ASSESSMENT OF PRONUNCIATION PROBLEMS OF ENGLISH SOUNDS BY STUDENTS IN JUNIOR SECONDARY SCHOOLS IN BAUCHI STATE

BY

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MED /EDU/TESL/8392/2010/2011

A RESEARCH DESSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER IN EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
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DECEMBER, 2015

DECLARATION

I wish to declare that this thesis is a record of my personal work. It has never been presented anywhere for the award of a higher degree. All quotations and sources of information are indented or acknowledged by means of reference.

Musa Usman Tilde **Date……..**

CERTIFICATION

This thesis entitled: Assessment of Pronunciation Problems of English Sounds by Students in Junior Secondary School in Bauchi State by Musa Usman Tilde meets the regulations governing the award of the degree of masters (M. Ed) in Teaching English as a second language (TESL) of the Ahmadu Bello University Zaria (ABU) and is approved for its contribution to knowledge and literary presentation

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This thesis is dedicated to my late Mother Aisha and my Father Alhaji Usman.

ACKNOWLEDGEMENT

In the name of Allah the beneficent, the merciful. My gratitude is to Him for the good health and life to commence my M.ED program and complete it successfully.I would like to record my gratitude to my supervisor Dr. Sadiq Muhammed, whose academic excellence guided me in writing this project. His invaluable comments and suggestions are forever appreciated. I would also not forget the assistance, suggestions and support from the current Head of Unit Dr. Ramlatu Jibir Daura.I wish to thank the following: Professor I.A Olaofe, Dr. M.S. Ibrahim and Dr. I.D. Abubakar.I owe a great debt to the management of College of Education and Bauchi State Government, without whose support, my M.ED Programme would not have been possible.I would also not forget the concern for the successful completion of this thesis shown by my colleagues. Appreciation is also extended to all the teachers and students of the various schools used in the study.I wish to acknowledge contribution of the Hon. Commissioner for education Bauchi state who directed their ministry to give me all their relevant statistical information that aided in the study. I wish to thank all the principal staff and students of all the sampled schools for given me their maximum cooperation.

ABSTRACT

This study is an assessment of the pronunciation problems of English sounds faced by students of junior secondary schools (JSS) in Bauchi State. In a bid to do that, a survey research was conducted in two educational zones of Bauchi State comprising five schools: four for each zone with a total number of (255)students'. Students' production of English sounds was assessed through sound production test (SPT). Also six research questions were raised and answered to determine the pronunciation problems of students. The results of the findings show that mother tongue interferes in the students' pronunciation of English sounds. This concurs with Oluwole (2008), also discovered was the misplacement of stress patterns by the JSS students leading to changing of word category. Among the recommendations made was that the curriculum designers should include enough pronunciation activities such as drills, oral English, minimal pairs etc.

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LIST OF ABBREVATIONS

JSS	-	Junior Secondary School
SUBEB	-	State University Basic Education Board
SSCE	-	Senior School Certificate Examination
NECO	-	National Examination Council
NCCE	-	National Commission for Colleges of Education
WAEC	-	West African Examination Council

OPERATIONAL DEFINITION OF TERMS

1- **Articulation:** The act of speech production, organs that are involved in pronunciation

2- **Bilingual:** A person that speak two languages.

3- **Glide:** A sound that moves from one sound to another. Example diphthong, triphthongs and semi-vowels.

4- **L1:** One's first language or mother tongue

5- **L2:** One's second language.

6- **Monothongs:** Single vowels that have not been mixed with another sound. They are also referred as pure vowels.

7- **Occlusion:** (The duration of) the closure made during the production of sounds.

8- **Orthography:** The way in which words are spelled.

9- **Received Pronunciation: (RP):** The name given to the regionally neutral accent in British English.

10- **Supra-segmental or non-segmental phonology:** The analysis of features that extend over more than one segment**.**

11- **Voice:** A sound is said to be voiced when there is a vibration of the vocal chords during articulation.

12- **Segmental Sounds:** Are discrete sounds with individual phonetics and phonological characteristics.

13- Sounds: Are the smallest piece of language which can be separately organized and distinguished by human beings.

14- Phoneme: Is a basic units of sound in a language

15-Oral English: The ways in which the English language is transmitted through a conventional system of sounds.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study is based on the area of phonology which deals with sounds and pronunciation. It is concerned with English pronunciation produced by some students of Junior Secondary Schools in Bauchi State.

There was great concern by the state government, English language teachers, some parents including examination bodies on the pronunciation problems by students of junior secondary school. Researches by scholars such as Jibril (1982), Banjo (1992), Jowitt (2005) and Abubakar (2008) have shown that there are a lot of linguistic changes in terms of pronunciation in Nigeria as a result of social factors especially contact with students from various linguistics background. Such as Hausa speakers substituting/p/for/f/ as in pat for fat. Jibril (1982), in particular, noted that contact is a factor that influences changes in pronunciation. Jibril also noted that change in the composition of teachers who teach student. According to him, teachers with receive pronunciation [RP]-like accent are fast disappearing.

From the foregoing, linguist generally believe that spoken language is superior to its written version. Wardhaugh (1974), observes that language is essentially speech. Consequently, in the linguistics literature there appear such statement as “language is speech not writing”, the spoken language is “primary and the written language is “secondary”.

The spoken language is more basic and important skill than other language skills. Speech according to Lyons (1981) is made up of continuous burst of sounds. Sounds are the smallest stream of language which can be separately organized and distinguished by human beings therefore knowledge of English sounds is important. For From kin and Rodman (1983) “part of one’s knowledge of a language is knowledge of the sound system -the phonology of that language”. (From kin and Rodman 1986). In English language for instance, /s/ may be a different sound from the representation of the letters s

Thus: Cars a consonant is realized as /ʒ/

Quest realized as /S/

Pleasure realized as /ʒ/

The idea of this topic came about as a result of the personal experience of the researcher with a group of student with an existing problem of correct pronunciation of some English Sounds in our junior secondary schools, which affect their performances. Many students including those that study the English language as a discipline always consider it a difficult task to correctly articulate the forty-four speech sounds in the Received Pronunciation (RP) version of the English language. Many students in junior secondary schools both in rural and urban areas are mispronouncing some sounds example fiful instead of people.

Clark and Yallop (2007) stated that:

……in any language some differences in pronunciation are crucially distinctive. It is these distinctions or contrasts that are recognized by speakers of the language as "making different words" acknowledged by linguists as systematically functional. (22)

Haycraft (1971) concluded that there are some people who, though knowledgeable in their disciplines, are highly limited in spoken English. Chukwuma and Otaburagu (1997). Owing to this fact, over the years, expressions are misinterpreted and decisions rendered ineffective as a result of the different varieties of the pronunciation given to different English sounds.

Consequently, students learning English language mis-conceive some sounds (phonemes) in other languages which were not in their own mother tongue. They hear a new sound in a new language and they wrongly substitute it with similar sound in their first language. When learners come in contact with a new sound, they will pronounce it as it is perceived to them substituting it with the most similar sound existing in their first language.

This substitution of phonetics from mother tongue to second language creates a lot of problems to the learners of English as a second language. According to: Sani MAZ(2000) Hausa speakers of English for example easily pronounce /feifa/ instead of /paper/. A pen can be pronounced as a "fen this is because the /p/ sound is not existing in their mother tongue as well as the Hausa phonetics but available in English phonetics, according to the international phonetics

Association (IPA) 1988. Job (1992) is of the view that: an early study of the speech organs, the speech mechanism, the various sounds and their ways of articulations in English, can help students a lot in improving their pronunciation problems in the English sounds. As result of the contact between mother tongue and the target language (English language) an inter-language known as Nigerian English emerged. Uzoezie (1992), explained that: It is an accepted fact that when two or more language Come in contact there is usually mutual influence at all Levels of languages, lexical, phonology and syntactic (pp12)

1.2 Statement of the Problem

This research assessed the English segmental pronunciation problems of students in junior secondary schools in Bauchi state.

In this research we assessed student's role in the pronunciation of English sound. There are same consonant and vowel phonemes of English Language which have no counterparts, example Hausa, Yoruba Fulfulde and Igbo. As a result of this absence, we find various speakers articulating the phonemes differently from the RP "Received Pronunciation English" (2012).

Many researchers discovered that oral English, particularly aspect of pronunciation is totally neglected, due to lack of qualified teachers. Indeed, Chairman state universal basic education board(SUBEB) in His opening speech at the 2014 training of teachers on core subjects, stated thatpronunciation problems by students are rampant and lamentable scenario among teachers and students in our JSS III level in Bauchi State.

In the Nigerian academic circle, there has been outcry from the school West African Examination council [WAEC], Senior School Certificate Examination [SSCE], National Examination Council [NECO] and Others that there were massive Examination failures especially in English Papers across the country and oral English section suffers the most. This may be attributed to the difficulty of pronunciation of some English segmental sounds. Example, the student's first language is coming in contact with English as a second language. Therefore if students want to communicate in English language they tend to transfer certain peculiarities of their mother tongue into English.

The curriculum content of English Language for Nigeria's secondary schools introduced in the 1980s gave a fresh emphasis to developing sounds in the spoken English. Teachers found it difficult to teach, partly because they were not sure that their speech reflected the pronunciation norms of (RP) which they were supposed to teach. Pupils and teachers therefore tends to ignore the oral English sections of the course books. Deprived of consistently reliable guidance from teachers, pupils unconsciously relied on (mother tongue) MT models, as indeed many of their teachers did; and assuming that there was a perfect correspondence between sound and spelling, they used orthography as their guide to pronunciation. Moreover, this could be due to other reasons such as: the teacher factor, phonology facilities, mother tongue interference or lack of practice.

1.3 The aim of the study

The aim of the study is to assess the English pronunciation problems by some students in junior secondary schools in Bauchi state who cannot get access to the correct and standard form of pronunciation.

Objectives of the Study

The work specifically intend to:

1. Assess the extent of the pronunciation problems faced by junior secondary school students learning English sounds in urban and rural Junior secondary schools in Bauchi State.
2. Assess vowels production problems faced by students of junior secondary schools(iii) in urban and rural areas of Bauchi state.
3. Assess consonants production problems faced by students of junior secondary schools in urban and rural areas of Bauchi state.
4. To identify the effect of pronunciation on word stress.

1.4 Research Questions

In view of the above set objectives, the study raises the following research questions:

1. Is there pronunciation problem of English sounds among the junior secondary schools [JSS3] students in rural and urban areas in Bauchi state?
2. To what extent does student pronunciation determine the realization of consonant sounds?

3. How does student pronunciation determine the realization of vowel sounds?
4. Do students in urban and rural schools differ in their mode of pronouncing English sounds in Bauchi State?
5. What is the effect of pronunciation on word stress?

1.5 Significance of the Study

This study which focuses on the English pronunciation problems in junior secondary schools in rural and urban schools in Bauchi state, is expected to give some input on how to help English teachers, teaching pronunciation in Junior Secondary Schools with the ways and methods of handling pronunciation problems. The research would no doubt, be of academic interest to students who see language in its dynamic form. More importantly it looks at the gap in the area of teaching the consonants and vowels sounds in junior secondary school. The study also has the potential of raising the consciousness of teachers and those who are interested in the area of phonemes in particular and English language in general by providing possible suggestions for improvement.

This study will explore the weakness of students and learners of English in pronunciation and suggest some possible ways by which they could be handled. It could offer learners with a number of ways that could help them to improve their spoken English. The findings of this study could be useful to students of English in junior secondary schools in Bauchi state. These students of junior secondary schools may have the aspiration to become conscious of the

deficiencies in their articulating abilities. The researcher tried to assessed their pronunciation deficiencies and suggest possible pedagogical methods to correct them. Through the research findings, curriculum planners could competently adopt the scope of phonetics and phonology as taught in different Junior Secondary Schools in Bauchi state.

1.6 Scope and Limitation of the Study

This study is aimed at assessing the pronunciation problems of some English sounds faced by students in junior secondary schools. The research will cover the two educational zones in Bauchi state, five Junior Secondary School from each zone which comprises of rural and urban areas. The choice of Bauchi State is based on the fact that it is regarded as a Hausa speaking state. This research covered only some sounds of English. The areas of concentration in the analysis therefore, are assessment of selected English phonemes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with reviews of related literature to assess relevance materials on English pronunciation and criticize them.

2.2 Definition of Pronunciation

According to Maduekwe, A.N (2011) pronunciation refers to the way or a word or a language is spoken, or the manner in which someone utters a word. By 'pronunciation in the widest sense' we mean the main features that make up speech. The Longman Dictionary of Contemporary English (2001:1130) asserts that "to pronounce means to make the sound of a letter, word etc; especially in the correct way". Gadagbui (1998:14) adds that" a good pronunciation is the act of positioning appropriately the articulators to modify the breath stream in order to produce distinct speech sounds which are culturally and linguistically accepted". Pronunciation thus means the way in which a language or a particular word is pronounced or particular person's way of pronouncing a word, or words. Hearing is also a significant constituent of pronunciation.

2.3 Pronunciation and Spelling

Research which has shown that spelling ability is related to ability in reading, and writing, speech and composition writing. Speech problems also affect spelling achievement, with improvement in pronunciation and articulation and the development of Standard English resulting in growth in spelling ability.

An insight into the pronunciation of English certainly helps the learner to understand the gap between spelling and sound system in English and to accept the arbitrariness of the language. In most cases, learning the syllabification can help the learner spell the words correctly. For example, the sound /ə/ is very common in English and is spelt in many different ways. However, as a vowel sound on its own, it is never found in stressed syllables (e.g better /bətə/, amuse /əmju:z/, Saturday /sætədəi/.

Helping students to identify the sound and produce it accurately will improve their listening skills and their pronunciation, an activitiescan be designed to help the students to recognize the stressed syllables can be used to focus on the different spelling of the schwa sound occurring so frequently in unstressed syllables.

2.4 English Pronunciation

Most JSS students study hard to become very fluent in English. However, there are many different varieties of spoken English and non-native students may have achieved fluency such as knowing correct grammar and knowing a large numbers of vocabulary especially when they have been taught by non-native speakers but they have a non-standard accent which make the use of English difficult for native speakers of English to understand.

Speaking is regarded as the most important and difficult skill out of the four skills in language learning. Most students of English in the Nigerian northern schools face a lot of difficulties when speaking English and they

sometimes get frustrated when they could not understand. Therefore, they encounter the same problems that confront any students studying in a foreign culture, such as grammar, pronunciation and listening comprehension. Also, it is difficult for them to adjust to the English language especially when they speak it. They may have difficulty in understanding class lecture, making them feel reluctant to participate in class discussion, The correct articulation of some English sound makes the study hard.

Some teachers of English language know how important pronunciation is. Nevertheless, sometimes it has been obvious that some teachers paid little attention to the student's pronunciation in the process of second language learning and teaching. Celce & Goodain(1991) states that over the past years, there have been different views about the value of teaching pronunciation in language teaching and they reported that the cognitive approach and grammar translation reading based method which was used by some teachers attach no importance to pronunciation.

However, in the direct approach method, pronunciation is considered important. Jack and William (2002) reported that pronunciation is no longer considered as an indispensable aspect in a foreign language teaching. According to Beebe (1984), `"Most current textbooks in English as a second language ignore the teaching of pronunciation or rely primarily on old systems, to teach non-native learners to pronounce English accurately". Trammell (1993) also

indicates that instruction in pronunciation has been deemphasized due to the new teaching methods like the Communicative Approach.

Communication is an important needs in our daily life and it should be the primary purpose of language learning and teaching. That is why Yule (2006: 33),says that language is primarily speech and it is more basic to language than the written form". Knowles (1987) argues that written language is permanent and looks imperfect version of the spoken language whereas spoken Language is more elusive. It is clear that we all speak and hear the sounds spoken in our environment first before we write or read. For instance, a child before going to school, he will speak before he writes because he will acquire his first Language from his family when he imitates what they speak. It seems that as long as one can communicate with others in the second language, everything is fine. But the questions are how can you communicate with people fluently if your pronunciation is incorrect?

Beebe (1984) insists that pronunciation always affect what we communicate and how well we communicate it, and therefore it should be taken seriously. Weeren & Theunissen(1987: 109) pointed out that; "Firstly, good pronunciation allows one to be better understood. It gives the speaker's oral production a certain redundancy.

Harmer (2007) suggests that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly and appropriate stress and intonation. Pronunciations of students need to be good

enough to communicate the message so that it is understood by other speakers of English. Therefore, most JSS students have difficulties in pronouncing words or sentences correctly which can be a major cause of misunderstandings. They have difficulties in recognizing sound of English, word stress (which part of a word are more heavily stressed that is spoken louder and longer), sentence stress (which part of a sentence can be more heavily stressed), sounds in connected speech (how to link the sounds together in a sentence),and finally in intonation(how our voice rises and falls at a certain point of the sentence)From my own experience as a teacher in a secondary school, most students have potential pronunciation problems when they speak English. They have problem with stress and intonation that they are unable to put the right emphasis on the right part of the word. Also they have problems with vowels bends and consonants blends as well. For example, sounds like"ea" and "ou" can confuse them because when they listen to the audio recordings, it can be very difficult for them to pick up the subtle blends of two or more vowels. Additionally, In consonants blends, they have problem with "th" sound because they are not accustomed to putting "t" and "h" together to form "th" sound to reproduce the correct sounds.

2.5 Importance of Pronunciation

There are a number of reasons why pronunciation is important and should be tackled by systematic teaching in the second language. As such, the whole

notion of good pronunciation is predicated on the following realities according to Maduekwe, A.N (2011):

1. Essentially, the purpose of language is communication, which means that language helps a person to formulate his thoughts and encode it. In essence, correct pronunciation effect communication for others to decode. Encoding and decoding takes place simultaneously in learning pronunciation. This is made possible because the sender and the receiver of the code are familiar with the vocal sounds of the words and phrases which these sounds constitute, the structural arrangement of words, the semantic import and pronunciation. In so doing, pronunciation affects the meaning of words as words or sentence wrongly pronounced may change the total meaning that one wants to convey.
2. Improved pronunciation will boost the individual's self-esteem. It helps one to feel confident speaking in public. To this effect, Quik (1998) remarks that indeed good pronunciation within the range has great prestige throughout the world….. and for English speakers particularly.
3. Effective pronunciation raises awareness about differences in distinctive sound system of a language involving stress and intonation patterns. It is this awareness that enables us to distinguish sounds from each other. Thus cap is distinguished from sap and sap from soap. These differences of sounds are called phonetic difference and the phonemes here are /k/,/s/,/a/,/o/ and /p/.

4. Perfect pronunciation accords individuals respect in their work places. This is because they are able to articulate their thoughts explicitly which is also an indication of good education.
5. Good pronunciation can lead to the acquisition of a better job. One's ability to speak well enhances one's ability to secure good jobs like teaching, journalism, public relations officer of notable institutions to mention a few.

2.6 Why Pronunciation Problems

According to Maduekwe A.N (2011), researchers (Adegbija, 2004, Akere, 1980, Awonusi, 2004, Harris & Afotagbe, 2004, Ikonta, 2007; William, 1980) have documented the way in which English in some West African countries has been domesticated in terms of pronunciation problems. They noted that there are a number of reasons why teaching pronunciation is posing a lot of problems for learners. Some of the problems are worth considering:

The first reason concerns the age at which the students begin to speak. The second language learner is expected during the pre-school period of individual learning to pronounce words in a second language cannot do so with anything approaching near like accuracy unless he is taught systematically (William 1990:77).

Secondly, the mother – tongue exerts considerable influences on the process of enhancing communication thus learning English as a second language becomes a daunting task. Interference often occurs at both productive and receptive levels. The students who cannot differentiate between the English

phoneme /p/ and /f/ in the words pan and fan will not be able articulate the difference. In the light of this, listening and speaking need to be emphasized as essential skills in themselves not just as by-products by changing instruction in reading and writing.

Thirdly, most Nigerian learners and even teachers have some misconception of what it means to learn and explicitly teach pronunciation in English. The learning of English pronunciation in particular becomes more significant when we see the link between pronunciation and other aspects of language use such as spelling, grammar, listening, vocabulary, speaking, reading, writing and motivation. To speak English well, one must also listen well to the correct articulation of the English sounds. By listening one gains familiarity with the speech sounds and builds up a store of sound memory to guide future performance. In this regard, page (2000) argues that as language teachers, we are expected to deliver these practical skills to learners to ensure that they are embedded in the knowledge of the target language they are studying.

Moreover, the issue of tone poses a challenge which is observed when one sound system is superimposed on the other. The learner may know the grammar and vocabulary of the target language but the stress patterns and the rise and fall of his voice may not be the same. It is the tone involved that makes it difficult to understand what one says. Furthermore, a particular sound may not exist in the mother-tongue and the learner may not be used to the sound and

therefore tends to substitute the nearest known equivalent. For instance, (the substitution of /d/ or /z/ for the English ("th" as in /ɵ/ and "that") is a typical example in Nigerian English. Also, some other ethnic groups in Ghananian English tend to replace /ʃ/ with /s/ because they do not have the /ʃ/ sound Ashaiman, Englis for English. The Akans of Ghana for instance, do not have the dental sound /ɵ/ as in "think" hence, they replace it with the nearest sound leading to mispronunciations such as "tin" for "thing", "youf" for "youth" and "deaf" for "death".

Another important challenge is that the learner may have the actual sound right, but might not have learnt the stress patterns of the word or group of words. The result is a foreign sounding accent, and possibly misunderstanding. For example, the Igbos of Nigeria speak English with their mother-tongue intonation. Using intonation from the mother-tongue is also likely to lead to mispronunciation of words. Again, physical defects like visual impairment, auditory deformity and cleft lip can make a child unable to pronounce words properly. A child who cannot discriminate between similar sounds e.g /b//p//k//g/ will find it difficult pronouncing them properly.

Some of the specific problems faced by the Nigerian speakers of English will be discussed here. It should however be noted that though some of these problems were seen as impediments to the promotion of the English language in Nigeria before now, nevertheless some of them have also constituted into what is today known as the features of pronunciation of English in Nigeria. The

principal factors which account for errors of pronunciation that are derived from interference, that is, attitude to the teaching of pronunciation, inconsistencies in the orthography, asymmetry in sound inventories, structural asymmetry are discussed here to constitute the problem/features of pronunciation.

Attitude to the Teaching of Pronunciation: By this we mean many learners/users of English as second language believe that as much as autography of putting the letters together, we say does not impede intelligibility, there is no course for alarm. Hence, to them, the teaching and learning of the pronunciation of English is a waste of time. However, it is important to note the acquisition of this speech form enhances not only a general social achievement, but also promises the user prestige and confidence even as it commands respects in and outside the country (see Egbokhara, 2007:4).

Inconsistencies in the Orthography: This problem emanates as a result of the too many disparities that we have between what is written using the letters of the alphabet and what is actually produced in form of speech. For example, while some letters are silent (e.g /b/ in ‘womb’, /p/ in ‘psalm’ /h/ in ‘hour’ /I/ in ‘could’ etc), some use the same letters to represent different sounds (e.g /z/ for /s/ in boys, /t/ for /d/ in ‘worked etc), some also use different letters to represent the same sound (e.g /s/ and for /s/as in ‘salt’ and psychology /f/ and /ph/ for /f/ as in ‘find’ and ‘physics’).

Asymmetry in Sound Inventories: This problem emanates where a sound that is found in a learners second language is discovered to be missing in the

first, there is always the tendency to substitute this with similar sound in the first language. Hence, the Hausa in Nigeria mix up the sounds /f/ and /p/, while the Yoruba /f/ is substituted for /v/, /s/ for /z/ etc.

Structural Asymmetry: This problem is associated with the structure of the English syllable. Most Nigeria languages do not permit consonant cluster as we have in English. Hence, Nigerian speakers of English tend to introduce vowels where there should be consonant clusters in English words and they equally ensure that their words are ended with vowels. For example, the word ‘bread’ may become ‘buredi’.

2.7 Non-Native Pronunciations of English

The nonnative pronunciation of English sounds, According to Munro and Mann(2005) result from the common linguistic phenomenon in which non-native users of any language tend to carry the intonation, phonological processes and pronunciation rules from their mother tongue into their English speech. They may also create innovative pronunciations for English sounds not found in the speaker's first language.

The speech of non-native English speakers may exhibit pronunciation characteristics that result from such speakers imperfectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech ("interference") or through implementing strategies similar to those used in primary language acquisition. They may also create innovative pronunciations for English sounds not found in

the speaker's first language. The age at which speakers begin to immerse themselves into a language (such as English) is linked to the degree in which native speakers are able to detect a non-native accent. English is unusual in that speakers rarely produce an audible release between consonant clusters and often overlap constriction times. Speaking English with a timing pattern that is dramatically different may lead to speech that is difficult to understand.

More transparently, differing phonological distinctions between a speaker's first language and English create a tendency to neutralize such distinctions in English, and differences in the inventory or distribution of sounds may cause substitutions of native sounds in the place of difficult English sounds and/or simple deletion. This is more common when the distinction is subtle between English sounds or between a sound of English and of a speaker's primary language. While there is no evidence to suggest that a simple absence of a sound or sequence in one language's phonological inventory makes it difficult to learn, several theoretical models have presumed that non-native speech perceptions reflect both the abstract phonological properties and phonetic details of the native language.

2.8 Phonetic Realization

In Standard English, the phonetic realization of the dental fricative phonemes shows less variation than for many other English consonants. Both are pronounced either interdentally, with the blade of the tongue resting against the lower part of the back of the upper teeth and the tip protruding slightly or

alternatively with the tip of the tongue against the back of the upper teeth. The interdental position might also be described as "apico-" or "lamino-dental". These two positions may be free variants, but for some speakers they are complementary allophones, the position behind the teeth being used when the dental fricative stands in proximity to an alveolar fricative, as in clothes (/ðz/) or myths (/θs/). Lip configuration may vary depending on phonetic context. The vocal folds are captured. The velopharyngeal port is closed. Air forced between tongue surface and cutting edge of the upper teeth (interdental) or inside surface of the teeth (dental) creates audible frictional turbulence.

The difference between /θ/ and /ð/ is normally described as a voiceless-voiced contrast, as this is the aspect native speakers are mostly ware of. However, the two phonemes are also distinguished by other phonetic markers. There is a difference of energy (see: Fortis and lenis), the fortis /θ/ being pronounced with more muscular tension than the lenis /ð/. Also, /θ/ is more strongly aspirated than /ð/, as can be demonstrated by holding a hand a few centimeters in front of the mouth and noticing the differing force of the puff of air created by the articulatory process.

As with many English consonants, a process of assimilation can result in the substitution of other speech sounds in certain phonetic environments. Most surprising to native speakers, who do this subconsciously, is the use of [n] and [l] as realisations of /ð/ in the following phrases:

join the army: /ˈdʒɔɪn ðiːˈɑːmi/ → [ˈdʒɔɪn **ni**ːɑmi]

fail the test: /feɪl ðə ˈtɛst/ → [feɪl **lə** ˈtɛst]

/θ/ and /ð/ can also be lost through elision. In rapid speech, sixths may be pronounced like six. Them may be contracted to 'em,

2.9 Definition of Phonetics and Phonology

According to (www.cheg.com febuary 2003) phonetics and phonology are related, dependent field for studying aspects of language. Phonetics is the study of sound in speech, and phonology is the study and use of sound patterns to meaning. It focuses on how speech is physically created and received, including the study of human vocal and auditory tracts, acoustics and neurology.

Nakolia (1989) defines phonology as "the study of sound performing to the system of language as opposed to phonetics, which is "the study of sound pertaining to the act of speech" (the distinct between language and parole).

Last (1998) writes that, phonology refers broadly to sub-discipline of linguistics concerned with the sounds of a language, while in more narrow terms, it is concerned with the function, behaviors and organization of sounds.

To Andrew Spencer, (2010) phonetics is primarily used to describe the way sounds are written and how words are perceived as sounds, while phonology is the study of the sounds used in language, the way they are used to make up words and phrase, and their meaning both within and across language.

Chark et al (2007), defined phonology "as a systematic study of human language. Similarly, Hippeietrail (2011) defines that, phonetics is about physical aspect of sounds, production and the perception of sounds, called phones.

Roach, (1991) makes fairly solid representation of the realm of English phonetics and phonology covering topics like, intonation, tone units, Phonetics as a concept in the research has been defined by various people thus,

Gimson (1970) defines phonetics as,

> *"….The study of language that concerned with the concrete characteristics (articulatory, acoustics auditory) of the sounds used in language. This is concerned with how sounds are produced (articulated) in the vocal throat as well as the physical properties of the speech sound waves generated by the Larynx and vocal tract."*

The above definition looks at phonetics as the study of the articulatory and acoustic property of sound. The author's says more on the physical properties of sounds. There is emphasis on classified speech sounds in terms of the way they are produced by the activity of the speech organs and travels through the air from the speaker to the hearer, auditory phonetics, in terms of the way speech sounds are perceived and identified by the hearers ear and brain.

The definition above also looks at phonetics as a science relating to sounds of a given language. It also looked at phonetics as a science of sounds with respect to their roles in distinguishing meaning among words. The productions, perceptions, classification and transcription of speech sounds.

It is of great importance to note that phonetics deals with some desecrate areas of sounds. That is why the definitions embodied physical and auditory properties of speech sounds. Phonetics looks at the behavior of speech sounds toward word formation. This is important because it helps learners to know the source of their errors.

