



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/
JTUH
 مجلة جامعة تكريت للعلوم الانسانية
 Journal of Tikrit University for Humanities
Dr. Inst. Anwar Jawad Kadhim

The General Directorate for Education of Diyala

* Corresponding author: E-mail :

Aj8450845@gmail.com

07717658919

Keywords:

educating pronunciation
 gliding sounds
 conceptualizing
 board racing, and filing.

ARTICLE INFO**Article history:**

Received 4 Sept. 2022

Accepted 26 Dec 2022

Available online 23 Apr 2023

E-mail t-jtuh@tu.edu.iq

©2023 THIS IS AN OPEN ACCESS ARTICLE
 UNDER THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



The Effect of Combining Filings & Conceptualizing Board Race in Educating Pronunciation-Gliding Vowel Sounds

ABSTRACT

In numerous English dialect classrooms, educating articulation is allowed the slightest consideration. When EFL instructors protect the destitute articulation abilities of their understudies, their contentions may either be depicted as a cop-out about respect to their failure to educate their understudies on appropriate elocution or they may well be respected as taking a stand against etymological impact. Articulation is vital in English as a communication device since, if mispronounce a word, individuals will misconstrue us. This consideration points to instructing articulation and gliding sounds by utilizing filings and conceptualizing board races in Iraqi private colleges to know how to utilize sound, visual media, and recreations in learning. In reality, utilizing diversions makes fun and unwinds the circumstances of the understudies. The understudies are more able to reply to the teacher's questions and are more dynamic, which allows them to make proposals to the educator. So, it is recommended to combine sound and visual media and recreations in instructive articulation to advance understudies' competence, and it comes about to appear that there's a critical qualification amongst the large numbers of the probation within the pre- probation and post- probation among Al-Yarmouk College understudies.

© 2023 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://doi.org/10.25130/jtuh.30.4.2.2023.22>

أثر الجمع بين التسجيلات وسباق العصف الذهني في تدريس النطق - الاصوات المدغمة

م.د أنوار جواد كاظم / مديرة تربية ديالى

الخلاصة:

في العديد من الفصول الدراسية الخاصة باللهجة الإنجليزية ، يُسمح بتعليم النطق بأدنى اعتبار. عندما

يحمي مدرّسو اللغة الإنجليزية كلغة ثانية قدرات النطق المعدّمة لطلابهم ، قد يتم تصوير مزاعمهم على أنها مشاركة فيما يتعلق بفشلهم في تثقيف طلابهم حول الخطابة المناسبة أو قد يتم احترامهم على أنهم يتخذون موقفاً ضد التأثير الاشتقاقي .

يعتبر التعبير أمراً حيويًا في اللغة الإنجليزية كسبب للتواصل لأنه إذا أخطأنا في نطق كلمة ما ، فسوف يسيء الأفراد فهمنا. تشير هذه الدراسة إلى توجيه النطق - الاصوات المدغمة من خلال استخدام التسجيلات ووضع تصور لسباق العصف الذهني في الكليات العراقية الخاصة لمعرفة كيفية استخدام الوسائط المرئية الصوتية والاستجمام في التعلم. في الواقع ، يؤدي استخدام وسائل التحويل إلى إضفاء المرح والراحة على ظروف الطلاب في التعامل مع التعلم ، ويكون الطلاب أكثر قدرة على الرد على أسئلة المعلم وأكثر ديناميكية للسماح بالاقتراح للمعلم. لذلك ، يوصى بدمج الوسائط المرئية الصوتية والاستجمام في توجيه النطق لتعزيز كفاءة الطلاب ، ويظهر أن هناك مؤهلاً حاسماً بين درجات الاختبار داخل الاختبار القبلي والاختبار البعدي بين طلاب كلية اليرموك الجامعة.

الكلمات المفتاحية: تدريس النطق ، الاصوات المدغمة ، العصف الذهني ، لوحة السباق، التسجيلات.

