Sudan University for Science and Technology

College of Graduate Studies

Department of English Language

The Impact of the Absence of Teaching Phonetics at Secondary Schools on Students' Pronunciation

A Case Study of Khartoum Aljadeedah Secondary School for Boys

أثر غياب تدريس الصوتيات في المدارس الثانوية على نطق الطلاب

دراسة حالة طلاب مدرسة الخرطوم الجديدة الثانوية بنين

A Thiess submitted in partial fulfillment for requirements of M.A degree in linguistics

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الآيــة

قال تعالى: (فَتعالى اللَّهُ الْمَلِكُ الْحَقُّ وَلا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا)

صدق الله العظيم

سورة طه- آية (114)

Dedication

To my parents, wife and children

Acknowledgements

Surely, no work of value could be accomplished without the help of Alla, hence countless thanks go to the Great Creator.

Then, bearing in mind all kindness, encouragement and favour of Dr. Yusuf Atiraifi Ahmed, I find myself highly indebted for his advice, assistance and keen supervision.

Many thanks go to the staff members of the Department of languages at Sudan university of Science and Technology for their considerable efforts in presenting this work.

I gratefully acknowledge my particular thanks and deep indebtedness to all of these who helped me with valuable knowledge.

I wish to record my sincere thanks to my wife and children for their patience and encouragement.

List of Abbreviations

1- **EFL**: English as a foreign language

2- **SUST**: Sudan University of Science and Technology.

3- **IPA**: International Phonetics Alphabet.

4- **Vs**.: Versus.

Abstract

This study aimed to investigate the impact of the absence of teaching English language pronunciation from the curriculum at the secondary schools.

The study examined the pronunciation awareness among the students of the third year at the secondary schools.

The research also aims to see to what extent the absence of teaching pronunciation affected the students at the secondary level.

This study contains five chapters; chapter one is an introduction, chapter two is a literature review, which shows the information related to the field of pronunciation. Chapter three is research methodology, chapter four is data analysis, results and discussion, chapter five, is conclusion.

The results show that the majority of the students agreed that the pronunciation awareness needs a special care from those who are responsible for the education in order to improve the standards of the EFL learners.

Finally, the study recommended that teaching English pronunciation must be introduced earlier in all secondary schools to achieve correct pronunciation.

مستخلص البحث

هدفت هذه الدراسة إلى تقصي تأثير غياب تدريس علم صوتيات اللغة الإنجليزية من المنهج في المدارس الثانوية.

الدراسة اختبرت إدراك طلاب السنة الثالثة بمدرسة الخرطوم الجديدة الثانوية بنين بعلم الصوتيات في اللغة الإنجليزية وتطبيقها.

هذا البحث يهدف أيضا لمعرفة إلى أي مدى أثر غياب تدريس علم الصوتيات على طلاب المرحلة الثانوية.

هذا البحث يحتوي على خمسة فصول، الفصل الأول: وهو المقدمة أما الفصل الثاني فهو الأدب المنشور والذي اشتمل على معلومات لها صلة بعلم الصوتيات.

الفصل الثالث عن منهجية البحث وتحليل البيانات والمناقشة، أما الفصل الخامس فقد احتوى على الخاتمة والتوصيات.

وقد أوضحت الدراسة أن غالبية الطلاب وافقوا على أن الإلمام بعلم الصوتيات يحتاج لعناية خاصة من قبل المسؤولين عن التربية والتعليم من أجل تحسين مستويات دارسي اللغة الإنجليزية باعتبارها لغة أجنبية.

وأخيراً أوصت الدراسة بأن تدريس علم صوتيات اللغة الانجليزية يجب أن يقدم مبكراً في كل المدارس الثانوية من أجل تحقيق النطق السليم.

Table of Contents

Subjects	Page No.
Initiation الآية	i
Dedication	ii
Acknowledgements	iii
List of Abbreviations	vi
Abstract (English)	v
Abstract (Arabic)	vi
Table of Contents	vii
List of tables	x
List of figures	xi
CHAPTER ONE **General Framework of the Study**	
1.0 Introduction	1
1.1 The Statement of the Problem	1
1.2 The Questions of the Study	1
1.3 The Hypotheses of the Study	2
1.4 The Objectives of the Study	2
1.5 The Limits of the Study	2
1.6 The Significance of the Study	2
1.7 The Methodology of the Study	3
CHAPTER TWO **Literature Review**	
2.0 Introduction	4
2.1 Definition of Pronunciation	4
2.2 The Sources of Correct Pronunciation	6
2.2.1 Overview	7
2.2.2 The teaching of pronunciation	7
2.2.3 Integrated pronunciation teaching	8
2.3 Means of Learning Pronunciation	10
2.3.1 Listening	10
2.4 The Non-print Media	10
2.5 Factors Affecting the Learning of Pronunciation	11

2.5.1 Psychological Factors	11
2.6 The Organs of Speech	14
2.6.1 Introduction	14
2.6.2 The larynx	14
2.6.3 The vocal cords	14
2.7 The Articulatory Systems	15
2.7.1 The soft palate or velum	15
2.7.2 The alveolar ridge	15
2.7.3 The lips	16
2.8 Consonants Vs. Vowels	17
2.8.1 Consonants	17
2.8.2 Vowels	18
2.9 Classification of Consonants	18
2.10 Types of Consonants According to Manner of Articulation	19
2.10.1 Complete closure	19
2.10.1.1 Plosive or spots	19
2.10.1.2 Affricatives	19
2.10.1.3 Nasals	20
2.11 Intermittent Closure	20
2.11.1 Roll	20
2.11.2 Laterals	20
2.12 Narrowing	20
2.12.1 Fricatives	20
2.12.2 Semi-vowels	20
2.13 Types of Consonants According to Place of Articulation	21
2.14 Classification According to the Presence or Absence of Voice	22
Part (2) Review of the Previous Studies	23
CHAPTER THREE **Research Methodology**	
3.0 Introduction	26
3.1 Methods	26
3.1.1 Population	26
3.1.2 Subjects	27

3.1.3 Instrument	27
3.1.4 The pronunciation test	27
3.2 Procedures	28
3.3 Reliability	28
3.4 Validity	29
3.5 Data	29
3.6 Statistical Analysis	29
CHAPTER FOUR **Data Analysis, Results and Discussion**	
4.0 Introduction	30
4.1 Summary	37
CHAPTER FIVE **Summary, Conclusion, Recommendation and Suggestion for Further Studies**	
5.0 Introduction	38
5.1 Summary	38
5.2 Conclusion	39
5.3 Verification of the Hypotheses	40
5.4 Recommendations	40
5.5 Suggestions for Further Studies	41
Bibliography	43
Appendices	

List of Tables

Title	Page No.
Table (4.1) The pronunciation of the word: pencil /pensl/	30
Table (4.2) The pronunciation of the word: group /gru:p/	31
Table (4.3) The pronunciation of the word: Ground /graʊnd/	31

Table (4.4) The pronunciation of the word: ocean /oʊʃsn/	32
Table (4.5) The pronunciation of the word: Social /səʊʃl/	33
Table (4.6) The pronunciation of the word: strange /streɪnʤ/	33
Table (4. 7) The pronunciation of the word: Enough /ɪnʌf/	34
Table (4.8) The pronunciation of the word: plough/plaʊ/	35
Table (4.9) The pronunciation of the word: measure /meʒə/	35
Table (4.10) The pronunciation of the word : come/kʌm/	36

List of Figures

Title	Page No.
Figure (4.1) The pronunciation of the word: pencil /pensl/	30
Figure (4.2) The pronunciation of the word: group /gru:p/	31
Figure (4.3) The pronunciation of the word: Ground /graʊnd/	32
Figure (4.4) The pronunciation of the word: ocean /oʊʃsn/	32
Figure (4.5) The pronunciation of the word: Social /səʊʃl/	33
Figure (4.6) The pronunciation of the word: strange /streɪnʤ/	34
Figure (4. 7) The pronunciation of the word: Enough /ɪnʌf/	34
Figure (4.8) The pronunciation of the word: plough/plaʊ/	35
Figure (4.9) The pronunciation of the word: measure /meʒə/	36
Figure (4.10) The pronunciation of the word : come/kʌm/	36

Chapter One
Introduction

CHAPTER ONE

1.0 Introduction

It has been noticed that non-native learners of English language commit many errors in their pronunciation of some words to the extent that they break down the communication.

This study tries to find out the reasons that cause these errors committed mainly by the Sudanese students of secondary schools due to the absence of teaching pronunciation.

1.1 The Statement of the Study

The Sudanese learners of EFL encountered many difficulties in pronouncing some English words properly.

This problem extent to most EFL students even when they reach the university stage.

Furthermore those students who are intended to become professional teachers of English suffer from such problem in the future.

The weakness of this performance will be transferred by these students who want to be English language teachers in the future.

1.2 The Questions of the Study

This study will answer the following questions:

1- What are the errors that are committed by Sudanese EFL students due to the absence of teaching English pronunciation from the curriculum?
2- Why do learners make pronunciation errors?
3- To what extent is mother tongue interference has its effects on the students, teachers in pronouncing English words?
4- Does pronunciation need to be deliberately taught?

