



وزارة التعليم العالي والبحث العلمي
مركز البحوث النفسية

مجلة

العلوم النفسية

مجلة علمية محكمة معتمدة تصدر عن مركز البحوث النفسية

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مجلة علمية محكمة معتمدة متخصصة تصدر عن
مركز البحوث النفسية
جمهورية العراق
قسمة اشتراك
أرجو قبول اشتراكي في مجلة العلوم النفسية :

..... لمدة () سنة ابتداءً من

..... الأسم :

..... العنوان :

..... قيمة الاشتراك :

طريقة الدفع :- نقداً () شيك () حوالة بريدية ()

رقم: تاريخ / /

التوقيع : : التاريخ

الأفراد: (125000) الف دينار عراقي داخل العراق (100) \$ او ما يعادلها خارج العراق للمؤسسات أو المؤتمرات : (90.000) الف دينار عراقي داخل العراق (70) \$ او ما يعادلها خارج العراق	قيمة الاشتراك لعدد واحد
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شروط النشر في المجلة

أولا : تنشر المجلة الأبحاث والدراسات الأكاديمية القيمة والأصيلة باللغتين العربية والإنكليزية في حقل مجالات اهتمام المجلة نفسيا وتربويا ، والتي لم تقبل أو تنشر سابقا ، ويتحمل الباحث المسؤولية القانونية في كل القضايا المتعلقة بالأمانة العلمية إذا كان بحثه منشور أو قدم للنشر .

ثانيا: يخضع كل بحث مقدم للنشر في المجلة الى الاستلال الإلكتروني على أن لاتزيد درجة الاستلال عن (20) .

ثالثا : يقدم الباحث المقبول بحثه للنشر في المجلة تعهد خطي بعدم نشر بحثه في مجلة أخرى أو حصوله على قبول نشر مسبقا .

رابعا: يقدم البحث مطبوعا على نظام (Word 2007) مصحوبا بالعنوان للبحث مع أسم الباحث الثلاثي واللقب العلمي والأختصاص وأسم الجامعة والكلية والقسم والبريد الإلكتروني في بداية الصفحة الأولى للبحث باللغتين مع خلاصة للبحث باللغة العربية والإنكليزية مثبت فيها عنوان البحث واسم الباحث ومكان عمله على أن لاتزيد عن (250) كلمة فقط .

خامسا: يجب أن لاتتجاوز عدد صفحات البحث المقدم للنشر في المجلة أكثر من (25) صفحة فقط بما فيها الجداول والأشكال والملاحق ، وبخلافه يتحمل الباحث مبلغا أضافيا مقداره (2) الفين دينار عن كل صفحة أضافية ، ولايتجاوز البحث بعد الزيادة عن (35) صفحة بكل الأحوال .

سادسا: موافقة اثنين من المحكمين المختصين الذين يقومون بالبحث علميا قبل نشره ، بالإضافة الى تقويم البحث من ناحية اللغة العربية والإنكليزية .

سابعاً: يراعى في كتابة البحث الآتي :

- 1- الأصول العلمية في كتابة البحث من حيث الدقة في التوثيق والأمانة العلمية في العرض.
- 2- يقدم البحث بنسختين مطبوعة على ورق أبيض (A4) مطبوعة على الحاسوب وعلى جهة واحدة من الورقة مع قرص (CD)، بالمواصفات الآتية :
 - الحاشية العليا 4.50 سم .
 - الحاشية السفلى 4.50 سم .
 - الحاشية اليمنى 3.75 سم .
 - الحاشية اليسرى 3.75 سم .
 - يكون الخط المستخدم نوع (Meersoft Word)، حجم الخط (14) بالنسبة للمتن و(12) بالنسبة للجداول .
 - تحتوي كل صفحة على (22) سطر فقط وفقاً لبرنامج التنضيد .
 - يكون التباعد بين الأسطر للصفحة الواحدة (1.15).
 - تكون الأشكال والجداول واضحة ، وتستخدم فيها الأرقام العربية والنظام العالمي للوحدات .
 - يكون البحث خالي من الأخطاء اللغوية والنحوية ولا تتحمل المجلة مسؤولية ذلك .
 - لا تستعمل الهوامش في أسفل الصفحات وإنما يشار رقمياً الى المصادر حسب موضوعها في نهاية البحث من خلال ذكر أسم الباحث والسنة وعنوان البحث من جهة النشر والطبعة وتكتب بأسلوب (APA) ...مثال
 - الهاشمي ،عدنان علي (2009). تحمل المسؤولية الاجتماعية وعلاقتها باتخاذ القرار لدى التدريسيين في الجامعة ،رسالة دكتوراه غير منشورة، جامعة.....، كلية ، قسم
 - يلتزم الباحث بدفع مبلغ قدره (125) الف دينار من داخل العراق ،و (100) دولار أمريكي من خارج العراق .

