] CHAPTER ONE

Introduction

1.0 Overview

In this chapter the researcher attempts to shed some lights on the issue of the question that has been noticed, then, the objectives, the significance of the research, the research questions and the hypotheses, after that, he will go through the methodology and the tools for gathering the data in order to prove or disapprove the hypotheses, finally limitations of the study will be mentioned.

So far listening comprehension has been classified as passive and receptive skill, the skill that can be developed spontaneously without even instructor's help. It is also described as the skill that to somehow difficult to find agreement of methods and strategies of teaching comparing with the other language skills, further more lots of people describe listening as sophisticated and argumentative process .The above mentioned concepts impedes listening skill from getting researchers' interest to write about as well as other language skills. Morley (2001, p 69) draws researchers' attention to the significance of writing in this field he says "much work remains to be done in both theory and practice".

The remains which Morley points to: they are the factors by which listening can be strengthened. Among these factors the speaker's pronunciation which shouldn't be ignored. As well as listeners study and listen to native speakers or even non native speaker correct pronunciation as high performance of listening comprehension they re ach. According to Mackey (1995:p266) he says "effective listening needs two elements: pronunciation and morphology, oral

not only the use of right sounds in the right pattern of rhythm and intonation, but also the choice of the words and inflection in the right order to convey the right meaning".

Accordingly awareness of pronunciation features improves listening skill in general and in specific listening comprehension. Hence the study is investigating the relation between the two elements: pronunciation awareness as independent variable on a side and listening skill as dependent variable on the other hand.

1.1 Statement of The Problem

Sudan school English Syllabus has been based on only two skills reading and writing and exclusively cares given for them as a result lisening skill is omitted, There is a complaint from learners that, they face difficulties in understanding the speaker's message in specific standard English in a dialog or media. It is also revealed that, when travelers visit foreign English speaking countries, they do not understand the people there although, they perfectly understand what he or she writes as if there is difference between listening in a class room and real life listening. Lots of them do not understand the feature of spoken language as connected speech differs from words in isolation. Furthermore they complain from variety of pronunciations of some words that make them confused, when they are answered by their instructors this word is correct, but it is American and that one is also correct, but it is British.

1.2 Research Objectives

1/ To provide a practical and experimental study of the problem of learning listening skill.

2/ To show the powerful of lab' effect on learning listening skill

3/ To explore the effectiveness extent of teaching aspects of connected speech for ELF students'.

5/ To show which aspect is the most effective in listening comprehension

6/ To investigate the effect of vocabulary pronunciation differences between American and British vocabulary.

1.3 Research Significance

I think there are many people may make effective use of this humble effort such as learners at University and those who are eager to improve their listening skill as well as travelers, who want to travel or live abroad. In addition to English Language teachers and syllabus designers who possibly make use of the findings and recommendations to adapt their materials accordingly.

1.4 Research Questions

1/To What extent do conventional labs using audio aids have positive effect on student' learning listening skill?

2/How far does teaching connected speech enhance learners' understanding?

3/Do the difference of American and British vocabulary pronunciation confuse listeners' comprehension?

1.5 Research Hypotheses

1/Conventional Lab using audio aids has positive effect on students' Listening comprehension.

2/Teaching connected speech enhances learners' listening comprehension.

3/ Different pronunciation of American and British vocabulary confuse listener' comprehension.

1.6 Research Methodology

For the nature of the study the researcher is going to follow an experimental and analytical method. Data collection depends on three instruments: the first is test, which was designed by the researcher to investigate the first hypothesis, a questionnaire for the second and third hypotheses. In addition to observation check list for the second hypotheses. The population of the study and it is sample are University teachers to prove or disprove the second and the third hypotheses and for the first hypothesis students who are girls in the first year taught general English as preparatory in first year to enable them to study in their academic years in English language. The experiment took place in academic year 2014-2015.

1.7 Limitations of the study

The study is limited to conventional audio lab that uses tape recorder or computer files which is widely spread in Sudan. The researcher tries to investigate this issue, because it is close to Sudanese teaching climate. It does not cover modern types of labs that unlikely to find in all educational levels.

The study is limited to the first year University students who study English as foundation course and recently joined University; they were not majoring English in the academic year 2014 – 2015. Teachers as a subject are also limited to M.A. and PhD holders who are teaching in different Universities.

The study is also limited to listening comprehension as an important type of listening skill, which includes discriminative, critical, therapeutic, appreciative and comprehension types of listening.

CHAPTER TWO

Literature Review

Part one: Theoretical Frame work

2.0 Over view

Idris and his grandfather are talking to Ibrahim, who had come back from a visit to Khartoum. While they were talking, the grandfather could not hear everything.

Ibrahim: Some buildings are six or more storeys high.

Grandfather: stories who's telling stories

Idris : No ,no, he, says some building are very high – six storeys high.

Ibrahim: And the streets are full of cars.

Grandfather: bars! Wicked place!

Idris : No , no, he says there are plenty of cars.

Ibrahim : you can telephone to London in a few minutes.

Grandfather : Travel to London in a few minutes? What are you telling us?

Idris : No, Ibrahim says you can telephone London very quickly.

Julian Corbluth (1979,p.33)

This chapter is divided into two parts the first is the theoretical part (2.1.) that concerns with the pronunciation of words and sentence utterance (2.1.1) as well as listening skill in specific listening comprehension, which may be affected by the pronunciation (2.1.2).

The second part of the chapter is the practical view (2.2).It surveys some previous studies about the subject of the study.

2.1. Theoretical Frame work

2.1.1. Pronunciation

2.1.1.1 Production of the Speech Sounds

"It's extremely difficult to determine how distinct sounds there are and how just many classificatory dimensions are necessary to describe them" said by Hyward (2000, p.208).

The writer Hyward doubts the classification way of the sounds according to voice & voiceless, the point and the manner of articulation able to describe human sounds speech as long as there is no distinct numbers of speech sounds.

In my concern Hyward's doubts should be taken into account, because the phonological transcription of a phoneme and it is relisation (allophone) such as /t/ and /t^h/ both described as voiceless, alveolar and plosive, although they have different sounds. Moreover, there are different pronunciations of a single sound among people who speak the same language like /r/ in British, which is different from /r/ of American. Furthermore the phoneme sound is affected by other dimensions such as tune, stress or aspiration.

Controlling of the speech organs mechanism depends on the brain and the nervous system it is very clear in the difference between human and animal, Roben (1984, p.103) illustrates this point "studies of chimp and gorillas who have been taught in America sign language indicate clearly that primates can be taught to use the language. However, the total vocabulary of the most successful of these students was four hundred words. In contrast, the average human has vocabulary nearly two hundred times that large"

Roach (1983, p.9, 10) states the different types of articulators, which make the different sounds.

- Pharynx is a tube above larynx, it is divided into two: the first in the back of the mouth to pass the air through the mouth cavity and the other is in the beginning of the nasal cavity to pass the air through the nose.
- The oral cavity extends from the front teeth to where the roof of the mouth and tongue end.
- The nasal cavity extends from nostrils to where oral cavity and nasal meet.
- The velum is sometimes called the soft plate; it is the controller to pass the air either through the nasal cavity or the oral cavity.
- Hard palate is like a curve in the roof of the mouth and you can feel it by your tongue, the front part is harder than the back palate, but it is much harder than the velum.
- The alveolar ridge between the top front teeth and the hard palate easily can be felt by the tongue.
- The tongue is the most important articulator, it takes different shapes to produce the sounds and moves to all directions touching almost every area in the mouth it is parts are tip, blade, front, back and root.
- The teeth are upper and lower, they are behind the lips, when the sound touches the teeth, and here it described as dental such as /t/.
- The lip is one of the important articulator. Many sounds are produced as the exploratory sounds like /p/, /b/ and with others articulators, it makes labiodentals sound like /f/ and /v/, it takes many shapes rounded open rounded and opened. They are two lips upper and lower.

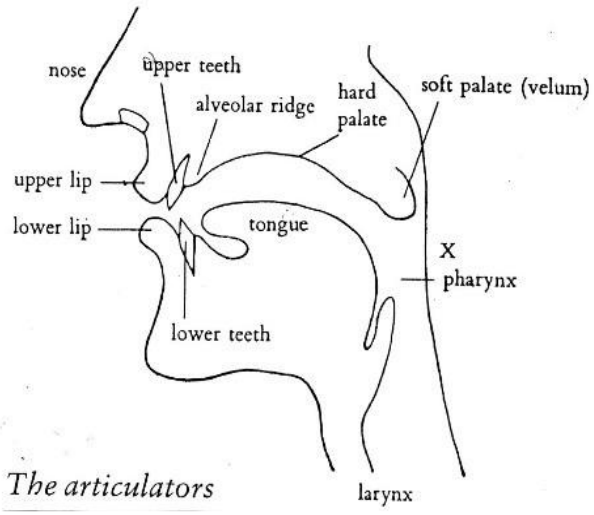

Chart (2.1): places of articulation. (Roach 1983,p.8)

2.1.1.2 Phonemes

The term phoneme was found, spread and used in 1970s Kreidler (2001, p.4) states "the source of term phoneme and emergence of the "phoneme idea" have been the subject of several studies (e.g. Jones 1975, Jacobson 1971,kramsky 1974, Koener 1978b) and are remarkable upon in almost every history of linguistics in numerous text books of linguistics and the like" .

Roach (1983,p.43) indicates that "There is as abstract alphabet as the basis of our writing, so there is an abstract set of the units as the basis of our speech, these units are called phonemes".

George Yule (1996.p.56) defines that "Phoneme is the abstract unit or sound type". In another situation (1996, p.55) he defines phoneme as "a single sound type which comes to be represented by a single symbol".

It is clear that the above two definitions show that phoneme is a unit and it is the basic of the sound, which considered as the smallest unit of sound. Accordingly, Phonemes and letters are different, as phoneme is the smallest unit of sound while the letter is the smallest unit of writing. The way of symbolizing each

phoneme by the symbol is called phonemic description or phonetic transcription. It is written between two slashes / /. Inside the slashes is the phoneme or the sound, which is written in symbol e.g. symbol phoneme /t/ represent letter "t" and symbol phoneme /j/ represent the letter "y" not "j". The symbolizing system shows phoneme symbol may written as same as the letter it represents like /t/ represent sound "t" but sometimes phoneme shape and letter are different for instance "y" represented by phoneme symbol /j/ not /y/.

The number of phonemes is forty four, twenty four are consonants and twenty are vowels. Lyons (1968, p.4) doubts about the number of phonemes. He mentions "there still be a room for disagreement to how many phonemes there are in particular language and what their allophones are in their various contexts of occurrence, even when these supplementary criterion been invoked".

He means by criterion: phonetics similarity, distribution and functional contrast. Similarity means allophones and phonemes .Distribution means the potential forms of natural language e.g. the word "brick" is potential form in English, but the form of "bnik" is not. You can potentially recognize it, if you have a good ear and do lots of practice. The third criterion is functional contrast. It means the different in articulation including point of articulation, manner of articulation and voice &voice less.

Hyward (2000, p.208) agrees with John Lyons in the doubts of the number of phonemes. She says "It is extremely difficult to determine how distinct sounds there are and how just many classifitciary dimensions are necessary to describe them"

The researcher agrees with both writers Lyons and Hyward that the number of phonemes and allophones might be changed as long there are different positions in articulation of phonemes and their allophones, they should considered both phonemes. The doubts of Lyons (1968,p.84) and Hyward (2000,p.208) might

open an area widely for researchers, linguists and phonations to reconsider phonemes and allophones number and the classificiary system of them.

2.1.1.2.1. Consonant Phonemes

Consonants phonemes are sounds that are not vowels; they are twenty four, while vowels are twenty. The word sound is used in abstracts way to point to the consonants or vowels Gussmann (2002, p.5) says that "the sounds we speak of are in reality not physical, but abstract sounds, for practical we still to use the term sound, but it is worth keeping in mind that is nothing, but a convenient shortcut.

Mechanically consonants production is more complicated comparing with vowels; In vowels production, there is no obstruction of the air flow passing through the mouth to the lips, but in consonant the obstruction occurs somewhere in the mouth, so consonants can be described account to: the place that the tongue and others articulators meet to produce the sound, the manner or the state of articulation and voice & voiceless as a result of vocal cords vibration. Mc Cully (2009, p.215) defines consonants as" a phoneme whose production involves audible obstructions in the oral cavity". Whereas Kharu and Gandi (2011, p.106) mention "There is some obstruction caused in the flow of air by some vocal organs which is called stricture".

The second definition mentioned the word stricture, which means the word obstruction point in the first definition e.g. the consonant phoneme /d/ occurs when the tongue touches the alveolar ridge –the place situated the upper teeth- to stop the air. Then it suddenly released to make an air exploration, therefore it is described as plosive according to the manner of articulation. It is also described voiced as long as the air imposes vocal cords to vibrate. The sound /t/ has the same characteristics, but there is no vibration in the vocal cords, so it's voiceless. Many symbols of sound symbolized in a way of their letters represent

except some. The symbol /d/ for instance, looks like the letter "d" except the slashes are exclusively added for phonemes. But some are different like “y" symbolized as /j/.The way of symbolizing the sound is called phonological transcriptions. The symbols belong to international phonetics associations IPA.

Comparing consonants with vowels in spelling, both English native speaker and non native find it easy to guess consonants in proper nouns -names of people and places- but vowels are difficult. You cannot usually guess the vowel letter that represents the vowel sound when you hear a speaker. Phillips and Phillips (2011,p. 38) say “speakers often do not spell the proper nouns –the names of the people and places, you have to guess the spelling and check later". Consonants are easy to guess in spelling, but remember some consonants can be spelt in different ways, Example: /f/ = “f” or “ ph”. So Terry Phillips and Ana Phillips mention on the same page "you cannot guess the sound when you hear the sound schwa /ə/".There for it is normal to listen to the expression "How do you spell …..?.

Schwa symbolized lots of letters, so Phillips idea confirms the Idea of English is not phonetic, which means what written is different to what you hear or pronounce. EFL learners and even native speakers have to study spelling whatever a new word invoked.

Here below are the consonant sounds and the symbols representing the consonants sounds of letters in IPA.

Table 2.1 Consonants according to IPA

	Bilabial	labiodentals	Dental	alveolar	Post alveolar	palatal	velar	uvular	Glottal
Plosive	/P / / **p**en/			/t/ **t**ree			/K / **c**at		

	/b /**b**ook			/d/ **d**og			/ g/ **g**irl		
Nasal	/m/ /**m**an/			n ba**n**			/ŋ/ si**ng**		
Affrivate					/ tʃ / china /d3/ jump				
Fricative		/f / /**f**an/ /v/ /**v**an/	/Ɵ / ***th***in / ð/ **th**en	/s / **s**et /z/ zoo	/ʃ/ **sh**e /3/ pleasure				/h/ /**h**at /
Approximant		w			r	/J/ young			
Lateral approximant							/l/ **l**emon		

The table taken from Roach (1983, p.65)

Points of Articulation:

As we have noticed all sounds have specific points to be articulated, so these points are important for distinguishing the different sounds. Claire-A. Forel & Genoveva Puskas (1986, p.8, 9) show these points;

Bilabial

It means the sound is produced when the two lips together.

Labiodental

It means the sound is produced when lower lip raised towords upper teeth.

Dental

It means the sound is produced by touching front teeth and the tip of the tongue.

Alveolar

It means the sound is produced by raising the tip of tongue towards the ridge

Palatal

It means the sound is produced by back of the tongue towards the soft palate.

Velar

It means the sound is produced by raising the back of the tongue towards the soft palate.

Glottal

A voice made by air passing between the vocal folds.

Manners of Articulation:

Claire-A. Forel & Genoveva Puskas (1986,p.10) define the manners of articulation "manners of articulation as to do with the kind of obstruction the air meet on it is way out, after it has passed the vocal cords" In (1986,p.10-12) they show these manners;

Plosive

A state when an explosion of the air occurs after closure in the vocal cords, then releasing suddenly e.g. /b/

Fricative

A state when the articulators about to touch each other allowing the air to pass through, it make hissing sound e.g. /s/.

Affricate

A state starts as a plosive by creating a complete closure and then releasing it slowly.

Nasal

State when the velum restricts the air from passing through oral cavity, instead, it passes through the nasal cavity /n/.

Lateral approximant

A state when there is a closure between the alveolar ridge and the tongue as a result the air flows only along the sides of the tongue.

Approximant

A state when two articulators are about to touch each other together.

2.1.1.2.2. Vowel Phonemes

Lyons (1968,p.89) compares between consonant phonemes and vowel phonemes he says “as far as their articulation concerned, consonants differ from the vowels in that consonants produced by temporary obstructing or restricting the airstream as it passes through the mouth ,whereas vowels are produced without any obstruction or restriction of the airstream" while Conrnar (1980,p.79) shows that “vowel is made by air passing through different mouth shapes, the difference shapes of mouth is caused by different positions of the tongue”.

Both definitions agree that vowel is a sound that occurs when there is no obstruction of the air as it - displayed by Peter Roach’s figure page 15- passes from larynx to the lips, but Connar's definition goes far, he shows the shape of the mouth and the tongue play the all role in producing the vowel phonemes when the air reaches the mouth cavity. The tongue and lips having different shapes when pronouncing the vowels, the shapes of the tongue positions height, frontlines’ and backness, where as the shapes of the lips are rounded, spread and neutral.

The chart below shows the position where English vowel phonemes are articulated in the mouth.

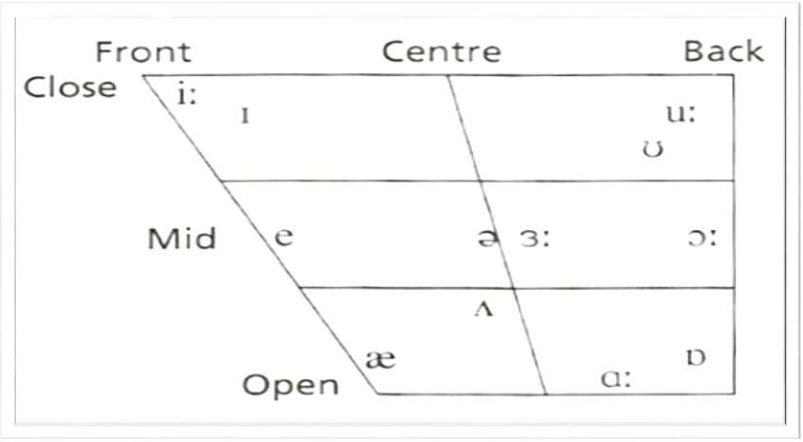

Chart (2.2): The articulation of English vowel phonemes

The picture is taken from peter Roach

According to the figure 2 above by peter Roach English short vowel phonemes are: /ɪ/as in fit , /ʊ/as in put , /e/ as in egg , /ə/as in teacher , /ɒ/as in pot, /ʌ/as in cut , and /æ/as in fat . And five long phonemes: /ɪ:/as in sheet , /u:/as in boot, /ɜ:/as in girl , /ɔ:/as in caught, and /ɑ:/ as in arm.

Diphthongs are two phonemes glide from one vowel to another. We can divide diphthongs into two groups:

The first class is closing diphthongs they start with an open or mid vowel and glide towards a closer vowel. These are: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/and /əʊ/ in RP which is replaced by/oʊ/ in GA.

The second class is centering diphthongs: they glide towards the centre where the vowel /ə/ lies. These are: /ɪə/, /eə/, /ʊə/.

Diphthongs can be divided into two groups: the first is that when the tongue moves towards the centre to produce the sounds ending in /ə/.The second when the tongue moves towards the high to produce a diphthongs ending in /ʊ/ and /ɪ/ as it described in the chart below.

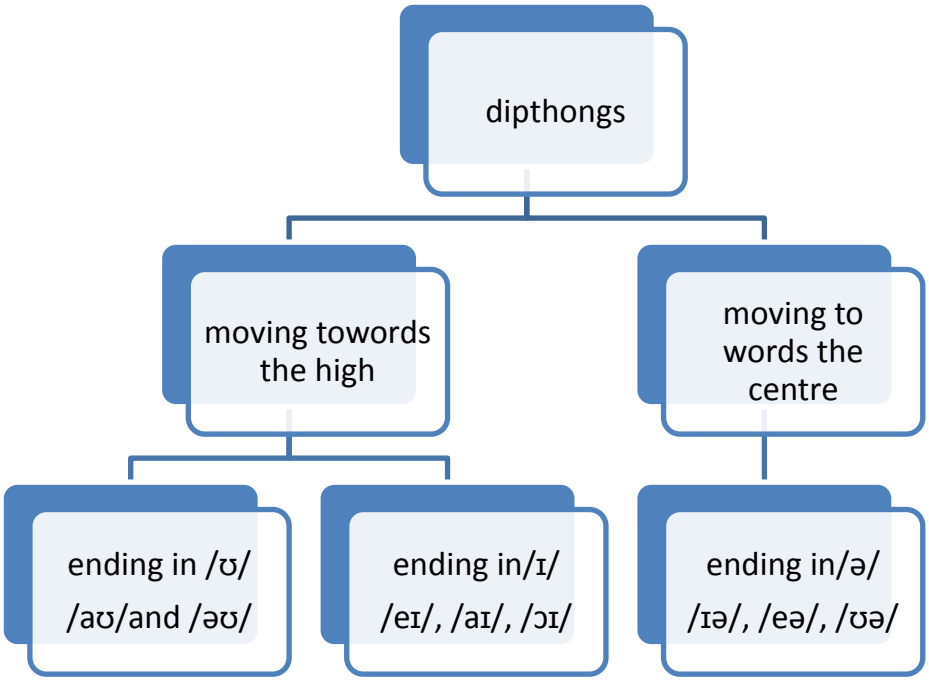

Chart (2.3) classification of diphthongs sounds

Roach (1983, p.24) defines triphthongs as “a glide from one vowel to another to the third”. It is represented by adding schwa / ə / to the diphthongs” for instance when the vowel sound /e/ glides to the vowel /i/ and both /e/ and /i/ glide to schwa /ə/ vowel, the triphphongs here is /eiə/ as in the word “ear”.

