Investigating the Role of Pronunciation to Develop EFL Learners in Sudanese Secondary Schools

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Abstract

The teaching of pronunciation is very crucial to students because it is a filter through which others see them and often discriminate against them. Teachers should help students in order to acquire acceptable accent of the target language. This study aims to investigate the role of pronunciation among the English learners at secondary schools, get EFL teachers aware of the most appropriate techniques for teaching pronunciation, suggest the most effective techniques that enhance pronunciation. This study finding some learners have an aptitude for language learning and seem to acquire good pronunciation than others, the pronunciation of the teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead (making mistakes). The study recommended that teachers should encourage learners to work and speak with each other to improve their pronunciation, teaching and learning through computer assisted should be encouraged to promote learners' pronunciation, English syllabus must concentrate on English songs to improve learners' pronunciation performance.

Key words: Pronunciation, accuracy, suprasegmentally communication.

1. INTRODUCTION

Teaching pronunciation is one of the most complicated yet significant aspects of EFL/ ESL teaching. That is why it has been looked upon as the "Cinderella" of language teaching

(Kelly, 1969; Dalton, 1997). What should be drawn to our attention is that, in the process of communication, pronunciation (of both segmental and suprasegmental (prosodic) elements) is of paramount importance, since successful communication cannot take place without correct pronunciation Celce-Murcia, Brinton & Goodwin, (1996)— poorly pronounced segments and suprasegments may have the result of disorienting the listener and inhibiting comprehension. Of course, the notion of "correctness" with regard to pronunciation is not tantamount to adherence to "native speaker" norms or Received Pronunciation (RP) rules pronunciation has an important social value Gelvanovsky, (2002), which means that it should be related to prestige. There have been numerous studies involving speakers of various English accents in order to find out what values are generally associated with Received Pronunciation. According to the findings, those values were the same as the values usually perceived as indispensable for socio-economic success: intelligence, professional competence, persuasiveness, diligence, social privilege, and so on (Hudson, 1980; Dalton & Seidlhofer,1994).

2. PRONUNCIATION

Cook (1996) as cited in Pourhosein Gilakjani, (2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002) as cited in Pourhosein Gilakjani,(2016)**,** pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint Paulston and Burder, (1976).

Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998).

Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Elliot (1995: 22) illustrates that, pronunciation is one of the most important features of an individual's speech, but a lot of teachers do not explicitly teach it. It is seldom taught by teachers in the foreign language classrooms. In addition, it is one of the most difficult challenges that language teachers and learners face. If teachers understand the characteristics that impact their learners' pronunciation, they can effectively improve their instruction to increase the accuracy of their learners' pronunciation. Fraser (2000:52) states that *"ESL/EFL teachers should be provided with courses and materials to help them improve their pronunciation instruction"*. According to Morley (1991), understandable pronunciation is one of the principal aims of pronunciation instruction not perfect pronunciation and it is an important part of communicative competence.

2.1. The Goal of English Pronunciation Instruction

Instruction According to James (2010), acceptable pronunciation can be understood based on the following basic levels:

1. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980), as cited in Celce-Murcia and Goodwin, (1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary.

2. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding.
3. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation.

Morley (1994) expressed that an accent that is too different from a known standard can become confusing; therefore, it is suggested that learners' accents become close to a standard variety. If a speaker has a heavy English accent, this may cause negative judgments about his/her personality and competence. If learners need not to pronounce like native speakers of English and at the same time they need to have an accent that is near to a known standard, then what English models can a teacher use with his/her students?

James (2010) answered the above question and stated that there are different kinds of models that can be found for teaching and learning English pronunciation. One can turn on his/her TV and find channels such as CNN International, BBC, or Sky News. These channels help one hear many different people from Germany, France, and the other non-English-speaking countries. All of these channels have acceptable

pronunciation and this will facilitate the process of persons' understanding.

According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been demonstrated by some researchers. Morley (1991) said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not Pourhosein Gilakjani (2012) expressed that English pronunciation is one of the least favorite areas for teachers to teach in their classes.