- يلتزم الباحث بالتعليمات المؤشرة من الخبراء ،ويعيد الباحث النسخة الأصلية للمجلة مع نسخة جديدة ورقية أخرى مصححة .
 - لاتعاد البحوث الى أصحابها قبلت أم لم تقبل للنشر .
 - لايزود الباحث بكتاب قبول النشر ، الأبعد التزامه بالتعليمات أعلاه وتسليم النسخ الورقية كافة .
 - المجلة غير مسؤولة عن نشر الأبحاث بعد مرور (90) يوم من دون مراجعة الباحث للمجلة والتزامه بالتعليمات كافة .
- ثامنا : تحتفظ المجلة بحقها في أن تحذف أو تعيد صياغة بعض الكلمات أو الجمل بما يتلائم مع أسلوبها في النشر .
- تاسعا: تنتقل حقوق نشر البحث الى المجلة حال أشعار الباحث بقبول بحثه للنشر .

مجالات اهتمام المجلة



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((في هذا العدد))

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استخدام التعليمات الصوتية الصريحة مقابل التعليمات الصوتية الضمنية لتعزيز إتقان تلفظ أحرف العلة في الإنجليزية

ا.م.د. دلخشان يوسف عثمان

جامعة صلاح الدين - أربيل / كلية التربية الأساسية

المستخلص:

تتناول الدراسة الحالية تأثير تعليميتين صوتيتين مختلفتين، وهما طريقة التعليم الصريح مقابل التعليم الضمني، والهدف من الدراسة هو تعلم حروف العلة الإنجليزية، الأحادية و الثنائية، لطلاب اللغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف هذه الدراسة ، أجرينا دراسة شبه تجريبية على مدى 3 أسابيع مع اختبارات قبلية وبعديّة على مجموعتين متجانستين من طلاب الكورد للغة الإنجليزية كلغة أجنبية في المرحلة الجامعية. شارك في التجربة 82 طالبًا من طلاب السنة الأولى في قسم اللغة الإنجليزية/ كلية التربية الأساسية / جامعة صلاح الدين للعام الدراسي 2021-2022 مع التعيين العشوائي لإحدى المجموعتين:مجموعة (أ) و مجموعة (ب) التجريبيتين. المجموعة الأولى (خضع طلاب المجموعة الأولى وعددهم 41 للعلاج بالتعليمات الصوتية الصريحة باستخدام تقنية التدريس العلاجي لإتقان تلفظ حروف العلة،الأحادية و الثنائية، في اللغة الإنجليزية بينما تلقى طلاب المجموعة الثانية وكان عددهم أيضا 41 التعليمات الصوتية الضمنية. و قد قيّم الاختبار متخصصان علم التلفظ وعلم الصوت فى اللغة الإنجليزية . تم تحليل البيانات المجمعة عبر برنامج (SPSS) الإصدار 24. وقد أظهرت النتائج التي حصلنا عليها من تحليل البيانات أن تعليم حروف العلة ،الأحادية و الثنائية،الإنجليزية بالطريقة المباشرة (الصريحة) أكثر فعالية من الطريقة الضمنية .

الكلمات المفتاحية: التعليمات الصوتية، التعرف على حروف العلة، تلفظ حروف العلة



Implementing Explicit Versus Implicit Phonetic Instructions for Promoting the Correct Production of English Vowels

Asst. prof. Dlakshshan Yousif Othman (PhD)

Salahaddin University-Erbil / Collage of Basic Education

Abstract:

The present study addresses the impact of two different phonetic instructions, namely the explicit vs. Implicit, on the Learnability of English Vowels, monophthongs and diphthongs, by Kurdish EFL Students. To accomplish the previously stated aims of the study, a quasi-experimental study was carried out over 3 weeks with pre and post-tests on two homogeneous groups of Kurdish EFL university students. A total of 82 first year Kurdish EFL students/ Department of English/ College of Basic Education/ Salahaddin University for the academic year 2021-2022 participated in the experiment with randomized assignment to one of two experimental groups, A and B: the first group (N=41) underwent the treatment via the explicit Phonetic instruction using remedial teaching technique for mastering English, vowels while the second group students (N=41) received implicit phonetic instruction. The tests were rated by two raters specialize in English phonetics and phonology and based on the criteria set for accuracy and fluency. The collected data was analyzed via SPSS 24. The findings obtained from data analysis revealed that teaching English vowels via the explicit more effective in comparison to the use of implicit instruction.