2.1.1.3. Allophones:

Yule (1996, p.55) states that "there are many different sound types produced in actual speech (in the mouth) when we have these types, we refer to them as allophones of that phoneme" for example the /t/ sound in words (tree and start) ."are pronounced differently

For more understanding of the difference between phonemes and allophones /t/ is phoneme whereas /t^h/ is allophone. They are pronounced differently. The phoneme /t/ in "start" is different from the allophone /t^h/ in “tree” although in writing they are "t" letter. Substitution an allophone with it is phoneme, the meaning of a word does not change so it doesn’t prevent us from being understood, because they are of one characteristic (voiceless, plosive, alveolar)

except /t^h/ is aspirated but /t/ is not. We often will not be understood, when changing a vowel sound with another vowel sound. But most likely changing consonant sound with another consonant sound changes meaning even if the word is contextualized. The other aspirated allophones are //p^h///p/,/s//s^h/ and /k^h//k/.

Yule (1996, p.55) defines allophone as "When we have a set of phones, all versions of a phoneme are considered as allophones of that phoneme".

The version of phoneme /t/ is the allophone /t^h/ while the version of phoneme /p/ is the allophone /p^h/ they also called realisation of a phoneme. Unfortionately dictionaries do not help to show the difference between the phoneme and it is realisation or version. Gussmann (2002, p.5) illustrates this "aspirated and non-aspirated plosives in English words are felt to be closely related, the question is how to express this relatedness in phonological description".

Substitution of phoneme by it is allophone or allophones usually does not change the meaning, But English heard odd. For instance letter /t/ and it is realization or allophone /t^h/. They both phonologically described as voiceless, alveolar and plosive the only difference is /t/ in aspirated while /t^h/ aspirated.

2.1.1.4 Different Systems of Phonetics Transcriptions

The Idea of English is not phonetic means: what we write is sometimes different to what we listen to or read .The word "read" itself nobody knows how is read when it stands alone. Is it read /ri:d/ verb present? or /red/ of past?. And nobody knows, when you listen to /ri:d/ alone -without being contextualized- Is it read /ri:d/ the infinitive verb or reed /ri:d/ which means the tall grass like plant which grows in or near water. Gussmann (2002, p.1) illustrates this "Phonetic transcription was originally devised to remove ambiguities that con-ventional

spelling systems could not cope with: in English what is spelt wind can be pronounced [wind]or[waind]

Contextualization might help to recognize homograph – words with the same spelling, but different pronunciation- but what definitely helps is symbolizing the word in international phonetic association (IPA).Symbolizing consonant and vowel letters to sounds.

Laddefoged (1982,p.70) shows the transcription of vowels in different sets:

The first set is by J.S Kenyon and T.A Knott in a pronouncing dictionary of American English (Spring Field Mass G & C Merrian.1953) which was first published in 1935, but now it's a little out of date.

The second set is by G. Trager and H. L Smith in their book out line of English structure (Norman , Okla : Bttenberge , 1951) Which was popular in 1950s and 1960s .

The third set is by C. Brator and B Robinett. a manual of American English pronunciation (New yorlls Hoit : Rinehart and Winston , 1973) .

The fourth set is by Daniel Jones in the book English pronouncing Dictionary (London: Dent, 1956) which is popular in England and English colonies.

The last one is by Webster's a comparison of some systems for transcribing vowel sound.

The table below of peter Laddefoged (1982, p.70) shows the transcription of vowels in different sets of transcription.

Table (2.2) symbolizing of vowel sounds in different systems

Kenyon & knott	**Trager &Smith**	**Prater & Robinet**	**Jones**	**webster's**
i	iy	iy	I:	Ē
I	I	I	i	I
e	ey	ey	ei	Ā
æ	æ	æ	æ	æ
ɑ	a	a	ɑ	ă
c	a	a	Ɔ	ă
Ɔ	Ɔh	Ɔ	Ɔ:	ö
o	ow	ow	ou	õ
U	U	U	U	Ŭ
U	Uw	Uw	U:	Ů
ə	ə	ə	ə	ə
ai	ay	ay	ai	I
au	aw	aw	au	Ůa
Ɔi	Ɔy	Ɔy	Ɔi	öi
:³	ər	ər	ə:	ər

The table above shows the comparison between transcription systems of vowel letters, focusing on two sets: the first set of transcription system for Webster’s,

which is popular to American English speakers and the second set for Jones, which is popular to British English speakers.

Here below are points of comparing between the symbols system of vowel for Daniel Jones as British phonation for British English and the others symbolizing systems of keynon & cott , Trager & Smith, Prater & Robinet and Webster as American English symbolizing .

First Keynon & Cott Trager , Smith Prator & Robinett and Webster's use (I , iy,iye) where as Jones uses / I: / to the diphthong as in ' beat'.

Secondly, Kenyon & Knott use /e / Tranger & Smith and Rotprator & Robinett use /ey/ ,but Webster's uses /a / and Jones uses /ei/for the diphthong sound in 'b a k e'

Thirdly, Kenyon & knot , trager & smith , praetor & Robinett ,Webster and even Jones use / æ / for the vowel sound in ' cat'.

Fourthly both keynon & knott and Jonnes use /a/, Webster's use / ɑ̈ / while both Kenyon & cott and Jones use / ɑ / to symbolize the vowel sound in 'got'

Fifthly, both kynon & knot and Rotprator & Robinett symbolize / ɔ / and / where as Jones use / ɔ:/ /to symbolize the ö Trager smith / ɔh / and Webster / vowel in the word / bought/.

Sixthly both Trager & Smith and Prater & Robinmett symbolize /aw/ for a / by Webster's where as Jones symbolizes /u:/.Ůvowel sound in the boot and /

Both Trager & Smith and prater Robinett symbolize the vowel sound in the word night /ay/ ,but Webster /i/ while Jones of English pronunciation symbolizes it as / ai/.

Trager & Smith symbolize the diphthongs in the word about /aw/ but both Webster's and Jones symbolize it as /au/.

word bird is symbolized / ər / Trager & smith and The vowel sound of the : /in Kynon & Cott ,where as it is / ə:/ ³pratar & Roobinett and Webster but it is/ in Jones.

The most transcription system used nowadays are Jones of British and Webster's of American, but It is obvious that Webster's transcriptions are not in accordance with principles of the international phonemic Alphabet IPA ,as if it is for showing English reader the pronunciation of English word rather than international comparative phonetic goal e.g. /ai/ and /ay/.

If I am not mistaken, having a single form of transcriptions is effective, because different transcriptions may confuse the English learners as it is shown in the table of comparison, a symbol symbolized for a sound and the same symbol symbolized by other phonations for another sound. Noticeably, consonant sounds are the same in all systems or sets, when symbolizing them, but vowels sometimes are different.

2.1.1.5. The Idea of Correct Pronunciation Models:

Hornby (2007,p.165) defines pronunciation as "the way in which language or a particular word or sound is pronounced" Flarex (2003,p.1) defines Pronunciation as "A way of speaking a word, especially a way that is accepted or generally understood".

Accordingly, English words are differently pronounced. Dictionaries usually give two pronunciations British English pronunciation and American English, so it is normal to hear this word is phonologically American and that one is British so both pronunciations are considered as the standard of correctness and generally acceptable and understandable.

But the two standards of pronunciations are still competitors, if you ask an English man what is the perfect pronunciation, he will say definitely, English,

so many of them believe that English was born in Britain got sick in America died in Africa and buried in Asia, while American see British English as sophisticated and boring.

BBC pronunciation is the pronunciation of peoples who belong to United Kingdom and born there where as American pronunciation belongs to USA citizens they are widely spoken in different geographical areas, but some pronunciations of some areas such as African, and Indian are respected to be as a model for the speakers of English of these areas and who need their English mainly for the purpose of communication with their followers.

Connor (1988,p.5) states that "If you live in an area where there is no traditional English used and nobody of people who speaks it for general communication purposes, then you must take as your model some form of native speaker pronunciation".

The researcher agrees with Connor if you don't have a tradition English used in your area and nobody speaks it for general communication, you should adopt the form of native speaker standard –BBC pronunciation or American pronunciation - Accordingly universities, schools and language institutes better to adopt the model of native speaker in those areas. The writer means by native speaker English and American who were born in their countries and reared there up to six or seven years old. Accordingly American and British pronunciations are considered the standards of correctness as they are supposed in the dictionaries. They widely spreads in mass media which leads to competence in listening comprehension, but the model –American or British- you choose does not very much matter, the most important thing is to adopt a model that you hear most often for example people of many Arab countries like to speak the pronunciation of the country that they have much contact or was colonized by, but whatever pronunciation you choose is correct. This idea meets the Idea of English as global as long it gives sense.

Remember that correct pronunciation leads to development of communication, because what you need in listening is phonologically and semantically matching between the words you store in mind and the speaker's words .IF the speaker's pronunciation is very poor, a concept which needed orally to conveyed will be confusious .And if the listener's words are phonologically stored wrong it impedes his or her listening comprehension, so clear and correct pronunciation leads to easily understanding of oral message.

To sum up correct pronunciation plays vital role in English communication .It also gives the language flavor and makes English really sounds English further more it is related to the meaning and it gives sense rather than language standard. British English and American are considered the models of correctness in pronunciation, but other pronunciations are respectable and communicative as long as they give sense among the region such as African and Indian.

2. 1. 1.6 Points of Differences Between Am E And Br E Vocabularies

American and British pronunciations are considered the standard of correctness although, there are some points of differences in the two pronunciations of some words for instance, Americans consider the /h/ sound in the word herb silent, while in British it is pronounced and the word tube pronounced /tjuːb /in British English and /tuːb/ in American English. The information in the table below shows some differences of American and British vocabulary pronunciation based on oxford dictionary (2006).

Table (2.3) the differences of American and British vocabulary pronunciation

BrE	AmE	Words
/ɑː/	/æ/	Ban**a**na P**a**kist**a**ni and scen**a**rio
/ɑː/	/eɪ/	tom**a**to
/eɪ/	/æ/	d**a**ta, p**a**tent and st**a**tus
/ɛ/	/iː/	l**ei**sure and z**e**bra
/ɒ/	/oʊ/	y**o**gurt
/ɪ/	/aɪ/	Advertisement, pr**i**vacy,.
/aɪ/	/ɪ/	D**i**verge , m**i**nority, pr**i**mer
/ʌ/	/ɒ/	acc**o**mplice, acc**o**mplish
/ɛ/	/eɪ/	**a**te
/eɪ/	/ɛ/	ag**ai**n
/aɪ/	/iː/	**ei**ther, n**ei**ther.
/iː/	/aɪ/	alb**i**no, m**i**graine , the prefixes ant**i**, mult**i** and sem**i**
/iː/	/eɪ/	**e**ta, b**e**ta, qu**ay**[A2], th**e**ta, z**e**ta, h**ei**nous[B2]
/eɪ/	/iː/	Isr**a**el , Hagg**ai**
/ɒ/	/æ/	wr**a**th
/æ/	/ɛ/	f**e**mme
/ɔː(l)/	/æl/	f**al**con
/uː/	/aʊ/	r**ou**te
/oʊ/	/uː/	br**oo**ch
/oʊ/	/aʊ/	Mosc**ow**
/iː/	/ɪ/	b**ee**n
/ɛ/	/ɑ/	**e**nvelope

BrE	AmE	Words
/ə/	/ɒ/	Amaz**o**n, pentag**o**n and phenomen**o**n
/ɒ/	/ə/	cond**o**m, cosmos
/ə/	/eɪ/	hurric**a**ne
/eɪ/	/ə/	templ**a**te
/juː/	/uː/	Tube ,opportunity and p**u**ma
/ə(r)/	/jər/	fig**ure**
/z/	/s/	blou**s**e (n) , complai**s**ant and diagnos**e**
/s/	/z/	a**s**thma
/ts/	/z/	Pia**zz**a
/ʃ/	/ʒ/	A**si**a , disper**si**on and ver**si**on
/sjuː/	/ʃuː/	se**xu**al(ity)
/ziː/	/ʒ/	Fra**si**er, Pari**si**an, Malay**si**a, Tuni**si**a
/di/	/dʒi/	cor**di**ality·
/ʃ/	/sk/	**sch**edule
/iːʃ/	/ɪtʃ/	n**iche**[AB2]
(sounded)	(silent)	**h**erb **K**nossos **ph**thisis sa**l**ve so**l**der
(silent)	(sounded)	med**i**cine, su**g**gest

2.1.1.7 Common Mistakes in Sudanese Pronunciation

Here below are the most common Sudanese mistakes in pronunciation account to Cambridge dictionary as British English dictionary and Webster's as American dictionary which are considered the two standards of English language.

Some mistakes of words pronunciation don't prevent us from recognizing the word however, the words sounds odd and unpleasant, but some changes confuse listeners understanding, accordingly a learner might mistaken the word or the whole sentence although, contextualization sometimes helps to recognize the word.

Society	/səsaiəti/
Justice	/dʒʌstis/
Quarter	/kwɔ:tə/
Executive	/igzekjətiv/
Go	/gəʊ/
So	/səʊ/
Live (v)	/liv/
Live (adj)	/laiv/
Particular	/pətikjələ/
Ambulance	/æmbjələns/
Year	/jiə (r) /
Punctuation	/pʌnktʃweʃn/
Determine	:min/ɜ/dit
Able	/eibl/
Level	/levl/
Basic	/basik/
Essential	/isenʃl/
Sure	/ʃu: (r) /
Question	/kwesʃən/
Method	/meθəd/
Experiment	/iksperimənt/

Journalist	:nəlist/ʒ/d3
Good	/g ʊd/
Lesson	/lesn/
Empty	/empti/
Comb	/kəʊm /
Theory	/Θiəri/
Comprehension	/kɒmprihenʃn/
Exciting	/iksaitiŋ/
Group	/gru:p/
Carbon	/ca:bən/
Police	/pəli:s/
Next	/nekst/
Interesting	/intrəstiŋ/
Equation	/ikweiʒn/
Bed	/bed/
Spread	/spred/
Often	/often/
Insurance	/inʃʊərəns/ /inʃʊ: rəns/
Really	/ri:li/
Elephant	/elifənt/
Diet	/daiət/
Food	/fu:d/
Double	/dʌbl/
Solution	/səlu: ʃn/

/pəninsjələ/	Peninsula
/pətikjələ /	Particular
/tekst/	Text
/kri:tʃə/	Creature

2.1.1.8 Aspects of Connected Speech

Harmer (2001.p.192) states about aspects of connected speech “good pronunciation does not just mean saying individual words or even individual sound correctly .The sounds of words change when they come into contact with each other”. The process of aspects of connected speech means when segments, phonemes or a word phonologically changed according to the word nearby, as a result of different factors to facilitate the pronunciation of the words and fluency in the context and conveys the meaning.

For more explanation, the word "fast" when it is isolated you pronounce it fully with /t/, but sometimes in a context you elide the sound /t/ for instance the phrase " fast people", here the last sound /t/ in fast is elided for the sake of fluency, this is one of the aspects of connected speech called elision. So the word alone might be pronounced differently from the word in spontaneous speech. In spoken language, sometimes words are linked by adding new sound between, that sometimes difficult for a listener to understand the process, which technically called linking as an important aspect of connected speech, for instance, the context “do it’ a consonant sound that /w/ is inserted between do and it to link the sound /u:/with /it/to facilitate fluency of speech.

Account to the study entitled aspects of connected speech in English conducted at university of Masaryk by Erbanová (2004,p.3), the writer states "connected speech includes all the aspects of English pronunciation that go beyond pronunciation of individual words - from different forms of linking, phrasal stress, compound stress to vowel reduction in weak forms, sentence stress, rhythm and intonation".

Accordingly aspects of connected speech include all above. Lots of native speakers and good communicative learners do not know these aspects terminologically, but they use the aspects properly and he or she notices every

phonological mistakes the speaker commits .It is easy for non native speaker to pronounce isolated words, but it is not easy for everyone to pronounce words in string or connected. Adam Brown cited in Jacki Chang the Hong Kong actor (2014, p.103) about connected speech he stated that “speaking English like tongue-twist for me. I can speak every words perfect, but when you have to string them together like Blas bla , that when I get crazy”. The improperly use of these aspects sometimes confuses the message. To master these aspects and improving listening comprehension you need more and more practice, it doesn't happen over a night. As long as you practise these aspects as effective listening comprehension you gain.

2.1.1.8.1. Stress:

Identifying the stressed syllable (the strong) and unstressed (the weak) of a word containing more than one syllable is really problematic for non native speaker, it needs to know the some factors. To identify the stressed syllable Chris MC cully (2009.p.224) describes it as “one that perceptibly more prominent in term of duration, complexity or intensity, than any Adjacent syllable or the case of lexical monosyllables". Accordingly he mentions three factors to identify the stressed syllable of a word: the length or duration, the complexity and intensity.

One can safely say that, other three factors are useful and should not be missed in identifying the stressed and unstressed syllable: the schwa / ə / that the syllable contains the part of speech and the pitch of the syllable.

Schwa is common In English words, Phillips and Phillips (2011.p.99) say "It’s the most common sound in English. You can hear it in almost every word with more than one syllable". You find it in words contain (a, e, o and u) e. g. about, children, computer and cultivate. The syllable which contains schwa is always weak or unstressed e.g. the word "teacher" the first syllable is strong or stressed

and the second syllable "er" is weak, which in British English pronounced as schwa / ə /. It's important to know that the word of three, four, five or even more having only one stressed "strong" syllable and the others are weak.

The parts of speech also help in identifying the stressed an unstressed syllable for instance the word "process" if the first syllable is stressed "process" it is a noun and when the second syllable stressed "process" it is a verb, so changing stress changes the word semantically and grammatically. The formal way of symbolizing the stressed syllable is a small bar in the beginning over the stressed syllable e.g. " ˈ process "

Stress is an important aspect of connected speech. Does changing stress change the meaning and spoil the message or it is just unpleasant, odd and it hurts listener's ears. And does speaker's context remain understandable when it is contextualized.

2.1.1.8.2. Intonation:

The pitch is a feature of intonation, and intonation is the broader meaning, but what is intonation Hardcastle (2013,p.603) defines intonation as "intonation refers to pattern variation in voice source pitch, that serves to contrast and to organize words and larger utterances".

Intonation is used by every people in all languages to convey communication functions. EFL learners should not carry their different intonation features to English language, because of probability differences in the use of intonation signs. Frice (1952,p.25) says "All the sound of languages must inevitably be of some pitch. Languages differ greatly, whoever, with respect to the use and significant of the pitch changes". Intonation also might be used differently between people of one language with different dialects Palmer (1981.p.157) reveals that "In the intonation tune the speaker can express emotion, attitudes, etc. Indeed this is immoral typical usage of intonation some of conventions

clearly vary from dialect to dialect, and it seems like that many of the misunderstandings between, for instance, English and American of due to the fact that they have different interpretations of the same intonation features".

Accordingly Intonation plays an important role in listening comprehension; it has functional meaning and semantic distinction. Celce-Murcia et al. (1996.p.200) says "intonation performs an important conversation management functions".

Accordingly, aural speech does not always give sense, so listeners try to get the meaning of the speech from the intonation that the speaker performs by rising and falling pitch, for instance, a teacher encourages students to come on time for lecture, once a student came late asking for excuse to get in the class, the the teacher responses his excuse "come in", but in different pitch or intonation with great gratitude or with slight threat and blame, this example shows the factor of message comprehension is not always the words, but sometimes the intonation. So intonation considered a functional factor in communicative language, it helps listener's process strategies. Listeners distinguish from intonation, which is the question and which is positive sentence, which carries interest and which carries sadness or even threat. Therefore we can safely say Intonation adds lots of functional meaning, it conveys emotion, psychological attitudes, grammatical structure, confirming information and getting meaning. Crystal (1995.p.249) identifies six functions that intonation might help: emotional, grammatical, informational, textual, psychological and indexical.

Bowler and Parminter (2001.p.9, 19, 23, 33, 36) show the following rules by which intonation identified.

1\ The voice goes up at the end in Wh question and yes / No question

e. g. Where do you live?

Do you have a job?

2\The intonation always goes down in the last item (to show the list finished), and up on the all items that come before the list to show there are more items to come e.g.

I bought a short, a tie and some trousers.

3\To make a polite offer your intonation should go up on stressed word fall then go up a little at the end.

I will show you.

4\When we give someone a choice with two things the intonation goes up on the first choice before ‘or’ and goes down after the second choice.

Would you like tea or coffee?

5\ When someone tell you something interesting ,you can show your interest by asking a short reply and the intonation should go up e.g.

reply Is he? My uncle is a fortune teller

If your voice is flat, you will sound uninterested

reply Is he? My uncle s a fortune teller

Accordingly how can we imagine communicative speech without intonation, which changes speech tune, and described as a mechanical speech. Intonation makes the sentences easier to understand. More over it expresses emotion and attitudes to help listeners to recognize the speech grammatically, syntactically semantically and psychologically. EFL learners have to bear in mind that Intonation in a language system might be different from another language, so learners of English language have to study English intonations and do not bring

their own mother tongue's intonation to the language they study in order not to confuse sending or receiving the message.

2.1.1.8.3. Assimilation:

Assimilation is the way that sound belonging to one word can cause change in sounds belonging to neighboring words, Roach (1983.p.183).

The definition shows the cause of changing a word to another to harmonize the last sound of a word with the initial sound of the following word and the opposite is true in order to pronounce the two words fluently and easily. for instance, "ask Peter" in a context the last sound / K/ in "ask" has to be changed into "p" harmonizing the initial / P/ sound of "peter" because it's difficult to pronounce voice "p" after the voiceless /k/ and it is called regressive assimilation which is defined by Forel & Puskás (1950.p.50)" it occurs when the features of a phoneme are modified by those of the phoneme immediately following it".