1. Introduction

The formal structures of dialects are considered: “reflections of common conceptual organization standards, handling instruments, and experiential and environmental influences (Majeed & Shatha,2021).English dialect is the moment official dialect of Iraq. Its dominance is profoundly required for scholastic and career headway. For the most part, four dialect aptitudes are centralized; perusing, composing, talking, and tuning in. Perusing and tuning in are considered open aptitudes where understudies get data, but composing and talking require students’ generation of dialect and are regularly challenging(Kadhim,2022). Verbalization is not an expelled parcel of tongue educating sessions and all who do in this domain perceive (Sachar,2013). Its basic part in verbal communication, the listener’s recognition, and the speaker’s character (Liu, 2008). Conceivably it shows up as

well curiously, but within the occasion that we have a correct see of the parts of rhetoric, we see the sweeping impacts of them on various points in life. It oscillates various central parts, both in our personal and social lives. parts, such as progressing our social status and talking, controlling our words, and covering our needs and inadequacies (Fortes,2018). As individuals, make our personality through our talking and appear our dependence on social occasions in society. Enunciation is a basic angle of talking capacity that can affect the echelon of speakers, particularly foreign speakers, in an entry-level separation setting. Incredible and astounding rhetoric makes a hardy sense of personality for learners inside the community of the target tongue, but down-and-out verbalization leads to the incident of identity (Huo,2020; McKinney,2019). As Arslan (2013) ratiocinated, "in non-native EFL settings, destitute articulation aptitudes may result in disappointment in talked communication."

1.1 Aim of the Study

This study focuses on direction articulation and gliding sounds by utilizing filings and conceptualizing board races in Iraqi private colleges to know how to utilize sound, visual media, and recreations in learning. In reality, utilizing preoccupations makes fun and loosens up the circumstances of the understudies.

1.2 Destinations of the Study

The points of the show were to see:

- (a) What procedures do dialect instructors tend toward utilizing most to instruct gliding vowel sounds to their understudies?
- (b) To discover in case the conceptualizing board race method features a positive effect on educating gliding vowel sounds or not. and
- (c) How do you employ conceptualizing to discover what your understudies know?

1.3 Hypotheses of the study:

It is hypothesized that:

1. Utilizing filings and conceptualizing for racial sounds in educating pronunciation can promote students' competence.
2. There's a critical distinction amongst the cruel scores of the understudies who are instructed by using conceptualizing race sounds and filings and the cruel large numbers of the understudies who are instructed by conventional strategy.

1.4 Importance of the Study

This study is exceptionally important for analysts within the field of information and improvement of methods of educating articulation within the English dialect, particularly vowels and gild sounds.

2. Review of Literature and Related Studies

2.0 Introduction

Richards and Rogers(2001) state that "several strategies and methods are approaching in universities to expand learners' abilities to acquire foreign languages. Methodologists and applied linguists seek this topic and the motivation for change in approaches to languages teaching came about from the innovation in linguistics, psychology and changes in teaching methods" (Badie,2021).

In later a long time, English, as a lingua franca has created as, created inners of communication between speakers with differing, to start with, lingos, which drives

English instruction to conclusion up continuously basic in non-English talking countries checking Iraq (Kadhim, AlKhanjee, & Mahmood,2018). So, applied linguistics tests gain a lot of interest recently (Jaafar, 2013, 2014, 2016; Jaafar, Buragohain, & Haroon, 2019; Jaafar, Dzakiria, & Singh, 2021, 2022; Kadhim, 2018). In numerous English dialect classrooms, instructing articulation of diphthong sounds is allowed the slightest consideration, since there are numerous understudies who do not have the ability to articulate English vowels appropriately (Wong, Dealey, Leung, & Mok,2021; Crowley,& Bown,2010). There are numerous definitions of elocution: Goodwin arrogated that articulation is the dialect highlight that most promptly recognizes speakers as non-local. Since it can recognize us as foreigner speakers, we don't have to be articulate the way local speakers are. Be that as it may, we ought to be barely comprehensible while talking. She included that when we discover understudies that have trouble talking, we as instructors get to help them move forward with their articulation (Crowley & Bown,2010).