Key words: phonetic instructions, vowel recognition, vowel production



1.0 Introduction

Though pronunciation plays an important role in in the EFL learning process, it is obvious that most of the EFL pronunciation teachers still encounter problems in pronunciation classes. There are many reasons underlying these problems among EFL students. For instance the different phonological systems in the students, own language and the target one, lack of skilled teachers, and absence of appropriate teaching method and instructions. Recently, the teaching techniques of pronunciation and mastering appropriate pronunciation of English words in EFL/ESL contexts is often the topic of debate among researchers. Choosing an appropriate teaching method is one of the main concerns facing EFL students in pronunciation learning. Since EFL students are yearning for suitable teaching instructions that may facilitate learning correct English pronunciation. In other words, assist them to improve their pronunciation of English words. Perhaps the most conventional method for teaching English pronunciation and to overcome the mentioned problems is through different phonetic instructions. The teaching methodologies, pronunciation teachers implement in the class, must change based on the topics and student pronunciation needs and interests. Shabani & Ghasemian (2017, p 3) state that “The most efficient technique to develop English pronunciation is enjoying multisensory modes to teach pronunciation”. According to (Celce-Murcia et al. ,2010) most of EFL pronunciation teachers need to focus on utilizing proper pronunciation instructions whereby the students can achieve a high level of intelligibility and comprehensibility. In this respect, implementing different phonetic instruction in pronunciation, phonetics and phonology classes has also been a great concern for the EFL students. Implicit and



Explicit phonetic instructions are among the most recommended approaches for teaching pronunciation in ESL and EFL classes. According to Krashen (1981) ESL/ EFL students' pronunciation can be improved via implicit exposure, whereas Schmidt (1995) and Couper (2003) appraised 'Explicit phonetic instructions 'as a consciousness rising which is necessary for enhancing a proper pronunciation. Despite all the studies that had been carried out in the field of explicit versus implicit teaching of pronunciation, researchers are not confirmed which one provides greater academic achievement over the other. Moreover, there are many pronunciation researchers are still uncertain about the pronunciation status in the field of English language. They believe that English language teachers look on pronunciation as the least useful of the basic language skills. (Gilakjani, 2011)

Similar to other EFL students, correct pronunciation of some English segments, especially vowels, is problematic for Kurdish as foreign learners of English. There are many reasons underlying these problems among Kurdish EFL students. For instance, English has some vowels that do not take place in Kurdish, such as /ə, ʌ, æ, / which is hard for Kurdish EFL students to pronounce due to the different sound systems of the two languages. Another problem Kurdish EFL learners mispronounce some English diphthongs / əʊ, eə /, vowel flowed by a glide consonant sound or another vowel. A lack of suitable pronunciation instructions that assist students to overcome their pronunciation problems and scaffold them to absorb the pronunciation topic easily is considered a crucial problem for both Kurdish EFL teachers and students in the phonetic and pronunciation classes. (Othman, 2019)

To address the above the mentioned gaps, the study utilized to different phonetic instructions, namely, explicit and implicit to assist Kurdish EFL students to overcome the English vowel difficulties, enhance retention, and ensure a balanced learning experience.

1.1 The aims and research questions

The current study tries to investigate effect of explicit phonetic instruction and implicit phonetic instruction on Kurdish EFL students' pronunciation proficiency. Moreover the researcher tries to find out which type of phonetic instruction has more effect on recognizing and producing English vowels appropriately by Kurdish students of English. To accomplish this aim the current study attempts to answer the following questions:

1. To what extent does the implementation of explicit phonetic instruction significantly affect Kurdish EFL students' improvement in recognizing and producing English vowel sounds?
2. To what extent does the implementation of implicit phonetic instruction significantly affect Kurdish EFL students' improvement in recognizing and producing English vowel sounds?
3. Is there any significant difference between the implicit and explicit way of teaching vowels in Kurdish EFL students?