In the context "get them" the initial phoneme of the second word "them" is /ð/ it is changed into /t/ so the sentence "get them" / get təm/ is changed into / get təm / this type of assimilation is called progressive which is also defined by Forel & Puskás (1950.p.50) "when the features of a phoneme are modified by the features of the phoneme immediately before it". Another definition by Yule (1997.p.59) is helpful "When two phonemes in sequence and some aspects of one phoneme is taken or 'copied' by the other, the process is known as assimilation". Most likely assimilation occurs, because of three reasons: the point of articulation, the manner of articulation and the voiced & voiceless.

Connor (1988.p.102,103) sates the examples below show the alterations in the words alveolar sounds /t,d,n/, when they are final before plosive /p,b,m/.

white bird /p/ replaces /t/

Not me

mad people /b/ replaces /d/

Hard bath

Good boy

/m/ replaces /n/

gone back

Ten men

/ k / replaces /t/ before /k/ or /g/. that cat /t/→/k/

That girl /t/→/k/

/ ŋ / replaces /n/

One cup

Main gate

Coalesce assimilation

/t/ and /j/ coalesce to from /tʃ/:

Lost yard

Didn’t you?

/d/ and /j/ coalesce to form /dʒ/

Would you?

2.1.1.8.4. Elision:

In assimilation we have known that how the form of words changes phonologically under certain circumstances of the word nearby, on the other hand elision is doing with deletion or disappearance of a sound or omission of a segment. It occurs for the sake of facilitating the pronunciation and fluency. Listeners have to notice the process of any sound omission to enhance their listening comprehension,

Yule (1996.p.59) defines elision as “Omission of sound segments which would be present in deliberate pronunciation of a word in isolation is technically described as elision”.

Forel & Puskás (1950.p.50) defines elision “the disappearance of the sound occurs, when the word in a context under certain circumstances and it will be present in isolation so elision is the results of the disappearance of a sound”. The disappearance of a sound changes the sound of whole word and might confuse the listener and undermine listening understanding.

Elision is a process to simplify the pronunciation, it occurs in one phoneme consonant or vowel e.g. "desktop" /dɛstɒp/ .It also occurs in more than one phoneme or syllable e.g. Library.

Elision should not be mistaken with weak form and strong form of the word, which is written in only one form like the above example ‘desktop where as weak form and strong written in two forms like “I have” contracted to “I’ve”. Weak and strong form occurs in functional words: auxiliary, pronoun, article and prepositions. In auxiliary sometimes they called contraction.

Brown (2014.p.89) Distinguishes between elision and contraction he says he will “contraction involves conflation between he should not and shouldn’t and he ‘ll ,in contrast elision take place within words or even within syllables as in elision of /d/ in and”. Furthermore elision has only one form in pronunciation, while contraction has two forms.

To cut the story short elision changes the sound of the word as well as other aspects of connected speech but, to what extent? if someone knows the word in full form does he or she recognize that word, when part of it elided in a context or contextualizing the word is satisfactory for recognition?.

But khalu and Ghandi (2011.p.199) do not distinguishes between elision and contraction they consider them both weak form and strong as it will be shown in the table of weak form and strong form.

2.1.1.8.5. Linking:

The Idea of liking is to facilitate the fluency of pronunciation. There are two types of linking: consonant to vowel (c + v) and vowel to vowel (v + v). The first form (c + v) is easier and familiar e.g. good end the first word is "good" finalizes in consonant sound /d/ and the second word is "end" starts with vowel sound /e/. The process of connected speech is called linking, it links “d “sound with “e " sound to facilitate the pronunciation of the sentence.

The second form is more sophisticated a bit (v + v) in this form sometimes the sounds /r/, /y/ or /w/ is inserted to facilitate the pronunciation. Philips & Phillips (2011.p.104) they said “when two vowels appear side by side (v + v), we often link the two vowels with an extra consonants vowel sound”. The consonants to link are sounds /r/, /j/ and /w/".

In linking we sometimes link word together in specific way using phoneme / r/. In queen pronunciation for instance, when a word ends in / r / and the initial word that follows ends in vowel, we link the two words together so / r/ sound is pronounced to link the two words. in the context "four apple", the word "four" pronounced as / fɔ : / in British English , apple pronounced as / a : pl / to facilitate the fluency of pronunciation of the two words / r / of four must be pronounced to links the two words "four apples" then it becomes / fɔ: r / apples not /fɔ:/ apples, but nothing changes in pronunciation when a speaker

pronounces apple four /a: pl FƆ: / not / a : pl FƆ: r/ according to queen pronunciation .This type of /r/ is called linking /r/.

Intrusive / r / is doing to link a word ends with a vowel with the initial vowel of the word comes after even when there is no "r" in the spelling of the word e.g. “Arabian Peninsula is located in Middle East”.

The pronunciation of peninsula is /pəninsjʊlə /r/ iz/ to facilitate the pronunciation of the two vowels /ə/ at the end of first word and / i / at the beginning of neighboring word "is", the sound /r/ is added between. But in the sentence “I have studied in Arabian Peninsula for two years” Intrusive / r / has nothing to do in the context because /f / in “for” is not a vowel sound. Another example of intrusive /r/ “pizza /r/ and crisp” The awareness of this process most likely affects the listening skill positively.

Phonologically there is a justification why linking /r/ is used but, there is no justification for intrusive /r/ which is used in some dialect of English.

Other linking sounds are y /j / and w /w/ they used to link a word ends in vowel with its neighboring word ends in vowel sound too in a connected speech or context, for instance the two words "do it" we have to link the first word "do" with its neighboring "it" by inserting /w/ sound between the two words. Another linking sound is /j/ "they all" sound /j/ must be inserted to facilitate the pronunciation.

Inserting /j/ and /w/ sound account to the nearest sounds of the first word to /j/ and /w/.

The process of Linking reveals important questions for instance; to what extent does this process change the sound of the words and the whole sentence? And do non native listeners recognize the word after linking process occurs or it impedes listening comprehension?

2.1.1.8.6. Weak and Strong Forms:

The awareness of weak and strong forms is essential to good listening, it helps listeners to improve their aural message understanding Mortimer (1985: p4) states “a good practical grasp of the weak forms of English is essential to good pronunciation and listening comprehension.

P.nkhalu and Varinder Ghandi (2011.p.199) define weak form as follows "weak forms show the reduction of the length of the sound, weakening of the vowels in them and also in the omission of vowels and consonants".

P.nkhalu and Varinder Ghandi show in the tale of weak forms and strong forms the reduction or omission of the vowels and consonants in weak forms occurs in *articles, auxiliaries, prepositions, conjunctions* and *pronouns,* but some writers called the reduction process of *auxiliary* contraction, because it has two forms e.g. *I will* contracted to *I 'll in contrast* weak and strong forms have only one form in writing, but two forms in phonological transcription such as of /of/ and / əf/ .

People usually use weak form in speaking, but in some situations they use strong forms to be more understandable and communicative like using /woz/ and /tu: / instead of/ w ə z/ and /t ə/ etc. Marks (2007.p.82) say “We use the weak form but if the word is stressed because it is especially important or because we want to show contrast, we use the strong form”.

Elision should not be mistaken with weak forms and strong forms which occur in functional words *articles, auxiliaries, prepositions, conjunctions* and *pronouns.*

Yule (1996.p.59) defines elision as “Omission of sound segments which would be present in deliberate pronunciation of a word in isolation is technically described as elision”.

Nkharu and Gandis table (2011.p.149) introduces the most common form of words – axillaries, pronoun, articles and prepositions in strong and weak forms and examples of contexts.

Table (2.) strong and weak forms

S. No	Article	Strong form	Weak form	Example
1	a	/ ei /	/ ə /	(Before consonants) I want a pen. / ai wont ə pen/ (Before vowels)
2	an	/ æn /	/ ən /	Buy me an apple. /bai me ən æpl/
3	the	/ ỏi :/	/ ỏə /	(Before consonants) The thief has escaped / ỏə Θi:fs iskeipt /
			/ ỏi: /	(Before vowels) The apples are rotten. / ỏi: æ plz ə rotn /
	Auxiliary	Strong form	Weak form	Example
	has	/hæz/	/ əz /	(after voiced sounds / / ỏə rəuz əz wiỏəd /
			/ z /	The cat has died / ỏə kætz daid /
			S	(after voiceless sounds) Except / s, tf, f, /

				The milks has gone sour. / ỏə milks gon ‘sauə /
4	have	/ hæv /	/ həv /	(in the initial positions) Have you done the work? / həv ju d^n ỏə w3 : k ? /
			/ əv /	(in all other position) What have they seen ? / wot əv ỏei si : n ? /
5	Can	/ kæn /	/ kən /	What can I do? / wot kən ai du?
6	Could	/ kud /	/ kəd /	How could you say it? / hau kəd ju sei it? /
7	shall	/ ʃæl /	/ ʃəl /	We shall never deceive him? / wi ʃəl nevə disi : v im /
8	will	/ wil /	/ I /	(after consonants) Expect / | / This match will be won. / ỏ is mætʃ |əl bi: wan /
9			/ əl /	(after vowels) The boy will win a prize. / ỏə boi əl win əpraiz /
10	Should	/ ʃud /	/ ʃəd /	Why should he care? / wai ʃəd I: kea? /
11	Must	/ m^st /	/ məs /	We must try our best. / wi : məs trai auə best /

12			/ məst /	(before vowels) You must eat well. / ju məst I : t wel /
13	Would	/ wu:d /	/ wəd /	(initially in a sentence) Would you like to come with me? / wəd ju laik tə k^m wiỏ mi: ? /
14			/ d /	(after I, he, she, we, you, they) I'd be happy. / aid bi hæpi /

S. No	pronouns	Strong form	Weak form	Example
			/ i / / ə /	/ hi iz veti gud/ Why did he come? / wai did I k^m? / At the beginning of the sentence. Did her brother return? / did ə bɣ^ỏə rit3 : n /
15	Her	/ h3: /	/ hə /	her house is very near hə haus iz veri niə /
16	Him	/ him /	/ im /	I gave him a pen. / ai give im ə pen /
17	his	/ hiz /	/ hiz /	In the beginning of the sentence. His name was mentioned. / hiz neim wəz menʃnd /

			/ iz /	Give me his pen / giv mi iz pen /
18	Me	/ mi : /	/ mi /	Bring me a pen / brinŋ mi ə pen /
19	She	/ ʃi : /	/ ʃi /	Where does she live? / weə dəz ʃi liv /
20	Them	/ ỏəm /	/ ỏem / / ỏm /	Let them come. / let ỏəm (ỏm) k^m
21	We	/ wi : /	/ wi /	We can sit here. / wi kən sit hiə /
22	us	/ ^s /	/ s /	In let sentence Let us-start. / lets sta : t /
23	who	/ hu : /	/ hu /	Who do you want to speak to? / hu də ju wont tə spi:k tə/
			/ u : /	The man who is standing there is my father. /ỏə məcn u:z / stəcndiŋ ỏiə iz mai a:ỏə /
24	you	/ ju /	/ ju /	I will tell you story. / ai | tell ju ə sto:ri /

2.1.2. Listening Skill

2. 1.2.1 Definition of Listening

Michael et al (1989.p.89) defines "Listening is an active process in which individual focus on selected aspect of aural input construct meaning from the passages"

The above definition of listening should not be confused with hearing which is different and in which a listener receives the sound passively and without much attention Nadjah (2012.p.1) says “listening process requires not just hearing: but also requires attending to the sound of language and trying to infer the meaning”, so listening does not mean hearing. It is the state when you concentrate on hearing. Generally listening needs vocabulary, memory, concentration and specific strategies by listeners so as to comprehend the speech, but hearing needs only vocabulary and memory.

Howatt and Dakin (1974.p.24) says “listening is ability to identify and understand what others saying, this process involves understanding a speaker's accent, pronunciation, grammar, vocabulary and comprehension of meaning.

As I understood the above definition mentions lots of factors that affect listening, such as accent, pronunciation and vocabulary.

It includes active listening which goes "Rubins (1994.p.16) defines listening beyond comprehension and understanding the message content, to "comprehending as act of sympathetic understanding of the speaker .

As I understood Rubins does not concentrate only on oral input or linguistic content to construct the meaning of the oral message. He means by sympathetic feeling and emotion of the speaker able to infer the meaning, so Rubin's definition seem much more broader.

2. 1.2.2. Types of Listening

Listening can be classified into five: discriminative, comprehensive, therapeutic, critical and appreciative listening. It is taxonomy starting with the lowest level to the highest.

The first type is discriminative listening. It is the lowest level type of listening, it does not need deep or critical thinking, it is just for distinguishing sounds like to say when a mother recognizes her baby's cry among other children' cries to deal effectively with him or her. Discriminative listening deals with the receptive stage of listening: the process that requires interpretation of the message. Wolvin (2012.p.7) says "discriminative listening involves distinguishing the auditory and visual stimulus. Discriminative listening requires concentration on, and sincerity to, the various stimuli to differentiate among them accurately"

The second type of listening is comprehensive listening that is higher level than the previous one in the hierarchy. Wolvin (2012.p.7) says "it extends from discrimination of the stimulus to understanding of the message" for instance listening to lectures or report. It needs well developed vocabulary by listener, good memory, concentration and attention. Listeners may be asked to answer or to summarize. Speaker signposts might help and draw listener's attention such as first, second, third ... ect. Mulanax & Poweres (2001.p.70) define comprehensive listening "to assign the meaning intended by the speaker instead of assigning his or her own meaning"

The third type of listening is therapeutic listening, it needs the above types discriminative and comprehension, but it is the deepest among them, it is usually used by psychological therapist to stimulate response like to encourage a patient to go on speaking in supportive communication climate.

Andrew (2012.p.7) says “therapeutic listening requires that the listeners serve as “surrounding board” to provide a speaker with the opportunity to talk through a problem”.

The forth type of listening is critical unlike the three above. It is the highest among the mentioned types above: discriminative, comprehensive and therapeutic. It is used to judge some things: accepting or refusing like a student’ justification for not being present in the lecture or a judge accepts or refuses a complaint or appeal. Wolvin (2012.p.8) says about this type “it require that the listener evaluate and judge what is being said”

The last type of listening is appreciative listening, it needs discriminative and comprehensive listening to appreciate what is being listened for instance, listening to music or a story, it sometimes called listening to enjoy. Wolvin (2012.p.9) says “appreciative listening is listening to enjoy or to gain sensory impression from material”

2. 1.2.3 Types of Listening Comprehension

Listening comprehension means listening to understand. It is established by constitutes listening behaviors. Nicolas (1948.p.154) says “In order to understand the speech listeners have to engage in sequences of behaviors that generally accepted to characterized as it is” Wolvin (2012.p.1) demonstrates sequences of listening behaviors or decoding process: receiving, attending, perceiving, interpreting and responding these behaviors. Ur (1984.p.51, 67,127,148) explains and defines the types of listening comprehension as following:

1\listening and making no response classroom

There are certainly many real-life situations, where we do not respond; in the class room such exercises have at least one big advantage, if we do not keep

stopping to hear and give feedback on our students' response then we do not have more time for actual listening itself and we can not get through a great deal more materials.

2 \listening and making short response

Listening materials consist typically of long sequences of colloquial speech (monologue or dialogue) broken up into short bits many of which require immediate brief responses by the learners. Thus students are responding to each item of information as it comes up not on the whole.

3\ listening and making long response

The learners listen to long units .He or she write or speak to respond; He or she tries not only to understand what he hears, but also to reproduce, answer, expand or summarize as the text requires.

4\ listening as basis for study or discussion

The learners are expected not only to understand the heard material, but also to compare or collate the different parts or aspects. They analyze, interpret, evaluate it .This types of activity are carried out typically through discussion and may be summarized in essay forms.

2. 1.2.4. Acquiring and Learning Listening Skill

Phillips & Phillips (2011.p.109) states the difference between learning listening skill and acquisition listening skill he says "in acquisition there is no formal teaching, the child does mistakes, while he or she imitates what his mother does". His ears grow to listen as well as his body, as long he does not suffer from physical or mental disability. He knows very little about grammar, but he is of a good listener. The positive output in acquisition process is better than

leaning so all languages must be learnt by child,. Phillips & Phillips (2011.p.109) state that" all children are born with a language acquisition device that works up about age of five or six above that the language acquisition is switched off and we must learn a second language rather than acquiring it". Chartie (2013.p.212) states "there is still much debates as to which theory is the correct one .the first Theory states that all language must be learnt by the child .the second view states that the abstracts of the sound cannot be learned, but human possess the innate language faculty or an access to what has been called universal grammar".

In my concern many people who intend to learn language skills in specific listening, when they are above the mentioned age fail, because they acquire the skills and language features of their mother tongue first, as a result languages being made in pronunciation or structure. interference

Many people claim that among the language skills, the first and the most important one is listening .Wolvin. (2012.p.1) states "The vital role of listening in communication begins with the recognition that listening is the first language skill to be acquired. The fetus listens as it develops in the mother's womb; henceforth, this listening development plays a central role in one's language acquisition".

In brief the above writer aims to show the importance of listening is not just to comprehend speech, but it actually leads to other language skills acquisition as it is said good listeners are good speakers.

2. 1.2.5. Listening Strategies

Strategies are processes by which listeners follow to comprehend the speaker's message and evaluate his or her comprehension.

There are two famous strategies' of learning process the first one is top – down and the second one is bottom up strategy – these strategies as a result of three groups of psycholinguist,they are Bever 1970, Clark and Clark 1977; Conrad 1985 Marslan – Wilson and Tylar 1980 and the work of communication researcher (for example cherry 1957 and those who are in interested in memory (for example Neisser 1982).

In the bottom up strategy we use information in the oral text to comprehend the meaning by analyzing the placement of the stress, lexical knowledge, logical relation of the words and the structure such as subject + verb + object.

The problem with this strategy is that the capacity of the listener's short term memory is low to hold all these information, while trying to understand the speech.

The second strategy of listening is top down process, which sometimes called inside the head as opposite to information in the oral text. It is most likely used by the second learner of English, while a mother tongue listener use mostly the strategy of bottom up process; he or she breaks down the context to infer the meaning.

Teachers have to care of the suitable teaching strategies to improve and enhance learning listening skill Alagoba Mohammed conducted a MA study entitled "the effect of video recorder on listening skill" she cited on Paul (2002) "his assumption to strategies to teach and improve listening skill focusing on the contents not delivery ,avoiding the emotional involvements ,avoiding distraction ,treating listening as challenging mental task ,stating activities by asking mental questions and using gabs between the rate of speech and the rate of thought".

2. 1.2.6. Interactional and Transactional Listening

Yule and Brown (1983a.p.57) state the words interactional and transactional to describe the purpose of listening. They mean by transactional listening for the purpose of social communication like listening to group of people discussing the hotness of weather and taking parts, but listening to do something specific is interactional like asking someone to do a favor.

Hedge (2000.p.236) criticizes dividing the purpose of listening into the above two categories he said "the conversation might change from one category to another for instance conversation between a customer and shopkeeper who are acquaintance". He added another category called participatory listening like listening to conference, which depends on listening precise purpose to general content out of curiosity or for enjoyment.

2. 1.2.7. Types of Language Laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Wilson and Thayalan (2007.p.1) state four types of language educational laboratories:

Conventional Laboratory

This is the primitive form of the language laboratories. It has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it. As it is used in a normal classroom setup, this type of lab is widely spread although it has lots of drawbacks such as the difficulty to identify the characters' voices and without looking at them.

Lingua Phone Laboratory

This is again a conventional type of educational laboratories, with a little modernization. Learners are given headsets to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

Modernized Lingua Phone Laboratory

Modernized lingua phone laboratory is available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

Computer Assisted Language Laboratory (Call)

CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradually, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL classified by Barson & Debski, (1996). Though the development of CALL has been gradually, its acceptance has come slowly.

Part Two

2.2. Review of previous studies

The First Study

Sevilak held a MA study in Bilkent University In Ankara in June 2012 entitled Pronunciation Awareness Training As An Aid To Developing EFL Learners' Listening Comprehension Skills. The Researchers Question was:

What is the effect of pronunciation awareness -segmental and supra segmental features training on tertiary level for Turkish EFL students‟ listening comprehension?

The researcher used the test as instrument. Before starting the training, a pretest was applied to all students, and the treatment started the week after. The researcher herself gave the treatment due to the lack of volunteer teachers. The researcher conducted the lessons once a week, during the first two hours of one school day in the two experimental groups, respectively. After the six weeks treatment was completed; the post test was administered to all students. The Findings showed that both experimental and the control groups demonstrated statistically significant development at the end of the 6 weeks. When the development that both groups achieved was compared, the experimental group's development (3.32) was found to be higher than the control groups (1.45), a difference which was statistically significant. This finding is parallel to the literature on teaching listening which suggests that the integration of pronunciation awareness training into the teaching of listening is more effective in developing listening comprehension skills than solely employing traditional methods such as using technology or adapting listening strategies. He recommended that in te future research, the segments and the constituents of the segments of pronunciation should be investigated further in different research

designs; such as having three experimental groups: one group segmental features, another group studying supra segmental features, and the last group studying both segmental and supra segmental features.

The Second Study

Ali Kamali Baghrahi held a MA study In ELT . Department of English, Islamic Azad University, Iran January 2014, entitled The Effect of Assimilation and Elision Teaching on Listening Comprehension of EFL Students. The study attempted to answer the following questions:

First, To what extent does a proper knowledge of assimilation facilitate the listening skills of Junior high school students?

Secondly, To what extent does a proper knowledge of elision enhance the listening skills of Junior high school students?

For the instrument, the researcher followed the procedures of Oxford English Language Placement Test (OELPT) and Cambridge Preliminary English Test (PET) (pretest, posttest). Then the researcher came out with the result that It is reasonable to conclude teaching of assimilation and elision improves listening comprehension of English Language learners. The participants of experimental group were more confident after the treatment phase. During the treatment phase the participants of experimental group were found more motivated and participative. Based on this conclusion, we have a reason to hypothesize that students who have been used to listening to clearly articulated sentences in English will encounter great difficulty. Te researcher recommended that future studies need to be conducted due to the limited number of studies in this field. Moreover, these results due to the limitations of this study cannot be generalized beyond this population. It would be appropriate to conduct this study on a much larger scale in order to make generalizations regarding gender and age orientation.

