

The Role of Tongue Twisters in the Improvement of Fluency and Pronunciation of Iraqi EFL University Students

Ali Abdulilah Ghani

Asst.Pof.

Dept. of English

College of Arts

University of Kufa

Abstract

It has been noticed that pronunciation is one of the most significant skills in English language teaching and learning . If speakers have very bad pronunciation, their speech will not be reasonable and will be no interchange in an effective communication. Raising learner's awareness and building mutual intelligibility are crucial to improving overall communicative competence. Tongue twisters are one of the fantastic ways to practice and improve pronunciation and fluency.

Tongue twisters are defined as " words difficult to articulate rapidly, usually because of a succession of similar consonantal sounds" (Morris,1975:305). They are phrases that require us to quickly change the position of our tongue in order to accurately pronounce the words. They may be short as two words phrase (toy boat) or as long phrase as " The sixth sick Sheik's sixth sheep is sick". They may serve as a way of activation and motivation of student's practice of accurate and fluent performance of pronunciation.

The present study deals with the investigation of the role of using tongue twisters in the improvement of Iraqi IFL fluency and pronunciation in the Department of English Faculty of Arts University of Kufa. The main function of implementing tongue twisters is to help students gain awareness of their problems and build new mental frame of vocabulary and speaking skills. The study attempts to answer the following questions:

- 1) To what extent is the use of tongue twisters essential in enhancing and motivating Iraqi EFL fluency and ability?
- 2) What is the difference between students who are unaware and unfamiliar with the use of tongue twisters and those who are aware of them as an effective way in pronunciation?

The sample of the test consists of two types of questions (fill in the blanks 'production and multiple choices 'recognition') and 50 students

are selected randomly at the mentioned department. The participants are divided into two groups each group with 25 students. The first group who are not aware of using tongue twisters to improve their pronunciation skills constructed the pre-test exam. The second group with 25 students done the post- test exam who are motivated and given an appropriate chances to use and practice tongue twisters in their course of learning pronunciation sounds.

The findings of the analysis have shown that students (pre-test) at the level of production score and attain poorer achievements in consonants with regard to vowels. Whereas at the level of recognition students are highly cognitive to consonant speech sounds, where they score high ratio and percentage. The post-test is concerned with those students who have accessible to the use of tongue twister strategy in their "phonetic and phonology" classes. It shows high rates of correct answers and development in both consonants and vowels at the level of production and recognition. This means that the use of tongue twister strategy is mainly and effectively enriched and improved the recognition side of the learning process of students in the skill of pronunciation.

1.Introduction

Karin M. Cintron(1999-20120) shows that "tongue twisters are great way to introduce alliteration and very important to increase the students speaking ability". Practicing tongue twisters allows people who are learning English to increase their speech skills. The faster a person can say the tongue twister without slipping up, the stronger their language skill become. Alicia (2012) states that "using tongue twisters is a common EFL teaching technique because it helps students to learn correct pronunciation of English words, to correctly use vowels and consonants and to become familiar with common English words". Ball(2003:8) refers that "using tongue twisters is particularly useful for those who have unique pronunciation problems". He gives examples such as "She sells see shells on the seashore" , " They thank that it is Thursday's the thirtieth". This process is good for building a vigorous confidence in speaking fluently and correctly.

In the present study, the investigation of tongue twisters is carried out and how learner's fluency can be developed and enhanced by the use of tongue twisters. It is hypothesized that "tongue twisters are phrases or sentences which are used as enjoyable activity in facilitating and improving EFL capabilities of pronunciation and communication". The procedures followed in this study are exploring

tongue twisters and identifying their types and functions in improving student's pronunciation. Furthermore, a conducted two tests are involved to 50 students to show how students knowledge and skills of sounds performance are improved and triggered by teaching tongue twisters.

It hoped that this study is a very useful and beneficial for the teachers of English language and also for the students since it introduces new and effective strategy that enables them to increase their knowledge and ability of speaking correctly and fluently.

