

The Appropriate Methods of Teaching English Phonology in EFL Context

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Abstract: *The purpose of this research is to look into the best ways to teach English phonology in an EFL setting. The sample comprises of thirty students from Sudan University of Science and Technology who studied English. They are separated into two groups: a controlled group of fifteen Sudanese students studying at the College of Education-English Department, and an uncontrolled group of fifteen Sudanese students. They studied English phonology courses deductively, while the experimental group consisted of fifteen students in their second year of study at a college of education-department of French language, who has studied English for specified purposes courses and phonology inductively. The SPSS programme was used to analyze the test. The researcher's hypothesis is that teaching English phonology inductively improves EFL learning. Teaching phonology effectively improves EFL learning. The test findings corroborate this hypothesis, which claims that the low performance of the case group's students is due to a lack of expertise about teaching phonology, and that the higher test scores of the controlled group are due to inductive phonology instruction. Thus, it is apparent that students' awareness of phonology has improved their English language proficiency.*

Keywords: Phonology, Methods, Teaching English, Sudanese EFL Learners

1. Introduction

In this age of globalisation, being able to speak English clearly and effectively is critical. This is a wonderful opportunity for a literature or English education student to help expand and strengthen the community's English-speaking skills. As prospective teachers, students majoring in English Education are required to always educate and correct their students. The English education study programme, in particular, ensures that students obtain the best possible support information, one of which is pronunciation and phonology, in order to accomplish these abilities. (Asiyah1 & Maghfiroh, 2021., p.349) Arabs commonly pronounce several English sounds wrong due to their little exposure to English as a foreign language. . (Jahara & Abdelrady, 2022, p.194)

Sound gives grammar and vocabulary life, which also provides spoken language life. Other languages cannot be animated without sound (phonology, or pronunciation). Listening, speaking, reading, and writing activities are determined by the three areas of knowledge at the heart of language: phonology, vocabulary (lexis), and structure. These three domains of knowledge are all required for these acts. These elements can be found in all languages, including sign language. This argument implies that phonology and other languages are closely related, and that phonology is as important to the four talents as vocabulary and organisation. (Asiyah1 & Maghfiroh, 2021., p.349).

The goal of this research is to determine the most effective technique of teaching phonology in EFL environments. The author of this work analysed relevant literature and previous research and defined essential topics such as phonetics, phonology, and instructional methods. Covers the inductive and deductive techniques of teaching phonology, as well as the question, "What is the ideal

method of teaching Phonology?" The researcher also discusses the findings and concludes with a conclusion and recommendations after explaining the techniques used for data collecting, analysis, and results.

2. Literature Survey

A- Previous Studies

Numerous studies have been conducted on the techniques to teaching phonology in EFL and ESL situations. The researcher will go over some of these. English pronunciation is an important component of foreign language teaching and learning since it influences students' communicative proficiency and performance. Pronunciation difficulties hinder social connections and reduce learners' self-confidence. EFL teachers can help their students develop the necessary pronunciation abilities for productive communication. According to a review of the literature, EFL instructors play an important role in assisting students with their pronunciation. (Gilakjani & Sabouri, 2016) English language learners have never found it easy to produce words in the target language. This difficulty is exacerbated by the fact that teachers have not given phonology education the attention it requires in the classrooms. (Vega & Vargas, 2015)

Pre-service teachers (PSTs) require solid Knowledge About Language (KAL) for both professional communication and teaching practice. In the long run, improved KAL will benefit our graduates as they apply the Australian Curriculum. This study describes research conducted with First Year PSTs at one Australian university. We report an examination of students' responses to a KAL development intervention focusing on Phonological Awareness (PA) and phonics. Students primarily accessed the designed materials online after they were introduced and discussed in class. Online testing was