Morley (1991) also said that intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. Hismanoglu and Hismanoglu (2011) declared that many teachers try to teach grammar, vocabulary, and the four language skills for their learners without incorporating English pronunciation into their curriculum. ay attention to it in their instruction.

2.2 Pronunciation as Foundation of Oral Communication

Fraser (2000:12) states that, pronunciation is the most important oral communication skill. Miller (2004:94) argues that "pronunciation should be balanced with all of the other communication skills, teachers have a big role in developing this important skill" Moreover, being able to speak English involves certain sub-skills such as vocabulary, grammar, and pragmatics, (Fraser, 2000). However, the most important of these skills is pronunciation. With acceptable pronunciation, a speaker's speech can be understandable despite having other mistakes; with bad pronunciation, his/her speech would be very difficult to understand, despite being accurate in other areas. Julia (2002) stated that pronunciation is one of the basic skills and the foundation of oral communication for EFL learners. Julia (2002:8) continues that, without pronunciation there would be no spoken language and no oral communication. However, the aim of teaching pronunciation to learners is not to ask them to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication.

According to Gilakjani (2011:71), in order to change the way learner s pronounce English words, they should change the way they think about the sounds of those words. This is true not just for individual sounds but for the bigger parts of speech like syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction remains largely neglected in English language teaching. Rubin (1975:123), explains that, a good language learner uses a set of effective learning strategies. For example, he practices word pronunciation, tries to seek opportunities to communicate with native speakers, monitors his speech, pays attention to how his speech is received and how good it is according to standards, attempts to maximize intelligibility of speech, and places accurate intonation patterns over individual sounds.

2.3 Pronunciation Features

One of the most prominent features of a language's sound system is its collection of sounds (Celce-Murcia, Brinton, and Goodwin, 1996). Linguists refer to this collection of consonants and vowels as the segmental aspect of language. In addition to this inventory, languages also have other unique features that surpass the segmental level. Suprasegmental features involve such linguistic trends as word stress, sentence stress, and rhythm. In short, word stress refers to the pattern of stressed and unstressed syllables within a word. Generally, there are three levels of word stress, which are often referred to as strong (strongly stressed), medial (lightly stressed), and weak (unstressed).

As a result of the differences in stress level and syllable length, English language learners who come from language with different stress patterns   tend to stress syllables is English more equally, without giving sufficient stress to the main (content) words and without reducing unstressed syllables as required in English. It is worthwhile to note here that when we speak of stress in languages around the world, linguists refer to two types of languages, stress-timed and syllable-timed languages. English is a stress-timed language, which means that the length of an utterance depends not on the number of syllables but rather on the number of stresses within the utterance. In contrast, in languages that are syllable-timed, such as Somali, the length of the utterances depends more on the number of syllables within that particular utterance. The following example comes from Port and Leary (2000):

Thus, if we say, eg, `He EATS poTA toestoDAY', the stressed syllables seem equally spaced. One could tap a finger for each one. But if we say `He's EATen the poTAtoestoDAY', it seems like the timing is the almost the same even though there are now two additional unstressed syllables inserted between EAT and TA- (especially if you tap your finger on each stress). On the other hand, in French, for example, if we say `Je ne

parle pas francais', it seems like a finger could be tapped for each of the 5 syllables, and that all are about equally spaced.

The result of these differences in stress level and syllable length is that English language learners whose native language is syllable-timed tend to stress the English syllables more equally. Likewise, they often do not give sufficient stress to the main or content words and do not reduce the unstressed syllables. In English, we tend to stress the words that are of most importance, called content words (the words that carry the most information) and reduce the function words, or words that signify grammatical relationship. Furthermore, learners whose L1 is syllable-timed tend to stress all elements without adequate reduction of unstressed syllables (Celce-Murcia, et.al,1996).

