Sudan University of Science and Technology
College of Graduate Studies
College of Languages –English Department

The Difficulties Facing University Students in Pronouncing English Vowel Sounds

الصعوبات التي يِواجهها طلاب الجامعة في نطق الأصوات اللينة

A Thesis Submitted in Fulfillment of the Requirements for M.A. Degree
in English Language (Applied Linguistics)
A Case study of Sudan University of Science and Technology

Submitted by: **Supervised by:**

Balla Alsammani Balall Mohammed   Dr. Abdarahman Abulgasim Salih

May, 2016

Dedication

To my parents

Acknowledgements

Abstract

This study aims to investigate some difficulties encountered by Sudanese students of English language as a foreign language in pronouncing English vowel sounds. The researcher used two tools for data collection; a questionnaire administrated for a number of 50 university teachers and a test administrated for a number of 100 students from Sudan University of Science and Technology- College of Education-English Department. That is to investigate some difficulties which encountered by students in pronouncing vowel sounds and offer suitable solutions for those difficulties. The results of this study revealed that; there are some difficulties which encounter students in pronouncing English vowel sounds, because they have more than one way of pronunciation as well as the mother tongue interference, and the differences in the sounds system. The researcher recommends that special attention should be drawn to use the audio and audiovisual aids, especially languages laboratories, which the researcher thinks they will help in solving the difficulties encountered by students in pronouncing vowel sounds.

مستخلص البحث

تهدف الدراسة إلى تقصي بعض صعوبات نطق الأصوات اللينة التي يواجهها دارسي اللغة الإنجليزية السودانيين الذين يدرسون اللغة الإنجليزية كلغةً أجنبية. استخدم الباحث أداتين لإثبات صحة فرضيات الدراسة، هما استبانةً لأساتذة اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا، واختبار للطلاب في قسم اللغة الإنجليزية بكلية التربية في الجامعة نفسها للتحقق من بعض المشكلات التى يواجهها الطلاب في نطق الحروف اللينة (العلة) وتقديم الحلول المناسبة لتلك الصعوبات. خلصت الدراسة إلى أن هنالك صعوبات يواجهها الطلاب في نطق الأحرف اللينة (العلة) وهي أن بعض أحرف اللين تشتمل على أكثر من طريقة للنطق، التداخل اللغوي، والاختلاف في نظام الأصوات، يوصى الباحث باستخدام الوسائل السمعية والبصرية خصوصاً معامل اللغات التي يرى الباحث أنها تساعد في حل الصعوبات التي يواجهها الطلاب في نطق أصوات العلة.

Table of Contents

CHAPTER ONE

INTRODUCTION

1.0   Overview:

Today English language is an international language and is used all over the world. English remains the most important language among other languages of the world. There are a lot of people all over the world who have strong desire to learn and speak English. Every student dreams of having a native speaker pronunciation. But, there are many barriers that hinder them to speak with good pronunciation.

Every language needs four skills to be acquired; they are: listening, speaking, reading and writing. The researcher is going to write about (The Difficulties Facing University Students in Pronouncing English Vowel Sounds) which has relation with four skills.

An important purpose of this research is to explain how English is pronounced for people who learn English. If this was the only thing the researcher did, a more suitable title would have been (English pronunciation). However, at the comparatively advanced level which this research is aimed to help the teachers make their Students improve their way of speaking English not only in special pronunciation lessons but also in their general language classes.

The emphasis on language learning has changed to give spoken English the same importance as written English. This research is also designed to encourage those teachers who have little theoretical knowledge of English phonology.

In any language teachers can identify a small number of regularly used sounds (vowels and consonants) that we call phonemes; for example, the vowels in the words (pin) and (pen) are different phonemes, so are the consonants at the beginning of the words (pet) and (bet). Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet; one must be aware, for example, that the word "enough" begins with the same vowel phoneme as that the beginning of "inept" and with the same consonant as "stuff".The teachers often use the IPA symbols to represent speech sounds, e.g. the word (enough) would be written (transcribed) as /inʌf/.

There are many symbols which explain the sounds of language:

p, t, d, k, ʌ, θ ,
m, n, r, ...etc.

i:, e, æ, a:, u, əu, eə,
eiə............etc.
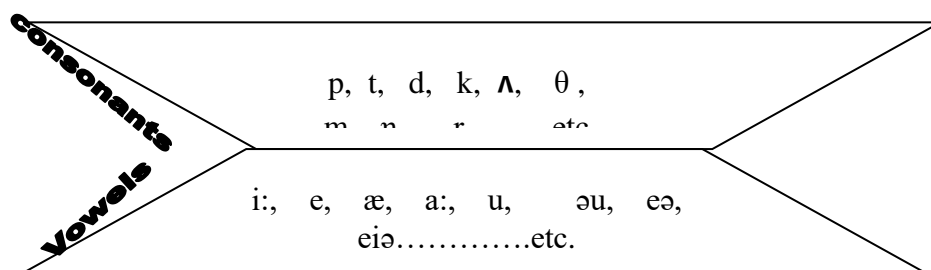
So pronunciation symbols help students in writing and speaking and makes them clear and easy.

1.1 Statement of the Problem:

Pronunciation has received little attention from some researchers and teachers as they believe that pronunciation is fossilized at a certain stage and it does not worth teaching Morely, (1994),Wong, (1993). So that the researcher is going to focus on pronunciation problems particularly vowel letters, among university students, who did not care much about the areas of symbols and do not know that some vowel letters have more than one way of pronunciation, for example, the vowel letter (a) in the words, "mat", and "mate".

This research is an attempt to investigate Sudanese learners' awareness of English pronunciation. These learners have generally been observed to achieve limited success in mastering the sounds of the foreign language. This has in most cases been reflected in the various aspects of misunderstanding as well as miscommunication.

The researcher spent many days at SUST observing pronunciation of words and the result of this observation, it was noticed that some students have some problems in pronunciation of some English sounds; for instance, they confuse the contrast sound e.g. there are some words how the Students pronounce them next to each word (document /dokument/, perfomance /pɜ:ːfɒ:mæns/). So in the first word, they used /u/ instead of /ju/, and in the word performance they pronounced it with long sound /ɜ:ː/ instead of short one /ə/. So we find that they confuse different pronunciations of each vowel as if there is only one pronunciation for each sound according to their knowledge

1.2 . Objectives of the Research:

This study aims at the following:

1- To identify the Errors of pronunciation of vowel letters among (SSEs) at SUST and major reasons, then find the suitable solutions.

2 –To explain how English is pronounced for people who learn English.
3- To know about the available sources of English pronunciation and benefit from them.
4-To draw special attention students to the significance of English pronunciation in language learning.

1.3 Questions of the Research:

This study addresses the following questions:

-1-What are the causes of difficulty to pronounce vowel letters for (SSEs)?
2-Do understanding the sources of pronunciation very important for   learners?
3What are the suitable ways that help (SSEs) improve their pronunciation?

1.4 Hypotheses of the Research:

1. Some Sudanese students of English language have difficulties in pronouncing vowel letters(a, e, I, o, u) because they are inconsistent.
2. Knowledge of pronunciation sources are very important for learners.
3. Listening to English sounds and words in audio aids (supporting tools), (internet, CD, Radio, TV channels, Sound Dictionary) help students to improve their pronunciation.

1.5 Significance of the Research:

Many attempts have been made to discuss issues of pronunciation. They have many things in common; most of them have concentrated on the features of the learners' performance. They put great emphasis on the learners' verbal behavior as a means of identifying the difficulties encountered, but what about the learners' linguistic competence or phonological awareness of the facts underlying sound production, and phonemic areas. Pronunciation leads the students to how to pronounce words clearly and correctly. Also helps the learners to recognize the syllable and the stress of the sounds. The significance of this study is to explain how to gain a good reading and writing by using transcription to keep them clear and precise. Also the significance of this research is to present general information about speech sounds theory and using it in language; this theoretical context is called Phonetics and Phonology. They are necessary because, the people who are going to work with the language at an advanced level as teachers or researchers need deeper in grammatical theory also in studying Phonetics and Phonology.

1.6 Methodology of the Research:

In order to test the assumptions of this study, to achieve its objectives and to answer its questions; the researcher adopted a practical, experimental and analytical approach to data. This task was carried out through the adoption of two subject groups; were Experimental and controlling group, two instruments; were questionnaire and pronunciation test for data collection and statistical analysis to gain result. Certain procedures were followed in applying the questionnaire as well as conducting the pronunciation test as the most practical instruments of data collection. The two scales of reliability and validity of test were used for the sake of constant answers.

1.7 The Scope of this study:

The study will be divided into five chapters. The first one is an introduction; this chapter to provide a theoretical framework of the study: stating the problem of the research, questions, hypotheses and the methodology of the study. Chapter two is developed to reviewing the relevant literature. It includes description of phonological

concepts concerning pronunciation as well as its place in linguistics. There is also a considerable amount of information, which is required in studying sounds.

Chapter three reports the research methodology. It particularly describes two subject groups who take part in data collection procedures. It also contains statistical analysis of the data. Chapter four presents and discusses the results of the research. It mainly concentrates on discussing the major questionable areas. This includes pronunciation degree of accuracy in performance. Chapter five includes summary of the research results, conclusion as well as the recommendations and suggestions for further study.

1.8 List of Terminologies:

    SUST: Sudan University of Science and Technology.

e.g.:   For example.

    RP: Received Pronunciation.

    GA: General American.

    BE: British English.

    AE: American English.

    IPA: International Phonetic Alphabet.

SSE: Sudanese Students of English

1.9 Definitions of pronunciation:

1-The way in which a language or a particular word or sound pronounced: a guide to English pronunciation. Merriam. Webster's Learners Dictionary.

2-The way a word or a language is customarily spoken (e.g. pronunciation of Chinese is difficult for foreigners www.baby.com) website dictionaries).

3- The manner in which someone utters a word (e.g. they are always correcting my pronunciation)

VOWEL

vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. Roach, (2009)

2-A letter of the alphabet standing for spoken vowel.

Chapter Two
Literature Review and previous studies

2.0 Introduction:

This chapter consists of two parts: theoretical framework and previous studies. The first part presents some definitions of pronunciation, production of English language vowel sounds, place of pronunciation in linguistics, the linguistic information needed for pronunciation, sources of pronunciation, concepts of learning pronunciation and factors affecting the learning of pronunciation. Within the second part, the researcher tries to show some relevant previous studies which were carried out by some researchers.

2.1 Definition of Pronunciation:

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

Accordingly, as Fodor, Beaver and Garret (1974:434) postulate, practically, anything that one can say about speech production must be considered speculative, even by the standard current in psycholinguists. In this way, this assumption draws attention to the importance of being well aware of the nature of relationships that hold between the linguistic and the psychological limitations involved in sound production as well as the other fields of knowledge in relation their production In short such distinction facilities learning pronunciation. Another procedure for studying sounds is produced by Ladeforged (1989:3) who describes the method of carrying out the study of sound as through the establishment of a set of rules that describes the set of change that take place within these sounds when they occur in relationship with other sound in connected speech.

In this case, prescriptive methods also are likely to help in studying sound rather than only adopting descriptive methods. Phonologists need to prescribe rules, which can be followed in pronunciation. This is due to the fact that speech sounds usually lose their basic articulatory characteristics when they appear in the surrounding environment of other neighboring sounds. In this situation phonetics alone seem less helpful, support is needed from phonology to reveal the ambiguity encountered. Their shared goal is to serve pronunciation in spite of the fact that morphology may participate in a way or another. On the views of theoretical ties between phonetics, phonology and pronunciation, it is clear that these disciplines share same sounds, but with variable emphasis .

Actually there are no separate barriers or boundaries within these interdependent concepts since they operate in a complementary way. Thus, Pierrehumbert, (1990:375) regards an adequate phonological theory as the one which cannot be developed without reference to phonetics, that likewise, an adequate theory of phonetics cannot be developed without reference to phonology ,because in the absence of phonological considerations, phonetics models, noises and gestures to

which no meaning or categorical structure can be assigned. That is, a theory encompassing both domains in very necessary for example, to understand language acquisition, language processing and language change. In a more precise way, Bowen and Marks (1992:720) regard phonetics as including or implying phonology by viewing phonetics as study of all human speech sounds while phonology is the study of the sound system of a given language including it is sounds, stress patterns and intonation features. In other words, in almost any phonetic work, phonological assumptions have either explicitly or implicitly guide the construct of the task involved. Similar, phonological categories are found in our articulatory capability and it is phonological behavior deeply reflects the phonetic nature .Actually such categories function to examine the various ways which show how sounds but together , organized , produced, described, analyzed and compared or contrasted.

The most comprehensive accounts provided by Wells and Colson (1994:80) who relate pronunciation to phonetics and phonology in the sense that phonetics is the study and description of pronunciation .It is concerned with that we pronounce and how we pronounce it. That is, if pronunciation is merely sound production, then phonetics is responsible for explaining how this task is executed while phonology often suggests criteria which organize such execution. In this way, production does not occur randomly, it follow some systematic norms of delivery. At one level, the functioning member of this order is phonetics, which often states the actual manner and place of sounds articulation by indicating that particular speech organs involved. At another level, the most active partner is phonology, which always runs after determining the set of principles underlying sound production in some district way.

To conclude, in spite of the superficially variable view on the precise nature of the relationship that often holds between phonetics, phonology and pronunciation, the apparent fact is that none of these integrated disciplines can well discussed in complete isolation. That is, if the while different physical properties of sounds are phonetically established, and their typical set of underlying principles are phonologically conditioned then the systematic task of speech sound production is the actual result of completely interdependent process.

2.2The Production of Speech Sounds:

2.2.1 Articulators above the Larynx:

The researcher is going to explain speech organ positions or breathe control. Teachers must understand the physical aspects of sound production.

The researcher says speech is modified breathing. That is, the basic of human sound in all its variety is the air stream that goes through our vocal tract or from our lungs.

The most important modification of air stream occurs in the larynx, a famous linguist Roach(2009: 19) says: all the sounds we make when we speak are the result of muscles contracting.

The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large arid complex set of muscles that can produce changes in the shape of the vocal tract, and in order to learn how the sounds of speech are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators, and the study of them is called articulatory phonetics.

The tongue is, of course, a very important articulator and it can be moved into many different places and different shapes.

The lips are important in speech. They can be pressed together (when produce the sounds p, b) brought into contact with the teeth (as in f v) or a rounded to produce the lip shape for vowels like /u:/. Sounds in which the lips are in contact with each other are called bilabial, which those with lip- to -teeth contact are called labiodentals.

2.2.2Vowel and Consonant:

The words vowel and consonant are very familiar ones, but when we study the sounds of speech scientifically, we find that it is not easy to define exactly what they mean.

 Roach, (2009:21) says: the most common view is that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. A doctor who wants to look at the back of a patient's mouth often asks them to say "ah"; making this vowel sound is the best way of presenting an unobstructed view. But if we make a sound like(s or d)it can be clearly felt that we are making it difficult or impossible for the air to pass through the mouth. Most people would have no doubt that sound like / s/ and / d / should be called consonants.

However, there are many cases where the decision is not easy to make. One problem is that some English sounds that we think of as consonants, such as the sounds at the beginning of the words 'hay' and way' do not really obstruct the flow of the air more than some vowels do. Another problem is that different languages have different ways of dividing their sounds into vowels and consonants; For example, the usual sound produced at the beginning of the word 'red' is felt to be a consonant by most English speakers, but in some other languages (some dialects of Chinese, for example) the same sound is treated as one of the vowels.

Roach, (2009:21) says: If we say that the difference between vowels and consonants is a difference in the way that they are produced, there will inevitably be some cases of uncertainty or disagreement; this is a problem that cannot be avoided. It is possible to establish two distinct groups of sounds (vowels and consonants) in other way, consider English words beginning with the sound / h /; what sounds can come next after this/ h /? We find that most of the sounds we normally think of as vowels can follow (for example: in the word 'hen'), but practically none of the sound we class as consonants. We begin the study of English sounds in this research by looking at vowels, and it is necessary to say something about them, in general before turning to the vowels of English.

Roach, (2009:22) says: We need to know in what ways vowels differ from each other. The first matter to consider is the shape and position of the tongue. It is usual to simplify the very complex possibilities by describing just two things: firstly, the vertical distance between the upper surface of the tongue and the palate and, secondly, the part of the tongue, between front and back, which is raised highest. Let us look at some examples:

i) Make a vowel like the /**i:**/ in the English word "see" and look in a mirror; if you tilt your head back slightly, you will be able to see that the tongue is held up close to the roof of the mouth. Now make a vowel (as in the word "cat") and notice how distance between the surface of the tongue and the roof of the mouth is now greater. The difference between /i:/ and / **æ** / is a difference of tongue height, and we would describe/**i:/** as relatively close vowel and/ **æ** / as a relatively open vowel.

ii) In making the two vowels described above, it is the front part of the tongue that is raised. We could therefore describe/ i:/ and / æ / comparatively front vowels. By changing the shape of the tongue, we can produce vowels in which a different part of the tongue is the highest point. A vowel in which the back of the tongue is the highest point is called a back vowel. If you make the vowel in the word "calm", which we write phonetically as/ a:/ , you can see that the back of the tongue is raised.

Compare this with / æ / in front of a mirror, a is a front vowel and/a:/

is a back vowel. The vowel in 'too' /u:/ is also a comparatively back vowel, but compared with / a:/ it is close.

So now we have seen how four vowels differ from each other; we can show this in a simple diagram.

	Front	Back
Close	/ i:/	/ U: /
Open	/ a /	/ a:/

Fig. No. (2-1)

However, this diagram is rather inaccurate. Phoneticians need a very accurate way of classifying vowels, and have developed a set of vowels, arranged in a close- open, front- back diagram. See the figure below:

Fig. No. (2-2)

11
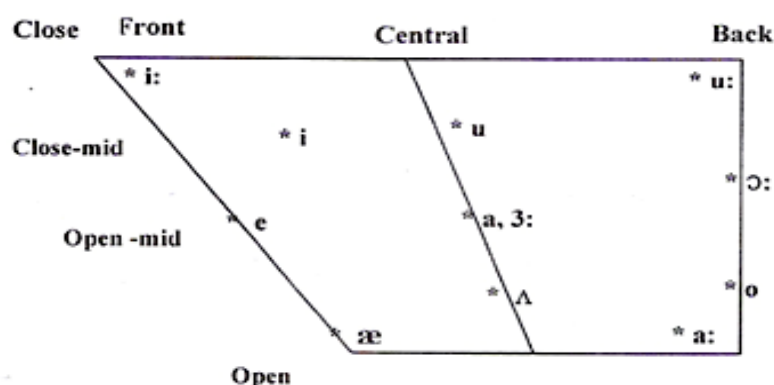
2.2.3 English Short Vowels:

The researcher explains English short vowels Roach (1983:24-25) says: English has a large number of vowel sounds; the first ones to be examined are short vowels. The symbols for these short vowels are (i, e, a, o, u). Short vowels are only relatively short; as we shall see later, vowels can have quite different lengths in different contexts. Each vowel is described in relation to the cardinal vowels.

- /i/ (example words: 'pin', 'bit', 'fish'). The diagram shows that, though this vowel is in the close front area, compared with cardinal vowel no I (i), it is more open, and nearer in to the centre. The lips are slightly spread.

/e/ (example words: 'bet', 'men', 'yes') this is a front vowel between cardinal vowel no. 2 /e/ and no. 3. The lips are slightly spread.

/æ/ (example words: 'bat', 'man', 'gas') this vowel is front, but not quite as open as cardinal vowel no. 4 (æ) the lips are slightly spread.

/ʌ / (example words: 'cut', 'come', 'rush') This is a central vowel, and the diagram shows that it is more open than the open-mid tongue height. The lips position is neutral.

/ɒ/ (example words: 'pot', 'gone', 'cross') this vowel is not quite fully back and between open-mid and open in tongue height. The lips are slightly rounded.

/ʊ/ (example words: 'put', 'pull', 'push') The nearest cardinal vowel is (u), but it can be seen that (u) is more open and nearer to central. The lips are rounded.

There is one other short vowel, for which the symbol is /ə /. This central vowel which is called (schwa) is a very familiar sound in English; it is heard in the first syllable of the words "about", "oppose", "perhaps", for example. Since it is different from the other vowels in several important ways in chapter (9) Rouch, (2009:83).

2.2.4 Long Vowels, Diphthongs and Triphthongs:

2.2.4.1 English Long Vowels:

The first to be introduced here are the five long vowels; these are the vowels which tend to be longer than the short vowel in similar contexts. It is necessary to say "in similar contexts" because as we shall see later, the length of all English vowel sounds varies very much according to their context, (such as the type of sound that follows them) and presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots: thus we have:

/i:/, /3:!, /a:/, /o:/, / u:/. We will now look at each of these long vowels individually, Roach, (2009: 27).

