

Enhancing EFL Learners' Pronunciation through Phonology

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Abstract: *This study intended to examine the impact of Phonological awareness in improving Sudanese EFL learners' pronunciation. The sample is thirty students who studied English language at Sudan University of Science and Technology. They are divided into two groups; a controlled group consists of fifteen Sudanese students who study at College of Education-English Department They have studied English phonology courses deductively and an experimental group consists of fifteen students who are studying at college of education -department of French language second year, who have studied English for specific purposes courses and they have studied phonology inductively. The test was analyzed using SPSS program. The researcher's hypothesis is that Phonological awareness is a great aid to improving Sudanese EFL learners' pronunciation. Teaching phonology improves pronunciation. The test results support this hypothesis, which states that the case group's students' poor performance is caused by a lack of knowledge about teaching phonology inductively, and that the controlled group's higher test scores are attributable to this inductive teaching of phonology. Thus it is clear that students' awareness of phonology has enhanced their English pronunciation and it's a good asset for their performance in English language.*

Keywords: Phonology, Phonetics, Phonological awareness, English pronunciation, Sudanese EFL Learners

1. Introduction

Being able to speak English clearly and fluently is crucial in this age of globalization. This is an excellent chance for a literature or English education student to contribute to the growth and improvement of the community's English-speaking skills. Students majoring in English Education are expected to always educate and correct their students as future teachers. The English education study programme in particular makes sure that students receive the highest supporting knowledge, one of which is pronunciation and phonology, in order for them to achieve these competencies. (Asiyah1 & Maghfiroh, 2021., p.349) Due to their limited exposure to English as a foreign language, Arabs frequently pronounce many English sounds incorrectly. (Jahara & Abdelrady, 2022, p.194).

Grammar and vocabulary are given life by sound, which also gives spoken language its vitality. Without sound, other languages cannot be animated (phonology, or pronunciation). The three domains of knowledge at the core of language-phonology, vocabulary (lexis), and structure-are what determine listening, speaking, reading, and writing behaviors. These behaviors are all reliant on these three domains of knowledge. These components are present in all languages, including sign language. This explanation accurately suggests that phonology and other languages are inextricably linked and that phonology is just as crucial to the four abilities as vocabulary and organization. (Asiyah1 & Maghfiroh, 2021., p.349)

The purpose of this study is to ascertain how phonological awareness affects Sudanese EFL learners' pronunciation. The author of this paper reviewed relevant literature and earlier research, defines key terms like phonetics, phonology, and pronunciation, discusses what influences pronunciation learning, and addresses the question, What Do teachers need to know for Successful pronunciation teaching? The researcher also explains the procedures

followed for data collection, analysis, and results, discusses the findings, and closes with a conclusion and recommendations.

2. Previous Studies

The challenges of teaching and learning pronunciation in EFL and ESL contexts have been the subject of numerous studies. Some of them will be discussed by the researcher. Because it affects students' communicative proficiency and performance, English pronunciation is one of the crucial components of foreign language teaching and learning. Lack of pronunciation abilities limits social interactions and lowers learners' self-confidence. EFL instructors can assist their students in developing the pronunciation skills necessary for productive communication. According to a review of the literature, EFL instructors are crucial in helping students' pronunciation. (Gilakjani & Sabouri, 2016) The ability to produce words in the target language has never come easily to English language learners. This problem is made more challenging by the fact that phonology instruction has not received the necessary attention in the classrooms from the teachers. (Vega & Vargas, 2015)

While many teachers do not explicitly teach pronunciation, it is one of the most crucial aspects of a person's speech, according to Elliot (1995). Teachers who teach in foreign language classrooms hardly ever do so. Additionally, it ranks among the most challenging difficulties that both language teachers and students must overcome. Teachers can effectively modify their instruction to improve their students' pronunciation if they are aware of the factors that affect their pronunciation. (Gilakjani & Sabouri, 2016)

The majority of the students encountered learning challenges during the learning period, particularly in relation to phonetic symbols, it was discovered. They are

aware that completing this study successfully is crucial, though. (Asiyah1 & Maghfiroh, 2021., p.349)