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used to assess student achievement, while unit evaluation instruments and a survey were used to collect attitudes. We give findings that show their understanding before and after the intervention, as well as their attitude regarding the subject. Following intervention, the majority of students indicated enhanced confidence and understanding in specific areas. Their capacity to apply their knowledge, however, fell behind their ability to provide definitions. (Thwaite et al., 2022)

While the deductive strategies produced no statistically significant increase in the pronunciation of any of the tested vowels, the inductive techniques considerably enhanced the learners' pronunciation of I [], and [] in the interconsonantal context. The conclusion is that increased aural exposure, imitation, and meaning-focused practice outperform theoretical, metalinguistic information about the sounds, comparing L1 and L2 sounds, and pronunciation-focused practice, at least for young adolescent learners who may not be ready to comprehend abstract phonetic notions. (Załóg-Kociuga, 2016)

Phonetics and phonology learning and teaching Despite having acquired or been exposed to a language for several years, foreign language learners are frequently unable to achieve native-like or at least comprehensible L2 pronunciation. Many factors, including the type of instruction, the learners' L1, age, motivation, and personality attributes, might influence their phonetic and phonological acquisition. (Flege et al.1995 Only the importance of the learners' L1 and the manner of instruction will be described in depth for the purposes of this study.54, 20 *Anglica Wratislaviensia* The learner's L1 influences their L2 phonetic and phonological acquisition. Flege (1992: 565) asserts that adults learning an L2 have access to an already established phonetic system, which makes them more prone to make mistakes due to inappropriate usage of previously acquired forms. According to Ellis (2008: 368), phonological transfer is selective, which means that learners do not always transfer L1 phonological elements to L2 utterances. However, as Flege (1992: 566) points out, learners frequently swap an unfamiliar L2 phoneme with a familiar sound from their L1, implying that L2 sentences are made up of L1 phonemes. A student must reestablish their previously determined system of sound patterns in order to produce native-like foreign sounds. This procedure is normally carried out at the end of the acquisition process. However, it is likely that some students will be unable to do so. As a result, target sounds that are absent or have no close analogues in the local language may be difficult to learn and pronounce. Supporters of the Contrastive Analysis Hypothesis made similar claims (e. g. Stockwell and Bowen 1965; Prator 1967). However, learning L2 phonetics and phonology can be challenging not only when a phoneme is new and unfamiliar, but even when it has an L1 equivalent. According to proponents of the Speech Learning Model (Flege 1995) and the Similarity Differential Rate Hypothesis (Major and Kim 1999), learners frequently fail to distinguish between equivalent L1 and L2 sounds, even when their places of articulation differ or they appear in different contexts or positions in the two languages. Because the variations between the