The Third Study

Alajoba Mohammed Ahmed Held a study in Nile Valley University entitled "An investigation of the effect of using tape recorder in university students listening performance under supervision Dr. Ibrahim Mohammed El Falki (2006).The researcher's Hypotheses were :

First, the use of tape recorder in teaching listening has positive effect on students' performance.

Secondly, there is significant difference between students' achievement using a tape – recorder in teaching comprehension. Te subject: selected randomly of 20 students.

And te Instrument: administration of the pre test and post test. pre test offered to experimental and control group via recorder. Then after the experiment the post test. The Findings showed that the tape recorder has positive effect on improving students' listening performance and there is a significant difference between the performance of the students who were taught listening comprehension by tape recorder and traditional method also The use of tape recorder is effective in teaching English comprehension.

The Fourth Study

Kamran Mohamadkhani et al held a scientific paper entitled "The Effect of Using Audio Files on Improving Listening Comprehension in Al khomeini University.

The Subject was Statistical sample of the research included thirty four students enrolled twenty sessions in Imam Khomeini high school of Khorramabad program in the study. They are all in pre intermediate level and ranged in age from 16 to 17. The students divided into two groups. Both groups were consisted of seventeen students. Seventeen of them were randomly selected as group A and the other seventeen formed group B.

The Hypothesis of the study is Using Audio Files Improve Listening Comprehension. The researcher used Pre and post tests for the experimental

group and control group as instrument. Although some native audio files with Laptop and two speakers were presented for only the experimental group, both experimental and control group taught in the same style. By completion of twenty sessions, the students passed final exam. In this stage the students were listening to audio files and had to fill out the specified blanks of the script. The result of the study showed that this quasi-experimental study showed that treatment had a significant effect (Sig < .05) on improving listening comprehension shows that using audio files had positive meaningful effect on improving listening comprehension.

The Fifth Study

Benmadani Nadjah held a M.A. study at the department of English-Bouzareah University entitled Improving Students' Listening Skill through the Language Laboratory in 2014-2015. His Research questions were:

First, Is using the language laboratory able to improve students' listening skill?
Second, How is using the language laboratory effective to improve students' listening skill?

The required data for examining the hypothesis will be gathered through a questionnaire administrated to the sample population of students as well to teachers. The students' questionnaire consists of 16 items and it will be given to 42 students. They were asked to answer some questions that will help us to know their attitudes towards listening skill and to see their awareness about the significance of listening; as well as, to know the problems that might face them during listening. After collecting data the researcher analyzes the data using a computer soft ware which prove the hypothesis that the use of language laboratory able to improve students' listening skill. We conclude from the positive results gained from the questionnaire concerning the effectiveness of the language laboratory in improving students' listening skill that there is a

strong relationship between the language laboratory uses and listening skill improvement which validates our hypothesis. Language laboratory is one of the teaching aids that put into application in the domain of language teaching and learning for many years ago; it has become the need of the day in any foreign language learning process which is due to its efficiency in enhancing EFL learners listening skill.

The Sixth Study

kamali baghrahi held a M.A. study entitled the effects of assimilation and elision teaching on listening comprehension in ELT department of English, Islamic azad university, Bandar Abbas branch. The questions of the research

First, To what extent does a proper knowledge of assimilation facilitate the listening skills of Junior high school students?

Secondly, To what extent does a proper knowledge of elision enhance the listening skills of Junior high school students?

The researcher used the test as instrument: Pre test and post test for experimental group and control croup. The Subject is male students because male students were available to the researcher. To test the hypothesis an experimental group which consisted of 21 participants, and a control group consisted of 21 participants were selected. The treatment for the experimental group was concentrated on raising students' awareness of connected speech forms such as assimilation, elision. On the other hand, although most of the materials were the same, the training for the control group was different. The treatment for the control group was centered on using guided questions and comprehension checks to enhance students' listening comprehension. Both of the groups were given pretest before the start of training and were post tested at the end of the treatment to find the result of the training given to experimental

group.The researcher findings was: teaching assimilation and elision of sounds as aspects of connected speech improving listening skills of the learners.

The Seventh Study

Mohamed Laoubi held a M.A. study entitled "The Importance of Learning Strong and Weak Forms in Listening Comprehension" in Mentouri University – Constantine Faculty of Letters and Languages Department of Languages. his Research Questions were:

First, are students aware of the importance of weak forms as an aspect of connected speech that is necessary in developing their listening skills?

Second. Do Third year Students have problems in listening to reduced forms of functional words?

Thirdly. Is it sufficient to rely only on the basic concepts of the use of weak forms (learnt in phonetics) to enable students to recognize these forms in natural speech? He assumed that If students are aware of the significance of the weak forms and the rules that govern their use not only in production, but also in reception, they will show better listening comprehension abilities. The Subject is eighteen randomly selected third year students from the department of English University of Constantine will be the informants in this study. In this study, we intend to measure two types of students' performance. The first is to measure their knowledge of the basic concepts of weak forms. It will Include multiple choice questions (MCQ), direct questions. The second type of performance we intend to measure is the students' listening comprehension abilities This will be arrived at by means of a listening cloze test (in the language laboratory). Each student will be given the written form of a group of sentences to which they will listen, but the grammatical words, together with the word that comes before each of them, will be blanked out. The sentences will be carefully selected so that each one will include at least one grammatical word that is pronounced in its weak form. Students will be instructed to fill in the

gaps on the basis of what they listen to in order to measure their perception/misperception of the weak forms. The results showed that the students do have difficulties in recognizing the reduced forms, and that they lack awareness of the significance of weak forms in listening. They also reveal that being aware is very significant in helping the students to cope with weak forms in naturally spoken English. This is added to other factors such as training, familiarity and exposure etc. The researcher Recommended that:

. Further research on the subject would have to:

- Extend the scope of the subject to include other variables such as the degree of exposure.
- Deal with other connected speech aspects such as assimilations, illusions etc.
- Use other research tools and, possibly, an experiment that seeks to see the effects of systematic instruction about reduced forms on the students‟ abilities to perceive them.

Students should be trained on how to use the bottom-up processing mode rather than the top-down mode

The Eighth Study

Chapanit Sawaengmongkon held a study entitled "Teaching prasegmental – stress - intonation – linking – elision – assimilation Features of Spoken English through Films to Develop Listening Achievement of Learners" in Rajamangala University of Technology Krungthep, Thailand.The subjects of this study are 34 first -year students from various faculties of Rajamangala University of Technology Krungthep. The researcher’s Instruments were:

* Score profiles (listening quiz at the end of each lesson) after teaching suprasegmentals through film

*. A listening test with 25 items for completing the missing part after watching a short film extract to measure listening performance at the beginning and the end of the project

* A test on suprasegmentals

*. Student’s questionnaire to evaluate learners’ attitude toward the project. The Pre test and post test involve all the Teaching prasegmental – stress - intonation – linking – elision – assimilation Features between them teaching experiment is conducted in five weeks duration. Students Suprasegmentals Questionnaire is given after the experiment to collect their attitudes. The researcher came out with the Findings that the mean of the post - test score was higher than that of the pre - test score with the T-value 14.412 at the level of significance 0.1. At the beginning, the mean of the pre-test scores is 11.12 (out of 25) or 44.75 per cent which needs improvement. However, at the end of the project or after learning about suprasegmentals, the mean score of the post - test is 17.68 (out of 25) or 69.29 per cent which means better development. The difference between listening achievement at the beginning and at the end of the project is quite satisfying. Apart from this, the result from the questionnaire shows that the learners believe that their listening problems will be decreased and they are more confident to apply what they learned about supra- segmentals.

CHAPTER THREE

Methodology of the Research

3.0 Introduction

The study concerns with the analysis and evaluation of pronunciation effect on understanding the speaker's message. This chapter describes the methodology that was used to prove the hypotheses. First, the description of the subjects (section 3. 1) secondly, the data gathering instruments: The test – pretest and post test - questionnaires and observation checklist are presented (section 3.2). Thirdly, the procedures for data collection are outlined (section 3. 3) At last the validity and reliability of the above instruments (section 3.4).

3.1 Subjects

The subjects of the study are the students of Ahfad University for women and University English teachers.

3.1.1 Students

The first group of the subject were selected from Ahfad University for women in Khartoum state undergraduates, who were studying University preparatory program, which known technically as UPP to test the first hypothesis of the research that "conventional lab using audio aids have positive effect on listening comprehension". And the second hypothesis "teaching aspects of connected speech enhances learners' listening comprehension". They have been carefully chosen for many reasons:

1\ First year students in Ahfad Uuniversity divided into small groups to study the preparatory program, the selected group is 30 students who were exactly the number of students the researcher needed to do the experiment of the lab.

2\ The researcher and the selected students are familiar to each other, because he works there as a teacher.

3\ Fresh students are more interested in University programs than the seniors ones, so the experiment expected to be held smoothly.

4\The chosen students study Garenet's authentic listening syllabus - building skill and developing skill –which the researcher use in his experiment .It is well designed and the tape performer are expert.

The sample is non probability convenience sample, which means all conditions around are suitable, available and touchable to run the experiment such as the suitable number of the students, the authentic listening syllabus of the university and the lab.

3.1.2 Teachers

The second group of the subject are Sudanese teachers for testing and investigating the second and the third hypotheses of the research "teaching aspects of connected speech enhances students' listening comprehension" and the third hypothesis "pronunciation of American English and British English vocabulary confuses listener's understanding".

The sample of the teachers is a random sample. All of them are M.A and PhD holders in English and teach in different Universities. The sample is mixture; half of them are male and half are female from Sudanese Universities. Five of them are PhD holders and the others are M.A holders. They were selected for many reasons:

1\M. A and PhD teachers are competent and most likely aware of all questionnaire items.

2\Teaching at University is challengeable job; it enforces teachers to increase their knowledge about all University subjects such as phonetics and listening skill.

3.2. Instruments of Data Collection

The researcher selected the most available, suitable and powerful instruments, he administered test -a pre-test and posttest- observation checklist and questionnaires.

3.2.1 The test

Test is chosen to investigate the first hypothesis "conventional lab using audio aids has positive effect on students' listening comprehension" ,because it gives a practical result of the testees . It also helps to evaluate the learners' pre the experiment; to know where the learners are standing on before and after the experiment in order to realize the learners' development by comparing the results. So, the researcher prepared two tests pre test and post test (see the Appendixes) for the two groups experimental -group 18- and control group –group 20- for the hypothesis "conventional lab using audio aids has positive effect on students' listening comprehension". Control group is given all the circumstances of the experiment, but does not been given whatever is being tested –the conventional lab using audio aids - in the experiment. In contrast, the experimental group got all circumstance of experiment in addition to conventional lab for the experiment. The two groups are of the same number; they are exactly thirty students of newly girls who recently have joined the University. Experimental group described as group "A" whereas control group "B".

Pretest and post test for the control group and experimental are quoted from other books not the same syllabus-building skill2 developing skill and headway

syllabus to avoid possibility that students might come across the tape script and revise it for exam. The tests –see the appendices- contain four questions; the first one is a dialogue between two containing of five items. The second question is bibliography about a psychologist and the third question is a part of university lecture containing five Items and the last question containing five items too, they are about comparing between two countries. The total numbers of questions are twenty and the test mark is 40 grading from the easiest –the first question- to the toughest -the last question- the system of the test was trying to follow the method of IELTS testing

3.2.2 The questionnaire

The questionnaire is selected to investigate the second hypothesis "teaching aspects of connected speech enhances learners' listening comprehension" and the third hypothesis "pronunciation of American English and British English vocabulary confuses listening understanding" All the subjects of the questionnaire are M. A and PhD holders, who are teaching in different universities, they are familiar with phonetics and listening skill, they were asked about their opinions of the second hypothesis and the third (see the appendix) of the research.

3.2.3 Observation checklist

Observation as an instrument is used to gather information. It is chosen to investigate the second hypothesis "teaching aspects of connected speech enhances learners' listening understanding "for many reasons:

1\It provides direct procedures of learners' behavior in a particular situation.

2\It enables the observer to record the learner's behavior immediately at the situation.

Accordingly the researcher used it to trace the changes of thirty observees in order to record relevant information of the second hypothesis “aspects of connected speech enhance learners’ listening comprehension” on check list. Max Koller et al.(2015) cited in (Gall and Acheson 2011;Joyce and showers 2002) “observers might be peers, other educators who may be more knowledgeable and experienced supervisor principal or government official. Observation tools check list or rubrics may be used by observers to record notes about the lesson”.

3.3. The procedures

3.3.1 Procedures of the Test

to the tape scripts in each lecture The experimental group used to listen from audio files as a conventional lab –native speaker approach- they listened to the tapes scripts from building skill2 and developing skill1 syllabus, while the control group studied without audio aid in a traditional line –non native speaker approach-sometimes they listen to same tape scripts from the teacher or a class mate and sometimes they read the scripts instead of listening .Both groups studied the same books- Building skill 2 and developing skill 1- it took sixty credit Hours that’s 10 weeks or two months . The two groups are taught the same period using two books building skills 2 and developing skills1. Group (A) -experimental group- taught by the researcher himself while group (B) -control group- taught by another teacher having the same qualification of the researcher in addition to that the researcher sometimes teaches (B) .The researcher was administrating all the tests for the two groups for the experiment.

Under all researcher's supervision Group A, B - experimental and control- were tested the pre test to investigate and finding out the foundation of the two groups and where they are standing on, .then 15 students from each groups were retested after interval of a week to calculate the reliability of the pretest. After 60 credit hours that are two months of the experiment the two groups were retested for the second time as post test .The test was marked and 15 of each groups –control & experimental- retested to calculate the reliability of the post test.

3.3.2 Procedures of Observation

Observation checklist is used to prove or disapprove the second hypothesis "teaching aspects of connected speech enhances students' listening comprehension". The check list was designed to record notes for each aspects linking, assimilation, elision, strong and weak form, intonation and stress. The respondents of the observation checklist are thirty students. The whole treatment duration of the aspects was around two months that is ten weeks and 60 credit hours. The notes of observation were recorded by the researcher throughout the duration. The first assessment was through the first month of the treatment and the second assessment throughout the second month of the treatment. Then the forms of checklists are designed using standard scale, which is running from excellent, very good, good, pass and fail as it suggested by Guilford (1954, p.271), he also suggested that "the checklist items may be in multiple choices form rather than true-false form". The checklist scale items are analyzed by SPSS soft ware.

A table of sentences containing all questions of aspects of connected speech by which students were assessed is available in the appendixes

3.3.3 Procedures of the Questionnaire

A questionnaire of 60 copies were distributed to almost 50 subjects ,but unfortunately just 30 returned , five are PhD holders and 25 are M.A holders with experience more than 5 years. The questionnaire was mainly designed to elicit clear information about:

Section 1 (questions 1-9). Teaching aspects of connected speech enhances students listening comprehension.

Section 2 (questions 10-17). Pronunciation of American English and British English vocabulary confuses listener understanding.

A Liker scale running from (Strongly agree= 5 points, Agree = 4 points, Not sure =3 points, Disagree = 2 points, strongly disagree = 1 point). The respondents had to tick the appropriate choice account to his thought.

The items of the questionnaire cover the most relevant items, which seem to the researcher and referees suitable, valid and reliable for the second and third hypotheses investigation.

3.4 Validity and Reliability of the instruments

3.4.1 Validity and Reliability of the Tests

koul (1984, p.122) defines test validity “a test is valid if it measures what it . To ensue validity six PhD holders who specialized in field "claims to measure of English language teaching to investigate the extent of pre test and the post test relevance. They also revised the exams grammatically and semantically and their comments are highly appreciated and taken into consideration.

The pre test and post test contains 4 questions as following:

Question (1) is a dialogue between an interviewer and someone. It contains 5 items with 5 marks; it was taken from head way syllabus.

Question (2) is about a psychologist Jean piaget and Eric Arickson - his life and work – it contains 5 items with 5 marks taken from building skills.

Question (3) is a part of University lecture taken from developing skills (1) contains 5 items with 5 marks.

Question (4) is about comparing between two countries -borders – population - Area - Average of rain fall and Main industries is taken from building skill 2, it contains 5 items with 5 marks. The total Questions are 20. The questions are grading the easiest first and then the toughest. The types of the questions are various; there were MCQS of four choices in order to decrease the chance of guessing. WH Questions, completion of gabs.

Test reliable when it produces similar results each time that we use it, when test takers do not acquire or learn new experience. "Reliability should receive approximately the same rank, when the test is administered on the second occasion" Freeman (1965, p.66). There are many methods to prove the reliability and of the questionnaire; such as internal consistency method, the alternate test method, empirical method, testing and re-testing method, and the Spilt-half method. The researcher selected the test and re-test method to ensure reliability of his instruments; because there is a good chance in administering the two tests pretest and post test twice, because the researcher works at the same university as a part timer, where the subjects of the experiment study. The correlation between the pre test and re-retest was calculated as well as post test and re-post test calculated by applying the

Pearson's product Correlation using SPSS soft ware to find the relationship or correlation between the two tests for the two groups:

Table (3.1) experimental group correlation between the two tests

Correlations

		posttest	reposttest
posttest	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	30	30
reposttest	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

$$= 0.943 \qquad \text{Reliability} \quad r = \frac{2r}{1+r}$$

Table (3.2) control group correlation between the two tests

Correlations

		pretest	repretest
pretest	Pearson Correlation	1	.915**
	Sig. (2-tailed)		.000
	N	30	30
repretest	Pearson Correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

By applying Spearman's and Brown formula of prediction, the required Reliability of the two tests pre test and post test was calculated as following:

$$\text{Reliability: } r = \frac{2r}{1+r} = 0.918$$

3.4.1.2 Questionnaire validity and reliability

To ensure questionnaire validity, six PhD holders who specialized in field of English language teaching revised the questionnaire, they added, removed and suggested and their comments have been taken seriously into consideration, here below are some comments.

To ensure the reliability of the questionnaire, the researcher followed the method of test and retests. Ten of questionnaire respondents were chosen randomly to fill in the same questionnaire again after a week interval using Cronbach's Alpha, and then the reliability calculated it was 0. 67.

Table (3.3) the reliability of the questionnaire

Reliability Statistics

N of Items	Cronbach's Alpha
17	.672

3.4.1.3 Observation validity and reliability

For the validity of the observational measurement - the observation checklist - was revised five PhD. Holders from the field and a psychologist.

Lokesh Koul (1884,p.172) says about the reliability of observational measurement "a kind of reliability has to do with inconsistence of the single behavior from one time to another This done by asking an observer to view and code or rate different times exactly the same behavior". So after coding a single behavior observer asks an observer the same question after period of time.

Concerning reliability of the observation checklist, the researcher followed the method of inconsistently of a single observer from time to another ,which made by asking an observer to view, rate or code at different times exactly the same behaviors, estimating of the reliability of the trait itself and estimating the variation. To calculate the reliability of observation check list for the aspects ten of the students retested the same test the reliability of the observation checklist scored 0.74 which considered high reliability.

Table (3.4) the reliability of observation checklist

Reliability Statistics

Cronbach's Alpha	N of Items
.742	12

CHAPTER FOUR

Data Analysis and Result Discussion

4.0 Introduction

In this chapter the collected data, that gained by the test, questionnaire and observation check list will be displayed, analyzed and discussed to investigate the suggested hypotheses:

First, conventional lab using audio aids has positive effect on students' listening comprehension.

Second, teaching aspects of connected speech enhances learners' listening comprehension.

Thirdly, different pronunciation of American and British vocabulary confuses listeners' understanding

The analysis of the collected data is supported by tables and graphs for more clarification.

4.1 Data Analysis

4.1.1Test Analysis for the First Hypothesis

Test is used to investigate the first hypothesis "conventional lab using audio aids has positive effect on students' listening comprehension" the respondents sample are 30 students from Ahfad University for women, first year from different faculties, who were intensively studying English to lay a foundation for their academic years, because all subjects are taught there in English. The following is a detailed description and analysis for the sample according to the above information.

Table (4.1) Experimental group's result

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	18.5667	30	7.88247	1.43914
	posttest	21.1167	30	6.91161	1.26188

Table (4.2) Control group's result

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	22.4333	30	6.10784	1.11513
	posttest	22.7000	30	6.00948	1.09718

The above tables show the experimental and the control group's performance of thirty Ahfad students, after the prescribed period. They show statistically significant development at the end of the period, when the mean is calculated. The experimental group achieved a development of 22.43 - 18.56 = (2.55), which is much higher than the control group's development of 22.70 - 21.11= (.257). These findings is parallel to the hypothesis, which suggests that the conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way of teaching listening.

Table (4.3) the performance for the experimental group

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pretest - posttest	-2.55000	4.91190	.89679	-4.38413	-.71587	-2.843	29	.008

The above table demonstrates the performance for the experimental group, when the two tests –pre test and post test – are compared. Significant differences are less than .05 that is (.01).The mentioned figure (.01) shows highly significance, it also shows students' performance, when they use lab with audio aids is much more effective than control group. These findings are parallel to the hypothesis, which assumes the conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way of teaching listening.

Table (4.4) performance for the control group

The above table demonstrates the performance for the control group. It shows a

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pretest - posttest	-.26667	4.62328	.84409	-1.99303	1.45969	-.316	29	.754

Significant differences of (.754) which is higher than (.05), that shows no significance and students' performance is very law, when the students are taught listening without audio aids in traditional line. These findings are parallel to the hypothesis, which suggest that conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way of teaching listening.

4.1.2 Observation Check List Analysis for the Second Hypothesis

Observation Check List is used to investigate the second hypothesis "teaching aspects of connected speech enhances learners' listening comprehension." the respondents sample are 30 students from Ahfad University for women, first year. The researcher has analyzed each aspect individually.

Intonation

Table (4.5) intonation observation assessment before the experiment in percentage.