This study, which is qualitative in nature, seeks to understand students' perspectives on the development of their phonological and pronunciation understanding. It was discovered that the majority of students experienced learning challenges during the learning period, particularly in relation to phonetic symbols. They are aware that success in this study is crucial, though. (Asiyah1 & Maghfiroh, 2021., p.349)

According to Jahara & Abdelrady, 2022, who sought to train the students with pronunciation tests and phonemic inventories through repetition and imitation to overcome pronunciation errors and fossilized errors to improve their pronunciation. Their research is important because it suggests workable pedagogical strategies for teaching English sounds and encouraging students to produce and acquire sounds more accurately, both of which will aid Arabic undergraduate EFL learners in improving their pronunciation. It suggests workable pedagogical strategies to impart English sounds and encourage learners to produce and acquire sounds more accurately in order to meet this goal. One of the key findings of this study showed that our EFL undergraduate students' pronunciation has improved as a result of their ongoing motivation and willingness to take the tests that were created using Blackboard. The study suggested more investigation into phonological awareness as a tool 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 phonological training affects English language learners at the elementary level and to discuss the effects of this training on language development. (Vega & Vargas, 2015)

Another study looked into whether there were any differences in English pronunciation between students with French and English educations following the application of pronunciation learning strategies (PLS) 1-+like using phonetic symbols and transcriptions, repeating after the teacher or others, and little to no pair drilling. This study involved 22 university-aged EFL and ESL students. Data were gathered using a list of common

mistakes. In the pretest, ten sounds (segments) were found to be common errors. Five weeks later, the post-test was conducted. PLS improved both EFL and ESL learners' pronunciation, according to the results. However, there was no statistically significant difference between these two groups' improvements. This study offers limitations and recommendations. (Mirza, 2015). Specifically in relation to pronunciation-oriented techniques, Baker's (2013) study examined some of the complex relationships between the cognitions (beliefs, knowledge, perceptions, attitudes) and pedagogical practises of five English language teachers.

Findings show that controlled pronunciation techniques, which are those that teachers heavily control and are typically regarded as less communicative than other techniques, made up the majority of the teachers' knowledge base of pronunciation techniques. The teachers' knowledge of how to consistently integrate guided techniques with oral communication curricula may be limited, as evidenced by the fact that guided techniques (semistructured) were the least frequently used of all techniques. Three sets of beliefs held by some of the teachers are also covered in this article which are Kinesthetic/tactile practice is essential to phonological improvement, pronunciation instruction can be tedious, and listening comprehension is necessary for producing understandable speech. (Baker, 2013) English as Foreign Language (EFL) students from Spain and Catalonia participated in a formal instruction period (FI) that included explicit pronunciation instruction. This period included theoretical and practical approaches to English segmental phonetics as well as a contrastive analysis between the participants' native tongues and the target language, English. Before and after the 8-week instructional programme, the EFL students' capacity to recognize and produce L2 vowels was evaluated. The results demonstrate that the EFL students' perception of vowel sounds present in real and non-word contexts significantly improved. However, despite receiving the instruction, there was no improvement in production. These findings imply that teacher-led instruction can enhance learners' perceptual abilities; however, the quantity and accessibility of explicit pronunciation instruction did not significantly alter learners' speech production. For the best outcomes, students must continue their education outside of the traditional classroom setting. This paper offers two autonomous exercises designed to raise students' phonological awareness in order to achieve this goal: Task for Comparing L1 and L2 Pronunciation and Phonological Self-Awareness Questionnaire. (Carlet & Kivistö-de Souza, 2018).