phonemes are not acknowledged, no new mental phonetic category for the L2 sound can be established; hence it is realized just like an L1 sound. On the other hand, the more different an L2 sound is, the more probable it is that the learner will establish a new phonetic category for it. 1.2 Instructional Methods: The distinction between formal and informal instruction is associated with the learning environment. Formal education takes place in a classroom setting and is designed to help students develop linguistic and communicative skills as well as learning techniques. By contrast, Informal education occurs outside of the classroom. Deductive or inductive instruction can be used in formal instruction. According to Ellis (2008: 882), in form-focused deductive education, learners are explicitly given the L2 rules and practice structures only after the rule is introduced. With contrast, in inductive instruction, they should infer the rules from the examples and practice activities provided to them.1.3. Formal instruction, its various forms, and its impact on pronunciation correctness Most studies on formal pronunciation teaching and its consequences employ the terms 'explicit' and 'implicit,' rather than 'deductive' and 'inductive,' despite the fact that they often define very similar, if not identical, methodologies. The studies given below use their own nomenclature, even though what their authors used as explicit pronunciation teaching is what author described as deductive pronunciation instruction, despite the fact that both deductive and inductive methods of education are explicit in nature, since they both rely on rule internalisation. Pennington and Richards (1986) found that there is little evidence that either segmental or suprasegmental pronunciation education is efficient, and, more crucially, that any sort of pronunciation instruction is effective at all. Similarly, MacDonald et al. (1994), who studied the impact of various types of formal education, came to the conclusion that "no one intervention was advantageous to all learners who encountered it (p.94)." Elliott (1995), on the other hand, confirmed that 'multimodal' pronunciation training that included both deductive and inductive strategies increased learners' pronunciation accuracy. Couper (2003), on the other hand, investigated the impact of explicit training on both segmental and suprasegmental aspects and discovered that it was helpful to learners. According to Szyszka's (2003) study, pupils who were taught English phonetics via phonemic transcription outscored those who got phonetic training without using this technology. According to Stasiak and Szpyra-Kozowska (2003), both deductive and inductive phonetic education strategies were useful as long as learners received the training on a regular basis. However, regardless of the teaching modality, there was no improvement in the pronunciation of certain phonemes, such as [ae] or [] and other weak forms. Kissling (2013) investigated the effects of explicit and implicit phonetic education in the same way. Because both groups improved in the post-test, the researchers concluded that "it may be the input, practice, and/or feedback contained in pronunciation teaching, rather than specific phonetics lessons, that are most facilitative of pronunciation progress (720)." Numerous studies on the impact of explicit vs. implicit/deductive vs. inductive pronunciation instruction methodologies yield inconsistent results, as can be observed. Some studies dismiss the value of any style of

formal training, while others claim that any type of instruction is effective under specific situations, and still others claim that explicit/deductive approaches outperform implicit/inductive techniques. (Załów-Kociuga, 2016)

While many teachers do not expressly teach pronunciation, Elliot believes it is one of the most important components of a person's communication (1995). Teachers who instruct in foreign language classes almost never do so. Furthermore, it is one of the most difficult challenges that both language teachers and pupils must overcome. Teachers who are aware of the elements that influence their students' pronunciation can effectively adapt their instruction to improve their students' pronunciation. . (Gilakjani & Sabouri, 2016)

It was revealed that the majority of the pupils had learning obstacles during the study period, notably with regard to phonetic symbols. They are aware that effectively finishing this coursework is critical. (Asiyah1 & Maghfiroh, 2021., p.349)

The purpose of this qualitative study is to learn about students' perceptions on the development of their phonological and pronunciation comprehension. The majority of pupils encountered learning difficulties during the study period, notably with regard to phonetic symbols. They are aware, however, that success in this study is critical. (Asiyah1 & Maghfiroh, 2021., p.349)

Jahara and Abdelrady, 2022, tried to train students using pronunciation assessments and phonemic inventory through repetition and imitation to overcome pronunciation faults and fossilized errors in order to enhance their pronunciation. Their study is significant because it proposes practical pedagogical ways for teaching English sounds and encouraging students to create and acquire sounds more properly, both of which would help Arabic undergraduate EFL learners improve their pronunciation. In order to achieve this goal, it provides feasible pedagogical ways for imparting English sounds and encouraging learners to make and acquire sounds more properly One of the study's significant findings was that our EFL undergraduate students' pronunciation improved as a result of their continued enthusiasm and willingness to take the Blackboard-created assessments. The study recommended further research into phonological awareness as a strategy for learning EFL. . (Jahara & Abdelrady, 2022)

Namaziandost et al., 2018 have conducted a significant study to determine the effect of phonological rule instruction on Iranian pre-intermediate EFL students' English pronunciation. Non-random sampling was used to choose 50 pre-intermediate students enrolled in a private language school in Ahvaz, Iran (convenience sampling). The results showed that there was a significant difference between the two groups' performances. Participants in the experimental group performed better than those in the control group, it was discovered. The experimental group generally performed better than the control group. This study suggests that teaching phonological rules can make

pronunciation learning more efficient and simple. (Namaziandost et al., 2018). Limited phonological instruction, which involves the development of the necessary skills to communicate in the target language, can have a negative impact on the language development of the learners, according to Vega & Vargas (2015). Their paper aims to explain how a particular How phonological training affects English language learners at the elementary level, and how this training affects language development. (Vega & Vargas, 2015)