1.3 The Hypotheses of the Study

1- Mispronunciation and misunderstanding the meaning are the most common errors.
2- Learners of EFL make pronunciation errors because of the absence of teaching English phonetics.
3- The mother tongue interference makes the students commit errors in their pronunciation of some English words.
4- Syllabus designers do not select suitable syllablus of English language pronunciation in the secondary school.

1.4 The Objectives of the Study

The research aims to achieve the following objectives:

1- It provides an extensive practice and analysis to find out some of the problems encountered by the university students of the third year of English department in pronouncing some words.
2- To know the reasons behind the deterioration of the pronunciation.
3- To investigate the effects of the absence of teaching English phonetics.

1.5 The Limits of the Study

The study is concerned with the pronunciation of the non-native learners of English language mainly the Sudanese students of universities of the third year. So this study is limited for only SUSST students of the third year students of college of education SUST in Khartoum locality.

1.6 The significance of the study

The study is particularly significant to the secondary schools of English pronunciation and the consequences of excluding it from the English curriculum.

The study will pave the way for other researchers to tackle the other fields of pronunciation.

1.7 The Methodology of the Study

The study intends to describe how the students of the secondary schools pronounce the selected words which will be assigned to them by the researcher. So, the descriptive analytical approach is suitable to this study.

The population of the methodology are of the secondary school.

The students will perform the pronunciation of the selected words. Then a checklist from their work will be prepared so as to trace the types of errors committed by those students, and it will be the basic data of analysis.

Chapter Two

Literature Review

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter reviews the relevant literature to the concept of pronunciation in seven sections. The first is an introductory one, section two has to do with defining the term pronunciation, section three reveals the importance of the organs of speech, section four states some facts about consonants versus vowels, section five takes consonants in isolation, section six deals with vowels in isolation too, section seven summarizes the main ideas introduced in this chapter.

Finally in this chapter, the researcher refers to the previous studies in order to make comparison to discover to what extent this study is similar or different from the previous studies, and what are the differences between them.

2.1 Definition of Pronunciation

In spite of the fact that the concept of pronunciation is not a recent one; it is not an easy task to give a specific definition of the term pronunciation. This is why linguists describe or define pronunciation in various ways depending on different but more interdependent backgrounds as far as their linguistic beliefs could help.

Accordingly, as Fodor, Bever and Garrett (1974: 434) postulated, particularly, anything that one can say about speak production must be considered speculative, even by the standard current in psychlinguistics. In this way, this assumption draws attention to the importance of being well aware of the nature of the relationships that hold between the

linguistic and the psychological limitations involved in sound production as well as the other fields of knowledge in relation.

In favour of these suggested speculative views, Haycraft (1980: 59) describes pronunciation as phonology in action, or in real life terms, it is a means to experience language by helping its learners to use it more vividly so that it is more memorable and accelerating learning. It is the speaker's way of giving life to the whole utterance.

It is clear that the interpretation of this definition depends mainly on the term phonology. That is, the level of linguistic analysis which works or investigates the ways in which speech sounds are used or put together systematically to form words and utterances in a particular language almost actual real life situations.

Another viewpoint introduced by Roach (1992: 86) who defines pronunciations as the act of saying or producing an utterance by making the sounds that are right or understandable by the speakers of the same language. Thus, this definition implies the idear of perfection since it includes the word "right", that is, pronunciation has to do with rules which indicate the right or the correct and incorrect sounds produced by the speakers of a language. In this sense the definition is limited since it focuses on this point only.

On the basis of some modern psychological conceptual terms, Steiberg (1993: 16) views pronunciation as the representation of the psychological (non - physical) level of the phonetic structure. It consists of direct speech sounds and procodic features (pitch, stress, etc). on the basis of the phonetic structure, the movements of the articulators of speech (tongue, lips, vocal cords etc) are controlled so as to provide physical speech, which appears in the environment as the acoustic signal.

In this definition, it is obvious that some other disciplines are involved, for example: psychology, physiology, phonetics and phonology. In other words pronunciation is not an isolated field, it comprises many systems in linguistics as well as many aspects of human knowledge. This can be seen in various ways in which sound production is dealt with. By adopting some phonological terms, Wells and Colson (1994: 83) see the pronunciation as the utterance of a sound of a letter, segment, syllable or word correctly in a sense that their output is often phonologically realized in the shades of meaning interpreted as a result of sequences of sounds created in the speech organs.

In this respect, this definition relates pronunciation to both forms of language, that is, written and spoken as indicated by the terms letter, segment and syllable.

It also links between pronunciation and semantics since it talks of shades of meaning which are consequently understandable from the resulting sound.

To conclude, it seems that the view provided by Steinberg is more comprehensive since it pays attention to other disciplines that integrate to show pronunciation as a dependent system, which can not be treated in isolation. That is, the notion of pronunciation is displayed by regarding other thoughts from some related consideration.

2.2 The Source of Correct Pronunciation

2.2.1 Overview

In order to achieve considerable success in the mastery of the sound system of English as a foreign language, learners need to be provided with many sources of correct pronunciation. This is due to the

fact that such sources constitutes a major division in the process of learning the phonological aspect of a language. That is, learners need the accurate models of sound through teaching, learning means of learning and awareness of factors influencing pronunciation.

As a chief source, teaching supplies learners with the direct phonological knowledge that enables them to have a grasp of the target sound system. In this work, teaching includes: actual demonstration in the stages of presentation, practice and production.

2.2.2 The Teaching of Pronunciation

Brown (1994: 258) describes the views on teaching pronunciation as have changed dramatically over the last half- century of languages teaching. in the hey day of audiolingualism and its various behaviouristic methodological variants, the pronunciation component of a course or programe was a mainstay. Language was viewed as a hierarchy of related structures and at the base of this hierarchy was the articulation of phonemes and their contrasts within English and between English and native languages. Pronunciation classes consisted of imitation drills, memorization of patterns, initial pair exercise, and explanations of articulatory phonetics.

By the mid of 1980s the cutting edge of the profession turned in a different direction with greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence. At this point, Stevick (1982: 50) reflects on the importance of pronunciation teaching in the sense that the most fundamental thing you teach in foreign language course is its

pronunciation. When you do so, you are helping your students to build up in their brains a very special set of models, which are the composites of the audible portion of many, many memory – images. For learners, these models are their only portable record of what the vowels, consonants, melodies and rhythm of the new language ought to sound like.

Byram (2000: 488) states the aim of pronunciation teaching as to lead students to be able to achieve meaning in contexts of language use through the production and perception of sound patterns of the target language. These compromise segmental or individual sounds, stressed and unstressed syllables and speech melody inotation.

However, the aim of pronunciation teaching is the one that ranges from conscious analysis and practice of specific sounds to holistic approaches, allowing learners to acquire sounds by use. As native speakers of our first language, we have predisposition for perceiving certain sounds.

2.2.3 Integrated pronunciation Teaching

Unlike the case of other aspects of language, pronunciation teaching seems to be the most controversial one. While some theories, suggest the notion of direct presentation of speech sound models that learners may practice through imitation or repetition so as to be able to reproduce them accurately, others refer to deal with pronunciation as a part of the whole task of language learning with certain focus on the learner's phonological output where the teacher often sets up right the incorrect utterances produced incidentally.

Within this framework, Long (1977: 288) proposes the question of when and how to treat errors in the classroom language, that is, which errors to provide some sort of feedback on has simple answer. Having

noticed an error, the first and the other would argue, crucial decision the teacher makes is whether or not to treat the error at all. In order to make that decision, the teacher may have resource of factors with immediate, temporary bearing, such as the importance of the errors to current pedagogical focus on the lesson, the teacher's perception of the chances of eliciting correct or perfect performance from the students if negative feedback is given and so on.

In most practical and clearly written article on error correction, Hendrickson (1980: 18) advices teachers to try to discern the difference in learner's language, between global and local errors. Global errors often hinder communication; they prevent the hearer from comprehending some aspects of the message. Local errors, because they usually only affect a single element of a sentence, do not prevent the message from being heard, contexts provide keys to meaning.

However, Krashen and Terrel (1983: 57) view the matter of how to correct errors as getting exceeding complex, research on error connection methods is not at all conclusive on the most effective method or say technique for errors correction. It seems that students in any classroom want and expect errors to be corrected. However, some methods recommend no direct treatment of error at all.

Cook (1991: 35-36) explains that pronunciation teaching means assisting learners or better understanding how to help students' pronunciation by means of relating their faults first to their current inter language, and only secondly to the target.

Pronunciation teaching has stood still for generations; it is time exercises and techniques started to be used that grasped the fact that pronunciation is more than phonemes and teaching is more than repetition.

2.3 Means of Learning Pronunciation

Within the general framework of teaching and learning pronunciation; some means or devices function to provide learners with models of correct pronunciation. The nature of the teaching or learning materials used usually determines the mean which suits in that situation.

2.3.1 Listening

As a natural skill of sound perception, listening constitutes the basic means required for the purpose of learning pronunciation. Investigations in auditory phonetics show that learners often receive, realize or recognize and clearly interpreter speech sounds by means of a sequence of listen activities.