Many people believe that one of the most neglected aspects of teaching English as a second language is pronunciation. According to Harmer, almost all English language teachers encourage their students to learn grammar and vocabulary, practice useful and practical dialogue, engage in productive skill-building activities, and improve their reading and listening comprehension. However, some of these teachers only pay passing attention to pronunciation and make little effort to teach it in any obvious way. It is significant to note that, as Morley

explains, "intelligible pronunciation is a fundamental segment of communicative competence" with regard to this area of the language. (Morley, 1991, p.513). According to this argument, it is urgent to teach pronunciation so that students can develop the communication skills required for the target language. According to Harmer, teaching pronunciation not only helps students learn different sounds and sound characteristics (and what they mean), but it can also significantly and endlessly improve their speaking, allowing them to achieve the goal of improved comprehension and intelligibility. Kelly claims that pronunciation work can and should be arranged as a result. (Namaziandost et al., 2018).

Moreover, Purwanto, (2019) has designed varied materials for teaching pronunciation practices with fun and attractive, to introduce the correct spelling in teaching pronunciation and to encourage students in using English as medium of communication. This research tries to measure the output of learning pronunciation with pronunciation practice module which is designed according to Tergujeff's pronunciation teaching materials: namely phonetic training, reading aloud, listen and repeat, rhyme and verse, rules and instructions, awareness-raising activities, spelling and dictation and ear training; and Celce Murcia's Pronunciation teaching materials. This confirms that the creative and dynamic use of current pronunciation teaching materials enable the students not only to undergo accuracy-oriented exercises but also fluency-based activities. (Purwanto, 2019)

3. Literature Review

Phonological Awareness

Peter Roach defined phonology as "The scientific study of the sound system of an individual language" in 1983.

The study of human sounds is done by the more broad field of phonetics. It deals with the process of selecting human sound as the raw material. This process of selection can be at the level of individual sounds, which is referred to as "segmental phonology," and when the selection is above segmental phonology, it is referred to as "Suprasegmental phonology".

Because it deals with the production of speech, phonetics deals with the concrete aspect of sound, whereas phonology deals with the abstract aspect of language.

Phonology vs. Phonemics

There are two levels of Phonology; Segmental and suprasegmental phonology.

Phoneme

It is important to think about some fundamental theoretical issues. We create a continuous stream of sounds when we speak. In order to study speech, we break this stream up into what are known as segments. The word man, for instance, is divided into three segments. Finding the rules

that control how sounds are arranged in languages and explaining variation are the main goals of phonology. 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)

What is Pronunciation?

Yates and Zielinski (2009) and Pourhosein Gilakjani (2012) both define pronunciation as the process by which speakers make the sounds that give their words meaning. It involves linguistic segments, such as the consonants and vowels of a language, as well as suprasegmental features of speech, such as stress, timing, rhythm, intonation, and phrasing, as well as how the voice is described (voice quality). Since all of the aforementioned components interact when people speak, issues in one can have an impact on the others, making it easier or harder to understand someone's pronunciation. (Gilakjani & Sabouri, 2016)

What Affects Pronunciation Learning?

The ages, motivations, and personalities of the students-which are influenced by the learners themselves-as well as the teaching methodology and the students' first language-which are external factors-all play a role in pronunciation learning.

The Era of Learning. Only if they are exposed to the language and given numerous opportunities to hear it spoken can children learn language sounds more naturally than adults and come close to mimicking native speaker pronunciation.

Motivation

If a student wants to learn, they are more likely to advance in any subject. If a student isn't motivated to learn, no teacher can make them. There are three typical sets of objectives or aspirations that can inspire language learners. (Celce-Murcia et al., 2010, p.21) It's possible for language learners to desire acceptance into a speaking community. The learners may still be perceived as "outsiders" by the group, but they are able to contribute effectively. They may want to be acknowledged as legitimate group members, which is sometimes referred to as integrative motivation. They reject the idea of being viewed as "outsiders." Assimilative motivation is what causes this. They want to be able to use the language to accomplish a task, such as obtaining employment, conducting business, passing a test, or travelling conveniently abroad. This is called instrumental motivation. If we recognize our students' goals in learning English, we can help motivate them by showing them how improving their pronunciation will help them reach their goals.

Personality and Aptitude

No two people are alike. We each have our own personality, talents, strengths, and weaknesses. These factors can affect how people learn pronunciation.