1.2 The scope of the study

The current study is a quasi- experimental study. It tries to investigate the impacts of two different phonetic instructions simultaneously to promoting the correct production of English vowels. The researcher selected all first year Kurdish EFL students in the College

of Basic Education at Salahaddin University for the academic year 2021-2022 to participate in the study.

2.0 Literature Review

2.1 Language Teaching Methods and the History of Pronunciation Teaching

At the beginning of the 19th century all the focuses were on teaching and learning grammar in the language learning class until the culmination of the “reform movement” in 1880, when the focus of language teaching was shifted to the oral speech (Richards and Rodgers, 1992).

For the first time, pronunciation teaching had flourished in 1940-1960 with the distinctness of Oral Approach and Audiolingualism. More precisely, the emphasis switched from grammar and vocabulary teaching to pronunciation and became the fundamental element of language learning. The focus of these approaches was on segmental features and their teaching (Celce-Murcia, et al, 2010).

Another change in language teaching methodology which influenced pronunciation teaching methods and curriculum was appeared with the rise of communicative approach at the end of 1960 to replace the audio-lingual method. In the light of this approach, different learning and teaching techniques and strategies were developed for teaching pronunciation in ESL/EFL classes. The fundamental goal of this approach was providing learners, in the classroom, with a comprehensible learning in context. However, pronunciation was of primary importance in the English language teaching classrooms until the development of International phonetic Association (IPA) in 1986. Since then, different teaching approaches began to pay attention to the

importance of pronunciation as an aspect of language learning. In addition, the language training courses aimed to assist English language learners to promote meaningful at the target language. This Approach concentrated on supra-segmental features more than segmentals. In the light of this approaches, a number of learning and teaching types or activities were developed, such as: functional communication activities, social interaction activities, as well as, cognitive and metacognitive phonetic instructions. In general, pronunciation teaching methods identified that the main goal of teaching pronunciation is not to acquire native-like pronunciation, but they believed that intelligibility and communicability needed to be focused on (Oxford, 1990, Morley, 1991, as cited in Hişmanoğlu, 2006). Besides, they intended to change pronunciation teaching methods and activities in the classes from teacher-center into student-center.

Recent studies in pronunciation teaching and learning fields asserted that the language learners need to acquire various learning skills, such as, learning-to-learn skills, and problem solving, self –monitoring skills to encourage learners to take the responsibility of their own learning and communicate confidently (Oxford,1990; Hişmanoğlu, 2006). Yet, the only and most important way to achieve this goal is via the implementation of new teaching techniques and suitable pronunciation teaching instructions in the language learning classes.

2.2 Phonetic instructions: Implicit and Explicit

Finding appropriate methods and techniques for teaching English pronunciation is often the topic of debate among researchers. Currently the implementation of different phonetic instructions is considered to be the most popular method in teaching pronunciation to ESL/EFL classes

(Cunningham,1990; Derwing and Munro ,2005; Celce-Murcia,et al, 2010; Derwing, Foote,2011; Hashemian and Fadaei ,2011; chang ,2012; Nguyen, 2018).

According to the above mentioned studies there are two prevalent phonetic instructions accounting for most pronunciation training: The implicit and explicit instructions.

2.2.1 Implicit Phonetic Instruction (IPI)

Implicit phonetic as known as ‘analytical phonetic’ instruction, is a reliable method involves teaching sound segments within syllables and words. Pronunciation teachers analyze the sound segments via moving from the whole, which is word, to the smallest part, which is the phoneme.

Hashemian & Fadaei, (2011) define Implicit Phonetic Instruction (henceforth IPI) as a reliable method for teaching English language pronunciation in ESL/EFL classes via adopting contextual clues and minimal tacit instruction. The most common techniques that the IPIs include: reading aloud, teaching the segments in minimal pairs, blend sounds of words, and focusing on the prosodic features such as, word stress, aspects of connected speech, as well as, the intonation patterns.

According to Ghorbanifar (2011) the IPI is an effective method which is adopted in the pronunciation classes to assist students to develop pronunciation awareness and learn English segmental and prosodic features in a disciplined and accurate manner. This type of instruction necessitates teaching sound segments of the target language via activities, such as: listening, extensive reading, phonemic discrimination tasks, sound repetition and shadowing, in addition to vocal exploration activity. Saito (2009) considers IPI as an efficacious teaching method that assist



ESL/EFL students to make their pronunciation in English better. The current instructions utilize implicit tasks and activities in English sound segments and provide opportunities for the students to practice these activities to obtain an accurate pronunciation. The teachers can implement this instruction both traditional accuracy classes as well as in virtual ones. Also, this type of instructions can be especially helpful in learning English as a foreign or a second language. IPI can, also, be especially helpful in pronunciation classes as it enable the students to articulate the sounds correctly via discriminating and recognizing the segments and not just memorizing words or phrases which include the target sounds.