Another study investigated whether there were any differences in English pronunciation between students with French and English educations after using pronunciation learning strategies (PLS) such as using phonetic symbols and transcriptions, repeating after the teacher or others, and little to no pair drilling.22 university-aged EFL and ESL students participated in this study. A list of common errors was used to collect data. Ten sounds (segments) were discovered to be prevalent mistakes in the pretest. The post-test was administered five weeks later. According to the findings, PLS improved both EFL and ESL learners' pronunciation. However, there was no statistically significant difference in the improvements of these two groups. This study has limitations as well as recommendations. (Mirza, 2015). Baker's (2013) study evaluated some of the complicated relationships between the cognitions (beliefs, knowledge, perceptions, attitudes) and pedagogical practices of five English language teachers, with a focus on pronunciation-oriented strategies.

The majority of teachers' knowledge base of pronunciation strategies was made up of controlled pronunciation techniques, which are ones that teachers heavily control and are often seen as less communicative than other techniques. Teachers' understanding of how to consistently integrate guided techniques with oral communication curriculum may be inadequate, as indicated by the fact that guided techniques (semistructured) were the least commonly employed of all techniques. This article also discusses three sets of beliefs held by certain teachers, which are as follows: Kinesthetic/tactile exercise is necessary for phonological improvement, pronunciation instruction can be time-consuming, and listening comprehension is required for producing comprehensible speech. . (Baker, 2013) Students of English as a Foreign Language (EFL) from Spain and Catalonia took part in a formal instruction period (FI), which included explicit pronunciation teaching. This time period featured theoretical and practical methods to English segmental phonetics, as well as a comparative analysis of the participants' native languages and the target language, English. The ability of EFL students to recognise and generate L2 vowels was assessed before and after the 8-week educational session. The findings show that EFL students' perception of vowel sounds in real and non-word contexts increased dramatically. Despite getting the advice, however, there was no improvement in production. These findings suggest that teacher-led teaching can improve students' perceptual abilities; however, the amount and accessibility of explicit pronunciation instruction had little effect on students' speech production. Students must continue their study outside of the regular

classroom setting for the best results. In order to attain this goal, this study provides two autonomous activities designed to increase students' phonological awareness: Questionnaire on Phonological Self-Awareness and Task for Comparing L1 and L2 Pronunciation. (Carlet & Kivistö-de Souza, 2018).

Many people believe that pronunciation is one of the most overlooked parts of teaching English as a second language. Almost all English language teachers, according to Harmer, encourage their pupils to master grammar and vocabulary, engage in meaningful and practical discussion, participate in productive skill-building activities, and improve their reading and listening comprehension. However, some of these teachers just pay casual attention to pronunciation and make no visible effort to teach it. It is worth noting that, as Morley puts it, "intelligible pronunciation is a basic element of communicative ability" in this region of the language. (Morley, 1991, p.513). This argument contends that it is critical to teach pronunciation so that students can develop the communication skills required for the target language. Teaching pronunciation, according to Harmer, can greatly and endlessly improve students' speech, helping them to reach the aim of improved comprehension and intelligibility. Kelly says that as a result, pronunciation work may and should be scheduled. (Namaziandost et al., 2018).