Methods and Quality of Teaching

I've only talked about factors that are related to the learners themselves so far, but pronunciation learning can also be influenced by external factors. The quantity and quality of the teaching that students have received has a significant impact on their learning. Have they had a lot, a little, or possibly even almost no pronunciation training? How much experience do they have? Was it solely "repeat after me" with ineffective teacher feedback, or did it involve effective practise using a variety of activities? Did the teachers care about pronunciation, or did they think it was just extraneous information? Is it even conceivable that their previous instructors misled them or gave them a model that was wildly inaccurate? Students' learning is undoubtedly impacted by the quality of the instruction they receive. Understanding the Target Language How much English students hear in their daily lives has an impact on their ability to learn pronunciation. The sounds and melodies that learners are attempting to imitate will be more familiar to those who live in an English-speaking nation and are constantly exposed to the language than those who have limited opportunities to hear spoken English, perhaps only during English classes for a few hours each week.

The Influence of the Learner's Language

The way a learner acquires the pronunciation of a second language is significantly influenced by his or her first language (often referred to as the L1) (referred to as the L2). When certain sounds in the two languages are very similar, for example, this influence is frequently beneficial. For instance, learning how to pronounce /m/ in one language makes learning how to pronounce /m/ in another language simple for a learner. It may be more challenging for learners to pronounce sounds in the new language that don't exist in their L1 or that are used in a different context due to their pronunciation habits in their L1. Language transfer or native language interference refers to this effect.

What occurs when language learners hear unfamiliar sounds and attempt to pronounce them? These kinds of issues frequently happen: Merging. When language learners hear unfamiliar sounds in a new language, they frequently categorize those sounds using the categories from their native tongue. When two sounds are actually considered separate in the new language, the learner's brain might mistakenly perceive them as being the same. Merging is what this is, and it causes pronunciation issues.

When our ears and brains are unable to distinguish between two similar sounds, we frequently pronounce both of them similarly. For instance, many languages lack distinct vowel sounds like the ones in the words rich (/r/) and reach (/i:/). The two sounds may be combined and pronounced together by speakers of these languages. Substitution. When students hear a new sound that doesn't sound like any of the sounds they are familiar with, they frequently replace it with a familiar sound that is more easily produced and somewhat similar. For instance, only a handful of languages around the world use the first

sound in the words think and three. People who speak languages without this sound will frequently use the letters /s/, /f/, or /t/ to make the sound sink, fink, or tink. The impact on comprehension. The processes of substitution and merging can seriously impair the comprehension of learners. Communication can suffer when listeners anticipate hearing one sound but actually hear another. It can be challenging to avoid falling into one of these traps even when instructors make their students aware of what's going on.

What Do Teachers Need to Know?

Fraser (2000) suggested that courses and resources be made available to ESL/EFL teachers so they can enhance their pronunciation instruction. Understandable pronunciation, rather than perfect pronunciation, is one of the main goals of pronunciation instruction, and it is a crucial component of communicative competence, according to Morley (1991). Goals should be realistic, reasonable, applicable, and appropriate for the learner's communication needs. Therefore, it is crucial that English language learners speak the language as clearly as they can, not just like native speakers but clearly enough to be understood. . (Gilakjani & Sabouri, 2016)

Effective pronunciation instruction requires a variety of knowledge types, including:

- You should be aware of the mechanics of word stress, rhythm, connected speech, and intonation as well as how speakers' mouths move to produce language sounds.
- You must comprehend the potential pronunciation issues your students may experience and be able to anticipate them.
- You must be knowledgeable about various pronunciation teaching techniques so that you can modify your instruction to suit your students' needs and abilities while guiding their practise to address any issues they may encounter. . (Celce-Murcia et al., 2010). You should be familiar with the following fundamentals of teaching pronunciation:
- Don't just say, "Repeat after me. " A pronunciation lesson can be helped by having students listen to a recording or the teacher's voice before having them repeat it, but this is insufficient on its own.
- Encourage students to use multiple senses, which is always more efficient. Students can learn in a variety of ways, including through movement, sound, and sight, to improve their comprehension and memory.
- Keep your lessons applicable. Most students, even adults, find theory and technical explanations to be confusing. are hard to understand and are easily forgotten. Simple, concrete demonstrations followed by lots of practice produce better results. Lessons need to fit our students' level of understanding.
- Include communicative practice whenever possible. Students need to work toward using their new pronunciation in real speech. We can support their practise in activities that simulate real communication during class.
- Develop independent and self-directed learners in your students. Our students won't always be with us. They'll eventually have to solve pronunciation problems on their own. Their future learning will benefit greatly if we can assist them in developing their own abilities in listening, imitating, and checking their own pronunciation. (Yoshida, 2016)