Gilakjanim (2011) believes that adopting implicit instructions in teaching foreign language segments sounds and coincide with teacher's oral feedbacks and classmates' involvement, will help ESL/EFL students to realize the pronunciation mistakes they may have made easily and more quickly. Thus, The IPI plays a vital role in the English pronunciation classes in familiarizing the students with the basic sounds in the English language and gives them ample opportunity to practice these sounds in meaningful contexts. Additionally, the implicit phonetic instructions provide the students with enough opportunity to gain confidence to correctly produce English sounds and understand when they have done so correctly. Moreover, the steps for implicit phonetic instruction involve providing the students with an environment where assist them to feel comfortable while working independently or with peers. More precisely, this type of instruction decreases the pressure feeling and anxiety in the class (Cunningham, 1990). The teacher can provide oral feedback on how to improve their sound articulation and

auditory, as well as, give provide them with activities that would help to practice the sound skills. In other words, this approach assist to develop a better understanding of how English words are composed and allows the students to learn how to pronounce disyllabic and complex words more easily. With implicit phonetic instruction, students learn not only how the English monosyllable, ,disyllable, and complex words are pronounced correctly, but also provides an appreciation for the language itself which will ultimately increase ESL/EFL student confidence when speaking English in any situation. (Couper, 2006)

IPI, recently, becomes increasingly important in teaching pronunciation in ESL/EFL classes. It assists students to develop their ear and mouth an ear while producing different English sounds .Besides, it allows ESL/EFL pronunciation teacher to provide meaningful and engaging, the students, to practice English pronunciation. This type of instruction also helps to build confidence among shy students, as it gives them an opportunity to practice without worrying about mispronunciation. Moreover, it can be used in all levels of language classes, from beginners to advanced speakers.

In summary, IPI makes the students to feel comfortable in the sound segment articulation, words, and sentence production. Also, it assist them to build their auditory skills so that they can become better listeners and speakers via adopting a variety of techniques, tasks and activities such as role-playing and imitation activities, and learn how to adjust their accent accordingly.

2.2.2 Explicit Phonetic Instruction (EPI)

Explicit Phonetic Instruction is also known as ‘systematic’ **phonics instructions** as the sound segments are taught directly and



systematically. Saito (2009) defines EPI as a teaching technique that centers its attention on teaching individual sound segments to develop learners' pronunciation. The definition of explicit phonetic instruction is the imparting of knowledge of the workings of a language through instruction. It involves teaching sounds via two different stages, namely, sound identification and sound discrimination. At the identification stage, as Saito (2011) mentioned, "the students given a clear account of formal properties of English-specific sounds one by one in a sequence, focusing on the three fundamental phonetic characteristics of speech sounds"(p,48). While, the teacher assist the learner to discriminate the target English sounds from the closest counterparts in their first language. So, the teacher can teach the target sounds in a record time.

Explicit phonetic instruction play an important role, generally, in foreign language learning as it enables EFL/ESL learners to better understand the native speakers and be intelligible communicators. This type of instruction requires teachers to provide his/her students with a clear definition and explanation of how any foreign language sounds segments and prosodic features are pronounced in order to facilitate ESL /EFL students, understanding of the language communication and development acquire native like pronunciation via ear and mouth training techniques and tasks. EPI spots light on a step-by-step guidance on how to produce foreign language segmental sounds and suprasegmental features correctly, also, to improve their pronunciation skills. The steps involve analyzing various aspects such as syllable divisions, accent marks, intonation patterns, stress patterns, and even context clues that help learners become more proficient in producing the target language's sounds accurately (Celce-Murcia,et al,2010).