	Intonation1	**Intonation2**
Excellent	40	63.3
V.good	46.7	30.0
Good	10.0	6.7
Pass	3.3	0.0

Table (4.6.) intonation observation assessment before the experiment (intonation 1) in frequency and percentage.

Table (4.7) intonation observation assessment after the experiment (intonation 2) in frequency and

Intonation1

		Frequency	Percent
Valid	Excellent	12	40.0
	V.good	14	46.7
	Good	3	10.0
	Pass	1	3.3
	Total	30	100.0

Table 4.6

Intonation2

		Frequency	Percent
Valid	Excellent	19	63.3
	V.good	9	30.0
	Good	2	6.7
	Total	30	100.0

Table 4.7

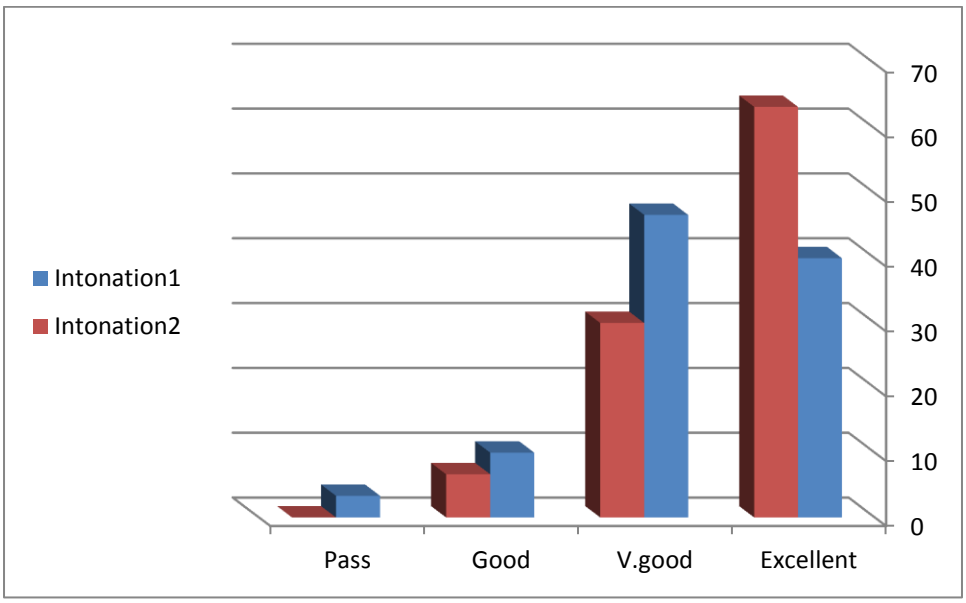

Chart (4.1) intonation observation assessment before the experiment (intonation 1) and after the experiment (intonation 2) in percent..

Both tables and chart clearly demonstrate thirty students" performance and development as a result of teaching intonation throughout the observation period of two months. 12 students (40%) equivalent to excellent in the beginning of first month, where as 19 students (63.3%) equivalent to Excellent by the end of the experiment. 14 students (46.7%) equivalent to very good in the beginning of the first month in contrast 9 students (30%) equivalent to very good after the experiment. 3 students (10.3%) equivalent to "good" in the beginning of the first month, while 2 (6.7) equivalent to "good" by the end of

the experiment. only 1 (3.3) gained pass in the beginning of the first month and none gained pass or less by the end of the experiment. These findings show that lots of students practically know very little about intonation function in conveying the meaning, but they were getting better and better after teaching this aspect. So these findings enforce the questionnaire findings.

stress

Table (4.8) stress observation assessment before the experiment (stress) in percentage.

	Stress1	**Stress2**
Excellent	3.3	6.7
V.good	16.7	33.3
Good	30	30.0
Pass	40	16.7
Fail	10	13.3

Table (4.9) stress observation assessment before the experiment (stress) in frequency and percentage.

Table (4.10) stress observation assessment after the experiment (stress 2) in frequency and percentage.

Stress 1

		Frequency	Percent
Valid	Excellent	1	3.3
	V.good	5	16.7
	Good	9	30.0
	Pass	12	40.0
	Fail	3	10.0
	Total	30	100.0

Stress 2

		Frequency	Percent
Valid	Excellent	2	6.7
	V.good	10	33.3
	Good	9	30.0
	Pass	5	16.7
	Fail	4	13.3
	Total	30	100.0

Table 4.91 Table 4.10

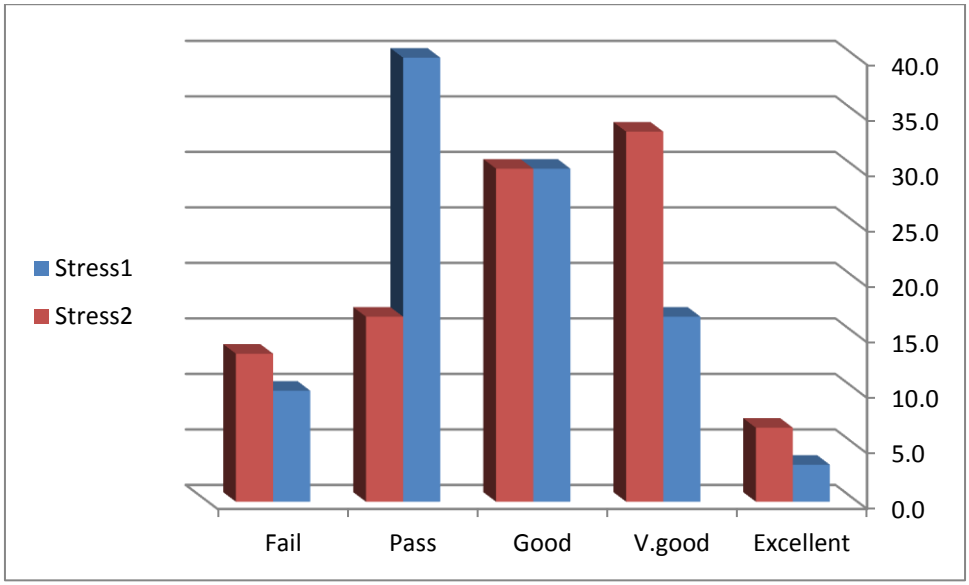

Chart (4.2) stress observation assessment before the experiment (stress 1) and after the experiment (stress 2) in percent..

Both tables and chart above clearly demonstrate thirty students" performance and development as a result of teaching stress throughout the observation period of two months. Only one student (3.3%) equivalent to excellent in the beginning of the first month, where as 2 students (6.7%) equivalent to Excellent by the end of the experiment. 5 students (16.7%) equivalent to very good in the first month in contrast 10 the double (33.3%) equivalent to very good after the experiment. 9 students (30 %) equivalent to "good" in the beginning of the first month, and the same scored by the end of the experiment. 12 (40%) equivalent to pass in the beginning of the first month ,but only 5 students that's (16.7) gained pass by the end of the experiment. This findings show that some students practically know very little about stress function in conveying the meaning ,but they were getting a bit better after teaching this aspect. So these findings enforce the Questionnaire's findings, both prove the second hypothesis.

Assimilation

Table (4.11) assimilation observation assessment before the experiment (Assimilation 1) and after the experiment (Assimilation2) in percent.

	Assimilation1	**Assimilation2**
Excellent	6.7	43.3
V.good	26.7	30.0
Good	30.0	10.0
Pass	26.7	10.0
Fail	10.0	6.7

Table (4.12) assimilation observation assessment before the experiment (assimilation 1) in frequency and percentage.

Table (4.13) assimilation observation assessment after the experiment (assimilation 2) in frequency and percentage.

Assimilation1

		Frequency	Percent
Valid	Excellent	2	6.7
	V.good	8	26.7
	Good	9	30.0
	Pass	8	26.7
	Fail	3	10.0
	Total	30	100.0

Assimilation2

		Frequency	Percent
Valid	Excellent	13	43.3
	V.good	9	30.0
	Good	3	10.0
	Pass	3	10.0
	Fail	2	6.7
	Total	30	100.0

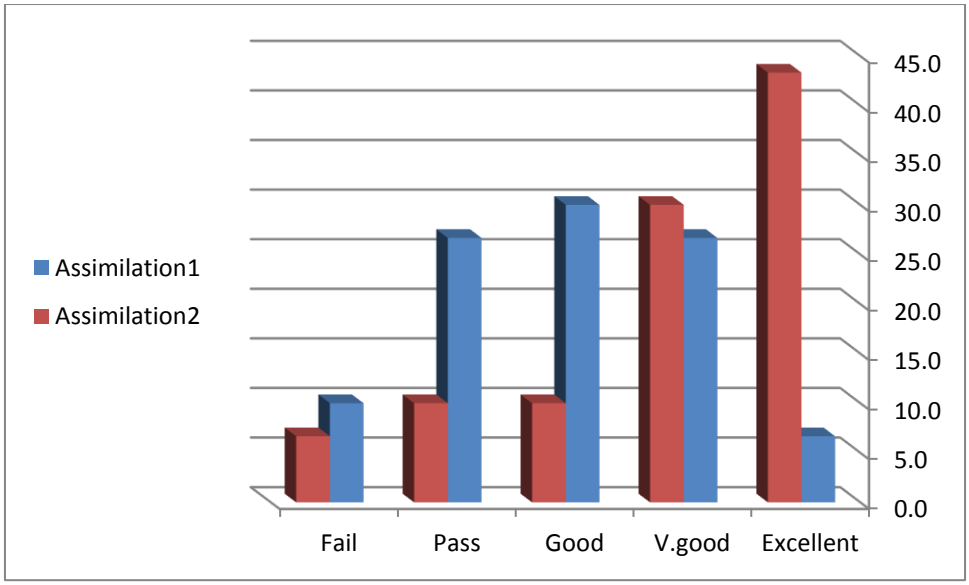

Chart (4.3) assimilation observation assessment before the experiment (assimilation 1) and after the experiment (assimilation 2) in percent.

Both tables and chart above clearly demonstrate thirty students" performance and development as a result of teaching assimilation throughout the observation period of two months. 2 students (6.7%) equivalent to excellent in the begging of the first month, where as 13 students (43.3%) equivalent to Excellent by the end of the experiment. 8 students (26.7%) equivalent to very good in the beginning of the first month in contrast 9 students (30%) equivalent to very good after the experiment. 9 students t (30%) equivalent to "good" in the beginning of the first month, while just 3 (10%) equivalent to "good" by the end of the experiment. 8 of the students (26.7) equivalent to pass in the beginning of the first month comparing with just 3 (10%) equivalent to pass by the end of the experiment.3 fail that's (10%) fail in contrast just 2 (6.7) failed by the end of experiment These findings show that some students practically know very little about assimilation function in conveying the meaning ,but they were getting better and better after teaching this aspect. So these findings enforce the questionnaire's findings, both prove the second hypothesis.

Elision

Table (4.14) elision observation assessment before the experiment (elision 1) and after the experiment (elision 2) in percent.

	Elision1	**Elision2**
Excellent	17	23.3
V.good	20	53.3
Good	33	20.0
Pass	23	3.3
Fail	7	0.0

Table (4.15) elision observation assessment before the experiment (elision1) in frequency and percentage.

Table (4.16) elision observation assessment after the experiment (elision2) in frequency and percentage.

Elision1

		Frequency	Percent
Valid	Excellent	5	16.7
	V.good	6	20.0
	Good	10	33.3
	Pass	7	23.3
	Fail	2	6.7
	Total	30	100.0

Elision2

		Frequency	Percent
Valid	Excellent	7	23.3
	V.good	16	53.3
	Good	6	20.0
	Pass	1	3.3
	Total	30	100.0

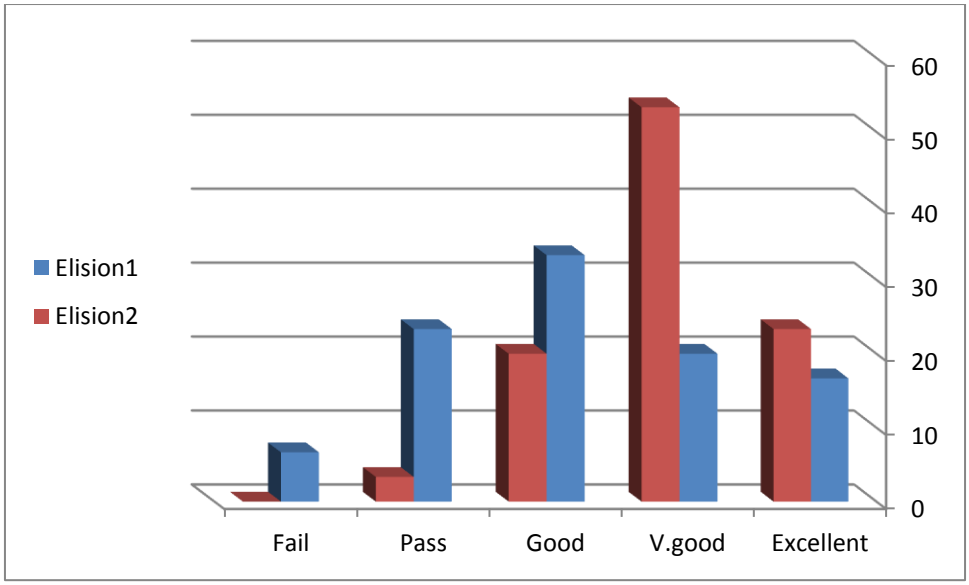

Chart (4.4) elision observation assessment before the experiment (elision 1) and after the experiment (elision 2) in percent.

Both tables and chart above clearly demonstrate thirty students" performance and development as a result of teaching Elision throughout the observation period of two months. 5 students (16.5%) equivalent to excellent in the beginning of the first month, where as 7 students (23.3%) equivalent to Excellent by the end of the experiment. Just 6 students (20%) equivalent to %) equivalent to very good in the beginning of the first month in contrast 16 students (53%) equivalent to very good after the experiment. 10 students (33.3%) equivalent to "good" in the beginning of the first month, while 6 that's (20%) equivalent to "good" by the end of the experiment. only 2 (6.7) gained pass in the beginning of the first month and only 1 (3.3) gained pass by the end of the experiment. two (6.7%)failed in the beginning of the first month of the experiment and none of them failed by the end of the period. These findings show that some students practically know very little about Elision function in conveying the meaning, but they were getting better and better after teaching these aspect. So these findings enforce the questionnaire's findings, both are instruments to prove the second hypothesis.

Linking

Table (4.17) Linking observation assessment before the experiment (linking 1) and after the experiment (linking 2) in percent.

	Linking1	**Linking2**
Excellent	3	13.3
V.good	13	33.3
Good	43	23.3
Pass	30	30.0
Fail	10	0.0

Table (4.18) inking observation assessment before the experiment (elision1) in frequency and percentage.

Table (4.19) elision observation assessment after the experiment (elision2) in frequency and percentage.

Linking1

		Frequency	Percent
Valid	Excellent	1	3.3
	V.good	4	13.3
	Good	13	43.3
	Pass	9	30.0
	Fail	3	10.0
	Total	30	100.0

Linking2

		Frequency	Percent
Valid	Excellent	4	13.3
	V.good	10	33.3
	Good	7	23.3
	Pass	9	30.0
	Total	30	100.0

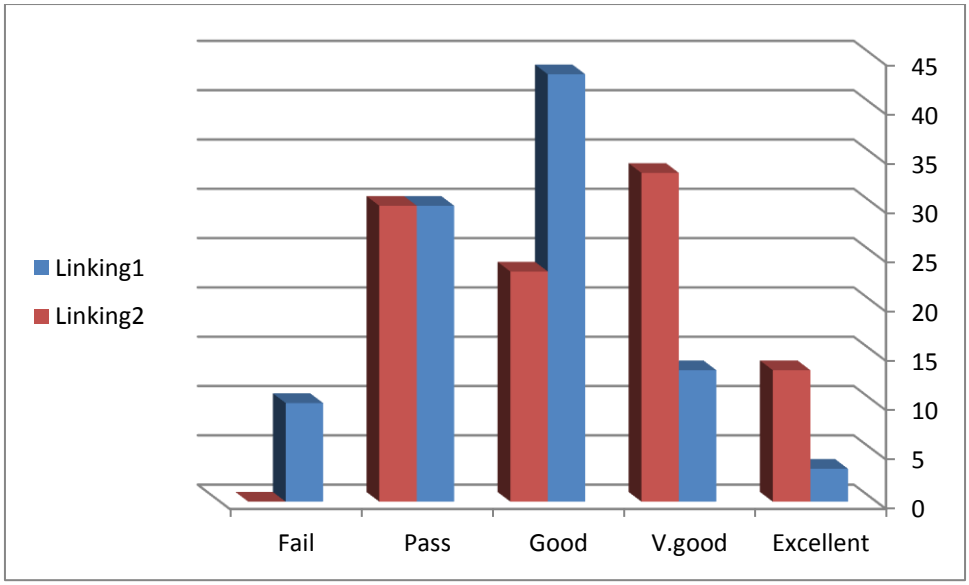

Chart (4.5) linking observation assessment before the experiment (linking 1) and after the experiment (linking 2) in percent..

Both tables and chart above clearly demonstrate thirty students" performance and development as a result of teaching linking throughout the observation period of two months. Only one a student (3.3%) equivalent to excellent in the beginning of the first month, where as 4 students (13.3%) equivalent to Excellent by the end of the experiment. Just 4 students (13.3%) equivalent to very good in the beginning of the first month in contrast 10 students (53%) equivalent to very good after the experiment. 13 students (43.3%) equivalent to "good" in the beginning of the first month, while 7 (23.3%) equivalent to "good" by the end of the experiment. 9 (30%) equivalent to pass in the beginning of the first month and the same number equivalent to pass by the end of the experiment.3 students (10%) failed in the beginning of the first month of the experiment and none failed by the end of the period. These findings show that some students practically know very little about linking function in conveying the meaning, but they were getting better and better after teaching this aspect. So these findings enforce the questionnaire's findings, both are instruments to prove the second hypothesis.

Week and Strong Forms

Table {4.20) weak and strong forms observation assessment before the experiment after in percent.

	Week from & Strong form1	Week from & Strong form2
Excellent	13.3	36.66667
V.good	36.7	36.66667
Good	26.7	26.66667
Pass	20.0	0
Fail	3.3	0

Table (4.21) weak and strong forms observation assessment before the experiment (weak and strong forms1) in frequency and percentage.

Table (4.22) weak and strong forms observation assessment after the experiment (weak and strong forms 2) in frequency and percentage.

Week from & Strong form2

		Frequency	Percent
Valid	Excellent	11	36.7
	V.good	11	36.7
	Good	8	26.7
	Total	30	100.0

Table 4.21

Week from & Strong form1

		Frequency	Percent
Valid	Excellent	4	13.3
	V.good	11	36.7
	Good	8	26.7
	Pass	6	20.0
	Fail	1	3.3
	Total	30	100.0

Table 4.22

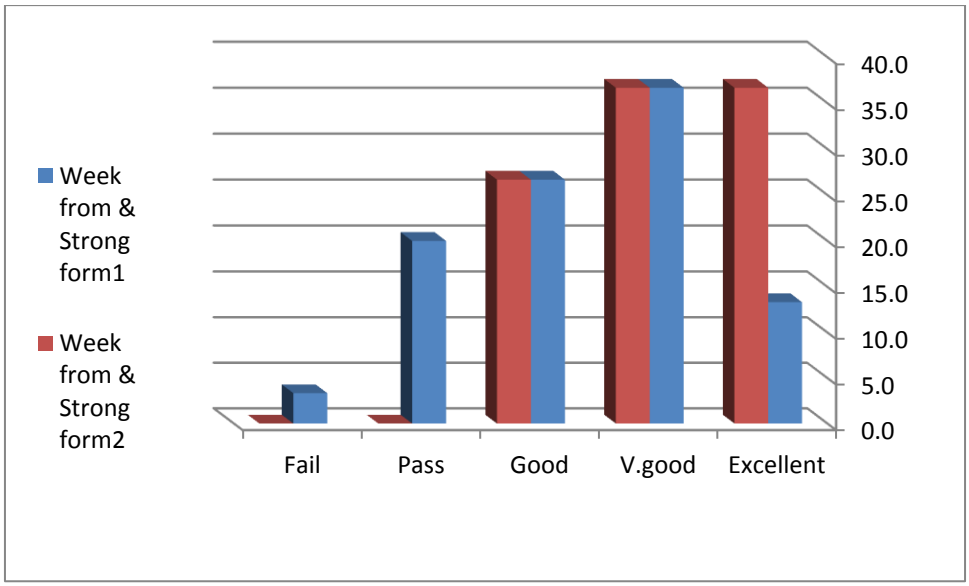

Chart (4.6) weak and strong forms observation assessment before the experiment (1) and after the experiment (2) in percent.

Both tables and chart above clearly demonstrate thirty students" performance and development as a result of teaching weak form and strong form throughout the observation period of two months. 4 students (13.3%) equivalent to excellent in the beginning of the first month, where as 11 students (36.7%) equivalent to Excellent by the end of the experiment. 11 students that's (36.7%) equivalent to very good in the beginning of the first month in contrast 11 students (36.7%) equivalent to very good after the experiment. 8 students (26.7%) equivalent to "good" in the beginning of the first month, and the same number of the students scored good by the end of the experiment. 6 (20%) equivalent to pass in the beginning of the first month and none achieved pass or failed by the end of the experiment. Although 3 of them failed in the beginning of the first month of the experiment. These findings show that some students practically know very little about weak form and strong form function in conveying the meaning, but they were improving after teaching this aspect. So

these findings enforce the questionnaire's findings, both are instruments to prove the second hypothesis.

4.1.3 Questionnaire Analysis for The Second Hypothesis

In order to test the second hypothesis “teaching connected speech enhances learners listening comprehension", the questionnaire items (1-9) are used. The researcher used SPSS soft ware to calculate the frequency, the percentage For each choice of the questionnaire items the choices are set like this (strongly agree, agree, not sure, disagree and strongly disagree).In addition to that, the researcher added a bar chart showing the findings.

