The Role of Training Sessions on Enhancing Sudanese EFL Undergraduates' Pronunciation of Consonant (A Case of Al Madar Faculty)

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Abstract

This study aimed to investigate the role of training sessions to enhance Sudanese EFL under graduates' pronunciation of consonant sounds in English. The problem of this study is that the obstructions of Sudanese EFL under graduates' consonant pronunciation in English .The researcher hypotheses that, Sudanese EFL undergraduates face problems in pronunciation of consonant sounds in English, Sudanese EFL undergraduates need training sessions to enhance pronunciation of consonant sounds in English and training sessions enhance Sudanese EFL undergraduates' pronunciation of consonant sounds in English.

The researcher collected data from 75 students as population, using 20 students as a sample of study from– Al Madar faculty, Department of Civil Engineering during 2018 – 2019 academic year in Bahri locality. A questionnaire used as a tool for data collection, and the data was analyzed by SPSS program. The study has adopted the analytical method. The results indicated that there are significant differences existed for attitudes towards using training sessions to enhance Sudanese EFL undergraduates' pronunciation of consonant sound in English. Training sessions enhances Sudanese EFL undergraduate students in the pronunciation of consonant sounds in English. Also, the results highlighted that the problem of EFL pronunciation of consonant sounds happens because of the interference of a second language or a mother tongue. The study recommended that: training session should to be available in all institutions. The Ministry of education should reinforce training sessions to be available in all educational institutions. The study also recommended that more studies should be tackled such a prominent issue for EFL students.

Key Words: Pronunciation, sounds, enhance, EFL, undergraduates

المستخلص :

هدفت هذه الدراسة إلى معرفة دور الدورات التدريبية في تعزيز اللغة الإنجليزية كلغة أجنبية في السودان لتحسين نطق الخريجين للأصوات الساكنة في اللغة الإنجليزية. مشكلة هذه الدراسة تمثلت في الآتي: ما عوائق اللغة الإنجليزية كلغة أجنبية في تحسين نطق الحروف الساكنة لدارسي اللغة الإنجليزية؟ يفترض الباحث أن الطلاب الجامعيين السودانيين في اللغة الإنجليزية كلغة أجنبية يواجهون مشاكل في نطق الأصوات الساكنة في اللغة الإنجليزية، بينما يحتاج الطلاب الجامعيين السودانيين في اللغة الإنجليزية كلغة أجنبية إلى دورات تدريبية لتعزيز نطق الأصوات الساكنة في اللغة الإنجليزية وجلسات تدريبية تعزز نطق الطلاب الجامعيين السودانيين للأصوات الساكنة في اللغة الإنجليزية. قامت الباحثة بجمع بيانات من 75 طالب وطالبة من السكان، باستخدام 20 طالبًا كعينة دراسة من كلية المدار، قسم الهندسة المدنية خلال العام الدراسي 2018–2019 بمحلية البحري. استبانة تستخدم كأداة لجمع البيانات، وتم تحليل البيانات بواسطة برنامج. SPSS اعتمدت الدراسة المنهج التحليلي. أشارت النتائج إلى وجود فروق ذات دلالة إحصائية في المواقف تجاه استخدام الدورات التدريبية لتحسين نطق الطلاب الجامعيين السودانيين للغة الإنجليزية كلغة أجنبية للصوت الساكن في اللغة الإنجليزية. دورات تدريبية تعزز الطلاب الجامعيين السودانيين في اللغة الإنجليزية كلغة

أجنبية في نطق الأصوات الساكنة في اللغة الإنجليزية. كما أوضحت النتائج أن مشكلة نطق اللغة الإنجليزية للأصوات الساكنة تحدث بسبب تداخل لغة ثانية أو لغة أم. وأوصت الدراسة بما يلي: أن تكون الدورة التدريبية متوفرة في جميع المؤسسات. على وزارة التربية والتعليم تعزيز الدورات التدريبية لتكون متوفرة في جميع المؤسسات التعليمية. أوصت الدراسة أيضًا بضرورة معالجة المزيد من الدراسات مثل هذه القضية البارزة لطلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: النطق، الاصوات، تحسين، اللغة الانجليزية كلغة اجنبية لطلاب الجامعات.