This method aims to assist learners to acquire a comprehensible pronunciation. Explicit Phonetic Instruction is a method that focuses on teaching students how to correctly pronounce and produce speech sounds (Ghorbani, 2011). This type of instruction involves the use of explicit rules and direct feedback to teach students how to correctly pronounce speech sounds. By being explicitly taught, learners are more likely to make correct sound productions in their everyday lives. A proper instruction enables the students to pronounce the target sounds, as well all, syllables and words accurately be better understood by their peers. It also involves providing learners with activities that will help them become more aware of the different components of speech production, , more precisely, the prosodic features such as weak and strong forms, stress and different types of intonation (Couper, 2006).

Derwing and Munro (2005) highlighted the role of EPI in pronunciation classes as:

- Just as students learning certain grammar points benefit from being explicitly instructed to notice the difference between their productions and those of L1 speakers, so students learning L2 pronunciation benefit from being explicitly taught phonological form to help them notice the difference (p.388)

According to Saito (2011), EPI is a teaching technique used to help students improve their pronunciation. It involves the teacher providing detailed explanations of the specific sounds and word stress patterns in a language. This method has been proven to be very effective in improving the pronunciation of students, as it gives them a greater understanding of how words should sound in the target language. Saito (2009) divided EPI into several steps. The first step includes an explanation on the way the

sounds of a foreign language are articulated and produced and how they differ from one another. The second step shades light on teaching the second and foreign language students how to recognize the way the sounds can be represented in writing and spoken form ,such as, the homophone, homographs and homonyms, depending on the context. Finally, students need to practice pronouncing words correctly using tasks and activities which are designed for explicit phonetic instruction.

EPI classes can help improve listening comprehension and speaking skills, as well as enabling learners to confidently pronounce words correctly when speaking or writing. EFL/ESL students can also learn about different accents of the target language and become more aware of how their own accent. This kind of techniques in teaching foreign language pronunciation can be extremely useful when communicating with people from different backgrounds. It also considered by Latorza and Ambayon (2020) as a great way to help learners improve their pronunciation and communication skills. It is a teaching method used by language teachers to help their students understand how to produce the correct sounds when speaking a language. One of the main techniques of the EPI is breaking down the sounds of speech into its segments and then teaching the students how to pronounce those sound segments correctly. This type of instruction, just like the IPI. Can be adopted similarly in the traditional and virtual blended learning classes, as the steps of this method can be easily practiced by learners with different background and different environment.

1. Based on what is mentioned above, EPI is considered as a significant pronunciation teaching method for EFL/ESL teachers, to develop his/her students pronunciation accuracy when speaking the target



language, and enable them to communicate more effectively with native speakers. With this method, students learn about each sound's articulation points and practice producing them correctly. Through repetition and practice, students are able to become more confident in their ability to pronounce words fluently and accurately, and to speak with more confidence in the target language. Saito (2011) mentioned that the EPI usually focus on the pronunciation of words and syllables, helping learners to understand and pronounce them correctly. The steps of this instruction can be beneficial for pronunciation teachers to teach and explain, the way the sounds are produced in a word, by focusing students' attention on the target sounds. They can model a guidance which is followed by scheduled opportunities for practice with immediate oral feedback.

By providing in-depth instruction on segmental and prosodic features, pronunciation teachers help EFL and ESL students, to better understand the rules of English sounds' pronunciation. Also, provide them with better understanding how the sounds combined and form syllables and word. Furthermore, it can also help the students to develop their listening skills by helping them to estimate the pronunciation of unusual words that they may not have seen before. The teacher, first, starts with a clearly explain how the single sounds are produced via using, mirror, pictures, figures, and videos that demonstrate the articulation of the speech organs when producing the English phonemic elements. Then, clearly state what the students need to do in each lesson. In the next step, the teacher, to ensure learning is retained, selects sufficient practice to build students' fluency. Finally, he/she, to activate what the students had previously learned, provides activities to practice

the learned sounds and supply the class with new examples (Levis, & Grant, 2003)

Overall then, Explicit Phonetic Instruction has a wide range of benefits for language learners which cannot be overlooked if they are looking to get the most out of their language learning experience.

2.3 Review of the related studies

As it is noted above, studies on implementing different pronunciation instruction in ESL/EFL pronunciation classes witnessed a bloom at the end of 20th century (Oxford, 1990; Levis, & Grant, 2003; Celce-Murcia, et al, 2010; Chang, 2012). These studies found overwhelmingly optimistic attitude towards the importance of utilizing different pronunciation instruction, including implicit and explicit instructions, in pronunciation learning classes.