2.4 Beliefs about Pronunciation Instruction

Beliefs about pronunciation instruction have been little explored. Existing studies have focused, in the main, on exploring teacher beliefs about pronunciation teaching (Baker, 2011:4) and relating their beliefs to teaching practices in the classroom. Baker and Murphy (2011:6) point out, studies into learner beliefs about L2 pronunciation teaching are missing from mainstream literature on pronunciation teaching and learning. The limitations felt by many teachers when it comes to pronunciation have been similarly documented in various contexts. Fraser (2000:74) explains:

> "The importance of learning L2 pronunciation, attitudes towards explicit pronunciation instruction, preferred models of pronunciation learning and perceptions of the advantages and disadvantages of native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) in relation to pronunciation teaching"

However, learner beliefs about and preferences towards various teaching approaches and their involvement in course design have relatively received little attention so far.

2.5 Factors Influence Pronunciation Learning

According to **Balboni, (2012:81)** the energy responsible for the memorization of new information results from the strong link between learners' motivation and attitude**:**

2.5.1 Motivation and Attitude

Kenworthy, (1990: 8) argues that, *"motivation is an essential factor that influences the success in pronunciation learning. As attitude and motivation in language learning".* However, learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents. This happens because learners demonstrate integrative motivation, which means that they are "willing to be integrated into the new speech community" and "are genuinely interested both in the speakers and in their culture".

2.5.2 Aptitude

Some learners do indeed have an aptitude for language learning and seem to acquire a good pronunciation than others. Carroll (1981), claims that *" four traits constitute language aptitudes, which are: phonetic coding ability, grammatical sensitivity, inductive language learning ability, and memory ".* He explains that, the first trait relates to the capacity to discriminate and code foreign sounds such that such they can be recalled. Grammatical sensitivity concerns "the ability to analyze language and figure out rules." Inductive language learning ability refers to "the capacity to pick up language through exposure. The last component, memory, involves "the amount of rote learning activity needed to internalize something" (Celce-Murcia, et.al,(1996:17). Indeed, aptitude plays an important role in learners' pronunciation development. Though many people have language aptitude ability, but its degree is variable. Some people have more ability but some have less.

However, it does not mean that learners who have higher aptitude will be successful but the others will not. Celce-Murcia, et al (1996:17) argue that, some learners are in fact fairly balanced in these four traits, whereas others have very strong patterns of strength and weakness. However, learners weak in phonemic coding ability would therefore have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.

Brown (2008) claims that good pronunciation learners are aware of their aptitude for acquiring pronunciation via sound imitation, aptitude for oral mimicry is the second best predictor of L2 pronunciation accuracy. Gas and Selinker, (2008:112)state: construct of language aptitude, phonetic coding ability with auditory discrimination is directly connected with pronunciation. Therefore, while measuring aptitude, learners' abilities linked to pronunciation learning are considered. Consequently, learners with better skills in sound discrimination score higher in language learning aptitude.

2.5.4 Motivation

Motivation is an individual learners' variable reported to affect the acquisition of target language pronunciation (Celce-Murcia et al., 2010:43). Moyer (2004:73) associates motivation with conscious effort, intentionality, and planning toward a goal. Moreover, motivation has been operationalised in various ways in order to corroborate its interplay with phonological attainment. Moyer et.al (1999:42) place professional orientation for L2 learning among the most important factors in explaining good pronunciation. Similarly, Moyer (2007:94) finds a significant correlation between the degree of a foreign accent and the desire to improve it. Both integrative and intrinsic motivations have also been reported to correlate positively with

L2 learners' desires to sound native-like and the degree of foreign accent. Good pronunciation learners, therefore, are described as strongly internally motivated.

2.6 Approaches to Pronunciation

Teaching prior to discussing the various approaches to teaching L2 pronunciation, it is worth a brief conceptualization of the term 'approach' as it is used in this study. The term 'approach' is often used interchangeably with other relevant concepts such as 'method', 'technique', or 'procedure'. Richards and Rodgers's (2001:230) model in which they build on Anthony's (1963) hierarchical framework of approach, method, and technique. Richards and Rodgers (2001:231) argue that:

> "an approach should be realized in a method which is often implemented by procedures. However, they treat an approach and a method at the level of design; that is, involving decisions about the material content, the syllabus objectives, and the roles of teachers and learners."