2. How to Attain a Good Pronunciation

One of the most vital element that should be managed by students is pronunciation. It can be defined as "the way sounds are produced and perceived by the hearer. Burns and Clair(2003:5) state that "pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener" 'Bad speech may lead to confusion, misunderstanding and unintelligibility. Without learning correct pronunciation other parts of English language like grammar, vocabulary became useless. In order to improve pronunciation, learners may need to build up unused muscles in their mouths and build the habit of making sounds correctly. Tongue twisters in which different sounds are repeated and contrasted can be used as one of the activities in pronunciation practice (Kelly,2002:12).

The problem of pronouncing sounds correctly can be solved by using some exercises of tongue twisters. Students realize more confidence in their speech when they are exposed to tongue twisters activities. Therefore, tongue twister is used as a device not only to learn accurate pronunciation of some words, but also to become aware and attentive of their improvement(Dorynei,2010).

According to Souza(2005) the following points are necessary in practicing pronunciation:

- Learners are able to practice pronunciation bub using songs, and tongue twisters to imitate sounds. These tools can increase and trigger student's motivation in pronunciation because motivation is very essential factor in improving learner's pronunciation
- Learners make a list of used words that people find difficult to pronounce and ask someone who speaks the language well to pronounce them.

- Learners record one's own voice and listen for pronunciation mistakes.

- The use of a mirror can be very useful in allowing students to shape their mouths correctly and to see that their tongue is in the correct position. Also it is helpful to draw a diagram of the organs of speech to recognize the exact phoneme.

Finally , it is important to say that in order to get a good and correct pronunciation, students should be indulged in meaningful and communicative activities(tongue twisters is one of them) which are an interesting and beneficial strategy in learning pronunciation.

3. Tongue Twisters: Identification and Significance

Carmen(2010:8) states that " a tongue twister is a sequence of words that is difficult to pronounce quickly and correctly". It is hard to pronounce tongue twister sentences because of the similar pattern of sounds in its words. It is a challenging and interesting way of practicing sounds . Schourup(1973,587:7-8) defines the tongue twister as " a native directed grammatical unit [...] that is difficult to produce at certain speeds by virtue of containing patterns of various sorts such that at least one of them is incomplete or in some other way of periodic".

According to Machackova(2012),tongue twisters are "phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice". Tongue twister is a great and fun way to help the students to try and learn English better. It can make the students' speech skill stronger. The faster a student can read the tongue twister without slipping up, the stronger his language skill become. Tongue twister also stimulates the brain into developing pronunciation skills. The treatment which students go through when they recite tongue twister is not on the oral activity, but on the brain which generally interacts a person's oral functions. Here is the example of tongue twister:

Through three cheese trees three free fleas flew ,

While these fleas flew, freeze breeze blew.

Wilson(2011)confirms that tongue twisters are "one of few types of spoken word play that are fun to recite and are great tool to aid children's language development. They usually rely on alliteration- the repetition of the same phonetic sound repeated at the beginning of

each word, for several words. For example: "Sally sang songs on Sunday's" repeats the "s" sound many times. Most tongue twisters use rhyme and alliteration, rhyme is an important aspect because it makes them easier to remember".

Tongue twisters are not only a linguistic fun and game, but provide a practical purpose for language and speech development. Practicing them systematically will help students to strengthen their speech skills, and improve their pronunciation. They are useful in pronunciation when focusing on specific related phonemes, or sounds. A tongue twister focuses on the minor changes in the mouth required to move between these sounds . By changing back and forth a number of times to the different sounds, students can improve their knowledge of the specific physical movements required for the particular phoneme set. Another benefit of using them to develop pronunciation skills is that students practice vowel sounds as well as prefixes and suffixes. Listening and speaking the words respectively are very effective and useful method to master and attain any difficult sound(Underhill,2007).

From the explanation above, it is important to say that tongue twister is a very interesting and necessary device to be used in order to develop and facilitate students' proficiency in learning accurate pronunciation.

4. Different Types of Tongue Twisters:

While tongue twisters in general are extremely good for pronunciation , you can use specific ones to work on specific weakness. If students have problem with consonant combinations, for example, they should use specific twists that encourage and motivate the correct pronunciation. In order to improve production of sounds , learners may need to build up unused muscles in their mouths and build the habit of making correct sounds. Tongue twisters in which difficult sounds are repeated or contrasted are the best physical practice of pronunciation(net 1).