Purwanto, (2019) has also created a variety of materials for teaching pronunciation activities that are both interesting and appealing in order to introduce correct spelling in teaching pronunciation and encourage students to use English as a medium of communication. This study attempts to assess the effectiveness of learning pronunciation using a pronunciation practice module based on Tergujeff's pronunciation teaching materials, specifically phonetic training, reading aloud, listen and repeat, rhyme and verse, rules and instructions, awareness-raising activities, spelling and dictation, and ear training, as well as Celce Murcia's Pronunciation teaching materials. This demonstrates that the creative and dynamic use of current pronunciation teaching resources allows students to engage in both accuracy-oriented and fluency-based activities. (Purwanto, 2019)

B- Literature Review

Phonological awareness

In 1983, Peter Roach defined phonology as "the scientific study of an individual language's sound system." The more general area of phonetics studies human sounds. It is concerned with the selection of human sound as the raw material. This process of selection can occur at the level of individual sounds, which is known as "segmental phonology," or it can occur above segmental phonology, which is known as "suprasegmental phonology."

Phonetics deals with the concrete aspect of sound since it deals with speech production, whereas phonology works with the abstract aspect of language. **Phonology vs. Phonemics**

Phonetics is concerned with the concrete aspect of sound since it is concerned with speech production, whereas phonology is concerned with the abstract aspect of language. Phonemics vs. Phonology

Phonology is divided into two levels: segmental phonology and suprasegmental phonology.

It is critical to consider some fundamental theoretical difficulties.

When we speak, we produce a continual stream of sounds. To research speech, we divide the stream into what are called as segments. The word man, for example, is broken into three parts. The fundamental goals of phonology are to discover the laws that govern how sounds are ordered in languages and to explain variation. The foundation of phonological analysis is the idea that some sounds alter the meaning of a word or phrase, while other sounds do not. An early investigation into the matter used a straightforward methodology to show this. (Roach, 2010)

Inductive or deductive?

The technique of 'discovering' general principles from evidence is known as inductive learning.

An inductive approach in a language classroom entails having students look at examples to uncover rules and how they are applied. The teacher's duty is to offer the vocabulary that students need to find the rules, to support them in their discovery if necessary, and to provide more opportunities for practice. The inductive approach is commonly regarded as a more modern method of teaching because it employs discovery techniques; an attempt to replicate the acquisition process, frequently use actual content, places learners at the centre of the class, and focuses on usage rather than rules. Deductive learning is the process of applying general principles to specific situations. A deductive method in the classroom is teaching learners rules and then giving them opportunity to apply them through practice. The teacher's function is to deliver the rules and organise the practice. The deductive approach is often regarded as a more traditional method of instruction: it is teacher-led and teacher-centered, at least during the presentation stage; it focuses first on rules and then on application; and it frequently employs input language that is tailored to the learners rather than authentic. These do not have to be conventional methods of teaching in and of themselves, but they do reflect a traditional perspective. (Kaye, 2022)

Deductive vs. Inductive teaching

Deductive teaching is the classic method in which the teacher presents and explains the phoneme (s) to the pupils, frequently in a PPP instructional sequence. Inductive procedures (for example, guided discovery) are student-led; students are in charge of describing and/or analysing the target L2 phoneme (s) and/or distinguishing them from comparable L1 sounds. The teacher serves as a facilitator, leading pupils through open questioning as they 'figure out' how to pronounce the target sound (s). The

latter strategy has the advantage of evoking greater cognitive involvement from the student, but it is also more time demanding. (Gianfranco Conti, 2016)

When is it Effective?

The deductive teaching strategy is the most effective when used with students who have been exposed to this method of instruction for many years. Because they have always been connected with deductive instruction, they are highly receptive to this method. When introduced to a new group of learners, particularly young children, the inductive technique is the most effective, and students come to appreciate and like the interactive nature of the teaching process.

Phonological awareness is assumed to proceed from the global to the small and subtle, that is, from rhyme to syllable, to intra-syllabic units such as onset [first consonant in a syllable and rime (the vowel and consonant sound (s) that comprise the middle and end of a syllable)], to phoneme level Phoneme manipulation appears to be the most difficult of the aforementioned phonological awareness activities (deletion, addition, substitution), at least in English (Goswami, 2002; Goswami and Bryant, 1990; Muter, 2003). Phonemic awareness is difficult to achieve because we speak in overlapping vocal movements that blur distinctions between specific phonemes. (Reid, 2009)

3.Problem definition

The Methodology

The tests are used by the researcher to collect data. The exam consists of ten questions. They are recorded and transcribed, and students are expected to listen, read, talk, and write. It intends to investigate students' phonological

4.Results and Discussion

The test is analysed by the researcher using the SPSS software package.