Rost (1990: 37) describes phonemic segments as the smallest units of speech that can be reliably identified by hearers of a language. However, in decoding connected speech, matching sounds to individual phonemes is inadequate since the individual phonemes composing an utterance. Therefore, listeners who anticipate hearing ideal pronunciation of words will have considerable difficulty in decoding connected speech since nearly- all basic phoneme is an unrealistic standard against which to match heard forms.

2.4 The Non- print Media

In some recent developments, means of learning pronunciation appears more efficient, influential and valuable when sounds are introduced via the refinest ways of adopting the so called the non- print media.

The printed or published reference book involved in the learning of pronunciation. In the other sense, the use of the word dictionary is also

valid when the term refers to the mental container that any person posses as a part of his linguistic competence. It is the combination of the book dictionary and mental dictionary, which lead to learn language.

Ilson (1986: 45) states the well known fact that english book dictionaries include some form of pronunciation guide, whether in international phonetics alphabet (IPA) phonetic symbols.

In detailed accounts, Aitchison (1994: 10-14) contrast the book dictionary with the mental lexicon or mental dictionary. That, there are little similarities between the words in the mind and words in book dictionaries, even though the information will sometimes overlap. The dissimilarities involve both content and organization since there are considerable differences between the human words stor and the printed papers container.

2.5 Factors Affecting the Learning of Pronunciation

Many learners of English as foreign language feel that their ultimate goal in pronunciation should be accent free speech, which is undistinguishable from that of native speaker's one – such a goal is clearly unattainable, because some factors integrate to influence the learning of pronunciation, such as psychological, linguistic, pedagogical and social factors.

2.5.1 Psychological factors

Learners of English pronunciation have their own internal psychological factors that affect their mastery of the target sound system. These factors: age, memory, motor skills, innate phonetic ability, identity, language ego, anxiety, motivation and concern for good pronunciation as well as their relevant features.

Stern (1983: 383) argues that although young children are probably superior to adults in acquiring an acceptable accent in a new language,

they make less rapid progress than adults in other aspects of foreign language learning when learning time is held constant for the two age groups. This suggests that age has something to do with learning pronunciation, that is adult learners often suffer from poor sound production ability. In support to this view point, Keworthy (1987: 4) proposes that, children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic context.

In favour of the role played by memory in learning pronunciation, Steinberg (1993: 206) states that memory is crucial to learn pronunciation. The learning of the sound of simplest word requires memory since the order of its constituting phonemes needs to be kept undistributed. This suggests that memory is essential for "rote memorization", for language learning, and that at some age it begins to decline.

These aspects of link between age and memory indicate that the learning of pronunciation is determined by these two interdependent factors. This is why adults develop strategies and seek more practice and exposure so as to compensate for weakening rote memory ability.

When considering the effect of the learner's motor skills on learning pronunciation, Rossner and Bolitho (1992: 12) point out that evidence shows how the particular motor skill of speech pronunciation is best developed at a younger age. That is, somewhere around the age of ten or twelve years the ability to acquire new motor skills begins to decline.

As for the learners' own innate phonetic ability, Ken Worth (1987:6) argues that innate phonetic ability, which is often referred to as

having an "ear" for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not.

As far as language ego is concerned, Brown (1994:260) states that as human beings learn to use a second language, they also develop a new mode of thinking, feeling and acting- a second language identity. The new "language ego", interwids, with the second language, can easily create within the learner a sense of fragility, a defensiveness and a raising of inhibitions.

Reading the role of threat, Rossner and Bolitho (1990: 129) single out the role of threat of learning and the zest of the risk by noting that, as learners, adult in particular develop negative feelings in a learning situation, because they feel that their whole personality is put at not knowing. Thus learning turns into a protective affair, where people learn things simply to shield themselves from the accusation of stupidity that emerges from the teacher. Also the way in which most class-room situations give off the negative suggestions that what is to be learned is difficult and unlikely to be learned successfully, so that learners are immediately faced with an impossible high wall to scale.

Similarly, Brown (1994: 255) describes anxiety as one of the major obstacles learners have to overcome in learning to speak foreign language. This anxiety generates over the risk of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that "you are what you speak", learners are reluctant to be judged by hearers.

2.6 The Organs of Speech

2.6.1 Introduction

The researcher has gathered some information concerning the organs of speech from Abercome (1967). *Elements of General Phonetics*. And according to Albusairi in his book (*phonetics*). He sighted that in nearly all speech sounds the basic source of power is the lungs pushing air out. The organs of speech comprises the lungs, the muscles by means of which they are compressed or dilated, the wind pipe or trachea.

The air stream breathed of the lungs when passing through the narrow spaces in the human throat and mouth makes a sound. By modifying the passage through which the air passes when we speak, and a number of different sounds.

There are two other systems which are help to produce different sounds. These are the phonatory system which is formed by the larynx, and the articulartory system which consists of the nose, the lips, and the mouth and its contents, including especially the teeth and the tongue.

2.6.2 The larynx

(or voice box) is the bony structure at the top of the trachea or wind pipe and continues with it so that all air passing in and out of the lungs passes through it. The front part of the larynx in adult males is evident externally and is populary known as Adam's apple.

The primary function of the larynx is to act as a valve which can close off the lungs. The larynx is the first point where it is possible to modify the air stream and hence contributing to making speech sounds. Its most important parts are the vocal cords.

2.6.3 The vocal cords

The vocal cords are situated in the larynx. They are the first structures which can interfere with the air stream. There are two small muscular folds of elastic tissue. They run in horizontal direction from back to front. They resemble a pair of lips placed from front to back

horizontally across the top of the windpipe joined infront but movable in such a way that they can either be brought together in contact so that they meet and completely cover the windpipe or be drawn a part leaving a wide V-shaped opening from the windpipe into the throat or pharynx. This opening from the windpipe into the pharynx is called the glottis.

The vocal cords by their action bring about a number of different states of the glottis:

a. Tightly closed as for /?/.
b. Wide open as for breath- voiceless.
c. Loosely together as for voice.

2.7 The Articulatory System

2.7.1 The soft palate or velum

The escape of air from the pharynx may be affected in one of three ways:

a) The soft palate or velum may be lowered as in normal breathing, in which case the air can go through the nose.
b) The soft plate may be lowered so that the air can go through the nose but a complete obstruction is made at some point in the mouth-no oral escape is possible.

A purely nasal escape of this sort occur in such nasal consonants as (m, n, ŋ) in the English words palm/pa:m/; pan /pæn/; pang /pæG

c) The soft palate may be held in its raised position.

The air escape is completely oral. All English vowels and consonants have this oral escape except the nasal consonants (m, n, ŋ).

2.7.2 Alveolar Ridge

It is convenient for purposes to divide the roof of the mouth into three parts moving backwards from the upper teeth.

1- The foremost part of the roof of the mouth is called the alveolar or the teeth ridge. It is convex to the tongue, covers the roots of the teeth and extends from there to the point where the roof begins to be concave to the tongue and can be clearly felt behind the teeth.
2- Next, if we keep moving backwards, we come to the next subdivision of the bony part of the roof of the mouth which is concave to the tongue. This fixed bony arch forms what is called the hard palate.
3- Finally, we come to the soft palate or velum. It is the soft part of the platete and is movable upwards and downwards with a sort of hinge where the hard palate ends. The soft palate can move or raised so that it makes a firm contact with the back wall of the pharynx, and this stops the air from going up into the nasal cavity and forces it through the mouth only.

2.7.3 The lips

The lips are capable of assuming various shapes, of the movable parts, they constitute the final opening of the mouth cavity.

The shapes which they assume will therefore, influence the shape of the mouth cavity and determined the shape of the opening through which the air has to pass and consequently influence the sound quality. They may be shut or held a part in various ways.

They can come into firm contact to form a complete obstruction to the air-stream, momentarily.

Preventing it from escaping at all, as for /p/ or may be directed through the nose by the lowering of the soft palate as for /m/ .

They can be kept right out of the way so that they can take up any intermediate position if they are held a part. The position which the lips assume are summarized below:

a) When they come sufficiently close together all over their length, leaving a stricture between them, the passing air makes friction . fricative sounds produced in such a way are known in many languages in foreign speakers' pronunciation of 'W' as a bilabial fricative /v/ as in ' water' , pronounced /v): ter /* and is most common among some Asians.
b) When held in a relaxed position with a medium lowering of the jaw as in the vowel of 'get' they are said to be in the natural or neutral position.
c) When drawn tightly together so that the opening between them is small and they are more or less rounded as in the vowel of 'do', the lips are said to be in the close lip-rounding position.
d) When held wide a part but their corners are brought forward and they are rounded as in the vowel of 'got' the lips are said to be in the open lip-rounding position.
e) When held relatively wide a part without any marked rounding as in the vowel in 'card' they are said to in the unrounded open lip-rounding position.

As we have seen from the examples given that the formation of vowel quality is largely dependent on the position of the lips. Of the English consonants (p,b,m,w) involve lip action. Other consonants tend to share the lip position of eth adjacent vowel.