You may have noticed that these five long vowels are different from the six short vowels, not only in length out also in quality. If we compare some similar pairs of long and short vowels, e.g. / I / with / i: /, or / ʊ/ with /ʊ:/, or / æ / with/a:/, we can see distinct differences in quality (resulting from differences in tongue shape and position, and lip position), as well as in length. For this reason, all the long vowels has symbols which are different from those of short vowels; you can see that the long and short vowel symbols would still all be different from each other, even if we omitted the length mark, so it is important to remember that the length mark is used not because it is essential, but because it helps learners to remember the length differences Roach, (2009: 27).

/i:/ (Example words: 'beat', 'mean', 'peace') This vowel is nearer to cardinal no. I (i) (that is, more close and front) than the short vowel of 'bid, 'pin' and 'fish'.

Although the tongue shape is not much different from cardinal vowel no. I, the lips are only slightly spread and this results in a rather different vowel quality.

/3:/ (Example words: 'bird', *fern',* 'purse') .This is a central vowel which is well-known in most English accents as a hesitation sound (written"er") but which many learners find difficult to copy. The lip

position is neutral / a: / (example words: 'card', 'half, 'pass') .This is an open vowel in the region of cardinal vowel no. *5* / a: /, but not as back as this. The lip position is neutral. /ɔ:/ (example words: 'board', 'torn', 'horse') .The tongue height for this vowel is between cardinal vowel no. 6 /ɔ/ and no. 7 / o /, and closer to the latter. This vowel is almost fully back and has quite strong lip-rounding. /**u**:/ (example words: 'food', 'soon', 'loose') The nearest cardinal vowel to this is no. 8 (ʊ), but it is much less back and less close, While the lips are only moderately rounded.

2.2.4.2 Diphthongs:

A diphthong is a combination of two vowel sounds with one syllable. It starts at one vowel and glides in the direction of another with no break at all in between. The main prominence is always on the first element (vowel) of the diphthong, the second element being only lightly sounded. In terms of length, diphthongs are like the long vowel. The total number of diphthongs is eight.

Roach, (2000 :28-29) says: BBC pronunciation has a large number of diphthongs- sounds which consist of a movement or glide from one vowel to another. A vowel which constant and does not glide is called pure vowel. In terms of length, diphthongs are described above. Perhaps the most important things to remember about all the diphthongs is that the first part is much longer and stronger than the second part, e.g. most of diphthongs / **ai**/ (as in the words 'eye'/ i/) consist of the *a* vowel, and only in about the last quarter of the diphthong does the glide to/i/ becomes noticeable. As the glide to /i/ happens, the loudness of the sound decreases. As a result, the /i/ part is shorter and quieter. Foreign learners should, therefore, always remember that the last part of English diphthongs must not be made too strongly. The total number of diphthongs is eight as in this diagram:
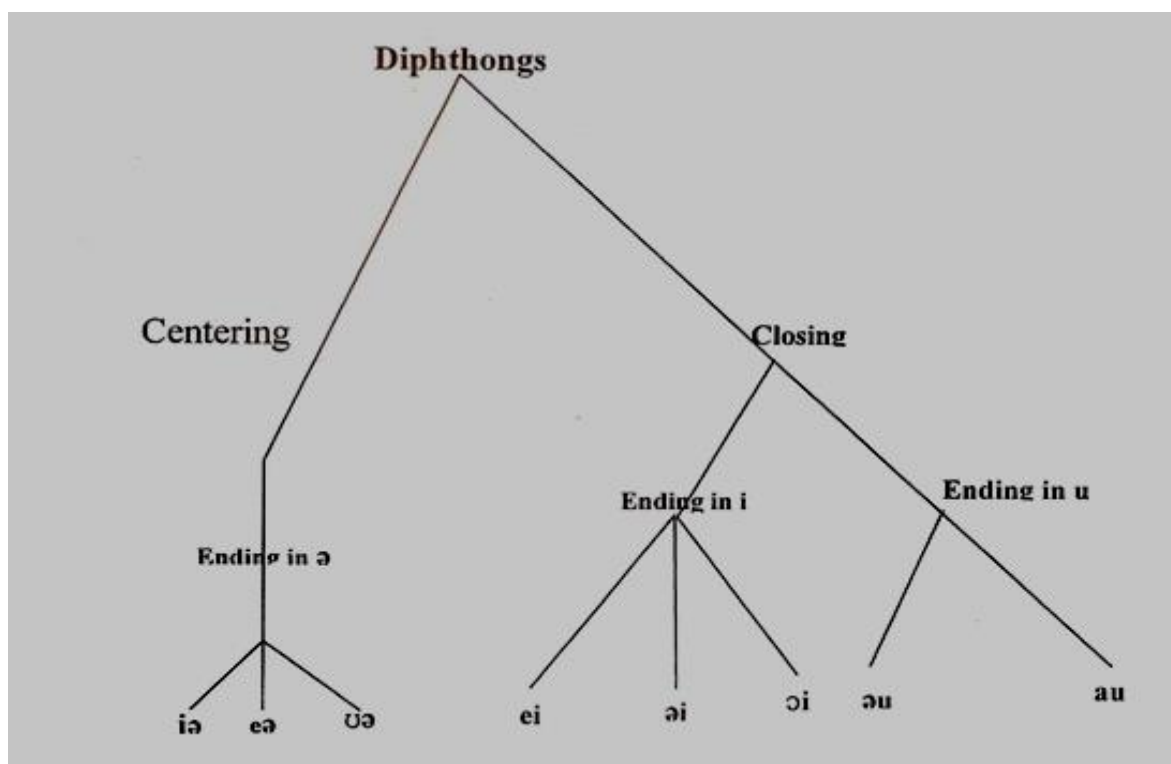
Fig.No .(2-3)

The centering diphthongs glide toward the /ə/ (schwa) vowel, as the symbols indicate.

/iə/ (example words: 'beard', 'weird', 'fierce'), The starting point is a little closer than (i) in 'bit', 'bin'.

/eə/ (example words: 'aired', 'cairn'. 'scarce'). This diphthong begins with the same vowel sound as the /eə/ of' get', 'men'.

/ʊə/ (example words: 'moored', 'tour). For speakers who have this diphthong, this has a starting point slightly closer than /u/in **'put',** 'pull'. Many speaker pronounce **/o: /** instead.

The closing diphthongs have characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

15

Three of the diphthongs glide toward / I /, as described below: /ei/ (example words: 'paid', 'pain', 'face'). The starting point is the same as the /e/ of 'get', 'men'.

/ai/ (example words: 'tide', 'time', 'nice') This diphthong begins with an open vowel which is between front and back; it is quite similar to the / ʌ / of the words 'cut ',bun, .   '

/ɔi/ (example words: 'void', 'lion', 'voice') The first part of this diphthong is slightly more open than in /ɔ :/ in 'ought' 'born'.

Two diphthongs glide towards /ʊ /, so that as the tongue moves closer to the roof of the mouth, there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of diphthong is weak.

/ə ʊ / (example words: 'load', 'home', 'most') The vowel position for the beginning of this is the same as for the (schwa) vowel / ə /, as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards / ʊ /, for which there is quite noticeable lip-rounding.

/aʊ/ (example words: 'loud', 'gown', 'house'). This diphthong begins with a vowel similar to /ai/.Since this is an open vowel, a glide to /ʊ/would necessitate a large movement, and the tongue often does not reach the/ u/ position. There is only slight lip-rounding.

2.2.4.3 Triphthongs:

Roach, (2009:29-30) says: The most complex English sounds of the vowel types are the triphthongs. They can be rather difficult to pronounce, and very difficult to recognize.

A triphthong is a glide from one vowel to another and then to a third all produced rapidly and without interruption. For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to

/ɑː/, goes on to a glide towards the back close rounded area (for which we use the symbol /ʊ/), then ends with a mid-central vowel (schwa,).

We use the symbols /aʊə/ to represent the pronunciation of 'hour', but this not always an accurate representation of the pronunciation.

The principal cause of difficulty for the foreign learner is that in present- day English the extent of the vowel movement is very small, except in very careful pronunciation. Because of this, the middle of the triphthong (That is, the / I / or /ʊ/ part) can hardly be heard and the resulting sound is difficult to distinguish from some of the diphthongs and long vowels. To add to the difficulty, there is also the problem of whether a triphthong is fall to contain one, or two syllables. Words such as 'fire' /faɪə/ or hour /auə/ are probably felt by most English speakers (with BBC pronunciation) to consist of only one syllable whereas 'player' /p1eɪə/ or 'slower' /sləʊə/ are more likely to be heard as two syllables.

We will not go through detailed description of each triphthong. This is partly' because there is so much variation in the amount of vowel movement according to how slow and careful the pronunciation is, and also because the "careful" pronunciation can be found by looking at the description of the corresponding diphthong and adding /ə/ to the end. However, to help identify these triphthongs, some example words are given here:

/eɪə/ 'layer', 'player'

/aɪə/ 'liar', 'fire'

/ɔɪə / 'loyal', 'royal'

/əʊə/ 'lower', 'mower'

/aʊə/ 'power', 'hour'

2.3 The Place of Pronunciation in Linguistics:

Pronunciation is subsumed under the most two interrelated disciplines in linguistics, i.e. phonetics and phonology. They deal with both sound production and sound structure on the one hand. Phonetics is concerned with the physical reality of speech sounds. On the other hand, phonology has to do with the apparently categorical representation of sound structure which is manipulated in the mind in constructing the sounds of the words and sentences of language.

In this respect, Malmberg, (1963:2) states that phonetics comprises four branches:

1- General Phonetics: The study of man's sound producing possibilities and functions of this speech mechanism.

2- Descriptive Phonetics: The study of the phonetic peculiarities of a particular language or dialect.

3- Evolutionary Phonetics or historical phonetics: the study of phonetic changes undergone by a language in the course of its own history (evolutionary by phonetics may also have a general aspect in the sense that we can also have study the general factors determining phonetic changes determine "good" pronunciation of a language. It presupposes the existence of a norm or standard of pronunciation valid within a linguistic group, country, province or cultural unit of social group.

According to this viewpoint, pronunciation goes under the most interacting branches of general phonetics and descriptive phonetics. This is also valid when regarding good pronunciation as a main goal of normative phonetics in a more refine way. This indicates that the boundaries between phonetics and phonology are so marginal that they need not be distinguished.

However, Crystal (1971: 175) makes a distinction between phonetics and phonology; he proposes that phonology deals with sounds and contrast between the only within the context of the same language where as phonetics, studies sounds without any specific reference to their function in a language's sound system. In this way, Crystal suggests three branches of phonetic study:

1- Articulatory phonetics: The study of the production of speech sounds in the speaker's body through the organ of speech.

2- Auditory Phonetics: The study of the perception of speech sounds by the listener through the perceptual system.

Acoustic phonetics: The study of the nature of sound waves and how they are transported through the air sounds in laboratory.

The distinction made by Crystal is of crucial importance since it displays the overlapping areas between phonology and phonetics, which may be confused by foreign language learners. On the other hand, in leaning pronunciation we need to be aware of not only the ways in which

sounds are produced, but also the characteristics underline their production. in short such a distinction facilities learning pronunciation.

Another procedure for studying sounds is introduced by Ladefoged, (1989:3) who describes the method of carrying out the study of sound as through the establishment of a set of rules that describes the set of change that take place within these sounds when they occur in relationship with other sounds in connected speech.

To conclude, in spite of the superficially variable view on the precise nature of the relationship that often holds between phonetics phonology and pronunciation the apparent fact is that none of these integrated disciplines can be well discussed complete isolation. That is, if the whole different physical properties of sounds a phonetically established, and their typical set of underlying principles

2.4 The Linguistic Information Needed for Pronunciation:

In most cases, when sound production and sound structures are under consideration, linguistic are interested in determining the type and nature of the information required in such a field. They adopt some procedures, devices, tools and means for this purpose, that is special sets of concepts, beliefs and generalizations to discuss issues of pronunciation and its various aspects.

By segmental sounds we mean the individual units of speech sounds systematically combined to form utterances. The actual development in this area starts with the concepts of the traditional phoneme and the various ways suggested in defining the phoneme.

The most prominent feature of these attempts is the confliction analysis that comes as a result of the different viewpoints regarding the phoneme notion.

In some recent development, the concepts of phoneme have been modified to the extent that its converses arrange of forms such as a: phones, phonemes, allophones, consonants, vowels and their relevant phonological features. This sort of development has given birth to the idea of representing speech sound by some written practice symbols in a process known as transcription of the spoken form of the language.

On the other hand, suprasegmental sounds are action used to refer to the phonological process of stress and intonation. In this case the developments emphasize the role of sequence of utterances longer than one phoneme in speech production. That is, aspects of voice changes that occur during speech are of curial improved since they function in altering meaning in connected speech. Another significance is that individual sounds most often either lose or change their basic articulator characteristics when they appear in the environments of each other in longer utterances.

2.4.1 The Traditional Phoneme:

Within the long history of linguistics in general, and phonology in particular, the term phoneme has developed at various stages. The most prominent feature is the concept of the traditional phoneme as well as the numerous attempts that have been made to reflect it in some more refined sophisticated views. The main aim of these efforts is to establish practical basis for the study of pronunciation.

In this respect, Pike (1947-24) emphasizes the importance of the phoneme for various purposes since phoneme usually provides a technique for processing raw phonetic data of a language and discovering certain facts about the pertinent units of sound. The goals are for the outsides to arrive at analysis which mirrors the most practical out workings of the native speaker. One of these outworking of phonemics is the development of orthography.

In favour of defining the term phoneme or the interpretation of the concept of the phoneme, Fudge (1970:76) regards linguistics, with recently at least, as looking upon the phoneme as one of the basic units of language. In spite of this fact, most linguistic have not defined the phoneme, in the same way. While some linguistic have described the phoneme in purely physical terms; others have preferred psychological definitions; some have argued that grammatical considerations are irrelevant in phonological analysis; others have maintained that such considerations are essential.

This is why these linguists have frequently arrived at conflicting analysis of the same data.

Supporting this viewpoint, Roach (1991:13) argues that one of the defects in the phoneme system of a language is the problem of the analysis of the phoneme. In an analysis, it is difficult to decide what the phonemes of language are because different writers produce different analysis of the phonemic system of a language. One example of this difference is the English affricates.

2.4.2 Segmental Sounds:

Roach, (1992:102) regards the term segmental as has to do with the segment, the smallest phonetic unit having a well measurable duration in the time-course of an utterance. It is also difficult to identify separate sound units (segments) that correspond to phonemes, since many of the articulatory movements that create sounds tend to be continuous rather than sharply switched.

As suggested by these views, the nature of the relationship that holds between phonemes and segments does not lead to compromise. The most modified and well justified is the one provided by O'Conner, (1980:1), because it successes in explaining the theoretical ties between phonemes and segments. This task has come as a result of the adoption of the terms vowels and consonants in some reasonable way. This is also valid in dealing with some relevant concepts such as phone, phoneme and allophone as prominent figures in pronunciation.

2.4.3 Stress Patterns:

When we say that a certain syllable, word or utterance is stressed, we mean that in its production, it is uttered with great energy. The air from the lungs is ejected with more effort, and the other parts of the speech organs perform their actions with more rigor than for the unstressed one. The resultant performance is that the stressed utterance seems more louder than the other surrounding ones.

Such a phonological aspect is described in many ways on the basis of syllable type. Malmberg, (1963:30) proposes that in a spoken sentence, all syllables are never produced with the same intensity, some are weaker while others are stronger. The wreaker syllables are the ones unstressed, whereas the stronger syllables are those which are stressed. That is, stressed syllables appear stronger since their sounds are altered with greater force, and consequently they are more sonorous than others as indicated by the variations of sounds intensity.

When contrasting English stress with the Arabic one, Smith and Bernard (1987:44) state that Arabic is a stress- timed language, and word stress in particular, is regular and predictable. Therefore, Arabic speakers have problems in grasping the unpredictable nature of English word stress. The idea is that word stress can alter meaning; e.g. the same word "convict" by shifting stress, can be interpreted as both noun and verb

2.4.4 Intonation Patterns:

As another component of the suprasegmental sounds, intonation is described in many ways by those who share the interest of investigating its nature and purpose. They emphasize the role played by the verified intonation patterns in reflecting linguistic aspects such as diversity of sentence function as well as sentence meaning.

On the basis of sentence emphasis, Malmberg. (1968:28) regards intonation as the emphasis of certain parts of the sentence, which is carried out with the help of pitch variation. The physical counterpart of pitch is the fundamental frequency of the vocal cords.

When the speaker is involved, O'coneer, (1980:108) views intonation as the patterns of pitch on word groups which give information about the speaker's feeling or intention during speech time. The rise and fall in the pitch of the voice often constitute the source of information obtained at the moment of speech.

As for the shades of meaning expressed implicitly by intonation, Jemes and Cross, (1971:229) define intonation as the musical sound of the language. The voice goes up and down in pitch, though not necessarily in volume. Through intonation, we express emotions, reactions and attitudes. The same words can take different meaning depending on the tone of voice (hard, soft, sweet, etc.).

Since the term intonation can have variable interpretation, Roach (1992:88) describes it as the use of pitch of the voice to carry linguistic information. In this way, the word intonation has two rather different meanings:

1- In a restricted sense, the variation in the pitch of the speaker's voice used to convey or alter meaning.

2- In a broader and more popular sense, equivalent to prosody, where variations in things such as voice quality, tempo and loudness are included.

2.4.5 Accents in Pronunciation:

Generally speaking, the term accent is used by scholars to cover some of the concepts applied in the study of pronunciation. In this sense, accents may mean different things to different people under various conditions. In its more restrict sense, the term accent often refers to the variable ways of how people speak a language. It has to do with the relative differences in the norms of pronunciation or the diversity within the same phonological system.

In this respect, Rost, (1990:55) states the ways in which accents may vary under three conditions. One way that accents differ is the environments in which certain phonemes do or do not occur. This may be considered from the aspect of phonetic distribution of phonemes or from the aspect of the phonological structures (e.g. syllable types) that are permissible. Accents also differ in the number of and identity of the phonemes that are used. For example, most accents of English have two distinct close, back vowels to distinguish between 'look' and 'Luke' in some dialects; however, there is only one single phenomenon in this area. Accents also differ in prosodic features, of particular importance in this respects; syllabification, segment duration, pause and stress. These features together constitute what is often considered to be the rhythm of the accent.

Among these variable accents, the most prominent one is introduced in the work of Roach (1992:89)This is Received pronunciation which is the accent of British English usually associated with standard English. It has been chosen for many reasons and purposes, the most important ones are teaching and description. It has the widest spread in spite of the fact that it is spoken by a small minority of the population. It is also called the Oxford, or public school accent since it is the medium of instruction in educational fields. The (B.B.C) pronunciation is another name because this accent is adopted by the British Broadcast Corporation (B.B.C).

This accent survives as the model accent for various reasons, some of which is that it is widely used in prestige broadcasting, such as news reading. It has become accepted as a common currency – an accent that (its claimed) everyone in Britain knows and understands. This is also true for previous British colonies where English is learned, taught or used for other educational and commercial purposes. **Differences of vowel sounds pronunciation between British and American English.**

Change of Diphthong /əʊ/ to /oʊ/

The shift from the British diphthong /əʊ/ to /oʊ/ is also very distinguishing. The shift consisted in the change of the mid central unrounded vowel /ə/ to the close-mid back rounded vowel /o/ in the first vowel of the diphthong. This shift is considered to be systematic. In Table examples of this shift are shown.

Word	RP	GA
Go	[gəʊ]	[goʊ]

Table 1: Change of diphthong /əʊ/ to /oʊ/

Change of Vowel [ɒ]

Letter o is pronounced in many different ways in English. Here we have a few illustrative examples of such diversity: *Hot*/hɒt/ in RP, but /hɑːt/ in GA;

.change of vowel /o/ to /oː/, in the areas of eastern New England, such as the Boston accent, and New York City this change did not take place. But took place of two phonological phenomena, namely, the father-brother merger…etc

Changes to /ou/ and /a/ , for example homosexual

Change from / ju:/ to /u:/, and / I / and / ai / for example advertisement.

The source of diversity suggested by the notion of prestigious pronunciation adopted by speakers of English in Britain and American adds more burdens to the learning of pronunciation.

2.4.6 Speech Sounds Transcription:

The written form of a language has a considerable role to play in learning its pronunciation, but actually the writing system of English enforces its learners to have some knowledge to use in learning to

pronounce the written words, phrases and sentences. This situation requires the adoption of a means to represent speech sounds by some 'written shapes. The most commonly used way is speech sounds transcription where some written graphic symbols stand for speech sounds.

