

# Dedication

**To my brother's soul Ameen Mukashfi Hassan;**

**I present this effort .**

# Acknowledgement

I owe a debt to my teachers, colleagues and to my pupils. Also, I owe a debt to the family of Jebel Aulia Secondary School For Girls. In Addition I would like to express special thanks to my academic supervisor Dr. Maha Mohammad Uthman for helping, her patience and good manners towards me. Finally, I would like to express my sincere thanks to my dear friend Shua'aib Sedeeq Mattar for keeping helping until I could finish this study.

## List of Tables

No	Contents	No
1	Some common Allophones in English Language.	24
2	English letters that represent different sounds.	27
3	English sounds may be spelt in large numbers of different letters.	28
4	Pronunciation of Plural, Possessive and Third Person Morpheme.	29
5	Pronunciation of The Past Morpheme.	29
6	Some letters in English stand for one sound, but some others stand for more than one sound.	30
7	The characteristics of sounds that are found in Arabic but are not found in English.	31-32
8	Different letters, the same sounds.	32
9	Learners always tend to insert a vowel between a consonant cluster.	33
10	Voiced and Voiceless Sounds.	35
11	Placement of stresses according to the phonological elements.	39
12	Placement of Stresses according to the Morphological elements.	40
13	Placement of stresses of two- syllable words with the same spelling, but they are grammatically different.	40
14	Result of The Pronunciation Test - (pre-test)– Question No (I) Silent letters and allophones - Experimental group.	85
15	Result of The Pronunciation Test - ( pre-test ) – Question No ( 2 ) : Double consonants, vowels, consonant cluster and vowels sequences - Experimental group.	86
16	Result of The Pronunciation Test ( pre-test ) – Question No ( 3 ) Intonation , Stress and Weak and strong form - Experimental group.	87
17	Result of The Pronunciation Test ( pre-test ) – Question No ( 4 ) - Features of the connected speech: Assimilation –Linking –Rhythm –Elision - Experimental group.	88
18	The Total Result of Pronunciation Test ( pre-test ) – Question No ( 1 – 2 – 3 – 4 ) - Experimental group.	89
19	Result of The Pronunciation Test - ( post test ) – Question No ( I ) Silent letters and allophones - Experimental group.	90
20	Result of The Pronunciation Test - ( post test ) – Question No ( 2 )	91

	Double consonant, vowels, consonant cluster and vowels sequences - Experimental group.	
21	Result of The Pronunciation Test - ( post test ) – Question No ( 3 ) Intonation – Weak and strong form - Experimental group.	92
22	Result of The Pronunciation Test ( post test ) – Question No ( 4 ) Features of the connected speech: Assimilation –Linking –Rhythm –Elision - Experimental group.	93
23	The Total Result of Pronunciation Test ( post test ) - Question No (1 – 2 – 3 – 4 ) - Experimental group.	94
24	A Comparison Between Results of The Pre- test and Post test – Experimental group.	95
25	Result of The Pronunciation Test ( pre-test ) – Question No ( I ) - Silent letters and allophones - Controlling group.	96
26	Result of The Pronunciation Test ( pre-test ) - Question No ( 2 ) - Double consonants, vowels,consonant clusters and vowel sequences - Controlling group.	97
27	Result of The Pronunciation Test ( pre-test ) – Question No ( 3 ) Intonation – Weak and strong form - Controlling group.	98
28	Result of The Pronunciation Test ( pre- test ) – Question No ( 4 ) Features of the connected speech: Assimilation –Linking –Rhythm –Elision - Controlling group.	99
29	The Total Result of Pronunciation Test ( pre- test ) - Question No (1 – 2 – 3 – 4 ) - Controlling Group.	100
30	Result of The Pronunciation Test ( post test ) – Question No ( I ) Silent letters and allophones - Controlling group.	101
31	Result of The Pronunciation Test ( Post Test ) - Question No (2 ) - Double consonants,vowels,consonant clusters and vowels sequences - Controlling group.	102
32	Result of The Pronunciation Test ( Post Test ) – Question No ( 3 ) Intonation – Weak and strong form - Controlling group.	103
33	Result of The Pronunciation Test ( Post Test ) – Question No ( 4 ) Features of the connected speech: Assimilation–Linking–Rhythm–Elision - Controlling group.	104
34	The Total Result of Pronunciation Test ( post test ) - Question No	104