2.8 Consonants vs. Vowels

2.8.1 Consonants

Consonants are described in terms of articulation. That is, in terms of the movements and contacts of the vocal organs. Most consonant sounds are articulated via closure or narrowing in the vocal tract. Then consonants get their characteristic quality of sound from this blockage of

the air passage, whether complete or partial, and may be produced with or without the vocal cords vibration (voice). There are consonants which are voiced and others which are voiceless.

2.8.2 Vowels

In the articulation of vowels, there is neither closure nor narrowing in the speech tract which prevents the escape of the air-stream through the mouth or gives rise to audible friction. They are made with central passage of the air-stream and open approximation of the articulators.

A vowel sound may be described or defined, according to Daniel John , as a voiced sound in forming of which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

All sounds which do not conform to this description in any particular way are consonants; thus;

(i) All sounds which are not voiced e.g. (f, p, s),
(ii) All sounds in which air passage is through the nose e.g. (m)
(iii) All sound in which the air meets an obstruction on its way through the mouth e.g. (b, 1).
(iv) All sounds in which there is audible friction e.g. (v,s), are consonants.

2.9 Classification of consonants

Consonants unlike vowels are contain noises or contain noises and are pronounced with a structure of the air passage in their production. The air may escape through the mouth or the nose and they may be accompanied or unaccompanied by vocal cords vibration.

Consonants, as we have seen, are sounds in the production of which there is an obstruction of the air passage. This obstruction is

caused sometimes by one and sometimes by another of the speech organs, and amounts sometimes to a complete closure and at other times to a partial one (closure). Thus, consonants are classified firstly according to the nature of the obstruction (complete, partial, etc.), and secondly to the point of articulation of the sounds. This system of classification of consonants has been in use for along time, and is known as classification by place and manner, 'place' short for place of articulation (i.e. the active and the passive articulation), and 'manner' short for manner of articulators, means the types of stricture which the articulators are making to produce the sound.

2.10 (A) Types of consonants according to manner of articulation

2.10.1 Complete closure

2.10.1.1 Plosive or stops

Plosives are called stops because the most important phase of their formation is the complete closing of the air passage at a point in the vocal tract behind which the air builds up. The complete momentary closure is followed by an abrupt opening (explosion) and hence they are called "plosives" e.g. (p, b, t, d, k, g, ?).

2.10.1.2 Affricates

These types of consonants are a combination of stop and fricative (characterized by a narrowing of the air passage).

In their formation there is complete closure at some point in the mouth, behind which the air pressure builds up. However, the separation of the organs) produces a frictional or rubbing noise as the air passes through the narrowing, so that friction is a characteristic of the second element of the sound, e.g. (tʃ),

2.10.1.3 Nasals

In producing these sounds there is a complete closure at some point of the mouth, but this closing of the oral cavity is combined with a lowered position of the soft palate allowing a free passage of air through the nose. These sounds are continuous, voiced and have no noise components, e.g. (m,n, ŋ) .

2.11 Intermittent closure

2.11.1 Roll

A series of rapid intermittent closure or taps are made by flexible organs on a firmer surface, e.g. (r), where the tip of the tongue taps against the alveolar ridge, or (R) where the uvula forms a series of brief occlusion against the back of the tongue.

2.11.2 Laterals

The center of the mouth is obstructed, but the air is free to pass on one or both sides of the contact. These sounds may be continuant and non-fricative and therefore vowel-like e.g. (1).

2.12 Narrowing

2.12.1 Fricatives

The mouth passage is not completely closed, but it is narrowed at some point by two organs which are approximate to each other to such an extent that the air-stream in forcing its way through them produces audible friction, e.g. (f, v, Θ, ð, s, z, ʃ, ʒ, h).

2.12.2 Semi-vowels

A rapid vowel-glide is intentionally made, from a close vowel position to another more prominent vowel. A semi-vowel is classified as a consonant because of its rapid gliding nature, weak breath force, and lack of stress e.g. (j, W).

2.13 Types of Consonant According to Place of Articulation

In the preceding paragraphs, we classified consonants according to the nature of the obstruction of the air passage e.g. complete closure, partial closure (narrowing) or closure in the mouth while the air passage is open. With each of the division we made according to the nature of the obstruction, there are subdivisions. According to the place where the obstruction occurs. Here, are the chief place of articulation of English consonants.

(1) **Bilabial**: the obstruction is formed by the two lips, e.g (p,b,m) (complete mouth obstruction); (w) (partial)mouth obstruction).

(2) **Labio-dental**: the obstruction is formed between the lower lip and the upper teeth, e.g. (f, v) (partial mouth obstruction).

(3) **Dental**: the obstruction is formed between the tip of the tongue and the upper front teeth, e.g. (Θ, ð) (partial mouth obstruction).

(4) **Alveolar**: the obstruction is formed between the blade, or tip and blade and the alveolar /teeth ridge, e.g. (t,d,n) , (complete mouth obstruction).

Palate-alveolar: the obstruction is formed between the blade, or the tip and blade of the tongue and the alveolar ridge, and there is at the same time a raising of the front of the tongue toward the hard palate, e.g. (ʃ, ʒ, tʃ).

Palatal: the obstruction is formed between the front of the tongue and the hard palate, e.g. (j), (partial mouth obstruction).

Velar: the obstruction is formed between the back of the tongue and the soft palate, e.g. (k,g), (complete mouth obstruction).

Uvular: the obstruction is formed between the back of the tongue and the uvular. (there are no uvular consonants in English).

Glottal: an obstruction, or a narrowing causing friction but not vibration, between the vocal cords, e.g. (???,h) (the glottal stop (???) complete obstruction and (h) partial obstruction.

2.14 Classification according to the presence or absence of voice

Voicing is sometimes seen as a binary (yes/no) matter - a sound is either voiced or not voiced. Thus, theoretically all consonants may be grouped in pairs; both members of a pair having identical place and manner of articulation, but one with voice, the other without.

For example the pair of bilabial (place) plosive (manner) consonants /p/ and /b/. /p/ is the voiceless member of pair, /b/ is the voiced member, that is the vocal cords vibrate during the pronunciation of /b/, but during the pronunciation of /p/ they do not vibrate. (the glottis is open; the vocal cards are them drawn wide apart so that the air-stream can pass freely).

Voiceless /voiced pairs such as /p, b/ are distinguished not only by the presence of voice but also by the degree of breath and muscular effort involved in the articulation. A consonant may be articulated with more force or less force. The current of air mous be more or less intense, and the resistance offered to the current of air may be more or less vigorous. There are strong consonant and soft consonants.

Thus, the voiceless stops (p), (t), (k) and the voiceless fricatives (f) , (θ), (s) and (s) are strong or forties, their voiced counterpart (b), (d), (g), (v), (t),(z) and (3) are soft or lenis. Thus, all the plosives and the fricatives have both voiced and voiceless variants.

The nasals, on the other hand and the lateral (1), the roll (r), the fricative (h) and the frictionless continuants (w) and (1) in addition to the glottal stop (?), appear singly, either voiced or voiceless.

Part (2) Review of the Previous Studies

A number of studies have previously been conducted on this them with specific focus on the pronunciation.

These studies in general indicate what learners suffer from, and what problems learners encounter in the target language.

Many studies on pronunciation have been conduct focusing on the difficulties encountered in pronunciation of the FL as a result of ignoring phonetics. These studies help teachers to be aware of the areas of difficulties encountered by their students and made particular emphasis on them.

Hereby, the researcher referred to some previous studies to see to what extent they are similar or different from this study, and what are the phases of similarity and the difference between them.

Muhammad Zumrawi Ali Fahal (June 2004), in his study which is entitled " Awareness of Pronunciation among Sudanese EFL Students at Tertiary Level", he focused on the pronunciation from many different prospective but he focused on the major theories of pronunciation. These included the prominence theory, the pulse theory, the theory of generative phondogy, the theory of prosodic phonology and the features theory. He also focused on the linguistic information needed for pronunciation such as traditional phoneme, segmental sound, suprasegmetnal sound phonolgocal process, accents in pronunciation and speech sound transcription.

Ali (June 2004) reported the different sources of correct pronunciation teaching of pronunciation and the means involved in the teaching and learning.

From the above mentioned facts, it appears clearly that (Ali June 2004) focused more on the theories of pronunciation in addition to other factors like the influence of language learning strategies together with certain psychological, linguistic, pedagogical and social factors.

In comparison with this study the researcher concentrated on the practical sides of phonetics to make the learners comprehend and improve their pronunciation.

These practical sides include the respiratory system, because it is the basic source of the power to produce the speech sounds. Also the researcher focused on the organs of speech, because organs of speech are so important that they are involved in producing the distinctive sounds, and play an important role in all pronunciation processes. In addition to that, the researcher supplied this study with some diagrams. These diagrams together with the practical subjects make easier for the learners to discover the ambiguous sides of phonetics then they can improve their pronunciation.

