

Sudan University of Science & Technology
College of Graduate Studies

**Awareness of Pronunciation Among
Sudanese EFL Students at Tertiary Level
The Case of (SUST) Students**

A thesis Submitted to the Department of English,
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Dedication

To The soul of My Parents

To My Dear Wife

And

To My Lovely Daughter

I Dedicate This Work

Acknowledgements

Surely, no work of value could be accomplished without the help of Alla, hence countless thanks go to that great creator.

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List of Tables and Figures

No	Title	Page NO
Table (1)	Questionnaire part one	120
Table (2)	Questionnaire part two	121
Table (3)	Pronunciation test	122
Table (4)	Pronunciation difficulties	124
Table (5)	Pronunciation sources	124
Table (6)	Accurate utterances	124
Table (7)	Parallel results (1)	126
Figure (1)	Pronunciation difficulty for the experimental group.	127
Figure (2)	Pronunciation difficulty for the Controlling group.	128
Table (8)	The existence of consonant clusters.	141
Table (9)	The absence of consonant clusters.	141
Table (10)	Errors of inserting extra vowels	142
Table (11)	Positions of clusters	142
Table (12)	Parallel results (2)	155
Figure (3)	Pronunciation sources in the experimental group	156
Figure (4)	Pronunciation sources in the controlling group	157
Table (13)	Parallel results (3)	167
Figure (5)	Pronunciation accuracy in two subject groups	167
Table (14)	The consonant of English and Arabic	175
Table (15)	The Vowels of English and Arabic	177

Abstract

It has been noticed that students at university level have clear weakness in the pronunciation of English. Phonological competence is a key factor to consider in the debates accounting for aspects of this weakness. It is the available sort of phonological awareness that enables adult learners to compensate for the loss in the natural abilities required in pronunciation. Therefore, the present study tries to investigate the actual levels of phonological awareness of pronouncing English as a foreign language.

To achieve this goal, a combination of the descriptive and experimental approach to problem was followed. For this purpose, two different subject groups were chosen from the students of Sudan University of Science and Technology (SUST). A questionnaire and a pronunciation test were used to collect data on the nature of phonological awareness that dominates learners. Statistical analysis was employed to extract, compare and contrast results. This made it clear that learners have variable levels of phonological awareness that have resulted in different degrees of accuracy.

Actually, it was found that university students who received phonological information were able to compensate for the loss in their natural abilities. This was clearly noticed in terms of facing less pronunciation difficulties, knowing more pronunciation sources and therefore were able to produce more accurate utterances in the foreign language.

ملخص البحث

من الملاحظ أن طلاب المرحلة الجامعية يبدون ضعفاً واضحاً في نطق اللغة الإنجليزية. يعتبر التمكن في علم الأصوات عاملاً أساسياً للتداول حول ملامح هذا الضعف. إن نوعية الوعي الإدراكي المتاح هي التي تمكن المتعلمين الناضجين في التعويض عن النقص في المقدرات الطبيعية التي يتطلبها النطق، لذلك تحاول هذه الدراسة الوقوف على المستوي الحقيقي للوعي بنطق اللغة الإنجليزية كلغة أجنبية.

لتحقيق هذا الهدف تم المزج بين المنهجين الوصفي والتجريبي لمعالجة المشكلات، حيث تم اختيار مجموعتين تجريبيتين مختلفتين من طلاب جامعة السودان للعلوم والتكنولوجيا (ج - س - ع - ت) تم استخدام طريقتي الاستبيان واختبارات النطق لجمع بيانات حول طبيعة الوعي الذي يسود بين الطلاب ، أما التحليل الإحصائي فقد أستعمل لاستخلاص النتائج ثم مقابلتها ومقارنتها. كانت النتيجة أن هنالك مستويات متفاوتة في الإلمام بمقومات إصدار الأصوات والذي أسفر عن درجات مختلفة من الطلاقة في النطق.

أظهرت النتائج أن الطلاب الجامعيين والذين تلقوا معلومات في علم الأصوات قد استطاعوا التعويض عن النقص في مقدراتهم الطبيعية على النطق. تجلّى ذلك في مقدرتهم على مواجهة صعوبات النطق، إلمامهم بمصادره وبالتالي بالقدرة على إصدار ألفاظ سليمة في اللغة الأجنبية.