	(1 – 2 – 3 – 4 ) -Controlling group.	
35	A comparison between The Results of The Pre- test and Post Test – Controlled Group.	105
36	A comparison Between The Total Results of The Pre-test and Post Test of The Experimental Group and Controlled Group.	106
37	Questionnaire – Part One: Difficulties of Pronunciation in Sudan Schools - The teachers' Group.	107
38	Questionnaire – Part Two: The Importance of Effective Ways of Teaching Pronunciation in Sudan Schools - The Teachers' group.	108
39	Questionnaire – Part Three: The Effect of Lack of Using Language Laboratories on Pronunciation in Sudan Schools - The Teachers' group.	108
40	A Table Shows The Total Result of Positive, Negative and Neutral Variables of The Questionnaire Parts.	109
41	A Table Shows The Total Result of Positive Variables, Neutral Variables and Negative Variables.	110

## A List of Figures

<b>Graph No</b>	<b>Contents</b>	<b>Page No</b>
1	A Graph Shows The Results of The Experimental Group( Pre-test and Post Test ).	111
2	A Graph Shows The Results of The Controlling Group-( Pre-test and Post Test ).	112
3	A Graph Shows The Results of Controlling and Experimental Groups ( pre-test and post test).	113
4	A graph shows The Difference Among Teachers' Attitudes Towards The Questionnaire Parts.	115

## **A List of Abbreviations and Definitions of Terms**

AAC	Audio Active Comparative
CD	Compact Disk
Cr	( Controlling Group ) used by the researcher to conduct the study without using language laboratory.
EFL	English Foreign Learner
Ex	( Experimental Group ) used by the researcher to conduct the study by using a language laboratory.
FL	First Language
LL	Language Laboratory
Pic	picture
SL	Second Language
SS	Sudan School.
T	( Teachers Group ) a group of teachers used by the researcher to reply the questionnaire parts.

## ABSTRACT

This study aims at determining the relationship between language labs and the effective ways of teaching listening in one side, and the relationship between the effective ways of teaching listening and mastering better features of English pronunciation in the other side. Three subject groups represent different situations were selected for investigation. Two instruments for data collection and statistical analysis to gain results were used by the researcher. These instruments are tests and questionnaires. Certain procedures were followed in applying the questionnaires and conducting the pronunciation tests. The two scales of reliability and validity of the tests were used for the sake of consistent answers. The above instruments helped to draw significant findings. These findings proved the importance of using effective ways like language laboratories in teaching pronunciation and explained the relationship among language laboratories, effective ways of teaching listening and mastering better features of pronunciation. Also, these findings supported the research hypotheses. Referring to methods and finding, this study succeeded in proving the research hypotheses by explaining the results of the pronunciation tests and responses of the questionnaires. In other words, the researcher made a comparison between the results of the pre-tests and post tests of the two groups ( control and experimental ) in one side, and between the questionnaire positive and negative variables in the other side. Generally, chapter one is an introductory part explains statement of the problems, significance, hypotheses and questions of the study. Chapter two is about review of the literature. In other words, it discusses the previous writings related to the research topic. Chapter three is about the research methodology. The fourth chapter about data analysis and discussion of the results. The fifth chapter is about the research results and findings, conclusion, recommendations and suggestions.