Ideas for Improving LS' Pronunciation

A good teacher can always use his experience to improve his learners pronunciation. Such as imitation of teacher or recorded model of sounds, words and sentence, recording of learner speech, contrasted with native model, systematic explanation and instruction (including details of the structure and movement of parts of the mouth), imitation drills: repetition of sounds, words and sentences, choral repetition of drills, varied repetition of drills (varied speed, volume, mood), learning and performing dialogues (as with drills, using choral work, and varied speed, volume, mood) 2, learning by heart of sentences, rhymes, jingles, jazz chants, tongue twisters and self-correction through listening to recordings of own speech. (Ur, 2015)

4. The Methodology

The tools of the study

The researcher uses the tests as a tool for data collection. The test includes ten questions. they are recorded and written; students should listen, read, speak and write. It aims to examine the awareness of the students with phonology and the exploration of the phonological elements within Sudanese University syllabi and the awareness of the students who study general English courses of these elements. It consists of ten questions. The

The Data Analysis

The researcher uses SPSS software program to analyze the test.

test was allotted three hours. Ten marks for each question respectively. It was copied from Starting Skills In English, Listening and Speaking, Part A book series which was written by Terry Philips.

The validity and reliability of the test

The test was evaluated by educators and teachers of English who assures its content, structure and face validity and appropriateness to the Sudanese EFL learners of English. The test was judged to be valid because it is clear and students find it easy to understand the questions and to respond accurately.

The sample of the test

The sample is thirty students who study English language at Sudan University of Science and Technology. They are divided into two groups; a controlled group consists of fifteen Sudanese students who are studying at College of Education -English Department. They have studied English phonology courses deductively and an experimental group consists of fifteen students who are studying at college of education -department of French language second year, who have studied English for specific purposes courses and they have studied phonology inductively.

Table 1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
OBSER	Equal variances assumed	2.771	.107	8.264	28	.000	29.9333	3.62198	22.51405	37.35262
	Equal variances not assumed			8.264	24.022	.000	29.9333	3.62198	22.45830	37.40837

Table 2: T-Test

Group Statistics

STUDENTS	N	Mean	Std. Deviation	Std. Error Mean
OBSER control	15	80.9333	7.63887	1.97235
case	15	51.0000	11.76557	3.03786

Table 3

Group Statistics

GROUPED	N	Mean
Listen Tick the words with /e/ control	15	2.1333
case	15	1.7333

It is quite clear that this question is insignificance equals.107.

Table 4

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	2.667	28	.013	.37096	2.82904
	Equal variances not assumed	2.667	25.514	.013	.36554	2.83446

It is clear that this question is insignificance equals.013.

Table 5

Group Statistics

	GROUPED	N	Mean
Listen and circle	control	15	9.6000
	case	15	8.4000

Table 6

Independent Samples Test

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Listen and circle	Equal variances assumed	2.260	28	.032	.11240	2.28760
	Equal variances not assumed	2.260	19.224	.036	.08959	2.31041

It is clear that this question is insignificant equals.036.

