking rather than writing and the physiological conditions for speaking and hearing have always governed the existence and the development of language "Peter Roach, page 32".

Figure Nº 1: The Organs of Speech

LL	Lips	
TT	Teeth	
TR	Alveolar ridge, convex part of the mouth, immediately behind the teeth	
H	Hard palate, concave part of the roof of the mouth	
S	Soft palate in lowered position	
U	Uvula, the loose hanging end of the soft palate	
P	Pharynx	
BL	Blade of the tongue, including the tip, the part opposite the teeth ridge	
F	Front of the tongue, the part opposite the hard palate	
B	Back of the tongue, the part opposite the soft palate	
E	Epiglottis; this is drawn over the	

		windpipe when swallowing
	W	Windpipe
	FP	Food passage
	V	Vocal cords or vocal lips
	Larynx	The upper extremity of the windpipe (Adam's apple) which contains and protects the vocal cords

Figure 2: **Place of articulation**

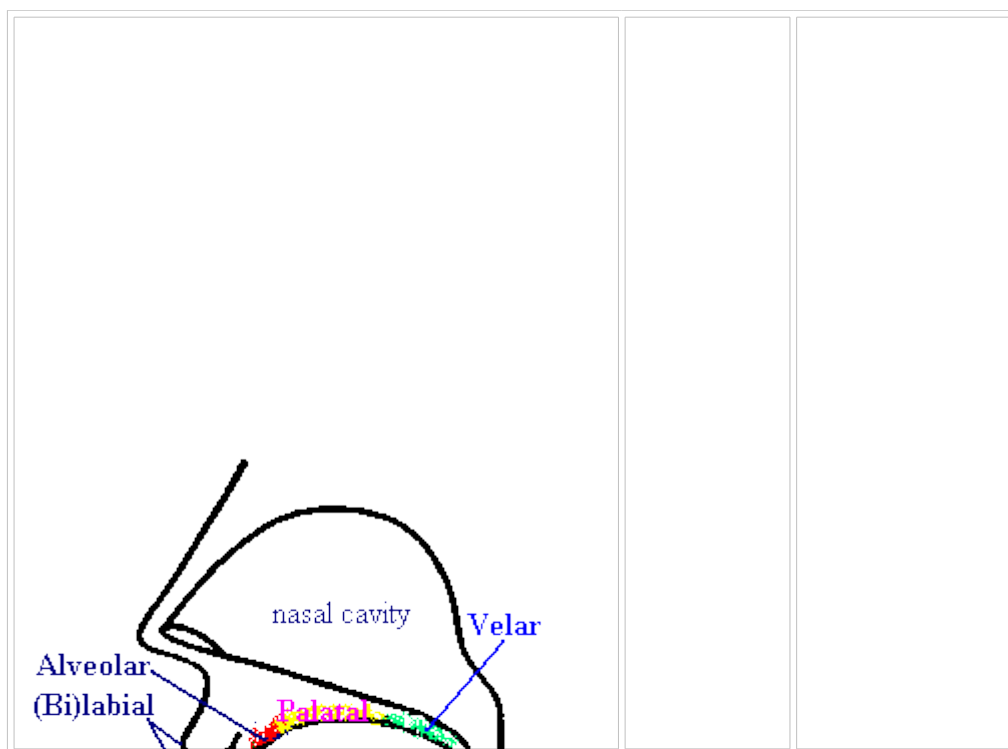| Place of articulation :-	Nouns	Adjectives
• The place of obstruction of air at some points in the vocal cords. • used to classify consonants • each place of articulation has an adjective applied to a consonant	Lips	Labial/ Bilabial
	Teeth	Dental
	Alveolar ridge	Alveolar
	Hard palate	Palatal
	Soft palate	Velar
	Uvula	Uvular
	Pharynx	Pharyngeal
	Tip	Apical
	Blade	Laminal
	Front	Dorsal
	Back	Dorsal

nasal cavity

Velar

Alveolar

(Bi)labial

Palatal

Figure 3: Consonants description (a)

	Consonants	*Place*
	/p/	**Bilabial**
	/b/	**Bilabial**
	/t/	**Tip-alveolar**
	/d/	**Tip-alveolar**
	/k/	**Back-velar**
	/g/	**Back-velar**
	/ᵗʃ/	**Blade/front – palato-alveolar**
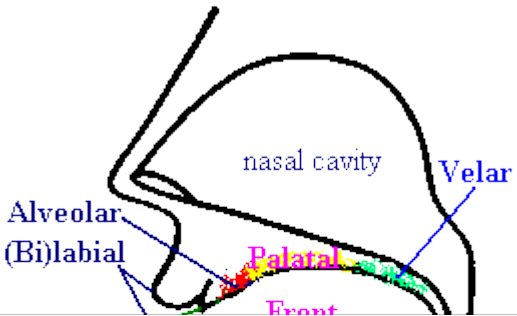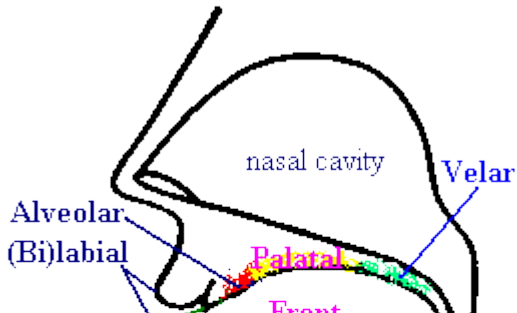
	/dʒ/	Blade/front – palato-alveolar
	/m/	Bilabial
	/n/	Tip-alveolar
	/ŋ/	Back-velar

Figure 4: Consonants description (b)

/f/	Labio-dental	
/v/	Labio-dental	
/θ/	Tip-dental	
/ð/	Tip-dental	
/s/	Blade-alveolar	
/z/	Blade-alveolar	
/ʃ/	Blade/front – palato-alveolar	

/ʒ/	**Blade/front – palato-alveolar**	
/h/	**Glottal**	
/l/	**Tip-alveolar**	
/r/	**Blade-postalveolar**	
/w/	**Bilabial back-velar**	
/j/	**Front-palatal**	

"www.google .com /English pronunciation /organs".

2.4.3. Symbols of phonetics

English Short vowels

/i/ as in /pit/.

/e/ as in /pet/.

/æ/ as in /pæt/.

/Λ / as in putt /pΛt/.

/D/ as in pot /p ɔt/.

/ʊ /as in put /pʊt/.

/ə/ as in about /əbaʊt/.

English Long vowels

/i: / as in key /ki: /.

/α: / as in car /kα: /.

ɔ:/ as in core /k :ɔ/ .

/u:/ as in coo /ku:/ .

/ɜ: / as in cur /kɜ: /.

English Consonants

/b/ as in bee /bi: /, p as in pea /pi: /.

/t /as in no toe /təʊ/, d as in doe /dəʊ/.

/k /as in cap /kæp/. g as in gap /gæp/ .

/f /as in fat /fæt/, v as in vat /væt/.

/θ/ as in thing /θiη/, z as in zink / ziηk/.

/s/ as in sip / sip/, ʃ as in ship / ʃip/.

/ɜ /as in measure /meɜə/, h as in hat /hæt/.

/m/ as in map /mæp/, n as in nap /næp/.

/l/ as in led /led/, r as in red /red /.
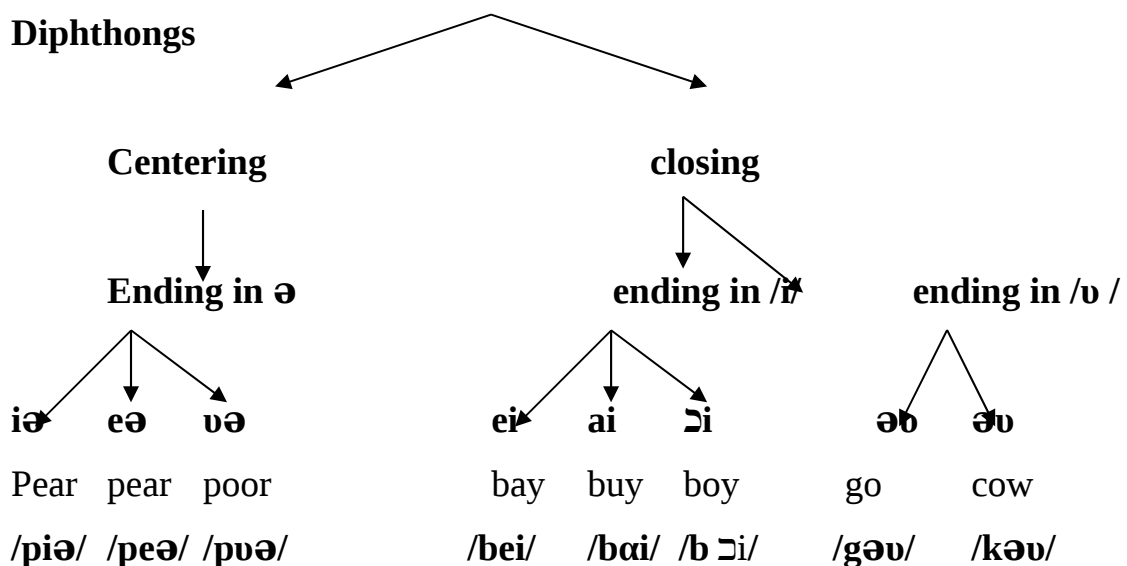
/η /hang /h æη/, j as in jet /jet/.

/tʃ /as in chin /tʃin /, dɜ as in gin /dɜin/.

/w/ as in wet /wet/.

English Diphthongs

Sounds, which consist of a movement or glide from one vowel to another. A vowel, which remains constant and does not glide, is called a pure vowel.

Diphthongs

	Centering			**closing**			
	Ending in ə			**ending in /i/**			**ending in /ʊ /**
iə	**eə**	**ʊə**	**ei**	**ai**	**ɔi**	**əʊ**	**əʊ**
Pear	pear	poor	bay	buy	boy	go	cow
/piə/	**/peə/**	**/pʊə/**	**/bei/**	**/bɑi/**	**/b ɔi/**	**/gəʊ/**	**/kəʊ/**

22

English Tripthongs

A glide form one vowel to another and then to a third all pronounced rapidly and without interruption.

eiə   layer , player .

aiə   lair , fire .

ɔiə   loyal , royal .

əʊə   hour , power .

2.4.4. Phonetics vs. Phonology

Peter Roach 1983 distinguishes between phonetics and phonology "*The scientific study of sound system of an individual language"*.

Phonetics is a more general science that studies human sounds. It deals with raw material part of phonology deals with process of selection, which is the human sound, this selection can be at the individual sound level, which referred to as "*segmental phonology*", and when the selection is above to segmental phonology is called "*Suprasegmental phonology*".

Phonetics deals with the concrete side of sound because it deals with the production of speech, while Phonology deals with the abstract side of the language.

2.4.5. Phonology or phonemics

Phonology has two levels; segmental phonology and suprasegmental phonology.

2.4.5.1. Segmental phonology

Phoneme

It is necessary to consider some fundamental theoretical questions .When we speak, we produce a continuous stream of sounds. In studying speech, we divide this stream into small pieces that we call segments. For example the word man /mæn / is segmented into three segments.

The primary aim of phonology is to discover the principles that govern the way sounds are organized in languages, and to explain the variation that occurs.

Phonological analysis relies on the principles that certain sounds cause changes in the meaning of a word or phrase, where as, other sounds do not. An early approach to the subject used a simple methodology to demonstrate this. "Peter Roach, page 32".

It would take a word , replace one sound by another , and see whether a different meaning results e.g. we hear pig if we replace p by b a different word results , so phonemes are important sounds in English because other words enable us to distinguish between pig and big , pan and ban and many other words .

The minimal pairs

Vowels: seat /s i:t/ , sit /sit/ ; cat – cut /kæt/ , /kΛt/ .

               Sit / sit/, set /set/; cut-cart /kΛt/, /kα:t/

               Set /set/, /sæt/; cart – cot /kα:t/ , /k ɔt/ .

Consonants

Big, pig /big/, / pig/; tea, bee /ti: /, /bi: /.Tin, bin /tin/ , /din/ ; hen, men /hen/ , /men/ .

Phonology deals with the process of selection, which forms the human sounds. This selection can be at the individual sound level, which is referred to as segmental phonology, and when the selection is above to segmental phonology is called suprasegmental phonology.

2.4.5.2. Phoneme

Phoneme is defined as "A family of sounds is a given language which are related in character, physically the same family can occur" in the same phonetic context or environment as any other member. E.g. key, cut and cue. Or "An abstract unit of sound that distinguishes meaning". It is a term invented by Danial Johns to solve a problem which linguist face that is called "excess of phonic Data". If we consider these different realizations as sounds, we will have infinite number of sounds in a language.

2.4.5.3. Allophone

"Allophones are different realizations of the same phoneme".

In working out the inventory of phonemes in a language, using this approach, we soon come across sounds that do not change the meaning when we make a substitution.

E.g. The consonants at the beginning of shoe and she having very different sound qualities.

E.g. pool and leaf, pʰi:pl/ and /spin/

Dark/l/   clear/l/

Get through /getθru: /

h ⟶ aspiration   , o   ⟶   devoicing, α ⟶ dental

These are Allophones of single phoneme. "David Crystal ,162".

2.4.6 Supra-segmental phonology

Suprasegmental phonology is the level above the individual segments

2.4.6.1. The Syllable

Peter Roach 1983 defines the syllable as:

"The syllable is a unit that is larger than a single segment and smaller than a word. However, this characterization can be seen from both a phonetic and a phonological point of view.

In phonetics, some have attempted to identify syllables based on the amount of articulatory effort needed to produce them. The psychologist R.H. Stetson [1892-1950] was one who argued that each syllable corresponds to an increase in air pressure , air from the lungs begin released as a series of chest pulse . "The pulse or motor theory of syllable production".

The main objection to the theory is the pulse are some times very difficult to detect for example , in adjacent syllables when two vowels co-occur (as in the word doing , which is two syllables , but usually spoken with a single muscular effort).

The linguist Otto Jespersen [1860-1943] presented an alternative phonetic, approach, known as **the prominence theory**. This defines the syllable in auditory terms, arguing that some sounds (vowels) are intrinsically more sonorous than others are and that each peak of sonority corresponds to the centre of a syllable.

The problem with this view is that other factors than sonority enter into the definition of prominence (such as the pitch level of a sound) making the notion difficult to define objectively.

In addition, prominence theory does not always give a clear indication of where the boundary between syllables falls. In such words as master the syllable division should be: Ma-ster , mas-ter or mast-er .

2.4.6.2. A phonological approach to language

Phonological views of syllables focus on the sound combine in a language to produce typical sequences.

Two classes of sound are established:

Sounds that can occur on their own , or are at the centre of a sequence of sounds (vowels(v) , and those that cannot occur on the their own , or are not at the edge of a sequence consonant (c) typical sequence include CV- see /si:/ CVC- hat /hæt/ , CCVC- stop /st ɔp/ .

The syllable, in this view, takes its place as an important abstract unit in explaining the way vowels and consonants are organized with in a sound system. There is empirical evidence for the psychological reality of syllables, from the study of speech errors and related phenomena.

In slips of the tongue, for example, the kinds of substitutions generally display the influence of syllabic structure:-

Initial consonants tend to replace each other, as do final consonants. Thus, one study reports many reversals of types "feak of weeble" for 'weak and feeble ' or. (tof shelp for top shelf) .

Suprasegmental phonology

Suprasegmental phonology is the level above the individual sound.

The segments of spoken language are the vowels and consonants, which combine to produce syllables, words and sentences. The verbal aspect of speech. However, at the same time as articulate these segments, our pronunciation varies in other respects.

We make use of wide ranges of tones of voice, which change the meaning of what we say a variety of different ways. These effects provide the data of suprasegmental analysis.

2.4.6.3.The theory of the syllable

This theory defines the syllable in terms of the pulmonic air stream mechanism.

The respiratory muscles contract and relax about 5times in the second , these are called air puffs and each of them called chest pulse and each of them constitute a syllable , when the air puffs come strong this syllable is stressed one .

2.4.6.4. The nature of the syllable

The nature of the syllable may be defined both phonetically and phonologically. Phonetically, that is in relation to the way we produce them and the way they sound; syllables are usually described as consisting of a centre which has little or no obstruction to air flow and which sounds comparatively loud; before and after this centre (that is, at the beginning and end of the syllable), there will be greater obstruction to air flow and /or less loud. We will now look at some examples:

1) what we might call a minimum syllable would be a single vowel in isolation , e.g. :- the words are - / ɑ:/ or /ɔ:/ , err / ɜ:/ .
These are preceded and followed by silence, isolated sounds such as /m/, which we sometimes produce to indicate agreement, or /ʃ/ to ask for silence, must also be regarded as syllables.

2) Some syllables have an onset (that is, they have more than just silence preceding the centre of the syllable :
Bar /bɑ: /, key /ki: /, more /m ɔ: /.

3) Some syllables may have no onset but have a termination am / æm/, ought / ɔ: t/, ease / i:z/ .

4) Some syllables have onset and termination

28

Run /rʌn/, sat /sæt/ and fill /fil/.

There are still problems with this phonetic description of the syllable particularly in the matter of deciding on the division between syllables.

For example

The word 1) going /gəʊiŋ/ consist of two syllables , we can decide that the ʊ in the middle is the dividing point between the two syllable , since the middle is the articulation is slightly closer to obstructing air flow than the vowels next to it .

This still leaves unanswered the question of whether the /ʊ/ belongs to the first or the second syllable, of course, we know that the ʊ is part of the əʊ diphthong phoneme, but this is a fact of phonology, not the phonetic structure of the syllable.

2) The word extra /ekstrə/

Opinion usually differs as to where the two syllables are to be divided; the possibilities are:

e+kstrə , ek+strə , ekstrə , ekstrə and ekstr+ ə .

From the phonological point of view

It involves looking at the possible combinations of English phonemes.

It is simplest to start by looking at what can occur in initial position , in other words, what can occur at the beginning of the first word when begin to speak after a pause.

We find that the word can begin with a vowel, or with one, two or three consonants. No word begins with more than three consonants.

In the same way, we can look at the how a word ends with a vowel, or with one, two three or (in a small number of cases) four consonants. Word ends with more four consonants. "Peter Roach, pp 56-57".

The maximum number of consonant is-

C   V   C

1-3   1-4

V =Vowel.

C =consonant.

For Example

1) V: - are / α: /.

2) CV: - for /f ɔ: /.

3) VC: - up / Λp/, eat / i:t/ , arm / α:m/ .

4) VCC: - and / ænd/, ask / æsk/, ink / iηk/.

5) CVC: - lap / læp/, thick / θik/.

6) CCVC: - start /sα:t/ , stop /st ɔp/ , stem /stem/ , snake /snæk/ .

7) CCVCC: - stand /stænd/, swims /swimz/ .

8) CCVCCC: - stands /stænds/, stamps /stæmps/ stumps /stΛmps/.

9) CCCVCC: - streets / stri:ts/ , strong /str ɔηg/ , strange /strendə/.

10) CCVCCCC: - prompts /pr ɔmts/, twelfths /twelfθs/.

11) CVCCCC: - texts /teksts/.

Some pronunciation problems

      It is right to a void the combination consonant cluster e.g. stopped /stəpd/, students say /stəpid/.

The past tense phonemes as in: - baked /beikt/ they say beikid.

Helped /helpt/, /helped/.

2.4.6.5. The Structure of the Syllables

Syllable Onsets

      If the first syllable of the word in question begins with a vowel any vowel may occur, though ʊ is rare) this initial syllable has a zero onset.

If the syllable begins with one consonant, that initial consonant may be any consonant phoneme except η, ɜ is rare.

Consonant cluster: - When we have two or more consonants together.

Initial consonant clusters

There are two types of initial consonant cluster**;** initial two consonant cluster and initial two consonant cluster.