## ABSTRACT : ( Arabic Version )

### مستلخص الدراسة:

تهدف هذه الدراسة إلى تحديد العلاقة بين معامل اللغات و الطرق الفعالة لتدريس مهارة الاستماع من ناحية، و العلاقة بين الطرق الفعالة لتدريس الاستماع و القدرة على نطق أفضل من الناحية الثانية. لإجراء هذه الدراسة اختار الباحث ثلث مجموعات دراسية، كما استخدم الباحث أداتين لتجمیع البيانات ( الاختبار القبلي و البعدي - الاستبيان ). أيضاً قام الباحث باستخدام التحلیل الإحصائي للحصول على النتائج. صاحب استخدام هاتين الأداتين بعض الإجراءات لإجراء هذه الدراسة. هاتان الأداتان نجحتا في الحصول على نتائج مهمة أثبتت أهمية استخدام الطرق الفعالة لتدريس مهارة الاستماع المتمثلة في استخدام معامل اللغات في تدريس النطق بصورة مثالية، كما وضحت الدراسة العلاقة بين معامل اللغات و الطرق الفعالة لتدريس مهارة الاستماع و القدرة على النطق الصحيح بصورة أفضل، و هذا هو ما تعرّضت له فرضيات و أسئلة البحث. و عموماً تحتوي هذه الدراسة على خمسة أبواب. يحتوي الباب الأول على مقدمة عن الدراسة توضح أهمية و أهداف و فرضيات و أسئلة البحث و منهج البحث. كما يحتوي الباب الثاني على الكتابات السابقة و ربطها بموضوع الدراسة. اما الباب الثالث يناقش طريقة البحث المستخدمة. و الباب الرابع يحتوي على تحليل البيانات و مناقشتها و تفسيرها. و أخيراً الباب الخامس يحتوي على النتائج، الخاتمة، التوصيات و المقترنات.

<b>Table of Contents</b>	<b>No</b>
Dedication	i
Acknowledgement	ii
A list of Tables	iii
A list of figures	vi
A list of Abbreviations and Definitions of Terms	vii
Abstract	viii
Abstract ( Arabic Version)	ix
A list of Contents	x
<b>Chapter One</b>	
1- Introduction	1
2- Statement of the Problem	2
3- Research Objectives	3
4- Research Hypotheses	3
5- Research Questions	4
6- Significance of The Study	4
7- Research Methodology	5
<b>Chapter Two</b>	
<b>Part One</b>	
<b>Historical Background</b>	
1.1- Introduction	6
1.2- Audio-visual Aids	7
1.2.1- Card Reader	7
1.2.2- Sound Slides and Filmstrips	8
1.2.3- Educational Motion Pictures	8
1.2.4- Educational TV	8
1.2.5- Video Equipments	9
1.3- Audio Aids	9
1.3.1- Radio	9
1.3.2- Tape -Recorder	10
1.3.3- Language Laboratory	10
1.3.3.1- What is a Language Laboratory ?	10

1.3.3.2- Language Laboratory Mechanism	11
13.3.3- Old Models of Language Laboratories	13
1.3.3.3.1-Level 1 : Audio Passive	13
1.3.3.3.2- Level 11: Audio Active	14
1.3.3.3.3- Level 111 : Audio-Active-Recorded	15
13.3.4- Modern Models of Language Laboratories	16
○1.3.3.4.1- Audio Active Comparative ( AAC )	16
13.3.4.- Portable Language Laboratory	16
<b>2- Review of literature</b>	
2.1- Introduction	18
2.2- Pronunciation	19
2.2.1- Phonetics	21
2.2.2- Phonology	22
2.2.3-The Sources of Correct Pronunciation	24
2.2.3.1- Dictionaries and Phonetic Transcription	24
2.2.3.2- Listening To Native Speakers	25
2.2.4- Pronunciation difficulties	26
2.2.4.1- Pronunciation Problems of Sudanese Students	29
2.2.4.1.1- Problems That Result of The Difference Between Sudanese Arabic and English	30
2.2.4.1.2- Problems That Result from Colloquial Sudanese Arabic	33
2.2.5- Vowel Sounds	33
2.2.6- Consonant Sounds	34
2.2.7- The Voicing , Place and Manner of Articulation	34
2.2.7.1The Voicing	34
2.2.7.2- The Place of Articulation	35
2.2.7.3- The Manner of Articulation	37
2.2.8- Stress	38
2.2.9- Intonation	41
2.2.10- The Features of Connected speech	41
2.2.10.1- The Weak and strong Forms	42
2.2.10.2- Elision	43
2.2.10.3- Linking	43
2.2.10.4- Assimilation	44