In this way, Elson (1985:49) views transcription as the use of International Phonetic Association (IPA) symbols to write the spoken language. This technique, usually existing in English monolingual book dictionaries for the native speaker, is gaining ground in Britain, and in the EFL world the use of phonetic symbols has long been accepted.

In present-day usage, Roach (1992:115) describes transcription as referring to the process of writing down spoken utterances using a suitable set of symbols in its original meaning; the term implies converting from one representation into another. e.: written text into phonetic symbols. This concept suggests that there are many different types of transcription; the most fundamental division which can be made is between phonemic and phonetic transcription.

In the case of phonemic transcription, the only symbols that may be used are those which represent one of the phonemes of the language, and extra symbols are excluded.

In phonetic transcription the transcriber may use the full range of phonetic symbols if these are required. A narrow phonetic transcription is the one which carries a lot of fine detail about the precise phonetic quality of sounds, while a broad phonetic transcription gives a more limited amount of phonetic information. In more detailed accounts, Arthur, (1992:771) states transcription as the written or printed representation of speech using phonetic alphabet, Whereas, in standard orthography, the same letter can be used to represent different sounds (the (y) in sky and syrup) and different combination of letters can be used to represent the same

2.5 - Source of Correct Pronunciation:
In order to achieve any considerable success in the mastery of the sound system of English as a foreign language, learners need to be provided with many sources of correct pronunciation. This is due to the fact that such sources constitute a

major division in the process of learning the phonological aspects of language. That is, learners need to be exposed to accurate models of sound through teaching, learning and awareness of factors influencing pronunciation.

Then, as a complementary source, the learning of pronunciation explores some characteristics as well as viewpoints regarding this issue including: justifications for the questions of variation between children and adults in their learning abilities in terms of maturity as well as other factors affecting the learning of pronunciation in foreign languages. Such factors are: the learning strategies of learners, some psychological factors, linguistic factors, pedagogical factors, and social factors.

Finally when regarding the role of the means involved in the learning of pronunciation, emphasis is put on the extent to which the listening skill can provide learners with accurate models of sounds or guide them to the ways of improving their mastery of the target sound system. In this way, the non-print media in particular may be employed to activate the listening skill. This new media is affective to the extent that it influences the ways of learning pronunciation. As a complementary means, the print medias in all forms of written materials have something to do with pronunciation. The role of the dictionary is a primary one in providing with the spoken form in some written graphic symbols of transcription. All these means may be used as facilitating devices within the teaching and learning process; at the same time they can be adopted when autonomic learning is under consideration.

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

2.5.1 - Teaching of pronunciation

When considering the process of foreign language teaching in general, and the teaching of pronunciation in particular, we are actually accounting for the ways or methods adopted in this Process. That is, the change of aims always indicates a change in the means or ways of their achievement the sense of dominant consistency never exists regarding teaching methods since they undergo continuous ranges of development.

In this respect, Brown (1994:258) describes the views, teaching pronunciation as have changed dramatically over the last half-century of languages teaching. In the heyday of audio lingual and it various behaviorist methodological variants, the pronunciation component of a course or programme was a mainstay. Language was viewed as a

hierarchy of related structure and at the base of this hierarchy was the articulation of phonemes and their Contrasts within English and between English and native languages. Pronunciation classes consisted of imitation drills, memorization of patterns, initial pair exercise, and explanations of articulatory phonetics.

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

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

But the current approach to pronunciation teaching starkly contrasts with early approaches. Rather than attempting only to build a learners articulatory competence from the bottom up and simply as the mastery of a list of phonemes and allophones a top-down approach, is taken in which the most relevant feature of pronunciation-stress, rhythm, and intonation are given high priority. Instead of reaching only the role of articulation within words, oral best, phrases, we teach its role in a whole stream of discourse.

Byram (2000:488) states the aim of pronunciation teaching as to lead students to be able to achieve meaning in contexts of language use through the production and perception of the sound patterns of the target language. These compromise segmental or individual sounds, stressed and unstressed syllables and speech melody intonation. Other factors such a voice quality, speech rate and overall loudness also influence the realization of these sound patterns.

However, the aim of pronunciation teaching is the one that ranges from conscious analysis and practice of specific sounds to holistic approaches, allowing learners to acquire sounds by use

2.5.2. Learning of Pronunciation

2.5.2.1 Concept of learning pronunciation:

Actually, the theoretical boundaries between teaching and learning are too weak to the extent that learning is often implied whenever teaching is mentioned. But this work, for particular research purpose, some sort of distinction is only drawn to reflect learning Pronunciation as a basic but mostly an independent source of correct pronunciation. This is due to the fact that learning sounds may occur when autonomous learning is under consideration. In this sense, the concept of learning pronunciation has been viewed by many scholars depending in most cases on psychological basis since they constitute the essentials of language learning.

Findlay (1932:12) views language learning, psychologically, as language training. It is an imitative task in which the learner has to copy the behaviour of the native by conscious attention, practicing again and again, and establishing multitude of new habits, all of them contrary to the stream of the learner's own vernacular habits.

Carrot and Span (1959:72) identify the characteristics of language learning as including three features.

1- The ability to pay attention to, and discriminate, the speech sounds of
   Languages, i.e., a phonetic coding ability.

2- The ability to relate speech sounds to some graphic representation, in other words, the ability to establish sound-symbol relationship.

3- The ability to pay attention to the formal characteristics of language, that is, the grammatical sensitivity.

Palmer, (1964:54) views language learning, like all other arts, as contrasted with science, as a habit forming process. Understanding the

structure of a language is attained by treating the subject as a science by studying the theory; but proficiency in the use of language can only come as a result of perfectly formed habit.

In some recent developments, O'Connor (1980:3) states that the main problem of learning English pronunciation is to build a new set of boxes or certain number of sounds corresponding to the sounds of English, and to break down the arrangement of boxes which the habits of the native language have so strongly built up. We do this by establishing new ways of hearing, new ways of using our speech organs and new speech habits.

Kenworthy, (1987*:43)* distinguishes two levels of more crucial importance in the learning of sounds, which is not just a matter of mastering the phonemes of the second language and their well predictable variants. At one level, learning pronunciation is learning the rules of pronunciation for the language, such as those of forming sound syllables. At another level, it is learning precise control over voice onset time, that is, the moment at which the air stream is held and released respectively as sounds are produced

Flynn and O'nel, (1988:36) argue that when considering the adult learner, it is obvious that the learning of the sounds of a foreign language involves an individual who has reached steady status in terms of the development of the sound system of' his mother tongue. This means that, unlike first language learner, the adult learner of the foreign language already knows a particular set of sound units, besides he has reached maturity, in terms of overall cognitive development. Therefore, these differences alone suggest that the learning o. the sound system of a target language may in fact be distinct from the acquisition of the mother tongue The difficulties encountered by adults in learning pronunciation might follow *from* differences and 5lini1afltes in properties of native and foreign grammar or precisely, in the nature of the relationship of correspondence between the two grammars4 and that they do not follow from deficits that hold in other domains of cognition.

With reference to the notions that see learning pronunciation as, in some sense establishing of new speech habits, controlling voice onset

time and the fact that these activities vary with respect to first language acquisition, it is obvious that after puberty, the ability for self organizing and adjustment to the physical demands of verbal behaviour quickly declines. The brain and speech organs behave as if they had become set in their ways so that the basic skills of sound production not acquired by that time usually remain deficient for life. This is why learning pronunciation in adulthood faces difficulties which do not exist in early childhood.

Generally speaking, with regard to the variable psychological views involved in describing language learning as actually the leaning of pronunciation, many evident facts show that most of the activities required in sound production are determined by the learner's both mental and muscular behviour. As in this case study (the case of (SUST) Students), the majority of learners are adults whose learning situation is dominated by similar psychological consideration. That is, there is some sort of decline in the role of the speech organs to produce new speech sound in a target language on the account of the already possessed set of strongly fed set of sounds of the native language. Therefore, in this case, the learning of pronunciation may stand as the ability to establish some more refine verbal behaviours. Their resultant speech sounds are determined by the extent to which the learner succeeds in escaping the vital order of the formal sound system's construction.

To sum up, the learning of sound production, as a source of correct pronunciation7 ranges from the unconscious development of replacing the phonemes of the first language by others of the target language to the conscious cognitive adoption of grammatical rules that indicate the various ways of speech sounds interaction. This learning process needs explanatiOns7 justifications and descriptions from other relevant fields, such as a psychology. in this way, psychological detailed accounts function to show, in some precise way, the actual mental, muscular and Cognitive efforts, integrating in handling the issue of utterances articulation The task is completed by seeking evidence that may guide the process when adult learners are under certain consideration since there are obvious aspects of diversity in learning pronunciation as between mature learners and the less aged ones.

2.5.3 Means of learning pronunciation

Within the general framework of teaching and learning pronunciation some means or devices function to provide learners with model of correct pronunciation nature of the teaching or learning materials used usually determines the means which suits that situation. That is, the sort of means adopted in the sound production often influences the mastery of the sound system of a language. This is why there are variable degrees of perfection in the speech sounds produced by learners. The most commonly known means of handling speech sounds are listening, non-print media and the print media.

2.5.3.1 Listening:

As a natural skill of sound perception, listening constitutes the basic means required for the purpose of leaning pronunciation. Investigations in auditory phonetics show that learners often receive, realize or recognize and clearly interpreter speech sounds by means of a sequence of listening activities. Thus, by allowing sounds to transpierce through the auditory organs, listening actually includes some sort of systematic norms of matching speech sounds or phones to individual phonemes, syllables and longer utterances. By so doing listening often paves the way for achieving perfect sound production.

Rost, (1990:37) describes phonemic segments as the smallest units of speech that can be reliably identified by hearers of a language. However, in decoding connected speech, matching sounds to individual phonemes is inadequate since the individual phonemes composing an utterance are not easily insoluble; their phonemic features overlap and retransmitted in parallel. Sounds within the same utterance are coloured by effects of co-articulation with other sounds; this is particularly so for immediately juxtaposed sounds. Therefore, listeners who anticipate hearing ideal pronuncjj0 of words will have considerable difficulty in decoding, connected Speech Since nearly all-basic phonemes change their perceptual features in different Phonetic environments As such, any ideal phoneme is an unrealistic standard against Which to match heard forms.

2.5.3.2 The non- print media:

In some recent developments, means of learning pronunciation appears more efficient, influential and valuable when sounds are introduced via the refined way adopting the so-called the non-print media. The invention of this new media has contributed to the process of learning pronunciation by reflecting significant aspect of progress. The most prominent features of this contribution is the association of sound with vision and other activators. This combination seems more providing learners with actual authentic speech sounds than merely simple listening activities. Kindar, (1963:17) describes the world of sound as thrilling man, it is one of his major avenues of learning, which has always relies on the voice of the teacher as medium for transmission of knowledge. Modern development in the use of sound with pictures, are changing communication as much as more than the invention of printing did five centuries ago. As a part of this development, language teaching, learning materials, methods and means of learning are the most outstanding features.

Emphasizing the role of recorded materials, Kindar, (1963:71) encourages the use of recorded sound. On either disc records or instructional material or had important place in any discussion of in structural materials. Recorded materials available in almost every area to provide emphasize and reinforce correct pronunciation of difficult letters.

By adopting language laboratory, Ruth (1977:99) views the actual speaking practice given to students in the laboratory as vastly increase their speaking facility. Students listening through headsets hear the spoken language clearly and correctly. In this way, clarity promotes correctness, and the absence of all extraneous noises sharpens attention. Therefore, if available, language laboratory is the most practical means to provide learners with accurate models of pronunciation.

2.5.3.3 Sound and video library:

In favor of the crucial importance of sound and video library, Riley and Zoopi, (1985: 287) want it to be where we would apply some of the pedagogical principles and strategies we firmly believe in. The students who have reached a certain level in English can improve their listening comprehension, their oral or their written composition by regularly

working in semi- autonomy With prepared teaching materials or in complete autonomy using raw authentic materials.

Moreover James, (1991:224) regard recorded authentic texts as of great role of importance in providing learners with natural spontaneous spoken language in various settings. These are recordings made from the radio, like recordings made in the street or market place, unedited and unscripted talks or discussions by many native where Received Pronunciation is adopted. A good example of this is the spoken language produced by the British Broadcast Corporation (B.B.C).

Furthermore, Lonergan, (1994: 4-35-16) singles out the significant role of video films in providing concert language situations, that is, the most outstanding feature of video films is their ability to present complete clear communicative situations where speech sounds appear in as natural environments as possible.

2.5.3.4 The Print Media:

At some more sensory or say concrete stages, when combined with particular written forms, the spoken models are useful in showing the relationship of sound symbol correspondence to the written graphic symbols representing speech sound. This situation immediately leads to the importance of considering the role of the print media as an independent means, which services the learning of pronunciation. It makes use of the written materials, published reference books and the pronouncing dictionaries since the latter contain phonological information in terms of the attempts of representing speech sounds by some written forms within the process of transcription.

In this Way, Sandle (1982:95) points out the se of attention paid by most teachers of the English language arts who usually spend much of their class room time on books and other forms of written expression. Emphases are put on aspects of language other than direct work on sounds or their pronunciation. That is, little is given and if possible, learners may have some training in phonetics in terms of drills, imitation and repetition of a practicing nature. This indicates the use of written materials dominates as a means of language learning, but of a secondary role to the learning of pronunciation. This is due to the fact that the

writing system has the disadvantages of reflecting the print media as hindering the learning of pronunciation.

2.5.3.5 The Learner's Dictionary:

When dealing with pronunciation learners employ dictionaries as means of accounting for the sounds of language. In this way, the word dictionary have two relevant interpretations, in one sense, dictionary stands for the printed or published reference book involved in the learning of pronunciation. In another sense, the use of word dictionary is also valid when the term refers to the mental container that any person poses a part of his linguistic competence. It is the combination of the book dictionary and mental dictionary, which leads to learning. Within this framework, Iison (1986:45) states the well known fact that English book dictionaries include some form of pronunciation guide, whether in International Phonetic Alphabet (IPA) Phonetic symbols. In detailed accounts, Aitchison (1994: 10-14) contrasts the book dictionary with the mental lexicon or mental dictionary. That is, there is, however, little similarities between the words in the mind and words in book dictionaries, even though the information will sometimes overlap.

2.6 Factors Affecting the Learning of pronunciation

2.6.1 Psychological Factors:

Learners of English pronunciation, have their own internal psychological factors that affect their mastery of the target Sound system. These factors include: age, motor skills, innate phonetic ability, identity, language ego, anxiety, motivation and concern for good Pronunciation as well as their relevant features. Within this framework, many view points; arguments and reasonable justifications are to clarify the situation.

Stern (1983:383) argues that although young children are probably superior to adult in acquiring an acceptable accent in a new language, they make less rapid progress than adults in other aspects of foreign language learning when learning time is held constant for the two age groups. This suggests that age has something to do with learning pronunciat1on that is adult learners often suffer from poor sound product10r ability. In support to this view point, Kenworthy, (1987:4)

proposes that, generally speaking, children under the age of puberty stand an excellent chance like a native's if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a foreign accent, there seems to be no particular advantage attributed to age. A fifty-year old can be as successful as an eighteen-year old if all other factors are equal. Remind your students especially if they are "older", that youth has no special advantage.

In favour of the role played by memory in learning pronunciation1 Steinberg, (1993:206) states that memory is crucial to learning pronunciation it is inconceivable that a person with a server memory impairment could ever learn his or her native language, much less a second language. The learning of the sound of the simplest word requires memory since the order of its constituting phonemes needs to be kept undisturbed, This suggests that memory is essential for rote memorization', for language learning, and that if at some age it begin to decline, we many well ask what the reason for the decline might be. This may be due to changes in brain development Since there are no worthy differences between brain development at age twenty and age fifty and again to age seventy. .

Brown, *(1994:255)* describes anxiety as one of the major obstacles learners have to overcome in learning to speak a foreign language. This anxiety generates over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that "you are what you speak", learners are reluctant to be judged by hearers. Language learners put a new twist to Mark Twain's quip that it is better to keep your mouth closed and have others think you are ignorant than to open it and remove ail doubt'.

These sequencing psychological factors integrate to give birth to further factors, that is, motivation and concern for good pronunciation. This concept of motivation is described by many scholars, but there seem to be similar interpretation and therefore marginal differences in ways of application Byrne (1976 75) views motivation as problematic in learning to produce proper speech sounds in the target language. That is, the question of how do we select activities which will arouse the learner's interest and enthusiasm and make them to talk? Actually, there is no

simple answer to this question, we shall need a whole range of activities, which will involve learners in an imaginative, cognitive and above all, personal level so that they perform well in the target language.

As for the complexity encountered in motivation, Littlewood, (1984: 53) considers motivation in second language learning, as in every other field of human learning, as the most crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserve. It is a complex phenomenon and includes many concepts: the individ1 desire, need for achievement and success, curiosity, desire for stimulation and new experience and so on. The most influential factors in motivation for learning second language are:

a) Communicative need for a foreign language.

b) Attitude toward the foreign language community.

2.6.2 Linguistic Factors:

Native Language Effects:

When trying to develop mastering the sound system of a foreign language, learners are often influenced by their native language. The previous knowledge of experience in the first language plays a major role in determining the nature of the relationship between the native and the target sound system as well as the ways of producing the target sounds.

However, linguists have paid special attention to the feature of the first language involved in foreign language learning. For example, Flyn and O'nel, (1988:35) propose the pedagogically oriented views of contrastive analysis which use properties of one's native language tend to influence one's preference in a second language. An extremely strong relationship holds between these properties and the degree of difficulty in learning. Thus, Brown (1994:260) describes the native language of a

learner as the most influential factor affecting the learner's highly significant system on which learners will rely to predict the target language system. This can be noticed in language transfer as well as in language interference.

In some details, Littlewood, (1984:25) describes transfer as an assisting factor in pronunciation. By definition, the term transfer is used to refer to the behaviorist perspective when firs language habits are helpful to acquiring target language target language habits. This concept is also referred to as positive transfer since it does not prevent language learning. This is due to the fact that it is based on aspects of similarities between the native and the target systems.

On the other hand, Littlewood, (1984:17) describes interference as hindering pronunciation. That is, the term interference often to the same behaviorist perspective, but this time when the first language habits hinder to prevent the learning of that target language. In this case, it is called negative transfer since it reacts against learning the target system. Actually, this takes place the influence of aspects of influence between the native and the target system.

In favor of justifying the occurrence of mother tongue interference, Troike, (1973:28) explains that as a child develops his own native language, the linguistic habits involved in the perception and production of the language become increasingly fixed. Although all psychologically normal children are born with the capacity to produce sounds used in any language, as they get older, they lose the flexibility to produce other sounds. Therefore, the problem of perception and use of a foreign language which are due to the native language are termed interference. Many interference problems can be predicted and explained through contrastive analysis.

As far as correspondence is concerned, Rossner and Bolitho, (1990:96) argue that it is a matter of common experience that the mother tongue plays an important part in learning a foreign language. Students are always translating into and out of their own languages, and teachers always telling them not to do. In fact, if we did not keep making

correspondences between foreign language items and mother tongue items, we would never learn foreign languages at all.

 Interlanguage Effects:

The learning of pronunciation in a foreign language is mainly affected by the development of the learners' interlanguage. The sound system of an interlanguage is generally established on first language basis, then in gradual improvement it develops towards the foreign language principles. That is, foreign language learners use the sound system of their interlanguage to bridge the gap between their native language and the target language.

In favor of defining the term interlanguage, Corder, (1981:17) points out that interlanguage is a dialects whose rules share the characteristics of social dialects of language. The social dialects are the learner's first language and the target language. According to Corder (1981:71), the phonology and phonetics of interlanguage have been extremely stated and invariably they show features related to the phonology of the mother tongue. At this level, there is clearly interference; this can be accounted for by the transfer of the articulation of the mother tongue to the interlanguage phonological system created by the learner. Likewise, the leaner will be influenced by the phonetic habits of other languages, he may know. On these interdependent basis, Dickerson (1925:25) regards the phonology and phonetics of the second language as essentially a restructuring process, no one will seriously suggest that a second language learner replicates the phonological development of the infant acquiring its mother tongue.

When considering the application of the concept of interlanguage, Cook (1991:81) considers the term interlanguage as applies as much to pronunciation as to Grammar Foreign language learners have their own rules of pronunciation, which are not just pale shades of the target language, but many of these pronunciation rules are related to the learner's first language, they nevertheless, still make up a unique temporary system, an interlanguage.