Amna fediel Mahmoud (June 2002) in her study which entitled "The Problematic Aareas of English Pronunciation for Arab Learner", she focused on the difficulties of pronunciation that faced Arab learners only. To achieve her aims, she made contrastive analysis of Arabic and English languages sound systems, so as to spot the areas of differences which may cause difficulties to the learners. Also she referred to the problematic areas in pronouncing and producing some English consonant sounds. In contrast to this study the researcher emphasized further on how the consonant sounds are produced, that is what are the articulators involve in producing the consonant sounds. Thus in order to facilitate the difficulty, the researcher supplied the research with clear classification of consonants according to manner of articulation and according to place of

articulation. Also the researcher supplied this classification with diagrams to make it easier for the language learners to comprehend the process finally all the studies mentioned are seeking to find better solutions to the pronunciation problems from different point of views by different techniques, methods and theories. But what distinguished this study is that the appeal to the syllabus designers to include this important branch of the language in the curriculum to make the language learners familiar with phonetics and to be aware of the importance of phonetics to achieve acceptable pronunciation not only to the Arab learners but also to all foreign language learners.

Chapter Three
Research Methodology

CHAPTER THREE

Research Methodology

3.0 Introduction

This researcher employed a practical, experimental and analytical approach to data. This included the adoption of a sampling population, subject and instrument as direct methods to collect and analyze data. To apply these methods, some functional procedures were adopted to show the various ways in which these tasks were accomplished. At the same time, the two scales of reliability and validity of instrument measured to examine their ability to provide consistent answers. To achieve these goals, one subject group whose members are students of secondary schools were employed.

To collect data from this subject group, the instrument has been used is pronunciation test descriptive methods. A computer programme of Statistical Package for Social Science (SPSS) was applied to obtain statistical results. This programme was also used to measure the reliability of the two instruments involved in data collection.

3.1 Methods

3.1.1 Population

The population chosen for this study were the students of the secondary school of Alkhartoum Aljadeedah secondary school for boys and supposed to be refresh to the university stage.

Members of this academic group share the state of being at the end of the the third year in particular. Therefore, their phonological competence in the target language may be largely influenced by these factors in a way or another.

3.1.2 Subjects

Members of this group are the students of the secondary school study English as a foreign language for about three years.

Thirty students from the third class are randomly selected to answer the test.

3.1.3 Instrument

In this study, one instrument was employed to collect data. First; a pronunciation test was designed to collect data about the students' actual levels of phonological knowledge. Second, the descriptive method adopted to measure the degree of accuracy in learners' performance by providing some samples of practical clues.

3.1.4 The pronunciation test

The test consisted of some information about the type and nature of pronunciation difficulties encountered by subjects. It included some words related to pronunciation difficulties in general.

In addition, there was a considerable role of teachers as sources of pronunciation models and knowledge that may have great influence on handling the required information in terms of aids that contributed to widen awareness of sources such as dictionaries and language laboratory.

To achieve these goals, special attention was paid to the language used since it was expected to suit levels of subject. The selected were sequenced in a manner as each word was positioned on a single line and the choices were distributed on the same line with a box in front of each choice. Subjects should pronounce each word, and the researcher marks according to the pronunciation that is, true or false.

This way of organization had the advantage of saving both time and effort in conducting as well as extracting results.

3.2 Procedures

This section gives a detailed description of the actual steps taken in collecting data through the test. Before answering, subjects were informed that the test was mainly conducted for research purpose to collect data about their pronunciation knowledge. This includes information about the difficulties they faced beside the source of pronunciation they use or know. The conductor of the test made sure that subjects understood what was required by means of some examples explained by the researcher. Demonstrated to subjects as a neutral one because this term seemed to be less frequent, then, subjects were instructed to respond by pronouncing the selected words to express their viewpoints or reactions towards the suggested ideas.

3.3 Reliability

In this research, the term reliability stands for a scale of measurement which is used to see the extent to which the adopted instrument succeeded in achieving consistent answer. It tries to do so by stating correlations between forms of the related items under investigation. That is, there is some sort of standards, which are acceptable whereas some others are not. If the degree of co-efficiency between the items is equal to one or nearly approaching it, then considerable levels of reliability are obtained. If the degree of co-efficiency is low, then a weak level of reliability is likely to occur. Variation between these two points usually indicates a reasonable sense of reliability is achieved.

In this study, where a questionnaire was applied in data collection, reliability was measured by adopting the same statistical programme of statistical package of social science (SPSS). It was found that a reasonable degree of reliability in the answers provided by subjects.

3.4 Validity

Validity is the most important notion in test evaluation. The test is valid if it measures what it is supposed to measure.

The test was checked by Dr. Yusuf Altiraifi Ahemd Who possess excellent formal knowledge, and practical experience about language testing. He agreed that this test is valid and quite suitable for its purpose.

3.5 Data

The source of data involved in this study mainly depends on pronunciation test and statistical analysis. The test provides data by eliciting viewpoints from subjects to achieve clear interpretation, the available data is presented under ten words, focusing on the importance of correct pronunciation. Therefore, based on statistical analysis, the obtained data are compared to inform about the actual levels of pronunciation awareness required. The output succeeds in stating reasonable variation by adopting the pronunciation test.

3.6 Statistical Analysis

As a means of data analysis, a computer programme of statistical package for social science (SPSS) was adopted to gain valuable results. This programme awareness and the variation among subjects in more precise ways, this was mainly obvious when discussing the results within the components of chapter four as shown in the following chapter.

Chapter four
Data Analysis, Discussion and Results

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter is devoted to the analysis and discussion of the study. The data is collected by using pronunciation test distributed to the students of secondary school of Al Khartoum Al jadeedah to investigate the impact of the absence of teaching pronunciation from the curriculum.

The researcher used the statistical analysis to analyze the results.

Statistical analysis

The pronunciation of the word : pencil/pensl/

Table (4.1)

answer	Frequency	Percentage
True	10	%33.3
False	20	%66.7
Total	30	100%

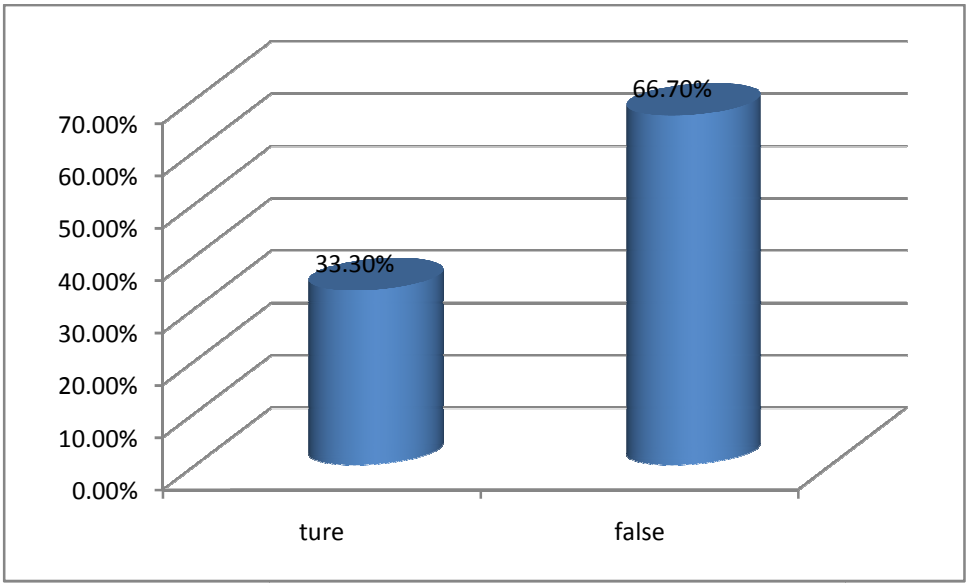

Figure (4.1)

From table (4.1) and figure (4.1) we note that the answerof most of the individuals study are (False) by (20) and with (%66.7))while the total number is (false) by (17) and with (34%).

The pronunciation of the word :group/gru:p/

Table (4.2)

answer	Frequency	Percentage
True	14	%46.7
False	16	%53.3
Total	30	100%

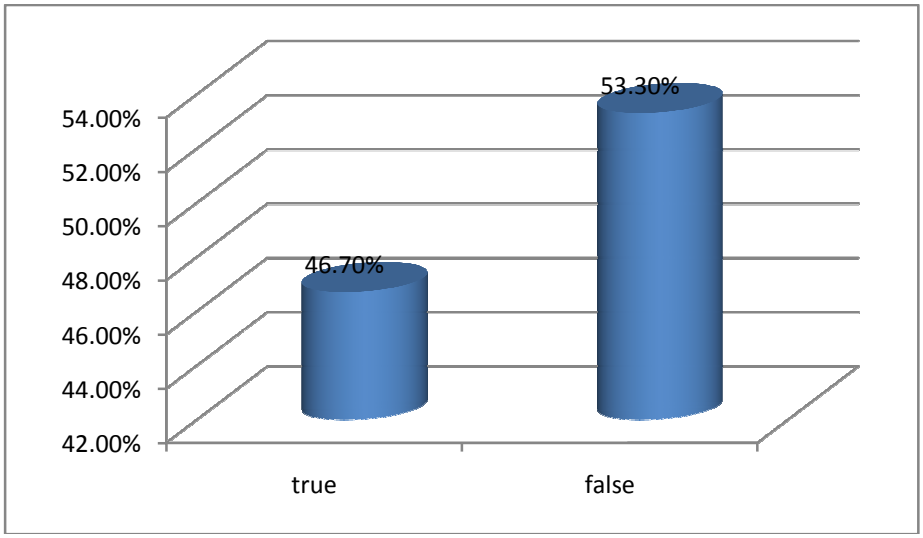

Figure (4.2)

From table (4.2) and figure (4.2) we note that the answerof most of the individuals study are (False) by (16) and with (%53.3))while the total number is (True) by (14) and with (46.7%).