1. Introduction

According to Adult Learners' Dictionary, a session is defined as a period of time that you do something for: next session we'll be able to decorate the work you've done to day or a meeting or a series of meetings; such as the next session of parliament. Also, the term (Pronunciation) as it is understood includes not only the sound of language, but also the rhythm, intonation and stress patterns.

It has been noticed that there are numbers of differences between the sounds of two languages namely Arabic and English. English has some sounds which are not available in Arabic. One of these differences is in the production of some consonants: /p/does not occur in Sudanese spoken Arabic as a phoneme except in some ban or foreign words. As such EFL Sudanese learners usually have difficulties with English consonants' sounds such as /pan/ pan which is pronounced as /ban/. /v/ also does not occur in Sudanese spoken Arabic, EFL undergraduates have difficulties with English consonant sounds such as/van/ which is pronounced as /fæn/.

Students do not need necessarily to model their accents on English native speakers – indeed some natives are notoriously difficult to understand - but their speech does need to be clear. Some learners consistently get particular sounds wrong in that case; you may wish to spend some lesson time improving your students' pronunciation.

This paper concentrates on teaching pronunciation with emphasis on English consonant sounds which are problematic to Sudanese Arabic speaking undergraduate's students. Training session is conducted so as to overcome those difficulties. The issue of first language interference has had a long history in second or foreign language acquisition studies. The researcher' hypothesis that, Sudanese EFL under graduates face problems in pronunciation of consonant sound in English, Sudanese EFL under graduates need training sessions to enhance pronunciation of consonant sound in English and training sessions enhance Sudanese EFL undergraduates' pronunciation of consonant sound in English.

2. Question of the study:

1- Do Sudanese EFL undergraduate students face problems in pronunciation of consonant sound in English?

2- Do training sessions enhance Sudanese EFL undergraduate students' pronunciation of consonant?

3- Do Sudanese EFL undergraduate students need training sessions to enhance pronunciation of constant sound in English?

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3. Objectives:

1-   To identify the problems which face Sudanese EFL undergraduate students in pronunciation of consonant sound in English.

2-   To Identify the effect of training sessions for enhancing Sudanese EFL undergraduate.

3-   To determine the need of Sudanese EFL undergraduate students for training sessions.

4. Hypotheses:

1-   Sudanese EFL under graduate students face problems in pronunciation of consonant sound in English

2-   Sudanese EFL under graduate students need training sessions to enhance pronunciation of consonant sound in English.

3-   Training sessions enhance Sudanese EFL undergraduate students' pronunciation of consonant sound in English.

5. Literature Review:

According to **MS Gazali, (2020)** errors are found to be traceable to first language interference are termed Interlingua or "transfer errors"(Interlingua refers to systematic knowledge of an L2). This study also shed some light on the contradictions of some researches in the field of mother tongue interference on the English pronunciation. El Khair (2014: 31) investigates the problems encountered by undergraduates' students whose first language is Sudanese spoken Arabic. The study attempts to find the problematic sounds and the factors that cause these problems. The findings of the study revealed that EFL Sudanese undergraduates language background is Sudanese spoken Arabic had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sounds e.g /z/, /s/ and /p/ , /b/. Elkair (ibid) demonstrated that Arab students face problems in the pronunciation of sounds which the students are not familiar with such as /v/, /p/. According to **Ronald Carter** and **David Nunan (2001),** noted that the errors of pronunciation that the learners of English for different background make one systematic and not accidental.

Badawi and Hamid(2020) revealed that some factors have negative impact on pronunciation, such as the sound systems differences between English and Arabic, inadequacy training in phonetics and phonology, in addition to irrelevancy of the syllabus to the Sudanese pupils' needs. Accordingly, the study concludes with some recommendations.

Some pronunciations in international English conversations can actually bring about breakdown in communication for example the substitution of along /i:/ sound for the short /i/in a word like like(v).which then sound like leave. We do therefore need to make sure that our student are differentiating between these two sounds and using them correctly. Other common variants make very little difference: the pronunciation of the "th" sounds //ð// and //Ө// as/d/ and /t/ or as /z/ and /s/, does not, apparently, cause problems for most listeners.

Also, Jenkins (2002), argued that a shift in the use of English, such that non-native speakers (NNSs) using English for international communication now outnumber its native speakers. This shift it will be argued has serious implications for ELT pedagogy.

Principal among these is the need for empirically established phonologically norms and class pronunciation models for English as an international language (EIL), in which intelligibility for NNS rather than for native speaker (NS) receivers is the primary motivation.