Celce-Murcia, Brinton, & Goodwin,(2010) indicate that elocution is never a conclusion in itself but a cruel so negotiating meaning in talk, inserted in a particular socio social and interpersonal contexts. Creating sentences will have a diverse meaning dealt to the way individuals articulate sentences. Undoubtedly, elocution should be instructed to understudies. Here, articulation is simply handled as the act that occurs in talking and tuning in (Madkins & McKinney de Royston,2019). Elocution is the way of articulating words and expressing discourse. It can also be said that it may be a way of talking a word, particularly a way that's acknowledged or by and large caught on(Buttny & Williams,2000; Clift, 2006). English articulation has issues other than, for diagram Anglophones most as

regularly as conceivable get to share including spelling framework of the lingo as a writer, words whose meaning and articulation are well-known have to be a maker down, and it is this circumstance that neighborhood speakers finished up uncommonly cognizant of the complexities of the English spelling system (Alexander, Gilby, & Marr,2021; Pinto,2020). As it were every so often we have endeavored to type in an obscure word. For non-native learners of English, the otherworldly issue is as a run the show how to verbalize an cloud word in composing substance. Ken worthy et al.,(2002)state that: English spelling framework is wealthy in both regularities and abnormalities which show issues to foreign learners (and to English– talking children learning to type in their language). Common recognition proposes that start to memorize English after their school for a long time are most likely to have veritable challenges in obtaining coherent enunciation, with a certain degree of inconvenience growing extraordinarily within a lifetime.

Articulation is the most of the secondary abilities that are exceptionally imperative in English as foreign language classes and diverse instructors attempt to assist their learners in the perfect way (the most absolute modal) (KUMAR, 2017). Discerning the modality of articulating a test word is valuable to exchanging the data since misspeaking a manner may deceive the learners to exchange and get the data. It is believed that elocution may be a manner the people articulate a test word, especially in a way that's caught on or acknowledged (Lageson,2017). It is additionally emphasized that elocution includes going to the particular sounds of a dialect conjointly distinctive angles of discourse such as strains, intoning, vowel, static characters, cadence and phoneme, and voiceless of diverse sounds (Lopez,1991). It is expressed that the setting of articulation educating conjointly

the significance of educating the articulation in numerous English as a foreign language and English as a second language classes have seen critical changes over the 50 a long time (Farm & Pourgharib,2013).

2.1 Statement and its Portion in EFL Courses

Gilakjani and Ahmadi (2011) regard the centrality of tuning in as one of the preeminent vital fundamental aptitudes in English as a foreign language courses. They claim that tuning in is by and by significant as more fundamental in both SLA papers and English as foreign language classes that solidify varying planning of making meaning conjointly interpreting from the messages of verbal besides non-verbal ones. They accept that tuning in capacity instruction isn't paid through inside the handle of English lingo instruction. EFL understudies have basic issues comprehending English tuning in. Talking and tuning in are not essential parts of unmistakable instructive programs and course books conjointly the teachers don't show how to show up to have taken connoting of the desired capacities when they are arranging their lessons. English as foreign language educators have brief information to urge it and comprehend the tuning in (Lee,2007).

It is expressed that there are three noteworthy approaches to instructing elocution: a specific analytic-linguistic bearing, an intuitive-imitative bearing, and an integrative bearing. The aforementioned bearings are related to distinctive strategies of dialect education. They are talked about as follows (Dao,2021; Willowy, 2020).