2.10 The Sound of English Language

Knowledge of English language should also include knowledge of sounds and letters and how they are brought together to form meaningful units. English language has its own peculiar sound system. A comparison between French and English languages will show that some of the sounds are very similar or even identical while others are quite different though they have twelve vowel sounds each. We can see that many African languages have six vowels, others five and nine respectively,Abubakar2008) . This implies that there are variations in the sound system of different languages which definitely affects a learner of a new language which can lead to mother-tongue interference. A Nigerian students learning English must therefore, strive to learn and master a large number of new sounds of English language and the way in which they are produced become pertinent for a learner of English as a language. Constant practice will lead to fluency in use bearing in mind that one is forming a new set of habits. This can be achieved by imitation just as the mother-tongue is acquired. It presupposes that the learner should have the opportunity of hearing the spoken English language correctly.

In spoken English, the twenty-six letters of the alphabet give rise to forty-four different sound segments called phonemes. Thus, out of the five vowels in English letters, twenty vowel sounds emerge and they are sub-divided again into twelve pure vowels and eight diphthongs. Then out of the twenty-one consonant letters of the English alphabet, therefore, has forty-six (46) phonemes otherwise called segmental sounds.

A phoneme is a basic unit of sound in a particular language. In English, for example, /P/ is a phoneme. There are certain physiological organs in the body (speech organs) that make the pronunciation of these sounds possible, that is upper and lower teeth.

2.11 The Sound System of English

We identify English by its sound. A native speaker of English is able to intuitively identify the sounds, though, every language has its own sounds, some other languages of the world may have similarities in sound with English, but these sounds may not share the same method of production. These differences in the production of sound make speakers ofsecondlanguages to face difficulties in pronouncing some English words because, there are some sounds that are unique. Uniqueness is not the case with most Nigerian languages where the letter retain their values in every position. In English for example, the consonant “th” in ‘cloth’ and ‘father’ are pronounced differently. While that in ‘cloth’ is a voiceless (fortis), the one in ‘father’ is a voiced (Lenis). They are all dental fricatives with the same place and manner of articulation, but they are

pronounced differently. We still have difference of pronunciation in vowel letters of the same structure; for example, the word ‘know’ has the vowel symbol “ou’ while ‘now’ has the vowel symbol ‘au’. From these examples, we can see that the realization of the same vowel is not the same.

The sounds of English comprise vowels and consonants which are articulated to produce appropriate phonemes. Vowel sounds are produced with no restrictions or obstructions to the free flow of air from the lungs to the mouth or nostril; while consonant sounds on the other hand are sounds produced with restrictions or obstructions to the free flow of air by any of the organs of speech.

Speakers of second languages learners, especially those ones that were mostly influenced by their native language, experienced a lot of mother tongue interference. A Nigerian speaker transfers the structure of his language to English when pronouncing an English word. Some Nigerian speakers of Yoruba pronounce ‘eat’ as ‘heat’while some Hausa speakers pronounce ‘fiful’ for ‘people’ and ‘tati’ instead of ‘thirty’. (RP pronunciation 2012).

The English language has twenty six letters of its alphabets which are basically different from the sounds of English.

Every language has a set of sounds that form parts of a system that functions in it. These sounds are divided into consonants and vowels with respect to the places and manners they are produced in the mouth or oral vocal tract. The English sounds are forty-four. Twenty four of them are consonants

while twenty are vowels. Furthermore, twelve of the vowels are monophthong (pure vowels) while eight are diphthongs (double vowels).

In everyday speech, we produce a sequence of speech sounds that are transcribed to form syllables or words. For the proper functioning of these sounds in the actual speech process, apart from the use of the organs of speech, features of stress, and intonation are also necessary.

2.12 The English Vowel Sounds

Vowels are commonly viewed as sounds in which there is no obstruction to the flow of air as they pass from the larynx to the lips. English language has twenty vowels which are subdivided into twelve pure vowels and eight diphthongs. Among the twelve pure vowels, there are seven short vowels and five long ones. The long vowels are often identified by the colon mark (:) usually placed after them while the short ones do not have these marks. The second group, diphthongs, is naturally paired such that they always occur together with a tongue-glide from one vocalic position to another.

Celce-Murcia, Brinton and Goodwin (1996) state that there are different types of vowel sounds in English pronunciation. Firstly, received pronunciation. It has twelve monophthongs (single or pure vowels).Secondly, eight diphthongs (double vowels) and two thriphthongs (triple vowels).therefore, some of Nigerian language like Arabic, Hausa, Yoruba and Igbo have fewer vowels in their first Language which lead to have problems with hearing and pronouncing these distinctions of vowel sounds.

According to Adedokun (2002), there are (44) sounds in English language, to which twenty (20) are vowels. Out of the (20) vowels, (12) are pure vowels or monophthongs while the remaining eight are diphthongs or double sounds. Gymson(1996) identified 46 sounds including /tr/ and /dr/.

Table 2.1: (12)Pure Vowels or monophthongs

S/NO	Vowels	Examples
1	/i:/	Heed, feel, bead
2	/1/	Hid, fill, bid
3	/e/	Head, fell, bed
4	/æ/	Had, tap,bad
5	/a:/	Hard arm, bard
6	/ɒ /	Hod pot, bod
7	/□ :/	Hoard, full, horse
8	/ʊ /	Put, push, good
9	/u:/	Who'd, fool, booed
10	/□ /	Up, cut, run
11	/□ :/	Heard, furl, bird
12	/ə/	Sister, doctor, tailor

Source: Osisanwo (2012: 63)

Table 2.2: (8) Diphthongs or Double Sounds.

S/NO	Diphthongs	Examples
1	/eɪ /	Age, name, date
2	/aɪ /	Rise, white, high
3	/□ɪ /	Soil, oil, boy
4	/əʊ /	Tomato, narrow, shoulder
5	/aʊ /	How, now, cow
6	/ɪ ə/	Ear, near, dear
7	/eə/	Air, hari, chari
8	/ʊ ə/	Poor, sure, dour

Source: Osisanwo(2012: 63)

"The above tables can be useful in drilling students on correct pronunciation by given so many examples under each sound".

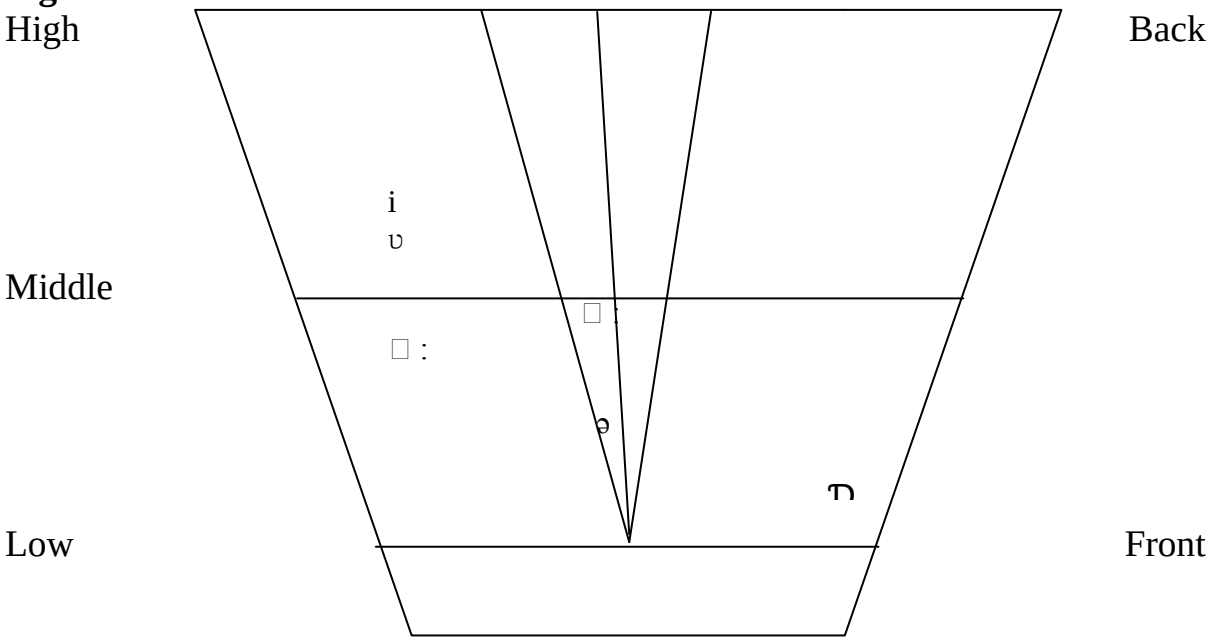
The pure vowels or monophthongs, according to lyiola (2009), are made up of a single phonetic symbol to represent an oral sound and which is articulated in a single position in the oral cavity. They can either be long or short depending on the length of sound production.

Diphthongs according to Iyiola (2009) are made up of two or more sounds or a single sounds glides in to another sound to produce one sound, e.g. /ua/ as in sure. They are realized when a vowel articulation begins at one point and ends at another. Such articulations are called "diphthongs". A diphthong is therefore, a sequence of two or more vowel sounds within one syllable. Diphthongs are equivalent in length to the long pure English vowels. It will be useful to this study in the area of correct pronunciation of segmental sounds by understanding the articulators of the sounds.

The quality of a vowel is not the product of a combination of voice, and place or manner of articulation but depends on the configuration of the vocal tract during its production. The position of the tongue and the lips can be varied to alter the shape of the mouth; the lips may be spread or pursued to create a range of different vowel sounds. However, the passage through which the air passes is never so narrow as to obstruct the free flow of the air stream. Thus, we can say that vowels are frictionless sounds of the mouth cavity and are typically voiced.

It is considered at this point that a representation of a vowel chart will enhance comprehension in the study of the English vowels. Its essence is to enable the learner see the imagined position of the tongue as it produces the different vowel sounds. Below is the vowel chart.

Figure 1: Vowel Chart



(Vowel Chart)Source: Osisanwo(2012: 64)

The vowel chart represents the three major divisions of the tongue i.e

High Middle Low It is going to be used by drawing a large vowel chart for JSS iii class to see the position of each vowel sound whether it is high, mid or low.

Table 2.3 Pronunciation of Vowels Sounds

TR**A**P	æ		K**I**T	ɪ		F**A**CE	eɪ		ST**A**R**R**T	ɑ □ (r)	ɑ r	CO MM **A**	ə	
B**A**TH	ɑ	æ	FL**E**ECE	i □	i	PR**I**CE	aɪ		N**OR**TH	ɔ □ (r)	ɔ r	LET T**ER**	ə	ə r
P**A**LM	□	ɑ	DR**E**SS	e	ɛ	CH**O****I**CE	ɔ ɪ		F**OR**CE		ɔ r, oʊ r	HAP P**Y**	i	
L**O**T	ɒ		STR**U**T	ʌ		G**OA**T	əʊ	o ʊ	N**EA**R	ɪ ə (r)	ɪ r			
CL**O**TH		ɔ	F**OO**T	ʊ		M**O****U**TH	aʊ		SQU**ARE**	eə(r)	ɛ r			
TH**OU**GHT	ɔ □		G**O**OSE	u □	u	NU**R**SE	ɜ □ (r)	ɜ r	C**UR**E	ʊ ə (r)	ʊ r			

This table shows the pronunciations of vowels in a wider range of English dialects, (IPA chart for English dialects.)

2.13 The English Consonants Sounds

Consonants are sounds produced with an obstruction in the air passage (whether complete or partial) which usually results in frictional sounds. The twenty-six English consonants are classified into two major categories: **Voiceless** and **Voiced** according to their various points of articulation in the vocal tract. Unlike the vowel sounds, consonants sounds are articulated with an interruption of air flow causing vibration in the vocal cord and are usually articulated with a vibration in the vocal cord. Examples are: /p//t//k//f//Ɵ//s//ʃ //f//h//tʃ //tr/.

Voiced consonants on the other hand are those ones that could be articulated to a very slight extent without the assistance of a vowel.

Examples are:- /b//d//g//v//z//□ //m//n//□ //1//r//j//w//d□ ɗr/.

Consonants are further categorized according to the way or manner they are articulated or according to the place in the vocal/nasal cavities where they are articulated. In their manners of articulation, some consonants are called Plosive because in their articulation, there is a complete closure of the vocal code causing vibration, or air pressure leading to explosion of the plosive sound being articulated. Examples of such sounds are:- /p/, /b/; /t/, /d/; /k/, /g/. Some consonants are called fricatives because there is a partial closure of the vocal tract and gradual release of the air pressure leading to friction and a sibilant sound as they are articulated. Examples are: /f/, /v/; /Ɵ/, /s/, /z/; /ʃ /, /□/;/ h/.

The production of these sounds can be determined when the articulators are put in place in trying to produce a particular sound.Also, there is another group that behaves like the fricatives called affricates. They are called so because in their articulation there is complete closure at some point in the vocal cavity causing a built up of the air stream behind the mouth. A frictional sound is, however, heard as such sounds are articulated. Examples are: (/tr,dr/);/ t ʃ /, /d□/. Yet, there are consonants that are grouped as nasals in their manner of articulation, because in their articulation, the vocal tract is blocked such that the out-flowing air is released through the nose. Such consonants include: m, n, and □ , incidentally, we have only /1/ as the English sound which is called lateral (liquid) in its manner of production. It is called so because in its articulation, the tip of the tongue is pressed on the alveolar ridge making the out-flowing air to escape through both sides of the tongue.

There are consonants that are grouped as glides or approximants (semi-vowels) because of the movement of the tongue in their production. The tongue is usually raised between half close and close in the mouth cavity as can be seen in the vowel chart. The sounds are /j/, and /w/ while /r/ sound are called continuant or retroflex because in their articulation, there is less or slight friction as the tip of the tongue slightly taps on the alveolar ridge. Therefore, from the above explanations, consonants are grouped into pure consonants which are twenty-one (21) in number: /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/,/Ɵ/, /s/, /z/,

/ʃ /, /□/, /h/, /m/, /n/, /□/, /w/, /1/, /r/, /j/; and affricates which are four (4) in number: /tr/, /dr/, /d□/, /tʃ /.

Finally consonants are grouped according to their place of articulation. Thus, we have bi-labials: p, b, m, and w, which involve the two lips in their articulation; labio-dentals: f, v, when the upper and the lower lips are used, dental: Ɵ, which are produced with the tongue touching the upper teeth; alveolar: t, d, s, z, n, 1, which realized with the blade of the tongue touching the alveolar ridges; post alveolar: /tr/,/ dr/, /r/, are produced as the tongue presses hard on the upper alveolar ridge resulting to a closure in the vocal tract; Palata-alveolar: /tʃ /, /d□/, /□/, are realized when the blade of the tongue articulates with the upper alveolar ridge. It is also noticed that the front of the tongue in their articulation is raised towards the hard palate; palatal; j which is produced as the front of the tongue is raised to touch the hard palate; Velar: k, g, (x), □ , are articulated when the back of the tongue touches the soft palate. Finally, consonant is also grouped as glottal; h, which is produced when the mouth is slightly, opened releasing the pent-up air in the vocal tract. Below is a representation of the consonant chart to vividly illustrate the above explanations:-

Table 2.4: Consonant Chart

Manner ↓ / Place →	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palata-alveolar	Palatal	Velar	Glottal
Plosive	Pb			t,d				kg	
Affricate						tʃ , dʒ			
Fricative		fv		Sz		ʃ ʒ		(x)	h
Nasal	M			n				ŋ	
Lateral				1					
Approximant	W				R		j		

Source: Osisanwo(2012:63)

The sounds /tr/ and/ dr/ are optional as they may he omitted from the chart.

It is useful because each sound can be identified from his place of articulation, manner of articulation and state of glottis that is whether it is voiced or voiceless.

The Consonant Sounds:

The following are (24) consonant sounds as well as their examples in words as started by Gimson, (1994) and cited in Adedokun (2002).

Table 2.5: Consonant Sounds

	Consonants	Examples
	/p/	Pan, spin, rope
	/b/	Ban, about, robe
	/t/	Ten, atone, better
	/d/	Dust, banded, and
	/k/	Can, account, stink
	/g/	Gain, agree, bigger
	/m/	Man, stamp, bum bard
	/n/	And, understand, grinder
	/□ /	Sing, linguistics, lung
	/t/	Champ, patch, nature
	/d□ /	Age, joy, engine
	/f/	Fan, afar, photograph
	/v/	Van, live, love
	/Ɵ/	Thank, method, wealth
	/□ /	Then, rather, smooth
	/s/	Say, since, cast
	/z/	Zoo, basis, dose
	/ʃ /	Shoes, ash, nation
	/□ /	Leisure, confusion, usual
	/h/	Harm, behind, who
	/l/	Lamb, called, all
	/r/	Ram, bricks, berry
	/j/	Yes, toy, youth
	/w/	Want, swear, wheat

Source: Osisanwo(2012: 63)

Nunan (1991) further believes that communicative language competence teaching is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, according to him, their natural strategies for language

acquisition will be used and this will allow them to learn to use the language. For example, practicing question forms by asking learners to find out personal information about their colleagues, role plays, interviews, etc. This is communicative approach to language learning in the class room and such activities could be used to enhance the learners' speaking ability.

This theory is therefore relevant to the study in .that it enables the learner to use the language integratively in the target language and will provide opportunities for them to focus, not only on language but also on the learning process itself. The teachers teaching oral English couldbe able to apply this theory in teaching to enable the second learners learn how to speak effectively.

There are some sounds among the consonant phonemes of English which are not found in some languages (Jibril 1982). As a result of this absence of some sounds in some languages, we find various speakers articulating some phonemes differently from the R.P aimed mode

Jibril (1982) cited in Abubakar (2008) that this trend is moving towards becoming the standard realization of these phonemes. In other words, students in junior secondary schools in Bauchi state have segmental pronunciation problems.

2.14 Mother tongue interference and Nigerian English Usage

Nigeria is a large and linguistically complex country with around 400 indigenous languages co-existing with English. It is hardly possible, nor is it desirable to eliminate every trace of regional accent in standard Nigerian spoken English (Banjo 1996).

In Nigeria, English has been playing a remarkable role at the national level since the colonial period, it is the language of politics and administration, business, intra and international communication and above all it is the language of education. It has long been established that the English language in Nigeria has certain features which distinguished it from other varieties of English world-wide. This is due to so many factors, for instance, the fact that English is spoken by many linguistic communities in Nigeria with their own phonological inventories quite at variance with the English phonological system. This is a situation where some of the features of the mother tongue or L1 of the speaker appears in the English or second language L2 he speaks. His L1 is usually more dominant than English in his bi-lingual pool. Thus the degree of mother tongue interference from the indigenous phonological structures into the target language would be seen to be enormous.

Interference constitutes a problem for English language acquisition because of its status as a second language. The learner encounters English only after he has acquire his mother tongue. By the time he begins to produce English, some features of the mother tongue keep coming up.

Bamgbose (1971) rightly points out that most of the phonetic characteristics in the English of Nigerians can be traced to the transfer of features from their local languages. Interference is greatly manifested in the pronunciation and accent of the speakers. For instance, for the Hausa speakers of English, /p/ ‘pen’ is pronounced /f/ ‘fen’.

In the same way, Hausa speakers of English also realize the dental fricatives /v/ and /f}/ as /s/ and /z/ which are alveolar fricatives. They tend to pronounce /sin/ instead of /zin/ for the word ‘thin’ and /zə / instead of /}ə / for the word ‘the’. Also a Yoruba speaker of English would say ‘hair’ when he actually means ‘air’, ‘is’ for ‘his’; /morin/ instead of /mo:nin/ for the word ‘morning’. Some other variations in English are due to Yoruba dialect interference according to Bamgbose (1971).

Most Nigerian languages are phonemic and as a result, many Nigerian speakers of English spell and pronounce words phonetically. Also there are certain native English sounds that are absent from the inventories of some Nigerian languages. For instance, the vowels in words like ‘earth’ /3: B/, ‘cup’ /k…p/, ‘sure’ /@uə / are usually substituted by vowels from the mother tongue, which the Nigerian speaker feels are close to the English vowels. Another area of interference is related to the sequence of consonants. This is common with Hausa speakers who find it difficult to pronounce words with consonant clusters like ‘school’, ‘street’, ‘drill’. They tend to insert the vowel between the clusters of consonants

For examples:

Standard English		**Hausa Pronunciation**
‘School’	/sku:l/	/sukul/
‘Street’	/strit/	/sitirit/
‘drill’	/dril/	/diril/
‘resignation’	/rezignei@n/	/rezignine@on/

Indeed writers such as Banjo (1971, 1993, 1996), Adekunle (1974), Jibrin (1979, 1982), Bangbose (1971, 1998) and Odumuh (1987), have argued for what has long been identified as Nigerian English. Abubakar (2008) also quoted Akere (1982) and Odumuh (1987, 1993) as also having recognized Nigerian English as one of the new English, and also supports the views of Jibril (1982) and Banjo (1995), of looking at ethnicity as the bedrock of the English spoken in Nigeria. This is because of the fact that people can easily categorized a Nigeria speaker of English from his accent as Hausa, Yoruba and Igbo etc.

In summary, the contribution by different notable linguists shows the existence of Nigerian English, and this variety of English language emerged as a result of the influence of mother tongue on English language. There are consonant sounds in English which have no equivalent(s) in some Nigerian languages, especially Hausa. Among some Yoruba speakers, Chukwuma and Otaburagu observed that /v/ and /z/ are mispronounced as /f/ and /s/ such that ‘view’ and ‘zoo’ are pronounced as ‘few’ and ‘soo’ respectively. They also observed that among some Hausa speakers “/v/ is pronounced as /b/ and /f/ as

/p/ where ‘very’ and ‘before’ become ‘berry’ and ‘bepore’. In the Hausa language, for instance, /θ/, /ð/, /ʒ / do not seem to exist while the English language does not have sounds such as /kp/, /kw/, /nw/, /ny/, /gb/ and /gw/.

The Problem of Mother Tongue Interference in pronunciation English include:

Inter language or leaner’s’ language: is the type of language produced by second language learners, who are in the process of learning; errors are caused by such learners as borrowing patterns from the mother tongue, and expressing meaning using vocabulary and syntax, which are already known (Richard, Platt and Platt, 1992).

Parker and Reley (1994), commented that influence of (L1) first language on second languages (L2) acquisition can be ignored. Parker and Reley (1994:225). Fillmore and Snow (2000) noted that, understanding the variety of structures that different language and dialects use to show meaning, including grammatical meaning, such as plural or past tenses, can help teachers see the errors of their students who are learning English” (Fillmore and Snow, 2000:16).

The variables in mother tongue that hinder effective communication in English are caused by differences in pronunciation of some sounds. Some languages, for instance do not use or pronounce the combinations in the English segmental sounds, due to the fact that some sounds that are available in the

“International phonetics and alphabets” were absent in native languages. For example according to kelechi(2011):

- Igbo native speakers pronounce /th as /t/ and / /the as /d/.
- Yoruba native speakers pronounce /z/ as /s/ and /h/ sound as / / sound.
- Hausa native speakers pronounce /p/ as /f/ and /v/ sound as /b/ sound.
- Fulani native speaker pronounce /ts/ch as /S/ sh, respectively.

One of the biggest problem for students of English language in most cases is that the word “the” transcribed as /ð/ (Strong form) and /a:/ (Weak form) and also sound like “te”, “se” or “ze” and were pronounced wrongly by foreigners because the actual sound is not used anywhere else, unless in the IPA’s alphabets, (Burtit, n.d).

2.15 Intonation

Roach, (2002: 50) defines intonation as “the rising or falling pitch of the voice while pronouncing words or syllables”. He believes that intonation enables speakers to express their emotions and attitudes when they speak. The most problematic area of pronunciation for most JSS students is intonation (speech SUBEB chairman Bauchi state in an opening work shop on ‘Reading with phonics (2000). They find it extremely difficult to hear “tunes” or identify the different patterns of rising and falling tones. Therefore, some Nigerian languages have less pitch variation than English. They use pitch changes to mark stress on the word level. Wong(1987) suggests that English as a tonal language(not using tones).We can understand the words in isolation but if we

put them together in sentences, the meaning of the sentence may change by a shift in tone. For example, “Are you going to the library?(low-then-high on word library) but if you wondered which of two persons agreed to get the list of books, the same words would have a different emphasis “ Are you going to the library?”, and the tone for “you” would be rather “deep” which is different from the first question.

Jack and Willy (2002) introduce other problems in English pronunciation .Firstly, difference between spelling and sounds. There are lots of words in English language which have silent letters. Therefore, some students specifically JSS students may pronounce these silent letters unknowingly which make them mispronounce some words. For example, knowledge, kneel .These two word have “k” silent letter which they should not pronounce it at all. Secondly, multiple sounds of the same letters are also one of the issues that encounter JSS students. This mean there are many letters and combinations of letters which produce numerous sounds at different place. For instance, the letter “c” produces two sounds like “s” and “k” (e.g. circle, car) and also “ch” letter produce three sounds as “ch”,”k” and”sh”.

2.16 Streets

Stress is a very important component of Oral English. Stress, intonation, and rhythm are suprasegmental features of language-they are impositions on speech sound and aid effective communication. Stress can be defined as the force with which a syllable is produced. A syllable is a unit of sound produced

with a puff of breath. There are two syllables-stressed and one unstressed syllables. In other words, syllables do not have the same force of articulation. Stressed syllables sound louder than the unstressed ones. Eg.

OBject and obJECT

CONtest and conTEST

TRANSport and transPORT

i. Monosyllabic Words

These are one-syllable words and are usually stressed, e.g. ‘come, ‘sell, ‘run, ‘play, ‘fish, ‘sheep, ‘kind, etc.

ii. Disyllabic Words (two-syllable words)

They may be stressed on the first or second syllable.

a. First syllable stressed: ‘market, ‘garden, ‘driver, ‘table, ‘petrol, ‘fever, ‘teacher, ‘hostel, ‘farmer, ‘practice.
b. Second syllable stressed, e.g de’mand, a’go, re’deem, de’part, post’pone, in’sist, be’hind, I’dea, e’elect, ma’chine.

iii. Trisyllabic Words (three-syllable words)

They may be stressed on the first, second or third syllabic,

a. First syllable stressed, e.g ‘arrogant, ‘fortify, ‘hesitant, ‘minister, ‘clarify, ‘chloroquine.
b. Second sysllable stressed, e.g di’vision, e’lectric, di’rection, al’lowane, in’ternal, ex’ternal, im’potant, be’liver, de’coder, un’tidy.

c. Third syllable stressed e.g detai'nee, insin'cere, ciga'rette, under'stand, refe'ree, guaran'tee, comman'dant, maga'zine.

iv. Four-syllable words

They may be stressed on the first, second or third syllable.

a. First syllable stressed, e.g 'caterpillar, 'agriculture, 'helicopeter, 'criticism, 'tribalism, 'nepotism.
b. Second syllable stressed, e.g a'pologize, im'possible, e'stablishment, po'litical.
c. Third syllable stressed, e.g infor'mation, consti'pation, incon'sistent, indi'gestion, popu'lation, gradu'ation.

2.17 The Challenges of Oral English Teaching and Learning as aSecond Language in Nigeria

In Nigeria today, the teaching and learning of English as a second language has continued to constitute learning challenges to the learners. As it is, many of the teachers of English are non - native speakers of the language. Secondly, the language is being learnt and used far away from its natural environment. Elugbe (2000) observes that: nonnative speakers of English are not likely to have expertise in learning it because only the native speakers have expertise and proficiency in the language. Other users are only aspiring to reach the target of the native speakers, especially in spoken English.

The status of English language, oral English in particular necessitates the identification of the difficulties of learning oral English in ESL environment

like Nigeria by some scholars. Gleason (1969), as cited in Elugbe (2000), observed that the command of phonology is evidently a central problem when learning to speak a language. Trying to learn a language as adults is particularly not an easy task. This, therefore, constitutes problems for some pre-service teachers at the higher level of education such as universities and colleges of education. It is further pointed out that poor performance of senior secondary school students in oral English in Nigeria course there failure in English language and affects their admission intakes for higher degrees. This is a National commission for colleges of Educatio(NCCE) and University requirement guide lines.

Dunstan (1969) as cited in Olufunso (2011) writing on "Analysis ofTwelve Nigerian Languages" observed that there is a basic differencebetween English and Nigerian languages. He further identified somesounds of the English that are completely absent and do not exist in any of the Nigerian language.

Dairo (2000) identifies the incongruity and irregularities that sometimes occur between words, spellings and pronunciation. In essence, when English words are incorrectly pronounced, they often lead to misunderstanding and distortion of message(s) conveyed by the speaker. Another problem is the phonemic structure of morphemes referred to as morphophonemics. Examples of these are the confusion in English plural realized differently during pronunciation thus:

Isl as in cats *lts/* /z/as in flogs /gz/ \z*l* as in losses /iz/

The most problematic of the features of oral English are identified as the supra-segmental (prosodic features) as highlighted by Williams (1990) that: "materials for speech work would be far from complete if they did not include the supra-segmental features like; stress, rhythm and intonation, etc." Adegbile (1998) laments the neglect of teaching prosodic features in the primary and secondary schools. More attention is paid to the segmental features than the supra-segmental features which he considers as the core of speech. He further stresses that these features influence and modify segmental features, vowels in particular. He explains that if a syllable in an English sentence or phrase lacks stress, the pronunciation of the vowel present in that syllable is affected (takes a weak form).