Table 7

Group Statistics

	GROUPED	N	Mean
Listen and complete the ID card	control	15	8.1333
	case	15	3.0667

Table 8

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 ID card	Equal variances assumed	7.711	28	.000	3.72071	6.41262
	Equal variances not assumed	7.711	24.332	.000	3.71151	6.42182

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

Table 9

T-Test

Group Statistics

GROUPED		N	Mean
Listen Tick the	control	15	1.0000
correct column	case	15	.9333

5. Results and Discussion

After analyzing the data and obtaining the results, the researcher answers the questions and compares and contrasts it with the previous studies. So the present research aims to investigate the impact of phonological awareness in the Sudanese EFL learners' English pronunciation. According to Harmer, teaching pronunciation not only helps students learn different sounds and sound characteristics (and what they mean), but it can also significantly and endlessly improve their speaking, allowing them to achieve the goal of improved comprehension and intelligibility. Kelly claims that pronunciation work can and should be arranged as a result. (Namaziandost et al., 2018).

Utilizing a descriptive analytic approach, the researcher uses a EFL learners' sample from Sudan University of Science and Technology. A test was used as a tool. The sample was thirty students from the faculty of education. The sample was split into two groups: an experimental group of fifteen second-year students from the French department and a control group of fifteen third-year from the English department. Faculty of education.

The Arabic speakers are unfamiliar with English phonological elements like stress, rhythm, and intonation. This is so because there are differences between English and Arabic's stress patterns. Arabic is a syllable-timed language with a stress pattern that is more predictable than English because Arabic is a stressed-timed language and its stress pattern cannot be predicted. In other words, because Arabic has syllable-timed stress, a teacher should use an audiovisual aid and native speakers to give Sudanese students the best possible example. The majority of the students encountered learning challenges during the learning period, particularly in relation to phonetic symbols, it was discovered. They are aware that completing this study successfully is crucial, though. (Asiyah1 & Maghfiroh, 2021., p.349) that L2 phonological awareness and L2 pronunciation were discovered be strongly related, so that high degrees of phonological awareness were revealed to be pertinent to more native-like pronunciation. Language utilizes and language experience, as well as phonetic training were not found to generate a crucial relation to L2 phonological awareness, whereas L2 vocabulary size was found to be positively related. . (Namaziandost et al., 2018).

After analyzing the gathered data, it was revealed that both experimental and control groups. After collecting the test, the experimental group outperformed the control group.

Teaching phonological rules could help the experimental group to improve their English pronunciation knowledge.

The most momentous result of the study was Integrating pronunciation into the classroom is challenging for teachers. Many syllabi, according to book reviews, lack standardized pronunciation activities. Many teachers struggle with pronunciation, and as a researcher working with English-language learners the researcher has noticed that students had trouble pronouncing words correctly, phonology became the least popular subject in the class. Thus, the researcher's goal is to clarify the methods of teaching phonology, the actual situation in the Sudanese universities, student level, and teacher credentials in order to explain the problem of teaching phonology. (the author) Teaching phonological rules can make pronunciation learning more efficient and simple. (Namaziandost et al., 2018). However, phonology instruction has not received the necessary attention in the classrooms from the teachers. (Vega & Vargas, 2015) One of the key findings of this study showed that our EFL undergraduate students' pronunciation has improved as a result of their ongoing motivation and willingness to take the tests that were created using Blackboard. The study suggested more investigation into phonological awareness as a tool for learning EFL. (Jahara & Abdelrady, 2022)

6. The Findings and Recommendations

The researcher's hypothesis is that teaching phonology improves pronunciation. The test results support this hypothesis, which states that the case group's students' poor performance is caused by a lack of knowledge about teaching phonology inductively, and that the controlled group's higher test scores are attributable to the inductive teaching of phonology.

The researcher has finally found that teaching phonology enhances communication and Phonological awareness has aided in improving Sudanese EFL learners' pronunciation.

Thus the researcher would like to recommend to include Phonological elements in the syllabus from the early stages of education. In addition to the importance of teacher training on the effective techniques of teaching pronunciation. . . .

University teachers should avoid translation and speak the target language in the classroom because Sudanese students who are learning English transfer the rules of question formation from colloquial Arabic to English.

More studies on how to teach phonology can be conducted, particularly in the area of using remote learning. Sudanese English learners transfer the norms of forming questions by intonation pattern of colloquial Arabic to construct inquiries in English, thus university lecturers should avoid translation and use the target language inside the classrooms.

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