2.1.1 The Intuitive-Imitative Bearing

This bearing is collected so that an educator's incline to imitate and tune in to the sounds and rhythms of the more removed tongue will contribute to the expansion

of a charming arrange of conversation without intervening with each communicated data. Particular defiant, like recordings, websites, tapes, and computer-based programs, are charmed these days as their appearance approaches (Hismanoglu, J. & Hismanoglu, S., 2010).

2.1.2 The Analytic-Linguistic Bearing

This bearing opines the express intercession of instructional methods related to articulation in the center. The understudies are conveyed unequivocal information on articulation, getting a charge out of articulatory portrayals, phonetic letter sets, and phonic schemes (Adibpour & Stick, 2014). Information can be expressed in different intelligently discoursed web net and programs. The analytic-linguistic bearing was created to concentrate on impersonation and tuning in; be that as it may, it included utilizing distinctive tools just byword the vocal letter set (Terminsuppsats, 2008).

2.1.3 In the Integrator Bearing

The statement is opined a basic divide of communication instead of a limited bore. The articulation is considered a parcel of basic task-based workouts. Understudies appreciate rhetoric concentrated tuning in exercises to encourage verbalization learning. There's more concentration on the suprasegmental beat, thrust, and pitch as considered in increased conversation over the voice and word level (Acharyya,2020). Enunciation is worked to fulfill the students' unprecedented needs. There's a dual-focus verbal program of communication where the miniaturized scale level instruction is concentrated on phonetic (i.e., phonetic phonological) competence by the utilization of segmental honing and the suprasegmentals, and the tremendous scale level goes to more wide components of communicability, with the point of making sociolinguistics, discussion, and key

competence by getting a charge out of tongue for communicative goals (Kennedy, 2017).

2.2 Brainstorm Relay

The educators can partition the course into groups of 5-6 understudies. Have each bunch stand in a line, and entrust a partition of his front board to each bunch. At that point, apprise his lesson the objective revote they will be looking to put through inside the words they brainstorm. It may be a certain vowel sound, a consonant mix, or any other sound he ought to be careful for. On the go, one person from each accumulation runs up to the board and composes a word with that sound, at several focuses as of late get back to his team's line. At that point, another individual Gils. Persists for 2-3 minutes. The bunch that has the preeminent adjusted words on its list after the period wins the beguilement (Games to Teach Pronunciation, May 3, 2018). [HTTP://SKYTEACH.RU/](http://skyteach.ru/).

2.3 Esteem Included Benefits of Games

Not just did diversions propel understudies in a fun way by advertising intuitively competitive learning situations, but they additionally gave numerous other positive highlights. Diversions help the disposition, and this encourages more prominent inventiveness and boosts students' resolve and intrigue (Shatz & Loschiavo, 2005). Wyckoff & Pryor (2003) say that a positive disposition can refute communication dread. Another key drawback of utilizing recreation as an education technique is the developmental evaluation component. Understudies are in a position to screen in case they have a progressed comprehension of the subject texture in a non-diffuse way (Wyckoff & Pryor, 2003). Redirections provide miniature input for understudies and courses in clauses of where to center their learning exertion and time. Shanahan et al. (2006) note that "preoccupations

[additionally] convey incite input on understudy learning ampleness earlier as well, instead of after an exam. In expansion, understudies get fleeting input on their learning and instruction (Shanahan et al., 2006).

2.4 Previous Studies

Media Erisa Kurniati (2014) stated that educating articulation by utilizing recreations and varying media materials created students' articulation. The analyst trusts to know how to utilize recreations and varying media and after that combine them into educating. While Kumis Iwasaki and Riesa Ikeda (2012) looked to present effective illustrations of diversions and exercises for educating articulation in middle- to advanced-level college settings. Also, Mgr. Hanna Wisniewska (2012) shows a diagram of the conventional and time-probation procedures, as well as the unused headings in articulation, and instructing. Finally, in "Teaching Pronunciation via Computer Technology: Principles and Best Practices," by Ahmad Alsuheim (2017), The analyst asserts the case of utilizing computer development to educate statement to English as foreign language educators, or more precisely, Center Eastern learners. This study investigates diverse computer programs that have been talked about within the writing and proposes best exercising and standards for educating elocution by means of a computer program. Whereas my ponder contrasts with the ponders over, it asserts the combining of filings and conceptualizing board race strategy in guideline pronunciation-gliding sounds to form understudies' execution.