Q1/ Teaching linking w /w/ ,y /j/ ,r /r/ enables students to get a better understanding of oral message e.g. I saw /w/ man, They /j/ all, . Are you fo/r/ o/r/ against.

For the above statement 17 (56.7%) of the respondents say "strongly agree,” whereas 11 say "agree" that is 36.7%. Accordingly most of the sample 93. 2% agrees that Teaching linking w /w/ ,y /j/ ,r /r/ enables students to get a better understanding of oral message e.g. I saw /w/ man, They /j/ all, . Are you fo/r/ o/r/ against. The following table and the chart bar illustrate this

Table (4.23) shows questionnaire respondents’ opinion of teaching linking.

		Frequency	Percent
Valid	Strongly agree	17	56.7
	agree	11	36.7
	not sure	2	6.7
	Total	30	100.0

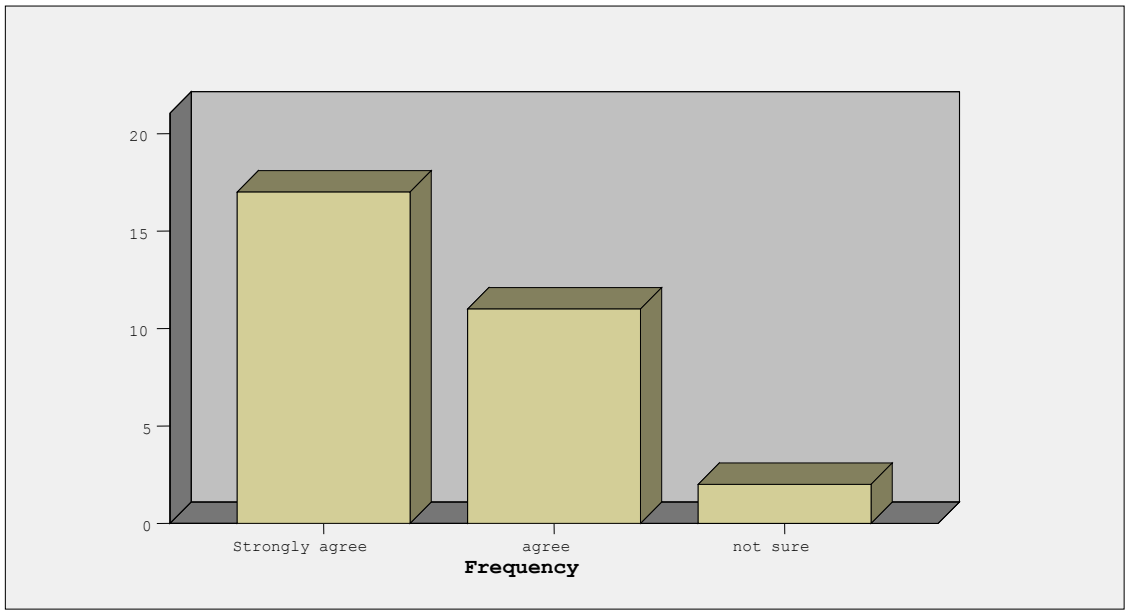

Chart (4.7) questionnaire respondents' opinions of teaching linking.

Q2/ Teaching progressive assimilation changing *s* to /z/ and *ed* to /t/- enables students to get a better understanding of oral message reads /ri:dz/ and asked /a:skt/.

For the above statement 17 (56.7%) of the respondents say "strongly agree" ,whereas 9 (30. %) say "agree" %. Accordingly most of the sample 86.7% agrees that Teaching progressive assimilation changing *s* to /z/ and *ed* to

/t/- enables students to get a better understanding of oral message reads /ri:dz/ and asked /a:skt/. The following table and the chart bar illustrate this

Table (4.24) shows questionnaire respondents' opinion of teaching progressive assimilation.

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		Frequency	Percent
Valid	Strongly agree	17	56.7
	agree	9	30.0
	not sure	2	6.7
	disagree	2	6.7
	Total		100.0

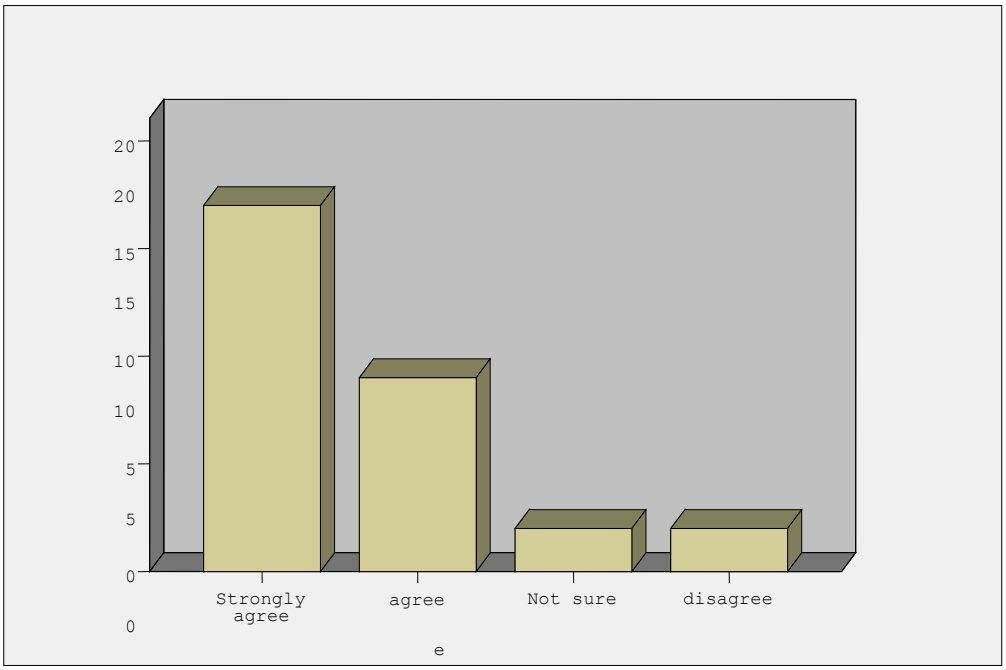

Chart (4.8) questionnaire respondent's opinion of teaching progressive assimilation.

Q3/ Teaching regressive assimilation enables students to get better understanding of oral message. Bad girl / bag g^{3}:l /.

For the above statement 12 (40%) of the respondents say "strongly agree" ,whereas 13 (43.3%) say "agree". Accordingly most of the sample 83.3% agrees that teaching regressive assimilation enables students to get better understanding of oral message. Bad girl / bag g^{3}:l /. The following table and the chart bar illustrate this.

Table(4.25) questionnaire respondents' opinion of teaching regressive assimilation.

		Frequency	Percent
Valid	Strongly agree	12	40.0
	agree	13	43.3
	not sure	2	6.7
	disagree	3	10.0
	Total	30	100.0

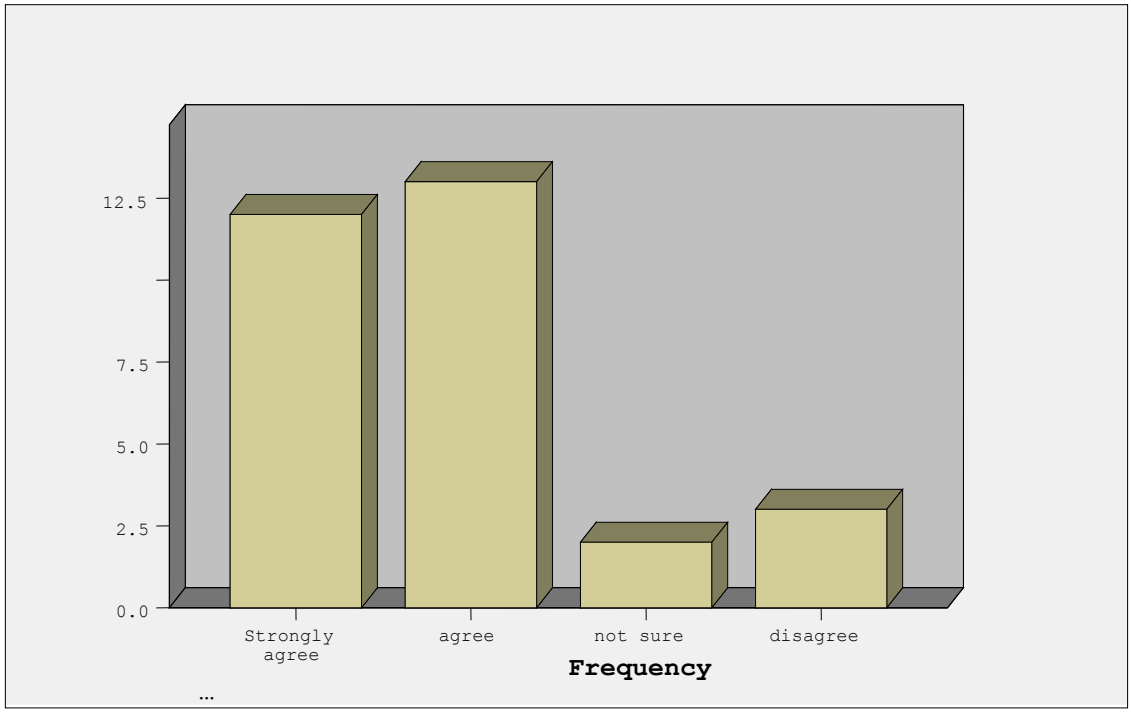

Chart (4.9) questionnaire respondents' opinion of teaching regressive assimilation

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4/ Teaching elision in connected speech for the sake of convenience in speaking enables students to get better understanding of oral message e.g. background.

For the above statement 15 (50%) of the respondents " say "strongly agree," whereas 14 (40.7%) say "agree" Accordingly most of the sample 90.7% agree that teaching elision in connected speech for the sake of convenience in speaking enables students to get better understanding of oral message e.g. background. The following table and the chart bar illustrate this.

Table (4.26) questionnaire respondents' opinion of teaching elision.

		Frequency	Percent
Valid	Strongly agree	15	50.0
	agree	14	46.7
	disagree	1	3.3
	Total	30	100.0

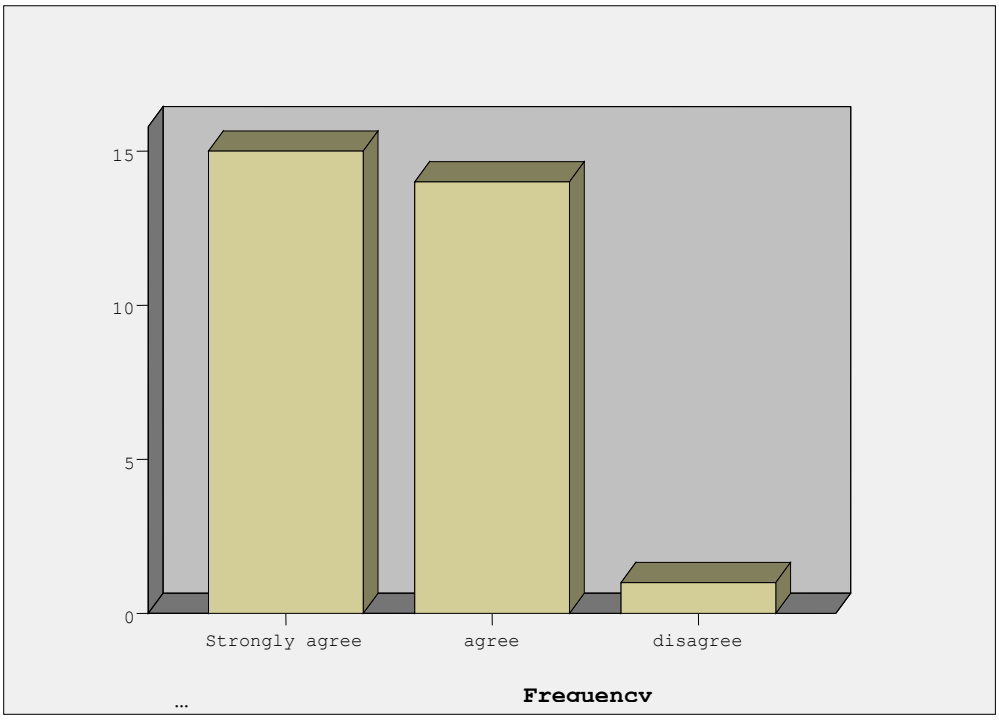


Chart (4.10) questionnaire respondents' opinion of teaching elision.

5/ Teaching stress in connected speech for the sake of convenience in Speaking enables students to get better understanding of oral message e.g. I have to follow the process (noun) , computers process data (verb).

For the above statement "16" of the respondents 53.3%" say "strongly agree" ,whereas 13 (43.3%) say "agree" that is. Accordingly most of the sample 96.6% agrees that teaching stress in connected speech for the sake of convenience in speaking enables students to get better understanding of oral message e.g. I have to follow the **process** (noun) , computers **process** data (verb). The following table and the chart bar illustrate this.

Table (4.27) questionnaire respondents' opinion of teaching stress.

		Frequency	Percent
Valid	Strongly agree	16	53.3
	agree	13	43.3
	not sure	1	3.3
	Total	30	100.0

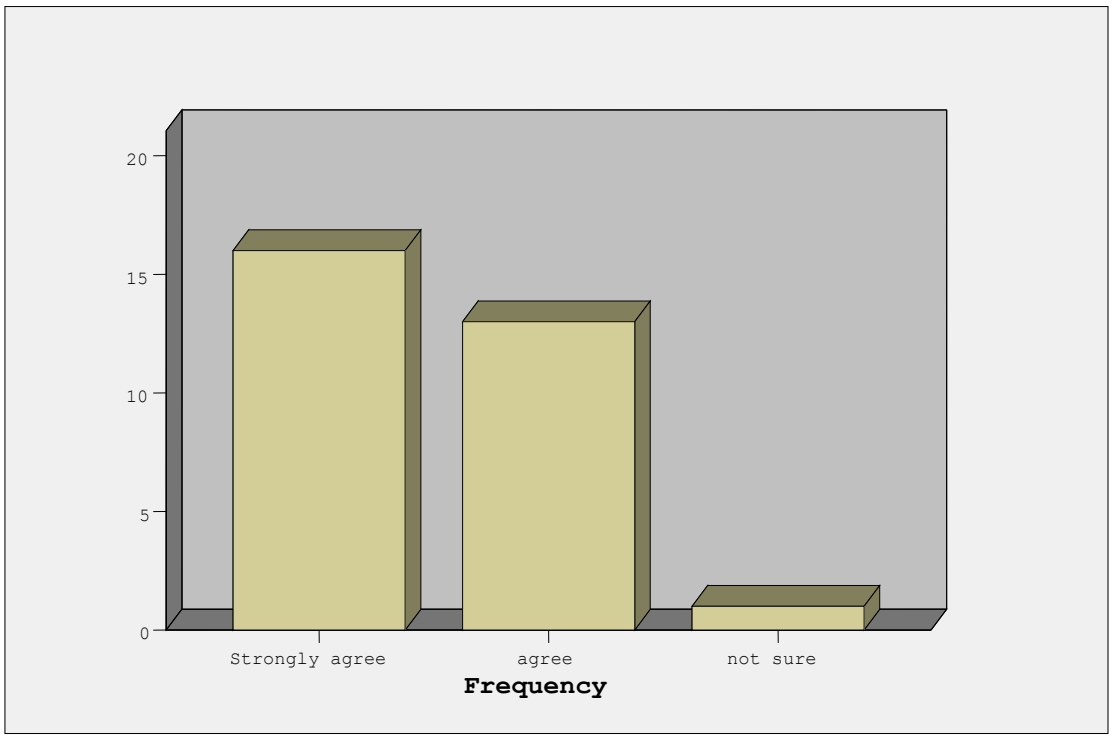


Chart (4. 11) questionnaire respondents' opinion of teaching stress.

6/ Teaching strong form and weak form of auxiliary verbs in connected speech for the sake of convenience in speaking enables students to get a better understanding of oral message e.g. I will not live abroad , I won't live abroad.

For the above statement "13" of the respondents 43.3%" say "strongly agree" ,whereas 16 (53.3%) say "agree". Accordingly most of the sample 096.6%) agrees that Teaching strong form and weak form of auxiliary verbs in connected speech for the sake of convenience in speaking enables students to get a better understanding of aural message e.g. I will not live abroad, I won't live abroad The following table and the chart bar illustrate this.

Table (4.28) questionnaire respondents' opinion of teaching strong form and weak form.

		Frequency	Percent
Valid	Strongly agree	13	43.3
	agree	16	53.3
	not sure	1	3.3
	Total	30	100.0

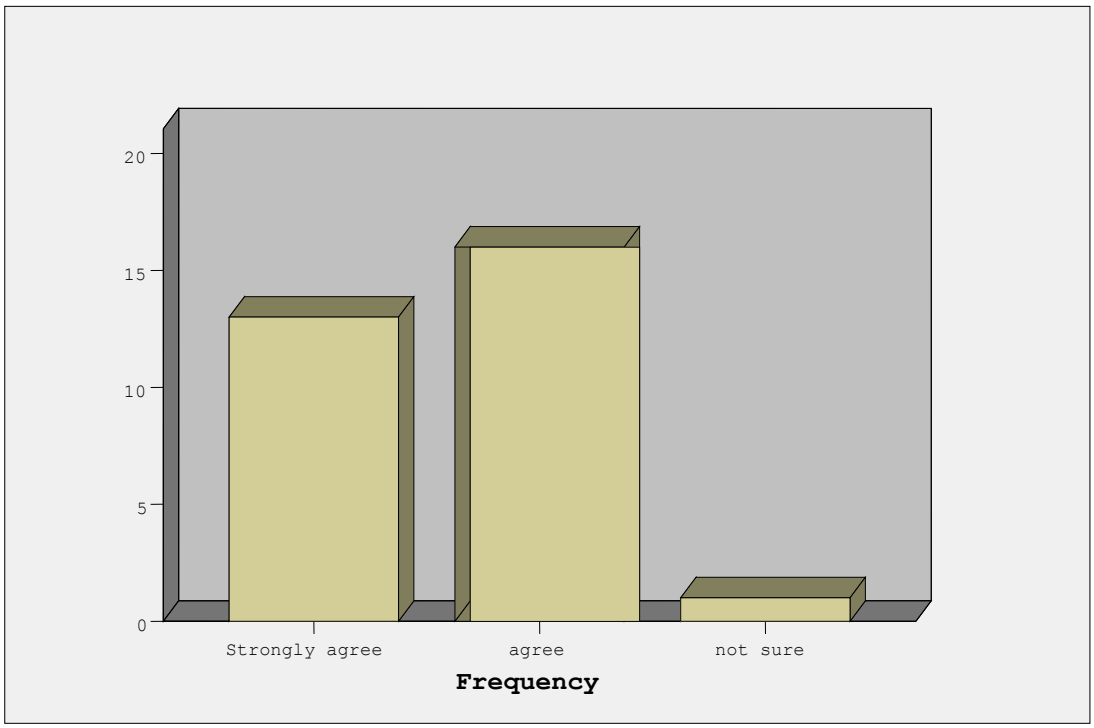


Chart (4.12) questionnaire respondents' opinion of teaching strong and weak forms.

7/ Teaching intonation for the sake of conveying feeling enables students to get a better understanding of oral message e.g. come in

For the above statement 13 (43.3%) of the respondents say "strongly agree" ,whereas 15 (50. %) say "agree". Accordingly most of the sample 96.3% agrees that teaching intonation for the sake of conveying feeling enables students to get a better understanding of oral message. The following table and the chart bar illustrate this.

Table (4.29) questionnaire respondents' opinion of teaching intonation.

		Frequency	Percent
Valid	Strongly agree	13	43.3
	agree	15	50.0
	not sure	2	6.7
	Total	30	100.0

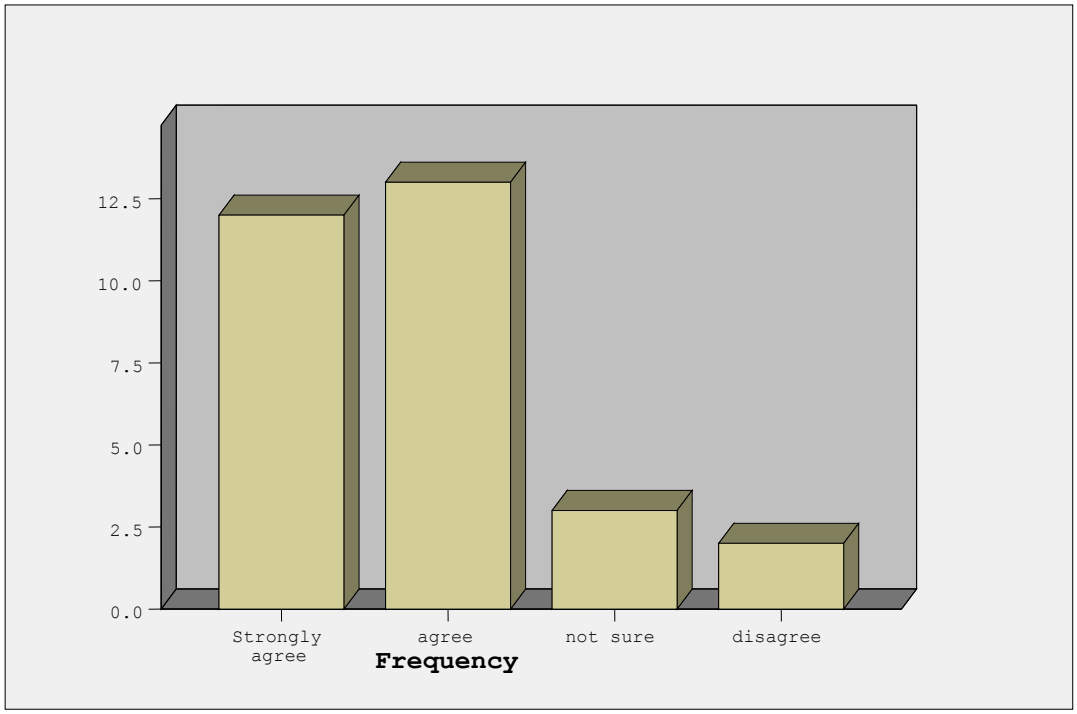


Chart (4.13) questionnaire respondents' opinion of teaching Intonation.