Initial two consonant clusters

Are of two sorts in English:-

The S is called the pre-initial consonant and the others are the initial consonant "f, w, m".

Pre-initial   initial

S+ P t k b d g f θ s ∫h v ð z ɘ m n g

Spin stik skin … sfiɘ …. Smel snɘʊ – slim.

2- Initial consonant + post-initial.

3- Consonants + l wjr.

Plo, kwik, fju: tra:

Initial three consonant clusters

Pre-initial	initial	post-initial	w	j
S	p	splay spray	-	spew /spju: /.
	t	-	String	- stupid /stju:pid/
	K	sclerosis	screen	squeak skewer /skju: /

Final consonant cluster

If there is no final consonant we say that there is a zero termination when there is one consonant only this is called the final consonant. Any consonant may be a final consonant except h,r,w,j . Two sorts of two consonant final clusters.

1) Final – pre-final consonant m n η l s .

e.g. : bΛmp , bent , bɑηk , belt , ɑ:sk .

Any consonant can occur finally except h,w,r,j .

2) Final + post-final consonant

S	z	t	d	θ
Bets	bedz	bækt	bagd	eitθ

There are two types of final three consonant clusters

1) Pre-final   + final   +post-final

Helped he l   p   t

bænks bæ ŋ   k   s

bɔnds   b ɔ n   d   z

Twelfth   twe l   f   θ

2) More than post-final consonant can occur in a final cluster

Table 1: Three final consonant clusters

		Pre-final	final	Post-final1	Post-final2
Fifths	f I	-	f	θ	s
Next	ne	-	k	s	t
Lapsed	l æ	-	P	S	t

Four consonant clusters:

Most of it can be analyses as consisting of a final preceded by a pre-final followed by post-final, post-final:-

Table 2: Four consonant clusters (a)

		Pre-final	final	Post-final1	Post-final2
Twelfth	Two	L	f	θ	s
Prompts	Pro	M	p	T	s

OR in small number of cases: - three post final

Table 3: Four consonant clusters (b)

		Pre-final	final	Postfina1	Postfinal2	Postfinal3
Sixths	si	-	k	s	θ	S
Texts	te	-	k	s	t	S

To sum up we may describe the following syllable as having the following maximum phonological structure:-

Pre-initial   post-initial   vowel   pre-final   final pf1 f2 pf3

Onset   termination

Notice

There must be a vowel in the centre of the syllable. There is a special case, that of syllabic consonants

Students /stu:dnts/. "Peter Roach, page 78"

2.4.6.6. Syllabic consonants:-

Syllabic consonants the syllables in which no vowels are found. In this case, a consonant, either, or a nasal, stands as the centre of the syllable instead of the vowel.

A - Syllabic l:

It occurs after another consonant, and the way it is produced depends on the nature of that consonant.

If the preceding consonant is alveolar, as in:

Battle /bↄtl/, muddle /mΛdl/ tunnel /tΛnl/.

The sides of the tongue, which allow air to escape over them (this is called lateral retease), the tip and blade of the tongue do not move until the articulatory contact for the l is released.

Where do we find syllabic l in RP?

1) With alveolar consonant proceeding:-

Cattle /kætl/ , bottle /bↄtl/ , muddle /mΛdl/ .

2) With non-alveolar preceding:-

Couple /kΛpl/, trouble /trΛpl/, knuckle /nΛkl/, struggle /strΛgl/.

Such words lose their final letter 'e' when s suffix beginning with a vowel is attached, but the l remains syllabic:-

Bottle - bottling   , /bↄtl/ - /bↄtliη/.

Struggle – struggling, /strΛgl/ - /strΛgliη/.

3) We also find l in words spelt with, at the end, one or more consonant letter followed by 'al' or 'el' e.g.:-

Panel /pænl/, papal /peipl/.

Pedal /pedl/, ducal /dju:kl/ .

In addition, sometimes the sequence əl may be used instead:

Missal /misl/ or /misəl/.

Acquittal /əkwitl/ or /əkwitəl/.

B- Syllabic n:-

Of the syllabic nasals, the most frequently found and the most important is n.

After alveolar plosives and fricatives , in the case of t and d followed by n the plosive is nasally released by lowering the soft palate , so that the word eaten /iːtn̩/ for example , the tongue doesn't move in the tn sequence , but the soft palate is lowered at the t so crossed air escapes through the nose .

We do not find n after l or tʃ, dɚ so:-

Eg: Sullen /sʌlən/, Christian /kristʃən/.

After bilabial consonant:-

E.g.: Happen – happening /hæpn̩/ - /hæpnɪŋ/, ribbon /ribn̩/.

OR- /hæpən/ - /hæpənɪŋ/, /ribən/.

After for v, syllabic n is more common than ən.

E.g.: Seven /sevn̩/, heaven /hevn̩/, often /ɔfn̩/ than /sevən/, /hevən/, /ɔfən/.

Sometimes it is possible for another consonant to precede that consonant (for example, s preceding tn in boston /bɔstn̩/; l preceding tn wilton /wiltn̩/ or /witən/ we ever find the sequences ntn, ndn in RP.

Thus _ Minton, lantern, London, abandon.

/mintən/ , /læntən/ ; /lʌndən/ ; /ɑbəndən/ .

Other nasals also prevent following plosive + syllabic nasal.

e.g.:- Camden /kæmdən/.

C -syllabic m and ŋ:-

Both can occur as syllabic because of processes such as assimilation and elision.

e.g.:- happen /hæpn̩/ or /hæpən/

Uppermost /ʌpmʊst/ or /ʌpəmʊst/ .

D - Syllabic velar nasals ŋ:-

Thicken /θikən/, /θikŋ̩/ or /θin/.

Broken key /brəʊkŋ̩ kiː /.

E –syllabic r: -

Syllabic r is less common in RP and in most cases there are alternative pronounciations without syllabic. r.

a) Where non-syllabic r is also possible:-

History /histri / or /histri/ not usually /histəri/.

Wanderer /wɔndrə/ or /wɔndrə/.

b) Where ər is also acceptable:-

Buttering /bʌtriŋ/ or /bʌtərŋ/ not usually /bʌtriŋ/.

Flattery /flætri/ or /flætrətrəri/ not usually /flætri/.

Minimal pairs:-

In which difference in, meaning appears to depend on whether a particular r is syllabic or not, for example:-

hungary /hʌŋgri/ , hungry /hʌŋri/ .

Adulterous /ədʌltrəs/, adultress /ədʌltrəs/.

Combinations of syllabic consonants:-

It is not common to find two syllabic consonants together.

E.g.:

National /næʃnl/ , litera /litrl/ , visionary /viənri/

However, it is often not possible to say with certainty whether a speaker has pronounced syllabic consonant or not.

e.g.:- veteran could be pronounced:

/vetrn/ , /vetrən/ , vetrən or /vetərn/ .

2.4.6.7. Stress in simple words:-

Stressed syllables are recognized as stressed because they are more prominent than unstressed syllables.

1) The nature of stress:-

Fɑ:ðə	pəteitəʊ	əbəʊt
əʊpən	əpɑ:tmənt	risi:v
kæmrə	rileiʃn	pəhæps

Stress can be studied from the point view of production and perception.

The production of stress is generally believed to depend on the speaker using more muscles energy than is used for unstressed syllables; these muscles are more active producing higher sub glottal pressure. a stressed syllable is marked by placing a small vertical line high up before the syllable it related to.

From the perception point of view, all stressed syllables have one characteristic in common, and that is called prominence.

At least four different factors are important to make a syllable prominent:-

1) Most people seem to feel that stressed syllables are louder than unstressed, loudness is a component of prominence e.g. bɑ:bɑ:

2) The length of syllables has an important part to play in prominence.

3) Every syllable is said on some pitch.

Pitch in speech is closely related to the frequency of vibration of the vocal cords and to the musical notion of low and high-pitched notes. The high-pitched syllable will be heard as stressed and the others as unstressed.

4) A syllable will tend to be prominent if it contains a vowel, that is different in qualify from neighboring vowels.

e.g.:- bɑ:bi: .

Prominence is produced by four main factors:-

1) Loudness   2) length   3) pitch and 4) quality.

Generally, these four factors work together in combination though syllables may sometimes be made prominent by means of only one or two of them.

The strongest effect is produced by pitch and length . Loudness and quality have much less effect.

2- Levels of stress:-

We are dealing only with stress with in the word.

1) Tonic strong stress: - primary stress.

   The strongest type of stress: - e.g.: /ə'rəʊnd/.

2) Non-tonic strong stress: - secondary stress:-

   It is represented with a low mark, it is weaker than tonic. Strong stress but stronger than that of the first syllable of around, e.g.:-

   Fəʊtə'græfik, ænθrə'p ɔlədə/.

3) Unstressed: - The absence of any recognizable amount of prominence. e.g.:- poetic /pəʊ'etik/.

3-Placement of stress:-

   English stress is difficult to predict that the best approach is not treat stress placement as a property of the individual word, to be learned when the word itself is learned.

In order to decide stress placement, it is necessary to make use of the following information:-

1) Whether the word is morphologically simple or complex.

2) The grammatical category of the word; V, V, adj.

3) The number of the syllables.

4) The phonological structure of that syllable.

a- Two syllable words:

Some words are constructed from two syllables;

Verbs:-

   If the second syllable of the verb contains along vowel or diphthong, or if the second syllable of the verb contains a consonant, that second syllable is stressed thus:-

   Apply /ə'plɑi/, attract /ə'trækt/.

Arrive /ə'rɑiv/, assist /ə'sist/.

If the final syllable contains a short vowel or no/one consonant the first syllable is stressed:

Enter /'entə/, open /'əʊpən/.

Envy /'envi/, equal /'i:kwəl/ .

Exception:-

A final syllable is unstressed if it contains /əʊ/.

e.g.:- follow /'fɔləʊ/, borrow /'bɔrəʊ/.

These words are morphologically complex:-

Permit /pə'mit/.

adj. – two syllable adjs are stressed according to the same rule, giving:-

Lovely /'lʌvli/, divine /di'vɑin/.

Even /' i:vn/ , correct /kə'rekt/ .

Hollow /'hɔləʊ/, alive /əlɑiv/ .

Exceptions:-

Honest /ɔ'nist/, perfect /'pɜ:fikt/ or /'pɜ:fkt/ .

N- A different rule:-

If the second syllable contains a short vowel, the stress will usually come at the first syllable other wise, it will be in the second syllable:-

Money /'mʌnI/, estate / i'steit/

Product /'prɔdʌkt/, balloon /bə'lu:n/.

Larynx /lærɪŋks/, design /di'zəin/.

Notice:

Two syllables advs and preposition behave like verbs and adjs.

b- Three syllables words: - Some words are constructed from two syllables

Verbs:-

If the last syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed and the stress will be placed in the preceding syllable:

Thus in :-

Encounter / iŋkəʊntə/, determine /ditɜ: min/.

If the final syllable contains a long vowel or diphthong or ends with more than one consonant, that final syllable will be stressed.

e.g.:-

Entertain /entətein/, resurrect /rezə'rekt/.

Nouns:-

If the final syllable contains a short vowel or / əʊ/ it is unstressed. If the syllable preceding this final syllable contains a long vowel or diphthong or ends with more than one consonant that middle syllable will be stressed:

Thus:-Mimesa /mi'məʊzə/, disaster /di'zɑ:stə/ .

Potato /pəteitəʊ/ , synopsis /si'nopsis/ .

If the final syllable contains a short vowel and ends with out more than one consonant, both final and middle syllables are unstressed and first syllable is stressed:-

Quantity /'kwɔntiti/, emperor /'emprər/.

Cinema /'sinimə/, custody /'kʌstədi/.

Three-syllable noun are different; if the final syllable is of this type, the stress will usually be placed on the first syllable. The last syllable is quite prominent so in some cases it had secondary stress.

e.g.:-

Intellect /'intəlekt/, marigold /'mærigəʊld/.

Adjectives need the same rule to produce stress patterns such as-

Opportune /'ɔpətju:n/ , insolent /'inslənt/ .

Derelict /'derlekt/, anthropoid /'ænθrəpɔid/.

2.4.6.8. Weak and strong forms:-

That / ðət/ I like that /ɑIlɑIk ðət/

I hope that she will /ɑI həʊp ðət ʃI wIl/.

How weak forms are used?

1) Native speakers find all-strong form pronounciation unnatural.

2) Speakers who do not use weak form find it difficult to understand them.

Grammatical words:-

Words that do not have a dictionary meaning in the way that we normally expect nouns, v adj. and advs. To have these grammatical words such as aux, pre, conj.

The strong forms are used in the following ways:-

1) When they occur at the end of a sentence:-

E.g. of has the weak form əv :-

aim f ɔnd of chips aim f ɔnd əv tʃips.

Nevertheless, when it comes at the end of a sentence:-

Chips are what I am fond of tʃips ə w ɔt ɑim f ɔnd ɔv.

aim f ɔnd of chips aim f ɔnd əv tʃips.

However, when it comes at the end of a sentence:-

Chips are what I am fond of ' tʃips ə w ɔt aim f ɔnd ɔv.

2) When a weak form word is being contrasted with another:-

e.g.:- the letters form him, not to him. ðə letəz fr ɔm im n ɔt tu: im .

Alternatively, a coordinated use of prepositions:-

e.g.:- travel to and from London a lot ɑi trævl 'tu: ən 'fr ɔm 'lʌndən ə'l ɔt.

A work and about literature. əwɜ:k 'ɔv ən ə'bəʊt litritʃə .

3) When a weak form word is given stress for the purpose of emphasis – you must give me

       Ju'mʌst 'giv mi m ɔ: 'mʌni.

4) When a weak form word is being cited or quoted:-

       You shouldn't put 'and ' at the end of a sentence

       ju ' ʃudnt put 'ænd ət ðə 'end əv ə'sentəns.

- When a weak form words whose spelling begin with h (her , have) occur at the beginning of a sentence , the pronounciation is with initial 'h' even though this is omitted in other contexts.

In the rest of this chapter, the most common weak-form words will be introduced.

Eg:

One/ 'the' weak forms: ðə (before consonants)

       'Shut the door' ʃʌt ðə 'd ɔ:

       ði (before vowels)

       'Wait for the end' 'weit fə ði 'end

Two/ 'A' 'An' weak forms: ə (before consonants)

       'Read a book' 'ri: d ə 'bʊk

       Ən (before vowels)

       'Eat an apple' 'i: t ən 'æpl

three/ 'AND' weak form: ən (sometimes n after t, d,s, z ,ʃ)

       'Come and see' 'kʌm ən si:

       'Fish and chips' 'fiʃ n 'tʃips

Four/ 'BUT' weak form:'It's good but expensive' its gʊd bət iks'pensiv

Five/ 'THAT' (this word only has weak form when used in a relative clause; when used with a demonstrative sense it is always pronounced in its strong form.)

Weak form: ðət

    'The price is the thing that annoys me ' ðə 'praiz iz ðə θiŋ ðət ə'n ɔiz mi.

    Six/ ''THAN' weak form: ðən

    'Better than ever' betə ðən 'evə

    Seven/ 'HIS' (when it occurs before a noun)

Weak form: iz (hiz at the beginning of a sentence)

    'Take his name' 'teIk iz 'neim

(Another sense of 'his', as in 'it', or 'his was late', always has the strong form.)

Eight/ 'HER' (When used with possessive, preceding a noun; as an object pronoun, this can also occur at the end of a sentence)

Weak forms: ə (before consonants)

    'Take her home' 'teik ə 'həʊm

    Ər (before vowels)

    'Take her out' 'teik ər 'əʊt

Nine/ 'YOUR' weak forms: jə (before consonants)

    'Take your time' 'teik jə 'taim

    jər (before vowels)

    'On your own ' ɔn jər 'əʊn

Ten/ 'SHE', 'HE', 'WE', 'YOU'

This group of pronouns has weak forms pronounced with weaker vowels than the i: and u: of their strong forms. We will use the symbols i and u (in

performance to ʊ and i) to represent them. There is little difference in the pronounciation in different places in the sentence, except in the case of 'he'.

Weak forms:

'SHE' ʃi

'Why did she read it' 'wai did ʃI 'ri:d it

'Who is she?' hu: 'iz ʃi

'HE' i (the weak form is usually pronounced with h except at the beginning of a sentence)

'Which did he choose?' 'witʃ did i 'tʃu:z

'He was late, wasn't he?' hi wəz 'leit 'w ɔznt i

'WE' wi

'How can we get there' 'haʊ ken wi 'get ðeə

'We need that, don't we?' wi 'ni:d ðæt 'dəʊnt wi

'YOU' ju

'What do you think?' 'w ɔt də ju 'θIηk

'You like it , do you?' ju 'laik it 'du: ju

Eleven/ 'HIM'

Weak form: Im

'Leave him alone' li:v im ə'ləʊn

'I've seen him' aiv 'si:n Im

Twelve/ 'HER'

Weak form: ə (hə when sentence - initial)

'Ask her to come ' ɑ:sk ə tə 'kʌm

'I've met her' aiv 'met ə

Thirteen/ 'THEM'

 Weak form: ðəm

 'Leave them here' li:v ðəm 'hIə

 'Eat them' 'i: t ðəm

Fourteen/ 'US'

 Weak form: əs

 'Write us a letter ' 'rait əs 'letə

 'They invited all of us' ðei invaitid 'ɔ: iəv əs

The next group of words (some prepositions and other grammatical words) occurs in their strong forms when they are final in a sentence.

Fifteen /'AT'

Weak form: ət

 'I will see you at lunch ' all 'si: ju: ət lʌnʃ

In final position: æt

 'What's he shooting at?' 'w ɔts i 'ʃu:tiη æt

Sixteen/ 'FOR'

 Weak form: fə (before consonants)

 'Tea for two' 'ti: fə 'tu:

 fər (before vowels)

 'Thanks for asking' θæηks fər 'α:skiη

Seventeen/ 'FROM'

 Weak form: frəm

 'I'm home from work' aim 'həʊm frəm 'wɜ:k

In final position: frɔm

'Here's where it came from' 'hiəz weər it 'keim frɔm

Eighteen/ 'OF'

Weak form: əv

'Most of all' 'məʊst əv 'ɔ:l

In final position: ɔv

'Someone I've heard of' 'sʌmwʌn aiv 'hɜ:d ɔv

Nineteen/ 'TO'

Weak forms: tə (before consonants)

'Try to stop ' 'trai tə 'stɔp

tu (befor vowels)

'Time to eat' 'taIm tu 'i: t

In final position: tu (It is not usual to use the strong from)

Tu: and the pre-consonantal weak from tə is never used.)

'I don't want to' ai 'dəʊnt 'wɔnt tu

Twenty/ 'AS'

Weak form: əz

'As much as possible' əz 'mʌtʃ əz 'pɔsibl

In final position: æz

'That's what it was sold as' ðæts

Wɔt it wəz 'səʊld æz

Twenty one / 'SOME'

This word is used in two different ways. In one sense (typically, when it occurs before a countable noun, meaning "an unknown individual") it has the strong form:

'I think some animal broke it' aI 'θiŋk sΛm ' æniml brəʊk it

It is also used before uncountable nouns (meaning 'an unspecified amount of') and before other nouns the plural (meaning 'an unspecified number of'); in such uses it has the weak form səm.

'Have some more tea' 'hæv səm m ɔ: 'ti:

In final position: sΛm

'I've got some ' aiv 'g ɔt sΛm

Twenty tow / 'THERE'

When this word has a demonstrative function it always occurs in its strong form ðeə (ðeər before vowels), e.g.

'There it is' ðeər it iz

'Put it there' 'pʊt it ðeə

Weak forms: ðə (before consonants)

'There should be a rule' ðə ' ʃʊd bi ə'ru:l

ðər (before vowels)

'There is' ðər 'iz

In final position the pronunciation may be ðə or ðeə .