Regarding the double role of the interlanguage, Brow, (1994:77) argues that while the native language system will exercise both

facilitating and interfering effects on the production and comprehension of the new language, the interlanguage effects are likely to be the most salient. They may react either positively or negatively against the achievements of the goals of producing perfect sounds in the target language. That is, the learner's first language usually contributes to the effects of the interlanguage when second language learners tend to go through a systematic or quasi-systematic development process as they progress to full competence in the target language. This is why successful interlanguage development is partially a factor of utilizing feedback from others.

2.6.3. Pedagogical Factors:

Among the most influential factors of learning the pronunciation in a foreign language, we have what is always referred to as pedagogical factors. These are the shortcomings of applying procedures or methods adopted by teachers in the teaching of pronunciation. They may result from either the teacher when dealing with particular teaching methods or from the teaching methods themselves, or even from the teaching materials used. Therefore, investigations in this area are capable of showing how sound production is indicated by the techniques involved in its handling

In this respect, Brown, (1980:108) argues that although lack of linguistic knowledge is often a key factor in pronunciation problems, difficulties can also arise from procedural and pragmatic resources. Corder (1981: 59) suggests two reasons for learners when they do not immediately learn on first exposure:

1- The nature of the data or the manner in which they are presented may be defective in some way, which makes it impossible for the learners to learn them correctly.
2- While the data is adequate, the learner has to know certain things before he can learn something new.

When referring to the traditional techniques in teaching pronunciation, Brown (1994:138) describes the decades of the forties, fifties and sixties as the time when language pedagogy was consumed with the drills. Often great proportion of classroom time were spent on drilling;

repeating, repeating, repeating. Thus, a drill can be defined as a technique that focuses on minimal number (usually one or two) of language from (grammatical or phonological structures) through some types of repetition. Drills can take the form of simple repetition drills, some substitution drill, and even the rather horrifying aberration known as moving slot substitution drills.

In this regard, in referring to structural pattern drill, Paulston and Bruder, (1976:91) used three categories; mechanical, meaningful and communicative. Mechanical drills have only one correct response from a student repeat a word or phrase, whether they understand it or not. On the other hand, meaningful drill may have a predicted response or a limited set of possible responses, but it is well connected to some from reality..

As for the role of the teacher's presentation of phonological structures, Haycraft, (1985:36) points out the problems of sound formation which often arise because of distort exaggerated stress patterns. Many learners have these problems as they tend to produce utterances, and unfortunately, it is the teacher who is the cause, when presenting structures orally the teacher tends to speak slowly to emphasize the individual elements that combine to form the structure. This tendency of trying to make the structure easier makes the pronunciation more difficult. This is also true for rapid presentation where insistence on speeding speech may also lead to a staccato-like effect or speech that sounds like a burst of machine-gun fire.

Therefore, in both cases, pronunciation difficulties arise under the influence of inappropriate presentation phonological of structures. That is, teachers are often responsible for providing learners with the normal speed of the spoken form of the language as understood in native speaker's pronunciation. In other words, the teacher's personal tendency to a particular speech community is clearly reflected in his learner's performance. A good example of this is the existence of accents among speakers of the same language.

As far the role of the teacher's ability to motivate his learners is concerned, and the extent to which this reward contributes to the learning

success or failure, Brown, (1994:33) proposes that one of the more complicated problems of foreign language learning and teaching has been defining and applying the construct of motivation in the class room- on the one hand, it is an easy catchword that gives the teachers a simple answer to the mysteries of language learning. On the other hand, motivation is the difference between success and failure if learners are motivated, they will learn, and if not, they will not.

2.6.4 Social Factors:

Since spoken language is superior to the written one in oral communication, people in their different environments or social groups may speak the same language in many accents. Therefore, learners of pronunciation need to be aware of the social context of both language use and language learning which constitutes a set of factors that are likely to exercise a powerful influence on language learning in general and learning pronunciation in particular.

Within this framework, Stern (1983:270) proposes the socio-cultural factors that bear upon motivation, such as the relative social status of the first language and the second language, the instrumental value of the second language, the sort of cultural values of the second language. Other aspects to bear in mind are the social opportunities for contact the school, or classroom setting. That is, on the basis of the properties, which link the language situation are the sociolinguistic and socio-cultural factors in the learning environment. They are social organization of the community and the different groups that constitute the society, its social and occupational, ethic, cultural and religious groups.

In Macky (1970:23), we must equally be aware of the socio-economic and socio-cultural differences which may manifest themselves in different modes or attitudes to language in general, particular language, to social or regional dialects, to bilingualism and to second language learning and which, then, become crystallized in status difference between language. Particular languages are sometimes held in either high or low esteem because of economic, political, or cultural values associated with them. Sometimes these views about languages reflect reaction arguments about the merits of the language concerned; beside on

realistic assessment of the value of different languages for a particular community's at other time, they express common stereotypes about the target language.

2.7 Previous Studies:

Different studies have been carried out by different scholars on English pronunciation. The researcher is going to introduce some studies which are entitled:

1- Teaching English Pronunciation of Vowel Sounds (August 2010):

Muyad Mohammed Ali AwadAlbari, Sudan University of Science and Technology, Faculty of Education. The study found that teacher plays very important role in teaching phonetic symbols, and knowledge of methodologies of teaching are so important for teachers. This study has relationship with present one in phonological awareness and to explain how to English pronounced for people who learn English and to select suitable methodologies of teaching English pronunciation.

2- Awareness of Pronunciation among Sudanese EFL Students at Tertiary Level, the case study of (SUST) Students (June 2004):

Mohammed Zumrawi Ali, Sudan University of Science and Technology. This study was conducted to explore the relationship between the learners' actual levels of phonological awareness and the degree of accuracy in pronunciation. This study also has strong relationship with present one in learners actual level of phonological awareness and using suitable tools to help learners improve their pronunciation to get degree of accuracy in pronunciation.

3- The Effect of the Holy Quran Recitation on English Pronunciation (2006). Case Study Holy Quran University:

Iman Mohammed Elhassan, Sudan University of Science and Technology. This study conducted that there are relationships between (art of Tajweed) reciting the Holy Quran on English pronunciation according to the result of the study. Also this is previous study was relation with present one in relation on mastering sound between mother and target language.

2.8 Summary of the chapter

In this chapter, the researcher reported the literature related to the issue of phonological awareness. This task was achieved by starting pronunciation in its place in linguistics where it has been subsumed under to too interrelated field of phonetics and phonology. Detailed accounts of this were available with reference to the interpretations of the two concepts as stated by many scholars. This was mainly though the development of the concept of traditional phoneme into consonants and vowels as constituents of the segmental sounds. The other face of this

progress was the appearance of the concepts of stress and intonations as components of the suprasegmental sounds.

These developments were suited in close connection with the recent progress in the field of the psychological considerations employed to explain sound perception, sound structure and sound production. At this point considerable amount of information was devoted to the linguistic factors involved in pronunciation. This has to do with the influence of the native language, interlanguage as well as reasonable portion was also, pedagogical considerations and the social environment. Since these factors presented challenge to students as adults learners of foreign pronunciation.

This includes information about the difficulties they face beside the source of pronunciation they use or know. The conductor of the questionnaire made sure that subject understood that was required by means of some examples explained on the blackboard. For example, the third choice of not applicable was demonstrated on the subject as a natural one because this term seemed of less frequency. Then subjects were instructed to respond by ticking the selected choice in the suitable box. This required subject to only one of the five choices to express their viewpoints of reactions towards the suggested idea.

As to the pronunciation test, subjects were asked to pronounce lists of words in each group individually one after another as suggested by the accompanying key terms. The tester underlined the incorrect utterances on a separate sheet of the same test. These phonological terms were not included as part of the test components, but as signals that show the tester what is to be tested in each list. That is, such terms were functioned to tell the tester about the precise thing to be tested rather to guided subjects in the process of producing sounds. Of course this may not prevent subjects from benefiting from these items if they wish. The order in which these items appeared was not intended to reflect any particular sense of organization. Sound sequence is the most important factor since it influence sound quality

For the same of time, the researcher divided each twelve subjects into two smaller groups. The teachers of the English course of the two

subject groups participated in conducting the test. In each case, the researcher tested one of the smaller groups whereas the teacher of the English course of that particular group tested the other. At the end of the test, the answer sheets of the two smaller groups were joined to make the original partial groups of either the experimental group of the controlling group. Then the total number of correct and incorrect utterance were calculated and compared for the main subject groups.

Items are equal to one or nearly approaching it, and then considerable levels of reliability are obtained. If the degree of co-efficiency is lower than 0.5 then a weak level of it, reliability is likely to occur. Variations between these two points usually indicates a reasonable sense of reliability is achieved

In this study, where two instructions were applied in data collection, reliability was measured by adopting the same statistical programme of Statistical Package for Social Science (SPSS). The method of split-half reliability was applied to measure the reliability of the questionnaire.

Chapter Three
Research Design Methodology

3.0 Introduction:

This research employed a practical experimental and analytical approach to data. This included the adoption of a sampling population, subjects and instruments as direct methods to collect and analyze data. To apply these methods, some functional procedures were adopted to show the various ways in which these facts were accomplished. At the same time, the two scales as reliability and validity of instruments were consistent answers. To achieve these goals, two subject groups were employed; an experimental group, whose members are students of English, Faculty of Education. And controlling group, whose members are students also of English, faculty of Education (pre test), they do not study courses(Phonetics and Phonology).

To collect data from these subjects groups, two instruments were used, a questionnaire and a pronunciation test. A computer programme of (SPSS) was applied to obtain statistical results. This programme was also used to measure the reliability of two instrument involved in data collection.

3-1-Methods:

3-1-1-   The Population of the Study

The population of the study is English language students in Sudan University of Science and Technology, Faculty of Education English, Department. It includes (100) students. The population (subjects) is selected randomly as they represent students who study English as foreign language at{ SUST}.

3-1-2: Subjects

Two equal subject groups were involved in data collection procedures. They were divided into two groups: an experimental group and a controlled group. They included (100) students from two different formally organized learning groups. Each subject group contained fifty students from both sexes with no intended focus on either sex. They belonged to one department; they are studying English as a foreign language.

3.1.2.1-The Experimental Group:-

Members of this group are the students of the English language Department at faculty of Education. Fifty students were randomly selected to take the pronunciation test. Students in this group have already finished studying three courses on English pronunciation. These courses are: Introduction to phonetics, practical phonetics, and English phonology.

3.1.2.2-The controlled Group:-

Members of this group are the students of the English language Department at faculty of Education. Fifty students were randomly selected to take the pronunciation test. Students in this group do not study courses concerning about English pronunciation

3.1.2.3 The instrument

In this study, two instruments were employed to collect data. First, a questionnaire was designed to collect data about the teachers' actual levels of phonological knowledge. Second, a pronunciation test was designed to measure the degree of accuracy in learners' performance by providing some samples of practical clues.

The questionnaire consisted of two basic parts, part one sought information about the type and nature of pronunciation difficulties encountered by subjects it included four points pronunciation difficulties, some particular problematic areas of difficulty, the role of course oriented information in pronunciation, the amount of the available knowledge of correct pronunciation, and the time devoted to learning about perfect sound production. The second part of the questionnaire investigated the chief sources of pronunciation, which was expected to exist in the learning situation or might be known or available to students as individuals at various locations.

3.2-Reliability:

In this research the term reliability stands for scale of measurement which uses to see the extent to which the adopted instrument succeeded in achieving answers. In order to assure the reliabilities of the questionnaire the researcher uses SPSS package, Pearson and the reliabilities of the questionnaire were calculated and the correlation coefficient .So this result shows that the tool is reliable. This reliability comes from the fact that its statements concentrate on the area of the study and each one of them measures specific area.

3.3-The procedure

The procedure that is used to achieve this study is questionnaire that set for English Language teachers at (SUST). The researcher distributed the copies himself, the teachers were asked to put a tick under the best answer (Strongly agree – agree – neutral – disagree – strongly disagree)to his/her response that seems applicable and appropriate .The Information was- then –collected. It was analyzed by using the percentage of frequency of choices – each statement in the questionnaire examines a particular point.

As the researcher hypothesizes –the main function of these techniques is either to approve or disapprove the mentioned statement of the research.

3.4-Validity

The type of validity matching the instruments used in Collecting data were, content validity, construct validity and Concurrent validity In terms of content validity, the two instruments contained items, which Were intended to test certain things and nothing else, The questionnaire Was designed to illicit information about twelve points each of which was specified to a precise piece of information without any interference from any other point. The same was true for the pronunciation test which contained about twenty five separate items. In this case, each item was intended to test a specific area in pronunciation.

When considering construct validity, the components of the two instruments were structured in the manner that each item was clearly distinguished in terms of its constituent sets of morphemes. The questionnaire used simple language structure and vocabulary items except for a few key phonetic items. No sense of ambiguity or complication was felt to occur as subjects were responding since they were able to understand the written forms without difficulty. This was also valid within the components of the pronunciation test where subjects succeed in knowing what was required easily. The most outstanding features of this ease were displayed as subjects produced utterances of word forms which appeared on the surface of the content of the test.

As for the concept of concurrent validity, components of the two instruments were sequenced integrative in the sense that the contents of each instrument were ordered from general to specific in the way that subjects made use of this order in providing utterances and responses as required. There was reasonable connection between the items in the first part of the questionnaire as well as between the items in the second part. At the same time, the contents of the pronunciation test were organized in the sense that the most related items were sequenced in a way that helped subjects to find out their internal sets of relationships. For example, the sequence of vowel combination ranged as between single vowel, two different vowel sounds and double vowel sounds.

3.4-Data of the study

The source of data involved in this study mainly depends on the components of a two part questionnaire, a pronunciation test and statistical analysis. The questionnaire provides data by eliciting viewpoints from subject in the experimental group and the controlling group. Similarly, the pronunciation test participates by handling practical hints in terms of modes of utterances produced by the same subject groups. To achieve clear interpretation, the available data is presented under three major categories. The first is pronunciation test. Therefore, based on statistical analysis, the obtained data are compared to inform about the actual levels of phonological awareness required for pronunciation. The output succeeds in stating reasonable variation by adopting the questionnaire and a significant one by the pronunciation test.

3.5-Statistical Analysis:

As a means of data analysis, a computer programme of Statistical Package for Social Science (SPSS) was adopted to gain valuable results. The most prominent feature of the given analysis appeared in the use of percent, mean and standard deviation to show level of variation between the two subject groups. This was clearly noticed when comparison were held to distinguish subject groups in terms of encountering pronunciation difficulties, knowing pronunciation source and showing accurate pronunciation.

In this sense, percentages of the positive variables were used to identify groups when variation was under consideration. The same was true for the two scales of mean and standard deviation, since they were actively involved in the results of pronunciation test. In this case, percent mean and standard deviation worked integrative to depict the various levels of phonological awareness. These devices had some accompanying histograms that were employed to illustrate levels of variation among subject groups in more precise ways. This was mainly obvious when discussing the results within the components of chapter four as shown by the following tables:

Chapter Four

Data analysis and Discussion of the results

4.0 Introduction:

In order to discuss the results obtained from this study, the parallel results of the questionnaire are investigated under the categories of pronunciation difficulties, and pronunciation sources. The parallel results of the pronunciation test are dealt with in relation to the concept of pronunciation accuracy. First, pronunciation difficulties are discussed with reference to the main constituents of psychological, linguistic, pedagogical and social problems. Second, in considering the category of pronunciation sources, the discussion explores levels of awareness of the primary source, course oriented information, the English system of orthography, non-print media and the role of linguistic systems as the most available sources of correct sound models and knowledge. Finally, as for the notion of pronunciation accuracy, the compared results are used to explain the extent to which factors such as sounds in aids (support tools) to improve pronunciation and the experience in phonetic symbols and their relevant features may indicate the learner's levels of accuracy.

4.1. Results and Discussion

The first statement:-English vowels are very difficult to pronounce because the letter may be has more than one way of pronunciation:

Table (1)

	Answer					Total
	Strongly agree	agree	neutral	disagree	Strongly disagree	
	11	26	10	2	1	50
	22.0%	52.0%	20.0%	4.0%	2.0%	100.0%

. The table above shows that (22%) answered with strongly agree and (52%) answered with agree that English vowels are very difficult to pronounce,because the letter may be has more than one way of pronunciation" while (20%) neutral. (4%)

answered with disagree and (2%) answered with strongly disagree. According to these results find that strongly agree and agree together represent (74%) we regard this result positive and support the first hypothesis.
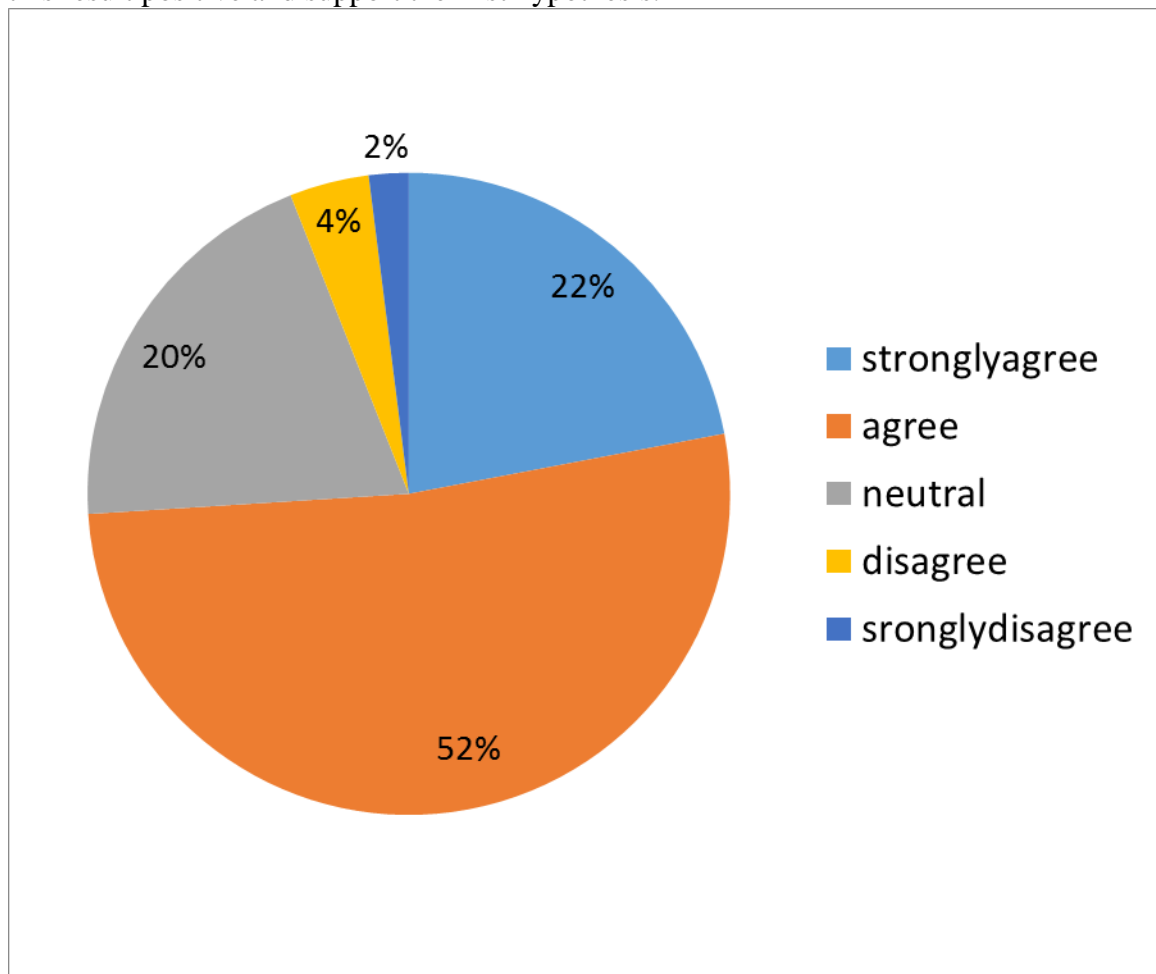
Figure (1)

Second statement:-Some students of English confuse the vowel sounds as /I/ "pin" or /e/ "pen":

Table (2)

	Answer					
	Strongly agree	agree	Neutral	disagree	Srongly disagree	Total
	19	17	10	2	2	50
	38.0%	34.0%	20.0%	4.0%	4.0%	100.0%

According to the above table (38%) answered with strongly agree and (34%) answered with agree that Some students of English confuse the vowel sounds as /i/ "pin" or /e/ "pen" while.(20%) answered neutral. (4%) answered with disagree and (4%) also answered with strongly agree. According to these results find majority answers of (strongly agree and agree together equal (72%) this result regard positive and also support the hypothesis.