Saito in his study “Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: an instructed SLA” in 2009, tried to find out the role of EPI on 20 native Japanese ESL University students, vowel production. The results revealed that EPI had a significant effect on comprehensibility, especially in the sentence-reading task, approach to L2 phonology. A similar study conducted by Gilakjani in 2011 on Pronunciation Instruction in ESL/EFL Classrooms. He concluded that the teaching of pronunciation can be made more effective in the ESL/EFL classrooms via the implementation of phonetic instructions, implicit and Explicit.

An action research was conducted at University Kristen Indonesia by Pardede in 2018 entitled “Improving EFL students’ English pronunciation by using the explicit teaching approach” to enhancing EFL



students' pronunciation by using the explicit teaching approach. Pardede reached the conclusion that for the 21 participants the approach was interesting, and assist them to develop their pronunciation performance, and increased their self-confidence in English speaking. In 2020 an experimental study conducted by Latorza and Ambayon under the title "Explicit Phonetic Instruction and Pronunciation Skills of Grade 10 High School Students" in Philippines. The researcher tried to investigate the effectiveness of the Explicit Phonetic Instruction-Centered) Module on the pronunciation (EPIC) skill of 10 students of Kauran National High School. The results of the study showed that the participant improved their pronunciation skills significantly via the application of the EPIC Module.

In the current study tries to investigate the two instructions at a time and survey their impacts English vowel sounds production by EFL Kurdish University Students. A pre and post- tests were constructed to measure the impact explicit and implicit instruction before and after 3 weeks of training.

3.0 Methodology

3.1 Study Design

The focus of this quasi-experimental study is on the most problematic areas of teaching pronunciation in the EFL class in the English Department in the college of Basic Education at Salahaddin University-Erbil. Two different phonetic instructions have been utilized, explicit and implicit, in teaching English monophthongs and diphthongs to Kurdish EFL university students. The researcher selected the mentioned instructions to identify which of them plays greater role in

delimiting Kurdish EFL student problems in pronouncing the target sounds correctly.

3.2 Participants

The samples for this quasi-experimental study were 86 students were recruited from the English department in the college of Basic Education at Salahaddin University –Erbil. Yet, only 82 students were participating in the tests. The reason behind choosing these participants was that the pronunciation module is taught to the first grade students in the aforementioned department. The participants were randomly distributed over two study classes. The selected students were almost at the same level of proficiency in respect to

3.3 Instrument and Procedure

The source of data collection in this research was pre/post- tests. The researcher constructs a pronunciation test. The test consist 4 questions, 3 written questions (recognition questions) and one oral question (a production question). The aim of the test was to examine the participants' abilities to recognize and produce English vowel sounds correctly. In other words, the questions tried to measure participants' phonetic awareness, like: the ability to audit, discriminate, delete, nasalized, and lateralize the vowels in the words and sentences. The items of the test have been yield to validation and piloting. The participants took the pre-test at 8th of February 2022. Later, both groups (A and B) received the treatment via the explicit and implicit Phonetic instruction respectively. Prior to training, the participants had received no formal phonetic instructions. The researcher, who is the English pronunciation instructor, taught group A English monophthongs and diphthongs via explicit Phonetic instruction using remedial teaching



techniques and group B via implicit phonetic instruction techniques with same duration. After three weeks of training (nine sessions, each session lasted approximately 45-50 min), the post- test was administrated in 3rd of March, 2022. To increase test credibility, the tests were scored by two raters. The obtained data was analyzed via SPSS version 24.

3.4 validity of the tool

To know the validity of tool, the researcher requested a number of experts, who have prestigious knowledge in the area of teaching English phonetics and phonology, to evaluate whether the test items cover the constructs the researcher intended to measure. After collecting the spreadsheets, all the jury members approved the test items. Besides, the Lawshe's formula to measure the content validity ratio (CVR). The result of (CVR) value was 0.84.

3.5 Reliability of the tool

The items of the tests (pre and post- tests) were reliable due to consistent structure and stability. To estimate the internal consistency reliability of the test and report the correlation between the test items Cronbach Alpha was used. The results of the Cronbach Alpha of the tests were as follow: 0.79 for the pre- test items and 0.78 for post-test items.

Table (1)

Reliability of the test items

Cronbach Alpha reliability value		
Number of items	Pre-test reliability	Post-test reliability
24	0.79	0.78



4.0 Results

The results of the pre and post-test of participants in the group A, who received implicit phonetic instruction, show a noticeable change in their pronunciation performance. The mean of the students of in the pre-test was (2.26 with standard deviation 0.68) was raised to (3.17 with standard deviation 0.59) in the post test. The result revealed that the implementation of IPI has a positive impact on the participants' pronunciation development in recognizing and producing English vowel sounds. See table (2).