2.2.10.5- Rhythm	44
2.3- Language Learning	46
2.3.1- Language learning and Imitation	46
2.4- Listening Skill	48
2.4.1- Listening Skill Strategies	48
2.4.2- The Objectives of Teaching Listening Skill	49
2.4.3- Listening Skill and Pronunciation Difficulties	50
2.4.4- Listening Comprehension	54
2.5- Recorded Materials	57
2.5.1- Audio Recordings Materials	57
2.5.1.1- The Characteristics Of Edited Materials	57
2.5.1.2- The Characteristics Of Authentic Materials	57
2.5.1.3- Live and Recorded Voice:	58
2.5.1.3.1- The Characteristics of Live Voice	58
2.5.1.3.2- The Disadvantages of Live Voice	58
2.5.1.3.3- The Advantages of Recorded Voice	59
2.6- Language Laboratory	62
2.6.1- Advantages and Disadvantages of Old Language laboratories	62
2.6.1.1- Audio Passive Laboratory	62
2.6.1.1.1- Advantages	62
2.6.1.1.2- Disadvantages	63
2.6.1.2- Audio Active Laboratory	63
2.6.1.2.1- Advantages	63
2.6.1.2.2- Disadvantages	63
2.6.1.3- Audio-active-record	64
2.6.1.3.1- Advantages	64
2.6.1.3.2- Disadvantages	64
2.6.2- Advantages and Disadvantages of Modern Language Laboratories	66
2.6.2.1- Modern Language Laboratories Layouts	67
2.6.3- Language Laboratories and Audio-lingualism	69
2.6.4- Important points should be considered during lab sessions	70
2.6.5- Language laboratories' main Features and benefit for the teacher	70
<b>Chapter Three</b>	
<b>Methodology</b>	

3.1- Introduction	72
3.2- Methods	73
3.2.1- Population	73
3.2.1.1- Subjects	73
3.2.1.1.1-The Experimental Group	74
3.2.1.1.2- The Controlling Group	74
3.2.1.1.3- The Teachers' Group	75
3.2.2- Instruments	75
3.2.2.1- The pronunciation Test	76
3.2.2.2- The Questionnaire	77
3.2.3- The Procedures	78
3.2.3.1- The Pronunciation Test	78
3.2.3.2- The Questionnaire	79
3.2.4- Validity	80
3.2.4.1- Content Validity	80
3.2.4.1.1- The Questionnaire	80
3.2.4.1.2- The pronunciation Tests	80
3.2.4.2- Construct Validity	80
3.2.4.2.1- The Questionnaire	81
3.2.4.2.2- The Pronunciation Tests	81
3.2.4.3- Concurrent Validity	81
3.2.4.3.1- The Questionnaire	81
3.2.4.3.2- The Pronunciation Tests	81
3.2.5- Reliability	82
3.2.6- Data	82
3.2.7- Statistical Analysis	83
<b>Chapter Four</b>	
<b>Results Analysis and Discussion</b>	
4.1- The Pronunciation Tests	85
4.1.1- Results Analysis	85
4.1.1.1- The Experimental Group / Pre- test	89
4.1.1.2- The Experimental Group / Post test	96
4.1.1.3- Controlling Group / Pre-test	96
4.1.1.4- The Controlling Group Post Test	100

4.2- The Questionnaire	106
4.3- Results	110
<b>Chapter Five</b>	
<b>Findings , Conclusions, Recommendations and Suggestions for Further Studies</b>	
5.1- Findings	116
5.2- Conclusions	119
5.3- Recommendations	121
5.4- Suggestions for Further Studies	122
<b>6- References</b>	123
<b>7- Appendixes</b>	
7.1- Appendix ( 1 ) a questionnaire	124
7.2- Appendix ( 2 ) a pre-test	127
7.3- Appendix ( 3 ) a post test	129
7.4- Appendix ( 4 ) a group of pictures	
Picture ( 1 ) Card Reader	131
Picture ( 2 ) Old Language Lab.	132
Picture ( 3 ) Modern Language Lab.	133
Picture ( 4 ) Language Lab and Self - Learning Center	134
Picture ( 5 ) Self – Learning Layout	13.5
Picture ( 6 ) Inside the Self – Learning Center	136
Picture ( 7 ) The New language labs layout	137
Picture ( 8 ) A new Model of language lab	138