Figure **(2)**
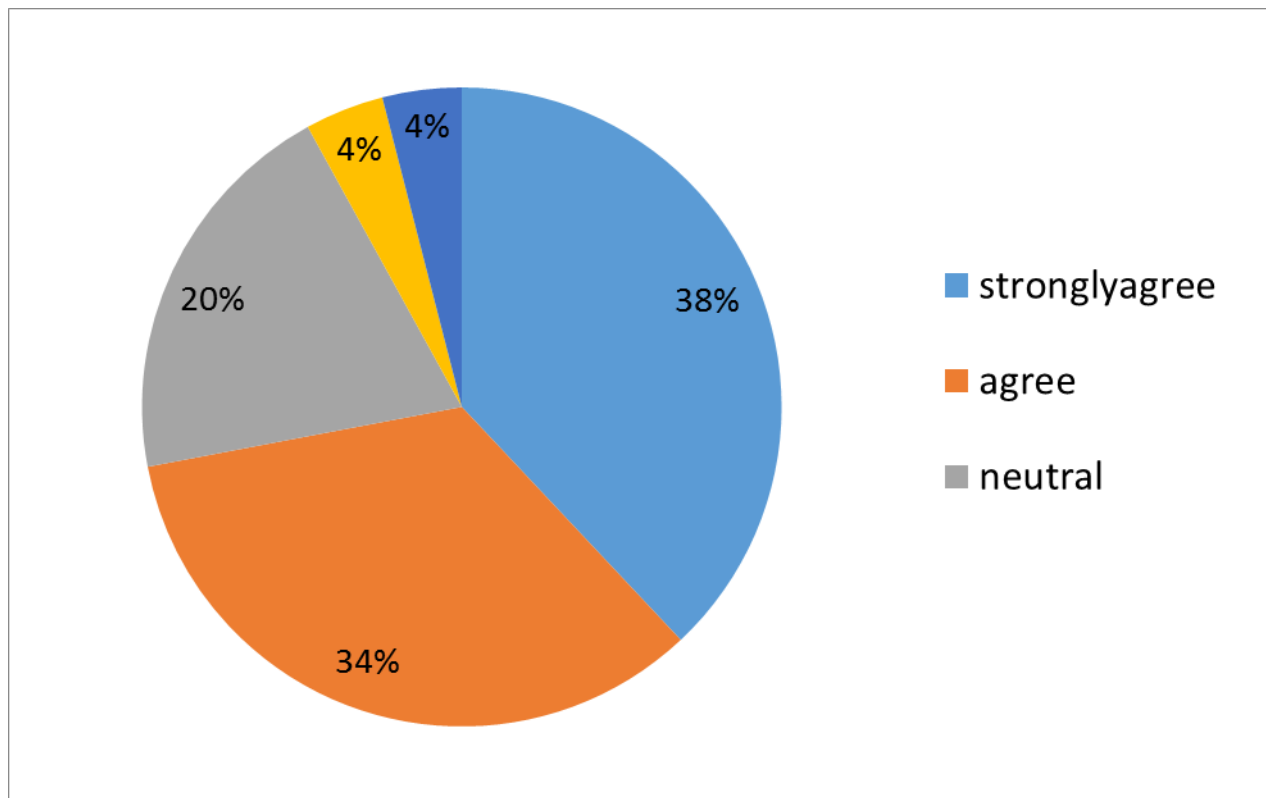
Third statment-Some students cannot distinguish between short and long vowel sounds:

Table (3)   group * answer Cross tabulation

	Answer					
	Strongly agree	agree	neutral	Disagree	Strongly disagree	Total
	9	18	13	4	6	50
	18.0%	36.0%	26.0%	8.0%	12.0%	100.0%

From the table above we see answers of teachers (18%) answered with strongly agree and (36%) answered with agree "Some students cannot distinguish between short and long vowel sounds" while(26%) answered with neutral , whereas (8%) answered with disagree and (12%) teachers answered with strongly disagree. Also see that answered with strongly agree and agree together represent(54%) this is positive result..
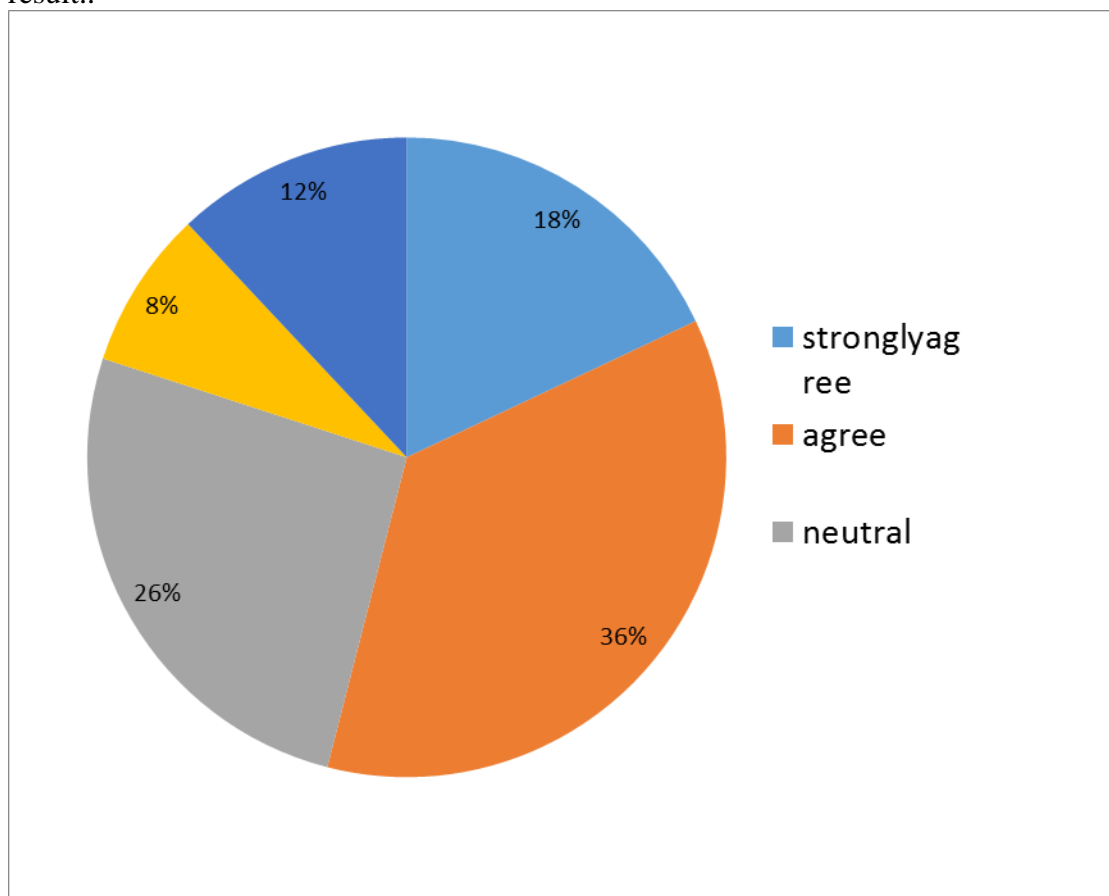
Figure (3)

Fourth statement:-Pronunciation of vowel letters are difficult becuase they are inconsistent:

group * answer Cross tabulation

	answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	13	25	10	1	1	50
	26.0%	50.0%	20.0%	2.0%	2.0%	100.0%

According to this table above we can see that the answers (26%) answered with strongly agree and (50%) answered with agree that "pronunciation of vowel letters are very difficult because they are inconsistent" while (20%) answered with neutral whereas (2%) answered with disagree and (2%) teachers answered with strongly disagree. If we see to these results of teachers we find that the majority of answers of the teachers support the hypothesis because the teachers answered for strongly agree and disagree together represent (76%) we regard this is positive and high result also support the first hypothesis.

Figure (4)

52
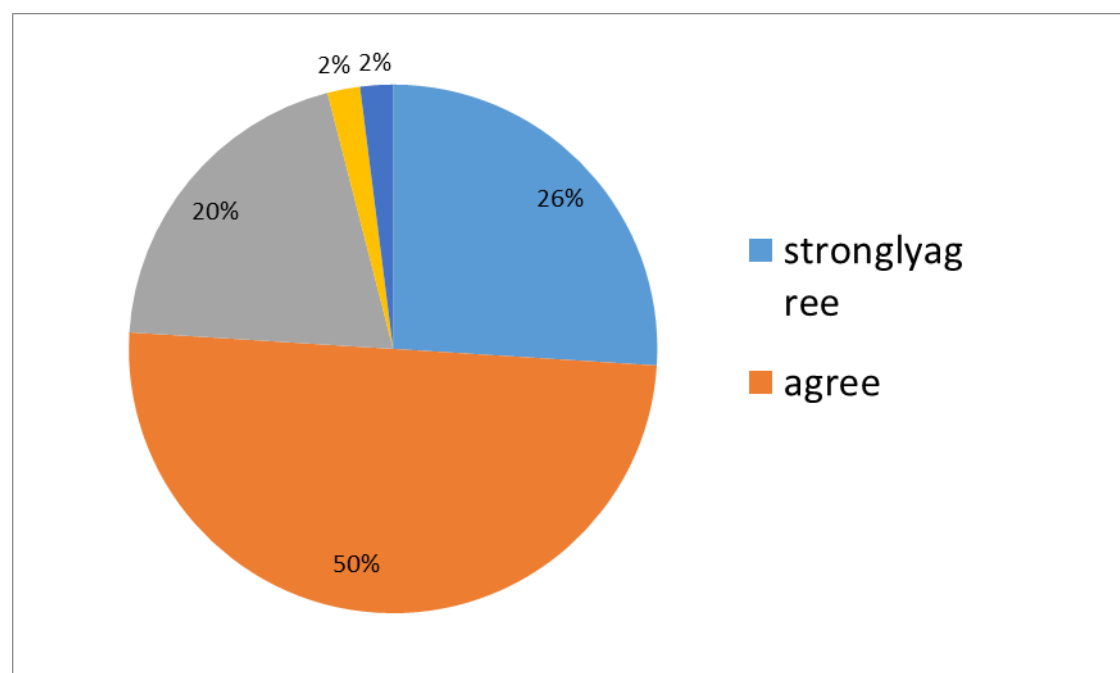
Fifth statement:-Language laboratory is good source for correct pronunciation:

The table above shows that the results of teachers we can see that (26%) answered

Table (5)   **(group * answer Cross tabulation**

	Answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	13	30	4	2	1	50
	26.0%	60.0%	8.0%	4.0%	2.0%	100.0%

with strongly and (60%) answered that "Language laboratory is good source for correct pronunciation" while (8%) answered with neutral, whereas (4%) teachers answered with disagree and (2%) answered with strongly disagree. We can see find that majority of answers in strongly agree and agree and they represent (86%). This is a high result that supports the second hypothesis.

.
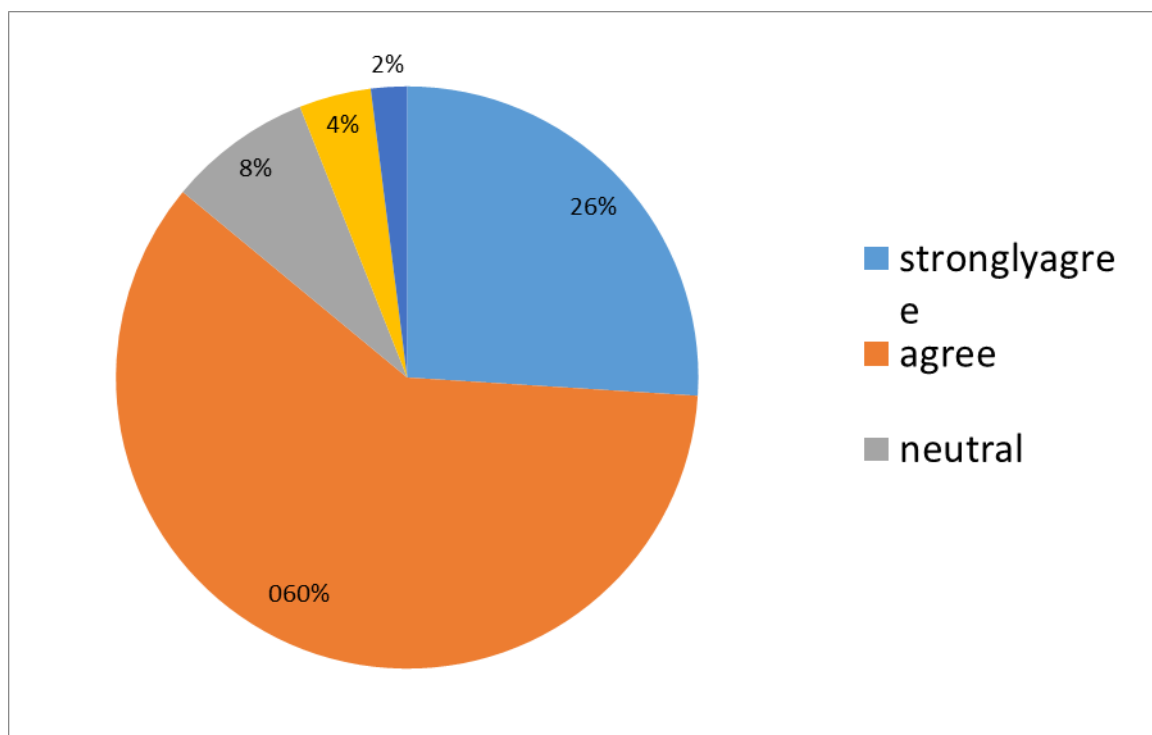
Fingure(5)

Sixth statement:-References and dictionaries concerning with learning pronunciation are good sources:

Table (6)   **group * answer Cross tabulation**

	answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	31	14	3	1	1	50
	62.0%	28.0%	6.0%	2.0%	2.0%	100.0%

Form this table we can see the results of teachers (62%) answered with strongly agree and (28%) teachers answered with agree that "References and dictionaries concerning with learning pronunciation are good sources" while (6%) answered with neutral whereas (2%) answered with disagree and (2%) answered with strongly agree. According to these results we see that majority of' answers for strongly agree and agree together (90%). This is even a higher result which supports the hypothesis of this study.
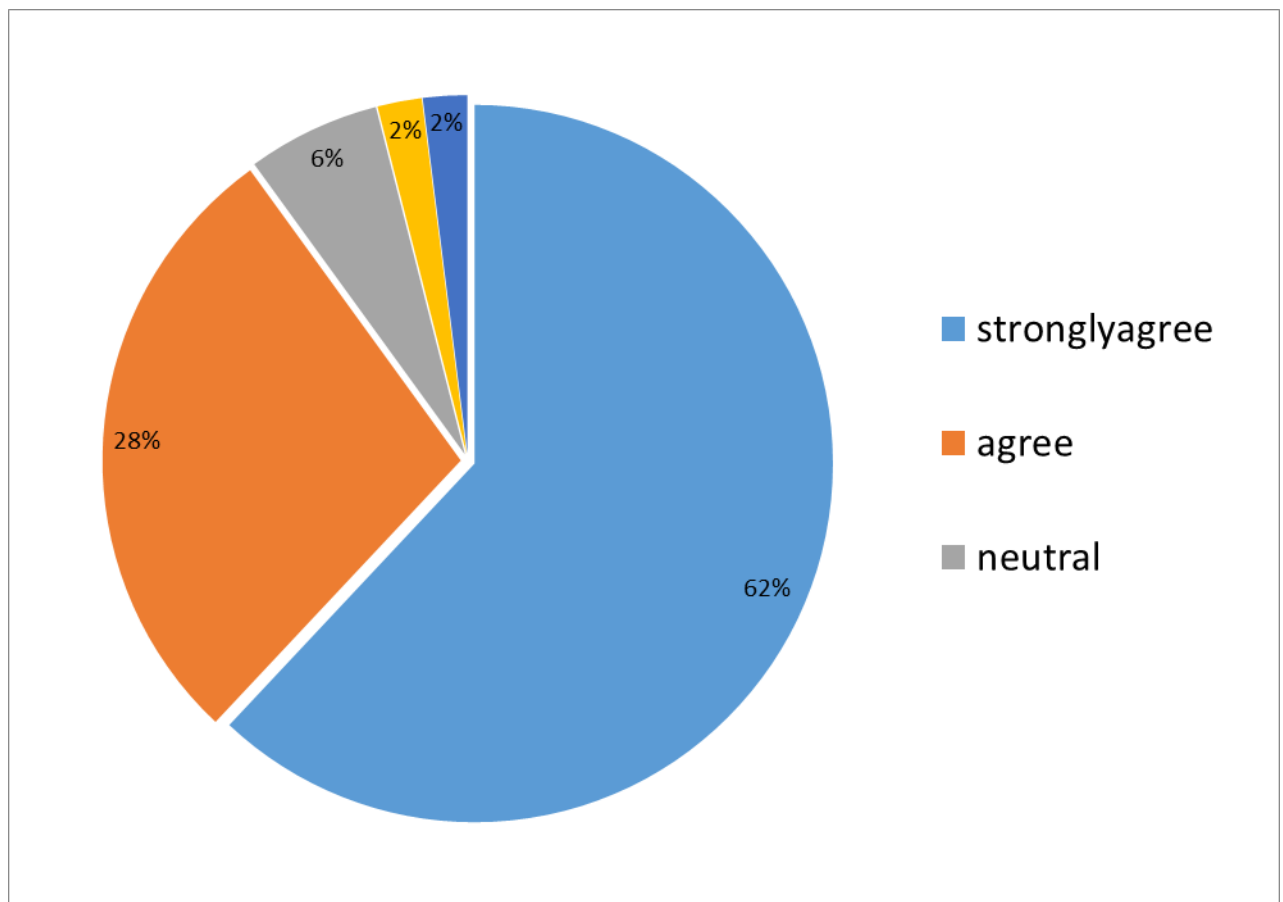
Figure(6)

Seventh statement:-Cassettes and materials which aprepared for learning are also good sources:

Table (7)		group * answer Cross tabulation				
		answer				
		Strongly agree	agree	neutral	disagree	Total
		32	13	4	1	50
		.64.0	26.0%	8.0%	2.0%	100.0%

It shows that (64%) answered with strongly agree and (26%) answered with agree that "Cassettes and materials are preparing for learning also good source" while (8%) answered with neutral whereas (2%) answered with disagree and there is no teachers answered with strongly disagree. According to these results show higher answers for strongly agree and agree which represent (90%) that means majority of teachers answers agreed and support the hypothesis of this study.
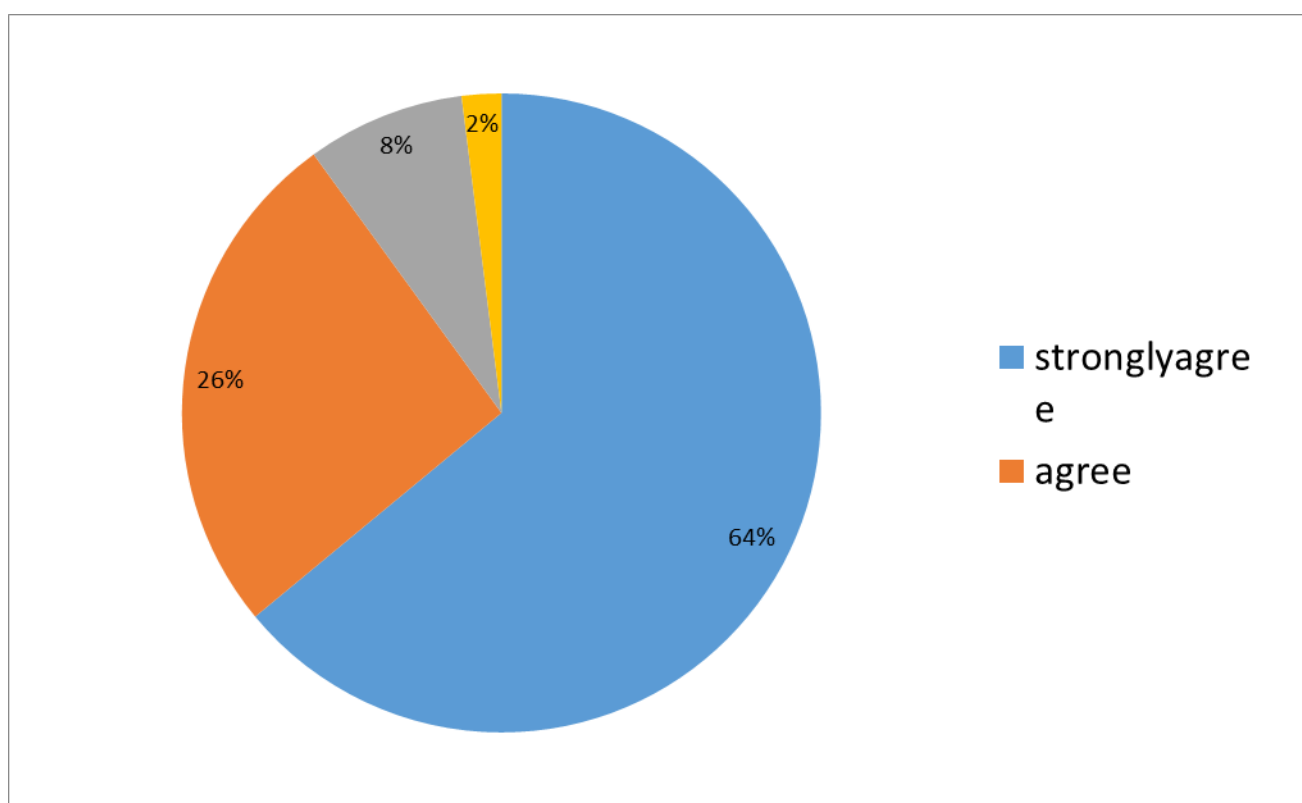
Figure(7)