Dada, (2000) observes that apart from teaching and drilling in oral English sounds, phonetics should be taught and integrated with other aspects of oral English like the prosodic features. It is quite unfortunate that some learners of English have no mastery of the oracy skills. Findings by Ayodele (1981, 1984 & 1985) and Adegbite, (1985) showed poor performance of students in oral English as a result of ineffective use of oracy skills and not only because of lack of intelligence or inadequate facilities, The oracy skills include: the use of consonants, vowels, diphthongs, syllable structures, stress and intonation patterns which hinder performance (Adegbite, 1989). That means teaching of phonetics should be integrated with other aspect of oral English like stress and intonation.

Further findings according to Olufunso (2011) reveal the availability of few instructional materials for oral English teaching in most of our secondary schools. Also, in his findings, the only common textbook used by schools is J.O. Abolade: "Oral English for West Africa" and that only 5% of the schools have tape recorders to utilize. Some tape recorders are turned into music apparatus and are occasionally used to listen to news. There are no language rooms or laboratories in most secondary schools. Also, a test in pronunciation at the junior secondary school level is taught with lapses. In most schools, oral English is neither taught nor tested at all and where it is taught, testing is done shortly before the school certificate examination (Ayodele, 1981) in Adegbite, (1988). The same observation is still valid today.

Furthermore, in a research finding, Olufunso (op cit), reveals that lexical and syntactic errors constitute 8.8 percent of causes ofintelligibility problems while pronunciation problems cause about 9.12 percent of intelligibility hindrance in English language in Nigeria. He further observes that some educated Nigerians, professors, medical doctors and other scholars working or studying in Britain have to contend with problems of being understood by the native speakers of English. This, according to Olufunso (op cit), usually manifests in features like pronunciation and heavy Nigerian accents peculiar to Africans using English as a second language. Olufunso, (2011), in his work, further states that the activities of computer assisted language learning programme (CALL) has done quantitative studies like testing of the acquisition

of phonological and syntactic elements. In addition, a systematic investigation into the psycholinguistic and socio-linguistic variables and the effects of these on learning has been done using modern technology. He further informs that a research group on socio linguistics conversation analysis, language pedagogy and socio cultural issues have been added to language competence studies. This programmed has organized many international conferences and have joint projects involving language competence. An example of such is the phonetic manifestation of language variation by Dominic Watt (2008) from Aberdeen.

The description of phonetic sounds is based on this variety as it is used in schools to teach English phonetics. This is called Received Pronunciation (RP), a reference point adopted, using International Phonetic Alphabets (IPA) used in England as "standard English" with I PA symbols. Cable (1983) cited in Olufunso, (2011) indicated that the printing press was first established by Caxton who made London his publishing centre. Using the most popular language in London, he invariably influenced the status and the spread of the standard English (RP). Caxton, further observes that thirty (30) years later, the standard English was formally entrenched as a dialect of written English and invariably, language of the educated elites.

Trudgill (2000) cites Olufunso (2011) describes Standard English as the variety of English which is usually used in printing, employed as the medium of expression in schools and used by the non-native speakers. It is the opinion of Palsgrave (1962) also cites Olufunso (2011) that prestige status had been

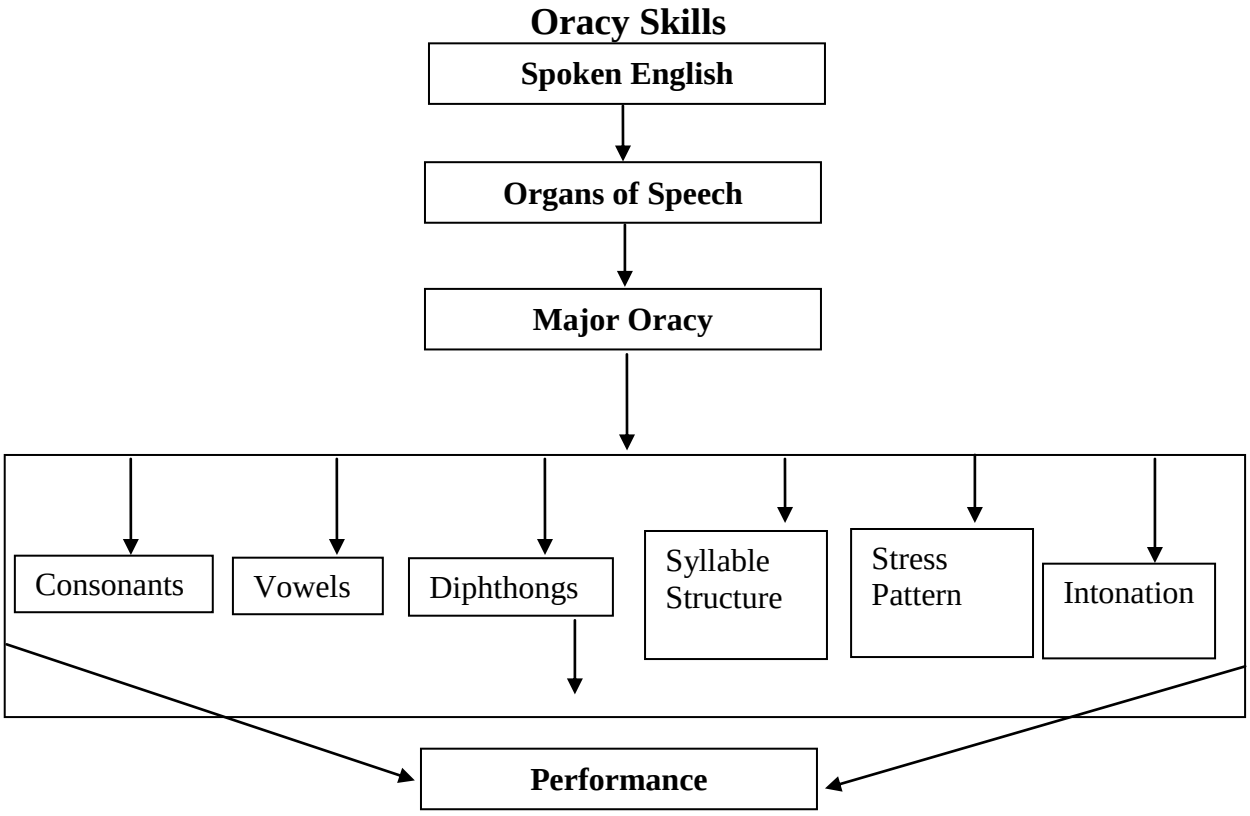
attached to some English pronunciation accents, especially in London. Early phoneticians like John Hart (1969) cites Olufunso (2011) note that "it is the court that the flower of the English tongue is used".

Native users of English believe that a second language user can never attain the native speaker's proficiency. This is applicable to all languages of the world. Oral English in tertiary institutions reflects efforts of some students geared towards near native accent althoughsometimes in a negative way. This is observable in the way undergraduates pronounce words, which is sometimes a bad imitation of the native accent. This is often imbibed from the numerous Nigerian broadcasters and television presenters who are trying to sound English in a non -native speaker's environment (thus becoming more catholic than the Pope). Gimson (1980) points out the prestige status attached to the Received Pronunciation (RP), which is considered as the social standard of pronunciation. He observes that the RP came about as a result of social judgment. It is currently the practice in Nigeria that people speak English at social functions and in the entertainment industries more than indigenous languages. Palsgrave (2010) cites Gimson (1996) notes that the British Broadcasting Corporation (BBC) is recommended for announcers because it is widely understood by the elites. It is true that good spoken English is desired as a status symbol in Nigeria but in the words of Elugbe (2000), "as far as English is concerned, we are experts neither in its pronunciation nor in its writing". It follows therefore that mother tongue interference has played down the efforts

of users of English for near-native speaker's proficiency desired by most English as a second language (ESL) learners.

Diagrams 1 and 2 give illustration about the skills involved in spoken English, first by Adegbite (1998) and the second diagram (an expansion of the first) by Fasanmi (2009)

Fig 2.2: Skills involved in Spoken English



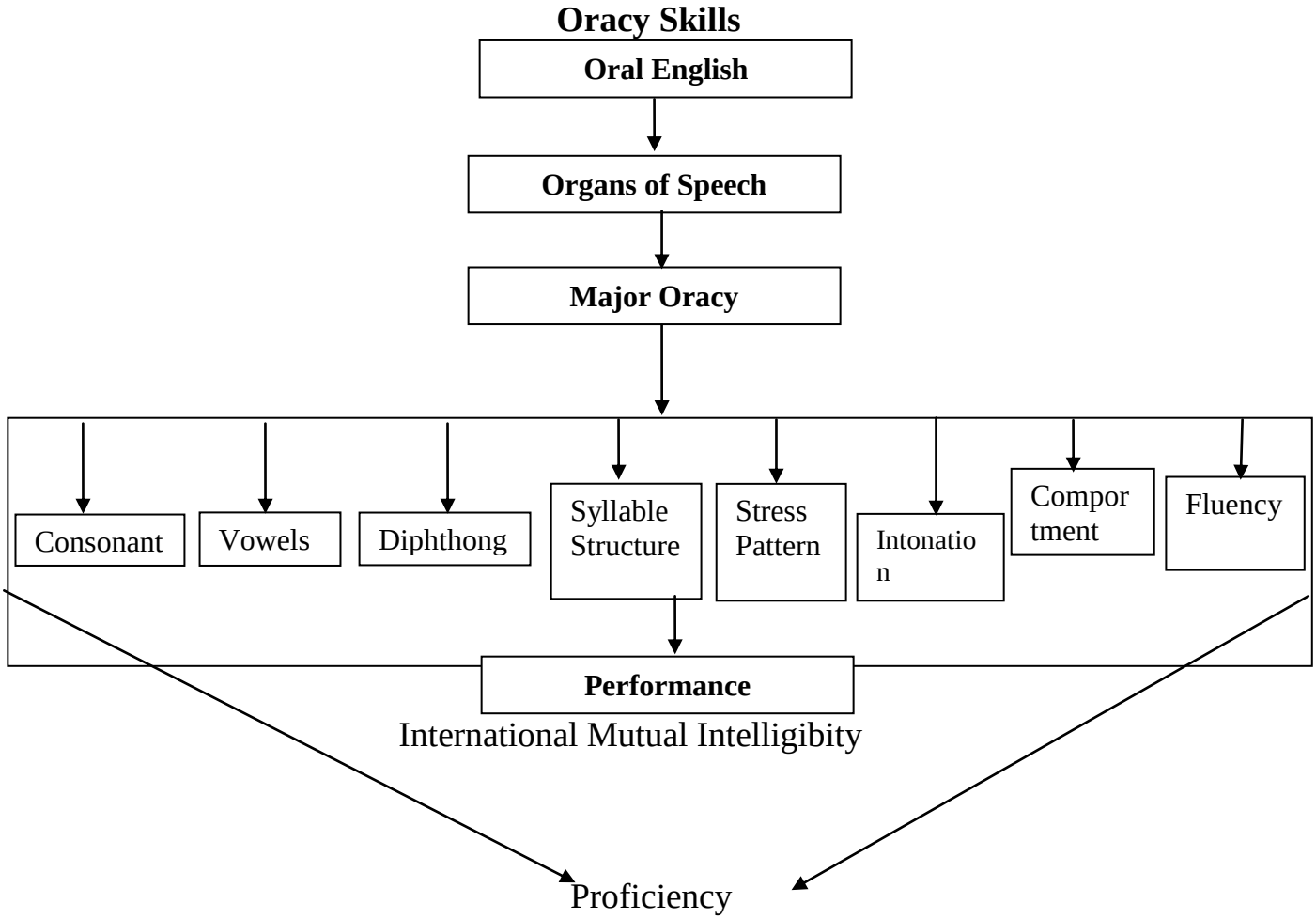
Source: Adopted from Adegbite (1998).

Fig 1 above shows the graphic representation of what spoken English is all about according to Adegbite (1998). Oral English teaching at any level entails mastering of the organs of speech like the lips, teeth, tongue, alveolar palates, glottis, etc. The above figure explained how spoken English is all about.

The oracy skill is also referred to as phonetics and phonology, where segmental and supra-segmental features are mastered. These features are what Adegbite listed above in the diagram as: consonants, vowels, diphthongs (segmental features) ahd stress, intonation pattern, syllable structure, etc (supra segmental features). A proficiency in the above oracy skills lead to good performance in pronunciation and spoken English.

Fig 2: Skills involved in Teaching Oral English
Skills for Proficiency

Fig 2.3: Skills involved in Teaching Oral English



Source: Adopted from Fasanmi (2009).

Figure 2 above is the expanded version of Adegbite (1998) by Fasanmi (2009). The version takes the oracy skills beyond performance to international mutual intelligibility brought about by proficiency. This state of proficiency bridges the linguistic and communicative gaps between the two interlocutors in speech act. The encoder would have been convinced of correct response from the decoder through the exhibited obvious reactions irrespective of race (across borders).

2.18 Strategies for the Teaching of Oral English in Junior Secondary Schools

Oral language learning provides the foundation for literacy development. English language learners need daily opportunities to learn and practice oral English in order to flourish their literacy skills. They learn English primarily by listening to language in use around them, while using context to figure out what the spoken words mean. So, the language serves as the input or data that learners internalize and use to express their own meaning in their interactions with others.

The teaching of oral English should be fundamentally different from the teaching of written English, (lyere, 2007). He further opines that teachers of English as a second language, no matter where they teach, should follows easy teaching methods to avoid possible language barriers. This also applies considerably to the teaching of spoken English. However, let us look at some strategies and methods of oral English language teaching that have been suggested by some linguists:

1. The Amity Teacher's Toolkit, (2003) in its write up gave some strategies on how to teach oral English. It suggests that the teacher can give students as much opportunity as possible to practice speaking. Speaking a foreign language is a rather complex process — you not only need to put idea into the sounds, words and structures of some other language, but need to craft them so that they could make sense and communicate effectively in the mental world of a foreign culture. The only way

students will ever learn to do this comfortably and fluently is through lots of practice. While this might seem obvious, there are several reasons that are worth pointing out:

a. Assumptions about "English class" which conjures up image of a teacher explaining grammar to students and anything that wanders too far from this ideal isn't a' real' English class. Unfortunately, listening to grammar explanations doesn't teach students to speak English any more than listening to explanations of guitar playing makes one a guitarist.
b. The teacher talk - according to Toolkit (2003), it is easy for teachers to become intoxicated by the rapt attention of students, the compulsion to explain things or simply the joy of having a captive audience. Granted, it is good for teachers to talk a fair amount in class, but excessive "teacher - talk" often deprives students of the chance to practice speaking English.
c. Assumptions about "discussion" activities. Toolkit (2003) further explains that both teachers and students tend to like large group discussion activities in which the whole class participates. These allow the teacher to keep tract of what is going on and students are reassured by the fact that teacher can hear what they say. The problem with these activities is that only one student gets to speak at a time, so, such activities generate relatively little actual speaking practice, in fact often none for many of the more quiet students.

2. Toolkit (2003), further suggests that teachers should provide ample listening practice as a strategy in the teaching of oral English. It does students little good to be able to speak English if they can't understand it. In fact, students who understand fairly well but speak poorly are arguably more functional in real communications situations than those whose speaking skills exceed their listening comprehension. Thus, in any oral skills course, listening practice is that pitched at a level where it: stretches students' skills, making them guess and even struggle a bit, but; is not so far over their heads that they become totally lost and give up.
3. lyere (2007) & Toolkit (2004), suggested that teachers should create opportunities for real communication. These, according to lyere, emphasize interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms he says, it continues to be popular particularly in Europe, where constructivists' view on language learning and education in general dominates academic discourse. Both teacher and student will find oral skills classes more meaningful and interesting if conversation practice involves 'real' communications. In other words, as often as possible: conversations should involve an" information gap". In other words, student 'A' should tell student 'B' something student 'B' doesn't already know. Interest in conversation dwindles quickly when student 'B' has listened to student 'A' struggle to say something student 'B' already knows. In addition, students should be given opportunity to express their

own ideas, especially to talk about topics they are interested in, care about and are relevant to their lives.

4. The Education Alliance (2006) also suggests a number of strategies in the teaching of oral English. One of which is that teachers should provide ample opportunities for students to talk about familiar topics and then demonstrate to students how talking better enables them to write. It further states that connection between speaking and writing is an especially important one for English language learners. By observing and participating in the teachers composing process, the English language learners gain insight into many aspects of writing, students learn that writing may begin with the intension to interact, inform, enquire, amuse, remember, persuade or celebrate. They realize that words can be broken into sounds that are represented by letters. They notice that the teachers don't always try to "sound out" words but sometimes just remember them or consult the word wall. They see how the teacher thinks about her title as a way to focus her writing. They hear the teacher consider how to begin with an attention grabbing sentence and they learn that the teacher is always thinking about what will interest and inform the audience. In this way, they discover the logic behind capitalization, punctuation and paragraphing.
5. The Education Alliance, (2006) further suggested that teachers should have regular conversation with individual students about their writing, thereby enabling them to improve the quality of their work. These provide the

opportunities for English language learners to interact one on one with the teacher.

6. Listening to stories, poems and talk familiarizes English language learners with the sound system of English, preparing the way for accurate pronunciation and phonemic awareness (Verhoeven, 1999). Listening to interesting and comprehensible stories, poems and instructional talk can also supply the students with vocabulary (Hickman, Durodola & Vaughn, 2004) and with understanding of literary discourse conventions such as: "Once upon a time" and "The End", (Elley 1989;

   Snow, Burns & Griffin 1998; Dickinson and Tabors, 2001). Read-aloud and other opportunities to listen to interesting and understandable oral language and text are of critical importance to English language learners, as are opportunities to interact with peers and teachers about text. Instructional conversations, (Saunders & Goldenberg, 1998; Tharp & Gallimore, 1999) provided models of how listening to others build academic discourse and comprehension.

7. Teachers should include daily sharing as an important activity in their classrooms. Oral language is the foundation upon which literary skills develop (Snow, 1983). Unlike students who came to school already proficient in English, English language learners depend greatly upon school for interaction that supports the development of oral English skills, including academic talk (Bartolome 1998, Delpit 1995, & Reyes 1992),

Many of the English language learners go through a "silent" or pre-production period during which they listen to and observe more than they speak (Krachen, 1982). They may speak fluently when using greetings and other basic phrases in routine inter-personal situations, but speak haltingly when constructing English sentences to express more complex ideas (Cumminus, 2001; Tabors, 1997) or in settings where they feel self-conscious and insecure (Krashen & Tervel, 1983) small groups work, work with a partner, and one - on-one conferences of conversation with the teacher (Yedlin, 2003) may help English language learners feel more at ease speaking.

8. The teacher should model how to verbalize understandings and questions about reading and then provide opportunities for students to practice their comprehension strategies, the education Alliance, (2006). Skillful second language teachers create verbal scaffolds and participation structures that support and extend language performance beyond what English language learners are able to produce independently (Chandron, 1988; Ellis, 1994; Yedlin, 2004). Goldenberg (1993) & Elis (1994) suggested that participation in such collaborative discourse extends and develops language learners extends and develops language learners, communication skills. Culturally relevant texts, multicultural literature and acknowledgement of culturally diverse experiences all promote increased comprehension and engagement. Researchers have also noticed that the

speech patterns of effective second language teachers contain high frequency of utterances that serve to extend, expand and or paraphrase learner's utterances (Chandron, 1988; Ellis, 1994). Such utterances provide students with good language models for more effectively expressing their ideas.

Researchers caution teachers to use print media, multicultural literature and recording to draw students' attention to diverse organizational patterns and to analyze the ways in which these differ (Adger, 1997). Activities such as situational role - playing can raise issues such as how to speak effectively in different roles and settings.

2.19 Phonological Problems faced by L2 learners

Tiffen(1979) “identified some problems that students face is speaking English. Such problems include, shyness in speaking English, deficiency in the speech and influence of mother tongue.

In interference of mother tongue in the speech, the major problems identified are the differences between the sound system of the mother tongue of the students and sounds system of English language. While English uses stress system, Hausa uses tone/intonation.

In addition to this there are some phonemes that exist in English but do not exist in Hausa language. For example, /v/,is not found in Hausa language, no wonder that the Hausa mispronounces some English sounds while speaking English, when they come to deal with these phonemes or words that contain

these phonemes. The following problems were observed in the speech of Hausa students:

/ɵ/ is realized as /z/ - this sounds as zis

/p/ is realized as /f/ - poor sounds as foor

Yoruba and Igbo speakers tend to get confused in using phonemes such as: /d/ is realized /t/. The Tiv speakers in Nigeria often find it difficult in distinguishing between /L/ and /r/ because in their language these two sounds are not distinct hence “grass” can be pronounce ‘glass’ while “lorry” can be pronounce “rolly”.

In addition English vowels always tend to poses some problems to the students. This is because English language has more variation in it’s vowels system than Hausa, Yoruba, Igbo and Tiv or most of the Africa languages. The long and short vowels contracts as in sheep and ship is rarely made in Hausa, Yoruba, Igbo and Tiv.

Based on this, Brain Tiffen(1979) tries to show that many speakers of English as second language face many problems as result of mother tongue interference because there are some vowels and consonants that exist in English but are not found in the local language of our speakers. Example /p//k//w/ etc

According to Roach, (2000), the English speech sounds is a vital part of teaching English and the more students learn the better they will get at speaking and listening. Job (1992) is of the view that, an early study of the speech sound and the various ways of articulations in English, can help a lot in improving

English language pronunciation. Similarly Rotatori (2010) opined that, word in English can have identical vowel letter and threat vice-versa. Words with phonologically identical vowels may have different spellings both pronunciation and spelling. Alex (2010) further stated that, English appears to be idiosyncratic because it includes various features that are unusual from the point of view of universal. Maddieson (1984) has estimated that, only 4.1% of the world's language has over (17) vowel sounds. English for instance, has about (20) which makes its system one of the less common and more complex types.

Hiraki (1986) is of the view that, the teachers of English and the English curricular developers should try to identify some difficulties and their possible solutions faced by second language learners for better teaching and learning of English speech sounds. Donaghua, (1992) made a vivid observation concerning the influence of the economic factor on teaching speech sounds in schools, considering the instructional materials needed for better teaching and learning. These facilities include: language laboratory, radios, televisions, DVD and Cassette recorders. The gap to be filled is the ways on how our teachers can handle pronunciation in JSS classes by using practical approaches in teaching and learning processes.

2.20 Interference:

Interference constitutes a problem for English language acquisition because of its status as a second language. The learner encounters English only after he has acquired his mother tongue.

Bamgbose (1971) rightly points out that most of the phonetic characteristics in the English of Nigerians can be traced to the transfer of features from their local languages. Interference is greatly manifested in the pronunciation and accent of the speakers. For instance, for the Hausa speakers of English, /p/ ‘pen’ is pronounced /f/ ‘fen’.

In the same way, Hausa speakers of English also realize the dental fricatives /v/ and /f}/ as /s/ and /z/ which are alveolar fricatives. They tend to pronounce /sin/ instead of /zin/ for the word ‘thin’ and /zə / instead of /}ə / for the word ‘the’. Also a Yoruba speaker of English would say ‘hair’ when he actually means ‘air’, ‘is’ for ‘his’; /morin/ instead of /mo:nin/ for the word ‘morning’. Some other variations in English are due to Yoruba dialect interference according to Bamgbose (1971).

Most Nigerian languages are phonetic and, as a result, many Nigerian speakers of English spell and pronounce words phonetically. Also there are certain native English sounds that are absent from the inventories of some Nigerian languages. For instance, the vowels in words like ‘earth’ /3: B/, ‘cup’ /k…p/, ‘sure’ /@uə / are usually substituted by vowels from the mother tongue, which the Nigerian speaker feels are close to the English vowels. Another area of interference is related to the sequence of consonants. This is common with Hausa speakers who find it difficult to pronounce words with consonant clusters like ‘school’, ‘street’, ‘drill’. They tend to insert the vowel between the clusters of consonants.

For examples:

Standard English		**Hausa Pronunciation**
‘School’	/sku:l/	/sukul/
‘Street’	/strit/	/sitirit/
‘drill’	/dril/	/diril/
‘resignation’	/rezignei@n/	/rezignine@on/

Source Sani MAZ (2008)

These will help the teacher to understand the different pronunciation problems by different student from different cultural background.

2.21 The Plosive or Stops

As an example these sounds are articulated by a complete blockage of air stream at some points in the oral cavity. It should be noted that this blockage does not produce the sounds associated with plosive, rather, it is the act of releasing the blockage which produces the sound; that is, the sudden release of air trapped in the oral cavity while pronouncing the sound or a word that contains the sound.

A plosive sound can either be voiceless or voiced. A voiceless (forties) sounds is that which produced without audible vibration of the vocal cards, while the voice sounds (lenis) are those produced with audible vibration of the vocal cords. The vibration can be felt by placing a finger around the vocal cards.

Voiceless bilabial plosive /p/ (regularly spelt with letter p, pp, ph,) IN the production of this sound, there is no audible vibration of the vocal cords; hence,

it is voiceless. It is described as bilabial because both lips are involved in trapping the air in the vocal cavity and the released suddenly.

/p/ in the articulation of p/p, the upper and lower lips are brought together to obstruction the flow of the air stream from the lungs. The obstruction does not last long as there is an immediate release of the air pressure which builds up. This release of air therefore gives rise to a “pop” sound that suggests the name ‘plosive’, for all the consonants produced in this way. There is no vibration of the vocal cords while /p/ is produced. On the whole, /p/ is a voiceless bilabial plosive.

The spelling symbol for /p/ is usually “p” but the “p” is not pronounced in all word with letter ‘p’ as in “physics”, “psalm”, example

Initial	-	**Middle**		**Final**
Pot	-	stopper	-	top
Pit	-	typist	-	tip
Pay	-	tapper	-	tape

2.22 Fricative Sounds

A fricative is realized when two organs are used in the articulation of a sounds instead of one. The two organs are brought together to hold the air from escaping and as the organs are separated, there is a friction which produce noise as the air passes through the opening created. In the articulation of this sound, the lower lip comes into contact with the upper front teeth. The production of

the sound releases some frictional noise, because there is a partial articulators. This sound is therefore produced with force and it is a voiceless labiodental fricative. These are labio-dental: the lower lip is in contact with upper teeth. The dental fricatives are sometimes described as if the tongue were placed between the front teeth, and it is common for teachers to make their students do this when they are trying to teach them to make this sound. In fact, however, he tongue is normally placed with the tip touching the inner side of the lower front teeth and the blade touching the inner side of upper teeth. The air escapes through the gaps between the tongue and the teeth. Examples:

Fear	suffer	off
Force	prefer	proff
Photo	selfish	safe

The dental fricatives are voiceless and voiced. The terms dental according to Collins and Mees (2005). Normally implies a sound made by the tongue tip against or close to the front. To produce these sounds, a speaker should bring the lips nearly together leaving only a narrow space between them. Then he or she has to push the tongue forward so that the tip of the tongue the edges of both the top bottom front teeth.

The pronunciation of / ð/ is almost the same with /ɵ /, but contact between the tongue tip and the teeth should be loose enough to permit the voice breath stream to pass out of the mouth between the tongue and the teeth. / ð/ is similar to /ɵ/, except (1) /ð/ is voiced and (2) /ɵ/ is pronunciation with much

less of the friction like quality heard in /ð /. Thus, the main difference between these sounds is that /ϴ / is voiceless in which the vocal cords are wide apart so that air passes freely between them, there is no vibration, while /ð/ is voiced in which vocal cords are drawn together, the air from the lungs repeatedly pushed them apart as it passes through creating a vibration effect. Initial middle final they can be found initial middle and final position example: /ϴ/

Initial	**middle**	**final**
Thin	author	mouth
Thigh	method	month
Thank	healthy	north

Initial	**Middle**	**Final**
Then	gather	bathe
Than	weather	smooth
They	bother	with

Table 2.6: Contradictions Between English orthographic and phonological systems

N/S	Representations	Examples	Sounds
1.	A single letter may represent different sounds	(a). dame (b) father (c). call (d) Village (e) many (f) dad	(a) /ei/ (b) /a:/ (c) /□ :/ (d) /I/ (e) /e/ (f) /æ/
2.	Different letter may represent single sound.	too, through, clue, shoe	/u:/
3.	Some letters do not represent any sound (s) at all.	Write, corps, hole, Psychology	_
4.	A combination of letters may represent a single sound.	(a). shoot (b) rough (c). either (d) physics (e) character	(a) /ʃ / (b) /f/ (c) /ʛ / (d) /f/ (e) /k/
5.	One letter may represent two sounds.	(a) tax (b) fox (c) Xerox (d) examine	(a) /ks/ (b) /ks/ (c) /ks/ (d) /gz/

UZOEZIE (1992)

The table shows the different position of some sounds and how they are produced with their examples. It transcribes each sound and gives correct pronunciation of the word. It is, therefore, necessary to note that there is a difference between the complicated phonics of the English language and the Hausa language whose orthographic system is phonetic.