In this broad sense, a teaching approach refers to the general principles or theories that underpin a teaching method and thus inform the teaching techniques or procedures used in the classroom. With this in mind, it is clear that a teaching approach does not only refer to the teaching methods and strategies, but rather it is a collective term that includes many other relevant matters such as course design, teaching materials, language of instruction, and the roles and characteristics of language teachers. Each of these issues plays a key role in determining the kinds of strategies, techniques or procedures to be used in language classrooms.

2.7 Pronunciation Instructional Constraints

Goodwin, (2005:9) asserts that, there are the teaching setting; institutional constraints; and learners' levels of proficiency in the L2, goals of learning, and most importantly their beliefs about various aspects of pronunciation. In literature on

pronunciation teaching, a distinction is often made between 'bottom-up' and 'top-down' approaches. These are important because they not only refer to methods and strategies, but also can determine the course design, teaching materials, and instructional constraints. The traditional 'bottom-up' approach is based on raising students' awareness of first the language sounds in isolation, then moving on to the formation of syllables as sequences of sounds, and finally towards extended speech in the form of utterances and sentences; it is thus called a "building block" approach to pronunciation instruction. Hahn, (2004:85) asserts that, *"the 'top-down' approach, on the other hand, places more emphasis on suprasegmentals by instructing students on stress, rhythm and intonation prior to focusing upon individual sounds"*. With these views on various approaches to teaching L2 pronunciation in mind, teachers are often left unguided on how best to approach this area.

Therefore, experts in the field began to call for a more-balanced approach where both segmental and suprasegmentals receive attention in the language classroom (Celce-Murcia et al., 2010:63). These scholars and others assert that deciding on which features should be instructed first is left to teachers who–based on various factors such as students' level of proficiency and the teaching context–can design a course that meets their students' needs and expectations. Among the influencing factors also are students' goals of learning and their future ways of using the L2. This necessitates studies such as the present one that focus primarily on obtaining students' perspectives in order to create better teaching plans and appropriate instructional practices. his involvement of students can only be possible when we understand their beliefs and expectations from a language course, and this is what the present study set out to explore. It was found that students are empowered with motivation and willingness to improve their pronunciation abilities by improving the ways in which pronunciation is addressed in their program.

2.8 Teaching Pronunciation

The field of modern language teaching, as stated by Hymes, (1974) has developed two general approaches to the teaching of pronunciation:

2.8.1 An intuitive – Imitative Approach

This approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language. It presupposes the availability of good models to listen to, first phonograph records, then to tape recorders and language labs in the mid – twentieth century, and more recently of audio- and video cassettes and compact discs. Hymes, (1974).

2.8.2 An analytic Linguistic Approach

It utilizes information and tools such as a phonetic alphabet, articulator descriptions, charts of the vocal apparatus, and other aids to supplement listening, imitation, and production. It informs the learner of the sounds of the target language. This approach was developed to complement rather than to replace the intuitive- imitative approach. Some methods and approaches for which the teaching and learning pronunciation is primary with 20th century are defined by Hymes, (1974):

   a. Direct Method and more Recent Naturalistic Approaches: In the direct method, foreign language instruction is taught through intuition and imitation, pupils imitate a model: the teacher or a recorder. This method is based on observation of children learning their mother tongue. Hymes, (1974).
   b. The Reform Movement: The first analytic contribution to the teaching of pronunciation emerged in the 1890s, as apart the reform movement. It was influenced by phoneticians such as Henery Sweet and Poul Passy who formed the International Phonetic Alphabet (IPA). Many phoneticians who experienced teaching foreign languages advocate the following notions and practices:

1. The spoken form of the language is primary and should taught first.
2. The findings of phonetics should be applied to the language teaching.
3. Teachers must have solid training in phonetics.
4. Learners should be given phonetics training to establish good speech habits. Hymes, (1974). Here, the teacher should make use of information from phonetics, such as: visual transcription system, or charts that demonstrate the articulation of sounds.

c. The Silent Way: The silent way is a method developed in the 1970s. It was characterized by attention paid to a currency of production of both sounds and structures of the target language. The silent way attention is focused on the sound system without having to learn a phonetic alphabet. Hymes, (1974). The technique is that the teacher speaks as little as possible, indicating through gestures what pupils should do. It can be done through tapping out rhythmic patterns with a pointer. The teacher can hold up his fingers to indicate the number of syllabus in a word, or model proper position or the articulators by pointing to his own lips, teeth or jaw.

d. Community Language Learning: This method developed during 1970s. The technique is that the pupils sit around a table with a tape recorder (a key tool of the method). The teacher stand behind one pupil with hands on the pupil's shoulders .then ask him to say something in the native language that he wishes to be able to say it in the target language. The teachers provide the utterance in the target language, and then the pupils repeat it. Once the pupil can produce the utterance fluently, it is recorded on a tape. The next phase of the lesson, the utterances are play back and the pupils match the new target language with the word – for –

word translation provided by the teacher. Hymes, (1974).

e. Pronunciation Teaching Today: The communicative approach holds that since the primary purpose of the language is communication, using language to communicate should be central in all classroom language instruction. This brings the importance of renewal of the teaching pronunciation since some evidences indicate that there are many difficulties in pronunciation for nonnative speakers of English. The following are modified techniques and practical materials that have traditionally been used in teaching pronunciation:

1. Listen and imitate: a technique used in Direct Method in which the pupils listen to the teacher that provide a model and repeat or imitate him.

2. Phonetic training: use of articulator descriptions, articulator diagrams and phonetic alphabet.

3. Minimal pairs drill: a technique introduced during the audio lingual era to help pupils to distinguish between similar and problematic sounds in the target language through listening, discrimination and spoken practice.

4. Visual aids: Teachers describe how sounds are produced by audio – visual aid such as a sound – color chart, pictures, mirrors, realia, etc.

5. Tongue twisters: a technique from speech correction strategies from native speakers, e.g.
   (She sells seashells by the seashore)
   (Peter pocket picked a piece of paper)

6. Developmental approximation drills: a technique based on the theory of first language acquisition that some sounds are acquired before others. Thus as children learning English often acquire /w/ before /r/ or /j/ before /L/, words with initial /w/ or /j/ sound

should be taught first, and then shift to /r/ or /L/ respectively.

7. Reading aloud recitation: passages or scripts for learners to practice and then read aloud.

8. Recording of learner's production: audio and video tapes of spontaneous speeches, free conversations and role plays play back offers opportunities for feedback for both teachers' and learners' benefit and self evaluation. Hymes, (1974).

2.9 Consonants

Consonant is a speech sound made by completely or partly stopping the flow of the air being breathed out through the mouth or a letter of alphabet that represents a consonant sound, for example b, c, d, f, etc. Hornby (2005). Gimson (1988: 32) states that, "consonant is the tube of sound is most easily described in term of articulation, since we can generally feel the contact and describe them".

Al-Hassan (1996) states that, English has (24) consonants some of them are pronounced with vocal cords vibrating [voice consonants: b, d, g, v, z, m, n, l, r, w, j, dʒ, ð] the other are pronounced without any vibration of the vocal cords voiceless consonant [p,t, k, f, h, θ, s, ʃ, tʃ] the vocal cords are two lines of muscle connected from both ends of the wall of the larynx.

2.9.1 The English Consonants

The English consonants that have one main sound associated to them cause no trouble to EFL Sudanese learners. The table below show the English consonant which are associated with one main sound.