3. Method and Plan

One area has been chosen from the primary year (50 understudies) of Al-Yarmouk College University's understudies. The rules texture that has been

chosen for this consideration comprises gliding vowel votes in Predominant English Verbalization by J.D. O'Connor, Cambridge College Press. The enlightening for the gathering began on 2/1/2022 and endured for two weeks. Within the to begin with week, the analyst instructed the probation by the conventional strategy with (a pre-probation, whereas within the moment week, the same probation was tutored by utilizing varying media (filings), and the most important technique for teaching pronunciation was "sounds conceptualizing board racing" with a post-probation. The information about the show considered was gotten by utilizing written probations for understudies; see Appendix (1).

4. Result and Analysis

In arrange to choose whether there's a critical refinement amongst the two pitiless scores of the test within the total grades of the pre-and post-probation, the analyst compared the cruel grades of the two probations: the SMA (summation) in the pre-probation is (68.285), while the mean in the post-probation is (71.828). The "t" probation is calculated to discover if there's a noteworthy contrast between the cruel grades of the two probations. The "P" Value is (3.011). It is compared with the "P" basic value, which is (2.390). This comparison shows that there's a basic contrast at the 0.05 level between the two probations. This demonstrates that the probation within the post-probation better than the pre-probation, so the moment hypothesis, which shows that there's a critical distinction amongst the two strategies utilized in educating elocution, is acknowledged. See table (1). A statistical analysis of results shows that the group who are taught by conceptualization races sounds to the same group who are tutored by the traditional method at the beginning of the experiment. This result affirms the primary theory

received from the pondering, which says that "using filings and conceptualizing race sounds in educating pronunciation can promote students' competence."

Stream (1) the Cruel, Sd. Value, and "P" Value of the post-probation Grades

Group	<i>No. of subject</i>	<i>SMA</i>	Sd. Value	"P" <i>Value</i>
Pre-Test	50	68.285	10.917	3.011
Post-Test	50	71.828	11.602	

5. Conclusion

In comparison to a conventional educational strategy where learners "hone," as it were, the dialect that has been displayed by an educator or found in reading material, recorders, and the conceptualization of race, handling and responding to dialect in an unscripted, normal way more commonly reflects what happens in a genuine communicative occasion (Marcus, 2008). This study found that there's a significant distinction between the grades of understudies who were instructed conventionally and between the grades of understudies who were instructed in a mumbled voice in a race and conceptualizing strategy, by noticing the grades of the pre-and post-probations for understudies in the two groups.