These observations have made Clark,(2007) Yallop and Fletcher to conclude that "decision about how to symbolize phonemes are frequently tied up with orthographic issues, not all of which relate directly to phonology"

2.23 Factors Affecting the English pronunciation of students

2.23.1 The factor of age:

This is the most important factor in learning English pronunciation. If someone wants to pronounce a foreign language with a native like accent, he/she should start to learn it during his/her childhood. For example a child that starts to learn English language in foreign countries with English speaking people in their environment. As a result, they have more advantage than the children who learn the second language in their motherlands. Krashen (1988) mentions that people who expose their second language during childhood, achieved higher foreign language proficiency than those who begin as adults. It seems that age is a factor which effect JSS student on English segmental pronunciation.

2.23.2 Phonetic Ability:

Jack and Willy (2002) pointed out that some people who have a good ear, they have the ability to discriminate between two sounds accurately. So, learners' phonetics ability affects the development of their pronunciation. Kenworthy (1987) believes that the influence of age is an efficient factor for phonetics ability. Because it is so difficult for adult students to have more ability in pronunciation than immigrants children who start their learning process in a second language speaking environment.

2.23.4 The Amount Exposure:

Many non native speakers have not gotten the opportunity to practice the English language in their motherlands. English also is not only to be used in classroom. If the learners live in an English- speaking country, the learners will have opportunities to listen and speak with native speakers of English. Conversely, there will be advantage for learners if they live in a non-English speaking country. Kenworthy (1987) insists that exposure can be a contributory factor but it is not necessary factor for developing adult learners' pronunciation. Learners should make use of these opportunities, if they were aware of the necessity of being exposed to the second language. If the learners do that, they will be more successful in improving their pronunciation.

2.23.4 Recognition of Speech Sounds:

Speech sounds are certain acoustic effects produced by the organs of speech and they are a result of definite actions performed by these organs. There is a problem in recognition of speech sounds and we can observe that the same letter has different sounds.

For example the letter "a" in "bath" is not pronounced in the same way as that in "bathe". The "ou" in "South" is also different from "ou" in "Southern". Generally verbs and nouns are pronounced differently although they are written the same.

2.23.5 Supra Segmental Features:

Supra segmental features are also referred as Prosodic features or Prosodies. The main supra segmental features are length, Syllable stress and voice-pitch. It is difficult for an English learner to make the foreign sounds with his own organs of speech and the learner has to learn to put his tongue, lips and other parts of the organs of speech into certain positions, or to perform with them certain actions. "Articulatory phonetics" helps us to teach the movement of speech organs in production of speech sounds. Speech is produced by lungs, larynx, tongue, lips soft palate, hard plate etc.

Daniel Jones(1971) defined the articulation of the words as the "gymnastics of the vocal organs". He states that in order to cope with articulatory problems a learner should study Phonetics Theory and do the necessary exercise based on that theory. Generally the student will be able to pronounce correctly in the matter of length, stress and pitch, if accurate information as to foreign usage in regards to these matters is supplied to him. The main difficulty is to bear those instructions in mind. The teacher is required to be a model of pronunciation and he has to provide ear training exercises to the learner and he must judge the success or the learner's effort. Spoken Languages has a particular rhythm of speech and the learner of the particular language must try to pronounce the words as they are pronounced in particular language and it is essential for English learner that he must try to produce those sounds with the correct articulation of the words.

2.23.6 Segmental features:

The segmental features deal with the vowels and the consonants. Vowels in English are uttered with different positions of lips, tongue and jaws.

Vowels are open sounds made with the letters a, e, i, o and u. Consonants are hard sounds made with all the other letters. There is a problem in pronouncing group of consonants.

Consider the word "describe". Many students try to speak too quickly and end up missing one or more sounds. They pronounce it as "decribe" or "desribe" or even sometimes as "deribe".

2.23.7 Problem with learning the shapes of the Conventional letters:

There is a problem of memorizing the shapes of the conventional letters and the relations between the conventional orthography and the pronunciation. As we mix up the symbols and which leads the mispronunciation of words. The alphabet which we use to write English has 26 letters but it has 44 sounds. One must be clear about the shapes and pronunciation of these symbols.

2.23.8 Problem with the pronunciation of “th” sound:

The /th/sound in the word 'this' is a voiced sound. That means that your vocal chords should vibrate when you say the word. Put the tips of your fingers lightly on your throat and say ‘this’. You should feel a vibration in your throat. The other /th/ sound in the word ‘thanks’ is a voiceless sound. That means that your vocal chords should not vibrate when you say the word. Put the tips of

your fingers lightly on your throat and say ‘thanks’. You should not feel a vibration in your throat.

Non-native English speakers usually have problems pronouncing the two English /th/ sounds because these sounds are not found in most other languages. They tend to substitute other sounds for the two /th/ sounds.

English learners often substitute the voiceless /th/ sound with a /t/ or /s/ sound. Students say, "sanks a lot" or “tanks a lot” when they mean to say "thanks a lot". Students also say, "sinking" or “tinking” when they mean to say "thinking" English learners sometimes substitute the voiceless /th/ sound with a /z/ sound. Many of us pronounce the hard TH like Z and the soft TH like S, which sometimes make language hard to understand. With both Z and S, we use both upper teeth and lower teeth to produce some sounds. With TH, just use your tongue in place of your lower teeth. You can start by biting your tongue slightly with your upper teeth, then blowing out air as with Z or S. Using the tongue makes the TH sounds quite a bit softer than Z or S.

2.23.9 Problems with two types of English Pronunciation; American Pronunciation and the British Pronunciation:

There is a problem faced by the learners of English with respect to the American and English Pronunciation as we mix up the pronunciation of these two; American English is usually defined as the language that is spoken in the United States and British English is the language spoken in England and the British Empire along with countries owned by that empire.

One of the most noticeable differences is in the spelling of words. Words such as color in American English become a colour in British English. Another example is the American word theater. In British English it becomes theatre. Many times although words are spelled the same in both forms of English, they may have a different pronunciation. The accent is put on a different syllable in the word.

In British English the word "mature" is pronounced as "machure"/mə tʃ uə / and in American English it is pronounced as "Matoor". This shows that there is a difference in the pronunciation of the‘t’ sound.

In Britain, the ‘o’ vowel, [ ], in words like *dog*, *hod*, *pot*, is pronounced with rounded lips and the tongue back in the mouth. Americans do not have this vowel, instead pronouncing the same words using the ‘ah’ vowel, [ɑ], with the lips unrounded and the tongue back but more relaxed. This is the same vowel in *card* or *bard*.

In Britain, words like *what* are pronounced using the same vowel [ɒ] as in *dog*, and so is phonetically spelled *wot* rather than *wat*. Perhaps this is why *baloney* (nonsense) is so spelled in American dictionaries, but primarily as *boloney* in some British ones.

2.23.10Correspondence between Spelling and Pronunciation:

There is lack of correspondence between the spellings and their pronunciation. For example, "tion" on the end of a word is pronounced "shun", while "sion" can be pronounced "zhun". There are often many ways to

pronounce a particular spelling pattern, but it certainly helps to know what the variations are. For example, the pattern "ough" can be pronounced "uff" as in "enough"/inʌ f/and "tough", or "or" as in "ought" and "bought" or "oh" as in "although" and "dough".

There are plenty of words in English Language which have silent letters but these words are unknowingly pronounced which make these words mispronounced. For example, Knife, Knowledge, Knave, Kneel have ‘K’ silent which should not be pronounced at all.

2.24 Theoretical Framework

The theoretical frame-work for the present study is based on (Brown 2007). Brown used verbal protocol studies, recently, Hubbard et al (2006) reported positively on finding using a ‘real time’ verbal protocol analysis to study the Cambridge speaking test. The verbal protocol procedure used in this study draws on that used by Brown (2006). The learner keeps on consolidating and repeating what he has acquired verbally. Each sample student participating in the verbal protocol rated for pronunciation and provides verbal report on different samples selected from the phonemes. This theory is relevant to this study because the learners on the second language are expected to make acceptable responses heard so that they can communicate with others which is a task the learner performs in his developmental stage.

It is, however, worthy to note that the skill of speaking has not received adequate interest and attention in the teaching of pronunciation from students,

school authorities and government. English language which is the official medium of instruction and communication in schools has not enjoyed much acceptance from the people. The neglect of the speaking skills in particular affects the students such that after having spent years in school, little or no impact is made on their spoken English.

In addition to the behaviourist theory, communicative language competence theory is also relevant to this study. This theory, according to Nunan (1991), believes that a child acquires a language interactively, that is, through practice in form of dialogues, monologues, discussions, games, role plays, language exchanges, pair work, etc. By doing soothe learner would be able to speak fluently in the target language. The communicative language competence helps the learner to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech and different genres and situations (Nunan, 1991).

Furthermore, to enable learners of the second language to improve their pronunciation proficiency, Cazden (2001) believes that activities like role plays, dialogues, discussions, and other integrative communicative activities can raise issues such as how to speak effectively in different roles and settings.

Table 2.7: Aspect borrowed or observed in the review.

S/N	Scholar	Observation
1.	Goodain (1991)	Observed that cognitive approach and grammar translation reading based method used by teacher attach no importance to pronunciation. Therefore it should be changed to a better method.
2.	Beebe (1984)	Stated that the child have problem of pronunciation because most current texts books in English as a second language either ignore the teaching of pronunciation or rely primarily on old stand-by to teach non-native learners to pronoun English accurately. The authors of textbooks should include or give relevance to pronunciations. He insisted that pronunciation always affect what we communicate and how well we communicate it.
3.	Goodwin (1996)	Stated that there are different types of vowels sound in English pronunciation firstly received pronunciation it has twelve monophthongs single or pure vowels) secondly eight diphthongs (double vowels) and two thriphthongs (triple vowels).
4.	Roach (2002)	He believe that intonation enable speaker to express their emotion and attitude when they speak. The problematic area of pronunciation for most students is intonation.
5.	Jock and Willy	Observed that there are lots of words in English language which have silent letters therefore, most students pronounce these silent letters unknowingly which make them miss pronounce.
6.	Nunan (1991)	The communicative language competence help the learners to pronounce phonemes correctly. Bring out the silent letters and drill the students. Eg often, listen, upsychology etc

Conclusion

The speech of non-native English speakers may exhibit pronunciation characteristics that result from such speakers imperfectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech ("interference") or through implementing strategies similar to those used in primary language acquisition. They may also create innovative pronunciations for English sounds not found in the speaker's first language.

More transparently, differing phonological distinctions between a speaker's first language and English create a tendency to neutralize such distinctions in English, and differences in the inventory or distribution of sounds may cause substitutions of native sounds in the place of difficult English sounds. This is more common when the distinction is subtle between English sounds or between a sound of English and of a speaker's primary language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the method of the study, it also reveals the approach used in this study, the way the researcher collected the data and the steps used in analyzing the data.

3.2 Research Design

In conducting research of this nature, that is an Assessment of pronunciation problems of English sounds faced by Bauchi state junior secondary school students. Research design is a survey research, since observation has been conducted.

This study used the survey method design in collection of data for the study. According to Borg and Gall (1983), a survey is necessary in a study where the population is large and has similar characteristics. This study was designed to determine assessment of pronunciation problems of English sounds by Students in Junior Secondary Schools in Bauchi State.

3.3 Population of the Study

The target population for this study comprised all the Junior Secondary Schools three (JSS3) students across the two educational zones of Bauchi State. According to the data gathered from the statistics section of the Ministry of Education Bauchi State in 2015, there were 530 Junior Secondary Schools across the state, with a population of 25,491 students. The schools included all

boarding and day Junior Secondary Schools under the Ministry of Education. The population was taken because of the assumption that the Junior Secondary School three (JSS3) students were more matured and have covered a greater part of their JSS3 English syllabus. This shows that their performance in pronunciation of English sounds could be adequately assessed.

3.4 Sample and Sampling Procedure

The nature of the study involves generalization on a large population. That simply means, covering all the 530 Junior Secondary Schools across the two educational zones of Bauchi State may be burdensome considering the size of the schools and the population of all the students in the state. Based on that, Ten (10) Junior Secondary Schools were randomly selected for the study. By Cuvry (1984).

The distribution of sample schools and students across the two educational zones of Bauchi State are presented in table 3.1

Table 3.1: Distribution of Sample Schools and Students across the two Educational Zones of Bauchi State.

S/N	Name of School	Location	Number of Students	Class	Zones
1	Kobi Junior Secondary School Bauchi	Urban	26	JSS 3	
2	Government Junior Secondary School Tilden Fulani	Urban	26	JSS 3	BAUCHI ZONE
3	Sabongarin Narabi Junior Day Secondary School	Rural	26	JSS 3	
4	Ningi Junior Day Secondary	Urban	26	JSS 3	
5	Miya Barkatai Junior Secondary School	Rural	26	JSS 3	
1	Gabarin Junior secondary School	Rural	26	JSS 3	
2	Demonstration Secondary School Azare	Urban	26	JSS 3	KATAGUM ZONE
3	Chinade Junior Day Secondary School	Rural	26	JSS 3	
4	Madara Junior Day Secondary School	Rural	26	JSS 3	
5	Misau Junior Day Secondary School	Urban	26	JSS 3	
Total	**10**	**10**	**255**	**10**	**2**

Out of these schools twenty-six students were sampled from each school forming a sample size of two hundred and fifty five (255) students. The sample was based on the table for determining sample size of a population by Cuvry (1984) cited in Yount (2006) which indicated that a target population above

10,000 has an ideal size of 1% of the total population. Table 3.2 below shows the table determining the sample size of a population developed in Curry (1984)

Table 3.2: The Table Determining Sample Size by Curry (1984)

S/N	Size of Population	Sampling Percentage
1	0-100	100%
2	101-1,000	10%
3	1001-5,000	5%
4	5001-10,000	3%
Total	**10,000**	**1%**

The above table shows that when the population of a study is 10,000 and above, one percentage could be used to calculate the sample size of an entire population.

3.5 Research Instruments

The sampled percentage based on the above table is 3%. The instruments used for data collection were, pronunciation of English sound schedule,(vowels and consonants) reading task of a given passage and sounds production test schedule consists of fourteen items which was used to test the students on vowels and consonants using word list drawn from the passage. Using the passage, the students were tested on reading task on dialogue A and B with word which contained different sounds. A structured interview schedule was conducted on students to assess their areas of difficulties in English Pronunciation. Researcher also used tapes and recorded cassette of phonemes by (NTI) and sound production test (SPT)

3.6 Validity of the Instrument

The pronunciation of English sounds schedule, reading task and interview schedule were constructed by the researcher with the help of two English teachers. They were given the topics and the objectives as guides.

The initial drafts of the instruments were sent to three experts in English Department, University of Jos for expert judgment. Their corrections were used to produce the final copies of the instruments.

3.7 Pilot Study

The pronunciation of English segmental sounds schedule, reading task and interview schedule were administered to y (40) JSS3 Students in Government Day Secondary School Tafawa Balewa, Bauchi State, which they were randomly selected for the study. These students were outside the sample but had similar characteristics in every aspect as the sample used for the study. The decision was to avoid the sample having a prior knowledge of the study and such may be biased in their responses which will in turn affect the result of the study.

3.8 Reliability of the Instrument

Test-retest reliability was sought and the result yielded a reliability coefficient of 0.74 which shows that the instrument was reliable.

3.9 Procedure for Data Collection

The researcher engaged the service of the head of teachers of English as research assistants in the various schools visited. Ten (10) Junior Secondary Schools were randomly selected each school, twenty six (26) students were sampled and used for the study. Pronunciation of English sounds schedule, reading task and SPT schedule were given to the class under study (JSS3) for a period of six weeks, the researcher was interested in how the students learn, interact and realized the pronunciation of English segmental sounds within and outside the classroom.

A reading task was given to students each student was asked to read dialogue A and B which contain words that have the variables under study from the dialogue words identified and transcribed.. A recording was made in a table consisting of the words containing the variables, the number of times these words were uttered either correctly or incorrectly by the students and standard pronunciation of these sounds was made and analyzed.

(PROCEDURES STEP BY STEPS)

Step 1: All the sampled students assembled in one class.

Step 2: The printed sounds with their transcription was given to the sampled students to study it silently on their own.

Step 3: Each student read and pronounced each sound three times.

Step 4: The researcher and Assistant researchers administered the correct and incorrect pronunciation by ticking (v) for correct and(X) for in correct.

Step 5: The researcher finally compiled the result.

3.10 Method of Data Analysis

The data obtained was subjected to statistical analysis. To answer the questions from one to four descriptive statistics of percentage were used to analyze the data. This analysis enabled the researcher to determine correct and incorrect pronunciation of English sounds.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The result of this research study data is presented, analyzed and interpreted. Four research questions raised for this study were answered one after the other.

4.2 Data Presentation, Analysis and Interpretation

The total number of students selected was 26 from each sample school with the total number of (260). As shown in chapter 3 table 3.1

Research Question One

Is there pronunciation problem of English sounds among the junior secondary schools [JSS] students in rural and urban areas in Bauchi state?

Table 4.1: Correct and Incorrect pronunciation of sounds among Junior Secondary schools students in Bauchi State.

S/N	Segmental sounds	Correct	Percentage %	Incorrect	Percentage %	Total	Percentage %
1	/i:/	117	45	143	55	260	100
2	/□ /	123	47	137	53	260	100
3	/ɒ /	112	43	148	57	260	100
4	/□ :/	156	60	104	40	260	100
5	/□ /	112	43	148	57	260	100
6	/ə/	121	47	139	53	260	100
7	/p/	107	41	153	59	260	100
8	/□ /	98	38	162	62	260	100
9	/d□ /	79	30	181	70	260	100
10	/f/	78	30	182	70	260	100
11	/Ɵ/	89	34	171	66	260	100
12	/□ /	88	34	172	66	260	100
13	/s/	192	74	68	26	260	100
14	/□ /	106	41	154	59	260	100

Table 4.1 presents correct and incorrect pronunciation of some English sounds among junior secondary school students in Bauchi State. Table 4.1 revealed that students scaled through only in the pronunciation of /□ :/ and /s/ with total number of 156 and 192 representing 60% and 74% respectively. This implies that out of selected 14 segmental sounds, students were able to pronounce 2 correctly, which means that mother tongue interfered with their English pronunciation. For example, in /i:/sound, 143 students equivalent to 55%, more than half of students sampled for the study (260) pronounced it as peel instead of feel.

The above table 4.1: thus presented in bar chart.

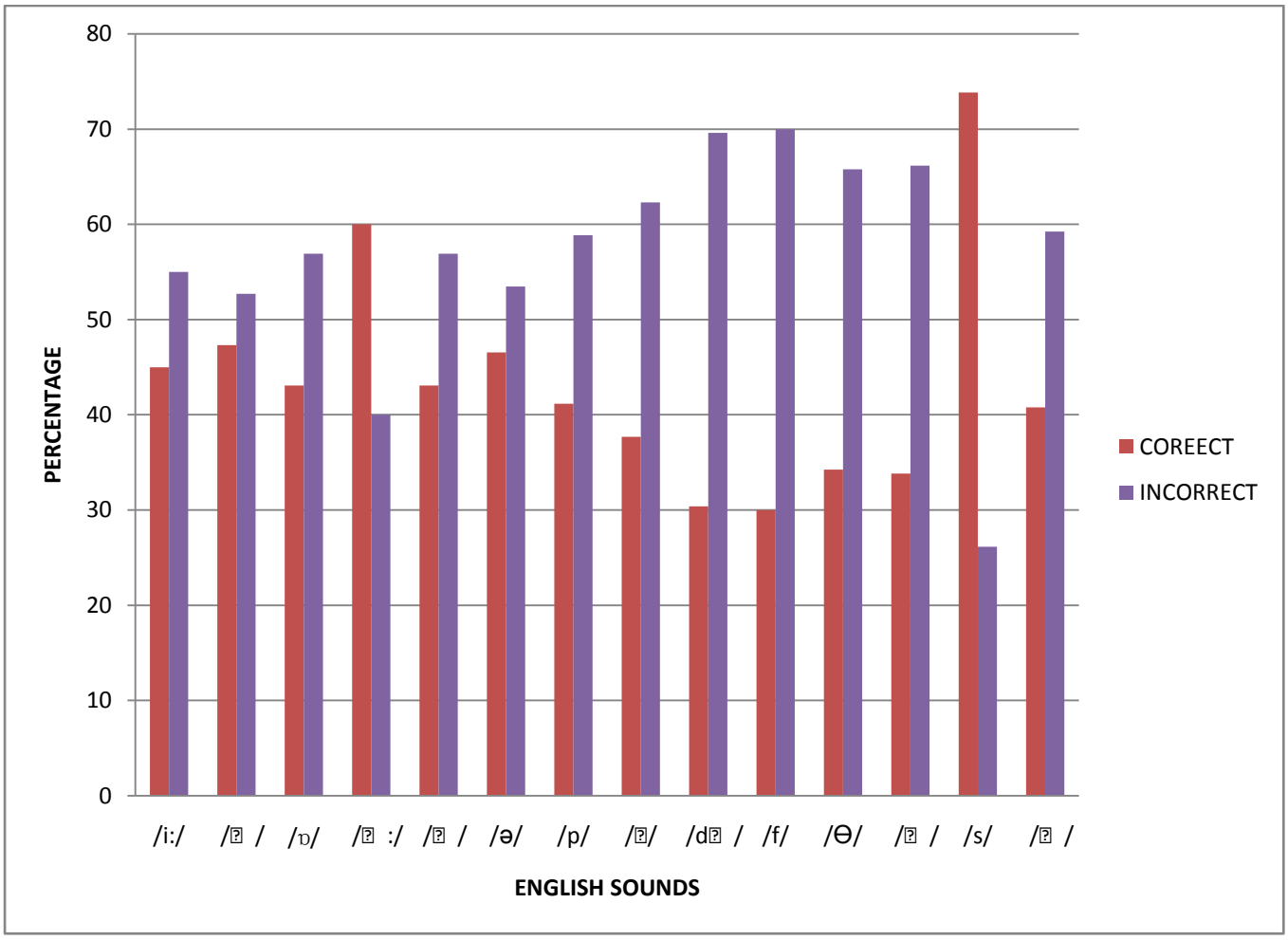


Figure 1: Bar chart showing correct and incorrect pronunciation of English sounds among junior secondary school students in Bauchi State.

Research Question two:

To what extent does student pronunciation determine the realization of consonant sounds?

Table 4.2: Extent of pronunciation of consonant sounds among Junior Secondary school students in Bauchi State.

S/N	Segmental sounds	Correct	Percentage %	Incorrect	Percentage %	Total	Percentage %
1	/p/	107	41	153	59	260	100
2	/□ /	98	38	162	62	260	100
3	/d□ /	79	30	181	70	260	100
4	/f/	78	30	182	70	260	100
5	/Ɵ/	89	34	171	66	260	100
6	/□ /	88	34	172	66	260	100
7	/s/	192	74	68	26	260	100
8	/□ /	106	41	154	59	260	100

Table 4.2depicts extent of pronunciation of consonant sounds among junior secondary schools in Bauchi state. Table 4.2 showed that 107 students representing 41% actualized correct pronunciation of /p/ sound, while 153 students representing 59% pronounced sound /p/ incorrectly. It is clearly shown that percentage of students who pronounced /p/ correctly is low compared to those who the pronounced it incorrectly. Observing /□ / sound, 98 students representing 38% actualized correct pronunciation of sound, while 62% of students pronounced the sound incorrectly. Comparing the two (correct and incorrect) percentages, it is evident that incorrect pronunciation percentage is high. In /d□ /,/f/, /Ɵ/, /□ / and/□ / sounds,correct and incorrect percentages are

(30%, 70%), (30%, 70%), (34%, 66%), (34%, 66%) and (41%, 59%) respectively. From these percentages, it is shown that percentage of students who pronounced the five mentioned consonant sounds incorrectly is higher than that of students who pronounced it correctly. For instance, students mispronounced sound /p/ in word pan as van. Also sound /□ /in word like sing was incorrectly pronounced as sink or sin. Similarly in sound /d□ / in word like age was mispronounced as ag or aqe. Besides, sound /f/ in word like photograph was incorrectly pronounced as potograp . Sound like /Ɵ/ as in word "thanks" was mispronounced as tanks. The only sound pronounced correctly is /s/ sound with 74% and 26% incorrectly pronounced.This is evident by students pronounced sound /s/ in word like say correctly without any difficulty. The information in the table 4.2 is presented in the bar chart below.

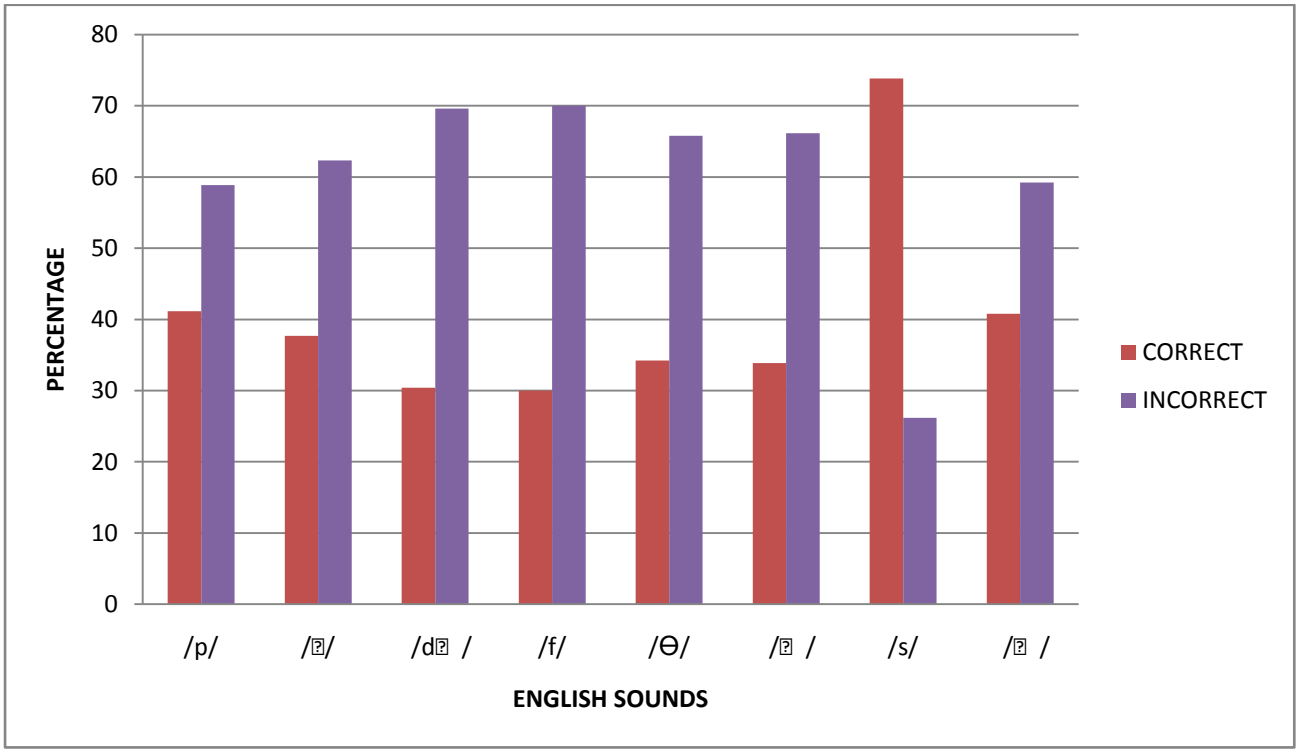


Figure 4: Bar chart showing extent of actualization of consonant sounds among junior secondary school in Bauchi State

Research Question three

To what extent does student pronunciation determine the realization of vowel sounds?

Table 4.3: Extent of pronunciation of vowel sounds among Junior Secondary school students in Bauchi State.

S/N	Segmental sounds	Correct	Percentage %	Incorrect	Percentage %	Total	Percentage %
1	/i:/	117	45	143	55	260	100
2	/□ /	123	47	137	53	260	100
3	/ɒ /	112	43	148	57	260	100
4	/□ :/	156	60	104	40	260	100
5	/□ /	112	43	148	57	260	100
6	/ə/	121	47	139	53	260	100

Table 4.3 presents extent of pronunciation of vowel sounds among junior secondary school students in Bauchi State. The only sound pronounced correctly is /□ :/. 156 students representing 60% pronounced the vowel sound /□ :/such as in word like horse correctly while 104 students representing 40% pronounced the /□ :/ incorrectly as hose or hus. 123 students representing 47% pronounced vowel sound /□ / correctly as in word like had as had, while 137students equivalent to 53% mispronounced the word had as ad. 112 students representing 43% pronounced /ɒ / correctly as in the word like pot as pot, whereas 148 representing 57% pronounced sound /ɒ / as in the pot as fot incorrectly. Also, students had problem in pronouncing /□ / and /ə/ with 148

(57%) and 139 (53%) students respectively. The information in the table is presented in bar chart below.