As with in grammar, most students can benefit from focused teaching of pronunciation as well as intuitive acquisition through listening. This is because very often simply do not hear an English sound when listening but perceive it as an approximation to a similar , but not identical , sound in their own language . Many Arabic speakers, for example, have problems perceiving and producing the voiceless /p/, which they hear and pronounce as a sound similar to the Arabic /b/ (Penny Ur, 1998).

This study hypothesizes that the EFL undergraduate students at Al-Madar College, level two face problems in pronouncing some English consonant sounds due to mother tongue interference. Additionally, training sessions are conducted for one week to overcome the problems encountered by those students when pronouncing English consonant sounds.

6. Methodology of the study

This study has adopted the descriptive analytical method. The population of this study is drawn from 75 students from Al Madar Faculty Department of Engineering, the sample of the study consist of 20 students75 students from second year undergraduate students, College of Al Madar. This study is conducted in the academic year 2019/2020.

A pre-test was designed to find out the problems encountered by second year undergraduate students in pronouncing English consonant letters, Afterward, a training session is conducted to overcome the pronunciation problems faced by second year students whose mother tongue is the spoken Sudanese Arabic Language.

A questionnaire had been used to clarify the students' attitudes towards the role of training sessions in enhancing Sudanese EFL undergraduates' consonant pronunciation in English. The questionnaire contains some abbreviated terms such as: SA=strongly Agree, A=agree. N=neutral, D=disagree, SD=strongly disagree.

7.1 Reliability Statistics

The coefficient of the reliability, which means the measurement is stable and not self-contradicting, i.e. it gives the same results if reapplied on the same sample. The researcher, in order to test the reliability of the questionnaire's statements, used Cronbach alpha coefficient with values ranging between zero and one, so, if the coefficient value equals zero the data will be unreliable, and adversely, when the data are reliable the coefficient value will equal one. Therefore, the coefficient value approximate to one the higher reliability, and the coefficient value approximate to zero the lower reliability. Generally, the coefficient value which is less than 60% is considered weak, which is 70% considered accepted while 80% is considered a good coefficient value.

The coefficient of the validity means that the measurement measures what is set to measure, and it mathematically equals the sort of the coefficient of the reliability.

The researcher adopted Cronbach alpha coefficient to measure the reliability of the questionnaire's statements and it equals (0.841) which means the statements are quite reliable and that positively reflected on the validity coefficient value which equals (0.708). From the table (1) above, the researcher points out the coefficient of both the reliability and the validity using Cranach alpha equation are very high indicating the strength of the questionnaire's reliability and validity and thus the respondents' understanding of the questionnaire's statements and accordingly the questionnaire is considered adoptable to verify the hypotheses of the study.

Table (1)

	N	Cronbach's Alpha	
1	5	0.863	0.93
2	4	0.362	0.601
3	9	0.770	0.877
For all	18	0.802	0.89

8. Data Analysis

As highlighted by the SPSS statistics, for more details (*cf. the appendix*), the results were:

8.1 Distribution of Questionnaire Results: Table (2) Statements related to hypothesis One:

Statement		SA	A	N	D	SD	Total
1. Some Sudanese EFL undergraduates face problems in pronunciation of consonant sound in English.	Frequency	15	5	-	-	-	20 100.0%
	percentage	71.5%	28.5%	0%	0%	0%	
2. Some Sudanese EFL undergraduates make mistakes in pronunciation of consonant sound in English.	Frequency	5	15	-	0	-	20
	percentage	28.5%	71.5%	0%	%	0%	100.0%
3. Some Sudanese EFL undergraduates do not know how to use pronunciation of consonant sound in English.	Frequency	3	17	-	-	-	20
	percentage	14.2%	85.8%	0%	0%	0%	100.0%
4. Some Sudanese EFL undergraduates do not differentiate between pronunciation of consonant sound in English which is not available in Arabic sound as /p/&/v/... etc .	Frequency	15	5	0	0	0	20
	Percentage	71.5%	28.5%	0%	%	%	100.0%
5. Some Sudanese EFL undergraduates do not adapt pronunciation of consonant sound in English.	Frequency	15	5	0	0	0	20
	percentage	71.5%	28.5%	0%	%	%	100.0%

Table (3) Mean and Std. Deviation and One-Sample (T) test for the first hypothesis