9/ Teaching aspects of connected speech depends mainly on the availability of labs.

Table (4.30) questionnaire respondents' opinion of using lab in teaching connected speech.

		Frequency	Percent
Valid	Strongly agree	11	36.7
	agree	10	33.3
	not sure	5	16.7
	disagree	4	13.3
	Total	30	100.0

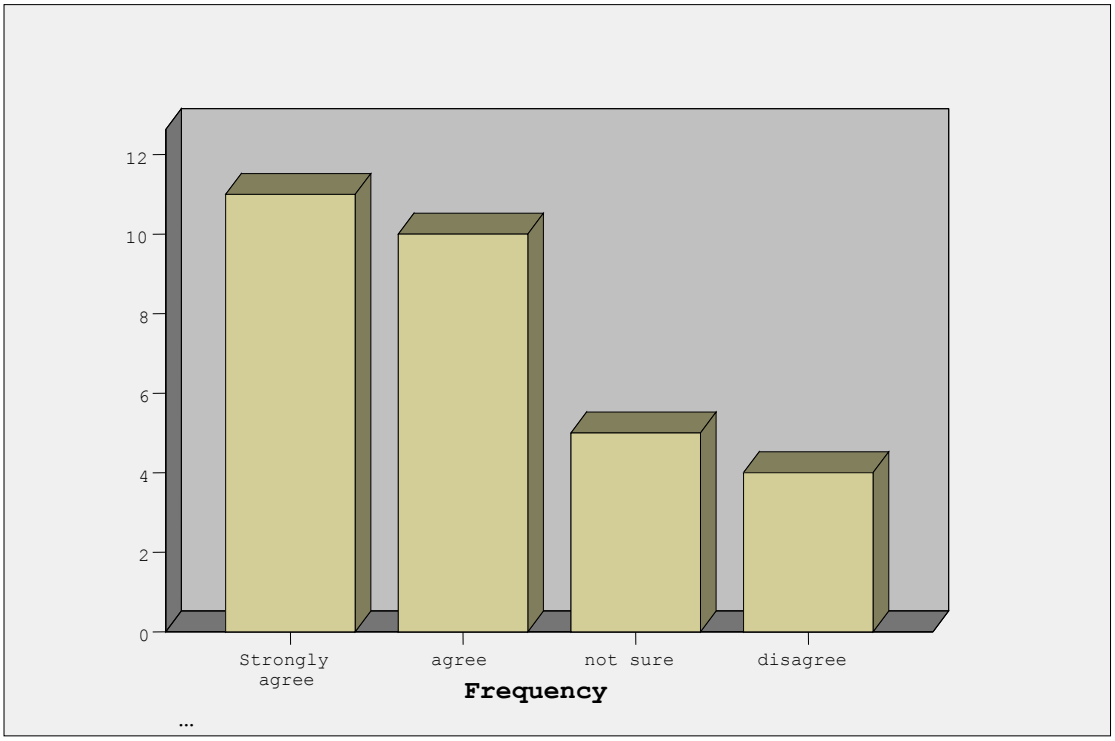


Chart (4.14) questionnaire respondents' opinion of using lab in teaching connected speech

4.1.4. Questionnaire Analysis for the Third Hypothesis

For investigating the third hypothesis "Different pronunciation of American and British vocabulary confuses listeners' understanding" . The questionnaire items (9-17) are used. The researcher used SPSS soft ware to calculate the frequency, the percentage and the total number of respondents for each choice of the scale (strongly agree, agree, not sure, disagree and strongly disagree).In addition to that the researcher added a bar chart showing the findings.

1 / American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently

in the other model ,because of changing short vowel phoneme to long e.g. hurricane / hʌrɪkən / & / hʌrɪkein/.

For the above statement 10 (33%) of the respondents say "strongly agree," whereas the same figure say "agree". Accordingly most of the respondents 66. % agree that American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of changing short vowel phoneme to long .

Table (4.31) confusion occurs from changing short vowel phoneme to long

.

		Frequency	Percent
Valid	Strongly agree	10	33.3
	agree	10	33.3
	not sure	6	20.0
	disagree	4	13.3
	Total	30	100.0

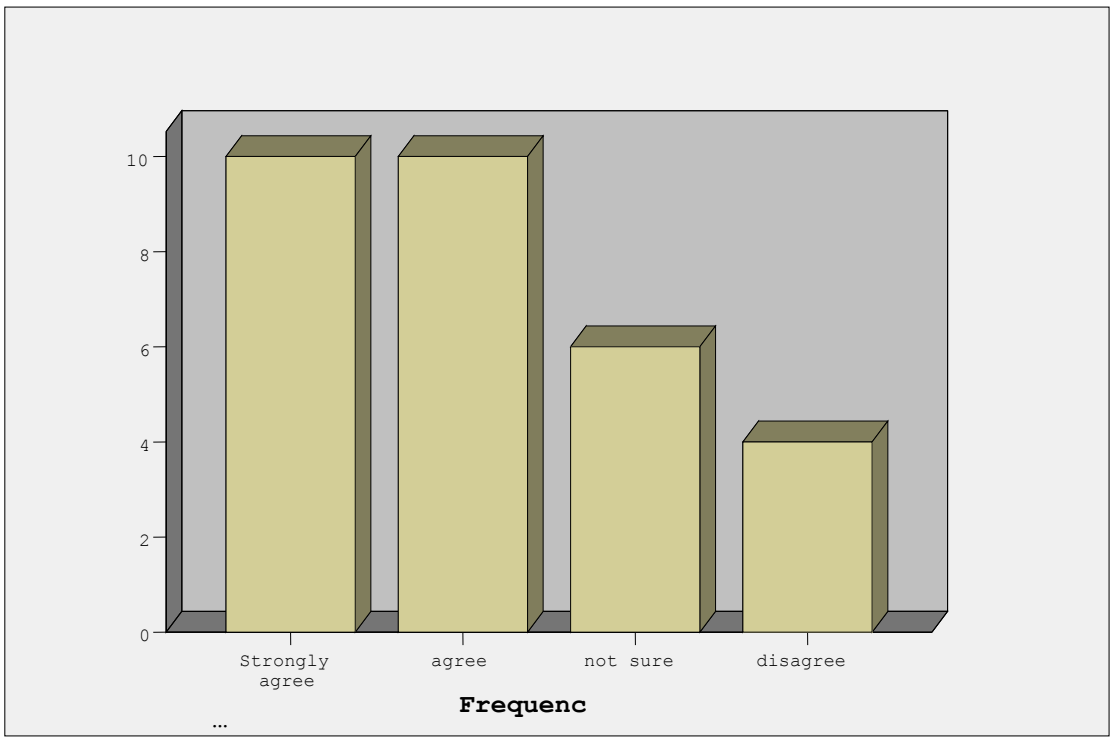


Chart. (4.15) confusion occurs from changing short vowel phoneme to long

2 / American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model, because of changing short vowel phoneme to long and the opposite is true e.g. been /bin/ & /bi:n/.

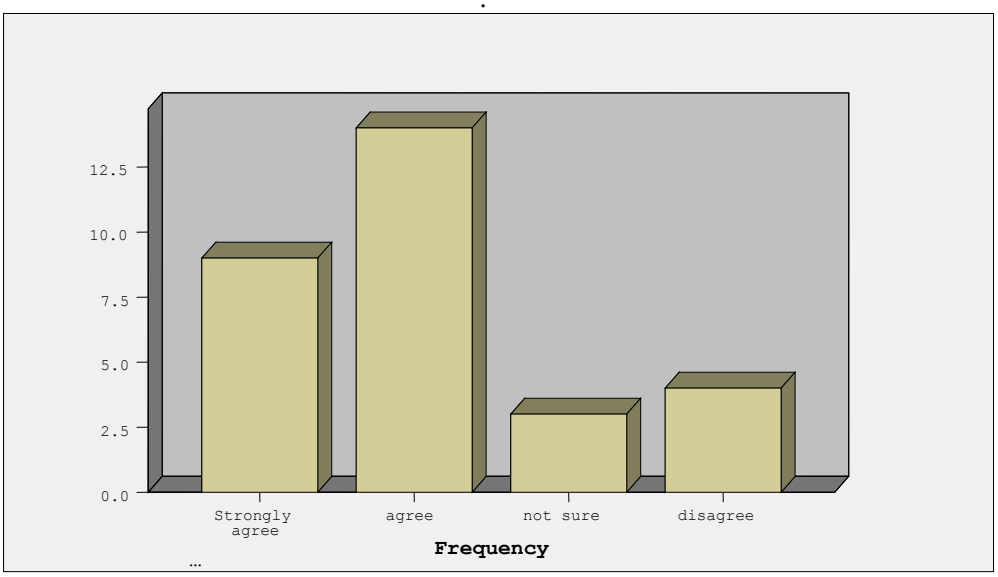
For the above statement 9 (30%) of the respondents say "strongly agree" whereas 14 (46.7%) say "agree. Accordingly most of the respondents 76.7 % agree that American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model because of changing short vowel phoneme to long and the opposite is true.

Table (4.32) confusion occurs from changing short vowel phoneme to long

		Frequency	Percent
Valid	Strongly agree	9	30.0
	agree	14	46.7
	not sure	3	10.0
	disagree	4	13.3
	Total	30	100.0

:

.



...

Chart (4.16) confusion occurs from changing short vowel phoneme to long

3/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of changing diphthongs to short vowel phoneme and the opposite is true e.g. either / aɪðər **/ & /iːðə /.**

For the above statement 8 (20.7%) of the respondents say "strongly agree" ,whereas 15 (50%) say "agree" Accordingly most of the respondents 76.7 % agree that American and British vocabulary models confuse listener's understanding, American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of changing diphthongs to short vowel phoneme and the opposite is true **.**

Table (4.33) the confusion occurs from changing diphthongs to short vowel phoneme and the opposite is true.

,

		Frequency	Percent
Valid	Strongly agree	8	26.7
	agree	15	50.0
	not sure	5	16.7
	disagree	2	6.7
	Total	30	100.0

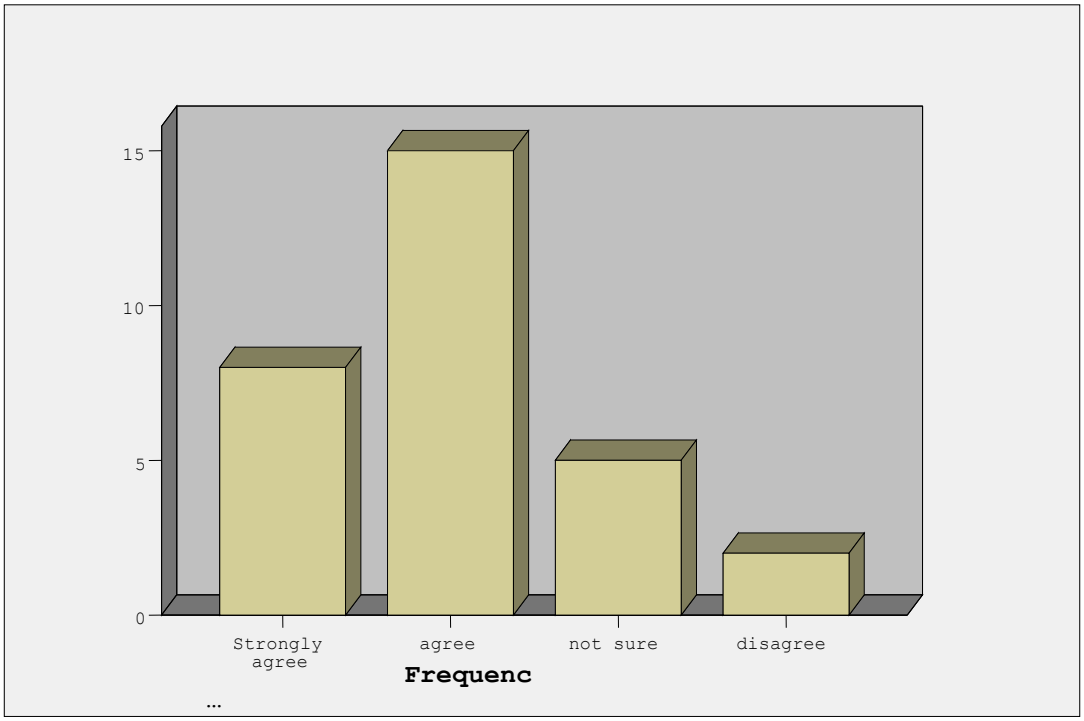


Chart (4.17) confusion occurs from changing diphthongs to short vowel phoneme and the opposite is true

4/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model because of changing diphthongs to long vowel phoneme and the opposite is true **e.g. either /** aɪðər **/ & /i**:**ðə /**

Table (4.34) confusion occurs from changing diphthongs to long vowel phoneme and the opposite is true.

		Frequency	Percent
Valid	Strongly agree	11	36.7
	agree	13	43.3
	not sure	4	13.3
	disagree	2	6.7
	Total	30	100.0

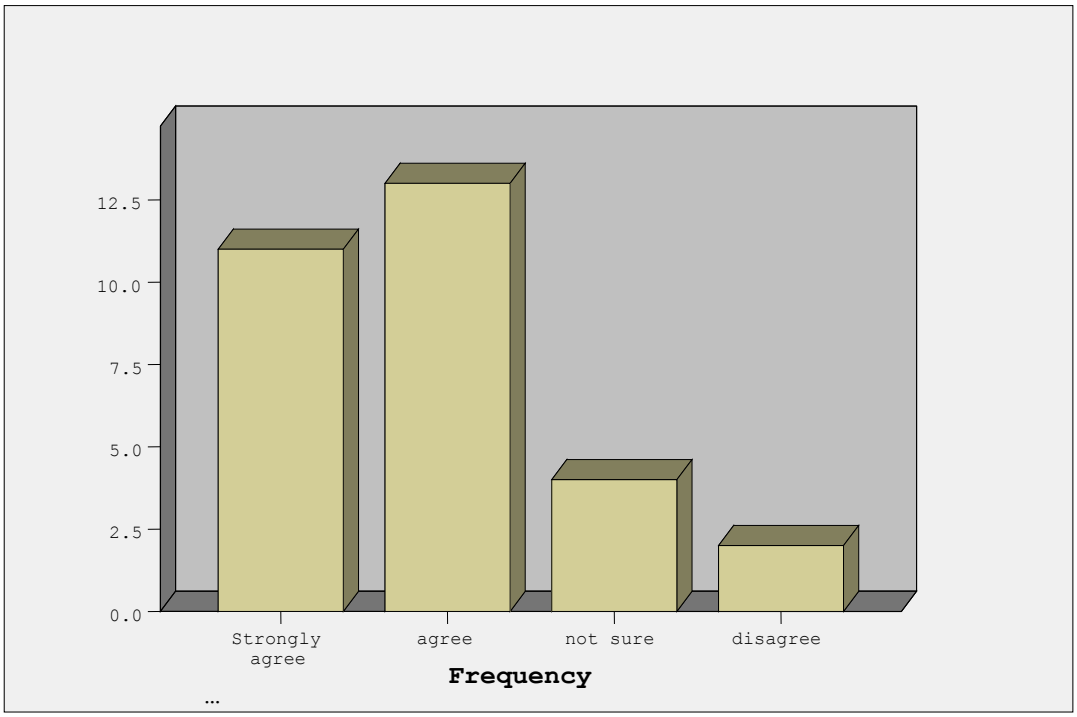


Chart (4.18) confusion occurs from changing diphthongs to long vowel phoneme and the opposite is true.

5/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model, because of changing consonant to consonant **e.g. Asthma /aθmə/ & /aðmə/**

For the above statement 7 (23.3%) of the respondents say "strongly agree" ,whereas 12 (40%) say "agree". Accordingly most of the respondents 96.6%

agree that American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model, because of changing consonant to consonant table and the chart bar illustrate this.:

Table (4.35) confusion occurs from changing consonant to consonant

		Frequency	Percent
Valid	Strongly agree	7	23.3
	agree	12	40.0
	not sure	9	30.0
	disagree	2	6.7
	Total	30	100.0

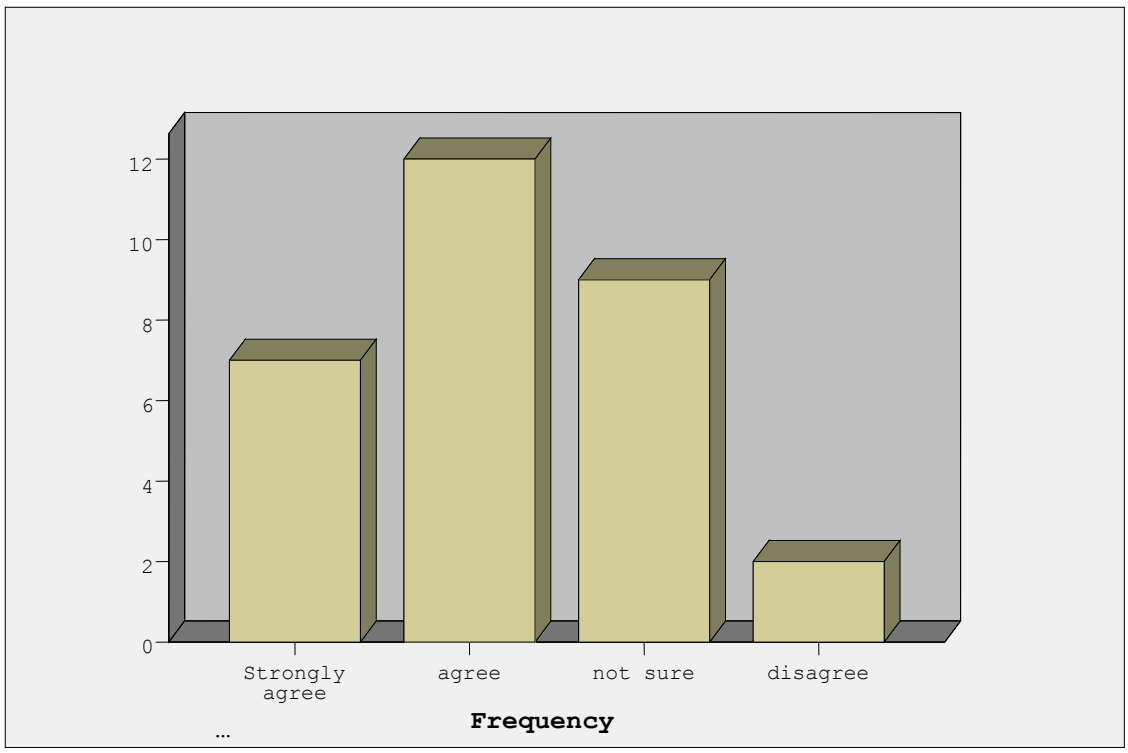


Chart (4.19) confusion occurs from changing consonant to consonant

6/ American and British vocabulary model confuse listener understanding when a word is pronounced in a model, where as its silent in the other model e.g. herb /ɜ:b/ in & /hɜ:b/.

For the above statement 12 (40%) of the respondents say "strongly agree "whereas 13 say "agree" that is 43.3%. Accordingly most of the sample respondents 96.6% agree that American and British vocabulary model confuse listener understanding when a word is pronounced in a model, where as its silent in the other model table and the chart bar illustrate this.

Table (4.36) confusion occurs from pronounced letter of a word in a model, where as its silent in the other model.

		Frequency	Percent
Valid	Strongly agree	12	40.0
	agree	13	43.3
	not sure	3	10.0
	disagree	2	6.7
	Total	30	100.0

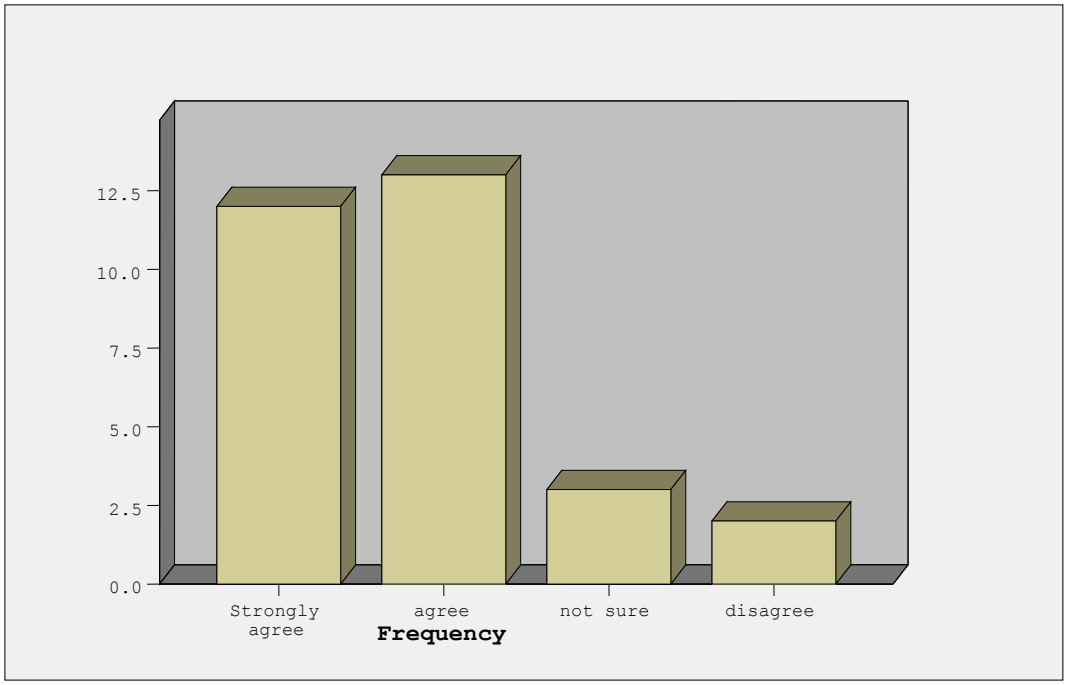


Chart (4.20) confusion occurs from pronounced letter of a word in a model, where as its silent in the other model.