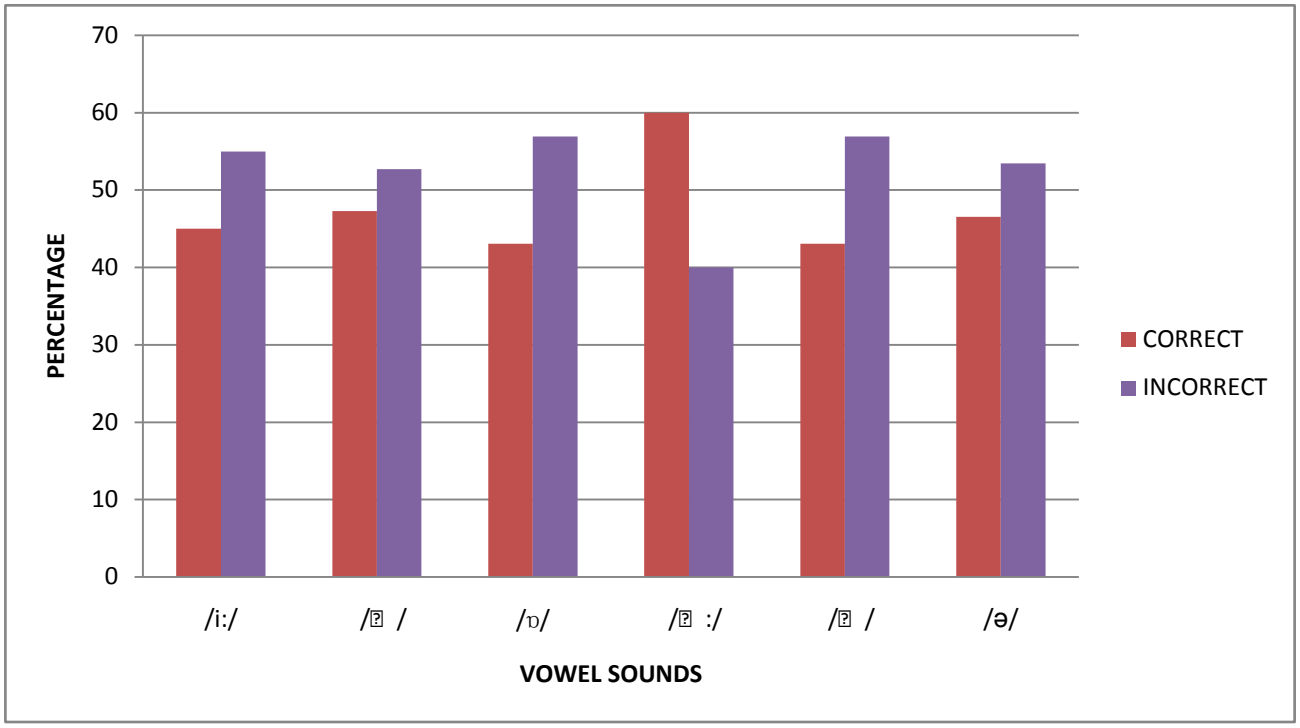


Figure 5: Bar chart showing extent of pronunciation of vowel sounds among junior secondary school students in Bauchi State.

Research Question four:

Do students in urban and rural school areas differ in their mode of pronouncing sounds in Bauchi State?

Table4.4: Students mode of pronouncing some sounds in urban and rural schools in Bauchi State.

S/N	Segmental sounds	Correct		Percentage %		Incorrect		Percentage %		Total		Percentage %	
		U	R	U	R	U	R	U	R	U	R	U	R
1	/i:/	/i:/	66	51	25	20	53	90	20	35	260	50	50
2	/□ /	/□ /	53	70	20	27	63	74	24	28	260	50	50
3	/ɒ /	/ɒ /	52	60	20	23	68	80	26	31	260	50	50
4	/□ :/	/□ :/	94	62	36	24	40	64	15	25	260	50	50
5	/□ /	/□ /	40	72	15	28	64	84	25	32	260	50	50
6	/ə/	/ə/	40	81	15	31	54	85	21	33	260	50	50
7	/p/	/p/	44	63	17	24	70	83	27	32	260	50	50
8	/□ /	/□ /	43	55	17	21	72	90	28	35	260	50	50
9	/d□ /	/d□ /	42	37	16	14	80	101	31	39	260	50	50
10	/f/	/f/	45	33	17	13	80	102	31	39	260	50	50
11	/Ɵ/	/Ɵ/	32	57	12	22	71	100	27	38	260	50	50
12	/□ /	/□ /	39	49	15	19	71	101	27	39	260	50	50
13	/s/	/s/	120	72	46	28	33	35	13	13	260	50	50
14	/□ /	/□ /	44	62	17	24	60	94	23	36	260	50	50

Key: U = urban, R = rural

Table 4.4 depicts students' mode of pronouncing English sounds in urban and rural schools in Bauchi State. Students in urban schools had higher percentages in pronouncing English sounds such as /i:/, /□ /, /□ /,/ɒ /, /p/, /□ /, /d□ /, /f/, /Ɵ/, /s/ and /□ / correctly,whereas, students in both urban and rural schools had the same percentage n pronouncing English sounds such as /ɒ /, /□ :/ and /□ / correctly. For instance, students in urban schools were able to

pronounce sounds /i:/, /□ /, /□ /, /ə/, /p/,/□ /, /d□ /, /f/, /Ɵ/, /s/ and /□ ś as in the words feel, had, up, pot, pan, sing, age, photograph, thanks, say and leisure respectively. Therefore, based on the above analysis, it can be deduced that students in urban schools pronounce segmental sounds better than students in rural schools. The data in the table are shown in the following bar charts.

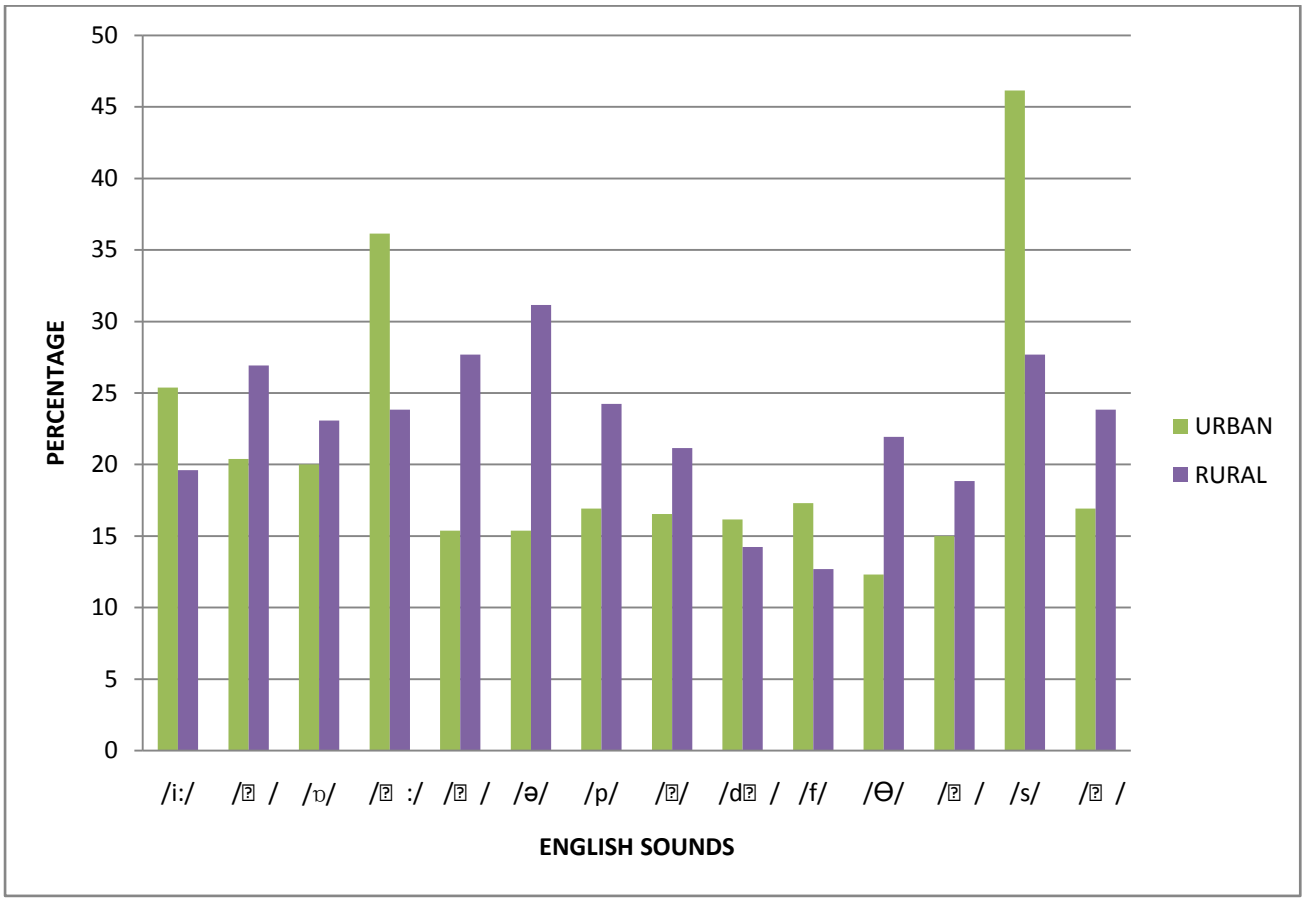


Figure 6: Bar chart showing correct pronunciation of English sounds among students in urban and rural schools.

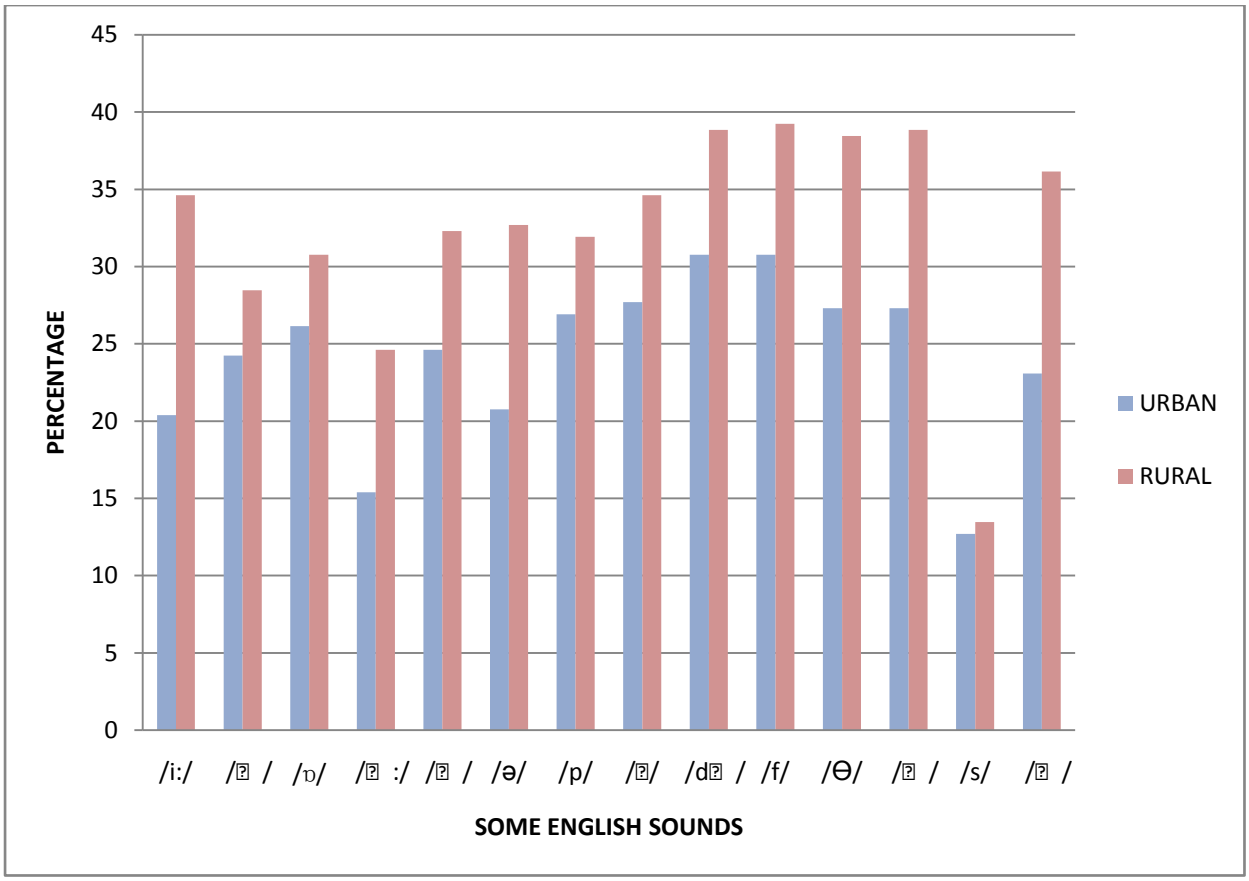


Figure 7: Bar chart showing incorrect pronunciation of segmental sounds among students in urban and rural schools.

Research question five:

To what extent does pronunciation change the sounds of words?

Table 4.5: Effect of pronunciation on the change the sounds of words

S/N	Word	Correct	Percentage %	Wrong	Percentage %	Total	Percentage %
1	Pad	87	33	173	67	260	100
2	Ice	172	66	88	34	260	100
3	Calm	80	31	180	69	260	100
4	Telephone	92	35	168	65	260	100
5	Pin	143	55	117	45	260	100

Table 4.5 showed the effect that pronunciations will have on the changing the meaning of the words. Students were given different words such as pad, ice, calm, telephone and pin to pronounce. It was observed that 87 students

representing 33% pronounced the word "pad" correctly, while 173 students representing 67% mispronounced the word "pad" as "fad". This mispronounced word "fad" has changed the meaning of the word "pad" from its original meaning. As for the word "ice", 172 students connoting 66% pronounced the word "ice" accurately, while 88 students corresponding to 34% pronounced the word "ice" inaccurately. It was mistakenly pronounced as "eyes", which has changed the meaning of the word "ice". 80 students corresponding 31% pronounced the word "calm" correctly, while 180 students representing 69% pronounced the word "calm" as "came". This mispronunciation has changed the word meaning. The same analyses were carried out on the remaining two words. The about table is presented in the bar chart below:

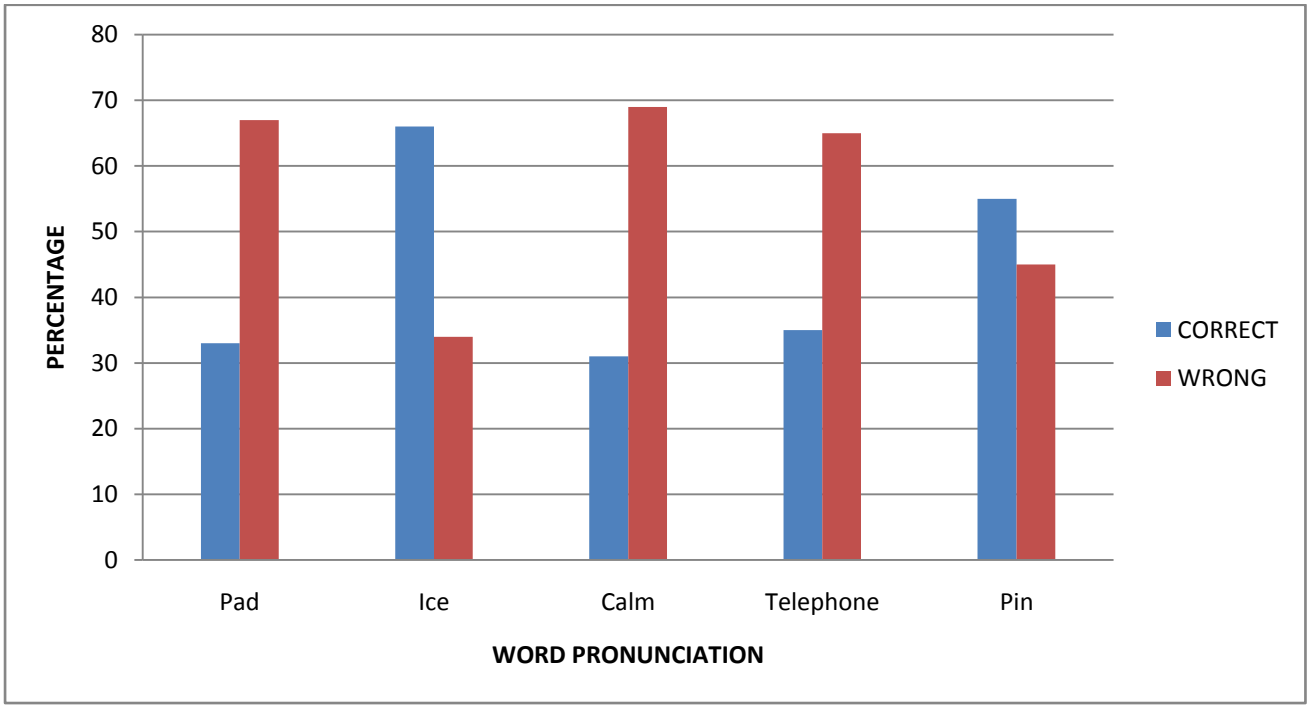


Figure 8: Word pronunciation among students of Bauchi State.

Research question Six:

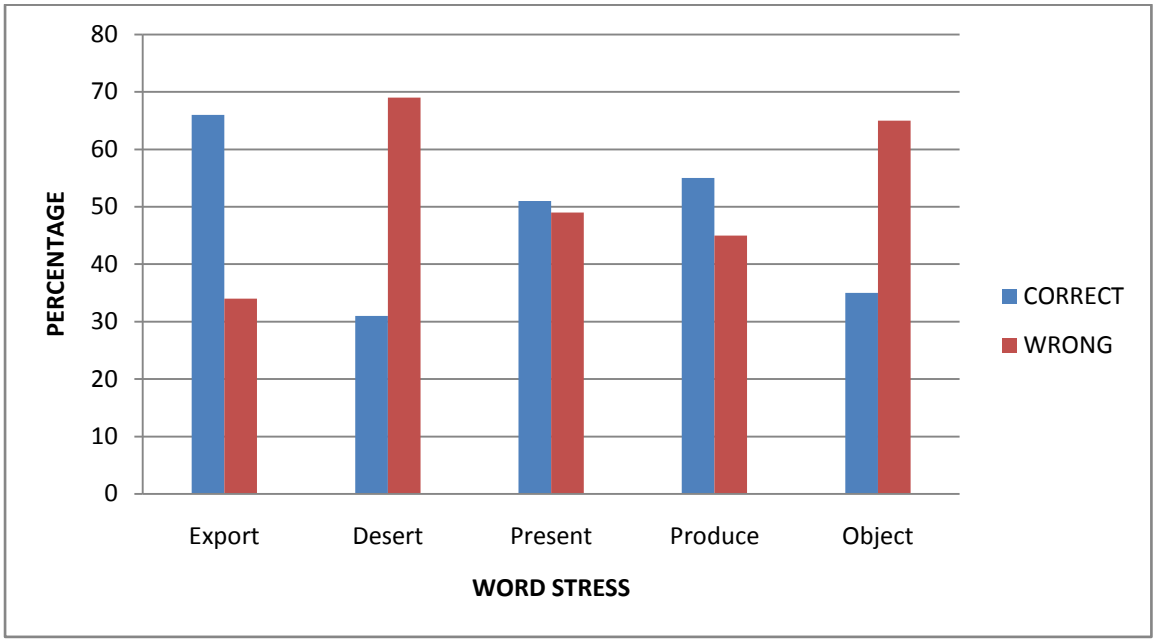
What is the effect of pronunciation on word stress?

Table 4.6: Effect of the pronunciation on wordstress

S/N	Stress Word Noun	Stress Word Verb	Correct	Percentage %	Wrong	Percentage %	Total	Percentage %
1	‘Export	Ex’port	172	66	88	34	260	100
2	‘Desert	De’sert	81	31	179	69	260	100
3	‘Present	Pre’sent	132	51	128	49	260	100
4	‘Produce	Pro’duce	142	55	118	45	260	100
5	‘Object	Ob’ject	91	35	169	65	260	100

Table 17 showed the effect of the pronunciation in changing word stress. Different words, such as, *export, desert, present, produce and object* were presented to students to pronounce with intention of identifying whether word stress is observed or not. The result showed that 172 students representing 66% were able to effect stress in the word export accurately, while 88 students corresponding to 34% were failed to effect the stress in the word “export” accurately. Stress in export was pronounced as in noun instead of verb. Similarly, students were tested to effect the stress on the word “ desert”, 81 students representing 31% made the accurate stress while 179 students corresponding 69% were unable to make the stress on the word “desert” appropriately. The stress in ‘desert was pronounced in the beginning (noun) instead of verb. (ex’port). 132 students representing 51% made accurate stress on the word “present”, while 128 students (49%) failed to make stress on the word “present” correctly. 142 students (55%) made stress on the word “produce” correctly, while 118students (45%) failed to stress the word present

correctly. This is an indication that students were poor at word stress. The above data in the table 17 is presented in the figure below.



4.3 Summary of the Research Findings

This study reveals that:

1. Based on the mother tongue interference in the pronunciation of English sounds among junior secondary school students in Bauchi state, there is pronunciation problem of some English Consonant e.g */p/ /f/* sound.
2. Students had problems in pronouncing consonant sounds except in /s/ which they pronounce correctly as in "say", to the extent that they substitute some consonant sounds e.g */p/* for */f/*.
3. Students also found it difficult in pronouncing vowel sounds except in /□ :/ which they pronounce correctly.
4. Most of the students in urban schools pronounced sounds better than students in rural schools.

5. Students in Bauchi state secondary schools do not observe stress in the pronunciation.
6. There were hindrances in students' pronunciation of English words which changes the meaning of the words, for example, pad is pronounced as fad.

4.4 Discussion of findings:

This study revealed that mother tongue interferes with English sounds among junior secondary school students in Bauchi State. This finding is in line with the conclusion of Patrick; Sui; Didam and Gyang (2013) which stated that errors may occur due to the fact that some of the English sounds are not found in mother-tongue of non-native speakers of English. In the same vein, the findings of Oluwole (2008) is in consonance with this finding which stated that mother tongue influences the students' poor performance in English language in Junior School Certificate examination. Okoye (2012) also supported this view that mother tongue interferes with the spoken English of students because poor method is used in teaching and learning English among primary and secondary schools across the south-south region. Okoye added that with good methodology in teaching-learning English, mother tongue barrier can be overcome.

Similarly, Students had problems in pronouncing consonant sounds except in /s/ which they pronounce correctly. This finding is in agreement with the findings of Jibril (1982) and Abubakar (2008) which stated that students rarely realized/□ /, /ϴ/ and /z/.

In addition to the above established research, Adetugbo (1980) also opined that second language speakers of English (Nigerians) have a number of difficulties in the pronunciation of utterances in English. Difficulties arise mainly from interference of the sound patterns of their native languages on the sound system of English. These difficulties create variation in Nigerian English based on the geo-linguistic area the speaker comes from. He shows that most Nigerian speakers because of these difficulties, substitute English[t] for [Ɵ] and [d] for [ð].thus, the first finding in this study is in agreement of Adetugbo (1980).

This study also revealed that Students had problems in pronouncing consonant sounds except in /s/ which they pronounce correctly. Thus, corresponding with finding of Nuttal (1965) which concluded that the two sounds [p]and [f] are frequently used in Hausa, but they are never distinctive and are completely interchangeable in most positions. Kraft and Kirk (1973) also confirmed that this confusing status of [p] and [f], that often Hausa /f / is produced nearer the English /p/. The study of Jibril (1982) agreed that there is an overlap between /p/ and /f/ in Hausa English. Jowitt (2000) also affirmed in his research that, lack of differentiation of / θ / and /t/, (/ð / and /d/), causes the confusion in speech of such pairs as ‘fate’ and ‘faith’, and deviant spellings such as ‘authomatic’, and perhaps, ‘length’ and ‘strenght’.

The result of this study also revealed that students also found it difficult in pronouncing vowel sounds except in /□ :/ which they pronounce correctly.

This is in agreement with Jowitt (2000) which concluded that the difference between [iː] and [I], [uː] and [ʊ], [ɔː] and [ɒ] is hardly observed by NEV speakers. Those that make any difference at all use length as a criterion on the grounds that tense vowel is longer than the lax vowel. However, this study disagreed with Jowitt (2000) as in [ɔː] which students in this case pronounced correctly.

Another finding in this project work also affirmed that students in urban schools pronounced segmental sounds better than students in rural schools. This is in line with the finding of Wikipedia (2014) which stated with constant practice, good training and qualified teachers, students can overcome these challenges. Okoye (2012) also supported the finding by saying that with qualified teachers and a good language laboratory, the pronunciation problems can be overcome by the learners, especially those who are in urban and city schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter being the final summarizes the findings, conclusion; and makes some general suggestion and recommendation based on the findings.

5.2 Summary of Study

The study assessed the English pronunciation problems of some sounds which include vowel and consonant sounds. The study adopted observations, some selected students from junior secondary schools were asked to pronounced some English sounds. The researcher administered the pronunciation by ticking (V) for correct pronunciation and (X) for wrong pronunciation.

The target population of this study involved sixty students, twenty from the three educational zone of Bauchi states and ten from each of the two selected schools which comprises of rural and urban areas.

The following research questions asked:

1. Is there pronunciation problem of English sounds among the junior secondary schools [JSS] students in rural and urban areas in Bauchi state?
2. To what extent does student pronunciation determine the realization of consonant sounds?
3. To what extent does student pronunciation determine the realization of vowel sounds?

4. Do students in urban and rural school areas differ in their mode of pronouncing sounds in Bauchi State?
5. To what extent does pronunciation change the meaning of words?
6. To what extent does pronunciation change the stress of words?

The summary of the findings includes:

1. There is pronunciation problem in the pronunciation of English sounds among junior secondary school students in Bauchi state.
2. Students had problems in pronouncing consonant sounds except in /s/ which they pronounce correctly.
3. Students also found it difficult in pronouncing vowel sounds except in /□ :/ which they pronounce correctly.
4. Students in urban schools pronounced sounds better than students in rural schools.
5. Students also mispronounced some word which lead to change in meaning eg, pad for bad, calm for came, ice for eye. Etc.
6. The student ware also found of changing stress from one position to another. Eg ‘import to im’port . ‘export to ex’port . etc.

5.3 Conclusion

In the study we are able to assess the role of the students in the pronunciation of some English sounds by students using recorded interview and reading task to the students in order to answer our research questions. The research revealed that students production of sounds.

Therefore, almost all the students studied have the /d/ and /t/ sounds pronunciation problems. Other reason that contributed to the problem is the students pronunciation from /z/ and /s/ to /d/ and /t/ were examined through observations. It was found that peer group influence and neglect of Oral English teaching to students of junior secondary schools are some of the contributing factors to the problem in student poor pronunciation.

5.4 Contribution to Knowledge

The sound production test (SPT) should be encourage at least after every two weeks, Teachers should be able to present materials to show the basic observable motions of the speech mechanism relevant to the production of a given sound. Teachers are to compare the phonemic systems of English and the home language of the learner that will give a direction on how to reduce pronunciation problems in JSS.

5.5 Recommendations

Considering the relevance of pronunciations of English sounds to the general life of students in junior secondary schools of Bauchi state. The following recommendations were made:

1. Students need to be motivated by assisting and encouraging them to speak the English language within and outside the class rooms. The teachers of English and other subjects should endeavor to communicate in English language with their students so that it will improve the general spoken skills of the students.

2. The use of instructional materials like organs of speech diagram, a chart of vowels and consonant sounds, which will motivate and facilitate effective language learning should be encouraged. The government and proprietors of private schools should make sure that instructional materials in form of tape recorders, good recorded models in CDs and tapes, flash cards are made available in all the junior secondary schools.
3. Students should be encouraged to listen to the radio and TV programs that will expose them to correct pronunciation of sounds in English. Listening to the electronic media like BBC world service will improve the spoken English of our junior secondary schools in Bauchi state.
4. Government schools should enforce fully, the use of English as the medium of communication and instruction within and outside the classroom, also the Ministry of Education should employ enough English language teachers and only those who have read English language.
5. The curriculum designer should include enough pronunciation programs and activities that will cater for pronunciation of English sounds from junior secondary schools to senior secondary school levels. The activities such as weekly sounds production test (SPT) The text books to be in junior secondary schools should include classrooms activities for pronunciation practices and some drills techniques.

5.6 Suggestion for Further Studies

There is limitation for this research work, which was only limited to some selected students and in Bauchi State only. Therefore further studies should be carried out in other areas of the English pronunciation, also the gap between Bauchi State and another state should be filled or even can be extended to another country. The research was focused on J.S.S. another study should be extended to Senior Secondary Schools or beyond.