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Table of Contents:

Title	Page No
Dedication	(i)
Acknowledgments	(ii)
List of tables and figures	(iii)
Abstract (English)	(vi)
Abstract (Arabic)	(v)
Chapter One: Introduction	
1.1 Overview	1
1.2 Statement of the Research problem	2
1.3 Research Questions	5
1.4 Research Objectives	6
1.5 Research Assumptions	7
1.6 Significance of the Study	8
1.7 Research Methodology	10
1.8 Research Outline	10
Chapter Two: Review of the Literature	
Introduction	١١
2.1 Definition of Pronunciation	١١
2.2 The Place of Pronunciation in Linguistics	١٣
2.3 The Major Theories of Pronunciation	١٦
2.3.1 Overview	١٦
2.3.2 The Prominence Theory	١٧
2.3.3 The Pulse Theory	١٨
2.3.4 The Theory of Generative Phonology	٢٠
2.3.5 The Theory of Prosodic Phonology	٢٢
2.3.6 The Features Theory	٢٣
2.4 The Linguistic Information Needed for Pronunciation	٢٨
2.4.1 Overview	٢٨
2.4.2 The Traditional Phoneme	٢٩

2.4.3 Segmental Sounds	۳۲
2.4.4 Phones, Phonemes and Allophones	۳۴
2.4.5 Consonants and Vowels	۳۷
2.4.6 Norms of Phonological Processes	۴۳
2.4.7 Suprasegmental Sounds	۴۵
2.4.8 Stress Patterns	۴۶
2.4.9 Intonation Patterns	۵۰
2.4.10 Accents in Pronunciation	۵۲
2.4.11 Speech Sounds Transcription	۵۶
2.5 The Source of Correct Pronunciation	۵۷
2.5.1 An over View	۵۷
2.5.2 The Teaching of Pronunciation	۵۸
2.5.3 The learning of Pronunciation	۷۱
2.5.4 Means of Learning Pronunciation	۷۵
2.6 Factors Affecting the Learning of Pronunciation	۸۳
2.6.1 Overview	۸۳
2.6.2 Language Learning Strategies	۸۴
2.6.3 Psychological Factors	۸۸
2.6.4 Linguistic Factors	۹۳
2.6.5 Pedagogical Factors	۱۰۳
2.6.6 Social Factors	۱۰۶
2.7 Summary	۱۰۹
Chapter Three: Research Methodology	
Introduction	۱۱۰
3.1 Methods	۱۱۰
3.1.1 Population	۱۱۰
3.1.2 Subjects	۱۱۱
3.1.3 Instruments	۱۱۳
3.2 Procedures	۱۱۵
3.3 Reliability	۱۱۶

3.4 Validity	۱۱7
3.5 Data	۱۱8
3.6 Statistical Analysis	۱۱8
Chapter Four: Results and Discussions	
Introduction	۱۲۳
4.1 Overview: Achievement of Hypotheses	۱۲3
4.2 Features of Pronunciation Difficulty	۱۲۵
4.2.1 Psychological Features	۱۲۵
4.2.2 Aspects of the Linguistic Problems	۱۳۴
4.2.3 Pedagogical Problems	۱۴۷
4.2.4 Problems of Strategies	۱۴۹
4.2.5 Social problems	۱۵۱
4.3 Pronunciation Sources	۱۵3
4.3.1 Primary Sources	۱۵3
4.3.2 Course Oriented Information	۱۵۹
4.3.3 The non-print media	۱۶1
4.4 Pronunciation accuracy	۱۶6
4.4.1 Sound discrimination	۱۶6
4.4.2 Limits of accuracy	۱69
4.4.3 Segmental differences	۱۷3
4.4.4 Experience in Phonetic symbols	۱78
Chapter Five: Summary conclusions and Recommendations	
Introductions	181
5.1 Summary	۱۸1
5.2 Conclusions	183
5.3 Implications	185
5.4 Recommendations.	۱۸8
5.5 Suggestions for further study	189
References	۱91
Appendixes	۱98