References

- Acharyya, P. (2020). *Phonology of Deori: an 'endangered' language* (Doctoral dissertation).
- Adibpour, M., & Jam, B. (2014). Intuitive-imitative approach versus analytic-linguistic approach toward teaching /T/, /Δ/, and /w/ to Iranian students. *Procedia - Social and Behavioral Sciences*, 98, 758.
- Alexander, G., Gilby, E., & Marr, A. (Eds.). (2021). *The Places of Early Modern Criticism*. Oxford University Press.
- Arslan, R. S. (2013). Enhancing Non-Native Prospective English Language Teachers' Competency In Sentential Stress Patterns In English.
- Badie, M. (2021). Written Conversation Technique and its Necessity in Improving Speaking and Writing Proficiencies for EFL Students. *مجلة جامعة تكريت للعلوم الانسانية*, 27(7), 44-55.
- Buttny, R., & Williams, P. L. (2000). Demanding respect: The uses of reported speech in discursive constructions of interracial contact. *Discourse & Society*, 11(1), 109-133.
- Celce Murcia, M., - Brinton, D., & Goodwin, J. (2010). *Teaching pronunciation: A course book and reference guide*. New York, NY: Cambridge University.P.117
- Clift, R. (2006). Indexing stance: Reported speech as an interactional evidential 1. *Journal of sociolinguistics*, 10(5), 569-595.
- Crowley, T., & Bower, C. (2010). *An introduction to historical linguistics*. Oxford University Press.
- Dao, D. N. A. (2021). *Critical success factors in learning English pronunciation: a look through the lens of the learner* (Doctoral dissertation, University of Nottingham).
- Farm and, Z., & Pourgharib, B. (2013). "The effect of English songs on English learners' pronunciation". *International Journal of Basic Sciences & Applied Research*, 2, 840–846
- Fortes, M. (2018). *The dynamics of clanship among the Tallensi: Being the first part of an analysis of the social structure of a Trans-Volta tribe*. Routledge
- Hismanoglu, M., & Hismanoglu, S. (2010). Language teachers' preferences of pronunciation teaching techniques.
- [HTTP://SKYTEACH.RU/](http://SKYTEACH.RU/). Games to teach pronunciation. May 3/2018

Huo, X. (2020). *Higher education internationalization and English language instruction: Intersectionality of race and language in Canadian universities*. Springer Nature.

Jaafar, S. T. (2013). Listening Comprehension for first Grade Students of Department of English Language Arts at AL-Yarmouk University College. *Diyala Journal*, (58), 799–819.

Jaafar, S. T. (2014). The Effect of Gender on the Achievement of Third Year Students in the Area of English Drama. *Arts Journal*, (110), 61–82.

Jaafar, S. T. (2016). *Iraqi EFL College Students' Performance in the Area of Perfect Tense, Methodology of Teaching English as a Foreign Language*. Deutschland - Germany: LAP LAMBERT Academic Publishing.

Jaafar, S. T., Buragohain, D., & Haroon, H. A. (2019). Differences and Classifications of Borrowed and Loan Words in Linguistics Context: A Critical Review. In D. Suryani, I. and Buragohain (Ed.), Suryani, I. and Buragohain, D. (Eds.) (2019). *International Languages and Knowledge: Learning in a Changing World* (pp. 95–112). Kanger: Universiti Malaysia Perlis Press.

Jaafar, S. T., Dzakiria, H., & Singh, M. K. S. (2021). Survey Study of Borrowings in the Arabic Language Based on The Hierarchy of Linguistics Branches. *The Asian EFL Journal*, 25(1), 1–23.

Jaafar, S. T., Dzakiria, H., & Singh, M. K. S. (2022). Morphological Descriptive Study of Borrowings In Iraqi Undergraduate Students. *International Journal of Psychosocial Rehabilitation*, 26(1), 163–175. <https://doi.org/10.37200/IJPR/V26I1/PR340011>

Kadhim, A. J. (2018). Using Recording & Brainstorming Board Race for Promoting Students' Aural Phonological Awareness. *TESOL International Journal*, 13(3), 14–20.

Kadhim, A. J. (2022). Utilizing Instagram for Enhancing Students' Writing Capacity Case Study: Iraqi EFL Students. *Nasaq Journal*, 35(1:1444h), 669–688. {Bibliography}

Kadhim, A. J., AlKhanjee, A. A. A., & Mahmood, A. H. (2018). Developing EFL Students' Communicative Competence by Applying Speech Act Theory. LAP LAMBERT Academic

Publishing. ISBN:978-613-9-84526-2

Ken worthy Joanne, & et.al. (2002). Teaching English Pronunciation. New York: Longman Group Limited. P .97

Kennedy, N. J. (2017). Poetry in the adult EFL classroom: improving pronunciation and providing opportunities for cultural and personal enrichment.