'There isn't any, is there' ðər 'iznt eni 'iz ðə

Or ðər 'iznt eni 'iz ðeə

The remaining weak form words are all auxiliary verbs, which are always used in conjunction with (or at least implying) another ('full') verb. It is

important to remember that in their negative form (i.e. combined with 'not') they never have the different vowels from their non-negative strong forms.

Twenty-three / 'CAN', 'COULD'

    Weak forms: kən, kəd

    'They can wait' ðei kən 'weit

    'He could do ti' 'hi kəd 'du: it

    In final position: kæn, kʊd

    'I think we can' ai 'θiŋk wi kæn

    'Most of them could' 'məʊst əv ðəm kʊd

Twenty four / 'HAVE', 'HAS','HAD'

    Weak forms: əv, əz, əd (with initial h in initial position)

    'Which have you seen?' 'witʃ əv ju 'si:n

    'Which has been best?' 'witʃ əz 'bl:n 'best

    'Most had gone home' 'məʊst əv 'g ɔn 'həʊm

    In final position: hæv, hæz, hæd

    'Yes, we have' 'jes wi 'hæv

    'I think she has' ai 'θiŋk ʃi hæz

    'I thought we had' ai'θ ɔ: t Wi hæd

Twenty five / ''SHALL', 'SOULD'

    Weak forms: ʃəi or ʃi; ʃəd

    'We shall need to hurry' ' wi ʃi'ni:d tə 'hʌri

    'I should forget it' aiʃəd fə'get it

    In final position: ʃæl, ʃʊd

    'I think we shall' ai 'θiŋk Wi ʃæl

    'So you should' 'səʊ ju ʃʊd

Twenty six / 'MUST'

This word is sometimes used with the sense of forming a conclusion or deduction , e.g. she left at 8 o'clock , so she must have arrived by now ; when 'must' is used in the way , it is rather less likely to occur in its weak form than it is being used in its more familiar sense of "obligation".

Weak forms: **məst** (before consonants)

'You must try harder ' ju məs 'trai 'hɑ:də

Məst (before vowels)

'He must eat more' hi məst 'i:t 'm ɔ:

In final position: **mʌst**

'She certainly must' ʃi 'sɜ:tnli 'mʌst

Twenty-seven / 'DO','DOES'

'DO' **də** (before consonants)

Why do they like it? 'wai də ðei 'laik it

du (before vowels)

'Why do all the cars stop? 'wai du ɔ:l ðə 'ka:z 'st ɔp

'DOES' **dəz**

'When does it arrive?' 'wen dəz it ə'raiv

In final position: **du**: , **dʌz**

'We don't smoke, but some people do'

'WI: dəʊt 'sməʊk bət 'sʌm 'pi:pl 'du:

'I think John does' ai 'θiηk 'də ɔn dʌz

Twenty-eight / 'AM','ARE','WAS','WERE'

Weak forms: **əm**

'Why am I here?' 'wai əm ai 'hiə

Ə (before consonants)

'Here are the plates' 'hiər ə ðə 'pleits

49

ᴧr (before vowels)

'The coats are in there' ðə 'kəʊts ər in ðeə

wᴧz 'He was here a minute ago' hi wəz 'hiər ə ' minit ə'gəʊ

wᴧ (before consonants)

'The papers were late ' ðə 'peipəz wə 'leit

wᴧr (before vowels)

'The questions were easy' ðə 'kwestʃənz wər 'i:zi

In final position: æm, ɑ: , wɑz , wɜ:

'She's not as old as I am' ʃiz 'n ɔt əz 'əʊld əz 'ai æm

'I know the smiths are' ai 'nəʊ ðə 'smIθs ɑ:

'The last record was' ðə 'lɑ:st 'rek ɔ:d wɑz

'They weren't as cold as we were'

ðei 'wɜ:nt əz 'kəʊld əz 'wi: wɜ

2.4.6.9. Aspects of connected speech:

The aspects of the connected speech are rhythm, assimilation, elision and linking.

a-Rhythm:-

The notion of rhythm involves some noticeable event happening at regular intervals of time. English is rhythmical and the rhythm is detectable in the regular occurrence of stressed syllables.

Eg: Walk' down the 'path to the 'end of the ca'nal.

-The stress timed rhythm theory states that the time from each stressed syllable to the next will tend to be the same.

- The theory also claims that while some languages Russian, Arabic have stressed time rhythm similar to that the English, others such as French, Telagu and yotuba, have different rhythmatical structure called syllable –timed rhythm.

b- Assimilation:-

Sounds belonging to one word can cause changes in sounds belonging to neighbouring words.

- Regressive assimilation:-

The phoneme that comes first affected by the phoneme came after ten bikes /tenbǝiks/ .

- Progressive assimilation:-

When after affected by earlier. Lunch score /lʌnʃsk ɔ:/

Place of articulation:

Alveolar /bilabial: that person. / ðæppɘ:sn/

Light blue /lɑipblu: /

Meat pie /mi:ppɑi/

Assimilation of manner:-

In rapid casual speech:-

In regressive assimilation .e.g.:- A final plosive became a fricative or nasal e.g.:- that side ðæssɑid, good night /gunnɑit/.

Assimilation of voice: -

There are 2 types of voice assimilation:

Regressive assimilation:-

I like that black dog, /ɑi lɑik ðət blækd ɔg /.

/ ɑi lɑik ðət blægd ɔg / .

Morpheme boundaries:-

Assimilation had become fixed as part of the phonological structure of English syllables , progressive assimilation with the suffixes 's'iand'z' , when a verb + spl or səd, SP that suffix will be pronounced as S if the preceding C is forties (voiceless) and as Z if the preceding consonant is lenis (voiced) :-

Cats /kæts/ , dogs /d ɔgz/ .

Jumps /dəʌmps/ , runs /rʌnz/ .

Pats /pæts/ , pams /pæmz/ .

Good girl /guggɜ:l/ , good boy /gub ɔi/ .

d becomes d before θ – good thing /gudθiη/ .

Good food /gʊdfu:d/ . a means dental .

Assimilation causes a phoneme to be a realized by different allophone guggɜ:l/ , gʊbb ɔi the phoneme d of good has velar and bilabial allophones , but traditionally phonemes were not supposed to overlap in their allophones , so the only plosive that could have allophones with bilabial place of articulation were p and b .

C - Elision:-

Under certain circumstances, sounds disappear or in a technical language may be realized as zero or have a zero realization.

1) Loss of weak vowel after p,t,k :-

Potato pteitəʊ , tomato /tmɑ:təʊ , perhaps prhæps .

Today /thdɑi/ , canary /khnaeri/ .

The vowel in the first syllable disappears.

2) Weak vowel + n,l or r becomes syllabic consonant .

Tonight /tnəit/, police /pli:s/ , correct /krekt/ .

3) Avoidance of complex consonant clusters.

e.g.:- George the sixths throne /dɘ: ⊃də ðə θiksθs θrəʊn/.

θiksθrəʊn

- Cluster of three plosives or two + affricative, the middle may disappear e.g. acts əks , looked back /lʊkbæk/

Scripts /skrips/.

4) Loss of final (v) in of before consonants:-

Lots of them /l⊃ts ə ðəm /, waste of money /weistəmnni/

D - Linking:-

In real connected speech, we sometime link together.

e.g.:- use of linking r:-

- When a word spelling suggests a final /r/ and a word beginning with a vowel follows , the usual pronounciation for RP is to pronounce with r : e.g. : here hut here are /hiərə/ four /f⊃:r/ but four eggs /f⊃:regz/ .

RP speakers add "r" without a justification "r" from the spelling "intrusive r". e.g.:

Australia all out /ɔsteiliər ɔ:l əʊt/.

Media event /mi:diər ivent/

2.4.6.10. Intonation

Stress is said to be some thing is applied to or is property of syllables and is therefore part of the suprasegmental phonology of English. Another part of suprasegmental phonology is intonation.

What is intonation? No definition is completely satisfactory for the intonation , but any attempt at a definition must recognize that the pitch of the voice plays the most important part- We describe pitch in terms of high and low , and some people find it difficult to relate what they hear in some one's voice to a scale ranging from low to high .

Form and function in intonation:-

Two common one- syllable utterances are 'yes' and no. The first thing to notice is that we have choice of saying these with the pitch remaining at constant, or with the pitch changing from one level to another.

The word we use for overall behaviour of the pitch in these examples is tone. A one-syllable word can be said with either:-

A) level tone.

B) A moving tone such as-

(1) – Falling tone: - In saying yes or no in definite manner.

(2)- Rising: - In questioning manner.

Tone and tone languages:-

It is necessary to use symbols to represent tones, and for this, we will use marks placed before the syllable in the following way:-

Level – yes – no OR it is possible to use-

Falling /yes-/ no High level –yes – no

Rising - /yes-/ no Low level – yes –no

Complex tones and pitch height:-

Other more complex tones are also used such as-

      1- fall – rise tone

      2- Rise –fall tone.

Some functions of English tones:-

1) Fall: - /yes-/no

The fall cold be said to give an impression of "finality".

2) Rise: - /yes-/no

This tone conveys an impression that some thing more is to follow.

3) Fall – rise – v yes – v no

- Limited agreement or response with reservation

e.g. : A-I've heard that it's a good school .

B- v yes

4) Rise – fall – $^\wedge$yes – $^\wedge$no

 Is used to convey rather strong feeling of approval, disapproval or surprise.

e.g.:- A-you wouldn't do an awful thing like that, would you?

B- $^\wedge$No.

Isn't the view lovely?

A- $^\wedge$Yes .

5) Level –yes-No

It usually conveys a feeling of saying some thing routine, uninteresting or boring – e.g.

    A teacher calling the names of pupils from a register.

A few meanings have been suggested for five tones that have been introduced but each tone may have more than such meaning. " Peter Roach: pp 112-120."

Summary

In this part of the study, the researcher is tried to explain phonology from a linguistic point of view. The researcher describes phonemics: the phonetic sounds, the vowels and consonants, the organs of speech, manner of articulation, place of articulation and the state of the vocal cords.

Then phonology in the two levels segmental "*phonemes and allophones*" and suprasegmental phonology: the syllable, stress placement, intonation and the aspects of the connected speech and weak and strong forms. This section aims to present the English phonology from a linguistic point of view.

2.5: Phonology in the context of language teaching

The researcher aims to put Phonology in the context of language teaching

2.5.1: Introduction

Phonology is used in the sense of the sound patterns of language, the pronunciation patterns of speaker and the study of "a" and /or (b).
In one sense, the phonology of a language is spoken as a language variety "e.g. -a dialect" in one sense as the system of sounds, or sound patterns, of that language or language variety.

In this case, English phonology is description of the sounds of English and their relationships and contrast with each other. More concretely, we can view the phonology of English-or of any language variety- as the pronunciation patterns of those who speak it.

Additionally, phonology can be described as the study of the sound patterns of language or of the pronunciation patterns of speakers.
"Martha C.Pennington:1996: 1"

Phonology is one of the most all encompassing, pervasive phenomena of language, in that all higher units" e.g. words, phrase sentences" are ultimately analyzable as sounds.

Moreover, phonology is associated with wide variety of symbolic function in human interaction such as different types of linguistic, meaning, personal and group identity, and effect (mood or emotion)

As Static (1978) observes, "Pronunciation is the primary medium through which we bring our use of language to the attention of other people. It is also a primary medium for communication of information about us as individuals and as representatives of different group. Since it opens the way to a better understanding of how language works and how the different aspects of linguistic and social meaning are interrelated .An understanding of the phonology of a language is a necessary basis for fully effective teaching of a spoken language.

Since sound is the basis of all higher linguistic units, phonological differences can signal differences at several levels of language e.g.: differences in: lexical meaning, grammatical meaning and utterance meaning.

The differences between pin and that between pen and pen are lexical differences signaled by the differences in pronunciation of the central sound of the word, I, E, the ouzels sounds. Analogously, the contrast.

In meaning of the lexical items tin and sin and of sin and shin is in each case signaled by the differences in ones sound- in these case, the initial consonant sounds.

As an example of a grammatical differences signaled by phonology, consider the differences between the verb use and the noun use, this is signaled by differences in the last sound of the word, the same contrast of find sounds differences advice and advise.

To take a different sort of example, the differences between the noun and verb from of object is signaled by the around of energy expanded to produce the first part of the word the prefix ob/as compared to the stem part, eject, In the noun form of object, the prefix is more forcefully pronounced that the stem, in the verb form the stem is more forcefully pronounced than the prefix.

Difference in sentence- level or utterance- level meaning can also be signaled by phonology, for example, the difference between statement and question can often be indicated by falling voice of an utterance, as in a and b, rise and question. E.g.: a- He left.   B- He left?

Besides these differences in meaning, phonology may indicate something about the speakers personal or group identity, or his/ her temporary effective state.

Personal identity is signaled by the general phonological properties of a present voice I-e the persons unique voice quality" voice set" while people in the same family will often sound similar, particularly if they are the same

sex, it is generally an easy matter to tell any two people a part by overall voice quality after only Avery short exposure to their voice.

Identification with or membership in various types is also signaled by phonology. Group identity as symbolized by phonology may be primarily geographical or primarily social. The general principle in both cases is that people who have great deal of contact with each other and/or who identity.

2.5.2. The Communicative Approach of teaching

Since language is so ever present in human activity and thinking and since it flows so easily from the tongue of native speakers ,it is possible on one hand to oversimplify it in our thinking and in our plans to study it .thus we often hear people who ,upon meeting a native speaker of a different language ,natively ask to be taught that language and wait right then for the process to begin .for the same reason we see people buying books that promise to teach a language with great ease even without a teacher .

Language is more than the apparently simple stream of sound that flows from the tongue of the native speaker ; it is more than the native speaker thinks it is .it is a complex system of communication with various levels of complexity involving intricate selection and ordering of meanings ,sounds ,and larger units and arrangements "Robert Lado , Language Testing : 9 "

2.5.2.1. Addressing Frequent Failure:-

Reports abound on the practical difficulties of implementing a communicative approach when teaching English in English-as-a-foreign language (EFL) settings. These settings are the environments in which students have little exposure to English outside the classroom. Some reports attribute the failure of the approach to inadequacies of the teachers themselves. Karavas-Doukas (1996), in her study of 101 local secondary school teachers of English in Greece, concludes that part of the problem stems

from the instructors' misunderstanding of the very nature of communicative language teaching (CLT).

Thus, she found that even when using textbooks designed for communicative activities, teachers tended to revert to traditional teacher-centered routines. Kumaravadivelu (1993), drawing on teaching experience in India as well as North America, concludes that teacher trainers sometimes simply fail to equip teachers with the skills and techniques they need for implementing CLT in their classrooms.

Often the difficulty is attributed to the EFL environment. Focusing on cultural values that may interfere with CLT in Japan, Stapleton (1995) points out how Confucianism as a belief system is in tension with underlying notions of CLT. For example, Confucianism establishes the superior status and knowledge of the teacher over that of the students, thus elevating the role of the teacher above the students.

Similarly, Ellis (1996) raises questions about the basic compatibility of CLT with Vietnamese learners, who have deeply rooted notions about social uses of language. That is, in Vietnam knowing and using the acceptable linguistic forms in interpersonal exchange is highly important. Li (1998), with observations from South Korea, and Leng (1997), reflecting on teaching and learning in China, each report local conditions that are detrimental to CLT methodology. Li observes the scarcity of relevant authentic materials, lack of student prerequisite skills, continued use of traditional examinations, and the absence of new forms of assessment to match CLT priorities. Leng refers to the economic problems that account for overly large classes, teachers' heavy teaching loads and outmoded classroom equipment. She also points out how administrative practices in teacher assessment may even penalize teachers who use communicative techniques in their classes. Thus, it appears that even instructors who are well versed in the

theory and fundamentals of communicative language teaching face an uphill battle in EFL settings.

2.5.3. Frequent challenges to classroom communication

In spite of the many challenges to implementing a communicative approach in EFL contexts, there remains a strong rationale for pursuing CLT methodology, especially when instruction envisions learners moving on to use English for further education or career advancement. That is, in EFL settings, most learners outside the classroom lack daily exposure and inclusion in purposeful exchanges in the English medium. These EFL learners are far more dependent upon whatever guided communicative practice they can get in the classroom.

It is mainly in the classroom that they can learn, in the words of Larsen-Freeman (2000), "when and how to say what to whom" in English (121). Accordingly, proponents of the CLT approach argue that EFL students are in need of CLT methodology in order to gain facility and confidence in using English. Based on student centeredness, the CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing. The CLT approach discourages extensive teacher-controlled drills, quizzing of memorized material, and extended commentary on forms of English.

In the face of the many adverse conditions that militate against significant and authentic communication among students in EFL classrooms, my own observations in EFL settings have led me to conclude that the most frequent obstacle to CLT is excessive talk on the part of the teacher. This teacher tendency possibly rests upon teachers' own contrary beliefs about

how language learning takes place. There may be failure to appreciate the way CLT methodology aims to track the known processes of second language acquisition. Alternatively, excessive teacher talk may simply be the reassertion of old habits that resist change in spite of teacher acknowledgements about the value of CLT activities. Conceivably, lack of preparation time may lead some teachers to fill the class hour with extemporaneous talk about the target language. Whatever the cause, students end up doing less talking. That is, excessive teacher talk hampers the emergence of sustained purposeful student talk.

This is not to deny that the breakdown may indicate a lack of a ready repertoire of CLT techniques, or that classroom conditions are often limiting. I also recognize that some instructors may harbor doubts about their own ability to model the complex sociolinguistics of spoken English. Over time, however, much can be done to alleviate these drawbacks. On the other hand, the teacher talk variable is most immediately accessible to change and clearly under the command of the teacher. I maintain that as teachers self-impose a reasoned and disciplined control of their own talk in the classroom, classroom activities, with a few basic techniques, will move in the direction of meaningful exchange between learners.

2.5.4. The sounds of speech:

To complete an act of communication, it is normally sufficient that our speech mechanism should simply function in such away as to produce sound; these in turn must be received by a hearing mechanism and interpreted, after having been transmitted through a medium such as the air, which is capable of conveying sound which we hear, the characteristics of the transmission phase of these sound, and the way in which these sounds are perceived by a listener.

When we listen to a continuous utterance, we perceive an ever-changing pattern of sound. As we have seen, when it is a question of our own language. we are not conscious of all the complexities of pattern, which reach our ears: Learners tend consciously to perceive and interpret only those sound features, which are relaxant to the intelligibility of our language.

Never the less, despite this linguistic selection, which we ultimately make, we are aware that this changing pattern consists of variation of different kind: of sound pitch-, we hear a variety of vowels and consonants; of pitch-, we appreciate that melody, or intonation, of the utterance; of loudness-we will agree that some sounds or syllables, sound launder that other.

These are judgments made by a listener in respect of a sound continuum emitted by a speaker and, if the sound stimulus from the speaker and respires
from the listener are made in terms of the same linguistic system, then the utterance will be meaning full for speaker and listener alike.

It is reasonable to assume, there fore, there are some consonant relationships between the sound variations. In there words, it should be possible to link through the transmission phase the listeners impression of changes of quality, pitch, loudness, and length to some articulator on the part of the speaker.

It will in fact be seen that an exact parallel son or correlation between the production, transmission, and reception or phases of speech is not always easy to establish, the investigation of such relationships being one of the tasks of present day phonetic studies.

The formation of any sound requires that a vibrating medium should be set in motion by some kind of energy. We have seen that in the case of the humans each mechanism the function of vibrator is often fulfilled by the vocal folds and that these are activated by air pressure from the lungs.

In addition, any such sound produced in the larynx is modified the resonating chambers of the pharynx, mouth and, in certain cases, the nasal cavity. The listener's impression of sound quality will be determined by the way in which the speaker's vibrator and resonators function together.

Speech sound, like other sound are conveyed to our ears by means of waves of compression and rarefaction of the air particles. These variations in propagated in all directions from the source, the air particles themselves vibrating at the same rate as the original vibrator.