Table (4) above shows Statements related to hypothesis Two:

Statement Number	Mean	Std. Deviation	T
Statement (1)	4.71	.488	25.562
Statement (2)	4.29	.488	23.238
Statement (3)	4.43	.535	21.920
Statement (4)	4.29	.488	23.238
Statement (5)	4.29	.488	23.238

Table (3)

Table (5): Mean and Std. Deviation and One-Sample (T) test for the second hypothesis

Statements	Mean	Std. Deviation	T	sig
Statement (6)	3.86	.690	14.789	.000
Statement (7)	3.86	.900	11.342	.000
Statement (8)	3.86	.378	27.000	.000
Statement (9)	3.57	.787	12.010	.000

Table (5)

Table (6): Statements Related to Hypothesis Three:

Statements		S A	A	N	D	S D	Total
10. Sudanese EFL undergraduates respond sessions of pronunciation consonant sound in English.	Frequency	15	5	-	-	-	20
	Percentage	71.4%	28.6%	0%	0%	0%	100.0%
11. Phonetics plays the essential role in enhancing Sudanese EFL undergraduate s in pronunciation of consonant sound in English.	Frequency	5	15	-	-	-	20
	Percentage	28.6%	71.4%	0%	0%	0%	100.0%
12. Using sessions is very important for Sudanese EFL undergraduates to enhance pronunciation consonant sound in English.	Frequency	8	12	-	-	-	20
	Percentage	40.9%	59.1%	0%	0%	0%	100.0%
13. Five sessions are enough for Using sessions is very important for Sudanese EFL undergraduates to enhance pronunciation consonant sound in English.	Frequency	6	14	-	-	-	20
	Percentage	32%	68%	0%	0%	0%	100.0%
14. All subjects in TEFL contribute in enhancing Using sessions is very important for Sudanese EFL undergraduates to enhance pronunciation consonant sound in English.	Frequency	15	5	-	-	-	20
	percentage	71%	28%	0%	0%	0%	100.0%
15. Process approach in pronunciation helps Sudanese EFL undergraduates' pronunciation consonant sound in English.	Frequency	11	9	-	-	-	20
	percentage	61.4%	38.6%	0%	0%	0%	100.0%
16. Sudanese EFL undergraduates improve their skills by listening to experts of pronunciation of consonant sound in English.	Frequency	16	4	-	-	-	20
	percentage	69.3%	30.7%	0%	%	%	100.0%

17. Sudanese EFL undergraduates now are good at pronunciation when they receive sessions of pronunciation consonant sound in English.	Frequency	5	15	-	-	-	20
	percentage	28%	71%	0%	0%	0%	100.0%
18. Sudanese EFL undergraduates now good at pronunciation of consonant sound in English.	Frequency	4	7	5	2	2 10	20
	Percentage	14.9%	37.1%	28%	10%	%	100.0%

Table (6)

Table (7) Mean and Std. Deviation and One-Sample (T) test for the second hypothesis

Statements	Mean	Std. Deviation	T	sig
Statements (10)	3.00	1.000	7.937	.000
Statements (11)	3.14	.900	9.242	.000
Statements (12)	3.86	1.069	9.546	.000
Statements (13)	2.57	.787	8.647	.000
Statements (14)	3.43	1.134	8.000	.000
Statements (15)	4.14	1.069	10.253	.000
Statements (16)	3.71	.951	10.331	.000
Statements (17)	3.43	.976	9.295	.000
Statements (18)	3.43	.976	9.295	.000

Table (7)

9. Discussion

9.1. Sudanese EFL under graduate students face problems in pronunciation of consonant sound in English

The second table shows that 99% agree to the statement that '. Some Sudanese EFL undergraduates face problems in pronunciation of consonant sound in English', which support the first hypothesis. Also, table 3 shows that 60% agree to the statement that '.some Sudanese EFL under graduates don't know how to use proper pronunciation of consonant sound in English., which goes in line with what (El Khair 2014) who investigated the problems encountered by undergraduate students whose first language is Sudanese spoken Arabic. Also, Table (2) above shows that 99% of the participants from the sample study answered agree to the statement with 65%, this indicate that most of the sample study support the statement''. "Some Sudanese EFL under graduates commit mistakes in pronunciation of consonant sound in English". It shows that all the participants agree to the statement that "Some Sudanese EFL under graduates face problems in pronunciation of consonant sound in English". In addition, it also shows that most of the sample study answered agree 90% to the statement that" Some Sudanese EFL under graduates do not adopt pronunciation of consonant sound in English.' and argued by (MS Gazali, 2020) "Errors found to be traceable to first language interference (transfer error)".