KUMAR, K. P. (2017). COMPLICATIONS IN ACQUIRING COMMUNICATION SKILLS: A CASE STUDY.

Lageson, S. E. (2017). Crime data, the internet, and free speech: An evolving legal consciousness. *Law & society review*, 51(1), 8-41.

Lee, S. K. (2007). Effects of textual enhancement and topic familiarity on Korean EFL students' reading comprehension and learning of passive form. *Language learning*, 57(1), 87-118.

Liu, Y. (2008). *The effectiveness of integrating commercial pronunciation software into an ESL pronunciation class.*(Master of Arts), Iowa State University. (11716).

Lopez, S. G. (1991). *The effects on infants of empathy and resonance as reflected in lullabies and playsongs: A musical developmental theory.* University of California, San Diego.

Madkins, T. C., & McKinney de Royston, M. (2019). Illuminating political clarity in culturally relevant science instruction. *Science Education*, 103(6), 1319-1346.

Majeed, N., & Shatha, A. S. (2021). Cognitive Poetics and Teaching Poetry. Journal of Tikrit university for humanities-1-14, (9)27, مجلة جامعة تكريت للعلوم الانسانية.

Pinto, S. (2020). *Infamous Bodies.* In *Infamous Bodies.* Duke University Press.

Marcus Otlowski . (2008). Preparing University EFL Students for Job Interviews in English: A Task-Based Approach. *Asian EFL Journal.* Professional Teaching Articles 2008.

McKinney, R. (2019). *Here's how to do accent modification: A manual for speech-language pathologists.* Plural Publishing.

Sachar, H. M. (2013). *The course of modern Jewish history.* Vintage.

Shatz, M. and Loschiavo, F. (2005). Learning Through Laughter. *Industrial Engineer, IE*, 37 (9) p.66

Shanahan, K., Hemans, C., Hartco, D. (2006). Overcoming Apathy and Classroom Disconnect in Marketing Courses: Employing Karaoke Jeopardy as a Content Retention Tool. *Marketing Education Review*, 16 (1), p.85-90.

Richards, G. A., Casleton, K. H., Lewis, R. E., Rogers, W. A., Woike, M. R., & Brian, P. (2001). *Advanced Steam Generators*. National Energy Technology Lab., Pittsburgh, PA, and Morgantown, WV; NASA Glenn Research Center (US).

Terminsuppsats, E.(2008). *How do I pronounce this word? Strategies used among Swedish learners of English when pronouncing unfamiliar words*. (Unpublished MA thesis. Estetisk-filosofiskafakulteten). Karlstad: Karlstad University.

Willey, M. L. (2020). *A Qualitative Case Study of Explicit Pronunciation Instruction with Chinese English Language Learners in Michigan* (Doctoral dissertation, Northcentral University).

Wong, S. W., Dealey, J., Leung, V. W., & Mok, P. P. (2021). Production of English connected speech processes: an assessment of Cantonese ESL learners' difficulties obtaining native-like speech. *The Language Learning Journal*, 49(5), 581-596.

Wyckoff, E. and Pryor, B. (2003). *Cognitive Processing, Creativity, Apprehension and the Humorous Personality*. *North American Journal of Psychology*, 5 (1), p.31-45.

Appendix (1)

Test for Understudies

Question (1): Watch the video and choose the correct sound

1- /aU/ /OU/

2- /eə/ /Iə/

3- /Uə/ /əI/

4- /əu/ /aU/

5- /aI/ /eI/

Question (2): Tune in and select the right word.

Oh How

Three Toy

Wait Lied

Know Now

Are Hair

Beer Bare

Question (3): Tune in and select the right sound.

/əU/ /aU/

/eI/ /əI/

/aI/ /Uə/

Question (4): Compose the phonetic translation to the taking afterward words.

Words	Phonetic Transcription
1-snow	
2-Fierce	
3-Hoist	
4-My own	
5-Coke	