Letters	Sounds	Example
B	/b/	Beach, cabbage, cab
D	/d/	Do, God, oddities
F	/f/	For, of, coffee
H	/h/	Hello, behind
J	/dʒ/	Judge, major
K	/k/	Take, make
L	/l/	Leg, hello, poll
M	/m/	Me, coming, plum
N	/n/	No, any, plain
R	/r/	Run, carry
W	/w/	We, word
Z	/z/	Zebra, lizard, maze

Source: Kelly, (2004: 147).

Also Kelly (2004) sees that there are some English consonants which can be represented by more than one sound. They can be pronounced in different ways, and in spite of the fact that EFL Sudanese students do not find any difficulties in pronouncing these letters. The problem is that these letters do not follow the general rules of pronouncing English phonemes. They have specific rule to be applied. So, this area of pronunciation of English sound need a trained teacher an ample time and more practice for students in this way, this area can be simplified and clarified enough to EFL Sudanese students to help them to apply these rules when pronouncing these sound.

2.9.2 Articulation in Details

All human beings are capable of producing the same sounds, because they have the same vocal apparatus.

Articulation can take place in different places in the oral cavity, this differentiation is:
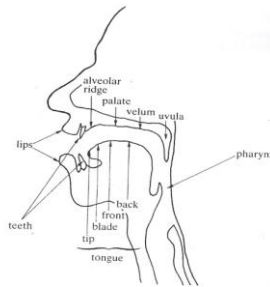
Fig (2.2) The oral cavity, with principal articulators
Giegerich, (1992)

English consonants cannot have all values of all parameters. Nasals, liquids and some glides are usually voiced.

		Bilabial	Labiodental	Interdental	Alveolar	Lateral	Palatal	Velar	Glottal
Stop	voiceless voiced nasal	p b m			t d n			k g ŋ	
Fricative	voiceless voiced		f v	θ ð	s z		ʃ ʒ		
Affricate	voiceless voiced						č ǰ		
Approximant	voiceless voiced	ʍ w			r	l	j		h

2.9.2.1 Consonants: Places of Articulation

It is possible in many cases to characterise the place of articulation of a consonant in terms of the passive articulator involved - recall the names of the passive articulators. Starting from the front, may distinguish the following places of articulation for English. Giegerich, (1992) classified the places of articulation as:

   i. Bilabial. The lips are brought together, as *in pie, buy, my;* the first two of these are oral and the last one nasal, the first one voiceless and the last two voiced.

  ii. Labiodental. The lower lip is raised against the upper incisors, as in *fat* and *vat*. The former word begins with a voiceless labiodental consonant, the latter with a voiced one.

iii. Dental. The tip of the tongue is raised against the upper incisor? or inserted between the upper and lower incisors, as in *thigh* and *thy*. Again the former is voiceless and the latter voiced.

iv. Alveolar. The tip of the tongue is raised against the alveolar ridge. English has many alveolar consonants; examples are *nigh lie, tie, die, sue* and zoo.' Voicing and nasality distinguish these further from one another, but notice that the characteristics of place, voicing and nasality do not suffice to make each of these sounds distinct from all others: both *tie* and *sue,* for example have voiceless oral alveolar consonants. These need to be further distinguished" in terms of their manners of articulation.

v. Palato-alveolar. The front of the tongue - and not just the tip – is raised towards the back of the alveolar ridge and the front of the palate, as in *she* and, rather rarely in English, the second consonant in *leisure*.

vi. Palatal. The front of the tongue is raised towards the palate, slightly further back than in a palato-alveolar sound. Example: *you*.

vii. Velar. The back of the tongue is raised towards the velum, as in *cool* and the final consonants in *back, bag* and *bang*. Voicing and nasality distinguish these further. Velar consonants are articulated by raising the back of the tongue to make contact with velum. English velar are /k g ŋ/. Velar produces the different phonetic that making affect one speech sound distinct from other, for example the manner in which the tongue is brought towards the roof of the mouth rather than in the precise lace in the mouth where this happens. Speech sounds are distinct from one another in their place and manner of articulation. They help to distinguish consonants from vowels. Most learners will have some ideas of this distinction, we make it only by stating that the

articulation of a consonant involves some audible obstruction in the oral cavity while the articulation of a vowel involves no such obstruction.