In speech, these vibration may of a complex but regular part tern' tone such as may heard in avowal sound, or they may of an irregular kind, producing 'noise' such as we have in the consonant's or they may both regular and irregular vibration present I, e, a combination of ton and noise, as in the production of normal vowels, the vibrator is normally provided by the vocal fold, in the case of many consonants articulations, however, sources of air disturbance is provided by constriction at point above the larynx, without a accompanying vocal fold vibrations.

Despite the fact that the basis of all normal vowels is the glottal tone, we are all capable of distinguishing a large number of vowel qualities.
It has already been mentioned that the glottal tone is the result of a complex, abut mainly regular, vibratory motion. In fact, the vocal folds vibrate in such away as to produce in addition to a basic vibration over their length "the fundamental frequency", a number of over tones or harmonies having frequencies, which are simple multiple of the fundamental or first harmonic.
Thus, if there is fundamental frequency of vibration of 100 cycles per second (cps), the upper harmonies will be of the order of 200, 300, 400, e, t, c. cps. "Martha, 1996, page 2"

Never the less, we still perceive a pitch, which is appropriate to a fundamental frequency of 100 cps. The frequencies present. Whither or it is percent it self.

The number and strength of the component frequencies of this complex glottal tone will differ from one individual to another and this accounts at least in part for the differences of voice quality by which we are able to recognize speakers modifying the glottal tone to produce vowels as different as /1:/ and /a: /; so that despite our divergences of voice quality we can convey the distinction between two words such as key and car. This variation of quality, or timber, of the glottal tone is achieved by the shapes, which we give the resonators above the larynx- the pharynx, mouth and nasal cavity. These chambers are capable of assuming an infinite number of shapes, each of which will have a characteristic vibrating resonance of its own.

Those harmonies of the glottal tone that coincide with the chamber, which produce, for instance a certain vowel sound. Moreover, these bands of frequencies will be reinforced whatever the fundamental frequency.

In other words, what ever the pitch on which we say, Lori stance, the vowels /a:/, the shaping of the resonators and their resonances will be very much the same, so that it is still possible, except on extremely high or low pitches, to recognize the quality interned. It is found that the vowel /a: / has one such characteristic band of strong components in the region of 800 cps and another at abut 1, 100 cps. The vowel /i:/ has bonds of energy at abut 280 and 2,500 cps.

This complex reneges of frequencies of varying intensity, which go to make up the quality of as sound is known as the acoustic spectrum ; those bands of energy, which are characteristic of particular sounds, are known as the sounds formants. Thus, formant of /a: / are said to occur in the region 800 and 1,100 cps.

Such a complex wave pattern may be analyzed by means of a number of instrumental techniques, most of which involve lengthy calculation; e.g. the number of fundamental vibrations may be counted on an oscillographic tracing.

Recently the instrument known as the sound spectrograph, originally designed to render speech patterns visible to the, has deaf, has made possible irrelatively rapid and visual presentation of the spectrum and the various intensities of sound contortion in to.

In an instrument of this sort in common use, an umber of filters, covering avenge of frequencies from o-8, 000cps, respond to the varying sound intensities at different frequencies and ultimately produce a length of paper giving a three dimensional display of the acoustic spectrum: frequency is shown on the vertical axis, time on the horizontal, and the energy at any frequency level by means of the degree of blackening made by the tracing pen on the paper.

Thus, the concentrations of energy at particular frequency bands (the formants) stand out very see fig. 3for the spectrogram of the vowel /a: / and /i:/. Moreover, since the machine permits the analysis of an utterance up to abut 21, 2 seconds, the ever-changing pattern spectrum of continuances speech and the difficulty of dividing an utterance in to separate segments are made obvious. Such spectrographic analysis provides aggraded of acoustic information in convenient form and, in addition, the intendment it self is relatively simple for phonetician for phonetician without special to trading to operate for." Martha, 1996, page2"

Never the less, much of the information given, is, infect, irrelevant to our understanding of speech and the phonetician is obliged to establish by other methods of the spectrum which are essential to speech communication? Although there remain a number of problems to be solved by spectrographic analysis, much is already known about the acoustic structure of vowels. For instance, two or at the most three, formants appear to be sufficient for their correct identification.

As far as the English vowels are concerned the first three formants are all included in the frequency range o- 4.000cps, so that the spectrum above 4.00cps would appear to be largely irrelevant to the recognition of our

vowels it is true that on a telephone system, which may have a frequency range of about 300- 3.00cps, we find little difficulty in identifying the sound patterns used by a speaker are even able to recognize voice qualities.

Indeed, when we are dealing with a complete utterance in a given context, where as we have seen above there does multiplicity of cues to help our understanding to understand a high degree of intelligibility may be retained even when there are no frequencies above 1.500 cps.

As one would suspect, there appear to be certain relationships between the formats of vowels and the cavities of the vocal tract.
Thus, its formant appears to have two shapes when the tongue is high in the mouth:
e.g.: /i:/ and /u: / having high tongue position, have tst formants of the 280-300 cps, where as /a: / and /o: / have their first formants older in the region 600-800 cps their tongue positions being relatively low.

On the other hand, the 2nd formant seems to be inversely related to the length of the cavity: thus /i:/ where the tongue is raised high in front of the mouth, has 42nd format at about 2,500 cps, where as, /u: / where the tongue is raised at the back of the mouth and lips are rounded, has a relatively low 2nd formant a round 900cps.

It is also confirmed from spectrographic analysis that a diphthong, such as that in my, is indeed a glide between two vowels, since the formants bend from those positions typical of the one vowel to those characteristic of another.

Acoustic information concerning consonant articulation is at the moment less complete thane that for vowels, but for many "e.g. the initial sounds in pin, tin, thin, fin, sin, shin, in which the glottal vibration play no part.

There is an essential noise components deriving from an obstructions or contrition within the mouth, approximately within the range 2,000-8,000cps. This noise component is also present in analogous articulations in

which the vocal note is present, as in the final sounds of ruse and rouge is where, as we have seen, we are a dealing with consist of a combination of glottal tone and noise.

Relevant acoustic data concerning both vowel and consonant articulations will be given in the sections dealing with individual English sounds.

Spectrographic analysis also reveals the way in which they tend, on the acoustic level, to be a merging of factures units, which, linguistically, we treat separately.

Thus, our discrimination of /f/ and /o/ sounds would appear to depend on not only the frequency and duration of the noise component also upon a characteristic bending of the formants of the adjacent vowel. Indeed, in the cast of such consonants as /p, t, k/, which involve a complete obstruction of the air-stream and whose release is characterized acoustically by a relatively brief burst of noise, the vowel transition between the noise and the steady state of the vowel appears to be of prime importance for our recognition of the constant. This overlapping of vowels and consonants would suggest that an analysis of speech based solely upon acoustic data would find it convenient to operate with units larger than the sound segment.

Our perception of the pitch a speech sound depends directly upon the frequency of vibration of the vocal folds.
Thus we are normally conscious of the pitch caused by the voiced sounds especially vowels; pitchmen made on voiceless or whispered sounds, with out the glottal tone, are limited in comparison with those mad on voiced sounds, and are induced mainly by vibration of intensity or by the dominance of creation harmonies brought about by the dispositions of the resonating cavities.

The higher glottal frequency, the higher our impression of pitch. A made voice may have an average pitch level of abut 150cps and a female voice a level in the region of 240cps.

The pitch level of voice, however, will vary a great deal between individuals and within the speech of the have one speaker, the total range of a speaking voice being liable to have arranged as extensive as 80-350cps. Yet our perception of pitch change extends further than the limits of glottal fundamental frequency, since our recognition of quality upon frequencies of a mach higher order.

In fact, the human ear Perceives frequencies from as low as 16cps to abut 20,000 and in some cases even higher. As becomes older, this upper limit may fall considerably, so that at the age of fifty.

It may extend no higher than abut 10,000cps. As we have seen, such a reduced range is no impediment to perfect understanding of speech, since a higher percentage of acoustic cues for speech recognition falls within the range 0-4,00cps.

Our perception of pitch is not; however, solely a dependant upon fundamental frequency .Closely with each other, values will tend to talk in much the same way. Accordingly pick up the speech patterns of their relatives and playmates.

People who come from the same country or region will have

similar pronunciation patterns, while those coming from different

 .countries or regions will differ in the phonology

To a great or lesser degree. After only a brief exposure one cannot notice

.great differences in notional and regional Accents

"   "Martha, 1996, page2-3

5.5.2. Pronunciation in the language curriculum:-

Learners ideas about the teaching of pronunciation have probably been shaped by your own individual experiences as a language learner and for those readers who already have teaching experiences, as a teacher. They may be also have been shaped by whatever you have read about the teaching of the pronunciation.

5.5.5.1. A place for phonology in the language classroom

Introduction

Whether learners believe pronunciation should be taught explicitly or an allowed to develop explicit instruction as an autonomous course of as a skill integrated in to other language skill areas, for every language teacher, the question of the place of pronunciation in language teacher curriculum needs to receive an answer of some kind.

English skills. Whether or not the learners are adult does not in itself determine the advisability of instruction in pronunciation –on. One could argue that older learners. Unlike children, will not improve in phonology without explicit attention to this aspect of language.

If so, then instruction may be able to help them to focus their attention more than they might otherwise on the phonological aspects of language. The desires of the learners must also be considered, and adults learners desire explicit attention to pronunciation. In some cases, such a desire can be sati shed through optional language laboratory work, though in other case, students will expect classroom lesson.

To incorporate some explicit attention to phonology Listening activities are an important part of the pronunciation lesson. However, they cannot be the whole lesson. It is doubtful that work on listening comprehension, even listen-and- repeat lessons performed in a language laboratory, can alone be expected to improve pronunciation. Like other for ms of active, productive behavior, pronoun- citation can be expected to

70

improve through practice, in particular, through the kinds of pair and

activities that are at the heart of communicative and learner- centered

.methodology for teaching

The learner's attention and motivation are the keys to activating

change facilitating the change process and maintaining progressing

phonological acquisition. In the definition of Grooves and Schmidt (1991),

motivation is closely linked to attention and incorporates elements of choice,

engagement, and persistence, as determined by interest, relevance,

expectancy, and out comes thus, instructional approaches for second language

phonology should seek to motivate and engage learners to make a greater self

investment in their own phonological development by considerations of such

factors as learners interests and goals, international dynamics and classroom

. climate, and appropriate feed and reward systems

Motivation can be generated in the pronunciation class by

presenting interesting and relevant lessons that, offer positive

reinforcement and feedback on performance and that help students

.progress towards their own personal learning

  -:As Goals (1992) reminds us

Both the teacher and the student must remember that

pronunciation change is gradual in nature. Pronunciation inaccuracies don't

miraculously disappear. Instead, production becomes more accurate by

stages a realistic set of expectations and positive, constrictive feedback

from peers and the instinct or will help keep motivation among students

"high

The curricular goals of engagement and self-investment as well as

the students own learning goals are also achieved ; they are

Encouraging learners to monitor and self- correct their won \1

 .pronunciation

 .helping them to develop the insight and skills needed to do so \2

In this way, language learners increase their level of interest,
involvement and responsibility in pronunciation learning, while the teacher
functions as a motivator, facilitator and "expert" consultant who helps
them fulfill their Individual goals.

In this type of instructional pangram, learners improve their
pronunciation through an active, fused and cooperative effort with the
teacher to pay attention on pronunciation and to work to change it.

The teachers role in this sort of partnership with learners is similar
to that of a coach, by Morley (1991), who describes the pronunciation or
speech "teacher-as-coach" in the following terms:-

The word of pronunciation speech coach can be viewed as
similar to that done by a debate coach, a drama coach, a voice coach, a
music coach, or even a sports speech coach .

a coach Characteristically supplies information, gives models from time,
offers cues, suggestions and constructive feedback a bout performance,
sets high standards, provides awed .

Variety of opportunities, and overall supports and encourages the
learner.

In classes that combine structured pronunciation lessons and pronunciation
speech "coaching", students have opportunities to learn the phonology of
ascend language as a focused area of instruction and managed self-level
orpiment, and not only as and product of work on other language skills.

Goals of pronunciation in a language .2.5.6

Even if you decide that there is no place for explicit instruction in
pronunciation, the question of the implicit instruction in pronunciation
which students receive daily in any class that involves speaking or
listening activities still needs answer. In addition, the question of feedback
must be resolved: what kind and what amount of feedback on
pronunciation are desirable.

The logical starting point for decision about what to teach in the area of

phonology is to consider appropriate goals.

The most obvious goals in the area of phonology are

Intelligibility \1

For beginning students, this is most immediate need as no

communication can take place without a certain level of mutual

intelligibility among speaker. Thus, a strong fecund pronunciation is

justified at beginning level of instruction.

At intermediate and advanced levels, students needs in the area of

phonology will be more variable than at the beginning level, same student

will have achieved basic intelligibility in phonology by the time they reach

an intermediate level of proficiency in other language skills.

Where as for other, problems in phonology may obscure intelligibility ever

 after the has achieved are natively high

 Score on standardized lest of English proficiency.

fluency \2

Is one goal that is important for many students who will leave their home

country use the second language in the host country, as over- hesitant

speakers are likely to have difficulty communicating with native listener

for any length of time?

Accuracy \3

In terms of audience determined norms also an important goal

especially for, those who must convey information to other native

speakers, such as teaching assistants in undergraduate courses, supervisors

in businesses or people who must speak to clients over the telephone in the

target language.

 For many speakers, however, even all of these goals taken together

intelligibility, fluency, and accuracy-are too modest. Those who wish to

function well in the target culture will need to aim to master those aspects

of pronunciation that define a persons attitude mood, orientation to the audience and to the topic and other basic characteristics of the speakers .personal, social and cultural orientation

For speakers who wish to communicate on an equal footing with native speakers, goals focusing on casual and expressive ability in phonology are important for anon-native speaker who uses a formal or non-expressive style of pronunciation. e.g.: with aspirated stops in final positions, with monotonic, rhythm or with full vowels in unaccented syllables, may be unconsciously evaluated by many native speakers as ."stand-offish" formal or even unfriendly

According to Morley (1991), a variety of type of learners can benefit by attenuations to phonology in "a broadly-constructed ."communicative approach

:In ESL setting

Adult are teenage refugees in vocational and language training -1 .programs

Immigrants residents who have been in an English speaking country for -2 .5 to 15 years

A growing population of nonnative speakers of in technology business, -3 .industry, and the professions in English speaking countries

College and university faculty members and research scholars initially -4 .every field of higher education

Graduate and undergraduate students in higher education in English- -5 .speaking countries

:In EFL settings

International business personal, scientists, technologists and other -1 professionals whose careers demand the use of both effective written and .spoken English as langue Franca

College and university professors and academic research scholars in -2 .many disciplines in higher education

3- Students who ultimately wish to enter English- speaking colleges and universities to pursue undergraduate and or graduate degrees.

As all other aspects of curriculum decision- making, the nature of students, their level and the goals of the language program will all determine what other goals are appropriate. Whether the learners are to remain in the country of origin or are intending to study or work in a country where English is spoken, whether they will maintain the first language as primary or nit, what their specific needs for use of the Second languages are these and other concerns are paramount in determining a curriculum for pronunciation that will be appropriate and useful for a specific group of learners.

Phonological objectives beyond the basic goal of intelligibility have to do with what is feasible under the constraints of the course e.g. in terms of time available and in their context of other decisions about it.

7.5.2. **What to teach and on what schedule**

For example the instructor must decide whether to focused on those individual sounds or areas of prosody which most students have trouble with, or on basic distinctions between prosodic patterns or between categories of sound ((based on manner of articulation)).

8.5.2. **Benefits of attention to phonology for other curricular Goals:-**

Teaching phonology through the four skills

Work on pronunciation, whether in the form of feedback or in the form of explicit lesson can help to further other instructional goals in the language curriculum. In listening comprehension, work on individual sound can help the Learner to pick up individual words in the stream of speech.

Work on the more global prosodic properties of speech such as rhythm can aid the learner in comprehending stretches of speech and in determining which words and phrases are the focuses of information. In

conversation or other speaking activities, work on the pronunciation of individual sound can increase intelligibility of individual words, while .Work on prosody can increase fluency

Recognition of words in reading may also be aided by work on the pronunciation of those words moreover, since all aspects of language proficiency are related, as spoken fluency increases, so does in fluency, or automaticity, in reading and writing thus, work on spoken fluency may aid .the development of a kind of fluency in listening, reading and writing

Many aspects of grammar involve systematic phonological processes and may thus be reinforced by work on the relevant aspects of phonology for example, the derivation of one part of speech from another by means of a grammatical ending often involves a change in .pronunciation which is systematic across a whole set of words

As another example, the information of verbs in the past tense is based on phonological principles, v I z, that of Assimilation of voicing in contest, in combination with the principle of separations like sounds through addition of an epenthetic vowel the - (e) s of the third person singular present tense of verbs, the plural of nouns and the possessive of .nouns unattached according to the same basic principles

In addition, the alternation of different forms of a verb in different tenses (e.g. bite, bit, bitten) sometimes take place according to a regular phonological principle such as and an alternation of tense and lax vowels .in the verb root

At the level of phrases, prepositional phrases (e.g. in a minute, at 5:00, on time) and noun phrases not modified by an adjective (e.g. a pencil, the book, his car) generally action one stressed word in frail position and one or more unstirred words preceding the stressed word. The structure and comprehension of these units may be reinforced by some .attention to their phonology

Complex verb phrases that conation one more auxiliaries (e.g.

will not have been talking, must have been seen, is going to be leaving)

will generally be at least partially unstressed and weakened, and in some

cases, contracted, here again work on the pronunciation of these units will

.aid production and recognition in context

Targeting areas for instruction, remediation or feedback as in all

teaching, a choice must be made as to which pronunciation areas to teach

and which errors or problems to focus on intonation, remediation and

.feedback on performance

 -:In addition, s/he should follow the following steps

First

The teacher will need to the do analysis or diagnosis of students

pronunciation to find out what kinds of problems the learners are

.experiencing with the E S L and E F L

The most basic type of analysis might work form Tran segmental to

.segmental aspects of phonology

Hierarchical analysis of student pronunciation provides a guide

 .for-on-the spot analysis of and feedback on student pronunciation

The guide divides pronunciation aspect in to level concerns, the most

serious and major areas needing attention- in clouding ultra tow or ultra

high values for prosody through out speech and pervasive segmental

 .problems

Level (2) Concerns, those of lesser importance in clouding

segmental and tronsegmental problems involving individual lexical items

.or expression

Second

For amore expensive analysis pedagogical classifications of

pronunciation errors problems, provides guide for classifying learns

pronunciation errors and problems, provides a guide for classifying

learners pronunciation difficulties preparatory to lesson design on as

.abases for feedback to the whole class or individual students

The choice of what to teach or remediate in the areas of phonology can

-:be made by balancing four factors

.The most important errors or problem areas \1

.Errors or problems that will benefit most from remedied ion\2

Errors or problems identified by the learner's thernselves as needing \3

.attention

Errors or problems in areas of language related to the learners particular \4

.needs

It can be useful to focus specific attention on the pronunciation

errors or problems in need of work, by telling students in individually or

the class as a whole which errors or problems you have identified and

.which ones you feel they should work on

In working with adolescents or adults, it is also a good idea to

discuss the possible reasons that they are making these errors and the types

of problems they can cause or are causing in their communication. Such

information will make the learners more aware of their pronunciation

errors or problems and the need to page attention them, while also

motivating them to want to improve and so to be open to remediation and

   .instruction in this area of language

2.5.9. The implications for pronunciation teaching

1- Students should be given choice;

That is, when students are learning English so that they can use
it in international contexts with other non-native speakers from different
first languages, they should be given the choice of acquiring a
pronunciation that is more relevant to EIL intelligibility than traditional
pronunciation syllabuses offer.