Also, it is highlighted that the mean and Std. Deviation for the hypothesis "Sudanese EFL under graduates face problems in pronunciation of consonant sound in English", the mean for all statement is greater than the standard mean (3), besides that the difference between high and low Std. Deviation (1.105 – 0.745) is less than one. So that research respondent is in the positive direction of the study, this indicated that the first hypothesis is achieved, "Sudanese EFL under graduates face problems in pronunciation of consonant sound in English.

9.2. Sudanese EFL under graduates need training sessions to enhance pronunciation of consonant sound in English

Table (4) above show that with a mean, 85% from the sample study, this indicate that most of the sample study agree that "Smart board is more incentive than traditional board". Also, 85.6% from the sample study answer agree to the statement "Sudanese EFL under graduates need more in pronunciation of consonant sound in English." Table (4) above also shows that 85.7% from the sample study answer agree to the statement, "Sudanese EFL under graduates need training sessions to enhance pronunciation of consonant sound in English", which is related to what Jenkins (2002) asserted.

Also, Table (5) shows that the mean and Std. Deviation for the hypothesis. Phonetics plays the essential role in enhancing Sudanese EFL under graduates need training sessions to enhance pronunciation of consonant sound in English. The mean for all statement is

greater than standard mean, also the difference between high and low Std. Deviation (0.834 – 0.745) is less than one. so that researcher respondent in the positive direction of the study, this indicated that the second hypothesis is achieved, Sudanese EFL under graduates need training sessions to enhance pronunciation of consonant sound in English.

9.3. Training sessions enhance Sudanese EFL undergraduates' pronunciation of consonant sound in English

Table (6) shows that some Sudanese EFL undergraduates do not distinguish pronunciation of consonant sound in English which is not available in Arabic sound; as /p/&/v/...etc. thus the study asserts the use of training sessions to overcome this issue in order to develop and enhance the comprehension of English consonant sounds.

According to Ronald Carter and David Nunan (2001), noted that the errors of pronunciation that the learners of English for different background make one systematic and not accidental. However, table 6 above shows that majority of the study sample answered agree with 80%, to the statement 'Some Sudanese EFL undergraduates do not differentiate between pronunciations of consonant sound in English which is not available in Arabic sound as /p/ & /v/... etc. Also, Jenkins (2002), added that other common variants make very little difference: the pronunciation of the "th" sounds //ð// and //θ// as/d/ and /t/ or as /z/ and /s/, does not, apparently, cause problems for most listeners.

In addition, table (7) shows that the mean and Std. Deviation for the hypothesis Training sessions enhance Sudanese EFL undergraduates' pronunciation of consonant sound in English. The mean for all statement is greater than standard mean also the difference between high and low Std. Deviation $(1.105 - 0.745)$ is less than one, so that researcher respondent in the positive direction of the study, this indicated that the hypothesis is achieved, "Training sessions enhance Sudanese EFL undergraduates' pronunciation of consonant sound in English".

10. Findings

The researcher found the following:

1. Sudanese EFL under graduate students face problems in consonant sounds pronunciation because of the interference of second language and mother tongue.

2. Sudanese EFL under graduate students need training sessions in the pronunciation of consonant sounds.

3. Training sessions enhances Sudanese EFL under graduate students' pronunciation of consonant sounds in English.

11. Conclusion & Recommendations

In conclusion, Training sessions are an effective and successful way to enhance Sudanese EFL under graduate students in pronouncing consonant letters. In order to enhance Sudanese EFL undergraduate students in consonant pronunciation it there should be a training session. So, the researcher has many recommendations in this paper such as the suggestion for ministry of education to concern training sessions in all educational institutions. According to the significance of its importance for learners specifically who entail practical method of learning. Besides that, it should be concerned the need of intensive training sessions to enhance Sudanese EFL under graduate students in consonant pronunciation. However. The study recommends the following:

1- There should be training sessions in order to enhance Sudanese EFL under graduate students in consonant pronunciation

2- Ministry of education should reinforce training sessions to be available in all educational institutions.

3- The study recommends that more studies are needed to tackle such a prominent issue for learners

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