When you practice tongue twisters , you should choose the one which practice the sounds you are working on. Focus on your articulation and start repeating them three to five times daily .Start saying them slowly and as your pronunciation improves, say them quickly. Here are some of the most popular English tongue twisters which are divided according to sounds into consonant and vowel sounds(net 1):

4.1 Tongue Twisters for Consonants

Practice with /p / and / b /

- "Peter piper picked a peck of pickled peppers.
If Peter piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?"(net1)
- "Betty bit a bit of butter
But it was a bitter bite
But a bit of better butter
Betty never bit" (net2)

Practice with / θ / , / ð/ (th)

- Thirty thousand thirsty snakes thirstily drank three thousand lakes.
- Whether the weather is cold, or whether the weather is hot.
We'll be together whatever the weather, whether we like it or not(Ibid).

Practice with / r / , / l / , / n /

- Round and round the rugged rocks the raggedly rascal ran.
- Red lorry, yellow lorry
Little red riding hood
- I scream, you scream, we all scream for ice cream
- Little lucy likes to lick lemon-time lollypops.
Nice Nancy nibbles nervously on nuts (Ibid).

Practice with / s / , / z / , / S / , / ʃ / , / dʒ / , and / j /

- Suzy sells seashells by the seashore where the sun shines on the shop signs
- Yellow Jell-O, cherry cheesecake, sweet sugar cookies and a chocolate chip shake
- I saw a kitten eating chicken in the kitchen.
- I wish to wish my Irish wristwatch(net3)

Practice with / f / , / v / , / b / , / p /

- A fine field of wheat
A field of fine wheat
- Four fine fresh fish for you
- Frank found four frogs laughing on the flour

- Eleven benevolent elephants
- I'm very bad at volleyball, but very fine at basketball.
- There's a ban on vans at the curb by the curve.

Practice with / v / , / w /

- We are very weary of wearing white woven wool.
We wish to wear vivid violet velvet vintage vests. (Hancock,2003)

4.2 Tongue Twisters for Vowels

Practice with /i:/ , / ɪ /

"The sheep on the ship slipped on the sheet of sleet.
The keen king kissed the quick on her green ring" (net4)

Practice with diphthongs / aɪ / , / ɔɪ / , / au /

"Quite nice white mice
How now brown cow
The spoiled boy foiled the coy boy's joy by purloining his toy"(net5)

Practice with / əu /

"Joe told a joke he wrote on his own.
I know that's not the note that Noel wrote.
The coat from the coast cost more than most"(Ibid).

Practice with / u:/

"There was a rude dude in the mood for food.
Whenever he chewed we all viewed his food.
The better the food, the more he chewed,
So I served crude food to this rude dude"(net2)

Practice with / u /

"How much wood could a woodchuck could chuck wood? If a
woodchuck could chuck wood in a truck, would a woodchuck cluck
while the wood was chucked?"(Ibid)

Practice with long and short vowels

- put the bad bat back in the bag.
- It didn't faze the thief to thief in my face.
- He let himself be led to the place for the plays.
- The man in the cap had a hat and a cap. (net6)

5. Analysis of Data

5.1 Data Description and Method of Analysis

The sample of the test consists of 50 randomly selected students out of the population of 100 learners studying English as a foreign language at the Department of English, College of Arts, University of Kufa. The subject of pronunciation sounds(vowels and consonants) is exposed and taught to students through new strategy by using exercises of tongue twisters to distinguish and recognize sounds. In classroom context, learners can get immediate guidance and feedback from the teacher. Also they can practice some of the dialogues and other activities in pairs. The test took 90 minutes for both (pre- and post- examinations). The participants are divided into two groups, each with 25 students. The first group is constructed to (pre-test examination) who are taught the normal and traditional course of pronunciation (the same dull routine with no enjoyable and interesting activities such as tongue twisters as a trigger for improving sound skills). The second group is given instruction and exposure of sounds by applying an appropriate type of tongue twister according to the specific sound being taught. Before doing the post-test , sounds are repeated and practiced by giving examples of tongue twisters of their vowels and consonants. Also students asked to hear and say sentences over and over so they could fix the correct pronunciation of the selected sound. Students are given chance to practice saying tongue twisters in pairs and asked to memorize and say them loudly in front of the class or individually. The materials of the two tests are two types of questions(fill in the blanks and multiple choices) to test students' abilities in production and recognition . Each group have two questions each question consists of ten items of English consonants and vowels sound(for more detail see Appendix 1 and 2).