Eighth statement:-Radio and T.V. are very good sources for learning correct pronunciation:

Table (8)   group * answer Cross tabulation

	Answer					
	Strongly agree	agree	neutral	disagree	Srongly disagree	Total
	18	27	5	0	0	50
	36.0%	54.0%	10.0%	.0%	.0%	100.0%

From this above table we can see that teachers answers (36%) answered with strongly agree and (54%) they answered with agree that "Radio and T.V are very good sources for learning correct pronunciation" while (10%) answered with neutral whereas there are no answered with disagree or strongly disagree. That means all agreed that on this statement accept five neutral. According to these results we regard positive result and very high also support the hypothesis of this study.
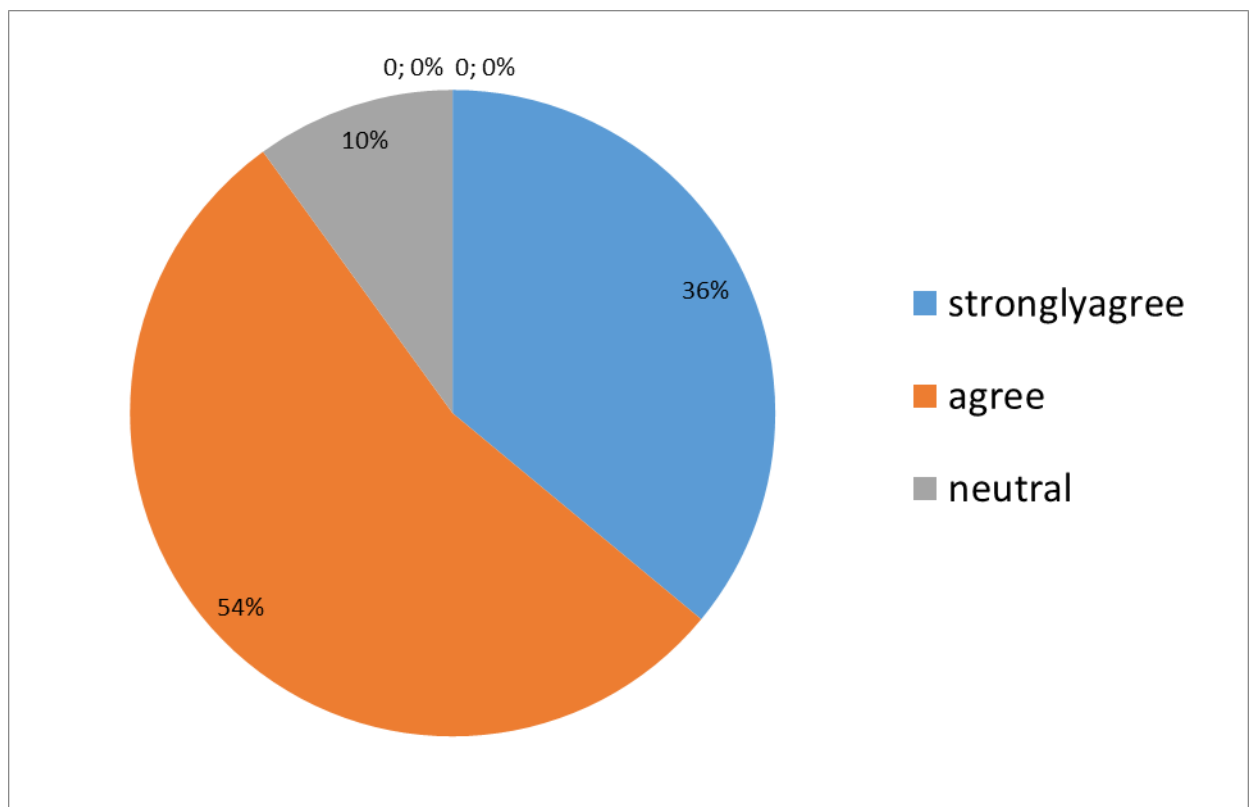
Figure(8)
Ninth statement:-Learning phonetic symbols are very useful to learn pronunciation:

56

Table (9)   **group * answer Cross tabulation**

	Answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	10	15	8	5	12	50
	20.0%	30.0%	16.0%	10.0%	24.0%	100.0%

It shows that from a table above the answers of teachers. It is clear that (20%) answered with strongly agree and (30%) answered with agree that "learning phonetic symbols are very useful to learn pronunciation" while (16%) teachers answered with neutral, whereas (10%) answered with disagree and (24%) answered with strongly disagree. We can find majority of teachers' answers in positive and support the hypothesis.
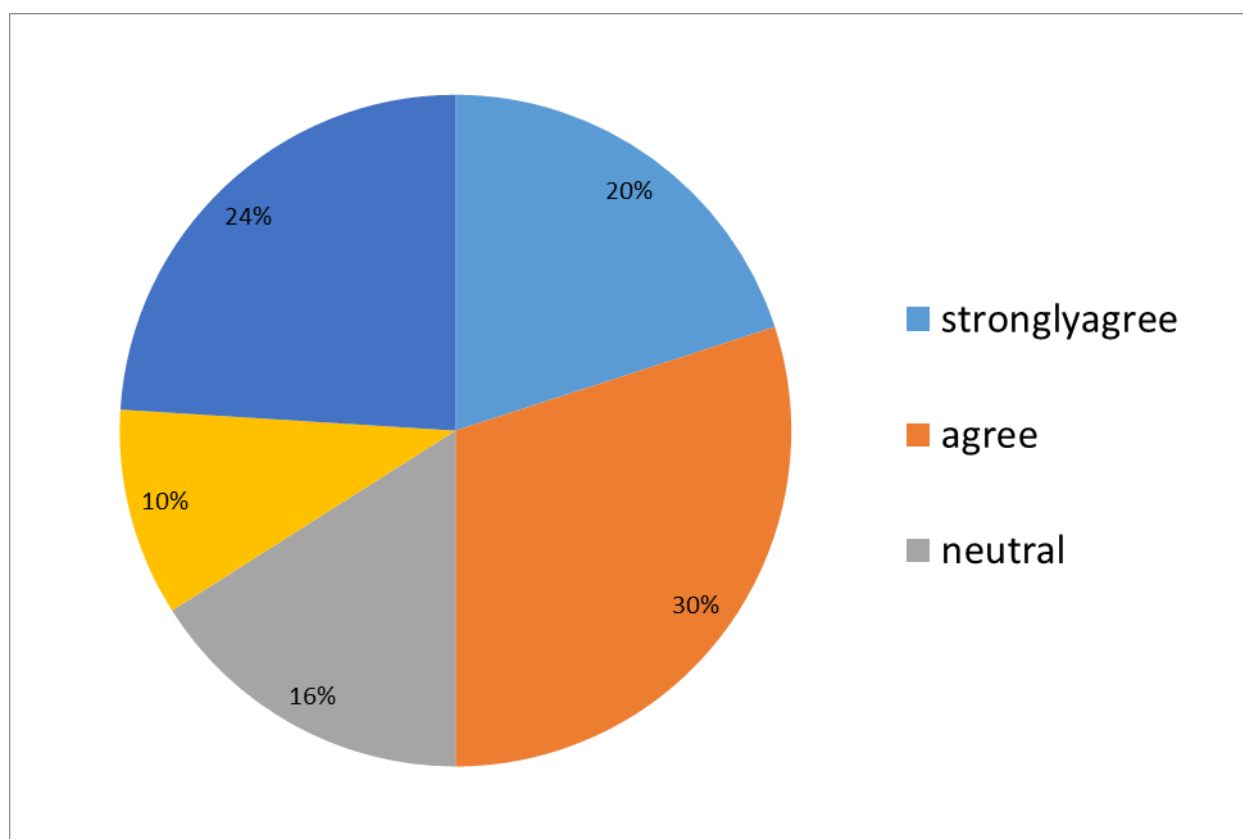
Figure(9)
Tenth statement:-Listening to English sounds aids (support) (Internet, CD, T.V. canals, Radio and sound dictionary) help students to improve their pronunciation:

group * answer Cross tabulation

	Answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	7	27	6	4	6	50
	14.0%	54.0%	12.0%	8.0%	12.0%	100.0%

From this table we can see the answers of teachers (14%) answered with strongly agree and (54%) answered with agree that " Listening to English sounds aids (support tools) (Internet, CD, T.V. channels, Radio and sound dictionary)" while (12%) answered with neutral , whereas (8%) answered with disagree and (12%) answered with strongly disagree. If we see for this table we find majority answers for strongly agree and agree together present (68%) we regard this result positive and support the hypothesis of this study.
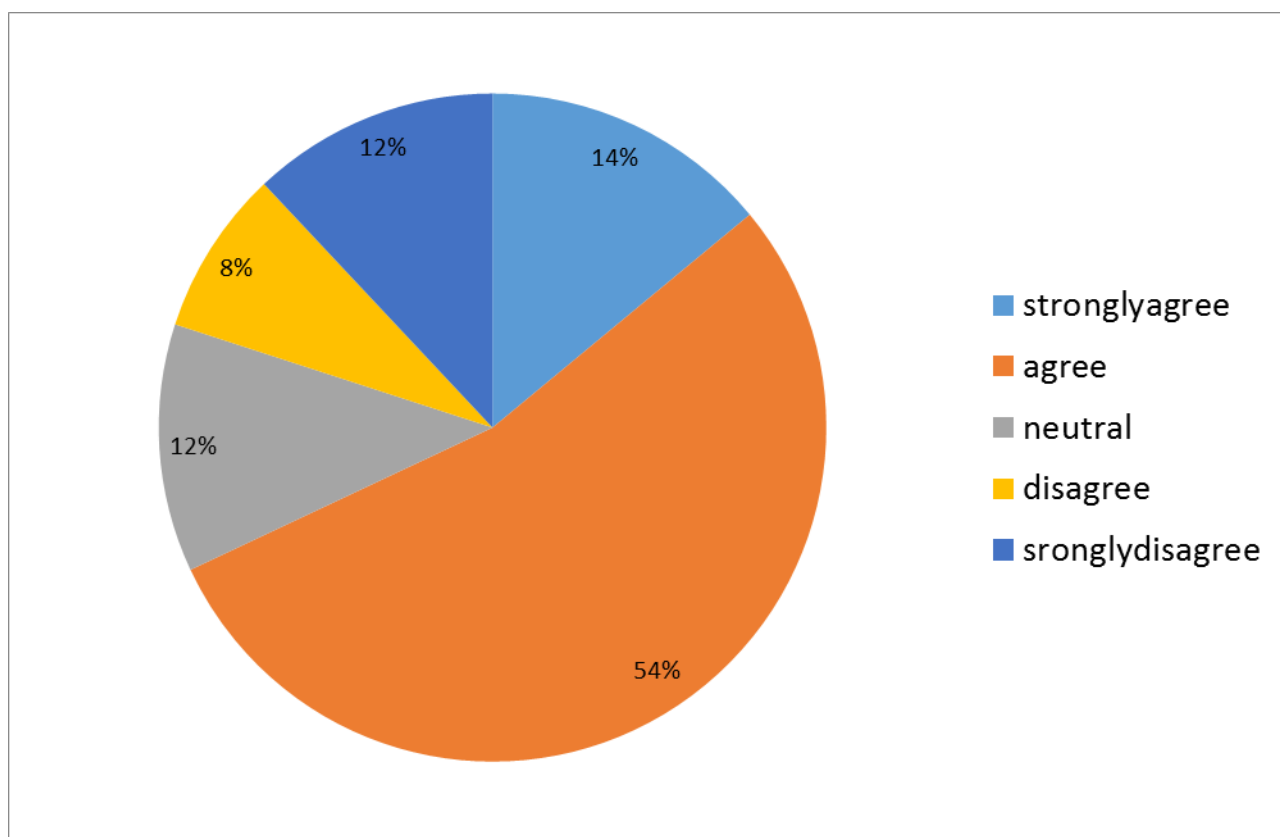
Figure(10)
Eleventh statement:-English vowel sounds are similar to Arabic are easier to pronounce:

group * answer Cross tabulation

	answer	Total

	Strongly agree	agree	neutral	disagree	Strongly disagree	
	22	8	20	0	0	50
	44.0%	16.0%	40.0%	.0%	.0%	100.0%

According to this table we can see the answers of teachers we find (44%) answered with strongly agree and (16%) answered with agree that "English vowel sounds are similar to Arabic are easier to pronounce" while (40%) answered with neutral and there were no answers from with disagree or strongly disagree. This results do not mean that all of the sample with this statement but the majority of them agreed because if we see the answers in strongly agree and agree together represent (60%) this means positive result.
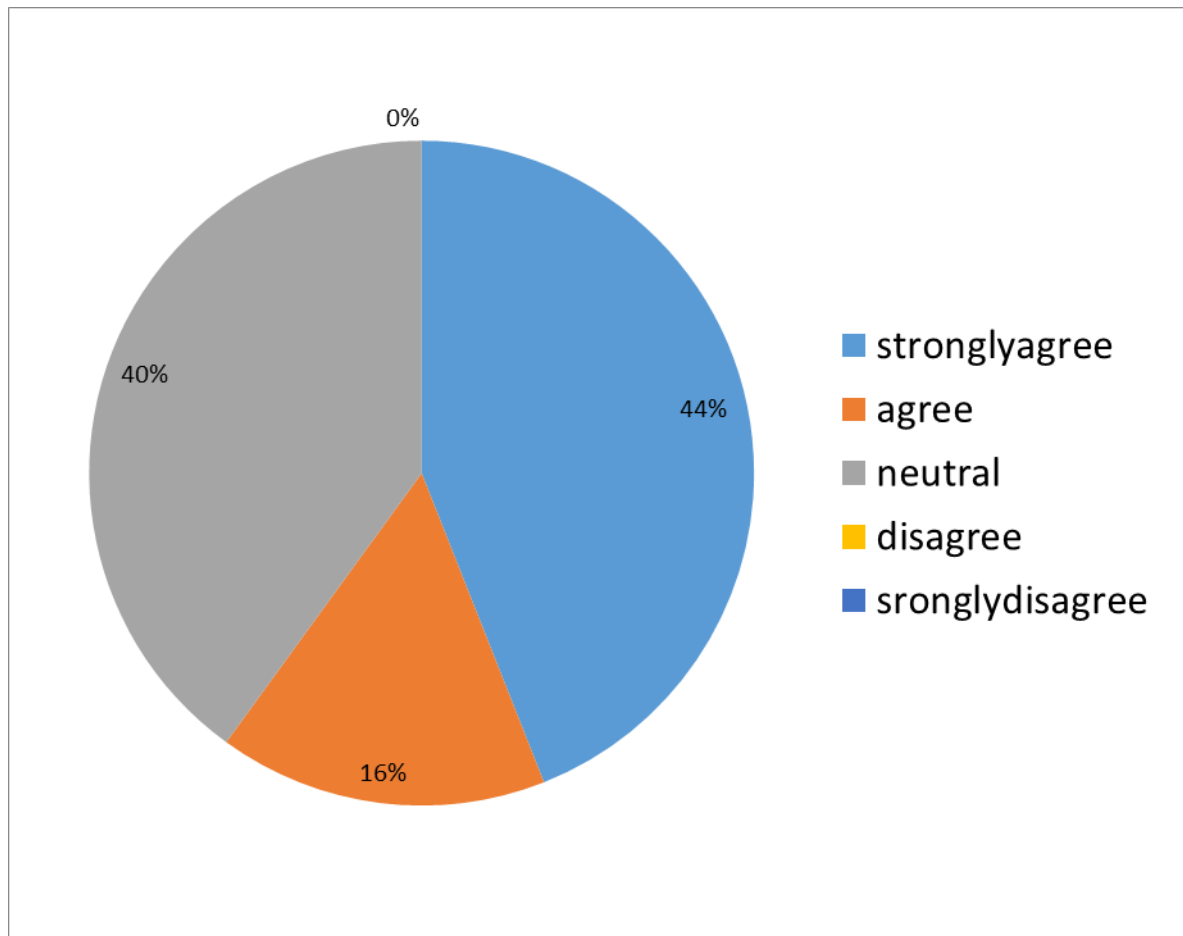
Figure(11)

Twelfth statement:-Some students of English care about meaning of words more than correct pronunciation:

group * answer Cross tabulation

	Answer				
	Strongly agree	agree	neutral	disagree	Total
	25	17	6	2	50
	50.0%	34.0%	12.0%	4.0%	100.0%

From this table above we can see the answers of teachers (50%) answered with strongly and (34%) answered with agree that "Some students of English care about meaning of words more than correct pronunciation" while (12%) they answered with neutral whereas (4%) answered disagree and there is no one answered with strongly disagree. We regard this result is positive because we can see the answers in strongly agree and agree together represent (84%) this is high result it present the majority so that it supports the hypothesis of this study.
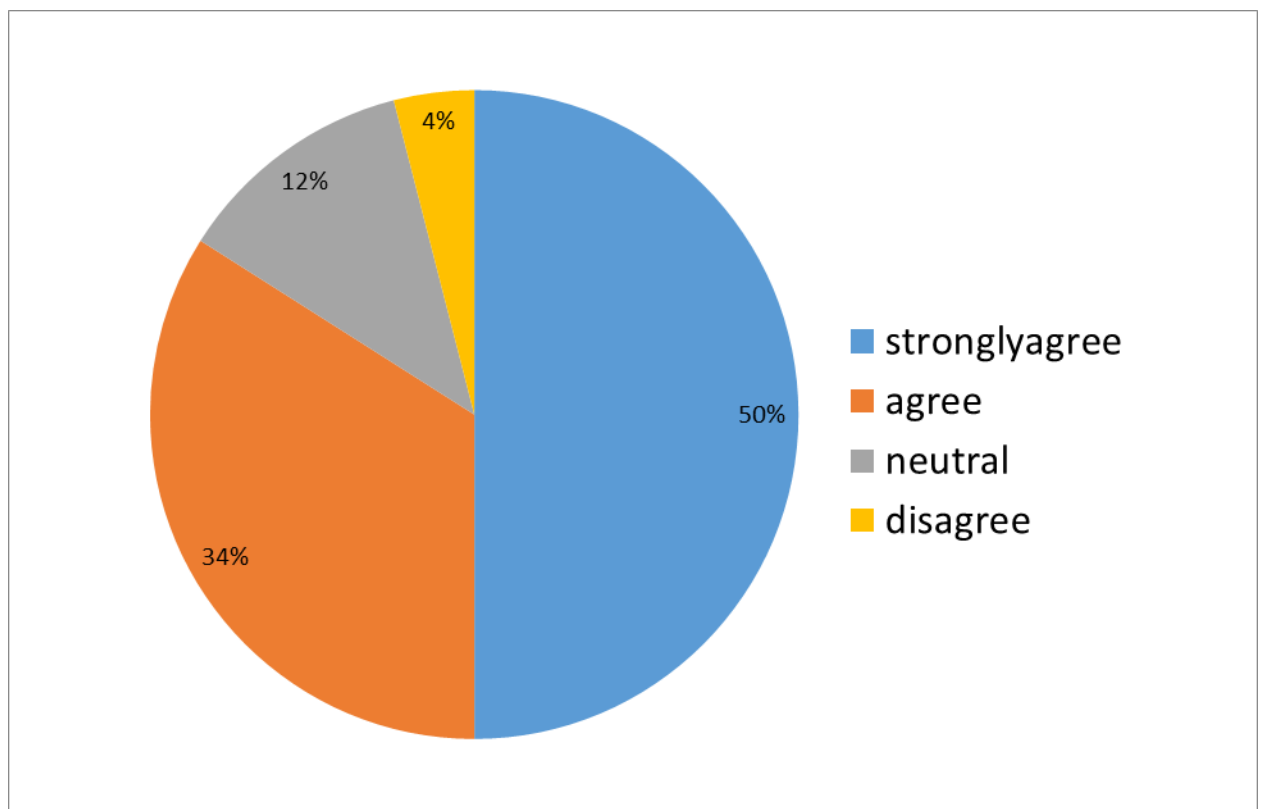
Figure(12)

Hypotheses Test

Test First Hypothesis: Pronunciation Difficulties

*H*0: Experimental English group and controlling group are not different in opinion.
Ha: The groups are different.