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APPENDIX I: Pronunciation of/i: /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/i:/	Feel	/ fi:l/	V	
Student 2	/i:/	Feel	/ fi:l/		X
Student 3	/i:/	Feel	/ fi:l/	V	
Student 4	/i:/	Feel	/ fi:l/		X
Student 5	/i:/	Feel	/ fi:l/		X
Student 6	/i:/	Feel	/ fi:l/	V	
Student 7	/i:/	Feel	/ fi:l/		X
Student 8	/i:/	Feel	/ fi:l/		X
Student 9	/i:/	Feel	/ fi:l/		X
Student 10	/i:/	Feel	/ fi:l/	V	
Student 11	/i:/	Feel	/ fi:l/	V	
Student 12	/i:/	Feel	/ fi:l/		X
Student 13	/i:/	Feel	/ fi:l/		X
Student 14	/i:/	Feel	/ fi:l/	V	
Student 15	/i:/	Feel	/ fi:l/		X
Student 16	/i:/	Feel	/ fi:l/	V	
Student 17	/i:/	Feel	/ fi:l/		X
Student 18	/i:/	Feel	/ fi:l/	V	
Student 19	/i:/	Feel	/ fi:l/		X
Student 20	/i:/	Feel	/ fi:l/		X
Student 21	/i:/	Feel	/ fi:l/		X
Student 22	/i:/	Feel	/ fi:l/		X
Student 23	/i:/	Feel	/ fi:l/	V	
Student 24	/i:/	Feel	/ fi:l/	V	
Student 25	/i:/	Feel	/ fi:l/		X
Student 26	/i:/	Feel	/ fi:l/		X
Student 27	/i:/	Feel	/ fi:l/	V	
Student 28	/i:/	Feel	/ fi:l/		X
Student 29	/i:/	Feel	/ fi:l/		X
Student 30	/i:/	Feel	/ fi:l/		X
Student 31	/i:/	Feel	/ fi:l/		X
Student 32	/i:/	Feel	/ fi:l/		X
Student 33	/i:/	Feel	/ fi:l/		X
Student 34	/i:/	Feel	/ fi:l/		X
Student 35	/i:/	Feel	/ fi:l/		X
Student 36	/i:/	Feel	/ fi:l/		X
Student 37	/i:/	Feel	/ fi:l/		X
Student 38	/i:/	Feel	/ fi:l/		X
Student 39	/i:/	Feel	/ fi:l/	V	
Student 40	/i:/	Feel	/ fi:l/		X
Student 41	/i:/	Feel	/ fi:l/		X
Student 42	/i:/	Feel	/ fi:l/		X

Student 43	/i:/	Feel	/ fi:l/	V	
Student 44	/i:/	Feel	/ fi:l/	V	
Student 45	/i:/	Feel	/ fi:l/		X
Student 46	/i:/	Feel	/ fi:l/		X
Student 47	/i:/	Feel	/ fi:l/		X
Student 48	/i:/	Feel	/ fi:l/		X
Student 49	/i:/	Feel	/ fi:l/	V	
Student 50	/i:/	Feel	/ fi:l/	V	
Student 51	/i:/	Feel	/ fi:l/	V	
Student 52	/i:/	Feel	/ fi:l/		X
Student 53	/i:/	Feel	/ fi:l/		X
Student 54	/i:/	Feel	/ fi:l/		X
Student 55	/i:/	Feel	/ fi:l/	V	
Student 56	/i:/	Feel	/ fi:l/		X
Student 57	/i:/	Feel	/ fi:l/	V	
Student 58	/i:/	Feel	/ fi:l/		X
Student 59	/i:/	Feel	/ fi:l/	V	
Student 60	/i:/	Feel	/ fi:l/	V	X
Student 62	/i:/	Feel	/ fi:l/	V	
Student 63	/i:/	Feel	/ fi:l/		X
Student 64	/i:/	Feel	/ fi:l/	V	
Student 65	/i:/	Feel	/ fi:l/		X
Student 66	/i:/	Feel	/ fi:l/		X
Student 67	/i:/	Feel	/ fi:l/	V	
Student 68	/i:/	Feel	/ fi:l/		X
Student 69	/i:/	Feel	/ fi:l/		X
Student 70	/i:/	Feel	/ fi:l/		X
Student 71	/i:/	Feel	/ fi:l/	V	
Student 72	/i:/	Feel	/ fi:l/	V	
Student 73	/i:/	Feel	/ fi:l/		X
Student 74	/i:/	Feel	/ fi:l/		X
Student 75	/i:/	Feel	/ fi:l/	V	
Student 76	/i:/	Feel	/ fi:l/		X
Student 77	/i:/	Feel	/ fi:l/	V	
Student 78	/i:/	Feel	/ fi:l/		X
Student 79	/i:/	Feel	/ fi:l/	V	
Student 80	/i:/	Feel	/ fi:l/		X
Student 81	/i:/	Feel	/ fi:l/		X
Student 82	/i:/	Feel	/ fi:l/		X
Student 83	/i:/	Feel	/ fi:l/		X
Student 84	/i:/	Feel	/ fi:l/	V	
Student 85	/i:/	Feel	/ fi:l/	V	
Student 86	/i:/	Feel	/ fi:l/		X
Student 87	/i:/	Feel	/ fi:l/		X
Student 88	/i:/	Feel	/ fi:l/	V	
Student 89	/i:/	Feel	/ fi:l/		X

Student 90	/i:/	Feel	/ fi:l/		X
Student 91	/i:/	Feel	/ fi:l/		X
Student 92	/i:/	Feel	/ fi:l/		X
Student 93	/i:/	Feel	/ fi:l/		X
Student 94	/i:/	Feel	/ fi:l/		X
Student 95	/i:/	Feel	/ fi:l/		X
Student 96	/i:/	Feel	/ fi:l/		X
Student 97	/i:/	Feel	/ fi:l/		X
Student 98	/i:/	Feel	/ fi:l/		X
Student 99	/i:/	Feel	/ fi:l/		X
Student 100	/i:/	Feel	/ fi:l/	V	
Student 101	/i:/	Feel	/ fi:l/		X
Student 102	/i:/	Feel	/ fi:l/		X
Student 103	/i:/	Feel	/ fi:l/		X
Student 104	/i:/	Feel	/ fi:l/	V	
Student 105	/i:/	Feel	/ fi:l/	V	
Student 106	/i:/	Feel	/ fi:l/		X
Student 107	/i:/	Feel	/ fi:l/		X
Student 108	/i:/	Feel	/ fi:l/		X
Student 109	/i:/	Feel	/ fi:l/		X
Student 110	/i:/	Feel	/ fi:l/	V	
Student 111	/i:/	Feel	/ fi:l/	V	
Student 112	/i:/	Feel	/ fi:l/	V	
Student 113	/i:/	Feel	/ fi:l/		X
Student 114	/i:/	Feel	/ fi:l/		X
Student 115	/i:/	Feel	/ fi:l/		X
Student 116	/i:/	Feel	/ fi:l/	V	
Student 117	/i:/	Feel	/ fi:l/		X
Student 118	/i:/	Feel	/ fi:l/	V	
Student 119	/i:/	Feel	/ fi:l/		X
Student 120	/i:/	Feel	/ fi:l/	V	
Student 121	/i:/	Feel	/ fi:l/	V	X
Student 124	/i:/	Feel	/ fi:l/	V	
Student 125	/i:/	Feel	/ fi:l/		X
Student 126	/i:/	Feel	/ fi:l/	V	
Student 127	/i:/	Feel	/ fi:l/		X
Student 128	/i:/	Feel	/ fi:l/		X
Student 129	/i:/	Feel	/ fi:l/	V	
Student 130	/i:/	Feel	/ fi:l/		X
Student 131	/i:/	Feel	/ fi:l/		X
Student 132	/i:/	Feel	/ fi:l/		X
Student 133	/i:/	Feel	/ fi:l/	V	
Student 134	/i:/	Feel	/ fi:l/	V	
Student 135	/i:/	Feel	/ fi:l/		X
Student 136	/i:/	Feel	/ fi:l/		X
Student 137	/i:/	Feel	/ fi:l/	V	

Student 139	/i:/	Feel	/ fi:l/		X
Student 140	/i:/	Feel	/ fi:l/	V	
Student 141	/i:/	Feel	/ fi:l/		X
Student 142	/i:/	Feel	/ fi:l/	V	
Student 143	/i:/	Feel	/ fi:l/		X
Student 144	/i:/	Feel	/ fi:l/		X
Student 145	/i:/	Feel	/ fi:l/		X
Student 146	/i:/	Feel	/ fi:l/		X
Student 147	/i:/	Feel	/ fi:l/	V	
Student 148	/i:/	Feel	/ fi:l/	V	
Student 149	/i:/	Feel	/ fi:l/		X
Student 150	/i:/	Feel	/ fi:l/		X
Student 151	/i:/	Feel	/ fi:l/	V	
Student 152	/i:/	Feel	/ fi:l/		X
Student 153	/i:/	Feel	/ fi:l/		X
Student 154	/i:/	Feel	/ fi:l/		X
Student 155	/i:/	Feel	/ fi:l/		X
Student 156	/i:/	Feel	/ fi:l/		X
Student 157	/i:/	Feel	/ fi:l/		X
Student 158	/i:/	Feel	/ fi:l/		X
Student 159	/i:/	Feel	/ fi:l/		X
Student 160	/i:/	Feel	/ fi:l/		X
Student 161	/i:/	Feel	/ fi:l/		X
Student 162	/i:/	Feel	/ fi:l/		X
Student 163	/i:/	Feel	/ fi:l/	V	
Student 164	/i:/	Feel	/ fi:l/		X
Student 165	/i:/	Feel	/ fi:l/		X
Student 166	/i:/	Feel	/ fi:l/		X
Student 167	/i:/	Feel	/ fi:l/	V	
Student 168	/i:/	Feel	/ fi:l/	V	
Student 169	/i:/	Feel	/ fi:l/		X
Student 170	/i:/	Feel	/ fi:l/		X
Student 171	/i:/	Feel	/ fi:l/		X
Student 172	/i:/	Feel	/ fi:l/		X
Student 173	/i:/	Feel	/ fi:l/	V	
Student 174	/i:/	Feel	/ fi:l/	V	
Student 175	/i:/	Feel	/ fi:l/	V	
Student 176	/i:/	Feel	/ fi:l/		X
Student 177	/i:/	Feel	/ fi:l/		X
Student 178	/i:/	Feel	/ fi:l/		X
Student 179	/i:/	Feel	/ fi:l/	V	
Student 180	/i:/	Feel	/ fi:l/		X
Student 181	/i:/	Feel	/ fi:l/	V	
Student 182	/i:/	Feel	/ fi:l/		X
Student 183	/i:/	Feel	/ fi:l/	V	
Student 184	/i:/	Feel	/ fi:l/	V	X

Student 187	/i:/	Feel	/ fi:l/	V	
Student 188	/i:/	Feel	/ fi:l/		X
Student 189	/i:/	Feel	/ fi:l/	V	
Student 190	/i:/	Feel	/ fi:l/		X
Student 191	/i:/	Feel	/ fi:l/		X
Student 192	/i:/	Feel	/ fi:l/	V	
Student193	/i:/	Feel	/ fi:l/		X
Student 194	/i:/	Feel	/ fi:l/		X
Student 195	/i:/	Feel	/ fi:l/		X
Student 196	/i:/	Feel	/ fi:l/	V	
Student 197	/i:/	Feel	/ fi:l/	V	
Student 198	/i:/	Feel	/ fi:l/		X
Student 199	/i:/	Feel	/ fi:l/		X
Student 200	/i:/	Feel	/ fi:l/	V	
Student 201	/i:/	Feel	/ fi:l/		X
Student 202	/i:/	Feel	/ fi:l/	V	
Student 203	/i:/	Feel	/ fi:l/		X
Student 204	/i:/	Feel	/ fi:l/	V	
Student 205	/i:/	Feel	/ fi:l/		X
Student 206	/i:/	Feel	/ fi:l/		X
Student 207	/i:/	Feel	/ fi:l/		X
Student 208	/i:/	Feel	/ fi:l/		X
Student 209	/i:/	Feel	/ fi:l/	V	
Student 210	/i:/	Feel	/ fi:l/	V	
Student 211	/i:/	Feel	/ fi:l/		X
Student 212	/i:/	Feel	/ fi:l/		X
Student 213	/i:/	Feel	/ fi:l/	V	
Student 214	/i:/	Feel	/ fi:l/		X
Student 215	/i:/	Feel	/ fi:l/		X
Student 216	/i:/	Feel	/ fi:l/		X
Student 217	/i:/	Feel	/ fi:l/		X
Student 218	/i:/	Feel	/ fi:l/		X
Student 219	/i:/	Feel	/ fi:l/		X
Student 220	/i:/	Feel	/ fi:l/		X
Student 221	/i:/	Feel	/ fi:l/		X
Student 222	/i:/	Feel	/ fi:l/		X
Student 223	/i:/	Feel	/ fi:l/		X
Student 224	/i:/	Feel	/ fi:l/		X
Student 225	/i:/	Feel	/ fi:l/	V	
Student 226	/i:/	Feel	/ fi:l/		X
Student 227	/i:/	Feel	/ fi:l/		X
Student 228	/i:/	Feel	/ fi:l/		X
Student 227	/i:/	Feel	/ fi:l/	V	
Student 229	/i:/	Feel	/ fi:l/	V	
Student 230	/i:/	Feel	/ fi:l/		X
Student 231	/i:/	Feel	/ fi:l/		X

Student 232	/i:/	Feel	/ fi:l/		X
Student 233	/i:/	Feel	/ fi:l/		X
Student 234	/i:/	Feel	/ fi:l/	V	
Student 235	/i:/	Feel	/ fi:l/	V	
Student 236	/i:/	Feel	/ fi:l/	V	
Student 237	/i:/	Feel	/ fi:l/		X
Student 238	/i:/	Feel	/ fi:l/		X
Student 239	/i:/	Feel	/ fi:l/		X
Student 240	/i:/	Feel	/ fi:l/	V	
Student 241	/i:/	Feel	/ fi:l/		X
Student 242	/i:/	Feel	/ fi:l/	V	
Student 243	/i:/	Feel	/ fi:l/		X
Student 244	/i:/	Feel	/ fi:l/	V	
Student 245	/i:/	Feel	/ fi:l/	V	X
Student 248	/i:/	Feel	/ fi:l/	V	
Student 249	/i:/	Feel	/ fi:l/		X
Student 250	/i:/	Feel	/ fi:l/	V	
Student 251	/i:/	Feel	/ fi:l/		X
Student 252	/i:/	Feel	/ fi:l/		X
Student 253	/i:/	Feel	/ fi:l/	V	
Student 254	/i:/	Feel	/ fi:l/		X
Student 255	/i:/	Feel	/ fi:l/		X
Student 256	/i:/	Feel	/ fi:l/		X
Student 257	/i:/	Feel	/ fi:l/	V	
Student 258	/i:/	Feel	/ fi:l/	V	
Student 259	/i:/	Feel	/ fi:l/		X
Student 260	/i:/	Feel	/ fi:l/		X

APPENDIX 2: Pronunciation of /□/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/□/	Had	/h□ **d/**		X
Student 2	/□/	Had	/h□ **d/**		X
Student 3	/□/	Had	/h□ **d/**		X
Student 4	/□/	Had	/h□ **d/**	V	
Student 5	/□/	Had	/h□ **d/**		X
Student 6	/□/	Had	/h□ **d/**	V	
Student 7	/□/	Had	/h□ **d/**		X
Student 8	/□/	Had	/h□ **d/**	V	
Student 9	/□/	Had	/h□ **d/**	V	
Student 10	/□/	Had	/h□ **d/**		X
Student 11	/□/	Had	/h□ **d/**		X
Student 12	/□/	Had	/h□ **d/**		X
Student 13	/□/	Had	/h□ **d/**		X
Student 14	/□/	Had	/h□ **d/**	V	
Student 15	/□/	Had	/h□ **d/**		X
Student 16	/□/	Had	/h□ **d/**	V	
Student 17	/□/	Had	/h□ **d/**		X
Student 18	/□/	Had	/h□ **d/**	V	
Student 19	/□/	Had	/h□ **d/**		X
Student 20	/□/	Had	/h□ **d/**	V	
Student 21	/□/ /	Had	/h□ **d/**	V	
Student 22	/□/	Had	/h□ **d/**	V	
Student 23	/□/	Had	/h□ **d/**		X
Student 24	/□/	Had	/h□ **d/**	V	
Student 25	/□/	Had	/h□ **d/**	V	
Student 26	/□/	Had	/h□ **d/**		X
Student 27	/□/	Had	/h□ **d/**	V	
Student 28	/□/	Had	/h□ **d/**	V	
Student 29	/□/	Had	/h□ **d/**	V	
Student 30	/□/	Had	/h□ **d/**		X
Student 31	/□/	Had	/h□ **d/**	V	
Student 32	/□/	Had	/h□ **d/**		X
Student 33	/□/	Had	/h□ **d/**	V	
Student 34	/□/	Had	/h□ **d/**	V	
Student 35	/□/	Had	/h□ **d/**		X
Student 36	/□/	Had	/h□ **d/**		X

Student 37	/□/	Had	/h□ **d/**		X
Student 38	/□/	Had	/h□ **d/**		X
Student 39	/□/	Had	/h□ **d/**		X
Student 40	/□/	Had	/h□ **d/**		X
Student 41	/□/	Had	/h□ **d/**		X
Student 42	/□/	Had	/h□ **d/**		X
Student 43	/□/	Had	/h□ **d/**		X
Student 44	/□/	Had	/h□ **d/**		X
Student 45	/□/	Had	/h□ **d/**		X
Student 46	/□/	Had	/h□ **d/**		X
Student 47	/□/	Had	/h□ **d/**		X
Student 48	/□/	Had	/h□ **d/**		X
Student 49	/□/	Had	/h□ **d/**		X
Student 50	/□/	Had	/h□ **d/**		X
Student 51	/□/	Had	/h□ **d/**		X
Student 52	/□/	Had	/h□ **d/**		X
Student 53	/□/	Had	/h□ **d/**	V	
Student 54	/□/	Had	/h□ **d/**		X
Student 55	/□/	Had	/h□ **d/**		X
Student 56	/□/	Had	/h□ **d/**		X
Student 57	/□/	Had	/h□ **d/**		X
Student 58	/□/	Had	/h□ **d/**		X
Student 59	/□/	Had	/h□ **d/**		X
Student 60	/□/	Had	/h□ **d/**		x
TOTAL				**19**	**41**

APPENDIX 3: Pronunciation of /ט /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/ט /	Pot	/Pט t/		X
Student 2	/ט /	Pot	/Pט t/	V	
Student 3	/ט /	Pot	/Pט t/		X
Student 4	/ט /	Pot	/Pט t/	V	
Student 5	/ט /	Pot	/Pט t/	V	
Student 6	/ט /	Pot	/Pט t/		X
Student 7	/ט /	Pot	/Pט t/		X
Student 8	/ט /	Pot	/Pט t/	V	
Student 9	/ט /	Pot	/Pט t/	V	
Student 10	/ט /	Pot	/Pט t/	V	
Student 11	/ט /	Pot	/Pט t/		X
Student 12	/ט /	Pot	/Pט t/	V	
Student 13	/ט /	Pot	/Pט t/		X
Student 14	/ט /	Pot	/Pט t/	V	
Student 15	/ט /	Pot	/Pט t/	V	
Student 16	/ט /	Pot	/Pט t/		X
Student 17	/ט /	Pot	/Pט t/		X
Student 18	/ט /	Pot	/Pט t/		X
Student 19	/ט /	Pot	/Pט t/	V	
Student 20	/ט /	Pot	/Pט t/	V	
Student 21	/ט /	Pot	/Pט t/		X
Student 22	/ט /	Pot	/Pט t/		X
Student 23	/ט /	Pot	/Pט t/		X
Student 24	/ט /	Pot	/Pט t/	V	
Student 25	/ט /	Pot	/Pט t/		X
Student 26	/ט /	Pot	/Pט t/	V	
Student 27	/ט /	Pot	/Pט t/		X
Student 28	/ט /	Pot	/Pט t/		X
Student 29	/ט /	Pot	/Pט t/	V	
Student 30	/ט /	Pot	/Pט t/		X
Student 31	/ט /	Pot	/Pט t/		X
Student 32	/ט /	Pot	/Pט t/		X
Student 33	/ט /	Pot	/Pט t/	V	
Student 34	/ט /	Pot	/Pט t/	V	
Student 35	/ט /	Pot	/Pט t/		X
Student 36	/ט /	Pot	/Pט t/		X
Student 37	/ט /	Pot	/Pט t/	V	
Student 38	/ט /	Pot	/Pט t/	V	
Student 39	/ט /	Pot	/Pט t/	V	
Student 40	/ט /	Pot	/Pט t/		X

Student 41	/ɒ /	Pot	/Pɒ t/		X
Student 42	/ɒ /	Pot	/Pɒ t/		X
Student 43	/ɒ /	Pot	/Pɒ t/	V	
Student 44	/ɒ /	Pot	/Pɒ t/		X
Student 45	/ɒ /	Pot	/Pɒ t/	V	
Student 46	/ɒ /	Pot	/Pɒ t/	V	
Student 47	/ɒ /	Pot	/Pɒ t/	V	
Student 48	/ɒ /	Pot	/Pɒ t/	V	
Student 49	/ɒ /	Pot	/Pɒ t/		X
Student 50	/ɒ /	Pot	/Pɒ t/		X
Student 51	/ɒ /	Pot	/Pɒ t/		X
Student 52	/ɒ /	Pot	/Pɒ t/		X
Student 53	/ɒ /	Pot	/Pɒ t/	V	
Student 54	/ɒ /	Pot	/Pɒ t/		X
Student 55	/ɒ /	Pot	/Pɒ t/		X
Student 56	/ɒ /	Pot	/Pɒ t/	V	
Student 57	/ɒ /	Pot	/Pɒ t/	V	
Student 58	/ɒ /	Pot	/Pɒ t/		X
Student 59	/ɒ /	Pot	/Pɒ t/	V	
Student 60	/ɒ /	Pot	/Pɒ t/		x

APPENDIX 4: Pronunciation of /□ :/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/□ :/	Horse	[hɔ □rs]	V	
Student 2	/□ :/	Horse	[hɔ □rs]	V	
Student 3	/□ :/	Horse	[hɔ □rs]		X
Student 4	/□ :/	Horse	[hɔ □rs]	V	
Student 5	/□ :/	Horse	[hɔ □rs]		X
Student 6	/□ :/	Horse	[hɔ □rs]	V	
Student 7	/□ :/	Horse	[hɔ □rs]	V	
Student 8	/□ :/	Horse	[hɔ □rs]	V	
Student 9	/□ :/	Horse	[hɔ □rs]		X
Student 10	/□ :/	Horse	[hɔ □rs]		X
Student 11	/□ :/	Horse	[hɔ □rs]	V	
Student 12	/□ :/	Horse	[hɔ □rs]		X
Student 13	/□ :/	Horse	[hɔ □rs]		X
Student 14	/□ :/	Horse	[hɔ □rs]	V	
Student 15	/□ :/	Horse	[hɔ □rs]	V	
Student 16	/□ :/	Horse	[hɔ □rs]		X
Student 17	/□ :/	Horse	[hɔ □rs]	V	
Student 18	/□ :/	Horse	[hɔ □rs]		X
Student 19	/□ :/	Horse	[hɔ □rs]	V	
Student 20	/□ :/	Horse	[hɔ □rs]		X

Student 21	/□ :/	Horse	[hɔ □rs]	V	
Student 22	/□ :/	Horse	[hɔ □rs]	V	
Student 23	/□ :/	Horse	[hɔ □rs]	V	
Student 24	/□ :/	Horse	[hɔ □rs]		X
Student 25	/□ :/	Horse	[hɔ □rs]		X
Student 26	/□ :/	Horse	[hɔ □rs]		X
Student 27	/□ :/	Horse	[hɔ □rs]	V	
Student 28	/□ :/	Horse	[hɔ □rs]	V	
Student 29	/□ :/	Horse	[hɔ □rs]		X
Student 30	/□ :/	Horse	[hɔ □rs]		X
Student 31	/□ :/	Horse	[hɔ □rs]		X
Student 32	/□ :/	Horse	[hɔ □rs]	V	
Student 33	/□ :/	Horse	[hɔ □rs]	V	
Student 34	/□ :/	Horse	[hɔ □rs]	V	
Student 35	/□ :/	Horse	[hɔ □rs]		X
Student 36	/□ :/	Horse	[hɔ □rs]		X
Student 37	/□ :/	Horse	[hɔ □rs]	V	
Student 38	/□ :/	Horse	[hɔ □rs]		X
Student 39	/□ :/	Horse	[hɔ □rs]		X
Student 40	/□ :/	Horse	[hɔ □rs]	V	
Student 41	/□ :/	Horse	[hɔ □rs]		X
Student 42	/□ :/	Horse	[hɔ □rs]	V	
Student 43	/□ :/	Horse	[hɔ □rs]	V	
Student 44	/□ :/	Horse	[hɔ □rs]	V	

Student 45	/□ :/	Horse	[hɔ □rs]	V	
Student 46	/□ :/	Horse	[hɔ □rs]	V	
Student 47	/□ :/	Horse	[hɔ □rs]	V	
Student 48	/□ :/	Horse	[hɔ □rs]		X
Student 49	/□ :/	Horse	[hɔ □rs]		X
Student 50	/□ :/	Horse	[hɔ □rs]	V	
Student 51	/□ :/	Horse	[hɔ □rs]		X
Student 52	/□ :/	Horse	[hɔ □rs]		X
Student 53	/□ :/	Horse	[hɔ □rs]	V	
Student 54	/□ :/	Horse	[hɔ □rs]		X
Student 55	/□ :/	Horse	[hɔ □rs]	V	
Student 56	/□ :/	Horse	[hɔ □rs]	V	
Student 57	/□ :/	Horse	[hɔ □rs]	V	
Student 58	/□ :/	Horse	[hɔ □rs]	V	
Student 59	/□ :/	Horse	[hɔ □rs]		X
Student 60	/□ :/	Horse	[hɔ □rs]	V	

APPENDIX 5: Pronunciation of /ʌ /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/ʌ /	Up	/ ʌ p/	V	
Student 2	/ʌ /	Up	/ ʌ p/		X
Student 3	/ʌ /	Up	/ ʌ p/		X
Student 4	/ʌ /	Up	/ ʌ p/		X
Student 5	/ʌ /	Up	/ ʌ p/		X
Student 6	/ʌ /	Up	/ ʌ p/		X
Student 7	/ʌ /	Up	/ ʌ p/		X
Student 8	/ʌ /	Up	/ ʌ p/		X
Student 9	/ʌ /	Up	/ ʌ p/	V	
Student 10	/ʌ /	Up	/ ʌ p/		X
Student 11	/ʌ /	Up	/ ʌ p/		X
Student 12	/ʌ /	Up	/ ʌ p/		X
Student 13	/ʌ /	Up	/ ʌ p/		X
Student 14	/ʌ /	Up	/ ʌ p/	V	
Student 15	/ʌ /	Up	/ ʌ p/		X
Student 16	/ʌ /	Up	/ ʌ p/		X
Student 17	/ʌ /	Up	/ ʌ p/		X
Student 18	/ʌ /	Up	/ ʌ p/		X
Student 19	/ʌ /	Up	/ ʌ p/		X
Student 20	/ʌ /	Up	/ ʌ p/		X
Student 21	/ʌ /	Up	/ ʌ p/	V	
Student 22	/ʌ /	Up	/ ʌ p/		X
Student 23	/ʌ /	Up	/ ʌ p/		X
Student 24	/ʌ /	Up	/ ʌ p/		X
Student 25	/ʌ /	Up	/ ʌ p/		X
Student 26	/ʌ /	Up	/ ʌ p/	V	
Student 27	/ʌ /	Up	/ ʌ p/		X
Student 28	/ʌ /	Up	/ ʌ p/		X
Student 29	/ʌ /	Up	/ ʌ p/		X
Student 30	/ʌ /	Up	/ ʌ p/	V	
Student 31	/ʌ /	Up	/ ʌ p/	V	
Student 32	/ʌ /	Up	/ ʌ p/	V	
Student 33	/ʌ /	Up	/ ʌ p/		X
Student 34	/ʌ /	Up	/ ʌ p/		X
Student 35	/ʌ /	Up	/ ʌ p/	V	
Student 36	/ʌ /	Up	/ ʌ p/		X
Student 37	/ʌ /	Up	/ ʌ p/		X
Student 38	/ʌ /	Up	/ ʌ p/		
Student 39	/ʌ /	Up	/ ʌ p/		
Student 40	/ʌ /	Up	/ ʌ p/		

Student 41	/ʌ /	Up	/ ʌ p/		
Student 42	/ʌ /	Up	/ ʌ p/	V	
Student 43	/ʌ /	Up	/ ʌ p/		
Student 44	/ʌ /	Up	/ ʌ p/		
Student 45	/ʌ /	Up	/ ʌ p/		
Student 46	/ʌ /	Up	/ ʌ p/	V	
Student 47	/ʌ /	Up	/ ʌ p/		
Student 48	/ʌ /	Up	/ ʌ p/		
Student 49	/ʌ /	Up	/ ʌ p/	V	
Student 50	/ʌ /	Up	/ ʌ p/		
Student 51	/ʌ /	Up	/ ʌ p/		
Student 52	/ʌ /	Up	/ ʌ p/	V	
Student 53	/ʌ /	Up	/ ʌ p/		
Student 54	/ʌ /	Up	/ ʌ p/	V	
Student 55	/ʌ /	Up	/ ʌ p/		
Student 56	/ʌ /	Up	/ ʌ p/		
Student 57	/ʌ /	Up	/ ʌ p/		
Student 58	/ʌ /	Up	/ ʌ p/	V	
Student 59	/ʌ /	Up	/ ʌ p/		
Student 60	/ʌ /	Up	/ ʌ p/	V	