Up to now, the goal of pronunciation teaching has been to enable students to acquire an accent that is as close as possible to that of a native speaker. However, for EIL communication, this is not the most intelligible accent and some of the non-core items may even make them less intelligible to another non-native speaker.

2- The non-core items are not only unimportant for intelligibility but also socially more appropriate.

After all native speakers have different accents depending on the region   where they were born and live. So why non-native speakers of an international language should not be allowed to do the same?

Finally, students should be given plenty of exposure in their pronunciation classrooms to other non-native accents of English

So that they can understand them easily even if a speaker has not yet managed to acquire the core features. For EIL, this is much more important than having classroom exposure to native speaker's accents.

2.5.10. Teaching English sounds:-

Teaching English sounds is one of the most complex tasks in the classroom.

The Priorities for phonology in the pronunciation class: Here are some of the main criteria:

1-Comprehensible:

Are learners able to identify the sounds and are their articulations understood by native speakers?

2-Social Acceptability:

Are learners producing sounds that are aesthetically acceptable to the ears of native speakers?

3-Ease of Production:

Do learners have a good chance of successfully learning to produce the sounds?

4-Number of familiar words (functional load):

Do the sounds occur frequently in essential &/or very useful words?

Likely to be a bad habit affecting other sounds:

Are errors getting in the way of other important targets?

Problematic areas in teaching sounds:-

Functional load, frequency and meaning

Confusing / θ / and / ð / will rarely lead to misunderstanding, but confusing /s/ and / θ /, / ð / or /z/ can. This is likely to affect learners of English from French, German, Italian, Chinese, Japanese or Russian language backgrounds. Speakers of these languages do not have separate phonemes for these English consonant sound contrasts.

The consonant contrasts affect many common English words, so poor production of these sounds will be noticeable. Teaching should focus on both recognition and production. Difficulty of production should not be too great, because the above consonant sounds are produced at the front of the mouth i.e. this motor skill is not too difficult to learn.

2.5.11. How much phonetics and phonology do teachers and learners of English language need to know and use.

Language is a means of communication. Differences in sound systems have a phonological basis: they depend on variation in speech organ positions or breath control. Teachers must understand the physical aspects of sound production.

Teachers will not necessarily teach these to students, but this knowledge will provide a basis for teachers to identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions, which will help students' correct faulty pronunciation. Unless teachers understand how students are using their speech organs in producing a native language sound and what they should be, doing to reproduce the foreign language sound acceptably, teachers will not be able to help students beyond a certain stage of earnest but inaccurate imitation. Incorrectly, articulated consonants will affect the production of vowels, as vowels will affect consonants. Students therefore require steady practice and muscle training. Pronunciation is a motor skill that needs practice.

Phonology lessons will centre on:

One …   Hearing; Physical demonstration. Discrimination exercises e.g. ship   or   sheep   or   /   i: / Which vowel sounds occur in: "it", "bit", "eat", "fit", "feet", "seat", "sit"

Two …Production; physically making sounds. Expanded contexts. Phrases and sentences as well as phonemes between closed consonants.

((English Language Programs / *English Teaching Forum* / Volume 42, Number 1))

-:English Pronunciation and the Sudanese learners .2.5.12

English language is considered as a second language in Sudan .by
taking this status Sudanese students find them selves faced by the problem of
communication with the language .this part explains the problematic areas,
.the reason behind and the solutions for them

-:The problematic areas, which face the Sudanese learners

English language system differs greatly than the Arabic language
system and thus interference is one of the most important problems that face
  Sudanese learners

A contrastive study between Arabic and English and the problematic
-:areas resulted

When Sudanese students start learning written Arabic at the age
of 5 or 6, they have already mastered the sound system of Arabic and the
basic structures of its spoken form. By that time, they also know Arabic
vocabulary items relevant to their range of experience and almost sufficient to
be abasing for further ramified development in various aspects of Arabic
language. However, when they start learning English at the age of 10 or12,
they know nothing about its sound system. They find difficulties in
pronouncing English words .this situation poses a challenge to both the
.process of teaching English in general and its pronunciation in particular

:This may be due to many factors

There are phonological differences between Arabic and English Arabic -1
.script is essentially phonetic

It is a well-known fact that the pronunciation, spelling and the writing -2
systems of English language are not true guides to each other. Therefore, it
.can be, emphatically, said that English is not a phonetic language

3- It cannot be denied that the influence of Arabic language is also visible. They tend to write English words based on its sounds which they tend to interpret through Arabic sound system. For example, they transliterate the English word 'table' to تيبول 4- English sound many complications of English sound system pose problems to the Sudanese learner in learning English writing . Some letters in English language stand for one sound, but some other stand for more than one sound.

5- The combination of some letters in English results in the same sound, e.g. feed, seat, and thief, receive, people.

6- a group of vowels and consonants in English may come together to form a sound .e.g. tion as nation.

7- Some letters in English are written but they are silent .in another words they are written but not pronounced.

8- English has two distinct bilabial plosives one voiced /b/ and one voiceless /p/ whereas Arabic has possesses only /b/ this makes the learner generalize the rule and commit errors such as poy instead of boy ,Arabic instead of Arabic .

9- Learners confuse also between /ie/ and /ei / .they write achieve instead of achieve.

10- The arbitrariness and inconsistency of the weak vowels of English language accounts for the occurrence of errors such as: coler instead of color, bottom instead of bottom illige instead of village.

11- They also commit errors by doubling a single consonant .e.g., sleepping instead of sleeping, eatting instead of eating .or they make a single a consonant double .e.g. sleepping instead of sleeping, swimming instead of swimming.

12- Some sounds are found in Arabic and absent in English e.g. ف غ ح خ ض ق ظ.

13- Another source of errors confronting Sudanese students learning the English language comes from the English consonant cluster .such errors are due to the absence of the cluster in Arabic therefore the Sudanese learners of English face difficulties in dealing with English words, which begin with initial consonant clusters such as free, play, and flag. Anticipating the same system of Arabic, the learners tend to insert a vowel in the cluster .e.g. pelay, firee, and tiree.

14- the system of word formation in Arabic is not the same as that of English variation in meaning s can made by vowelling the consonants, adding suffixes, infixes, and prefixes to the root .e.g., from the root ktb we can have kutub, maktab ,katib , maktaba and so on .These vowels which exist in word-formation are either short vowels in the form of symbols or long vowels in the form of letters .

The above brief references to the common difficulties facing the Sudanese learners affirm the need of a deep look into the English pronunciation.

It is therefore, necessary for the Sudanese learners of English at higher levels of education who are destined to be teachers of English, to be aware of the inconsistencies between the sound system of English and its orthography. Learners should know that speech sounds are made and how they are pronounced. This must be done through air- training exercises.

It is well known that young children imitate what they listen therefore , they can be taught correct pronunciation not directly through phonetic symbols ,but through indirect phonetic drills which embody the required exercises that can solve the problem .such drills ,if properly practiced , may enable the learner to avoid pronunciation mistakes and improve their performance in English spelling and dedication.

Therefore, to enable the learner to deal with pronunciation problems, teachers themselves must study phonetics and correct pronunciation .To minimize problems facing learners and improve teaching input, the teachers of English

must be conversant with correct pronunciation and if they are not, they must be trained in phonetics. Those who teach at basic level must be specifically given such training. however by the term correct pronunciation the writer does not mean the British or American style of pronunciation ,accent or rhythm ,but the correct pronunciation that ensures intelligibility of the speakers with the domination of the so called globalization ,we need a variety of English that is neutrals to British and American English .intelligible pronunciation is a valuable asset in the process of learning any language .therefore , phonetics must be taught to those who aim at being teachers of "English at various level of education ." Elnoor , page 74

:Phonetics

Phonetics can be defined as the systematic and scientific analysis
and study of the speech sounds of a language .As far as the phonetics of English is concerned, the Sudanese teacher should be acquainted with it in order to teach English language correctly .The study of phonetics has become imperative for teachers of English and the specialized learners of English .Language teachers must devise systematic phonetic notations for .themselves .They must be acquainted with phonetic transcription of English The pronunciation of the new item of English must be taught
properly to prevent the insurgence of a wrong habit of usage which will be difficult to eliminate .the teacher and the learner can go ahead to include .correct pronunciation and make it part of reading comprehension

:The value of phonetic transcription

Phonetic symbols of the English language were invented so as to
clarify the pronunciation system of English .the system of phonetic symbols evolves a pronunciation principle, which is based on one symbol for one sound. professor Danial Jones,one of the most eminent scholars in the field of phonetics , considers phonetics transcription " an ambiguous system of representing pronunciation by means of writing , the basic principle being to

assign one and only one letter to each phoneme of the language ." it is a kind of writing which is characterized by its own standardized system of describing the sounds of the target word .for example a pair of square brackets /p/ stand for a phonetic transcription of the letter 'p' .a pair of slant bars / / stand for a phonetic transcription , .e.g. mill is phonemically transcribed as . //mil

The value of phonetic transcription, for the Sudanese learner of English at advanced level aspiring for being the teachers of the English language in future, can be stated as follows:

It enables the Sudanese learner to realize the peculiar nature of some -1 .sounds of English

It enables him to distinguish between the sounds of English and those of the-2 .Arabic language and know the similarities and differences between them

It enables the learner's visual and auditory memory to perceive and master -3 .the correct pronunciation of the English language

It makes the Sudanese learner of the English acquainted with the -4 .standardized description of the sound system of the English language

It enables the Sudanese learner to perceive the process of the production of-5 English speech sounds and the role of different organs of speech in the whole "process. " Elnoor: pp: 79-81

Concerning phonological items such as stress, rhythm and

intonation of English are alien to the speaker of the Arabic language. This is because the stress patterns of English and Arabic are not similar .English is stressed-timed language and the stress pattern of English cannot be predicted whereas the Arabic language is syllable –timed and has a stress pattern that .tends to be predictable. In other words, Arabic has a syllable –timed stress

In Arabic, the syllable has full and equal length that gives Arabic

its own characteristic rhythm. Every syllable in Arabic, whether it is short or long, must be clearly pronounced whereas in English an unstressed syllable, the Syllable or the syllable between two primary stresses is jammed or

slurred. Arabic also has primary, secondary and weak stress. A word, which
has one syllable, e.g. 'min' (form), takes primary stress.

A word which has two or three syllables ,e.g., maktaba ,the first

syllable takes a primary stress and take weak stress .in fact ,the length of the

syllable in Arabic tends to be phonemic .syllables in an utterance tend to have

equal spacing irrespective of whether stressed or unstressed .

In this regard, Arabic has two types of syllable .They are as follows:

One - A short syllable that contains a single consonant followed by a short

vowel as in the three letters of the word 'sha ri ba (drank).

Two- along syllable, which contains:

A-consonants with a short vowel followed by along vowel as in sha ra ba

(drink with)).

b- Avowelled consonant followed by ascend consonantal letter as in sh ar ib

tu (I drank).

Moreover, Arabic and English have their own intonation modes.

There are many differences between them .Arabic words are innately stressed.

This makes Arabic possess high frequency of primary stresses. Moreover, in

English the grammatical structures and word order contribute to the formation

of the sense of a question whereas in contributes to the formation of the sense

of a question whereas in colloquial Arabic, it is the intonation which gives the

sentence a sense of being interrogative. Being acquainted with colloquial

Arabic, the Sudanese learner of English transfers the norms of forming

questions by intonation pattern of colloquial Arabic to form questions in

English.

"e.g., (Arabic: he is coming? English: is he coming? " Elnoor, pp: 122-123

Previous studies .2.6

1-Amna Fediel Mahmoud, The **problematic areas of English pronunciation**
for Arab learners – a case study –Wadi Aldwasir Areas.
The main goal of this study is to point out the pronunciation
problems and difficulties that face Arab learners in learning English.
The results of the study revealed that many Arab students couldn't produce
some English sounds due to the interference of the mother tongue and they
face many problems in an intelligible and correct pronunciation and she
recommended to train English teachers in the field of pronunciation and they
should master phonetics knowledge and that a language learners need
thorough knowledge   of the sound system of the target language and here the
traditional linguistic description of the vocal tract and individual problems
 are not enough to help the learners to reach the ultimate goal

2-Seifuddin Adam Abdul-Alrahman Adam, **Problems associated with**
teaching English alphabet at the basic level in Sudan.
This research was conducted to study the problems of teaching and
learning English alphabet in the fifth grade at the basic level in Sudan within
the context of the taught course ' Sudan practical integrated national English
 (SPINE') .
This thesis was an attempt to study the strengths and weaknesses of
teaching and learning English alphabet and find out practical solutions for
teaching the main English sounds in the fifth grade as well as knowing the
letters and developing their correct formation.
The result of the study revealed that many students could not produce
some sounds due to the interference of the mother tongue and inadequate
 teaching.
Techniques in addition, students have developed many faulty habits
of writing alphabet and the researcher has recommended solutions and
suggestions for the problems discussed in the thesis as well as suggestions for
farther studies.

El-khair Muhammad Idriss Hassan, **Pronunciation problems –a case-3 study of English language students at Sudan University of science and .technology**

The finding of the study revealed that Sudanese students of

English whose language background is Sudanese spoken Arabic , had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /s/ , / /θ/ /b/ , /ʃ/ and / tʃ/ . The findings, the study concluded that factors such as interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against **.**Sudanese student's competence in pronunciation

2.5.13. Summary

In this section, the researcher presents the English phonology from a pedagogical point of view. teaching the English phonology enquires a method of teaching ,a teacher to teach , a student to learn ,the teaching environment ,classrooms , visual or audio aids and of course an evaluation tools to check the process of teaching .

Deductive and inductive teachings of phonology are the common ways of teaching and as the researcher present the situations of teaching pronunciation in Sudan and the teaching of sounds as particular. The researcher presents some problematic areas for the Sudanese learners, the reasons behind them and at last the differences and similarities between English and Arabic.

Chapter Three
The Research Methodology

Chapter Three

Research Methodology

3.1 Introduction

Teaching through the four skills is a new trend in the field of language teaching. The researcher aims to investigate the methods used in teaching phonology, the exploration of phonological elements in the universities English for specific purposes courses, and the feed back achieved through them. Thus, the researcher designs questionnaire for teachers and a test for students in order to reflect the real results from the field itself.

The questionnaire is designed for university teachers who teach English for specific purposes courses and the test for the university students who were taught English for specific purposes courses as experimental group and students of English who have studied phonology courses as a controlled group.

3.2. Tools of the study

The data needed for the study is collected through the use of

A. A questionnaire.   B. A test.

A. A questionnaire

The questionnaire is designed for university teachers Sudan University for Science and Technology –College of languages – University requirements unit & English department teachers.

A.1 The validity of the questionnaire

The questionnaire is judged to be valid because it is it is distributed to ten university teachers four of them are PH.D holders in English and education .they are Professor Abdelrahman Alkhanji ,Dr. diyaa Aldin Mukhtar , Dr. Amna aAlbadri ,Dr. salah Aldien Adam Aldouma , and the supervisor dr. Ishraga Bashir . This committee agrees on the face, content, structure validity of the questionnaire. They participate on the final form of the questionnaire by their advices and comments.

A-2-The reliability of the questionnaire

The questionnaire is distributed to thirty university teachers and they understand tit and respond accurately which emphasis the reliability of the questionnaire.

A-3 The population of the questionnaire

All the teachers at the University Requirements unit - English department - College of languages - Sudan University of Science & Technology who teach English for specific purposes courses

.**A.4- The sample of the questionnaire**

The sample is thirty teachers from Sudan University of science and technology –college of languages – University requirements Unit – English department.

Table 1 Gender (teachers)

Gender	Number	Percent
Male	19	63
Female	11	37
Total	30	100

Table 2 Experience (teachers)

Year	Frequency	Percent
1-5	10	33.3
5-10	12	40
10-15	06	20
More than 15	02	6.7
Total	30	100

Table 3 Qualifications (teachers)

Degree	Number	Percent
Bachelor	01	3.3

Higher diploma	**04**	**13.3**
Master	**25**	**83.3**
Philosophy Degree	**00**	**0**
Over philosophy Degree study	**00**	**0**
Total	**30**	**100**

A.5 The Application of the questionnaire

The questionnaire has been distributed to thirty teachers and gathered after they have answered it.

B – The Test

The test includes ten questions .they are recorded and written; students should listen, read, speak and write. The test aims to examine the awareness of the students with phonology and the relation between phonology and the four skills. The test is taken from Terry Philips ,Starting Skills In English ,Listening and Speaking ,Part A and B-

B.1 The population of the test

Sudan university students who have studied English for specific purposes courses since 2007.

B.2 The sample of the test

The sample is thirty students who study English language at Sudan University of Science and Technology .They are divided into two groups; a controlled group consists of fifteen Sudanese students who are studying at College of Education –English Department

They have studied English phonology courses deductively and an experimental group consists of fifteen students who are studying at college of education –department of French language second year, who have studied English for specific purposes courses and they have studied phonology inductively.

B.3. The Test-

The test tries to examine the exploration of the phonological elements with in Sudanese University syllabi and the awareness of the students who study general English courses of these elements .The test consists of ten questions The test time is three hours. Ten marks are allotted for each question respectively.

Question one

Listen and answer: - Students listen to the conversation in the CD and then the questions and try to answer them .They are five questions to check their ability to comprehend the speech and at the same time, their ability to recognize sounds.

Question Two

This question aims to check whether they have studied phonetics sounds or not .It is divided into two sub questions .the instruction are :-

1- Listen and tick the word with /e/ desk is ticked as an example.

It aims to check their recognition to the short vowel /e/.

Listen .tick the correct column; two columns the sounds are /i/ (it) -/ai/ (I) .it aims to check their recognition to the differences between the short vowel /i/ and the diphthong /ai/.

Question three

Which word? Listen and circle: - students listen to a complete sentence and they should circle the word they hear .the sentences are six, the first is an example.

Question four

Listen and complete the ID card. The first name is given as an example (Jill). This question aims to check the listening abilities or the application of phonology in listening and wiring skills .they are fife information.

Question five: -

It is divided into four sub questions. It aims to check student's recognition to the differences between long vowels and diphthongs.

a- hearing /a: / (Ask) and /ei/ (day), listen and tick the correct column.

b- Listen. Tick the words with /i: /.

c- Listen. Tick the words with /au/.

d- Listen. Tick the words with /œ/

Question six:- Listen and complete the table

How do people get to work in New Zealand?

Students listen to the method, the number of people they use it and their percentage. They fill in the number and the percent of each method.

This question aims to check the student's reception to the sounds and their perception to the suprasegmental elements such as stress and intonation.

Question seven

Marc and Simone are talking about the figures listen and answer the following questions:-

1-what is a tram?

2- What is the underground?

This question aims to reflect the application of phonology in writing skill.

Question eight How do you say the following words?

The words are ten.

This question aims to test student's accuracy and fluency in words production.

Question nine

 Listen and punctuate the following dialogue

 The dialogue is between a receptionist and Carl Clark.

This question aims to test the student's awareness with the suprasegmental phonology and its application on writing.

Question ten

 Read the following sentences (notice the change of the part of speech from verb to noun).

97

The sentences are ten each two has the same word used as verb and then as
noun

This question aims to test the students' ability to recognize the differences in the parts of speech and the correct pronunciation according to the change in the stress placement.

5- The validity of the test

The test is judged valid because it is clear and students find it easy to understand the questions and to respond accurately. The test was shown to many educationists who assure its content, structure and face validity.

6- The test reliability

The researcher has done billeting study she distributes the test to two groups and they both answered the questions accurately.

7- The test application

The test takes three hours and it is distributed to the two groups at the same time. The test was held at   Sudan University of science and technology –the central building – CR 22 on Monday 21st of April 2008 from 13:00 p.m to 16:00 p.m

Chapter Four
The Data Analysis

Charter Four; The Data Analysis

In this chapter, the researcher uses SPSS statistical computer programm to analyze the teacher's questionnaire and the students test to achieve the results.