Table 1

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen Tick the correct column	Equal variances assumed	1.000	28	.326	-.06989	.20323
	Equal variances not assumed	1.000	14.000	.334	-.07632	.20965

It is clear that this question is highly significance.

awareness and exploration of phonological features within Sudanese University syllabi, as well as students' understanding of these elements in general English classes. It is made up of ten questions. The exam was scheduled for three hours. Each question is worth ten points. It was copied from Terry Philips' book series Starting Skills in English, Listening and Speaking, Part A.

The validity and reliability of the test

The test was evaluated by English educators and teachers, who ensured its content, structure, and face validity, as well as its suitability for Sudanese EFL learners of English. The validity of the test was determined since it is clear and students find it easy to grasp the questions and react correctly.

The sample of the test

The sample consists of thirty students studying English at Sudan University of Science and Technology. They are divided into two groups: a controlled group of fifteen Sudanese students studying at the College of Education's English Department, and an uncontrolled group of fifteen Sudanese students. They studied English phonology courses deductively, whereas an experimental group of fifteen students from the college of education-department of French language second year studied English for specified purposes courses and phonology inductively.

The validity and reliability of the test

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Table 2

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with /e/	control	15	1.0000
	case	15	.8667

Table 3

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen Tick the words with /e/	Equal variances assumed	1.468	28	.153	-.05277	.31943
	Equal variances not assumed	1.468	14.000	.164	-.06152	.32819

It is clear that this question is insignificance equals.153.

Table 4: T-Test

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with/au/	control	15	1.7333
	case	15	1.4667

Table 5

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen Tick the words with/au/	Equal variances assumed	1.086	28	.287	-.23641	.76975
	Equal variances not assumed	1.086	26.696	.287	-.23752	.77086

It is clear that this question insignificance equals.287

Table 6

Group Statistics

	GROUPED	N	Mean
Listen Tick the words with/ae/	control	15	1.3333
	case	15	1.0667

Table 7

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen Tick the words with/ae/	Equal variances assumed	1.871	28	.072	-.02531	.55865
	Equal variances not assumed	1.871	21.270	.075	-.02953	.56286

It is clear that this question insignificance equals.072

Table 8

Group Statistics

	GROUPED	N	Mean
Listen and complete the table	control	15	7.8000
	case	15	3.0667

Table 9

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen and complete the table	Equal variances assumed	6.953	28	.000	3.33877	6.12789
	Equal variances not assumed	6.953	20.937	.000	3.31727	6.14940

It is clear that this question is highly significance equals.000.

Table 10

Group Statistics

	GROUPED	N	Mean
Marc and Simone taking about the figures listen	control	15	9.5333
	case	15	3.3333

Table 11

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Marc and Simone taking about the figures listen	Equal variances assumed	8.765	28	.000	4.75110	7.64890
	Equal variances not assumed	8.765	16.829	.000	4.70651	7.69349

It is clear that this question is highly significance equals.000

5. Discussion

The researcher answers the questions and compares and contrasts it with past studies after evaluating the data and collecting the results. As a result, the current study seeks to know the best method of teaching phonology. Teaching pronunciation, according to Harmer, can greatly and endlessly improve students' speech, helping them to reach the aim of improved comprehension and intelligibility. Kelly says that as a result, pronunciation work may and should be scheduled. . (Namaziandost et al., 2018).

The researcher employs a descriptive analytic technique using a sample of EFL learners from Sudan University of Science and Technology. As a tool, a test was used. Thirty students from the faculty of education comprised the sample. The sample was divided into two groups: an experimental group of fifteen second-year French students and a control group of fifteen third-year English students. Education faculty.