APPENDIX 6: Pronunciation of /ə /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/ə /	Doctor	/dəktə/	V	
Student 2	/ə /	Doctor	/dəktə/		X
Student 3	/ə /	Doctor	/dəktə/		X
Student 4	/ə /	Doctor	/dəktə/		X
Student 5	/ə /	Doctor	/dəktə/	V	
Student 6	/ə /	Doctor	/dəktə/		
Student 7	/ə /	Doctor	/dəktə/		X
Student 8	/ə /	Doctor	/dəktə/	V	
Student 9	/ə /	Doctor	/dəktə/		X
Student 10	/ə /	Doctor	/dəktə/	V	
Student 11	/ə /	Doctor	/dəktə/		X
Student 12	/ə /	Doctor	/dəktə/		X
Student 13	/ə /	Doctor	/dəktə/	V	
Student 14	/ə /	Doctor	/dəktə/	V	
Student 15	/ə /	Doctor	/dəktə/		X
Student 16	/ə /	Doctor	/dəktə/		X
Student 17	/ə /	Doctor	/dəktə/		X
Student 18	/ə /	Doctor	/dəktə/		X
Student 19	/ə /	Doctor	/dəktə/		X
Student 20	/ə /	Doctor	/dəktə/		X
Student 21	/ə /	Doctor	/dəktə/		X
Student 22	/ə /	Doctor	/dəktə/	V	
Student 23	/ə /	Doctor	/dəktə/		
Student 24	/ə /	Doctor	/dəktə/		X
Student 25	/ə /	Doctor	/dəktə/		X
Student 26	/ə /	Doctor	/dəktə/		X
Student 27	/ə /	Doctor	/dəktə/	V	
Student 28	/ə /	Doctor	/dəktə/		X
Student 29	/ə /	Doctor	/dəktə/		
Student 30	/ə /	Doctor	/dəktə/	V	
Student 31	/ə /	Doctor	/dəktə/		X
Student 32	/ə /	Doctor	/dəktə/	V	
Student 33	/ə /	Doctor	/dəktə/		X
Student 34	/ə /	Doctor	/dəktə/		X
Student 35	/ə /	Doctor	/dəktə/	V	
Student 36	/ə /	Doctor	/dəktə/		X
Student 37	/ə /	Doctor	/dəktə/		X
Student 38	/ə /	Doctor	/dəktə/	V	
Student 39	/ə /	Doctor	/dəktə/		X
Student 40	/ə /	Doctor	/dəktə/		X

Student 41	/ə /	Doctor	/dəktə/	V	
Student 42	/ə /	Doctor	/dəktə/		X
Student 43	/ə /	Doctor	/dəktə/		X
Student 44	/ə /	Doctor	/dəktə/	V	
Student 45	/ə /	Doctor	/dəktə/		X
Student 46	/ə /	Doctor	/dəktə/	V	
Student 47	/ə /	Doctor	/dəktə/	V	
Student 48	/ə /	Doctor	/dəktə/		X
Student 49	/ə /	Doctor	/dəktə/		X
Student 50	/ə /	Doctor	/dəktə/		X
Student 51	/ə /	Doctor	/dəktə/		X
Student 52	/ə /	Doctor	/dəktə/	V	
Student 53	/ə /	Doctor	/dəktə/		X
Student 54	/ə /	Doctor	/dəktə/		X
Student 55	/ə /	Doctor	/dəktə/		X
Student 56	/ə /	Doctor	/dəktə/		X
Student 57	/ə /	Doctor	/dəktə/		X
Student 58	/ə /	Doctor	/dəktə/		X
Student 59	/ə /	Doctor	/dəktə/		X
Student 60	/ə /	Doctor	/dəktə/	V	

APPENDIX 7: Pronunciation of /p /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/p/	Pan	/p□ n/	V	
Student 2	/p/	Pan	/p□ n/		X
Student 3	/p/	Pan	/p□ n/		X
Student 4	/p/	Pan	/p□ n/		X
Student 5	/p/	Pan	/p□ n/		X
Student 6	/p/	Pan	/p□ n/		X
Student 7	/p/	Pan	/p□ n/		X
Student 8	/p/	Pan	/p□ n/		X
Student 9	/p/	Pan	/p□ n/		X
Student 10	/p/	Pan	/p□ n/	V	
Student 11	/p/	Pan	/p□ n/		X
Student 12	/p/	Pan	/p□ n/		X
Student 13	/p/	Pan	/p□ n/		X
Student 14	/p/	Pan	/p□ n/		X
Student 15	/p/	Pan	/p□ n/		X
Student 16	/p/	Pan	/p□ n/		X
Student 17	/p/	Pan	/p□ n/		X
Student 18	/p/	Pan	/p□ n/	V	
Student 19	/p/	Pan	/p□ n/		X
Student 20	/p/	Pan	/p□ n/		X
Student 21	/p/	Pan	/p□ n/		X
Student 22	/p/	Pan	/p□ n/		X
Student 23	/p/	Pan	/p□ n/		X
Student 24	/p/	Pan	/p□ n/		X
Student 25	/p/	Pan	/p□ n/	V	
Student 26	/p/	Pan	/p□ n/		X
Student 27	/p/	Pan	/p□ n/		X
Student 28	/p/	Pan	/p□ n/		X
Student 29	/p/	Pan	/p□ n/		X
Student 30	/p/	Pan	/p□ n/		X
Student 31	/p/	Pan	/p□ n/	V	
Student 32	/p/	Pan	/p□ n/		X
Student 33	/p/	Pan	/p□ n/		X
Student 34	/p/	Pan	/p□ n/		X
Student 35	/p/	Pan	/p□ n/	V	
Student 36	/p/	Pan	/p□ n/		X
Student 37	/p/	Pan	/p□ n/		X
Student 38	/p/	Pan	/p□ n/		X
Student 39	/p/	Pan	/p□ n/		X
Student 40	/p/	Pan	/p□ n/		
Student 41	/p/	Pan	/p□ n/	V	
Student 42	/p/	Pan	/p□ n/		X

Student 43	/p/	Pan	/p□ n/		X
Student 44	/p/	Pan	/p□ n/		X
Student 45	/p/	Pan	/p□ n/	V	
Student 46	/p/	Pan	/p□ n/		X
Student 47	/p/	Pan	/p□ n/		X
Student 48	/p/	Pan	/p□ n/		X
Student 49	/p/	Pan	/p□ n/	V	
Student 50	/p/	Pan	/p□ n/		X
Student 51	/p/	Pan	/p□ n/		X
Student 52	/p/	Pan	/p□ n/		X
Student 53	/p/	Pan	/p□ n/	V	
Student 54	/p/	Pan	/p□ n/		X
Student 55	/p/	Pan	/p□ n/		X
Student 56	/p/	Pan	/p□ n/		X
Student 57	/p/	Pan	/p□ n/	V	
Student 58	/p/	Pan	/p□ n/		X
Student 59	/p/	Pan	/p□ n/		X
Student 60	/p/	Pan	/p□ n/	V	

APPENDIX 8: Pronunciation of /□ /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/□ /	Sing	si□	V	
Student 2	/□ /	Sing	si□		X
Student 3	/□ /	Sing	si□		X
Student 4	/□ /	Sing	si□	V	
Student 5	/□ /	Sing	si□		X
Student 6	/□ /	Sing	si□		X
Student 7	/□ /	Sing	si□	V	
Student 8	/□ /	Sing	si□		X
Student 9	/□ /	Sing	si□		X
Student 10	/□ /	Sing	si□		X
Student 11	/□ /	Sing	si□	V	
Student 12	/□ /	Sing	si□		X
Student 13	/□ /	Sing	si□		X
Student 14	/□ /	Sing	si□		X
Student 15	/□ /	Sing	si□		X
Student 16	/□ /	Sing	si□		X
Student 17	/□ /	Sing	si□		X
Student 18	/□ /	Sing	si□		X
Student 19	/□ /	Sing	si□		X
Student 20	/□ /	Sing	si□		X
Student 21	/□ /	Sing	si□		X
Student 22	/□ /	Sing	si□		X
Student 23	/□ /	Sing	si□	V	
Student 24	/□ /	Sing	si□		X
Student 25	/□ /	Sing	si□		X
Student 26	/□ /	Sing	si□		X
Student 27	/□ /	Sing	si□		X
Student 28	/□ /	Sing	si□		X
Student 29	/□ /	Sing	si□	V	
Student 30	/□ /	Sing	si□		X
Student 31	/□ /	Sing	si□		X
Student 32	/□ /	Sing	si□		X
Student 33	/□ /	Sing	si□		X
Student 34	/□ /	Sing	si□		X
Student 35	/□ /	Sing	si□	V	
Student 36	/□ /	Sing	si□		X
Student 37	/□ /	Sing	si□		X
Student 38	/□ /	Sing	si□		
Student 39	/□ /	Sing	si□	V	
Student 40	/□ /	Sing	si□		X

Student 41	/□ /	Sing	si□		X
Student 42	/□ /	Sing	si□		X
Student 43	/□ /	Sing	si□	V	
Student 44	/□ /	Sing	si□		X
Student 45	/□ /	Sing	si□		X
Student 46	/□ /	Sing	si□		X
Student 47	/□ /	Sing	si□	V	
Student 48	/□ /	Sing	si□		X
Student 49	/□ /	Sing	si□	V	
Student 50	/□ /	Sing	si□		X
Student 51	/□ /	Sing	si□		X
Student 52	/□ /	Sing	si□	V	
Student 53	/□ /	Sing	si□		X
Student 54	/□ /	Sing	si□	V	
Student 55	/□ /	Sing	si□		X
Student 56	/□ /	Sing	si□		X
Student 57	/□ /	Sing	si□		X
Student 58	/□ /	Sing	si□		X
Student 59	/□ /	Sing	si□		X
Student 60	/□ /	Sing	si□	V	

APPENDIX 9: Pronunciation of /d□/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/d□/	Age	/ eid□/		X
Student 2	/d□/	Age	/ eid□/		X
Student 3	/d□/	Age	/ eid□/		X
Student 4	/d□/	Age	/ eid□/		X
Student 5	/d□/	Age	/ eid□/		X
Student 6	/d□/	Age	/ eid□/		X
Student 7	/d□/	Age	/ eid□/		X
Student 8	/d□/	Age	/ eid□/	V	
Student 9	/d□/	Age	/ eid□/		X
Student 10	/d□/	Age	/ eid□/		X
Student 11	/d□/	Age	/ eid□/		X
Student 12	/d□/	Age	/ eid□/		X
Student 13	/d□/	Age	/ eid□/		X
Student 14	/d□/	Age	/ eid□/		X
Student 15	/d□/	Age	/ eid□/	V	
Student 16	/d□/	Age	/ eid□/		X
Student 17	/d□/	Age	/ eid□/		X
Student 18	/d□/	Age	/ eid□/		X
Student 19	/d□/	Age	/ eid□/		X
Student 20	/d□/	Age	/ eid□/		X
Student 21	/d□/	Age	/ eid□/	V	

Student 22	/**d**□/	Age	/ eid□/		X
Student 23	/**d**□/	Age	/ eid□/		X
Student 24	/**d**□/	Age	/ eid□/		X
Student 25	/**d**□/	Age	/ eid□/		X
Student 26	/**d**□/	Age	/ eid□/		X
Student 27	/**d**□/	Age	/ eid□/		X
Student 28	/**d**□/	Age	/ eid□/	V	
Student 29	/**d**□/	Age	/ eid□/		X
Student 30	/**d**□/	Age	/ eid□/		X
Student 31	/**d**□/	Age	/ eid□/		X
Student 32	/**d**□/	Age	/ eid□/		X
Student 33	/**d**□/	Age	/ eid□/		X
Student 34	/**d**□/	Age	/ eid□/		X
Student 35	/**d**□/	Age	/ eid□/		X
Student 36	/**d**□/	Age	/ eid□/	V	
Student 37	/**d**□/	Age	/ eid□/		X
Student 38	/**d**□/	Age	/ eid□/		X
Student 39	/**d**□/	Age	/ eid□/		X
Student 40	/**d**□/	Age	/ eid□/		X
Student 41	/**d**□/	Age	/ eid□/		X
Student 42	/**d**□/	Age	/ eid□/		X
Student 43	/**d**□/	Age	/ eid□/		X
Student 44	/**d**□/	Age	/ eid□/	V	

Student 45	/**d**□/	Age	/ eid□/		X
Student 46	/**d**□/	Age	/ eid□/		X
Student 47	/**d**□/	Age	/ eid□/		X
Student 48	/**d**□/	Age	/ eid□/		X
Student 49	/**d**□/	Age	/ eid□/		X
Student 50	/**d**□/	Age	/ eid□/		X
Student 51	/**d**□/	Age	/ eid□/		X
Student 52	/**d**□/	Age	/ eid□/		X
Student 53	/**d**□/	Age	/ eid□/		X
Student 54	/**d**□/	Age	/ eid□/		X
Student 55	/**d**□/	Age	/ eid□/		X
Student 56	/**d**□/	Age	/ eid□/		X
Student 57	/**d**□/	Age	/ eid□/		X
Student 58	/**d**□/	Age	/ eid□/		X
Student 59	/**d**□/	Age	/ eid□/		x
Student 60	/**d**□/	Age	/ eid□/	V	

APPENDIX 10: Pronunciation of /f/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/f/	Photograph	/fəutəgra:f/	v	
Student 2	/f/	Photograph	/fəutəgra:f/		X
Student 3	/f/	Photograph	/fəutəgra:f/		X
Student 4	/f/	Photograph	/fəutəgra:f/		X
Student 5	/f/	Photograph	/fəutəgra:f/		X
Student 6	/f/	Photograph	/fəutəgra:f/	V	
Student 7	/f/	Photograph	/fəutəgra:f/		X
Student 8	/f/	Photograph	/fəutəgra:f/		X
Student 9	/f/	Photograph	/fəutəgra:f/		X
Student 10	/f/	Photograph	/fəutəgra:f/		X
Student 11	/f/	Photograph	/fəutəgra:f/		X
Student 12	/f/	Photograph	/fəutəgra:f/		X
Student 13	/f/	Photograph	/fəutəgra:f/		X
Student 14	/f/	Photograph	/fəutəgra:f/		X
Student 15	/f/	Photograph	/fəutəgra:f/		X
Student 16	/f/	Photograph	/fəutəgra:f/	V	
Student 17	/f/	Photograph	/fəutəgra:f/		X
Student 18	/f/	Photograph	/fəutəgra:f/		X
Student 19	/f/	Photograph	/fəutəgra:f/		X
Student 20	/f/	Photograph	/fəutəgra:f/		X
Student 21	/f/	Photograph	/fəutəgra:f/		X
Student 22	/f/	Photograph	/fəutəgra:f/		X
Student 23	/f/	Photograph	/fəutəgra:f/		X
Student 24	/f/	Photograph	/fəutəgra:f/		X
Student 25	/f/	Photograph	/fəutəgra:f/		X
Student 26	/f/	Photograph	/fəutəgra:f/		X
Student 27	/f/	Photograph	/fəutəgra:f/		X
Student 28	/f/	Photograph	/fəutəgra:f/		X
Student 29	/f/	Photograph	/fəutəgra:f/	V	
Student 30	/f/	Photograph	/fəutəgra:f/		X
Student 31	/f/	Photograph	/fəutəgra:f/		X
Student 32	/f/	Photograph	/fəutəgra:f/		X
Student 33	/f/	Photograph	/fəutəgra:f/		X
Student 34	/f/	Photograph	/fəutəgra:f/		X
Student 35	/f/	Photograph	/fəutəgra:f/		X
Student 36	/f/	Photograph	/fəutəgra:f/		X
Student 37	/f/	Photograph	/fəutəgra:f/	V	
Student 38	/f/	Photograph	/fəutəgra:f/		X
Student 39	/f/	Photograph	/fəutəgra:f/		X
Student 40	/f/	Photograph	/fəutəgra:f/		X
Student 41	/f/	Photograph	/fəutəgra:f/		X
Student 42	/f/	Photograph	/fəutəgra:f/		X

Student 43	/f/	Photograph	/fəutəgra:f/		X
Student 44	/f/	Photograph	/fəutəgra:f/	V	
Student 45	/f/	Photograph	/fəutəgra:f/		X
Student 46	/f/	Photograph	/fəutəgra:f/		X
Student 47	/f/	Photograph	/fəutəgra:f/		X
Student 48	/f/	Photograph	/fəutəgra:f/		X
Student 49	/f/	Photograph	/fəutəgra:f/		X
Student 50	/f/	Photograph	/fəutəgra:f/	V	
Student 51	/f/	Photograph	/fəutəgra:f/		X
Student 52	/f/	Photograph	/fəutəgra:f/		X
Student 53	/f/	Photograph	/fəutəgra:f/	V	
Student 54	/f/	Photograph	/fəutəgra:f/		X
Student 55	/f/	Photograph	/fəutəgra:f/	V	
Student 56	/f/	Photograph	/fəutəgra:f/		X
Student 57	/f/	Photograph	/fəutəgra:f/		X
Student 58	/f/	Photograph	/fəutəgra:f/		X
Student 59	/f/	Photograph	/fəutəgra:f/	V	
Student 60	/f/	Photograph	/fəutəgra:f/	V	

APPENDIX 11: Pronunciation of /Ɵ/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/Ɵ/	Thanks	/Ɵ□ □ ks/	V	
Student 2	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 3	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 4	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 5	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 6	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 7	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 8	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 9	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 10	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 11	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 12	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 13	/Ɵ/	Thanks	/Ɵ□ □ ks/	V	
Student 14	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 15	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 16	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 17	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 18	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 19	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 20	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 21	/Ɵ/	Thanks	/Ɵ□ □ ks/	V	
Student 22	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 23	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 24	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 25	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 26	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 27	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 28	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 29	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 30	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 31	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 32	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 33	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 34	/Ɵ/	Thanks	/Ɵ□ □ ks/	V	
Student 35	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 36	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 37	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 38	/Ɵ/	Thanks	/Ɵ□ □ ks/		X
Student 39	/Ɵ/	Thanks	/Ɵ□ □ ks/	V	
Student 40	/Ɵ/	Thanks	/Ɵ□ □ ks/		X

Student 41	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 42	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 43	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 44	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 45	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 46	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 47	/ϴ/	Thanks	/ϴ□ □ ks/	V	
Student 48	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 49	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 50	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 51	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 52	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 53	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 54	/ϴ/	Thanks	/ϴ□ □ ks/	V	
Student 55	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 56	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 57	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 58	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 59	/ϴ/	Thanks	/ϴ□ □ ks/		X
Student 60	/ϴ/	Thanks	/ϴ□ □ ks/	V	

APPENDIX 12: Pronunciation of /□ /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/□ /	Father	/fə:□ə/	V	
Student 2	/□ /	Father	/fə:□ə/		X
Student 3	/□ /	Father	/fə:□ə/		X
Student 4	/□ /	Father	/fə:□ə/		X
Student 5	/□ /	Father	/fə:□ə/	V	
Student 6	/□ /	Father	/fə:□ə/		X
Student 7	/□ /	Father	/fə:□ə/		X
Student 8	/□ /	Father	/fə:□ə/		X
Student 9	/□ /	Father	/fə:□ə/		X
Student 10	/□ /	Father	/fə:□ə/		X
Student 11	/□ /	Father	/fə:□ə/		X
Student 12	/□ /	Father	/fə:□ə/		X
Student 13	/□ /	Father	/fə:□ə/		X
Student 14	/□ /	Father	/fə:□ə/		X
Student 15	/□ /	Father	/fə:□ə/		X
Student 16	/□ /	Father	/fə:□ə/		X
Student 17	/□ /	Father	/fə:□ə/	V	
Student 18	/□ /	Father	/fə:□ə/		X
Student 19	/□ /	Father	/fə:□ə/		X
Student 20	/□ /	Father	/fə:□ə/		X
Student 21	/□ /	Father	/fə:□ə/		X
Student 22	/□ /	Father	/fə:□ə/		X
Student 23	/□ /	Father	/fə:□ə/		X
Student 24	/□ /	Father	/fə:□ə/		X
Student 25	/□ /	Father	/fə:□ə/		X
Student 26	/□ /	Father	/fə:□ə/		X
Student 27	/□ /	Father	/fə:□ə/		X
Student 28	/□ /	Father	/fə:□ə/		X
Student 29	/□ /	Father	/fə:□ə/	V	
Student 30	/□ /	Father	/fə:□ə/		X
Student 31	/□ /	Father	/fə:□ə/		X
Student 32	/□ /	Father	/fə:□ə/		X
Student 33	/□ /	Father	/fə:□ə/		X
Student 34	/□ /	Father	/fə:□ə/		X
Student 35	/□ /	Father	/fə:□ə/	V	
Student 36	/□ /	Father	/fə:□ə/		X
Student 37	/□ /	Father	/fə:□ə/		X
Student 38	/□ /	Father	/fə:□ə/		X
Student 39	/□ /	Father	/fə:□ə/		X
Student 40	/□ /	Father	/fə:□ə/		X

Student 41	/□ /	Father	/fə:□ə/	V	
Student 42	/□ /	Father	/fə:□ə/		X
Student 43	/□ /	Father	/fə:□ə/		X
Student 44	/□ /	Father	/fə:□ə/		X
Student 45	/□ /	Father	/fə:□ə/	V	
Student 46	/□ /	Father	/fə:□ə/	V	
Student 47	/□ /	Father	/fə:□ə/	V	
Student 48	/□ /	Father	/fə:□ə/		X
Student 49	/□ /	Father	/fə:□ə/		X
Student 50	/□ /	Father	/fə:□ə/		X
Student 51	/□ /	Father	/fə:□ə/		X
Student 52	/□ /	Father	/fə:□ə/	V	
Student 53	/□ /	Father	/fə:□ə/		X
Student 54	/□ /	Father	/fə:□ə/		X
Student 55	/□ /	Father	/fə:□ə/	V	
Student 56	/□ /	Father	/fə:□ə/		X
Student 57	/□ /	Father	/fə:□ə/		X
Student 58	/□ /	Father	/fə:□ə/	V	
Student 59	/□ /	Father	/fə:□ə/	V	
Student 60	/□ /	Father	/fə:□ə/	V	

APPENDIX 13: Pronunciation of /s/

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/s/	Say	/sei/	V	
Student 2	/s/	Say	/sei/		X
Student 3	/s/	Say	/sei/		X
Student 4	/s/	Say	/sei/		X
Student 5	/s/	Say	/sei/	V	
Student 6	/s/	Say	/sei/		X
Student 7	/s/	Say	/sei/		X
Student 8	/s/	Say	/sei/	V	
Student 9	/s/	Say	/sei/	V	
Student 10	/s/	Say	/sei/	V	
Student 11	/s/	Say	/sei/		X
Student 12	/s/	Say	/sei/	V	
Student 13	/s/	Say	/sei/		X
Student 14	/s/	Say	/sei/		X
Student 15	/s/	Say	/sei/		X
Student 16	/s/	Say	/sei/		X
Student 17	/s/	Say	/sei/	V	
Student 18	/s/	Say	/sei/	V	
Student 19	/s/	Say	/sei/	V	
Student 20	/s/	Say	/sei/		X
Student 21	/s/	Say	/sei/		X
Student 22	/s/	Say	/sei/	V	
Student 23	/s/	Say	/sei/		X
Student 24	/s/	Say	/sei/		X
Student 25	/s/	Say	/sei/		X
Student 26	/s/	Say	/sei/	V	
Student 27	/s/	Say	/sei/		X
Student 28	/s/	Say	/sei/	V	
Student 29	/s/	Say	/sei/	V	
Student 30	/s/	Say	/sei/	V	
Student 31	/s/	Say	/sei/	V	
Student 32	/s/	Say	/sei/	V	
Student 33	/s/	Say	/sei/	V	
Student 34	/s/	Say	/sei/	V	
Student 35	/s/	Say	/sei/	V	
Student 36	/s/	Say	/sei/	V	
Student 37	/s/	Say	/sei/	V	
Student 38	/s/	Say	/sei/	V	
Student 39	/s/	Say	/sei/	V	
Student 40	/s/	Say	/sei/		
Student 41	/s/	Say	/sei/	V	
Student 42	/s/	Say	/sei/	V	

Student 43	/s/	Say	/sei/	V	
Student 44	/s/	Say	/sei/	V	
Student 45	/s/	Say	/sei/	V	
Student 46	/s/	Say	/sei/	V	
Student 47	/s/	Say	/sei/	V	
Student 48	/s/	Say	/sei/	V	
Student 49	/s/	Say	/sei/	V	
Student 50	/s/	Say	/sei/	V	
Student 51	/s/	Say	/sei/	V	
Student 52	/s/	Say	/sei/	V	
Student 53	/s/	Say	/sei/	V	
Student 54	/s/	Say	/sei/	V	
Student 55	/s/	Say	/sei/	V	
Student 56	/s/	Say	/sei/	V	
Student 57	/s/	Say	/sei/	V	
Student 58	/s/	Say	/sei/	V	
Student 59	/s/	Say	/sei/	V	
Student 60	/s/	Say	/sei/	V	

APPENDIX 14: Pronunciation of /□ /

STUDENTS	Sound	Word	Transcription	Correct	Incorrect
Student 1	/□ /	Leisure	/le□ ə/	V	
Student 2	/□ /	Leisure	/le□ ə/		X
Student 3	/□ /	Leisure	/le□ ə/	V	
Student 4	/□ /	Leisure	/le□ ə/		X
Student 5	/□ /	Leisure	/le□ ə/		X
Student 6	/□ /	Leisure	/le□ ə/		X
Student 7	/□ /	Leisure	/le□ ə/		X
Student 8	/□ /	Leisure	/le□ ə/	V	
Student 9	/□ /	Leisure	/le□ ə/		X
Student 10	/□ /	Leisure	/le□ ə/		X
Student 11	/□ /	Leisure	/le□ ə/		X
Student 12	/□ /	Leisure	/le□ ə/		X
Student 13	/□ /	Leisure	/le□ ə/	V	
Student 14	/□ /	Leisure	/le□ ə/		X
Student 15	/□ /	Leisure	/le□ ə/		X
Student 16	/□ /	Leisure	/le□ ə/		X
Student 17	/□ /	Leisure	/le□ ə/		X
Student 18	/□ /	Leisure	/le□ ə/		X
Student 19	/□ /	Leisure	/le□ ə/		X
Student 20	/□ /	Leisure	/le□ ə/	V	
Student 21	/□ /	Leisure	/le□ ə/		X
Student 22	/□ /	Leisure	/le□ ə/		X
Student 23	/□ /	Leisure	/le□ ə/	V	
Student 24	/□ /	Leisure	/le□ ə/		X
Student 25	/□ /	Leisure	/le□ ə/		X
Student 26	/□ /	Leisure	/le□ ə/	V	
Student 27	/□ /	Leisure	/le□ ə/	V	
Student 28	/□ /	Leisure	/le□ ə/		X
Student 29	/□ /	Leisure	/le□ ə/		X
Student 30	/□ /	Leisure	/le□ ə/		X
Student 31	/□ /	Leisure	/le□ ə/		X
Student 32	/□ /	Leisure	/le□ ə/	V	
Student 33	/□ /	Leisure	/le□ ə/		X
Student 34	/□ /	Leisure	/le□ ə/		X
Student 35	/□ /	Leisure	/le□ ə/		X
Student 36	/□ /	Leisure	/le□ ə/		X
Student 37	/□ /	Leisure	/le□ ə/	V	
Student 38	/□ /	Leisure	/le□ ə/		X
Student 39	/□ /	Leisure	/le□ ə/		X
Student 40	/□ /	Leisure	/le□ ə/	V	

Student 41	/□ /	Leisure	/le□ ə/		X
Student 42	/□ /	Leisure	/le□ ə/	V	
Student 43	/□ /	Leisure	/le□ ə/		X
Student 44	/□ /	Leisure	/le□ ə/		X
Student 45	/□ /	Leisure	/le□ ə/		X
Student 46	/□ /	Leisure	/le□ ə/		X
Student 47	/□ /	Leisure	/le□ ə/	V	
Student 48	/□ /	Leisure	/le□ ə/		X
Student 49	/□ /	Leisure	/le□ ə/		X
Student 50	/□ /	Leisure	/le□ ə/		X
Student 51	/□ /	Leisure	/le□ ə/		X
Student 52	/□ /	Leisure	/le□ ə/	V	
Student 53	/□ /	Leisure	/le□ ə/	V	
Student 54	/□ /	Leisure	/le□ ə/	V	
Student 55	/□ /	Leisure	/le□ ə/	V	
Student 56	/□ /	Leisure	/le□ ə/	V	
Student 57	/□ /	Leisure	/le□ ə/	V	
Student 58	/□ /	Leisure	/le□ ə/	V	
Student 59	/□ /	Leisure	/le□ ə/	V	
Student 60	/□ /	Leisure	/le□ ə/	V	

Appendix 15 Passages

Grace is a nurse. One day, Grace walks to the hospital when she sees an accident. A car has crashed into a tree. A group of excited people crowd around to give assistance. Grace decides to go and see if she can help.

A man has a large cut on his head. The cut bleeds. Grace ties a towel around the cut. Then she helps the other people. She tells a woman to come to the hospital for medicine.

The next day, Grace receives a card. It is from the man who had hurt his head. The man is very important. He asks Grace to come to the office. In the office there are people from the television. The people from the television want to give Grace an award. Grace is very excited. She goes home to put an a dress that she bought recently.

The people from the television say that Grace is good to take quick action. They tell the nation to help others. Grace received an award. The day is a big success.