The pronunciation of the word:Ground /graʊnd/

Table (4.3)

answer (whose)	Frequency	Percentage
True	12	%40
False	18	%60
Total	30	100%

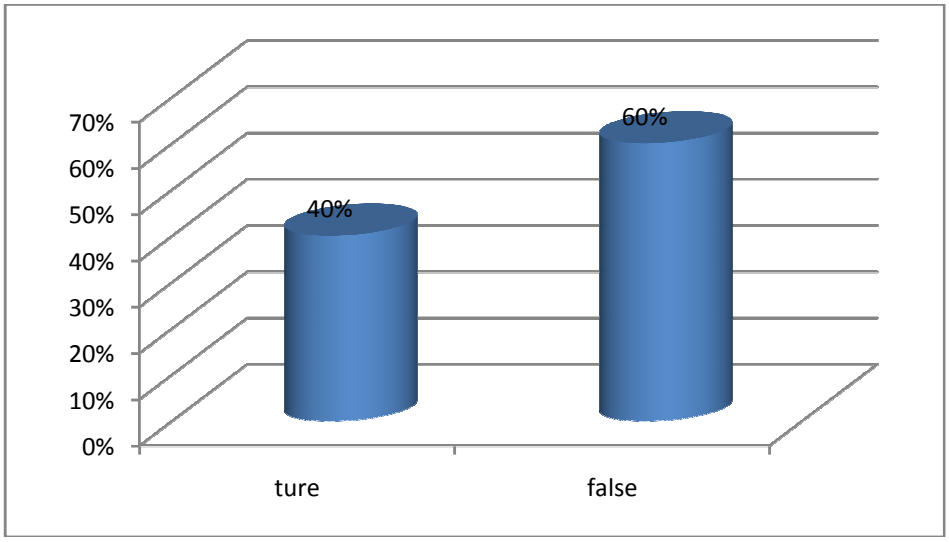

Figure (4.3)

From table (4.3) and figure (4.3) we note that the answerof most of the individuals study are (false) by (18) and with (%60)while the total number is (True) by (12) and with (40%).

The pronunciation of the word:ocean /oʊʃsn/

Table (4.4)

answer	Frequency	Percentage
True	0	%0.0
False	30	%100
Total	30	100%

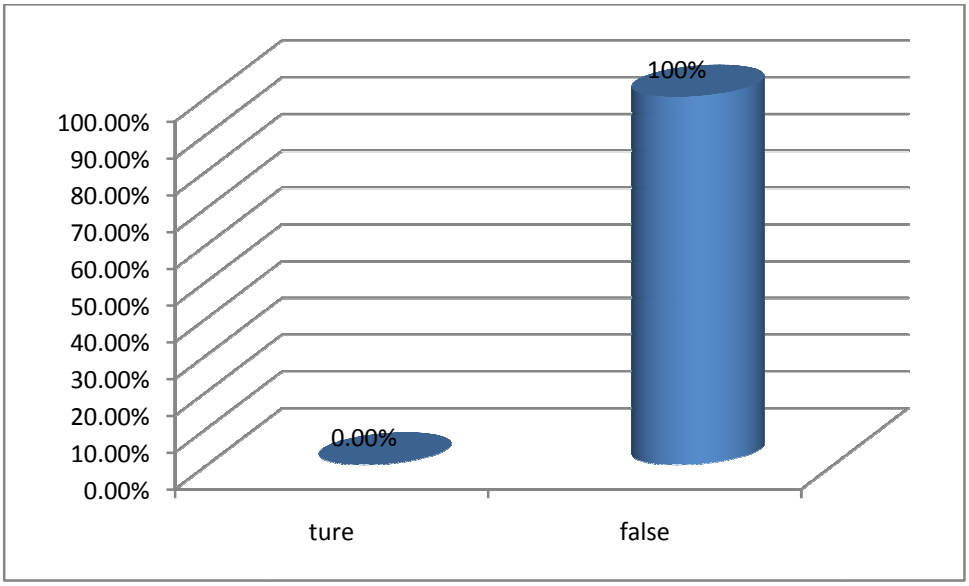

Figure (4.4)

From table (4.4) and figure (4.4) we note that the answerof most of the individuals study are (False) by (30) and with (%100).

The pronunciation of the word:Social /səʊʃl/

Table (4.5)

answer	Frequency	Percentage
True	5	%16.7
False	25	%83.3
Total	30	100%

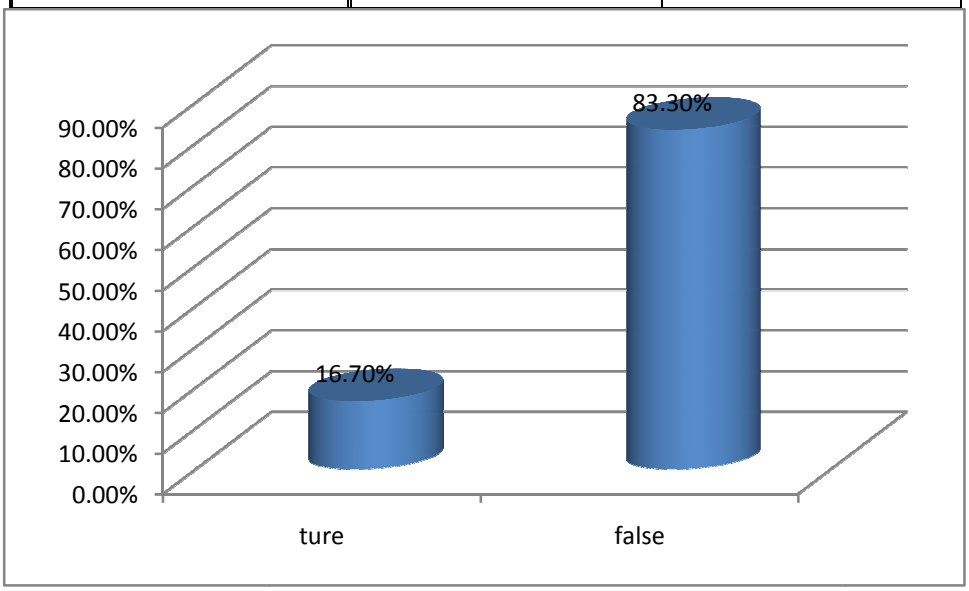

Figure (4.5)

From table (4.5) and figure (4.5) we note that the answerof most of the individuals study are (False) by (25) and with (%83.3)while the total number is (True) by (5) and with (16.7%).

The pronunciation of the word:strange /streɪndʒ/

Table (4.6)

answer	Frequency	Percentage
True	4	%13.3
False	26	%86.7
Total	30	100%

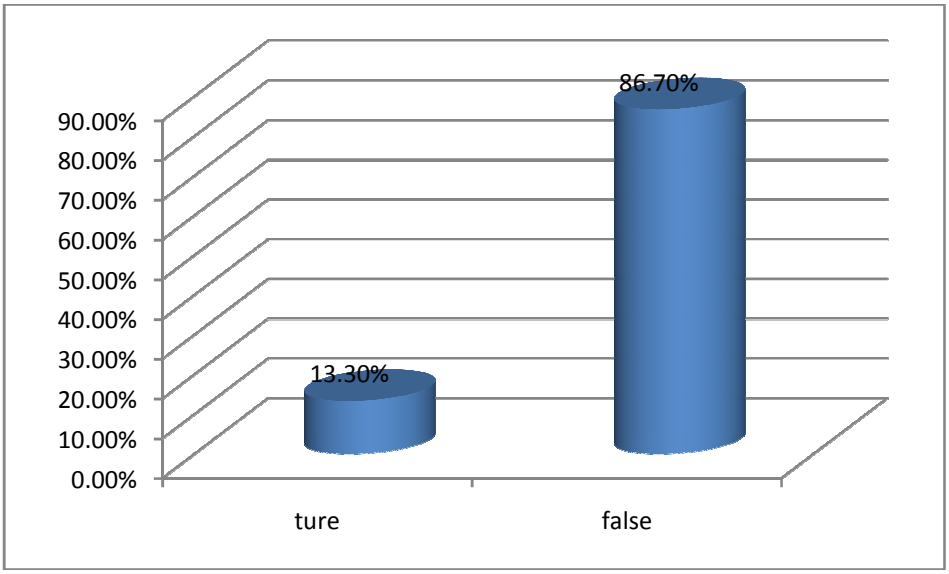

Figure (4.6)

From table (4-6) and figure (4-6) we note that the answerof most of the individuals study are (false) by (26) and with (%86.7)while the total number is (True) by (4) and with (13.3%).