Significance Level□= 0.05

Rejection Region: Reject the null hypothesis (Ho) if *p*-value (sig.) ≤ 0.05

[Hypothesis1] contained on (Q1, 2, 3 and Q4)

group * answer Cross tabulation

	Answer					Total
	Strongly agree	Agree	neutral	disagree	Strongly disagree	
	52	86	43	9	10	200
	26.0%	43.0%	21.5%	4.5%	5.0%	100.0%
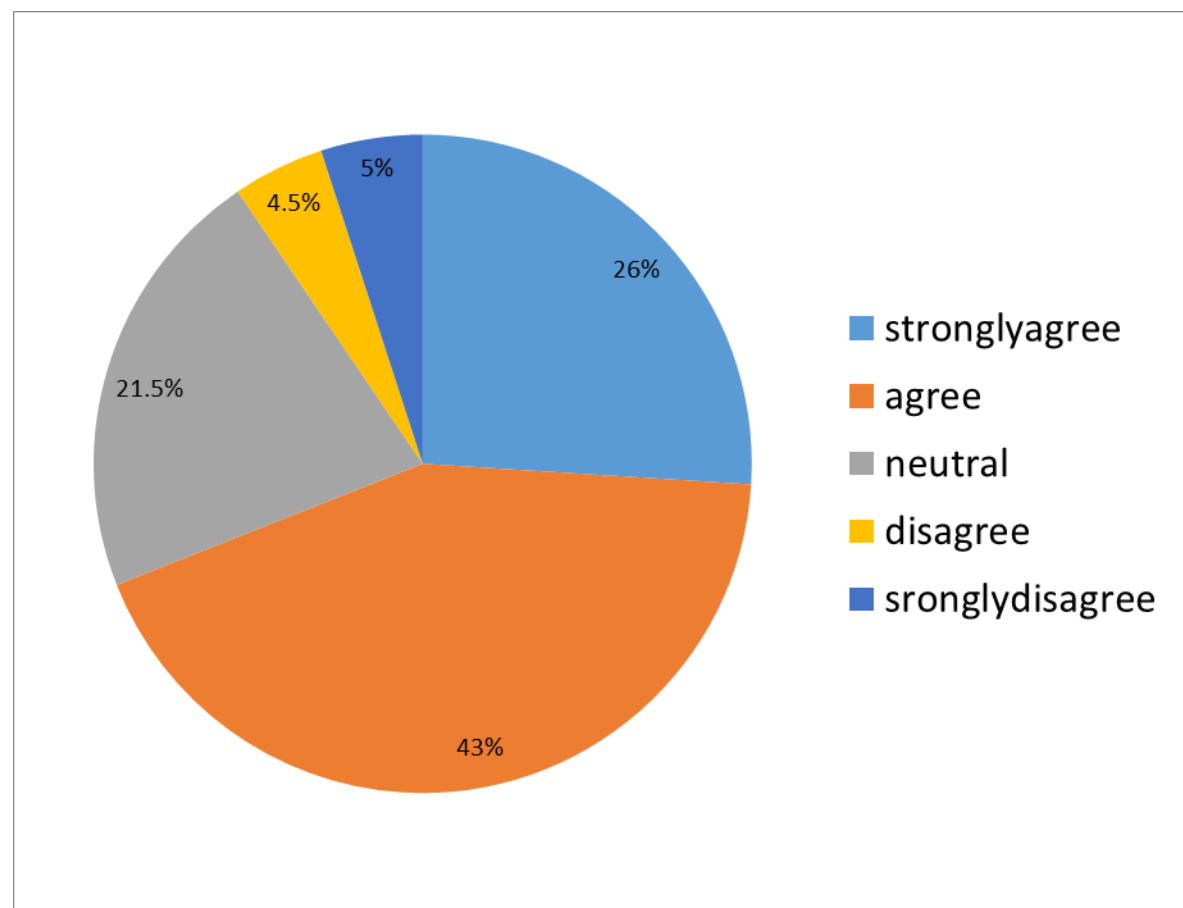
According to this table we can see (26%) answered with strongly agree, and (43%) answered with agree that "English vowels are very difficult because they inconsistent" whereas,(21.5%) neutral and,(4.5%) answered with disagree while(

61

5%) strongly disagree. showed according to (sin.= 0.05) in (chi-square test) bellow Fig No. (1).

With regard to the two positive variables of strongly agree and agree, the teachers answers revealed there are some difficulties encounter students in English vowels.

In this respect, when considering the influence of age and habits on the adult learners' pronunciation, observations agreed with findings of the compared results in the test. The available data about the two groups, in terms of common pronunciation difficulties, showed that the majority of the Experimental group encounters some difficulties pronunciation but controlled group had more than one.

Supporting this viewpoint, O' Conner, (1998:3) regards the habit of the first language as so strong that they are very difficult to break. This is in our native language we have a fairly small numbers of sound units, which are put together in many different combinations to form words, utterances and sentences. As we get older, we are well dominated by these sound-units. Therefore, the main problem with English pronunciation is to know how to break the habits of the first language and build a new set of sound-units, corresponding to the sounds of English. They need to have the ability to distinguish between two different practices in learning pronunciation. The first is concerned with acquiring the sounds of the first language, while the other is related to leaning of foreign pronunciation. This why flying and O'nel, (1988:36) argue that why considering adult learners it is obvious that learning the sounds of a foreign language involves on individual who has reached steady status in terms of the development of the sound system of the mother tongue.

To sum up, as far as target pronunciation is concerned foreign learners have pronunciation problems which are deeply rooted in the learners means of social interaction with the target society. The learners' tendency ability and change of communication with native speakers in real life, settings constitutions the core of the problem. Bearing in mind the nature of the social cultural and economic differences between the native and target societies, learners may work to minimize their influence to the extent that they many no longer stand against their wishes to master target pronunciation.

4.2 Features of pronunciation Difficulties:

The source of difficulty in pronunciation explored by this study was mainly related to the influence of phonological awareness. The extent to which adult foreign learners had an insight into target phonological system appeared in their abilities to produce its sounds effectively. This was clearly noticed in the results obtained by the instruments involved in data collection tasks. The available information was used to discuss pronunciation difficulties in terms of psychological strategic and social consideration. For this purpose, the questionnaire and test were used to describe variation in the learners' actual levels of encountered pronunciation difficulties..

4.2.1 Psychological Problem: In an attempt to discuss the psychological aspects related to pronunciation the result obtained by the adopted instruments were employed to state the series of linkage between the various features of pronunciation difficulties and the psychological problems.

The findings supported the view that many pronunciation difficulties may well arise from certain recalled psychological problems. The most outstanding features of these barriers appeared in the influence of factors such as: age, habits, motor skills, language ego, anxiety and threat, motivation and concern for good pronunciation.

1- Age and Habits:

In fact, adult learners of foreign pronunciation are noticed to be negative affected by age and norms of speech habits. That, is, as part of the learning process, the ability to initiate sounds can be well developed at a younger age, which is not the case for adult learners.

2. Motor Skills:

As a mechanism of speech sound, production that always controls: The ability to produce sounds more easily in childhood speakers of a language are often dominated by certain limited muscular movements to make the sounds of their mother tongue when such speakers are involved in learning the pronunciation of a foreign language in adulthood, they need either to adopt new muscular movements or modify their native ones to cope with the recent situation. Adults in particular have some difficulties in adopting or modifying their speech organs to produce the new speech sounds required for the target language. The source of difficulty is mainly confined to the ability of having the suitable flexibility of motor skills that enables the production of the sounds in the newly learned language. This indicates that adult learners need to compensate for the loss in the natural ability in a way or another.

In the light of these variations, Steinbery, (D98:214) pays special attention to physical psychological differences between children and adults in learning the sounds of a foreign language. That is, learning these sounds consists of learning fixed sets of habits over time. As for adult learners, the ability to command the speech organs to convey new movements of target sound in negatively affected. Therefore, because children posses the required flexibility in motor skills, which adults do not have, then children will do better in acquiring native pronunciation in a foreign language.

3. Language Ego:

Another feature of the psychological problem appeared in the role of identify and language ego which were clearly rooted in our learners as a result of the influence of the native language.

Advocating these arrangements, Brown. (1994:260) states that as human beings learn to use a second language, they also develop a new mode of thinking, feeling and acting a second language identify.

The new language ego, inter winds with the second language, can easily create within the learners a sense of fragility, defensiveness and a raising of inhalations.

4. Anxiety and Threat:

As far as anxiety and threat are concerned, pronunciation difficulties may arise from the internal feelings of learners. It is likely that learners of foreign pronunciation sometimes hesitate and feel anxious either in the learning situation or other circumstances which required the ability to use the target sources, especially in the case of oral tests.

This is because they are either afraid of making mistakes or they actually avoid to deal with target sound as assign of an unusual situation.

Appreciation these debates, Rossner and Bolitho, (1990:129) regard adult learners, in particular, as always developing negative feelings in the learning situation. They feel that their whole personality is put at not knowing, thus, learning turns into protective affair.

5. Motivation and Concern for Good Pronunciation:

With regard to the complexity of the combined psychological factors involved in pronunciation in general and its learning situation in particular, it is worth noting the influence of the internal motives of learners. This includes the learners' own desire, interest and concern for good pronunciation in the foreign language. That is

any sense of discouragement in the learners own self-renewed or motive may in fact result in pronunciation problems.

In this way, as suggested by the compared results of the pronunciation test, most subjects showed different norms of interest, desire and effort to produce accurate speech sound.

Supporting this view point, Kenworthy, (1987:8) comes to conclusion that some learners are not particularly concerned about their pronunciation. If that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. That is, if learners were self rewarded, they will learn, if not they will not, as a logical consequence.

Test 2nd Hypothesis: Pronunciation Sources: statements (5,6,7 and 8)

group * answer Cross tabulation

	Answer					
	Strongly agree	Agree	neutral	disagree	Strongly disagree	Total
	94	84	16	4	2	200
	47.0%	42.0%	8.0%	2.0%	1.0%	100.0%
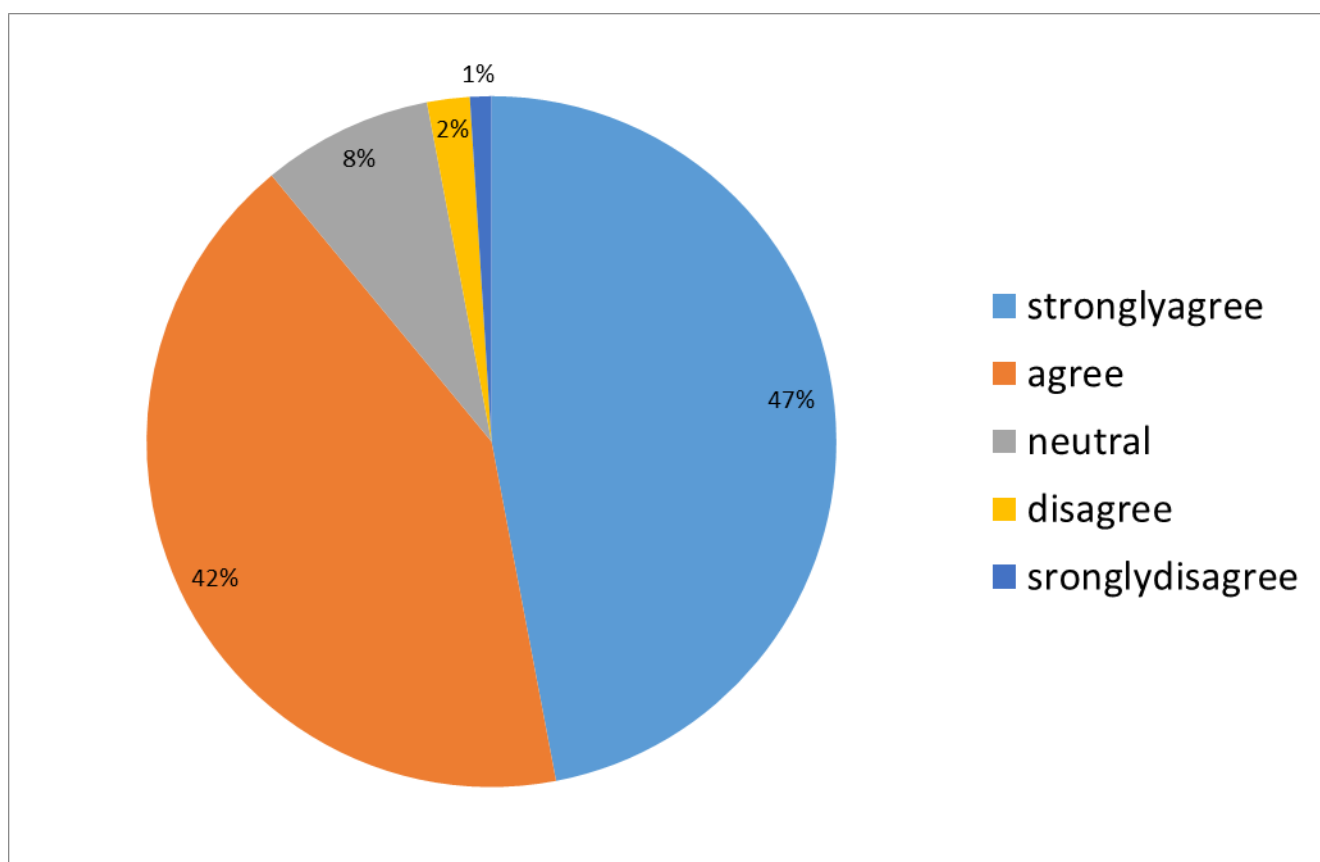
From this table we can see the answers of teachers(47%) answered with strongly agree, and (42%) teachers answered with agree that "knowledge of pronunciation sources are very importance for learners" , 8% neutral, whereas (2%) disagree and (1%) answered with strongly disagree., according to (sin.> 0.05) in (chi-square test) bellow. Fig. No. (2).

With regard to the two positive variables of strongly agree and agree, because the majority of teachers agree with hypotheses but not all.

Pronunciation Sources:

The significance of pronunciation sources included in this study was largely confined to their remarkable role in enriching learners' phonological awareness. The level at which adult foreign learners depended on pronunciation sources was mainly responsible for determining their actual command of the target sound system. This was perfectly touched in the learners' interaction with sources available in the learning situation. The ways of benefiting from these sources were discussed in terms of the primary sources of the teacher, lecturers, the print media, courses printed information, the non-print media and the native system of the learners.

To achieve these goals, the SPSS results were activated. Variation in learners' level of knowing pronunciation sources was explained.

Primary Sources:

It is necessary for learners of English as a foreign language to be thoroughly acquainted with various sources of correct pronunciation to meet its urgent requirement. In this sense, learners may differ greatly in their interest, ability and there to their levels of awareness to achieve this goal. Therefore, in this study to see the extent to which the two subject croups have suitable level of pronunciation knowledge and sources, the SPSS results.

The findings were involved to clarify the nature of awareness as well as the type of sources under consideration commonly; it appeared that variable level of actual phonological awareness of pronunciation.

To emphasize the role of knowledge of sources Edge (1997:22)_ proposes that we can have better pronunciation, if we are more aware of what we are doing, how we are doing it, and what choices or facilities are available to us.

As for the nature of the available sources of correct pronunciation, most of subject in answers strongly agree and agree.

To conclude, Sudanese learners of English, as adult learners need to be familiar with various ways in which their native norms of pronunciation match with the target ones. This due to the notion those aspects of mismatch between the two norms usually in pronunciation problems. This was clearly noticed in the ways that subjects followed to form syllables in the target language on the basis of the rules of their mother language principles.

4.3.2 Course oriented Information:

It a natural matter that linguistic information usually occupies a considerable portion in the types of sources employed to enrich the learners storage of the obligatory knowledge need to build their linguistic competence. As the most primary category, phonetic and phonological theories, concepts and principles as well as their complementary features constitute the basic on which learners may depend on to master the target sounds. This is why specialized courses on pronunciation and other linguistic systems were designed to facilitate the task of sound production in more integrated ways. The central part of this issue is the proper amount and quality of information given systematically to reinforce the reconstruction of sound already learned from direct exposure to language.

.4.3.3 The Non-print Media:

Speech sound can be received, interpreted and produced in ways that differ with respect to the nature of means involved to convey them. The recent development in the field of communication succeeds in providing pronunciation with valuable sources to adopt in the process of teaching and learning sounds. It is the type of methods, techniques and procedures of presenting sounds which influences, motivates and encourages learners rather than merely depending on the traditional sources of the print media. Instead, there are more developed sources of listening tasks, cassette and video library, language laboratory and radio and television broadcast, as well as other aspects of associating sound and vision...

1. Cassettes and Video Tapes:

Provide the learners with more correct utterance, as we see in statements (7 and 8) Denoting the significance of cassette and video library Lonergen (1924:35) singles out the role of video films in providing concrete language situation. Their most outstanding feature appears in the ability to present complete communicative situations where speech sounds appear in as natural environments as possible. The combination of sound and vision is dynamic, immediate and very accessible.

2. Language Laboratory:

In spite of the fact that the concept of language laboratory is not recent on, but in fact, it occupies marginal portion in the general considerations of learners. This is because our learners are less familiar with the practical treatments required in language learning. Another factor is that, the adoption of language laboratory is either very rare or does not exist at all, and even it is used, along pale shades of its application are practiced. It is also valid to note the difficulty of gaining or actually

finding the suitable teaching materials necessary for operating such influential apparatus.

In this way, with regard to viewpoints provided by subjects in this concern. We can see that in the table (5) the majority of teachers agreed that language laboratory is more useful and a good source of learning pronunciation.

4. Radio and Television Broadcasts:

With regard to the possibility of ginning practical devices to provide learners with accurate sound models or phonological knowledge, the previous type of the non-print media seam of less availability. In this respect, when exploring the pronunciation, the survey conducted made it easy to know how subjects reached towards these sources. The specific nature since they produce clear authentic language.

Test 3ʳᵈ Hypothesis: Pronunciation Support

group * answer Cross tabulation

	Answer					
	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
	64	67	40	11	18	200
	32.0%	33.5%	20.0%	5.5%	9.0%	100.0%
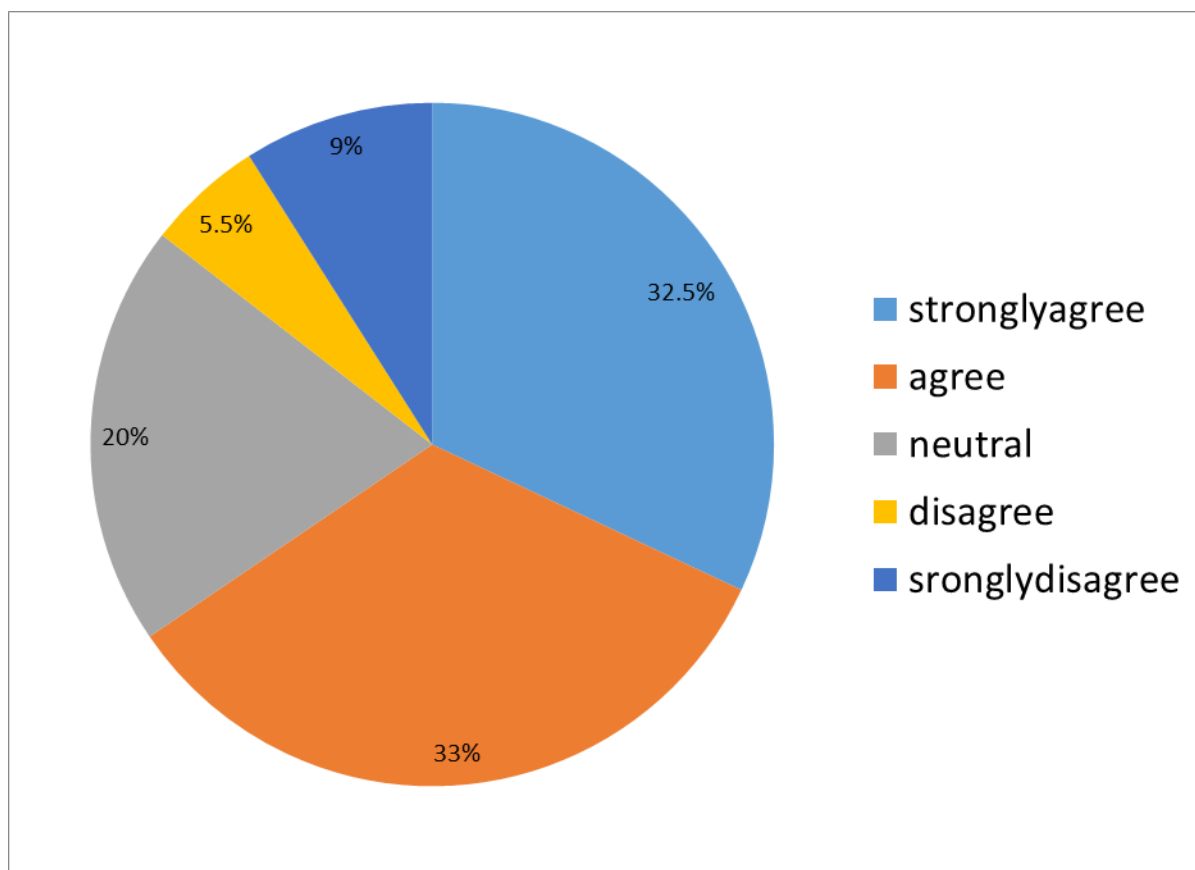
According to this table we can see (32%) answered with strongly agree and (33.5%) agree that "listening to English with aids (supporting tools) (internet, CD, TV channels and dictionary sound etc) help students to improve their pronunciation" 20% neutral,(5.5%) answered with disagree while(9%) answered with strongly disagree according to (sin.> 0.05) in (chi-square test) bellow. Fig. No. (3).