3. METHOD

The study uses the descriptive - analytic methods will be used for data collection in this study; the researcher makes use of questionnaire, method since it is a useful one in such kind of study.

   a. Population of the study: The population of this study consists of community of the teachers of English language who work secondary schools in Gezira state.
   b. Sample of the study: The sample of this study consists of a random sample of the community of the teachers of English language. Those teachers work secondary schools.

3.1 Instruments
The researcher used three tools to collect the data for this study. This tool is, a questionnaire, for teachers. The tool designed to investigate the role of pronunciation to develop EFL learner.

3.2 Design of the Questionnaire
The questionnaire was designed and used as a tool to collect data to investigate the different views about the role pronunciation in EFL learners. This questionnaire consists of (4) statements for teachers, and (3) options are given to respondents. The options include: Agree, Neutral, disagree.

4. DATA ANALYSIS

Result of Questionnaire

Most EFL learners need to acquire perfect pronunciation

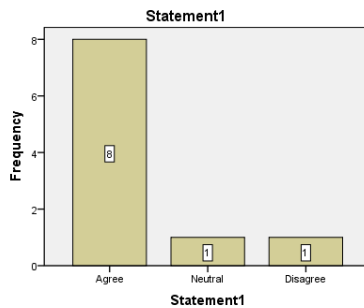|	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	8	80.0	80.0	80.0
Neutral	1	10.0	10.0	90.0
Disagree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement1

Table and diagram indicate that (80%) were agree most EFL learners need to acquire perfect pronunciation while (10%) were disagree and (10%) neutral. According to the results the statement is supported.

Poor English pronunciation confuses people and leads to an unpleasant talking and misunderstanding

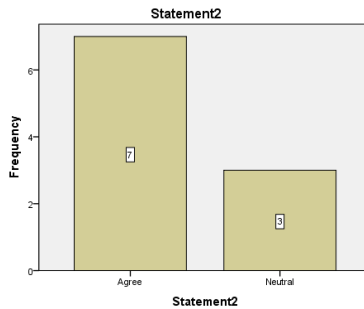|	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	7	70.0	70.0	70.0
Neutral	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Table and diagram show that, poor English pronunciation confuses people and leads to an unpleasant talking and misunderstanding most respondents (60%) agree, (30%) neutral and (10%) disagree that, poor English pronunciation confuses people and leads to an unpleasant talking and misunderstanding.

Some learners have an aptitude for language learning and seem to acquire good pronunciation than others.

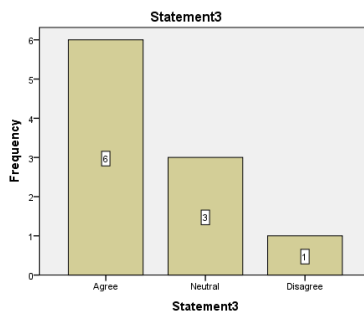|	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	6	60.0	60.0	60.0
Neutral	3	30.0	30.0	90.0
Disagree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table and diagram show that, some learners have an aptitude for language learning and seem to acquire good pronunciation than others most respondents (60%) agree, (30%) neutral and (10%) disagree that, some learners have an aptitude for language learning and seem to acquire good pronunciation than others.

The pronunciation of the teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead (making mistakes).

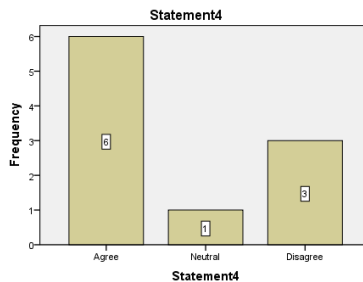|	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	6	60.0	60.0	60.0
Neutral	1	10.0	10.0	70.0
Disagree	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Table and diagram show that, the pronunciation of the teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead (making mistakes) most respondents (60%) agree, (10%) neutral and (30%) disagree that, the pronunciation of the teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead (making mistakes).

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