Frequency Table

sex

		Frequency	Percent
Valid	Male	19	63.3
	Female	11	36.7
	Total	30	100.0

sex

sex
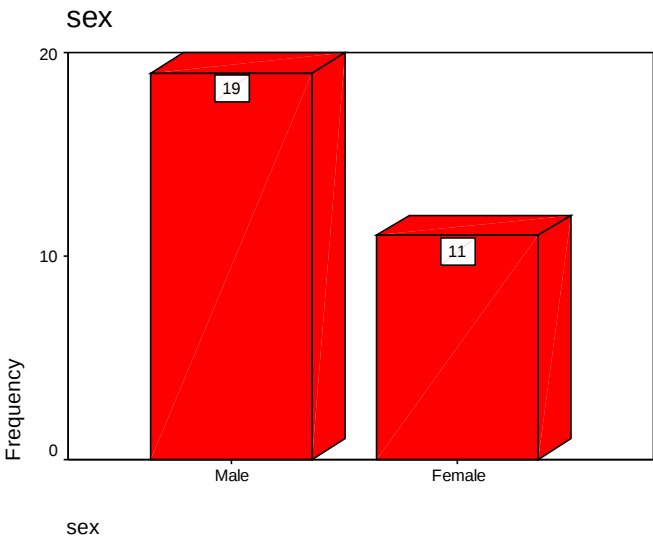
((Table 4-0))

I use cassettes to teach Listening Skill

		Frequency	Percent
Valid	alwas	8	26.7
	often	2	6.7
	sometimes	8	26.7
	Occasionally	8	26.7
	Never	4	13.3
	Total	30	100.0

I use cassettes to teach Listening Skill
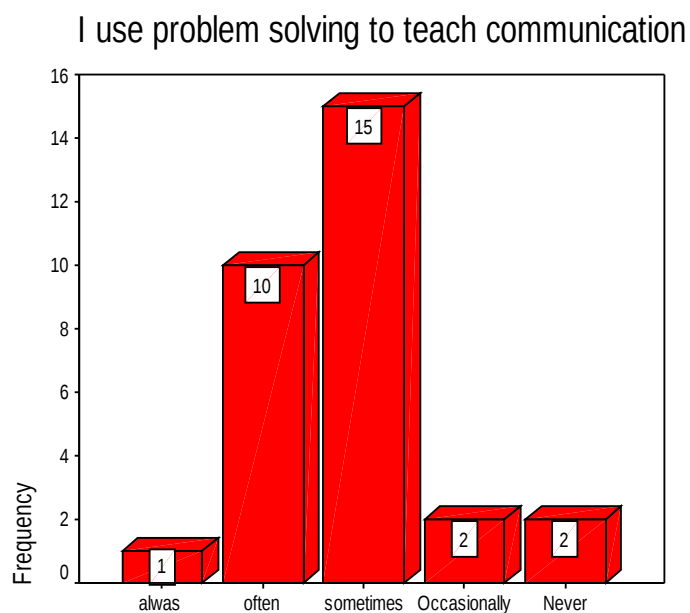

I use cassettes to teach Listening Skill
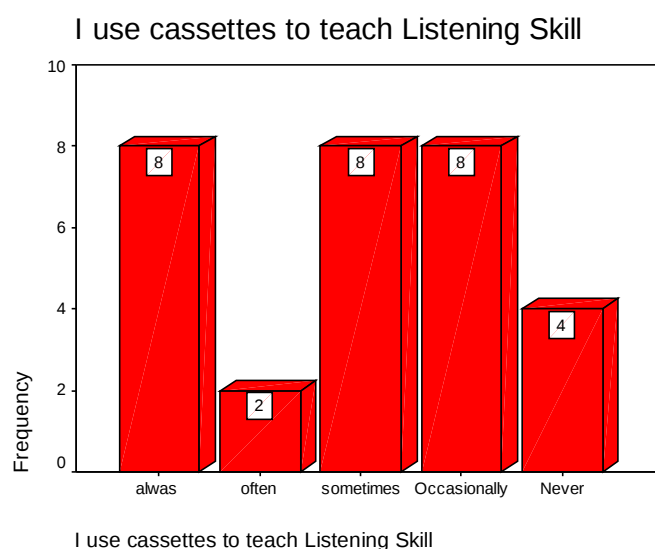
((Table 4-1))

Based on the data presented in table (4-1) it is clear that most of the samples responses are limited in the (some times and occasionally) .their frequencies are (8) and (8).respectively, they constitute 26.7% and 26.7%.

101

I use films to teach Listening Skill

		Frequency	Percent
Valid	alwas	1	3.3
	sometimes	3	10.0
	Occasionally	5	16.7
	Never	21	70.0
	Total	30	100.0

I use films to teach Listening Skill
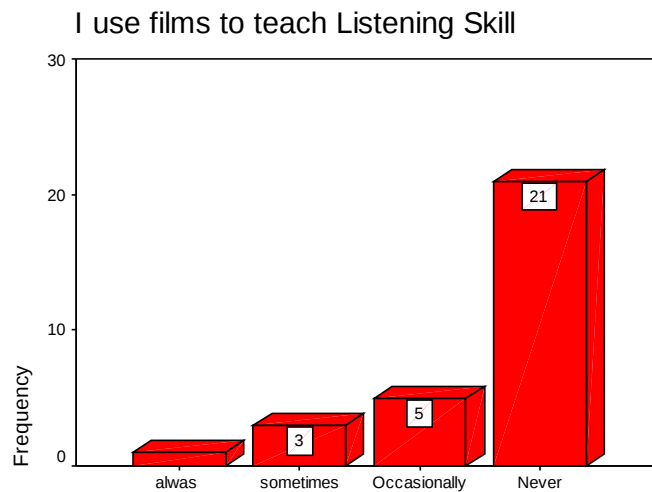
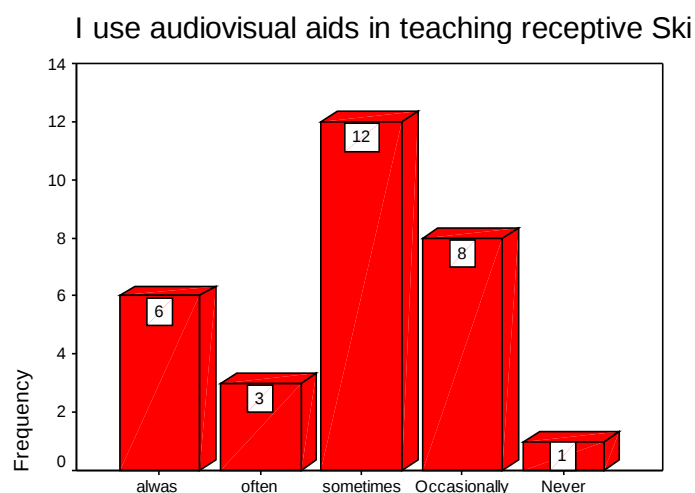

I use films to teach Listening Skill

((Table 4-2))

Based on the data presented in table (4-2), it is clear that most of the samples responses are limited in the (never) .the frequency is (21), they constitute 70%

I use laboratory to teach Listening Skill

|		Frequency	Percent
Valid	alwas	5	16.7
	often	2	6.7
	sometimes	6	20.0
	Occasionally	4	13.3
	Never	13	43.3
	Total	30	100.0

102

I use laboratory to teach Listening Skill
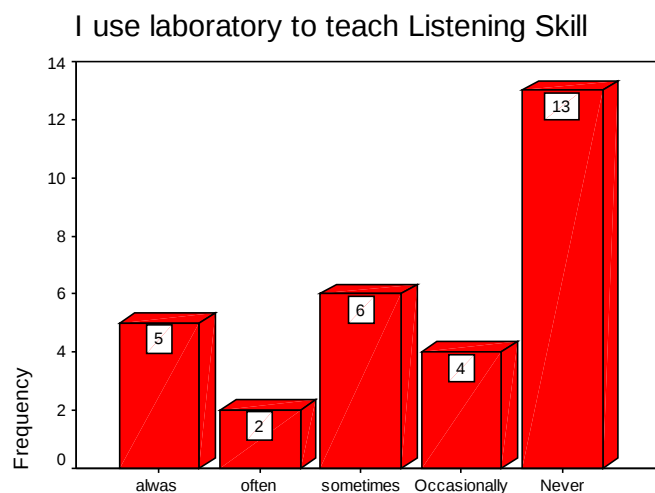
I use laboratory to teach Listening Skill

((Table 4-3))

Based on the data presented in table (4-3), it is clear that most of the samples responses are limited in the (never) .the frequency is (13), they constitute 43.3%.This finding is negative and ensures that Sudanese teachers don't teach phonology at the university English as a requirement courses

I use pair and group work to teach speaking Skill

|		Frequency	Percent
Valid	alwas	9	30.0
	often	11	36.7
	sometimes	8	26.7
	Occasionally	1	3.3
	Never	1	3.3
	Total	30	100.0

103

I use pair and group work to teach speaking SI

I use pair and group work to teach speaking Skill
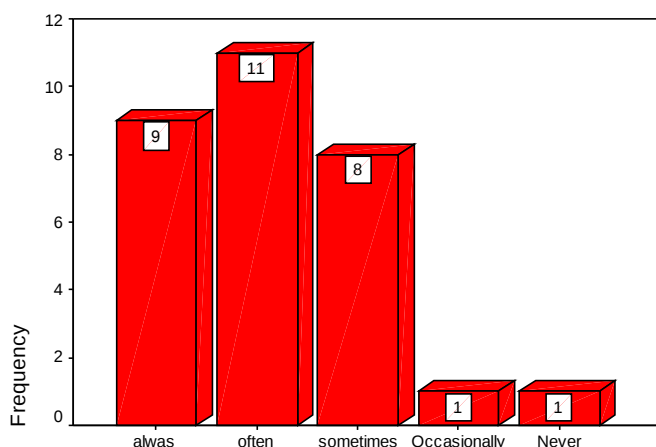
((Table 4-4))

Based on the data presented in table ((4-4)), it is clear that most of the samples responses are limited in the (often) .the frequency is (11), they constitute 36.7%.

I use discussion in teaching speaking Skill

		Frequency	Percent
Valid	alwas	13	43.3
	often	11	36.7
	sometimes	4	13.3
	Never	2	6.7
	Total	30	100.0

I use discussion in teaching speaking Skill
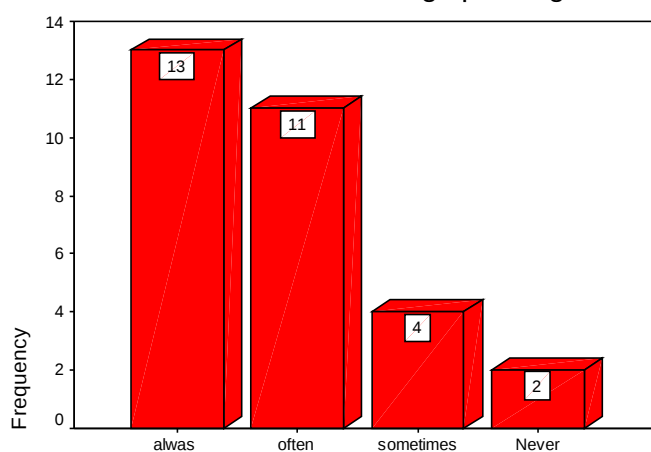
I use discussion in teaching speaking Skill

((Table 4-5))

Based on the data presented in table ((4-5)), it is clear that most of the samples responses are limited in the (always) .the frequency is (13), they constitute 43.3%.

use problem solving to teach communication Skills

|		Frequency	Percent
Valid	alwas	1	3.3
	often	10	33.3
	sometimes	15	50.0
	Occasionally	2	6.7
	Never	2	6.7
	Total	30	100.0

I use problem solving to teach communication


I use problem solving to teach communication Skills

((Table 4-6))

Based on the data presented in table ((4-6)), it is clear that most of the samples responses are limited in the (some times) .the frequency is (15), they constitute 50%.

I use audiovisual aids in teaching receptive Skills

		Frequency	Percent
Valid	alwas	6	20.0
	often	3	10.0
	sometimes	12	40.0
	Occasionally	8	26.7
	Never	1	3.3
	Total	30	100.0

I use audiovisual aids in teaching receptive Ski


I use audiovisual aids in teaching receptive Skills

((Table 4-7))

Based on the data presented in table ((4-7)) ,it is clear that most of the samples responses are limited in the (sometimes) .the frequency is (12), they constitute 40.0 %.

In my classes, I give a chance to my students to scan a wrtten piece first

		Frequency	Percent
Valid	alwas	11	36.7
	often	10	33.3
	sometimes	6	20.0
	Occasionally	2	6.7
	Never	1	3.3
	Total	30	100.0

In my classes, I give a chance to my students
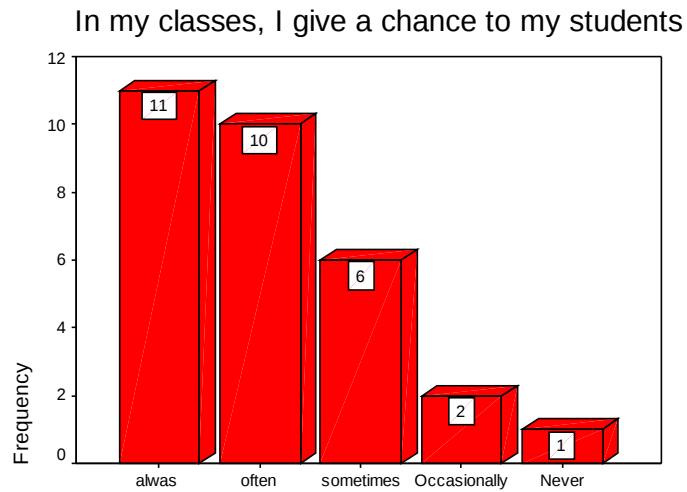
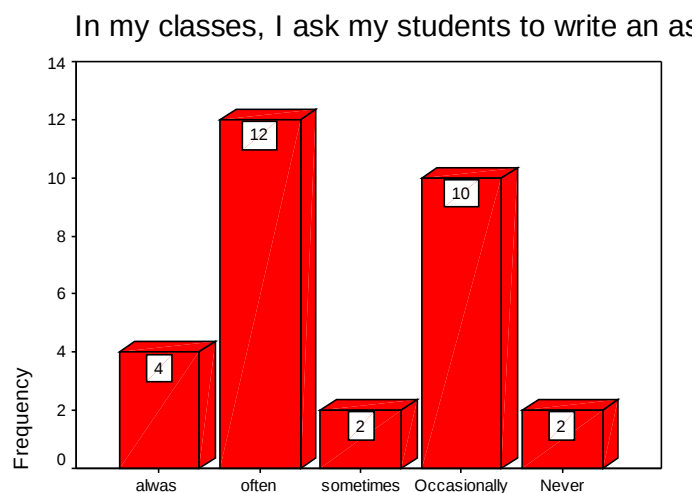In my classes, I give a chance to my students to scan a wrtten pie   ((Table 4-8))

Based on the data presented in table ((4-8)), it is clear that most of the samples responses are limited in the (always) .the frequency is (11), they constitute 36.7%.

.

In my classes, I give a chance to my students to skim a written passege

		Frequency	Percent
Valid	alwas	11	36.7
	often	11	36.7
	sometimes	6	20.0
	Occasionally	1	3.3
	Never	1	3.3
	Total	30	100.0

In my classes, I give a chance to my students
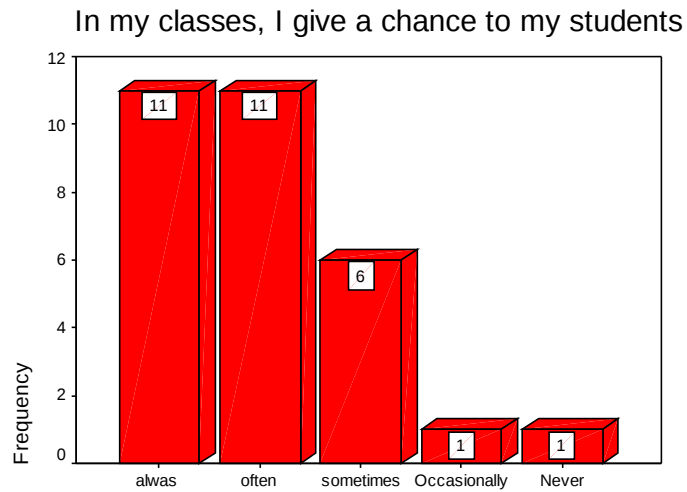
In my classes, I give a chance to my students to skim a written pa

((Table 4-9))

Based on the data presented in table ((4-9)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (11-11), they constitute 36.7%.

In my classes, I give my students a chance to make an extensive reading

|		Frequency	Percent
Valid	alwas	5	16.7
	often	10	33.3
	sometimes	9	30.0
	Occasionally	2	6.7
	Never	4	13.3
	Total	30	100.0

In my classes, I give my students a chance to

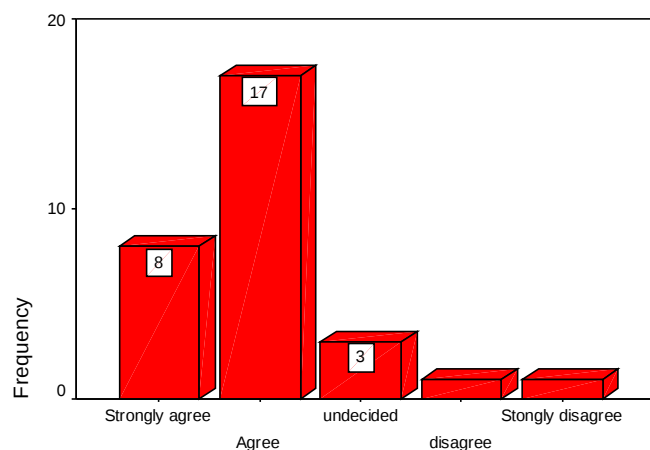In my classes, I give my students a chance to make an extensive

108
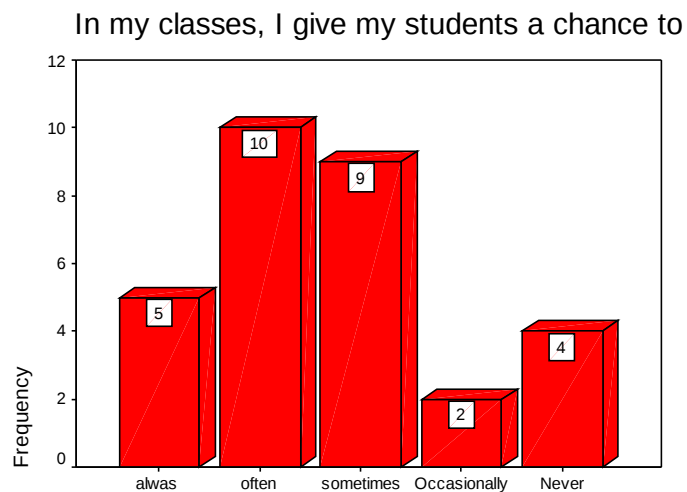
((Table 4-10))

Based on the data presented in table ((4-10)), it is clear that most of the samples responses are limited between the (often) .the frequency is (10), they constitute 33.3%.

.