5.2 Results and Discussion

According to the analysis, table (1) shows the learners' achievement at the production level in the pre-test where they did not have access to the tongue twisters strategy in teaching phonetics and phonology. It is indicated that, in this regard, their achievement in consonants production is poorer than their achievement with regard to vowels. More specifically, their production scores the highest level in the use of long and short vowels (40%) in (i:, ə) and (u, u:), while, regarding consonants, the highest range is scored by plosive consonants especially (k) (35%) and fricative ones (v, f) (22%). This is caused by the similarity between these English speech sounds with their Arabic nature ones, especially u:, i:, u, f, and k). As such, they have been seen to be poor with other speech sound that are different from their native ones or have some similarity such as (ɔɪ, ə, ɪ, v and others).

On the contrary, the picture is reversed at the recognition level. As such, Table(2) indicates that students, who have no access to the tongue twister strategy are found to be highly cognitive to consonant speech sounds, where they score high ratio and percentage (e.g. /ʃ/ (45%), /m/ (62%), /p/ (35%)). However, they score the least percentages with vowels (e.g. eɪ (25%), əu (15%), a: (10%)).

To discuss such results it can be reported that students have ability to recognize consonants rather than vowels since their general similarity with their Arabic counterparts, and because of their own usuality with such consonants.

In the post –test results, Table (3) shows that there is a noticeable development in the production achievement in those students who have been accessible to the use of the tongue twisters strategy in their 'phonetics and phonology' classes. It is seen that their phonological conduction has been of similar value in both consonants and vowels. Interestingly, they show more correct answers and higher percentage rates in vowels: e.g. (u: (30%), aɪ (29%), and ɔɪ (20%)). Consonants also are scored with high percentage: t, d (21%), tʃ (23%) and s, ʃ (17%).

At the recognition level, it is interesting again that they score higher percentages even than those that are resulted from the production analysis. This means that the tongue twister strategy mainly and effectively enriched the cognitive side of the learning process in students. Vowels are also scored with high percentages again: e.g. (aɪ (37%), ɒ (35%), ɪ (31%) and i: (28%). While consonants are

scored with higher rates than vowels. This means that students make use of the tongue twister strategy more in recognizing consonants . This is also due to the impact of the mother tongue phonological system of Arabic, e. g. *ʃ* (39%), *ð* (37%), *g* (32%) and *w* (31%). (see Table (4) below).

From the discussion above, it is clearly seen that the use of tongue twister activities can create an effective and enjoyable motivation in activating student's improvement and capabilities in pronunciation proficiency. Their achievement of consonants and vowels will be increased simultaneously with the accessible of tongue twister strategy.

Item No.	Types of Sounds	Symbols for Phonemes	Frequency of Correct Answers	Percentage
1	Long and short vowels	i: , ə	49	40%
2	Diphthongs	ɔɪ , au	35	30%
3	Long and short vowel	ɔ: , ɪ	40	32%
4	Short and long vowels	u , u:	62	60%
5	Short and long vowels	ə , ɒ , ɑ:	30	20%
6	Fricative consonants	z , s	25	15%
7	Fricative consonants	v , f	30	22%
8	Plosive consonant	k	40	35%
9	Plosive consonants	d , t	22	15%
10	Nasal consonants	n , m	20	12%
	Total			100%

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Pre –Test Examination

Table (1) Rates of Correct Answers at the Production Level in Question1

Table (2) Rates of Correct Answers at the Recognition Level in Question 2

Item no.	Types of Sounds	Symbols for Phonemes	Frequency of Correct Answers	Percentage
1	Long vowel	eɪ	33	25%
2	Diphthongs	əʊ	20	15%
3	Long vowel	ɑ:	10	5%
4	Diphthongs	ɔɪ	15	10%
5	Short vowel	æ	20	15%
6	Plosive consonant	p	40	35%
7	Fricative consonant	s	35	30%
8	Fricative consonant	ʃ	55	45%
9	Nasal consonant	m	73	62%
10	Affricate consonant	dʒ	35	25%
	Total			100%