7 / There Is A Strong Relation Between Phonetics and Semantics

For the above statement 10 (33.3%) of the respondents say "strongly agree" ,whereas 16 (53.3%) say "agree". Accordingly most of the sample 86.3% agrees that there is a strong relation between phonetics and semantics the table and the chart bar below illustrate this :

Table (4.37) relation between phonetics and semantics.

		Frequency	Percent
Valid	Strongly agree	10	33.3
	agree	16	53.3
	not sure	1	3.3
	disagree	3	10.0
	Total	30	10

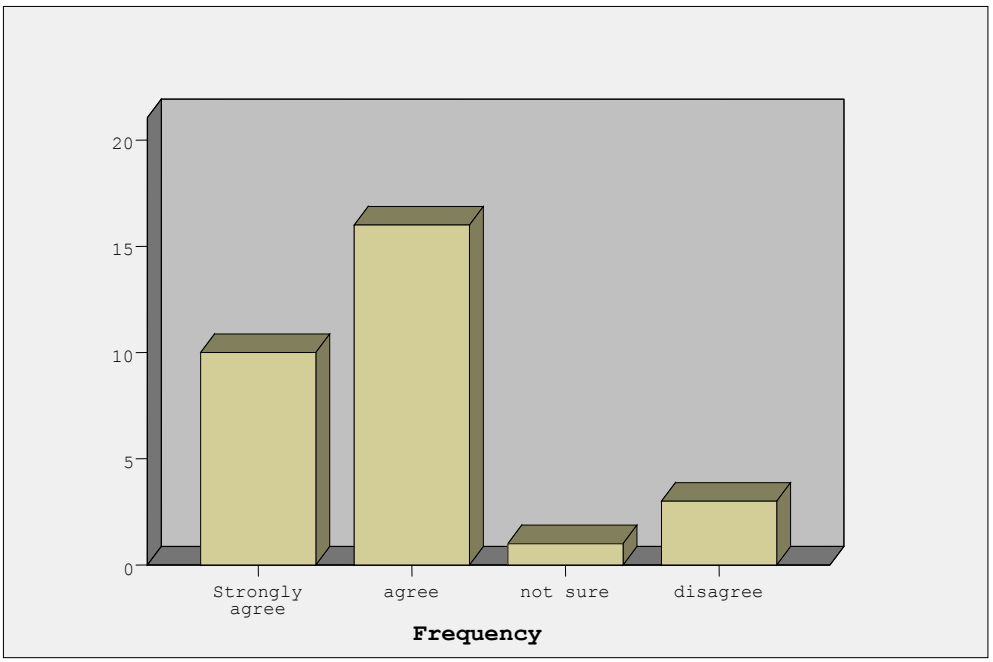


Chart (4.21) relation between phonetics and semantics

8 / Contextualization –putting the word in a sentence - shows the meaning even when there is a change in the words sound.

For the above statement 16 (53.3%) of the respondents say "strongly agree", whereas 11 (36.7%) say "agree". Accordingly most of the sample respondents 86.3% agree contextualization –putting the word in a sentence - shows the meaning even when there is a change in the words sound. the table and the chart bar below illustrate this.:

Table (4.38) shows how contextualization show the meaning even when there is a change in the words sound.

		Frequency	Percent
Valid	Strongly agree	16	53.3
	agree	11	36.7
	not sure	2	6.7
	strongly disagree	1	3.3
	Total	30	100.0

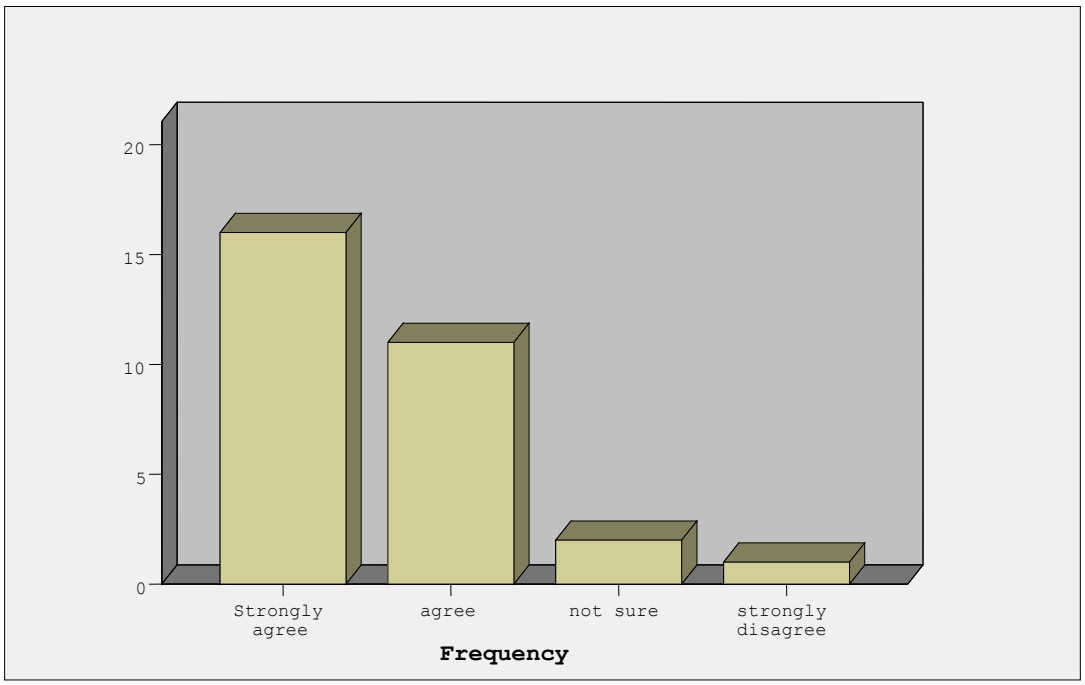


Chart (4.22) contextualization shows the meaning even when there is a change in the words sound.

4.2. Results Discussion

4.2.1 Discussion of the Test Result for the First hypothesis

The first hypothesis -conventional lab using audio aids has positive effect on students' listening comprehension is proved as experimental group scored much higher achievement and development than control group, because experimental group seized an opportunity to listen intentionally to native speaker not just to hear. So far, they used to hear some media in English, but they did not intend to listen. Listening is different to hearing as it is shown in chapter two; listening is a complete process leads to understand the speaker. Brown (1994a : p149) says "Listening is an active process in which individual

focus on selected aspect of aural input construct meaning from the passages" so, listening needs process such as receiving, attending, perceiving, interpreting and responding ,these behaviors in addition to strategies and an interest to listen are required for listening comprehension not for hearing .

The second reason for experimental group development's performance comparing with control group after the prescribed period of ten weeks experiment is that experimental group used to recognize all features of connected speech from native speakers "native speaker module" such as assimilation, elision, intonation, weak form and strong, which enhances listening comprehension as it proved in this study. They trained their ears to listen to spoken language from the tape scripts, which is different from reading the scripts or listen from a class mate or a teacher as control group did.

Another reason of experimental group's development that should not be missed the syllabus of building skill is well designed and grading, it is smoothly running from easy to difficult and native speaker performers of the tape scripts are skill full and the tape scripts are carefully selected, more over the way te actors performed te scripts is really interesting and professional comparing with a class mate or a teacher performing in control group, because listening sometimes needs factors beyond the message contents, it needs speaker sympathetic and interaction with the aural text ,which can be clearly performed by native speaker rather than a class mate or a teacher reading. Rubins (1994:P16) "listening includes active listening, which goes beyond comprehension and understanding the message content, to comprehending as act of sympathetic understanding of the speaker".also listening to tape script and understanding sentences gives the listener' self confidence.

4.2.2 Discussion of Observation Result for The Second Hypothesis

Observation check list was conducted to investigate the second hypothesis “teaching aspects of connected speech enhances learners listening comprehension" beside the teachers’ questionnaire, during a period of two months or 60 credit hours , the researcher has done an observation assessment before the experiment and after the experiment , then the results converted in checklists which done for all aspects – intonation, stress, assimilation, linking, elision and strong and weak form - to facilitate the analysis using SPSS soft ware, students scored law performance in the beginning of the first month, but much more better in the second month of observation assessment as it is shown in the charts and tables. Students showed highly interest and desire, they like information about all aspects like weak form & strong which scored the highest development among the other aspects. The interaction of the students was a good reason for the experiment to go smoothly in addition students of first year are usually enthusiastic to be involved in the experiment Generally these findings enforce the findings of the questionnaire both prove the second hypothesis “teaching aspects of connected speech enhance learners listening comprehension.

4.2.3 Discussion of the Questionnaire Result for the Second Hypothesis

The second hypothesis "Teaching connected speech enhances learners listening comprehension is proved too, when a questionnaire was administered to the university teachers to reveal their opinions as well as observation checklist was tracing students’ development. The findings of the questionnaire enforced the findings of the observation checklist. Both demonstrated progressing in student’s listening comprehension. The results of both instruments show highly reliability, consistency and significance. In addition these findings is similar to

the findings of some practical previous studies in unit two such as study four, which entitled “Pronunciation Awareness Training As An Aid To Developing EFL Learners’ Listening Comprehension Skills” .and study sixth which entitled “the effect of assimilation and elision teaching on listening comprehension of EFL”.

The findings of the observation checklist are expected, because the researcher observed students’ interest during the ten weeks of experiment. He noticed how they are progressing. And how listening was getting better and better. Other reasons for student’s improvement the researcher sometimes followed a method of contrastive linguistics, when he used to compare between the aspects of English language with aspects of Arabic, that raises their interests, he used to show the equivalent terms in Arabic language, which are widely used in holy Quran like Idgham, Ikhfa and Ikhlab.

The experiment also has positive impact on developing speaking skill, because communicative skills –listening and speaking- developed to gather. The researcher observed that the students tried to imitate the way native speaker talks, while they were listening and linked the speech process to the aspects of connected speech that taught.

4.2.4 Discussion of the Questionnaire Result for the Third Hypothesis

The third hypothesis “different pronunciations of American and British vocabulary confuses listeners' understanding” was also proved, when a questionnaire was administered to the University teachers to reveal their opinions. All the items of the questionnaire concern the points of differences between American and British vocabulary pronunciation of the words:when a short vowel phoneme is changed into long and the opposite is true, changing diphthongs to short or long vowel and the opposite is also true and when the words having silent letter in a module –American or British- and they don’t

have a silent letter in the other module like “schedule”/skdjul/ of American and “schedule”/ ʃdjul/ of British ,The hypothesis have nothing to do spelling like (“color” of American and “colour”/kulə / of British) or synonyms (“fall” of American and “autumn” as British) The respondents of the questionnaire are M.A holders and PhD who teach in different Universities who randomly selected. The findings were really support the hypothesis: the respondents agree that different vocabulary pronunciation of American and British confuses listeners’ understanding to ensure the questionnaire reliability, it was readminsrered to ten of the previous respondents because it is possible to administer te questionnaire twice, some respondents are researcher’s colleagues. The result nearly gave the same answers. The question which poses itself, why there is no study concerning this subject in Sudanese library? Is it the difficulty of this area? Or the lack of relevant references in the country.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary of the Findings

After investigating the hypotheses the study has come out with the following findings:

1\There are statistical differences between the experimental group's performance who studied listening with audio aids and control group's performance who studied without Audi aids in traditional line. Students of the experimental group achieved a remarkable improvement comparing with control group. Accordingly we can safely say conventional Labs using audio aids have positive effect on students' listening comprehension.

2\There are statistical differences in students' performance before teaching connected speech and after the experiment; Learners achieved remarkable progressing and development in listening comprehension in all aspects in specific weak and strong forms which showed the highest development, so we can safely say teaching connected speech enhances listening comprehension.

3\ Students confuse the pronunciation of the words which have two standards of pronunciations - American and British- there for we can also say different pronunciation of words-American and British confuse listeners' understanding.

In the light of above findings the researcher came out with the following:

1\Listening to audio aids enables learners to listen to different accents and voices; it is rather difficult when a single teacher tries to perform a dialogue effectively in the class room using only his or her voice,

2\ Performers of Standard English in the tape scripts are really of a clear and attractive voice, they are carefully selected that helps learners to focus on the correct sounds of the words and to trace speech process.

3\Listening to native speaker module, when audio aids used link between listening in class room and real life listening.

4 \Development of listening comprehension raises listeners' confidence and interest. It removes uncertainty and anxiety of listeners, so listener's attitudes, experience, and knowledge positively affected accordingly.

5\ Comprehension of accented speech can be improved both through increasing awareness of issues related to accent, and through listening practice.

5.2 conclusion

The study aimed to investigate the effect of pronunciation on understanding the speaker's message, so three hypotheses were assumed to be investigated:

1/ Conventional Labs using audio aids have positive effect on students' listening comprehension.

2/ Teaching connected speech enhances listening comprehension.

3/ Different pronunciation of American and British vocabulary models confuses listener's understanding.

The above hypotheses were suggested .The researcher selected his subjects; the first subject was students of Ahfad University for women to investigate the first hypothesis: Conventional Labs using audio aids have positive effect on student's listening comprehension, the subject divided into two groups experimental group and control group, the fist studied using audio aids and the later without, both groups given pretest and post test, between the two tests the experiment has been done for two months or sixty credit hours of processing. The second sample was University teachers to investigate the second hypothesis: teaching connected speech enhances listening comprehension .They were given a questionnaire to collect their attitudes and opinions. In addition to a teaching experiment for the students of Ahfad University with observation check list.

Then, the researcher investigated the third hypothesis: Pronunciation of American and British vocabulary models confuses listener's understanding by distributing questionnaire for the respondents of University teachers as a subject

The test, questionnaire and observation check list have been analyzed, tested and interpreted using SPSS soft ware aided with tables and charts and the result proved the three hypotheses above.

5.3 General Recommendations

1\ All levels of education should be provided by equipped lab, because Listening is only authentic way to practise connected speech process such as linking.

2\ Teachers should use audio aids to adjust the sound and make every student heard. He or she can repeat and emphasize on the difficult areas.

3\Teaching listening skill should be in small classes, it gives a chance for teachers to recognize each student's problem furthermore, it gives good opportunity for each students to participate.

4\There is no dividing line between teaching pronunciation and teaching listening skill, both subjects should be studied in all educational levels and they should be merged in one course to enable the teachers to give as much examples from the media they use.

5\ Audio aids should be used in teaching listening skill and pronunciation to raise self confidence and willingness as it is shown in the experiment of teaching listening and connected speech.

6\Teaching connected speech should be cared in all teaching levels, which positively affects listening comprehension.

7\ Teacher should teach the two pronunciations of a word, when the word is pronounced differently in American English and British English.

8\ All results can be generalized beyond this population, because the number of selected sample is big.

5.4 Recommendations for Further Studies

1\ Future studies should be held in connected speech, narrowing the study by investigating each aspect individually.

2\ Further studies should be conducted to investigate the effect of teachers' training in pronunciation on students' communicative skills - listening and speaking skills,

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Appendices

Pre test listening

The pre test below is to test the hypothesis "lab has great effect on student's listening skill" of a research entitled with "The Effect Of Pronunciation on Understanding the Speaker'S Message".

Question (1)

Listen carefully, then answer the Question below

Name	Diana Black
Country	
City/town	
Phone number	
Age	
Job	

Question (2) Listen carefully, then answer the Questions below

(1) John piaget was born in

1896 1998 1899 1868

(2) When piaget 11 ,he wrote a scientific easy about

girl bird Shellfish Children

(3) After piaget has got his PhD, he left Switzerland to

France England Germany America

(4) What did he study in university of Neufchatels?

……

(5) What is brain development called?

……

Question (3)

Listen carefully, then answer the Questions below

1\ The topic is about

learning and education medicine. sports Surgery

2\ Physical education needs……

skills and knowledge Skills knowledge fitness

3\ A pe is a person who teaches ……..education.

Physical physics pharmacy Psychological

4\ When do assess or test knowledge?

……

5\ How do we assess knowledge?

…….

Question (4)

Listen carefully, and then answer the Question below

Country	Qatar	Kuwait
Boarders		
population		
Area		
Average of rain fall		
Main industries		

Post test listening

The post test below is to test the hypothesis "lab has great effect on student's listening skill" of a research entitled with "the effect of pronunciation on understanding the speaker'S message".

Question (1)

Listen carefully then answer the Questions bellow

Name	Giovanni Tomba
Country	
City/town	
Phone number	
Age	
Job	

Question (2)

listen carefully then answer the Questions below

1\ Daniel Defoe was …… writer

an American a French an English a Spanish

2\ He worked as

a business man and a a butcher and a Politian A candle maker and a Politian a business man and politician

3\ Daniel Defoe died in

1720 1730 1740 1750

4\ Why was Daniel Defoe sent to prison?

…….

5\ What did he write?

……

Question (3)

Listen carefully, then answer the Questions below

(1)The topic is about

advances conquest of diseases mass production computer

(2)The black death in 14th killed…… of population

two third the half the third quarter

(3)What do computers do?

……

(4)What does mass production mean?

……..

(5)according to the speaker's point of view What is the most important advance

……,……,……,……,

Question (4)

Listen carefully, and then answer the Question below

Country	Qatar	Kuwait
region		
climate		
Average of temperature		
Lakes rivers		
Agricultural land		

Connected speech Assessment for observation

The Aspects of pronunciation	The Examples
linking	Writing the sentences We /j/ all here. Do/w/ it. Far/r/ away.

	See/j/ it I saw /w /a man Idea /r / of Pizza /r / and chips
	Reading the sentence Hurry /j/ up. Slow /w/ it. Four /r/ books. Go/w/ out pizza /r/ and chirps formula /r/ A
assimilation	Reading the sentences Asked That man I like the oranges. Didn't you
	Writing the sentences Good girl Would you I like the oranges. Would you
elision	writing the sentences The back ground of the screen.

	They are mostly men. I am going to library She acts Next day Reached and stopped
stress	Students listen to the words having two parts of speech noun and verb ,then he circle the right part: Q/ Progress, study, process, candidate, decrease Noun verb
	Students listen to the words having two parts of speech noun and verb ,then he circle the right part: Q/ exercise, reject, process, assist, increase Noun verb
Intonation	Students listen to the sentences in different intonation ,then he circle the right feeling *Exciting *sad *nervous Yes *Exciting *sad *frustrating He doesn't know *Question *negative *exclamation
	Students listen to the sentences in different intonation ,then he circle the right feeling 1\ I have something to tell you

	*Exciting *sad *nervous 2\ No *Exciting *sad *frustrating 2\ He is going home *positive *question *exclamation
Weak form and strong form	reading the sentences in strong forms I'd like it. The angel of the heaven. I gave him a pen. This is her pen he is one player

A PhD Questionnaire

I would be very grateful, if you respond to my questionnaire of the research entitled **"The effect of pronunciation on understanding the speaker's message"** the questionnaire collects data for the hypotheses:

1/Teaching aspects of connected speech –assimilation, elision, linking, stress, intonation, weak and strong form- enhance students' listening skill.

2/ American and English vocabulary confuses listening understanding.

For your choice please, tick ( ) in the appropriate place

Q1- Teachers' qualifications

PhD( ) Ma ( )

Q3- teacher work

university post graduate University undergraduate

Respond to the questionnaire by ticking { √ }

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( ).

Note:

The data of this survey will be exclusively for the purpose.

1/ Teaching linking w /w/ ,y /j/ ,r /r/ enables students to get a better understanding of oral message e.g. I saw /w/ man, They /j/ all, . Are you fo/r/ o/r/ against.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

2/ Teaching progressive assimilation changing *s* to /z/ and *ed* to /t/- enables students to get a better understanding of oral message reads /ri:dz/ and asked /a:skt/.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

3/ Teaching regressive assimilation enables students to get better understanding of oral message. Bad girl → / bag g:l /.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

4/ Teaching elision in connected speech for the sake of convenience in speaking enables students to get better understanding of oral message e.g. background.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

5/ Teaching stress in connected speech for the sake of convenience in speaking enables students to get better understanding of oral message e.g. I have to follow the **process** (noun) , computers **process** data (verb).

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

6/ Teaching strong form and weak form of auxiliary verbs in connected speech for the sake of convenience in speaking enables students to get a better understanding of oral message e.g. I will not live abroad , I won't live abroad.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

7/ Teaching intonation for the sake of conveying feeling enables students to get a better understanding of oral message e.g. come in

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

8/ Teaching aspects of connected speech enables students to compare between aspects of connected speech of their own language and the target, by which students improve their listening skill.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

9/ Teaching aspects of connected speech depends mainly on the availability of labs.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

10 / American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of changing short vowel phoneme to long e**.g. hurricane / hʌrɪkən / & / hʌrɪkein/.**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

11 / American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model because of changing short vowel phoneme to long and the opposite is true **e.g. been /bin/ & /bi:n/.**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

12/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of

changing diphthongs to short vowel phoneme and the opposite is true **e.g. data /deitə/ & /da:tə/ .**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

13/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model because of changing diphthongs to long vowel phoneme and the opposite is true **e.g. either /** aɪðər **/ & /i**ːð**ə /**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

14/ American and British vocabulary models confuse listener's understanding, when a word of a listener's model pronounced differently in the other model ,because of changing consonant to consonant **e.g. Asthma /aθmə/ & /aðmə/**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

15/ American and British vocabulary model confuse listener understanding when a word is **b/.ɜ:b/ in & /h**ɜpronounced in a model, where as its silent in the other model **e.g. herb /**

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

16 / There is a strong relation between phonetics and semantics

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )

17 / Contextualization –putting the word in a sentence - shows the meaning even when there is a change in the words sound.

Strongly agree ( ) agree ( ) not sure ( ) disagree ( ) strongly disagree ( )