Arabic speakers are unfamiliar with phonological components of English such as stress, rhythm, and intonation. This is due to variances in stress patterns between English and Arabic. Arabic is a syllable-timed language with a more predictable stress pattern than English because Arabic is a stressed-timed language with an unpredictable stress pattern. In other words, because Arabic contains syllable-timed stress, a teacher should employ an audiovisual aid and native speakers to set the greatest example for Sudanese students. It was revealed that the majority of the pupils had learning obstacles during the study period, notably with regard to phonetic symbols. They are aware that effectively finishing this coursework is critical. . (Asiyah1 & Maghfiroh, 2021., p. 349 that L2 phonological awareness and L2 pronunciation are significantly connected, and that greater levels of phonological awareness are related to more native-like pronunciation. Language use and experience, as well as phonetic instruction, were found to have no significant relationship with L2 phonological awareness, although L2 vocabulary size was found to be favourably connected. (Namaziandost et al., 2018).

6. Future Scope

The researcher believes that phonology instruction enhances pronunciation. The test findings are consistent with this hypothesis, according to which the case group's students' subpar performance is brought on by a lack of understanding of how to teach phonology inductively and the controlled group's higher test scores are due to inductive phonology instruction.

The researcher has finally found that inductive phonology instruction improves English language communication.

7. Conclusion

Due to the fact that Sudanese students who are learning English transfer the norms of question construction from colloquial Arabic to English, university instructors should

refrain from translating and speak the target language in the classroom. More research can be done on the best ways to teach phonology, especially when it comes to online learning. Due to the fact that Sudanese English learners adapt the norms of question construction from colloquial Arabic to English, university lecturers should refrain from translating and speak the target language in the classroom. As can be observed, both methodologies offer learning possibilities and cater to the requirements of various learner types and learning environments. We must be directed by the goals of our students in practically all classroom decisions. Although the inductive technique may be more appealing to us as teachers, does it really support the learning of our students?

Although the logical method may be easier to manage, does it allow our students the chance to develop their learning styles and strategies? The best course of action may be to combine the two, led by our goals and our understanding of our own learners, just like many of our decisions about how we teach. For instance, it might be beneficial for a class to begin with a deductive approach before switching to a more inductive method once the students have gotten acclimated to analysing language and ways of articulating it. (Kaye, 2022) Thus the researcher would like to recommend incorporating phonological components into the curriculum beginning with the primary grades. Additionally, it is crucial for teachers to receive training in efficient English instruction methods.

The study found that students had trouble pronouncing words correctly while working with English-language learners, and phonology ended up being the least popular subject in the class. Many educators have pronunciation issues. The researcher's goal is to characterize the methods of instruction, the actual scenario in Sudanese universities, student level, and instructor credentials in order to comprehend the problem with teaching phonology. Teaching phonological norms can make learning pronunciation easier and more effective, according to the author (Namaziandost et al., 2018) The teachers in the schools, however, have not given phonological education the necessary focus. (Vega & Vargas, 2015),

The inductive method shifts the emphasis from the teacher as the source of knowledge to the students as its discoverers. Additionally, it shifts the emphasis from rules to use, which is ultimately what we want to do when we teach. Moreover, It promotes student autonomy. Learners take big strides toward independence if they can determine rules for themselves. We can go one step further by allowing students to select the linguistic feature of a text that they want to examine. It imparts a crucial skill: how to learn the laws of English through real or almost genuine language. With specific sorts of young learners and low levels, it can be quite helpful. It enables these students to concentrate on usage rather than intricate rules and jargon. If we use real content as our context, learners will interact with real language rather than textbook of English. To display our target language, we can use real content from a variety of sources. The principles and structures that students learn can be inferred from actual English usage, making them more valid, relevant, and authentic than

those that would result from a deductive method. (Kaye, 2022).

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