The pronunciation of the word: Enough /ɪnʌf/

Table (4.7)

answer	Frequency	Percentage
True	6	%20
False	24	%80
Total	30	100%

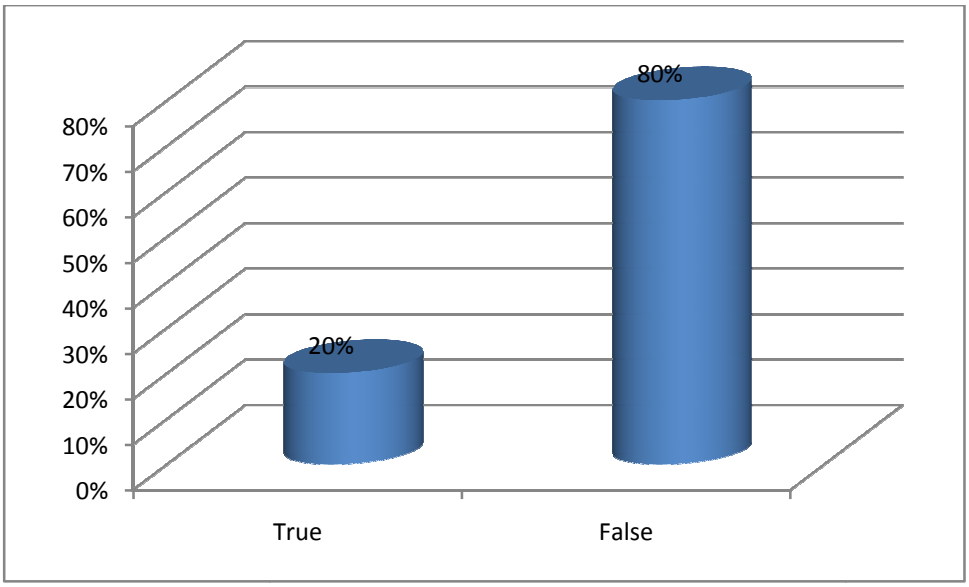

Figure (4.7)

From table (4.7) and figure (4.7) we note that the answerof most of the individuals study are (false) by (24) and with (%80)while the total number is (false) by (True) and with (20%).

The pronunciation of the word: plough/plaʊ/

Table (4.8)

answer	Frequency	Percentage
True	0	%0.0
False	30	%100
Total	30	100%

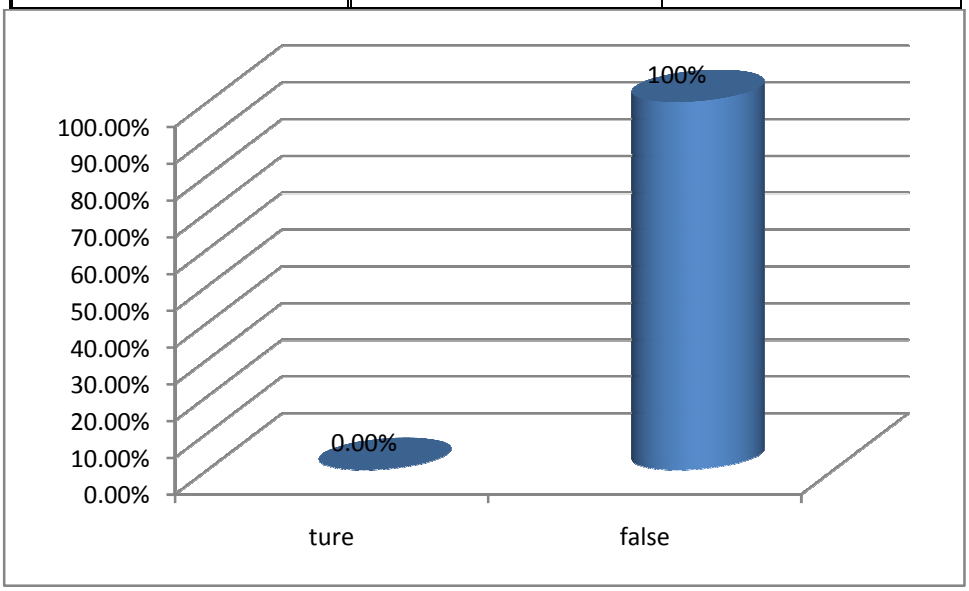

Figure (4.8)

From table (4.8) and figure (4.8) we note that the answerof most of the individuals study are (False) by (30) and with (%100).

The pronunciation of the word:measure /meʒə/

Table (4.9)

answer	Frequency	Percentage
True	0	%0.0
False	30	%100
Total	30	100%

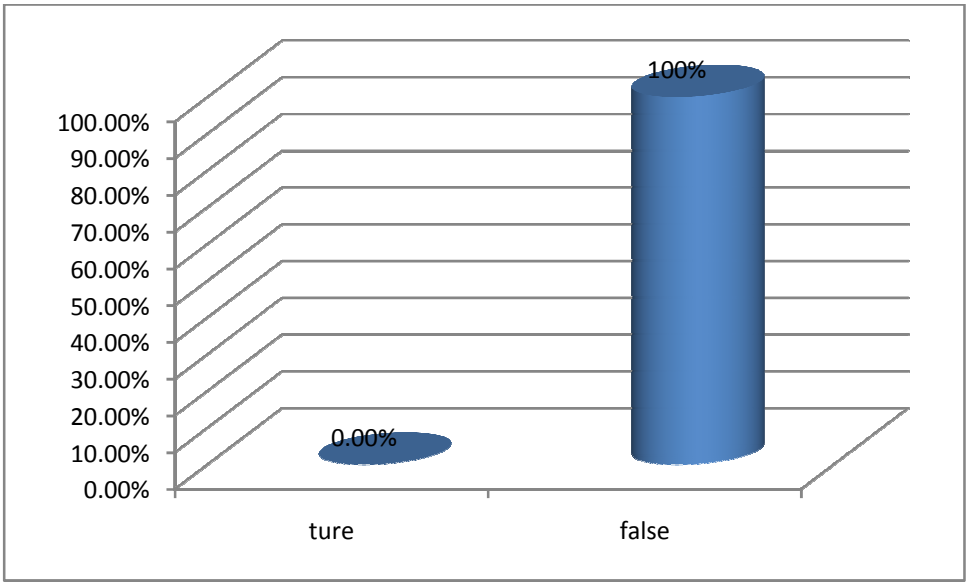

Figure (4.9)

From table (4.9) and figure (4.9) we note that the answerof most of the individuals study are (false) by (30) and with (%100).

The pronunciation of the word:come/kʌm/

Table (4.10)

answer	Frequency	Percentage
True	30	%100
False	0	%0.0
Total	30	100%

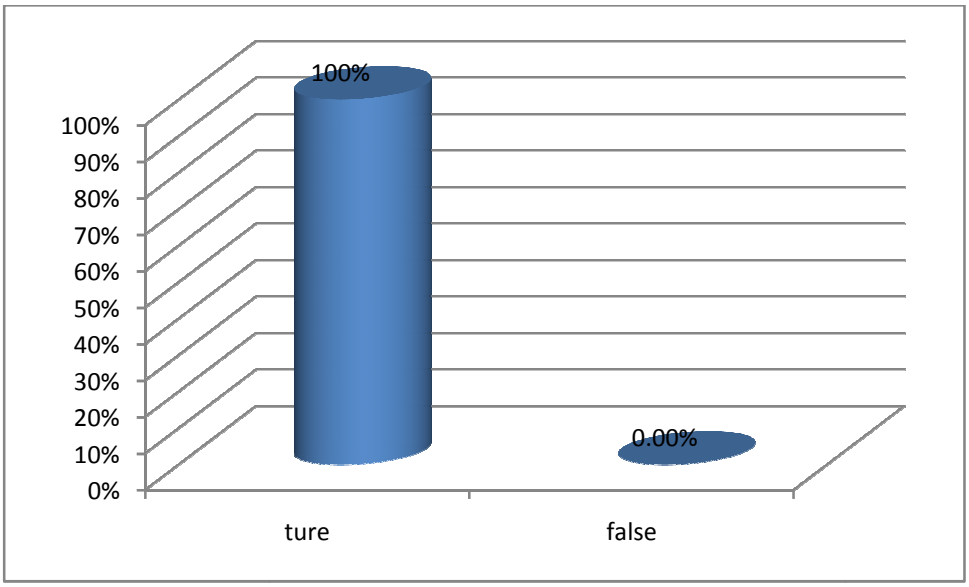

Figure (4.10)

From table (4.10) and figure (4.10) we note that the answerof most of the individuals study are (True) by (30) and with (%100).

4.1 Summary

This chapter contains the findings obtained from the secondary students pronunciation test it discussed these finding in the light of the data analysis.

The chapter has particularly concluded that the majority of the third-year students of English language at Khartoum Aljadeedah Secondary School agreed that the absence of teaching English language phonetics from the curriculum needs more efforts to obtain correct pronunciation.

Chapter Five

Findings, Recommendations and Suggestions

CHAPTER FIVE

Summary, Conclusion, Recommendations and Suggestion for Further Studies

5.0 Introduction

This chapter contains a brief summary of the study. It gives a general idea about the research problem, investigation and the results. Then it states the conclusion obtained from the study on certain principles of pronunciation awareness.

Finally the research reveals the recommendation.