In my classes, I give my students a chance to make an intensive reading

		Frequency	Percent
Valid	alwas	6	20.0
	often	11	36.7
	sometimes	7	23.3
	Occasionally	5	16.7
	Never	1	3.3
	Total	30	100.0

In my classes, I give my students a chance to
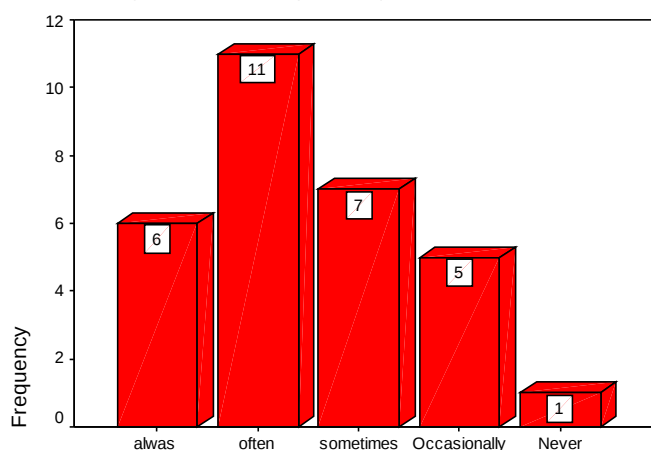
In my classes, I give my students a chance to make an intensive r

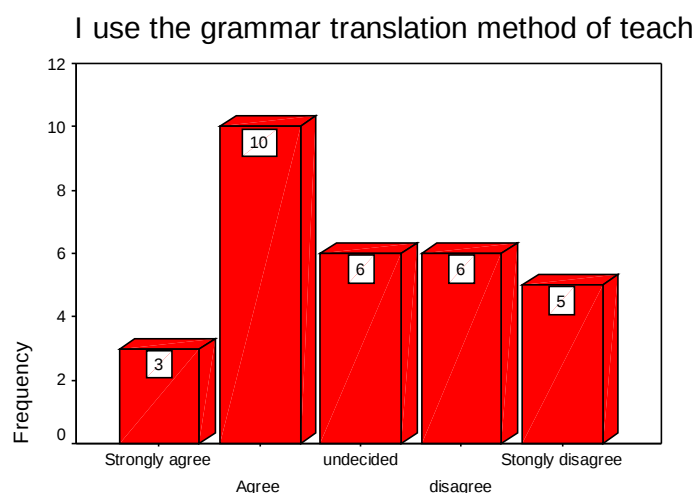((Table 4-11))

Based on the data presented in table ((4-11)), it is clear that most of the samples responses are limited between the (often) .the frequency is (11), they constitute 36.7%.

In my ciasses, I ask my students to write a paragraph about some items in the course

		Frequency	Percent
Valid	alwas	5	16.7
	often	12	40.0
	sometimes	6	20.0
	Occasionally	7	23.3
	Total	30	100.0

In my ciasses, I ask my students to write a par
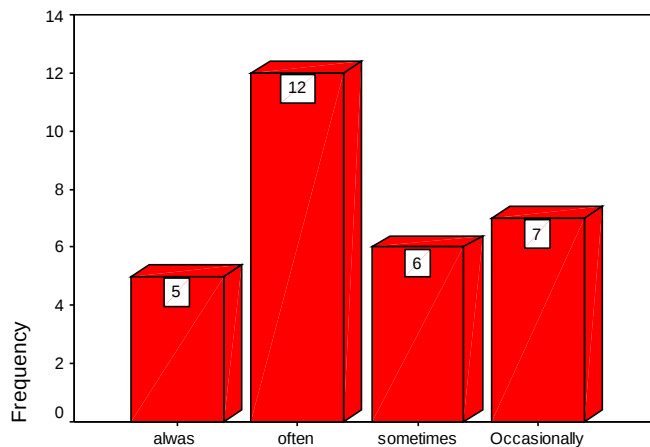
In my ciasses, I ask my students to write a paragraph about some

((Table 4-12))

Based on the data presented in table ((4-12)), it is clear that most of the samples responses are limited between the (often) .the frequency is (12), they constitute 40.0 %

.

In my classes, I ask my students to write an assy about some items in the cource

		Frequency	Percent
Valid	alwas	4	13.3
	often	12	40.0
	sometimes	2	6.7
	Occasionally	10	33.3
	Never	2	6.7
	Total	30	100.0

In my classes, I ask my students to write an as

In my classes, I ask my students to write an assy about some item

((Table 4-13))

Based on the data presented in table ((4-13)), it is clear that most of the samples responses are limited between the (always and often) .The frequency is (12), they constitute 40.0%.

I use the audio-lingual method of teaching

|		Frequency	Percent
Valid	Strongly agree	3	10.0
	Agree	11	36.7
	undecided	11	36.7
	disagree	4	13.3
	Stongly disagree	1	3.3
	Total	30	100.0

I use the audio-lingual method of teaching

I use the audio-lingual method of teaching

111
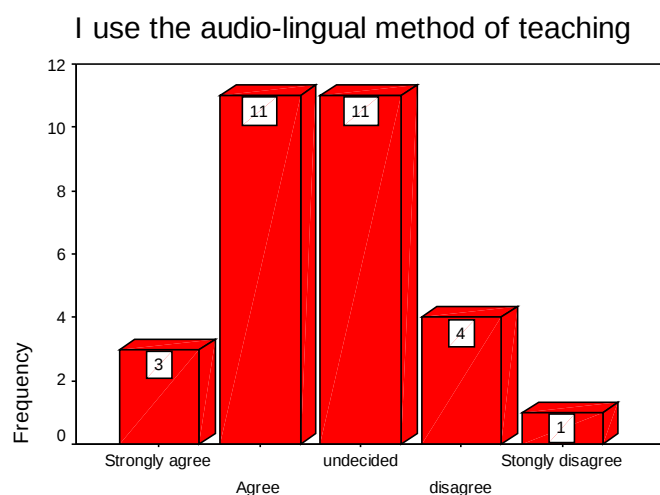
((Table 4-14))

Based on the data presented in table ((4-14)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (11-11), they constitute (36.7 -36.7%).

I the communicative method of teaching

|		Frequency	Percent
Valid	Strongly agree	8	26.7
	Agree	17	56.7
	undecided	3	10.0
	disagree	1	3.3
	Stongly disagree	1	3.3
	Total	30	100.0

I the communicative method of teaching

I the communicative method of teaching

((Table 4-15))

Based on the data presented in table ((4-15)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (17), they constitute 56.7 %

.

I use the grammar translation method of teaching

		Frequency	Percent
Valid	Strongly agree	3	10.0
	Agree	10	33.3
	undecided	6	20.0
	disagree	6	20.0
	Stongly disagree	5	16.7
	Total	30	100.0

I use the grammar translation method of teach

I use the grammar translation method of teaching

((Table 4-16))

Based on the data presented in table ((4-16)), it is clear that most of the samples responses are limited in the (always) .The frequency is (10), they constitute 33.3 % .

Sudanese Universities syllabi include segmental phonology

		Frequency	Percent
Valid	Strongly agree	7	23.3
	Agree	13	43.3
	undecided	8	26.7
	disagree	2	6.7
	Total	30	100.0

113

Sudanese Universities syllabi include segment
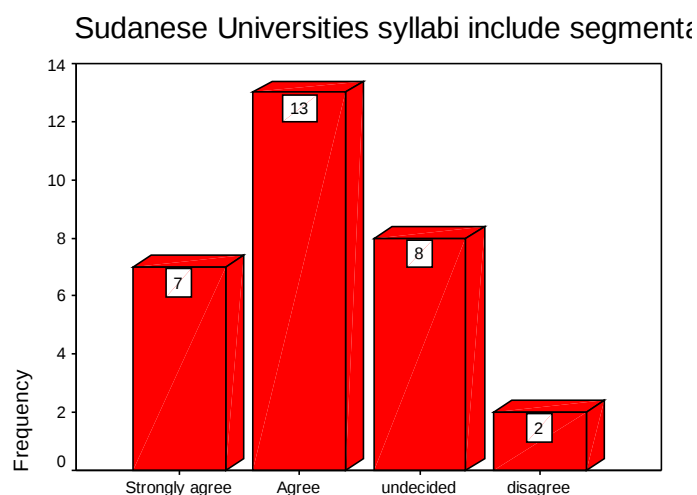
Sudanese Universities syllabi include segmental phonology
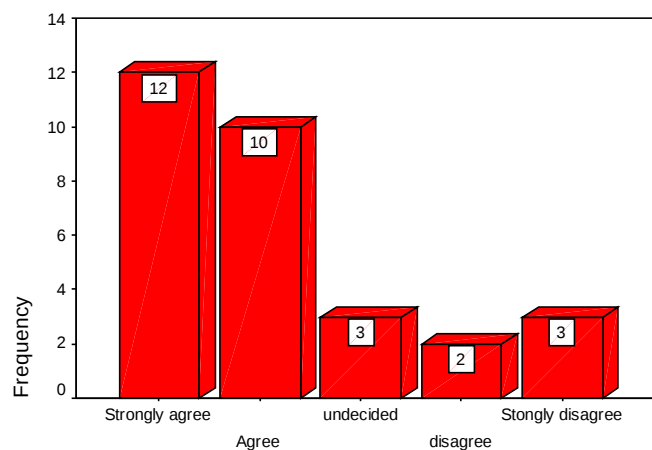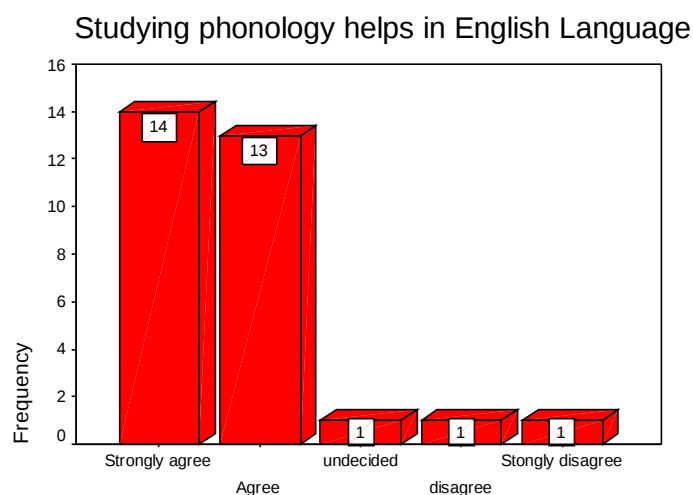
((Table 4-17))

Based on the data presented in table ((4-17)) it is clear that most of the samples responses are limited in the (agree) .the frequency is (13), they constitute 43.3%

Sudanese Universitys syllabi include suprasegmentaphonology

|		Frequency	Percent
Valid	Strongly agree	7	23.3
	Agree	10	33.3
	undecided	9	30.0
	disagree	2	6.7
	Stongly disagree	2	6.7
	Total	30	100.0

.

114

Sudanese Universitys syllabi include suprasegr
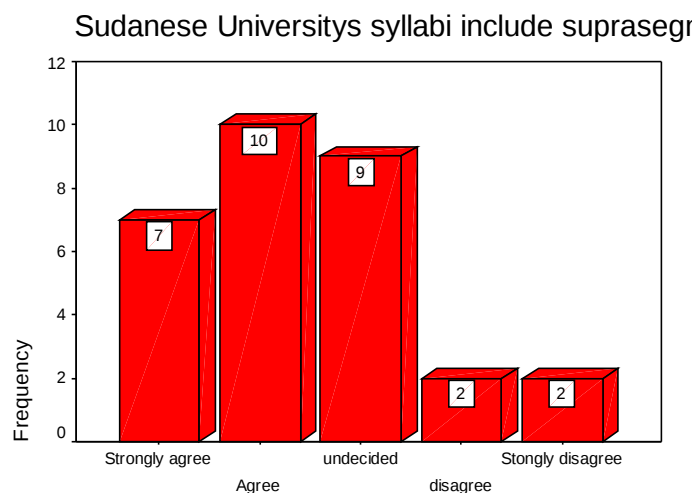
Sudanese Universitys syllabi include suprasegmentaphonology

((Table 4-18))

Based on the data presented in table ((4-18)) it is clear that most of the samples responses are limited in the (agree) .the frequency is (10), they constitute 33.3%.

Sudanes Universities syllabi include phonetic sound

		Frequency	Percent
Valid	Strongly agree	16	53.3
	Agree	12	40.0
	undecided	2	6.7
	Total	30	100.0

Sudanes Universities syllabi include phonetic s
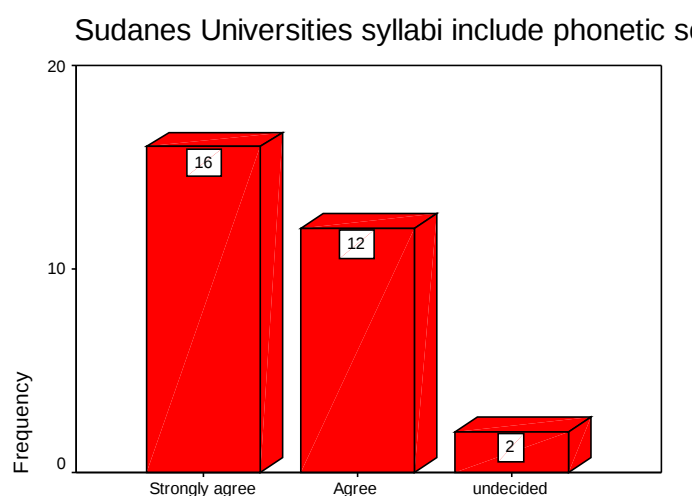
Sudanes Universities syllabi include phonetic sound

((Table 4-19))

Based on the data presented in table ((4-19)) ,it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (16), they constitute 53.3%.

Sudanes Universities syllabi include both phoneticand phonology

		Frequency	Percent
Valid	Strongly agree	12	40.0
	Agree	10	33.3
	undecided	3	10.0
	disagree	2	6.7
	Stongly disagree	3	10.0
	Total	30	100.0

Sudanes Universities syllabi include both phone

Sudanes Universities syllabi include both phoneticand phonology

((Table 4-20))

Based on the data presented in table ((4-20)), it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (12), they constitute%40.0.

116

Studying phonology helps in English Language learning

		Frequency	Percent
Valid	Strongly agree	14	46.7
	Agree	13	43.3
	undecided	1	3.3
	disagree	1	3.3
	Stongly disagree	1	3.3
	Total	30	100.0

Studying phonology helps in English Language

Studying phonology helps in English Language learning

((Table 4-21))

Based on the data presented in table ((4-21)), it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (14), they constitute 46.7%.

Studying phonetics facilitate English Language learning

		Frequency	Percent
Valid	Strongly agree	17	56.7
	Agree	11	36.7
	undecided	1	3.3
	Total	29	96.7
Missing	System	1	3.3
Total		30	100.0

Studying phonetics facilitate English Language

Studying phonetics facilitate English Language learning
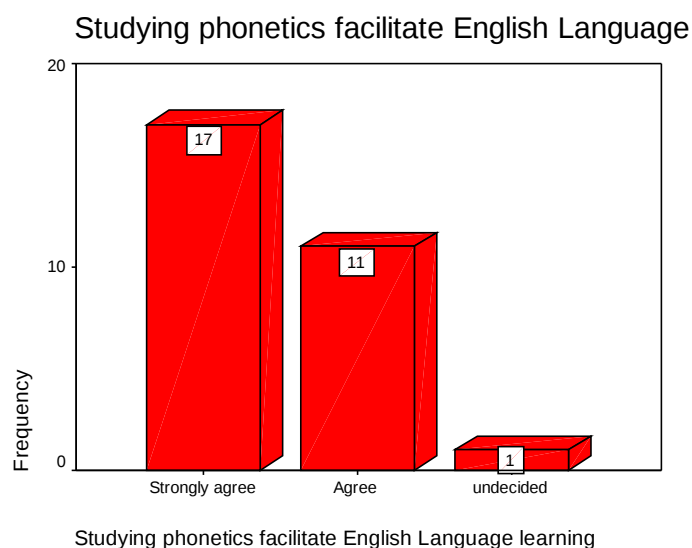
((Table 4-22))

Based on the data presented in table ((4-22)) it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (17), they constitute 56.7%.

The results of the questionnaire:

1 - I use cassettes to teach listening skill, from ((appendix **1))** ,it is clear that, this result is insignificant equals 0.255. This finding is negative and ensures that Sudanese teachers don't teach phonology at the university English as a requirement courses

2- I use films to teach listening skill. , from ((appendix **1))**, it is clear that, this result is highly significant equals .000. It ensures that teaching phonology through the four skills enhances communication. This finding is negative and ensures that Sudanese teachers don't teach phonology at the university English as a requirement courses

118

3- I use laboratory to teach listening skill. , from ((appendix **1))** it is clear that, this result is significant equals.020. It ensures that teaching phonology through the four skills enhances communication. This finding is negative and ensures that Sudanese teachers don't teach phonology at the university English as a requirement courses

4- I use pair and group work to teach speaking skill, from ((appendix **1))** it is clear that this result is significant equals .005. It ensures that teaching phonology through the four skills enhances communication

5- I use discussion in teaching speaking skill. , from ((appendix **2))** it is clear that, this result is significant equals.010.It ensures that teaching phonology through the four skills enhances communication

6- I use problem solving to teach communication. From ((appendix **2))** it is clear that, this result is highly significant equals . 000. It ensures that teaching phonology through the four skills enhances communication.

7- I use audiovisual aids in teaching receptive skills. From ((appendix **2))** it is clear that, this result is highly significant .015. It ensures that teaching phonology through the four skills enhances communication.

8- In my classes, I give a chance to my students to scan a written piece first. From ((appendix **2))** it is clear that, this result is

significant .008 it ensures that ,teaching phonology through the four, skills enhances communication.

9- In my classes, I give a chance to my students to skim a written passage. From ((appendix **2))** it is clear that, This result is significant equals . 002 it ensures that, teaching phonology through the four, skills enhances communication.

10- In my classes I give my students a chance to make an extensive reading. From ((appendix **2))** it is clear that, this result is insignificant equals.105. This ensures that teaching phonology through the four, skills enhances communication.

11- In my classes I give my students a chance to make an intensive reading. From ((appendix **3))** it is clear that, This result is significant equals . 070 it ensures that, teaching phonology through the four, skills enhances communication.

12- In my classes I ask my students to write a paragraph about some items in the course. From ((appendix **3))** it is clear that, this result is insignificant equals .276. This ensures that teaching phonology through the four, skills enhances communication.

13- In my classes I ask my students to write an essay about some items in the course. From ((appendix **3))** it is clear that, This

result is significant equals .005 it ensures that, teaching phonology through the four, skills enhances communication.

14- I use the audio-lingual method of teaching. From ((appendix **3))** it is clear that, This result is significant equals 005 it ensures that, teaching phonology through the four, skills enhances communication.

15- I use the communicative method of teaching. From ((appendix**3))** it is clear that, this result is highly significant equals .000 it ensures that, teaching phonology through the four, skills enhances communication.

16- I use the grammar translation method of teaching. From ((appendix **3))** it is clear that, this result is insignificant equals .363. This ensures that Sudanese teachers do not teach phonology at the university level.-first year within English for specific purposes courses.

17- Sudan university syllabi include segmental phonology. From ((appendix **4))** it is clear that, this result is significant equals 043 .it ensures that Sudanese universities syllabi include phonology.

18- Sudan university syllabi include supra-segmental phonology. From ((appendix **4))** it is clear that, this result is

significant equals .046 .it ensures that Sudanese universities syllabi includes phonology.

19-Sudan university syllabi include phonetic sounds. From ((appendix **4))**, it is clear that, this result is significant equals .006 .it ensures that Sudanese universities syllabi includes phonology.

20- Sudan University syllabi include both phonetics and phonology. From ((appendix **4))** it is clear that, this result is significant equals .006 .it ensures that Sudan University syllabi includes phonology.

21- Studying phonology helps in English language learning. From ((appendix **4))** it is clear that, this result is highly significant equals .000 .it ensures that teaching phonology through the four, skills enhances communication.

22- Studying phonetics facilitates English language learning. This result is significant .001 .it ensures that teaching phonology through the four, skills enhances communication.