The Words

1. Pad for bad
2. Ice for eye
3. Calm for came
4. Telephone for telepone
5. Paint for faint
6. Feel for peel
7. Often for oftin
8. Listen for listin

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Pad	V		56	Pad	V		201	Pad	V	
2.	Pad	V		57	Pad	V		202	Pad	V	
3.	Pad	V		58	Pad	V		203	Pad	V	
4.	Pad		X	69	Pad	V		204	Pad	V	
5.	Pad		X	60	Pad		X	205	Pad		X
6.	Pad		X	61	Pad	V		206	Pad	V	
7.	Pad		X	62	Pad	V		207	Pad	V	
8.	Pad		X	63	Pad	V		208	Pad	V	
9.	Pad		X	64	Pad		X	209	Pad		X
10.	Pad		X	65	Pad		X	210	Pad		X
11.	Pad		X	66	Pad	V		211	Pad	V	
12.	Pad	V		67	Pad	V		212	Pad	V	
13.	Pad	V		68	Pad	V		213	Pad	V	
14.	Pad		X	69	Pad		X	214	Pad		
15.	Pad		X	70	Pad	V		215	Pad		
16.	Pad		X	71	Pad	V		216	Pad		
17.	Pad	V		72	Pad	V		217	Pad		
18.	Pad		X	73	Pad	V		218	Pad		
19.	Pad	V		74	Pad	V		219	Pad		
20.	Pad	V		75	Pad			220	Pad		
21.	Pad		X	76	Pad			221	Pad		
22.	Pad	V		77	Pad			222	Pad		
23.	Pad	V		78	Pad			223	Pad		
24.	Pad	V		79	Pad			224	Pad		
25.	Pad	V		80	Pad			225	Pad		
26.	Pad		X	91	Pad			226	Pad		
27.	Pad	V		82	Pad			227	Pad		
28.	Pad		X	83	Pad			228	Pad		
29.	Pad	V		84	Pad			229	Pad		
30.	Pad	V		85	Pad			230	Pad		
31.	Pad	V		86	Pad			231	Pad		
32.	Pad			87	Pad			232	Pad		
33.	Pad			88	Pad			233	Pad		
34.	Pad			89	Pad			234	Pad		
35.	Pad			90	Pad			235	Pad		
36.	Pad			91	Pad			236	Pad		
37.	Pad			92	Pad			237	Pad		
38.	Pad			93	Pad			238	Pad		
39.	Pad			94	Pad			239	Pad		
40.	Pad			95	Pad			240	Pad		
41.	Pad			96	Pad			241	Pad		
42.	Pad			97	Pad			242	Pad		
43.	Pad			98	Pad			243	Pad		
44.	Pad			99	Pad			244	Pad		
45.	Pad			100	Pad			245	Pad		
46.	Pad			101	Pad			246	Pad		
47.	Pad			102	Pad			250	Pad		
48.	Pad			103	Pad			251	Pad		
49.	Pad			103	Pad			254	Pad		
50.	Pad			105	Pad			255	Pad		
51.	Pad			106	Pad			256	Pad		
52.	Pad			109	Pad			257	Pad		

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Ice	V		56	Ice	V		201	Ice	V	
2.	Ice	V		57	Ice	V		202	Ice	V	
3.	Ice	V		58	Ice	V		203	Ice	V	
4.	Ice		X	69	Ice	V		204	Ice	V	
5.	Ice		X	60	Ice	V		205	Ice	V	
6.	Ice	V		61	Ice	V		206	Ice	V	
7.	Ice	V		62	Ice	V		207	Ice		**X**
8.	Ice	V		63	Ice	V		208	Ice	V	
9.	Ice	V		64	Ice	V		209	Ice	V	
10.	Ice	V		65	Ice	V		210	Ice	V	
11.	Ice	V		66	Ice	V		211	Ice		**X**
12.	Ice	V		67	Ice	V		212	Ice	V	
13.	Ice	V		68	Ice	V		213	Ice	V	
14.	Ice	V		69	Ice	V		214	Ice		X
15.	Ice	V		70	Ice		X	215	Ice	V	
16.	Ice	V		71	Ice	V		216	Ice	V	
17.	Ice	V		72	Ice	V		217	Ice	V	
18.	Ice	V		73	Ice	V		218	Ice	V	
19.	Ice	V		74	Ice	V		219	Ice		X
20.	Ice	V		75	Ice	V		220	Ice	V	
21.	Ice	V		76	Ice	V		221	Ice		X
22.	Ice	V		77	Ice	V		222	Ice		X
23.	Ice	V		78	Ice	V		223	Ice		X
24.	Ice	V		79	Ice		X	224	Ice		X
25.	Ice		X	80	Ice		X	225	Ice		X
26.	Ice		X	91	Ice		X	226	Ice		X
27.	Ice		X	82	Ice		X	227	Ice		X
28.	Ice		X	83	Ice		X	228	Ice		X
29.	Ice		X	84	Ice		X	229	Ice		X
30.	Ice		X	85	Ice		X	230	Ice		X
31.	Ice		X	86	Ice		X	231	Ice		X
32.	Ice		X	87	Ice		X	232	Ice		X
33.	Ice		X	88	Ice		X	233	Ice		X
34.	Ice		X	89	Ice		X	234	Ice		X
35.	Ice		X	90	Ice		X	235	Ice		X
36.	Ice		X	91	Ice		X	236	Ice		X
37.	Ice		X	92	Ice		X	237	Ice		X
38.	Ice		X	93	Ice		X	238	Ice		X
39.	Ice		X	94	Ice		X	239	Ice		X
40.	Ice		X	95	Ice		X	240	Ice		X
41.	Ice		X	96	Ice		X	241	Ice		X
42.	Ice		X	97	Ice		X	242	Ice		X
43.	Ice		X	98	Ice		X	243	Ice		X
44.	Ice		X	99	Ice		X	244	Ice		X
45.	Ice		X	100	Ice		X	245	Ice		X
46.	Ice		X	101	Ice		X	246	Ice		X
47.	Ice		X	102	Ice		X	250	Ice		X
48.	Ice		X	103	Ice		X	251	Ice		X
49.	Ice		X	103	Ice		X	254	Ice		X
50.	Ice		X	105	Ice		X	255	Ice		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Calm	V		56	Calm		X	201	Calm		X
2.	Calm	V		57	Calm		X	202	Calm		X
3.	Calm	V		58	Calm		X	203	Calm		X
4.	Calm		X	69	Calm		X	204	Calm		X
5.	Calm		X	60	Calm		X	205	Calm		X
6.	Calm	V		61	Calm	V		206	Calm	V	
7.	Calm	V		62	Calm	V		207	Calm		X
8.	Calm	V		63	Calm	V		208	Calm	V	
9.	Calm	V		64	Calm	V		209	Calm	V	
10.	Calm	V		65	Calm	V		210	Calm	V	
11.	Calm	V		66	Calm	V		211	Calm		X
12.	Calm	V		67	Calm	V		212	Calm	V	
13.	Calm		X	68	Calm	V		213	Calm	V	
14.	Calm		X	69	Calm	V		214	Calm		X
15.	Calm		X	70	Calm		X	215	Calm	V	
16.	Calm		X	71	Calm	V		216	Calm	V	
17.	Calm		X	72	Calm	V		217	Calm	V	
18.	Calm	V		73	Calm	V		218	Calm	V	
19.	Calm	V		74	Calm	V		219	Calm		X
20.	Calm	V		75	Calm	V		220	Calm		X
21.	Calm		X	76	Calm		X	221	Calm		X
22.	Calm		X	77	Calm		X	222	Calm		X
23.	Calm		X	78	Calm		X	223	Calm		X
24.	Calm		X	79	Calm		X	224	Calm		X
25.	Calm		X	80	Calm		X	225	Calm		X
26.	Calm		X	91	Calm		X	226	Calm		X
27.	Calm		X	82	Calm		X	227	Calm		X
28.	Calm		X	83	Calm		X	228	Calm		X
29.	Calm		X	84	Calm		X	229	Calm		X
30.	Calm		X	85	Calm		X	230	Calm		X
31.	Calm		X	86	Calm		X	231	Calm		X
32.	Calm		X	87	Calm		X	232	Calm		X
33.	Calm		X	88	Calm		X	233	Calm		X
34.	Calm		X	89	Calm		X	234	Calm		X
35.	Calm		X	90	Calm		X	235	Calm		X
36.	Calm		X	91	Calm		X	236	Calm		X
37.	Calm		X	92	Calm		X	237	Calm		X
38.	Calm		X	93	Calm		X	238	Calm		X
39.	Calm		X	94	Calm		X	239	Calm		X
40.	Calm		X	95	Calm		X	240	Calm		X
41.	Calm		X	96	Calm		X	241	Calm		X
42.	Calm		X	97	Calm		X	242	Calm		X
43.	Calm		X	98	Calm		X	243	Calm		X
44.	Calm		X	99	Calm		X	244	Calm		X
45.	Calm		X	100	Calm		X	245	Calm		X
46.	Calm		X	101	Calm		X	246	Calm		X
47.	Calm		X	102	Calm		X	250	Calm		X
48.	Calm		X	103	Calm		X	251	Calm		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Telephone	V		56	Telephone		X	201	Telephone		X
2.	Telephone	V		57	Telephone		X	202	Telephone		X
3.	Telephone	V		58	Telephone		X	203	Telephone		X
4.	Telephone		X	69	Telephone		X	204	Telephone		X
5.	Telephone		X	60	Telephone		X	205	Telephone		X
6.	Telephone	V		61	Telephone	V		206	Telephone	V	
7.	Telephone	V		62	Telephone	V		207	Telephone		X
8.	Telephone	V		63	Telephone	V		208	Telephone	V	
9.	Telephone	V		64	Telephone	V		209	Telephone	V	
10.	Telephone	V		65	Telephone	V		210	Telephone	V	
11.	Telephone	V		66	Telephone	V		211	Telephone		X
12.	Telephone	V		67	Telephone	V		212	Telephone	V	
13.	Telephone		X	68	Telephone	V		213	Telephone	V	
14.	Telephone		X	69	Telephone	V		214	Telephone		X
15.	Telephone		X	70	Telephone		X	215	Telephone	V	
16.	Telephone		X	71	Telephone	V		216	Telephone	V	
17.	Telephone		X	72	Telephone	V		217	Telephone	V	
18.	Telephone	V		73	Telephone	V		218	Telephone	V	
19.	Telephone	V		74	Telephone	V		219	Telephone		X
20.	Telephone	V		75	Telephone	V		220	Telephone		X
21.	Telephone		X	76	Telephone		X	221	Telephone		X
22.	Telephone		X	77	Telephone		X	222	Telephone		X
23.	Telephone		X	78	Telephone		X	223	Telephone		X
24.	Telephone		X	79	Telephone		X	224	Telephone		X
25.	Telephone		X	80	Telephone		X	225	Telephone		X
26.	Telephone		X	91	Telephone		X	226	Telephone		X
27.	Telephone		X	82	Telephone		X	227	Telephone		X
28.	Telephone		X	83	Telephone		X	228	Telephone		X
29.	Telephone		X	84	Telephone		X	229	Telephone		X
30.	Telephone		X	85	Telephone		X	230	Telephone		X
31.	Telephone		X	86	Telephone		X	231	Telephone		X
32.	Telephone		X	87	Telephone		X	232	Telephone		X
33.	Telephone		X	88	Telephone		X	233	Telephone		X
34.	Telephone		X	89	Telephone		X	234	Telephone		X
35.	Telephone		X	90	Telephone		X	235	Telephone		X
36.	Telephone		X	91	Telephone		X	236	Telephone		X
37.	Telephone		X	92	Telephone		X	237	Telephone		X
38.	Telephone		X	93	Telephone		X	238	Telephone		X
39.	Telephone		X	94	Telephone		X	239	Telephone		X
40.	Telephone		X	95	Telephone		X	240	Telephone		X
41.	Telephone		X	96	Telephone		X	241	Telephone		X
42.	Telephone		X	97	Telephone		X	242	Telephone		X
43.	Telephone		X	98	Telephone		X	243	Telephone		X
44.	Telephone		X	99	Telephone		X	244	Telephone		X
45.	Telephone		X	100	Telephone		X	245	Telephone		X
46.	Telephone		X	101	Telephone		X	246	Telephone		X
47.	Telephone		X	102	Telephone		X	250	Telephone		X
48.	Telephone		X	103	Telephone		X	251	Telephone		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Pin	V		56	Pin		X	201	Pin		X
2.	Pin	V		57	Pin		X	202	Pin		X
3.	Pin	V		58	Pin		X	203	Pin		X
4.	Pin		X	69	Pin		X	204	Pin		X
5.	Pin		X	60	Pin		X	205	Pin		X
6.	Pin	V		61	Pin	V		206	Pin	V	
7.	Pin	V		62	Pin	V		207	Pin		X
8.	Pin	V		63	Pin	V		208	Pin	V	
9.	Pin	V		64	Pin	V		209	Pin	V	
10.	Pin	V		65	Pin	V		210	Pin	V	
11.	Pin	V		66	Pin	V		211	Pin		X
12.	Pin	V		67	Pin	V		212	Pin	V	
13.	Pin		X	68	Pin	V		213	Pin	V	
14.	Pin		X	69	Pin	V		214	Pin		X
15.	Pin		X	70	Pin		X	215	Pin	V	
16.	Pin		X	71	Pin	V		216	Pin	V	
17.	Pin		X	72	Pin	V		217	Pin	V	
18.	Pin	V		73	Pin	V		218	Pin	V	
19.	Pin	V		74	Pin	V		219	Pin		X
20.	Pin	V		75	Pin	V		220	Pin		X
21.	Pin		X	76	Pin		X	221	Pin		X
22.	Pin		X	77	Pin		X	222	Pin		X
23.	Pin		X	78	Pin		X	223	Pin		X
24.	Pin		X	79	Pin		X	224	Pin		X
25.	Pin		X	80	Pin		X	225	Pin		X
26.	Pin		X	91	Pin		X	226	Pin	V	
27.	Pin		X	82	Pin		X	227	Pin	V	
28.	Pin		X	83	Pin		X	228	Pin	V	
29.	Pin		X	84	Pin		X	229	Pin	V	
30.	Pin		X	85	Pin		X	230	Pin	V	
31.	Pin		X	86	Pin		X	231	Pin	V	
32.	Pin		X	87	Pin		X	232	Pin	V	
33.	Pin		X	88	Pin		X	233	Pin	V	
34.	Pin		X	89	Pin		X	234	Pin	V	
35.	Pin	V		90	Pin		X	235	Pin	V	
36.	Pin	V		91	Pin		X	236	Pin	V	
37.	Pin	V		92	Pin		X	237	Pin	V	
38.	Pin	V		93	Pin		X	238	Pin		X
39.	Pin	V		94	Pin	V		239	Pin		X
40.	Pin	V		95	Pin	V		240	Pin		X
41.	Pin	V		96	Pin	V		241	Pin		X
42.	Pin	V		97	Pin	V		242	Pin		X
43.	Pin	V		98	Pin	V		243	Pin		X
44.	Pin	V		99	Pin	V		244	Pin		X
45.	Pin	V		100	Pin	V		245	Pin		X
46.	Pin	V		101	Pin	V		246	Pin		X

APPENDIX 16 Stress Words

NOUN	VERB
export	Export
Desert	Desert
Produce	Present
Object	Object
Conduct	Conduct
Escort	Escort
Perfect	Perfect
Subject	Subject
Insult	Insult

APPENDIX 17 Manual Guides

- ❖ Organize pupil to recite short stories that focus on specific sounds such as the following.

Dick was sitting on a seat near a tree

He was reading a book. After some minutes, he began to feel sleepy. The book slipped from his fingers as he began to sleep. While he was asleep, a little boy picked up the book and went away with it.

- ❖ Engage pupils in dialogues that focus on specific sounds, e.g in

John: "Peter, do you like peas and chesse?"

Peter: "N, I prefer beans and meat"

Mary: "I like peas and cheese, but I prefer and meat"

- ❖ Outdoor Activities:-

Take pupils out into the open air, around the class, and lead them to talk about the things they see.

- ❖ Being good role models:-

Teachers should be good models for the pupils to imitate. They should perfect own mastery of English sounds and use correct pronounciation always-These they can achieve through listening to new, reading newspaper, novels, magazines, books, etc.

- ❖ Frequent of Use of English

Teachers should speak English in and outside the classroom.

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Ex port	V		56	Ex port		X	201	Ex port		X
2.	Ex port	V		57	Ex port		X	202	Ex port		X
3.	Ex port	V		58	Ex port		X	203	Ex port		X
4.	Ex port		X	69	Ex port		X	204	Ex port		X
5.	Ex port		X	60	Ex port		X	205	Ex port		X
6.	Ex port	V		61	Ex port	V		206	Ex port	V	
7.	Ex port	V		62	Ex port	V		207	Ex port		X
8.	Ex port	V		63	Ex port	V		208	Ex port	V	
9.	Ex port	V		64	Ex port	V		209	Ex port	V	
10.	Ex port	V		65	Ex port	V		210	Ex port	V	
11.	Ex port	V		66	Ex port	V		211	Ex port		X
12.	Ex port	V		67	Ex port	V		212	Ex port	V	
13.	Ex port		X	68	Ex port	V		213	Ex port	V	
14.	Ex port		X	69	Ex port	V		214	Ex port		X
15.	Ex port		X	70	Ex port		X	215	Ex port	V	
16.	Ex port		X	71	Ex port	V		216	Ex port	V	
17.	Ex port		X	72	Ex port	V		217	Ex port	V	
18.	Ex port	V		73	Ex port	V		218	Ex port	V	
19.	Ex port	V		74	Ex port	V		219	Ex port		X
20.	Ex port	V		75	Ex port	V		220	Ex port		X
21.	Ex port		X	76	Ex port		X	221	Ex port		X
22.	Ex port		X	77	Ex port		X	222	Ex port		X
23.	Ex port		X	78	Ex port		X	223	Ex port		X
24.	Ex port		X	79	Ex port		X	224	Ex port		X
25.	Ex port		X	80	Ex port		X	225	Ex port		X
26.	Ex port		X	91	Ex port		X	226	Ex port	V	
27.	Ex port		X	82	Ex port		X	227	Ex port	V	
28.	Ex port		X	83	Ex port		X	228	Ex port	V	
29.	Ex port		X	84	Ex port		X	229	Ex port	V	
30.	Ex port		X	85	Ex port		X	230	Ex port	V	
31.	Ex port		X	86	Ex port		X	231	Ex port	V	
32.	Ex port		X	87	Ex port		X	232	Ex port	V	
33.	Ex port		X	88	Ex port		X	233	Ex port	V	
34.	Ex port		X	89	Ex port		X	234	Ex port	V	
35.	Ex port	V		90	Ex port		X	235	Ex port	V	
36.	Ex port	V		91	Ex port		X	236	Ex port	V	
37.	Ex port	V		92	Ex port		X	237	Ex port	V	
38.	Ex port	V		93	Ex port		X	238	Ex port		X
39.	Ex port	V		94	Ex port	V		239	Ex port		X
40.	Ex port	V		95	Ex port	V		240	Ex port		X
41.	Ex port	V		96	Ex port	V		241	Ex port		X
42.	Ex port	V		97	Ex port	V		242	Ex port		X
43.	Ex port	V		98	Ex port	V		243	Ex port		X
44.	Ex port	V		99	Ex port	V		244	Ex port		X
45.	Ex port	V		100	Ex port	V		245	Ex port		X
46.	Ex port	V		101	Ex port	V		246	Ex port		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Desert	V		56	Desert		X	201	Desert		X
2.	Desert	V		57	Desert		X	202	Desert		X
3.	Desert	V		58	Desert		X	203	Desert		X
4.	Desert		X	69	Desert		X	204	Desert		X
5.	Desert		X	60	Desert		X	205	Desert		X
6.	Desert	V		61	Desert	V		206	Desert		X
7.	Desert	V		62	Desert	V		207	Desert		X
8.	Desert	V		63	Desert	V		208	Desert	V	
9.	Desert	V		64	Desert	V		209	Desert	V	
10.	Desert	V		65	Desert	V		210	Desert	V	
11.	Desert	V		66	Desert	V		211	Desert		X
12.	Desert	V		67	Desert	V		212	Desert	V	
13.	Desert		X	68	Desert	V		213	Desert	V	
14.	Desert		X	69	Desert	V		214	Desert		X
15.	Desert		X	70	Desert		X	215	Desert	V	
16.	Desert		X	71	Desert	V		216	Desert	V	
17.	Desert		X	72	Desert		X	217	Desert	V	
18.	Desert	V		73	Desert		X	218	Desert	V	
19.	Desert	V		74	Desert		X	219	Desert		X
20.	Desert	V		75	Desert		X	220	Desert		X
21.	Desert	V		76	Desert		X	221	Desert		X
22.	Desert	V		77	Desert		X	222	Desert		X
23.	Desert	V		78	Desert		X	223	Desert		X
24.	Desert	V		79	Desert		X	224	Desert		X
25.	Desert	V		80	Desert		X	225	Desert		X
26.	Desert	V		91	Desert		X	226	Desert		X
27.	Desert	V		82	Desert		X	227	Desert		X
28.	Desert		X	83	Desert		X	228	Desert		X
29.	Desert		X	84	Desert		X	229	Desert		X
30.	Desert		X	85	Desert		X	230	Desert		X
31.	Desert		X	86	Desert		X	231	Desert		X
32.	Desert		X	87	Desert		X	232	Desert		X
33.	Desert		X	88	Desert		X	233	Desert		X
34.	Desert		X	89	Desert		X	234	Desert		X
35.	Desert		X	90	Desert		X	235	Desert		X
36.	Desert		X	91	Desert		X	236	Desert		X
37.	Desert		X	92	Desert		X	237	Desert		X
38.	Desert		X	93	Desert		X	238	Desert		X
39.	Desert		X	94	Desert		X	239	Desert		X
40.	Desert		X	95	Desert		X	240	Desert		X
41.	Desert		X	96	Desert		X	241	Desert		X
42.	Desert		X	97	Desert		X	242	Desert		X
43.	Desert		X	98	Desert		X	243	Desert		X
44.	Desert		X	99	Desert		X	244	Desert		X
45.	Desert		X	100	Desert		X	245	Desert		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Present	V		56	Present		X	201	Present		X
2.	Present	V		57	Present		X	202	Present		X
3.	Present	V		58	Present		X	203	Present		X
4.	Present		X	69	Present		X	204	Present		X
5.	Present		X	60	Present		X	205	Present		X
6.	Present	V		61	Present	V		206	Present		X
7.	Present	V		62	Present	V		207	Present		X
8.	Present	V		63	Present	V		208	Present	V	
9.	Present	V		64	Present	V		209	Present	V	
10.	Present	V		65	Present	V		210	Present	V	
11.	Present	V		66	Present	V		211	Present		X
12.	Present	V		67	Present	V		212	Present	V	
13.	Present		X	68	Present	V		213	Present	V	
14.	Present		X	69	Present	V		214	Present		X
15.	Present		X	70	Present		X	215	Present	V	
16.	Present		X	71	Present	V		216	Present	V	
17.	Present		X	72	Present		X	217	Present	V	
18.	Present	V		73	Present		X	218	Present	V	
19.	Present	V		74	Present		X	219	Present	V	
20.	Present	V		75	Present		X	220	Present		X
21.	Present	V		76	Present	V		221	Present		X
22.	Present	V		77	Present	V		222	Present		X
23.	Present	V		78	Present	V		223	Present		X
24.	Present	V		79	Present	V		224	Present		X
25.	Present	V		80	Present	V		225	Present		X
26.	Present	V		91	Present	V		226	Present		X
27.	Present	V		82	Present	V		227	Present	V	
28.	Present		X	83	Present	V		228	Present	V	
29.	Present		X	84	Present	V		229	Present	V	
30.	Present		X	85	Present	V		230	Present		
31.	Present		X	86	Present	V		231	Present	V	
32.	Present		X	87	Present		X	232	Present	V	
33.	Present		X	88	Present		X	233	Present		
34.	Present		X	89	Present	V		234	Present	V	
35.	Present		X	90	Present	V		235	Present	V	
36.	Present		X	91	Present	V		236	Present	V	
37.	Present		X	92	Present	V		237	Present		X
38.	Present		X	93	Present	V		238	Present		X
39.	Present		X	94	Present	V		239	Present		X
40.	Present		X	95	Present	V		240	Present		X
41.	Present		X	96	Present	V		241	Present		X
42.	Present		X	97	Present	V		242	Present		X
43.	Present		X	98	Present	V		243	Present		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Produce	V		56	Produce	V		201	Produce	V	
2.	Produce	V		57	Produce	V		202	Produce	V	
3.	Produce	V		58	Produce		X	203	Produce	V	
4.	Produce		X	69	Produce		X	204	Produce		X
5.	Produce		X	60	Produce		X	205	Produce		X
6.	Produce	V		61	Produce	V		206	Produce		X
7.	Produce	V		62	Produce	V		207	Produce		X
8.	Produce	V		63	Produce	V		208	Produce	V	
9.	Produce	V		64	Produce	V		209	Produce	V	
10.	Produce	V		65	Produce	V		210	Produce	V	
11.	Produce	V		66	Produce	V		211	Produce		X
12.	Produce	V		67	Produce	V		212	Produce	V	
13.	Produce		X	68	Produce	V		213	Produce	V	
14.	Produce		X	69	Produce	V		214	Produce		X
15.	Produce		X	70	Produce		X	215	Produce	V	
16.	Produce		X	71	Produce	V		216	Produce	V	
17.	Produce		X	72	Produce		X	217	Produce	V	
18.	Produce	V		73	Produce		X	218	Produce	V	
19.	Produce	V		74	Produce		X	219	Produce	V	
20.	Produce	V		75	Produce		X	220	Produce		X
21.	Produce	V		76	Produce	V		221	Produce		X
22.	Produce	V		77	Produce	V		222	Produce		X
23.	Produce	V		78	Produce	V		223	Produce		X
24.	Produce	V		79	Produce	V		224	Produce		X
25.	Produce	V		80	Produce	V		225	Produce		X
26.	Produce	V		91	Produce	V		226	Produce		X
27.	Produce	V		82	Produce	V		227	Produce	V	
28.	Produce		X	83	Produce	V		228	Produce	V	
29.	Produce		X	84	Produce	V		229	Produce	V	
30.	Produce		X	85	Produce	V		230	Produce		
31.	Produce		X	86	Produce	V		231	Produce	V	
32.	Produce		X	87	Produce		X	232	Produce	V	
33.	Produce		X	88	Produce		X	233	Produce		
34.	Produce		X	89	Produce	V		234	Produce	V	
35.	Produce		X	90	Produce	V		235	Produce	V	
36.	Produce		X	91	Produce	V		236	Produce	V	
37.	Produce		X	92	Produce	V		237	Produce		X
38.	Produce		X	93	Produce	V		238	Produce		X
39.	Produce		X	94	Produce	V		239	Produce		X
40.	Produce		X	95	Produce	V		240	Produce		X
41.	Produce		X	96	Produce	V		241	Produce		X
42.	Produce		X	97	Produce	V		242	Produce		X
43.	Produce		X	98	Produce	V		243	Produce		X

Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect	Students	Word	Correct	Incorrect
1.	Object	V		56	Object	V		201	Object	V	
2.	Object	V		57	Object	V		202	Object	V	
3.	Object	V		58	Object	V		203	Object	V	
4.	Object		X	69	Object	V		204	Object		X
5.	Object		X	60	Object		X	205	Object		X
6.	Object	V		61	Object	V		206	Object		X
7.	Object	V		62	Object	V		207	Object		X
8.	Object	V		63	Object	V		208	Object	V	
9.	Object	V		64	Object	V		209	Object	V	
10.	Object	V		65	Object	V		210	Object	V	
11.	Object	V		66	Object	V		211	Object		X
12.	Object	V		67	Object	V		212	Object	V	
13.	Object		X	68	Object	V		213	Object	V	
14.	Object		X	69	Object	V		214	Object		X
15.	Object		X	70	Object		X	215	Object	V	
16.	Object		X	71	Object	V		216	Object	V	
17.	Object		X	72	Object		X	217	Object		X
18.	Object	V		73	Object		X	218	Object		X
19.	Object	V		74	Object		X	219	Object		X
20.	Object	V		75	Object		X	220	Object		X
21.	Object	V		76	Object		X	221	Object		X
22.	Object	V		77	Object		X	222	Object		X
23.	Object	V		78	Object		X	223	Object		X
24.	Object	V		79	Object		X	224	Object		X
25.	Object	V		80	Object		X	225	Object		X
26.	Object	V		91	Object		X	226	Object		X
27.	Object	V		82	Object		X	227	Object		X
28.	Object		X	83	Object		X	228	Object		X
29.	Object		X	84	Object		X	229	Object		X
30.	Object		X	85	Object		X	230	Object		X
31.	Object		X	86	Object		X	231	Object		X
32.	Object		X	87	Object		X	232	Object		X
33.	Object		X	88	Object		X	233	Object		X
34.	Object		X	89	Object		X	234	Object		X
35.	Object		X	90	Object		X	235	Object		X
36.	Object		X	91	Object		X	236	Object		X
37.	Object		X	92	Object		X	237	Object		X
38.	Object		X	93	Object		X	238	Object		X
39.	Object		X	94	Object		X	239	Object		X
40.	Object		X	95	Object		X	240	Object		X
41.	Object		X	96	Object		X	241	Object		X
42.	Object		X	97	Object		X	242	Object		X
43.	Object		X	98	Object		X	243	Object		X