5.1 Summary

The case of Al-khartoum Al jadeeda secondary school students' as adult learners of foreign pronunciation, clearly confirmed that lack of natural ability required for sound production caused pronunciation problems. Such a loss could be compensated for in terms of phonological linguistic competence. That was, the extent to which learners succeed in producing accurate target utterances depended mainly on their own levels of phonological awareness.

This study has been conducted to explore the learners actual levels of phonological awareness and the degree of accuracy in pronunciation. To achieve these goals, it was hypothesis that EFL learners commit pronunciation errors as a result of the absence of teaching phonetics in the curriculum, the mother tongue interference has its effects in some pronunciation errors, teachers and syllabus designers neglect English phonetics.

To collect data from the students a questionnaire and statistical analysis were used in certain executing procedures.

The efficiency of instruments was measured in terms of reliability and validity.

To conclude, the study achieved the research objectives, answered its questions and matched its assumptions. Aspects of this were expressed in the sense that the results succeeded in drawing attention to the significant influence of acquiring phonetics knowledge on the ability to master the target pronunciation. This had to do with gaining deep insight into the nature of organs of speech and other related factors to the extent that such an insight might actively function in providing accurate utterances in the target language.

5.2 Conclusions

Research in the field of (EFL) pronunciation usually touches a series of topics closely related to linguistic competence. As part of this, phonological awareness constitutes a basic area of inquiring whose properties decide the mastery of the foreign pronunciation. Therefore, this study emphasizes the importance of knowing the learners actual level of phonological competence as a means of accurate pronunciation if this awareness is high, then learners will better develop in sounding near native in the foreign language.

In brief, it is of crucial importance for those who deal with the dynamic process of teaching and learning pronunciation to bear in mind that phonological competence is basically engaged in mastering the target sounds. That is, in its more comprehensive sense. Phonological awareness has to do with the various ways that enable learners to maintain reasonable levels of accuracy in pronunciation. Such awareness consists

of good store of linguistic information, various sources of enrichment, efficient means of handling and the ability to activate these factors to serve pronunciation. These partners, if well integrated, balanced and modified, they will no doubt result in some standard scales of accuracy.

When considering the implication of this work for course designers and material writers. It is natural that these specialist mainly depend on the learners levels of awareness to design appropriate course and provide teaching materials to suit the learners abilities. That is, unless one has a reasonable knowledge of the phonological awareness available to learners, he may not be able to execute this series of interrelated operations in a proper way. This suggest that good designing and selection of teaching materials are not isolated from the learners awareness.

5.3 Verification of the Study Hypotheses in the Light of the Conclusion

Hypothesis one reflects that mispronunciation leads to misunderstanding the meaning as a result of the absence of teaching phonetics.

Hypothesis two shows that the absence of teaching phonetics affects the pronunciation of the students.

Hypothesis three confirms that mother tongue interference makes errors in the pronunciation of some English words.

Hypothesis four has confirmed that syllabus designers do not select suitable syllabus of English pronunciation at the secondary schools.

5.4 Recommendations

In the light of the obtained results, conclusion and implication, it is obvious that phonetics awareness is of significant importance for all those

who are involved in the teaching and learning process. Therefore, the researcher recommend that:

1- The teachers is a source of correct pronunciation.

A good well trained and experienced teacher should teach pronunciation because he is the only good model for his students. So, here we mainly need teachers who master phonetics knowledge and this is achieved through training teachers in the field of pronunciation.

2- Introducing teaching pronunciation in all schools in early classes.

3- Ideally, presenting the language in better conditions, with well organized curriculum by well-trained and qualified teachers is really an effective remedy.

4- Drills and exercises have to be carefully selected to meet students' needs, and should be prepared and practiced by the teachers before presenting them to students.

5- Teachers are recommended to concentrate more on the sounds which are not found in Arabic, because they cause problems to students when learning L2

5.5 Suggestions for further study

In fact the study of the impact of the absence of teaching phonetics from curriculum among EFL learners succeeds in providing reasonable answer to important questions.

However, aspects, of phonetics and phonological competence among foreign learners is a wide area to cover within the limit of such research that need to be more investigated.

In this respect, since this research depends on particular sources of information while some others are recently adopted. The introduction of computers, internet and the sense of evaluation in their related inventions

pave the way for researchers to show how these instruments can serve language learning in general and pronunciation in particular. It is more important to investigate models of English pronunciation produced by Sudanese learners under the influence of the sort of awareness provided by the recent sources. For examples programmes such as computer applications in language learning.

(CALL) and field like computational linguistics may provide with knowledge, methods, means and techniques that meet the needs of pronunciation in some more developed ways.

Therefore, this study suggests that it is crucial important to devote researches for areas such as:

1. Phonetically, experiments are required to show the adoption of computer in depicting the articulatory movements of sounds as produced in natural environments of real life situation.
2. Pedagogically, as far as teaching methods and techniques are involved, researchers are invited to suggest more technical approaches to deal with pronunciation in computerized learning situations.
3. Similarly, in preparing teaching materials, it is also valid to suggest models of flexible materials that can be easily treated by computer programmes specified for learning pronunciation.

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Appendices

Appendix No. 1

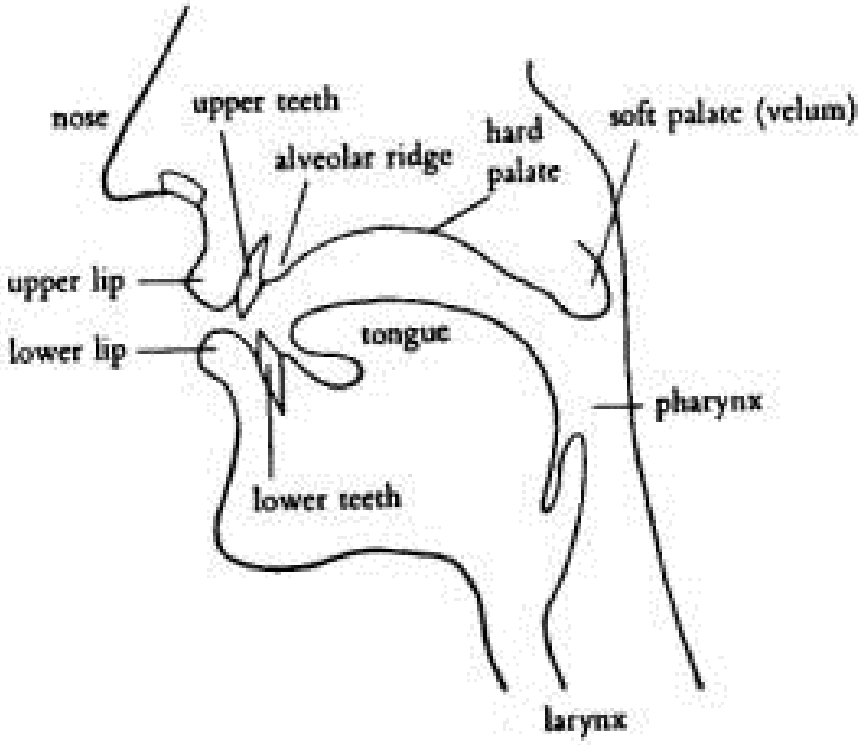
Pronunciation Test

Dear Student;

This test is designed for research purpose only. Please pronounce the following words according to your previous knowledge:

1- Pencil	True	☐	False	☐
2- Group	True	☐	False	☐
3- Ground	True	☐	False	☐
4- Ocean	True	☐	False	☐
5- Social	True	☐	False	☐
6- Strange	True	☐	False	☐
7- Enough	True	☐	False	☐
8- Plough	True	☐	False	☐
9- Measure	True	☐	False	☐
10- Come	True	☐	False	☐

Appendix No. 2



The articulators

Appendix No. 3

CONSONANTS		VOWELS	
Symboi	Key Word	Symboi	Key Word
p	pay	iː	sheep
b	boy	ɪ	ship
t	tea	e	bed
d	day	æ	bad
k	key	ɑː	calm
g	gay	ɒ	pot
tʃ	cheer	ɔː	caught
dʒ	jump	ʊ	put
		uː	boot
f	few	ʌ	cut
v	view	ɜː	bird
θ	thing	ə	away
ð	then		
s	soon	eɪ	make
z	wise	əʊ	note
ʃ	fishing	aɪ	bite
ʒ	pleasure	aʊ	now
h	hot	ɔɪ	joy
m	sum	ɪə	here
n	sun	eə	there
ŋ	sung	ʊə	poor
l	let	eɪə	player
r	red	əʊə	lower
j	yet	aɪə	tire
w	wet	aʊə	tower
		ɔɪə	employer

Appendix No. 4

		VOICING	PLACE OF ARTICULATION							
			Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
MANNRR OF ARTARTICULATION	Plosives	- V	p			t	k			
		+ V	b			d	g			
	Fricatives	- V		f	θ	s	ʃ			h
		+ V		v	ð	z	ʒ			
	Affricates	- V					ʧ			
		+ V					ʤ			
	Nasals	- V								
		+ V	m			n			ŋ	
	Lateral approximant	- V								
		+ V				l				
	Approximants	- V								
		+ V	w				r	j		