Table (2)

The impact of IPI on the participants' performance in the group A, in the pre and post-test

Group A (received implicit phonetic instruction)					
	N	Mean	SD	T-test	P- value
Pre test	41	2.26	0.67	3.901	0.02
Post test	41	3.17	0.59		

Table (3) presents the results of students' pronunciation performance in group B, in the pre and post-test who learned pronunciation with the explicit instruction. The mean of the pre-test result was (2.23 with the standard deviation 0.63) had been changed to (3.38 with the standard deviation 0.47) in the post-test, the test results shows that there is a great change in students' performance in recognizing and producing English vowel sounds after receiving EPI in the pronunciation class.



Table (3)

**The impact of EPI on the participants' performance in the group B,
in the pre and post-test**

Group B (received Explicit phonetic instruction)					
	N	Mean	SD	T-test	P-value
Pre test	41	2.23	0.63	3.048	0.01
Post test	41	3.83	0.47		

To examine the pronunciation level of the participants, in both groups, in producing English vowels, the researcher has used the t-test formula. The score of the pre-test of both groups have been compared with each other in order to find students' ability in producing English vowels correctly. The descriptive statistics and the mean scores (group A 2.26 and 2.23 for group B) show that there were no significant difference between their level in the recognition and vowel production. See table (4).

Table (4)

Participants' (A+B) total achievement in pre-test

Pre- test results					
	N	Mean	SD.	T-test	p-value
Group A (received implicit phonetic instruction)	41	2. 26	0.67	2.543	0.02
Group B (received Explicit phonetic instruction)	41	2. 23	0.63		



Table (5) shows that group A ((received implicit phonetic instruction) test results in the post-test are compared to group B (received Explicit phonetic instruction) to find out If there any significant difference between the implicit and explicit way of teaching vowels in Kurdish EFL students. The mean score, group A, achieved was (3.27 with the standard deviation 0.59). On other hand, Group B exhibited a (3.83 mean score, standard deviation 0.47) with p-value 0.02. The findings hold a true which is: both instructions have significant roles in developing the participants' English vowel. The current result could be attributed to the factor that both pronunciation instructions, EPI and IPI, are valuable if they implemented accurately and no one is more effective than the other. Another reason, for these similar results, is that the steps of both instructions offer extra opportunities for students to practice English vowels and lead to their improvements.

Table (5)

Participants' (A+B) total achievement in post-test

post- test results					
	N	Mean	SD.	T-test	p-value
Group(A) received implicit phonetic instruction	41	3. 27	0.59	2.368	<0.02
Group(B) received Explicit phonetic instruction	41	3.83	0.47		

Whilst there hasn't been a study specifically focusing on the impact of these two instructions on the pronunciation of the English vowel sound, in general, the results of previous research have shown that the effect of the EPI was positive in improving students' pronunciation of English sounds. Apart from this, these results aligned with the results of the current study.

Conclusions

The present study aimed to draw a distinction between two different instructions of teaching pronunciation (implicit versus explicit) to Kurdish EFL students, Basically to determine which one of the two is more effective for the teaching of English vowels, the sounds which most of the EFL students have problems with. The study presented the 3 weeks of Lean implementation of two different phonetic instructions in the phonetics class in the English department, college of Basic Education at Salahaddin University-Erbil.

1. Phonetics is an important component of any language and an accurate pronunciation is essential for successful communication.
2. Both Explicit and Implicit phonetic instruction plays a crucial role in teaching pronunciation, as it enables learners to understand the sound of each letter, syllable and word. The former gives learners a deeper understanding of how the determines language sounds and helps them develop better pronunciation. Whereas the steps for implicit phonetic assisted the participants to focus on the sounds they are producing and not just memorizing words or phrases. In other words implicit phonetic instruction provided an



environment where Kurdish students felt comfortable in working independently and with peers.

3. The distinction between the two types of instructions revealed that both of them had positive points on the participants' recognition and production of English vowels, as the students got almost similar results in the post test. The only difference was the steps of explicit phonetic instruction helped the participants to improve faster and increase the speed of learning in comparison to the implicit instruction due to the direct feedback of the teacher to the students correct their pronunciations of the vowels immediately.



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