With regard the two positive variables strongly agree and agree, that means the majority agreed these support tools improve their pronunciation but not all.

Listening skills can provide learners with accurate models of sounds of guide them to the ways of improving their mastering of the target sound system. In this way the non-print media in particular may be employed to activate the listening skill.

As a natural skill, listening is often employed spontaneously to acquire the speech sounds of the native language in childhood medicate the basic role that listening plays in sound perception, sound processing and sound production. That is without listening, it is difficult to predict the possibility of sound distinction, sound storage and sound change within the process of learning to pronounce. Fortunately this is also valid for adult learners, except for the skills of producing new actual target sounds. This why intensive listening tasks are required to compensate for natural skill lost as result of age.

Owing the differences between listening as a natural skill and listening as an intended task in general, and the difference between the two subject groups in

70

particular the data provided clear lines of demarcation between the available viewpoints. In fact, nearly all subjects in question (10) agreed that listening to speech sounds was a fundamental factor in their ability to learn the target language.

Sounds usually transfers through the perceptual systems. Their linguistic images often give depicted in mind and their physical features result in articulatory movement that often gives birth to sounds and utterances.

Explaining this process, Rost (1990:39) proposes that words are usually activated on the basis of word initial phonological information. The activation process is said to be an autonomous one in the sense that only one acoustic phonetic information can serve to specify candidates for the given word. A particular word is recognized at the point, the critical recognition point where it is unequally distinguished from the other members. That is, from all other words beginning within the same initial sound, segment, only one word is recalled for certain specific considerations.

According to these principles, when subjects were asked to pronounce one of the components of the pronunciation test, e.g. a word beginning with (ha) in this case, all the English words have this sound combination at initial position are activated. This is due to first phonological information shared between members of this family in particular. The recognition of a word such as (hat) for example, insists on all other sounds to withdraw, except for the sound required for that word. Therefore, learners need to be experienced in many sound combinations as possible to perform the task of sound selection in proper way. This experience in most cases, is acquired through listening to varieties of speech sounds in various contexts. This is why listening comprehension tasks are necessary factors for developing the listening skill among learners.

2. Cassette and Video:

The previously mentioned listening practice insists on learning to be in continuous contact with sound sources to train their perceptual system. The most available means to execute this task is the adoption of cassette and video tapes to provide with native models of speech sounds in real life situation. This is simply because the type of speech sounds introduced in formal learning in its broadcast meaning. Complete reality may be reinforced when authentic contexts are involved in the learning task.

We can see that in question(7 and 10)

3. Radio and Television Broadcasts:

With regard to the possibility of ginning practical devices to provide learners with accurate sound models or phonological knowledge, the previous type of the non-print media seam availability and good tools to help learners. The pedagogical values of these sources depend mainly on their specific nature since the produce clear authentic language. This appeared more apparently when listening to spoken language as produced by native speakers, which is not always available in formal learning situations. This suggested that learners may combine learning situation to satisfy the needs of pronunciation as far as listening is concerned to achieve the maximum effect of listening, Anderson and Lynch (1991:33) remind us that when listening to speech sounds in authentic context, it is necessary to notice that there is no

single one – to - one correspondence between segments of speech sounds and the individual sounds are perceive. That is, for many phones, there are no unvarying distinct characteristics that makes them as absolutely different from all other. The context of the surrounding sounds affects the phonetic character at words level, as opposed to the level of the phoneme, when words as individuals are uttered, only about half of the words can be recognized in complete isolation.

As suggested by the viewpoint, learners need to be aware of the various ways in which they can benefit from speech sounds when spoken naturally in different contexts. This is because sounds do not always follow the same principles of articulation as described by their basic movements in theoretical study. The ability supplies learners with experience in the ways in which sound character may alter. The same is true for words word class and therefore, the expected norm of pronunciation.

In short, in spite of the obvious influence of the non-print media as a tools of correct pronunciation, learners in general pay only little attention to the role of such media. This is because either they have limited knowledge of this role, or the worse that such tools are neglect. This tendency showed the extent to which learners are prevented from benefited from theses tools in proper way.

Chapter Five
Summary, Conclusions, Recommendations and Suggestions for further studies

5.0. Introduction:
This chapter introduces findings, draw conclusions and their implications. Recommendations are made and suggestions have been offered. It presents a broad look at the results of the test and the questionnaire. It presents the analysis and

discussion of the data collected from the SSEs in addition to data collected from the teachers in the questionnaire. The performance of the subjects with respect to each of the target sounds in the words they a loud during the recording test. The actual pronunciation of some words, which were given to the SSEs, will be descriptively explained. Responses to the questionnaire which was answered by (50) university teachers will also be discussed from all these emerges a complete picture of some pronunciation problems among the SSEs.

5.1 Summary of the findings:

This research attempted to identify some difficulties of English vowels to the SSE when the pronounce English sounds and words and find the main causes behind this in addition suitable ways help SSE to improve their English pronunciation, so at the beginning of this research, the researcher assumed that (English vowels are very difficult because inconsistent, and sound which found in Arabic is easier than one).

The findings of the research support the hypothesis that mother tongue the English sounds which find in Arabic language are easier than one. That means the sound which found in mother tongue is easier to pronounce it. So if the sound is not found in Arabic this leads students to mispronunciation. The results are confirmed with the findings of the previous works O'Connor, (2003), Yule, 2003; Ted power, 2003),(Brown, 2000). We find that the results support the hypotheses because the result show that many SSE encounter difficulty in pronunciation of some English vowel sounds from the result of the test we find there are some difficulties encounter experimental group comparing with controlled group has more one.

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

5.2 Conclusions

This study was limited by the observation of some students who mispronounce   English vowel because each English vowel has more than one way of pronunciation. Many SSEs confuse the different pronunciations of the each of the vowels (a, e, i, o, u). In a word private, and also the letter / I / in words such as" city" or "service" the students tend to pronounce the short vowel / I / as the diphthong /ai / as it is pronounced in 'invite". So many students fail to identify the exact pronunciation of a particular vowel, which has more than one pronunciation. If we take the words such as (cut, put, hurt, ture, busy). We find that there are different pronunciations for the same vowel, these different ways of pronunciation of this vowel causes difficulty to many SSEs. The same problem is encountered by the SSEs in the pronunciation of the vowel sound in these words such as (food, foot, poor, cooperate) and also in these words such as (group, ground, sources, colour, serious). This inconsistency in the English sound leads many SSEs to mispronunciation. If each English vowel has just one way of pronunciation, then the student will be able to produce the precise pronunciation. Finally, as a conclusion such pronunciation difficulties are related to factors such as the inconsistency of many English sounds on one hand: on the other hand the sound system differences, which have phonological basis (depend on variation in speech organ position or breath control.

5.3 Implications

Pronunciation is a motor skill that needs practice. Students therefore, are strongly recommended to have regular practice and muscle training using cassettes, CDs.   and sound dictionaries, listening and reapting pronunciation of different sounds.

The importance of learning to spoken English .If the learners have internet access it is better to listen to the BBC Radio 4 listen again page at http://www.bbc.co.uk/radio 4/progs /listening again shtml: also watch English TV channels such as BBC world Euro News.

5.3.1- Implications for Teachers

When regarding teachers as applying theories of language teaching in general and foreign pronunciation in particular, the study implies considering the learners' levels of awareness. That is, teachers need to employ this cognitive skill at the various stages, situations and environments of the teaching and learning process. This is simply because methods of teaching and learning pronunciation usually undergo systematic developments and modifications for the sake of meeting the demands of sound learning as determined by the cognitive awareness of learners. Therefore, the extent to which teachers pay special attention to learners enlightenment often indicates the success or failure of the adopted methods, techniques and aids they use.

5.3.2- Implication for Students:

Since learners constitute the central pole around which language learning rotates, the study implies the significance of paying special attention to pronunciation in general , phonological awareness and vowel sounds in particular. If this awareness is high, then learners will better develop in sounding near native in the target language. This is because such a linguistic competence functions as an effective means to overcome the difficulties hindering sound production

In this respect, adult learners of foreign pronunciation encounter pronunciation difficulties whose source is deeply rooted in the apparent loss in the natural abilities necessary for pronunciation. In this sense, phonological awareness is mainly responsible for devising guidelines that work to compensate for the loss in the physical skills. The required phonological awareness encompasses both amount and quality of knowledge with considerable emphasis. This is usually indicated by the ways in which learners vary in their real levels of awareness since this variation always decides the different degrees of mastery expected to occur in the target sound system.

Aspects of loss in the natural abilities include the influence of internal factors such as age, habits, interest, motivation, motor skills,

identity and concern for good pronunciation. These psychological considerations operate .as personal devices that more often suggest the norms of awareness. They play an active role in showing learners as either developing new principles of the target pronunciation or typically applying some or less modified native properties. This is why phonological awareness needs to be psychologically based since it will be of less value to deal with pronunciation in the absence of psychological interpretations.

Accordingly investigations in the existing levels of awareness proved that they more largely dominated by the type and nature of sources known or used by learners. The most available sources include the teacher, reference books and some sorts of the non -print media. This situation enabled learners to be exposed to varieties of pronunciation models where speech sounds, in some cases appeared more natural However, as far as the learner's native language was employed as a primary source, the study ensured that some pronunciation problems were mainly confined to the learners phonological system, Transfer and interference were the most outstanding features since learners tend to apply their native habits, rules and norms of pronunciation to produce the target sounds Therefore, phonological awareness need to cover aspects of similarities and differences between the native and target systems to prevent learners accuracy from being affected by the short comings of mismatch between the two systems. Similarly, the learners' interlanguage may also be defective in some way since its rules of pronunciation dominate the learning process. Observation confirmed that learners tend to over generalize these rules, neither for their occurrence in the native language nor the target one, but as they fixedly occupied certain portions in the learners, minds or actually, their interlanguage. This is why levels of awareness are expected to reveal aspects of ambiguity in the learners' minds as well as their experience in copying with the exceptional cases of rules.

As for stating the extent to which learners actually benefited from phonological awareness, pronunciation sources, and factors, assessment can be effectively devised. That is, if theoretical information was tested, pronunciation sources were well identified, means and factors were sorted out, then, it is easy to judge the learners progress, the efficiency of

sources and there by the achieved level of accuracy. Therefore, systematic measurements of different types, at variable levels and by distinct instruments are necessary devices to sentence the learners' levels of phonological awareness.

5.3.3- Implications for Course designers:

When considering the implications of this work for course designers and material writers, it is natural that these specialists mainly depend on the learners' levels of awareness to design appropriate courses and provide teaching materials to match with the learners abilities. That is, unless one has a reasonable knowledge of the phonological awareness available to learners he may not be able to execute this series of interrelated operations in a proper way. This suggests that good designing and selection of teaching materials are no longer isolated from the learners' awareness.

In brief it is of crucial importance for those who are concerned with foreign pronunciation to bear in mind that phonological competence is basically engaged in mastering the target sounds. That is, in its more comprehensive sense, phonological awareness has to do with the various ways that enable learners to maintain reasonable levels of accuracy in pronunciation Such awareness consists of good store of linguistic information, various sources of enrichment, efficient means of handling and the ability to activate these factors to serve pronunciation. These partners, if well integrated, balanced and modified, they will no doubt result in some standard scales of accuracy.

5.4 Recommendations:

1. University students should be responsible for using pronunciation in their writings, assignments, exercises and exams.

2. The teachers are required to give more concentration on pronouncing vowel sounds inside the classroom.

3. The teachers have to be good perfect models in the pronunciation of English vowel sounds.

4. Teachers and learners of English language should pay special attention to pronunciation.

5. Using the audio and audiovisual aids, especially language laboratories, should be given special attention in teaching English pronunciation.

6. I think it is also worth looking at the dictionary for checking the correct pronunciation of words.

7. It is advised that the teachers in pre-university stages have good knowledge of phonetics and phonology because this will provide a basis for teachers to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions which help SSEs correct faulty pronunciation.

5.5 Suggestions for further studies:

Further research on the topic is suggested because of the limitations and delimitations of the present study. A larger sample and more rigorous procedures for collecting and analyzing data are recommended.

5.6 References

- *Aitchison, J. (1998) the Articulate Mamal: an Introduction to Psycholinguistics . London :Rutledge.*

- *Arthur, T. (1991)., Course A foundation for Language Teachers. Cambridge : Cambridge University Press .*

- *Beaver,T.,Fodor,J, and-Garrett,M.(1974). A formal limitation of Associationism.U.S.A. Prentice Hall.*

- *Bowen, T. & J. (1992).The Pronunciation Book. London: Longman Group*

- *Brown, D (1994) ,Teaching by Principles.U.S.A: Prentice Hall Regents.*

- *Brown, G. (1980), Listening to Spoken Language. Cambridge: Cambridge University Press .*

- *Byram. M. (2002). Routledge Encyclopedia of Language Teaching and Learning: London: Boutledge.*

- *Byran, . D. (1976). Teaching Oral English London.: Longman*
- *Carrol, B. & Span. M (1959). <u>Modern Language Aptitude Test – Elementary</u>: New York, U.S.A. (E M L A T)*

- *Carrol.. B. (1966), Research In Foreign Language Teaching . U.S.A :University of Michigan Publisher.*

- *Collingham.M. (1988). Current Issues in Teaching English as a Second Language to Adults. London: Edward Arnold.*

- *Cook.V.(1991) Second Language Learning and Teaching . London: Edward Arnold.*

- *Christopherson. (1955). An English Phonetics Course. Britain: Penguin Books.*

- *Crystal . D. (1980), A Dictionary of Linguistics and Phonetic. Britain: Blackwell.*

- *Corder, S. P. (1981), Error Analysis and Interlanguage . London: Oxford University Press.*

- *Dickerson, L. JH. (1925). The Learners Language as a System of Variable Rules. Cambridge :Penguin Book.*

- *Edge, J. (1993), Essential of English Language Teaching. London: Longman .*

- *Findlay, J. J (1936) .The Psychology of Modern Language Learning. Britain: British Journal of Educational Psychology, 31, 1963.*

- *Fledge . J. E (1981), The Phonological Basis of Foreign Accents. Cambridge :Cambridge University Press.*

- *Fudge.E. (1970). Phonological Structure and Expressiveness. Britain: Penguin Publishers.*

- *Haycraft. B. (1988). The Teaching of Pronunciation. London: Longman.*

- *Haycraft.J. (1985). An Introduction to English Language Teaching. London:*

, University of London.

- *Jannes. V & C. (1991). A Practical Handbook of Language Teaching. London: David Cross.*

- *Kenworthy. J. (1987), Teaching English Pronunciation. Britiain: Progamon Press.*

- *Kinder. S. (1963). Using Audio – Visual Materials in Education. London: Longman.*

- *Ladefged . P. (1989).A Course in Phonetic.U.S.A:University of Los Angeles.*

- *Lonergan. J. (1987). Video in Language Teaching. Cambridge: Cambridge University Press.*

- *Little Wood.W. (1984). Foreign and Second Language Learning. London: Longman.*

- *Malmberge. B. (1963) Phonetics. New York, U.S A: Dover Publishers.*

- *Morely, J. (1984) .multidimensional curriculum design for speech. Pronunciation Instruction.*

- *O'conner. D. (1980). Better English Pronunciation. Cambridge: Cambridge University Press.*

- *Pierrehumbert. J (1990).Phonological and Phonetic Transcription. U.S.A.:Journal of Phonetics, 18, 1977,.*

- *Pike. L. (1944). Phonetics. U.S.A: University of Michigan Press.*

- *Palmer, H.E. (1964). The Principles of Language Study. London: Longman.*

- *Puston. B. &B N. (1976). Teaching English as a Second Language. Britain: Newbury House.*

- *Roach. (2009). Introduction Phonetics. Britain: Penguin Group.*

- *Rossner, R. & R. (1990). Current of Change in English Language Teaching. London: Oxford university Press.*

- *Rost, M. (1977), The Teaching of English.Cambridge :Cambridge University Press.*

- *-Sandle. L. (1982), English language in Sudan. London: Oxford University .*

- *Smith. B. (1987). A Teacher's Guide to Interference and Other Problems. Cambridge : Cambridge University Press.*

- *Steinberge, P. (1993), An Introduction to Psycholinguistics. London: Longman.*

- *Stern. H. (1983), Fundamental Concepts of Second Teaching. London: Oxford university Press.*

- *Sterik. W. (1982), Teaching and Learning Language. Cambridge :Cambridge University Press. Cambridge.*

- *Tarrone. E. (1980), Interlanguage as Chameleon. , U.S.A. Language Learning 29/1981.*

- *Troike. M. (1973). Bilingual Children . Britain: Arlington Publisher.*

- *Wells. C and Colson, G (1994), Practical Phonetics. London: Oxford University Press, London.*

:

5.7 Appendixes

Appendix (1)
Questionnaire

Please tick (✓) in the box which represents your opinion.

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	English vowels are very difficult to pronounce					
2	Some students of English language confuse the vowel sounds as /i/ (pin) or /e/ (pen)					
3	Some students cannot distinguish between short and long vowel sounds.					
4	Pronunciation is difficult special vowel letters they have more than one way.					
5	Language laboratory is good source for correct pronunciation.					
6	References and dictionaries concerning about learning pronunciation are good sources.					
7	Cassettes and materials are preparing for learning also good resources.					
8	Radio and T.V. are very good sources for learning correct pronunciation.					
9	Learning phonetic symbols are very useful to learning pronunciation.					
10	Listening to English sounds aids (support) (Internet, CD, T.V channels, radio and sound dictionary) help students to improve their pronunciation.					
11	English vowel sounds are similar to Arabic are easier to pronounce.					
12	Some students of English care about meaning of words more than correct pronunciation.					

84

Appendix (2)

Sample Test

Group (1)	Hat	Hate	hall	card	Away
Group (2)	Head	Heat	Heart	Hear	Great
Group (3)	Cut	Put	Hurt	TRUE	Busy
Group (4)	Food	Foot	Poor	Door	Cooperate
Group (5)	Group	Ground	Source	Colour	Serious

Appendix (3)

Result of Pronunciation Test

No	Word	Experimental group				Controlling group			
		Right	%	Wrong	%	Right	%	Wrong	%
1	Hat	40	80	10	20	35	70	15	30
	Hate	30	60	20	40	22	44	28	56
	hall	28	56	22	44	18	36	32	64
	card	29	58	21	42	23	46	27	54
	Away	27	54	23	46	20	40	30	60
2	Head	47	94	3	6	45	90	5	10
	Heat	29	58	21	42	21	42	29	58
	Heart	33	66	17	34	26	52	24	48
	Hear	30	60	20	40	25	50	25	50
	Great	28	56	22	44	22	44	28	56
3	Cut	39	78	11	22	34	68	16	32
	Put	37	74	13	26	35	70	15	30
	Hurt	33	66	17	34	29	58	21	42
	TRUE	29	58	21	42	25	50	25	50
	Busy	23	46	27	54	16	32	34	68
4	Food	40	80	10	20	38	76	12	24
	Foot	37	74	13	26	30	60	20	40
	Poor	27	54	23	46	19	38	31	62
	Door	50	100	-	-	50	100	-	-
	Cooperate	36	72	14	28	23	46	27	54
5	Group	35	70	15	30	30	60	20	40
	Ground	31	62	19	38	25	50	25	50
	Source	29	58	21	42	26	52	24	48
	Colour	27	54	23	46	20	40	30	60
	Serious	26	52	24	48	19	38	31	62