T-Test

Independent Samples Test

					t-test for Equality of Means				
								95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Listen Tick the words with /e/	Equal variances assumed	2.245	28	.033	.4000	.17817		.03503	.76497
	Equal variances not assumed	2.245	27.603	.033	.4000	.17817		.03479	.76521

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
OBSER	Equal variances assumed	2.771	.107	8.264	28	.000	29.9333	3.62198	22.51405	37.35262
	Equal variances not assumed			8.264	24.022	.000	29.9333	3.62198	22.45830	37.40837

Group Statistics

	STUDENTS	N	Mean	Std. Deviation	Std. Error Mean
OBSER	control	15	80.9333	7.63887	1.97235
	case	15	51.0000	11.76557	3.03786

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with /e/	control	15	2.1333
	case	15	1.7333

It is quite clear that this question is insignificance equals .107.

Group Statistics

	GROUPED	N	Mean
Listen Tick the correct column	control	15	4.6000
	case	15	3.0000

Independent Samples Test

				t-test for Equality of Means		
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen Tick the correct column	Equal variances assumed	2.667	28	.013	.37096	2.82904
	Equal variances not assumed	2.667	25.514	.013	.36554	2.83446

It is clear that this question is insignificance equals . 013.

Group Statistics

	GROUPED	N	Mean
Listen and circle	control	15	9.6000
	case	15	8.4000

Independent Samples Test

				t-test for Equality of Means		
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen and circle	Equal variances assumed	2.260	28	.032	.11240	2.28760
	Equal variances not assumed	2.260	19.224	.036	.08959	2.31041

It is clear that this question is insignificant equals .036 .

Group Statistics

	GROUPED	N	Mean
Listen and complete the ID card	control	15	8.1333
	case	15	3.0667

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen and complete the ID card	Equal variances assumed	7.711	28	.000	3.72071	6.41262
	Equal variances not assumed	7.711	24.332	.000	3.71151	6.42182

It is so clear that this question is highly significance equals .000.

T-Test

Group Statistics

	GROUPED	N	Mean
Listen Tick the correct column	control	15	1.0000
	case	15	.9333

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen Tick the correct column	Equal variances assumed	1.000	28	.326	-.06989	.20323
	Equal variances not assumed	1.000	14.000	.334	-.07632	.20965

It is clear that this question is highly significance**.**

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with /e/	control	15	1.0000
	case	15	.8667

125

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen Tick the words with /e/	Equal variances assumed	1.468	28	.153	-.05277	.31943
	Equal variances not assumed	1.468	14.000	.164	-.06152	.32819

It is clear that this question is insignificance **equals .153.**

T-Test

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with/au/	control	15	1.7333
	case	15	1.4667

.

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen Tick the words with/au/	Equal variances assumed	1.086	28	.287	-.23641	.76975
	Equal variances not assumed	1.086	26.696	.287	-.23752	.77086

It is clear that this question insignificance equals .287

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with/ae/	control	15	1.3333
	case	15	1.0667

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen Tick the words with/ae/	Equal variances assumed	1.871	28	.072	-.02531	.55865
	Equal variances not assumed	1.871	21.270	.075	-.02953	.56286

It is clear that this question insignificance equals .072

Group Statistics

	GROUPED	N	Mean
Listen and complete the table	control	15	7.8000
	case	15	3.0667

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen and complete the table	Equal variances assumed	6.953	28	.000	3.33877	6.12789
	Equal variances not assumed	6.953	20.937	.000	3.31727	6.14940

It is clear that this question is highly significance equals .000.

Group Statistics

	GROUPED	N	Mean
Marc and Simone taking about the figures listen	control	15	9.5333
	case	15	3.3333

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Marc and Simone taking about the figures listen	Equal variances assumed	8.765	28	.000	4.75110	7.64890
	Equal variances not assumed	8.765	16.829	.000	4.70651	7.69349

It is clear that this question is highly significance equals .000

Group Statistics

	GROUPED	N	Mean
How do you the following words	control	15	9.4667
	case	15	8.5333

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
How do you the following words	Equal variances assumed	1.517	28	.140	-.32675	2.19342
	Equal variances not assumed	1.517	16.164	.149	-.36966	2.23632

It is clear that this question is insignificance equals .149.

Group Statistics

	GROUPED	N	Mean
Listen and punctuate the following dialogue	control	15	7.8667
	case	15	7.1333

.

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen and punctuate the following dialogue	Equal variances assumed	1.192	28	.243	-.52675	1.99342
	Equal variances not assumed	1.192	25.660	.244	-.53195	1.99861

It is clear that this question is insignificance equals .243.

Group Statistics

	GROUPED	N	Mean
Read the following sentences	control	15	7.2667
	case	15	4.6000

Independent Samples Test

		t-test for Equality of Means				
					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Read the following sentences	Equal variances assumed	3.816	28	.001	1.23534	4.09799
	Equal variances not assumed	3.816	18.868	.001	1.20347	4.12986

It is clear that there is significance in this question equals .001**.**

Group Statistics

	GROUPED	N	Mean
Listen to the conversation and answer	control	15	9.8667
	case	15	5.6667

Independent Samples Test

					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Lower	Upper
Listen to the conversation and answer	Equal variances assumed	3.618	28	.001	1.82179	6.57821
	Equal variances not assumed	3.618	14.374	.003	1.71596	6.68404

It is clear that this question is significance equals .001.

The Table of Tables:-

The statements	The median	The significance
1. I use cassettes to teach listening skill.	**3.0000**	**.255**
2. I use films to teach listening skill.	**5.0000**	**.000**
3. I use laboratory to teach listening skill.	**4.0000**	**.020**
4. I use pair and group work to teach speaking skill.	**2.0000**	**.005**
5. I use discussion in teaching speaking skill.	**2.0000**	**.010**
6. I use problem solving to teach communication skills.	**3.0000**	**.000**
7-I use audiovisual aids in teaching receptive skills.	**3.0000**	**.015**

8-. In my classes, I give a chance to my students to scan a written piece first.	2.0000	.008
9. In my classes, I give a chance to my students to skim a written passage.	2.0000	.002
10. In my classes, I give my students a chance to make an extensive reading.	2.5000	.105
11. In my classes, I give my students a chance to make an intensive reading.	2.0000	.070
12. In my classes, I ask my students to write a paragraph about some items in the course.	2.0000	.276
13. In my classes, I ask my students to write an assay about some items in the course.	2.0000	.005

The statements	The median	The significance
14. I use the audio-lingual method of teaching.	3.0000	.005
15. I use the communicative method of teaching.	2.0000	.000
16. I use the grammar translation method of teaching.	3.0000	.363
17. Sudanese Universities syllabi include segmental phonology.	2.0000	.043
18. Sudanese Universities syllabi include suprasegmental phonology.	2.0000	.046
19. Sudanese Universities syllabi include phonetic sounds.	1.0000	.006
20. Sudanese Universities syllabi include both phonetic and phonology.	2.0000	.006
21. Studying phonology helps in English language learning.	2.0000	.000
22. Studying phonetics facilitate	1.0000	.001

English language learning.		

Chapter Five
Summary ,Conclusion & Recommendations

-:Chapter five

 -:Findings, Summary and Recommendations

Introduction 5-1

Teachers find it hard to integrate pronunciation into class. Reviewers complain that many books lack a consistent pronunciation syllabus. Pronunciation is a problematic area for many teachers, and when the researcher teach English students noticed that students find it difficult to pronounce words correctly, Phonology has the least popular topic in the class .Thus the researcher aims to explain the problem of teaching phonology by clarifying the methods of teaching phonology, the real situation in the Sudanese universities, students level of students and the teachers .qualifications

Summary .5.2

The researcher uses the descriptive analytic method; she takes Sudan University of Science and Technology as a sample .The tools of the research are a questionnaire for teachers and a test for the students' .The sample consists of thirty teachers from College of languages –the university requirements unit, English department. The students group consists of thirty students are divided into two groups a case group which is fifteen students from the faculty of education French department second year and a controlled group which is fifteen students from the faculty of education English .department third year

 :The researcher hypotheses are

Teaching phonology through the four skills enhances communication, this hypothesis is approved by the results of the questionnaire and the results of the test that is to say the low standard of the students in the case group is due to the ignorance of teaching phonology inductively   , vice versa, is the controlled group which has the higher marks in the test due to the inductive teaching of phonology through the four skills.

The second hypothesis is: Sudan University English teachers teach phonology through the four skills at the university level –first year with in English for specific purposes courses. This hypothesis is approved by the results of the teachers questionnaire and the students test that is to say some of the students differentiate between the various phonetic symbols Sudanese universities teachers teach phonetics which is apart from phonology and this indicates that students do not have enough information about phonology which can enable them to speak fluently .

The third hypothesis is Sudan University syllabi includes phonology. This hypothesis is not approved; the results of the test and the questionnaire reflect that Sudan University syllabus includes phonetics not phonology.

The Findings 5.3

1- Teaching phonology through the four skills enhances communication

2- THE Teachers at Sudan university of Science and Technology teach phonetics not phonology at the University level.-first year in the English as a University requirement courses -English for specific purposes courses-.

3- Sudan university syllabi includes apart of phonology at a narrow angle, which is the phonetic symbols, and thus Sudanese university students lack the basic information about how to communicate fluently.

4- Surprisingly enough, Sudan university English teachers do not use the proper method to teach English that is most of the teachers use the grammar translation

method to teach general and English for specific
purposes courses.

The recommendations 5.4

-: The researcher recommends the following
University teachers should teach phonology communicatively through the -1
.four skills
The pronunciation of the new item of English must be taught properly to -2
prevent the insurgence of a wrong habit of usage which will be difficult to
eliminate .The teacher and the learner can go ahead to include correct
.pronunciation and make it part of reading comprehension

The Sudanese learner of English transfers the norms of forming questions-3
by intonation pattern of colloquial Arabic to form questions in English
therefore; the university teachers should avoid translation and use the target
. language inside the class rooms

Concerning phonological items such as stress, rhythm and intonation of-4
English are alien to the speaker of the Arabic language. This is because the
stress patterns of English and Arabic are not similar .English is stressed-timed
language and the stress pattern of English cannot be predicted whereas the
Arabic language is syllable –timed and has a stress pattern that tends to be
predictable. In other words, Arabic has a syllable –timed stress, thus teacher
should use audiovisual aide and the native speakers in order to provide the
.perfect model for the Sudanese learners

More researches about teaching phonology can be done especially in the -5
.area of using computer or audiovisual aids to teach phonology

-:References

1- Abd El-rahman Mohd Yeddi Elnoor ,Teaching English in Sudan ,a practical approach ,Board of Islamic publications ,Newdelhi ,2003 .

2- Brown, H. Principles of language learning and teaching .2000, 4th ed. White Plains, NY: Addison Wesley.

3- Deckert, G. The communicative approach: Helping students adjust .1987. *English Teaching Forum 25*.

4- English Language Programs , *English Teaching Forum* , Volume 42, Number 1

5- Ellis, G. How culturally appropriate is the communicative approach? *ELT Journal.* 1996, *50* (3).

6- Terry Philips ,Starting Skills In English ,Listening and Speaking –Part A and B-Garnet Education –Garnet publishing Ltd.2005

7- Jack C. Richards. John Platt, Heidi Platt, Longman dictionary of language teaching and applied linguistics, Longman group UK limited, 1992, second edition.

8- Karavas-Doukas, E. Using attitude scales to investigate teachers' attitudes to the communicative approach 1996. *ELT Journal 50*.

9- Kumaravadivelu, B. 1993.. *ELT Journal 46*.

10- Larsen-Freeman, D. *Techniques and principles in language teaching*, 2000. 2nd ed. Oxford: Oxford University Press.

11- Leng, H. 1 Communicative language teaching in China.997. New bottles, old wine: *English Teaching Forum 35*.

12- Li, D. It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea 1998. *TESOL Quarterly 32* (4).

13-Pajares, M. Teachers' beliefs and educational research: Cleaning up a messy construct 1992.. *Review of Educational Research 62*.

14-"Peter Roach, English phonetics and phonology, a practical Course, Cambridge university press, 1983".

15-Robert Lado, Language Testing -THE Construction and use of foreign language Tests-, Longman Group Limited, London, 1961"

16-Stapleton, The role of Confucianism in Japanese education. *The Language Teacher* .1995.P *19* (4).

17-Stevick, E. *Memory, meaning and method*, 1996. 2nd ed. Boston, MA: Heinle and Heinle.

Websites:-

18- "www.google .com /English pronunciation /organs".

19-"www.google .com / From Wikipedia / the free encyclopedia".

Appendix (1)

 (1) Teachers' Questionnaire:-

Dear teacher,

This questionnaire is a part of a research for the partial fulfillment of M.ed in ELT titled: Deductive and inductive teaching of phonology through the four skills. Please response to the statements, accurately and honestly. I assure you that the information in this questionnaire will be treated confidentially and for research purpose only.

Personal Information

- Sex: Male   Female.

2- Qualifications …………………………………………………...…

…………………………………………………………………………..

3- Years of experience ……………………………………………….

Section (A)

statements	Always	often	sometimes	occasionally	Never
1. I use cassettes to teach listening skill.					
2. I use films to teach listening skill.					
3. I use laboratory to teach listening skill.					
4. I use pair and group work to teach speaking skill.					
5. I use discussion in teaching speaking skill.					
6. I use problem solving to teach communication skills.					
7-I use audiovisual aids in teaching receptive skills.					
8-. In my classes, I give a chance to my students to scan a written piece first.					
9. In my classes, I give a chance to my students to skim a written passage.					
10. In my classes, I give my students a chance to make an extensive reading.					
11. In my classes, I give my students a chance to make an intensive reading.					
12. In my classes, I ask my students to write a paragraph about some items in the course.					
13. In my classes, I ask my students to write an assay about some items in the course.					

Section (B)

Statements	Strongly agree	agree	undecided	disagree	Strongly disagree
14. I use the audio-lingual method of teaching.					
15. I use the communicative method					

of teaching.					
16. I use the grammar translation method of teaching.					
20. Sudanese Universities syllabi include segmental phonology.					
21. Sudanese Universities syllabi include suprasegmental phonology.					
22. Sudanese Universities syllabi include phonetic sounds.					
23. Sudanese Universities syllabi include both phonetic and phonology.					
24. Studying phonology helps in English language learning.					
25. Studying phonetics facilitate English language learning.					

Appendix (2):

 Student's Test

Time: 3 hours   10 marks for each question

Listen to the conversation

Andy: Who is the most famous writer in your culture?

Hosni: I think its Naguib Mahfouz.

Andy: Is that a man or a woman?

Honsi: it's a man

Andy: How do you spell his name?

Honsi: N-A-G-U-I-B- M-A-H-F-O-U-Z.

Andy: Is he a live or dead?

Honsi: He's still a live but he's very old.

Andy: When was he born?

Honsi: I think it was about 1911.

Andy: Did he work as a writer?

Honsi: No. He worked for the Egyptian government.

Andy: What kind of literature does he write?

Honsi: Novels and short stories. He wrote three books called the Cairo Trilogy.

Andy: Where does he live?

Honsi: In Cairo.

Question ONE

Listen and answer.

Question TWO:

1- Listen Tick (√) the words with /e/.

Desk	√	Sentence	
Pen		Student	
End		English	
Begin		Write	
Test		Listen	

question		answer	

2- Listen. Tick (√) the correct column.

	/i/(it)	/ai/ (1)
Is	√	
I'm		√
Begin		
English		
Fifteen		
Find		
Fine		
Five		
Listen		
My		
Night		
Tick		
Nine		
Right		
Six		
Time		
write		

Question Three:

Which word? Listen and circle.

1	What	Time day	Is it?
2	When is the	First last	Lesson?
3	Which	Day month	Is it
4	What's the	Date day	Today?

142

5	I have three lesson this	Evening morning
6	This is my first	Week year

Question Four:

Listen and complete the ID card.

First name: Jill
Family name:…………………………….
Nationality: …………………………...
Hometown:……………………………
Job :…………………………………….
Date of birth: 30/1/………
Identity Card   Green hill
College

Question Five:

Hearing /a: / and /ei/

A- Listen. Tick (√) the correct column

	/a:/ (ask)	/ei/ (day)
Are		
Class		
date		

B- Listen. Tick (√) the words with /i: /

Tree		He		She	
Blue		Grey		We	
green		see		the	

C- Listen. Tick (√) the words with /au/

South		Brown	
Town		Around	
Country		Snow	
Mountain		Yellow	

Coast		Accountant	
Hour		Cloud	
now		cold	

D- Listen. Tick (√) the words with /æ /

adult		Male	
Ask		Lake	
Last		Woman	
Can		Man	
Can't		Map	
Saturday		village	

Question six:

Listen and complete the table:

How do people get to work in New Zealand?

method	number	%
Car		
walk		
Bus		
Bicycle		
Motorbike		
train		
Other		
total	1.23.0000	

Question Seven:

Marc and Simone are taking about the figures listen and then answer the following questions.

1. What is a tram?

2. What is the underground?

Question eight : .

How do you say the following words:-

* Underground   * Train   * Walk   * Motorbike   *

Bicycle   *Taxi   *Bus   * Tram   * Car

* Other

Question Nine:

Listen and punctuate the following dialogue

Receptionist   can I help you

Carl Clark   I have a meeting with Mrs Dart

Receptionist   what s your name

Carl Clark   Carl Clark.

Receptionist   How do you spell that?

Carl Clark   C A R L   C L A R K

Receptionist   Thank you Mr Clark

Receptionist   Mrs Dart Mr Clark is here

Mrs Dart   Thank you Send him in

Question ten :

Read the following sentences (notice the change of part of speech from verb to noun:

1) -I object that he is too young for the position.

   -Tell me the name of this object on the table.

2) -They conduct themselves well.

   -Mohammed awarded a good conduct prize.

3) -People desert countryside and live in town.

   -There are no trees in the desert.

4) -I don't permit my students to use their mobile phone in the lecture.

   -You won't get into the library without a permit.

5) -I present a gold pen to my friend Huda

   - I'll give you a birthday present.

Appendix (3)

Statistics

		I use cassettes to teach Listening Skill	I use films to teach Listening Skill	I use laboratory to teach Listening Skill	I use pair and group work to teach speaking Skill	I use discussion in teaching speaking Skill
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Median		3.0000	5.0000	4.0000	2.0000	2.0000

-:(Appendix (4

Statistics

		I use problem solving to teach communication Skills	I use audiovisual aids in teaching receptive Skills	In my classes, I give a chance to my students to scan a wrtten piece first	In my classes, I give a chance to my students to skim a written passege	In my classes, I give my students a chance to make an extensive reading
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Median		3.0000	3.0000	2.0000	2.0000	2.5000

-:(Appendix (5

Statistics

		Sudanese Universities syllabi include segmental phonology	Sudanese Universitys syllabi include suprasegmen taphonology	Sudanes Universities syllabi include phonetic sound	Sudanes Universities syllabi include both phoneticand phonology	Studying phonology helps in English Language learning	Studying phonetics facilitate English Language learning
N	Valid	30	30	30	30	30	29
	Missing	0	0	0	0	0	1
Median		2.0000	2.0000	1.0000	2.0000	2.0000	1.0000

(Appendix(6

Test Statistics

	Sudanese Universities syllabi include segmental phonology	Sudanese Universitys syllabi include suprasegmen taphonology	Sudanes Universities syllabi include phonetic sound	Sudanes Universities syllabi include both phoneticand phonology	Studying phonology helps in English Language learning	Studying phonetics facilitate English Language learning
Chi-Square a,b,c,d	8.133	9.667	10.400	14.333	31.333	13.517
df	3	4	2	4	4	2
Asymp. Sig.	.043	.046	.006	.006	.000	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.0.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

d. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.7.

appendix (7):-

Test Statistics

	In my ciasses, I ask my students to write a paragraph about some items in the course	In my classes, I ask my students to write an assy about some items in the cource	I use the audio-lingual method of teaching	I the communica tive method of teaching	I use the grammar translation method of teaching
Chi-Square a,b	3.867	14.667	14.667	30.667	4.333
df	3	4	4	4	4
Asymp. Sig.	.276	.005	.005	.000	.363

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.0.