Post–Test Examination

Table (3) Rates of Correct Answers at the Production Level in Question 1

Item no.	Types of Sounds	Symbols for Phonemes	Frequency of Correct Answers	Percentage
1	Short vowel	u	33	30%
2	Diphthongs	ɔɪ	22	20%
3	Long and short vowels	i: , ɪ	20	18%
4	Diphthongs	eɪ	21	17%
5	Diphthongs	aɪ	32	29%
6	Plosive consonants	t , d	24	21%
7	Affricate consonant	tʃ	26	23%

8	Lateral and nasal consonants	l , n	23	21%
9	Fricative consonants	s , ʃ	20	17%
10	Plosive+fricative consonants	b , v	19	16%
	Total			100%

Table (4) Rates of Correct Answers at the Recognition Level in Question 4

Item no.	Types of Sounds	Symbols for Phonemes	Frequency of Correct Answers	Percentage
1	Short vowel	ɪ	35	31%
2	Long vowel	i:	32	28%
3	Diphthongs	ɪə	37	27%
4	Short vowel	ʊ	40	35%
5	Diphthong vowel	aɪ	42	37%
6	Fricative consonant	f	34	31%
7	Plosive consonant	g	38	32%
8	Fricative consonant	ð	40	37%
9	Approximant consonant	w	36	31%
10	Affricate consonant	tʃ	42	39%
	Total			100%

6. Conclusions and Recommendations

In reference of what has been discussed earlier, the following findings can be drawn:

- In English language teaching attention should be given to pronunciation because it is very essential skill in language learning and acquisition. Tongue twister is one of the amazing ways to improve student's vocabulary and fluency of speaking ability
- Tongue twisters are phrases or sentences which are difficult to pronounce because similar sounds can be occurred but provide students with enjoyable and effective device in class activity practice of sounds.
- The findings of the analysis have shown that students (pre-test) at the level of production score and attain poorer achievements in

consonants with regard to vowels. Whereas at the level of recognition students are highly cognitive to consonant speech sounds, where they score high ratio and percentage. The post-test is concerned with those students who have accessible to the use of tongue twister strategy in their "phonetic and phonology" classes. It shows high rates of correct answers and development in both consonants and vowels at the level of production and recognition. This means that the use of tongue twister strategy is mainly and effectively enriched and improved the recognition side of the learning process of students in the skill of pronunciation.

- Based on the findings, it is necessary to expose students to different classroom exercises especially those who have pronunciation problems and lack of confidence in speaking fluently. To practice such famous tongue twister "She sells seashells by the seashore" is a good mouth exercise of sounds and can motivate and encourage them to speak and engage in different communicative approaches.

- It is advisable to teachers to apply tongue twisters as a strategy in EFL teaching of pronunciation because it help students stimulate and be aware of learning accurate pronunciation of English sounds. It is a funny and enjoyable way during teaching pronunciation so that learners enjoy every moment while learning and practicing spontaneously in class activities.

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Appendix 1

Pre-Test Examination

Q1 / Fill in the blanks in the following sentences with the appropriate sound pairs chosen from the list below:

**(advise/ advice), (soccer/ locker) , (put/ boot) , (import/ export)
(down/ town), (van / fan) , (desert / contrast),(replay / player)
(choice/ around), (worn / worm).**

- 1.They had to.....the match after a.....was hurt.
- 2.There's a bigof shops, and it's easy to get.....
- 3.Wetoo much patrol and the country's.....figures are going down.
- 4.Tow things you canon a foot are a shoe and a.....
5. In the.....,there is a bigbetween temperatures in the
Day and at night.
6. I'm not going to.....you. you never take my.....
7. A. That's right yes, she took the.....and drove off.
B. What did she want the.....for?
8. He dressed forand closed his.....
9. He wentthe hill and into the.....
10. A. Hey your coat is very.....
B. No, it isn't..... I always feel cold in this coat.

Q2/ Listen and choose the appropriate word you hear from the following pairs of sounds:

1. There are bugs in this.....(hay / hair).
2. What an ugly(tone / town).

3. She put her hand on her(heart/ hat).
4. He got afor his birth day. (toy / tie)
5. There's aon the arm of the sofa. (cut / cat)
6. He had theto himself. (beach / peach)
7. I got a goodfor the painting. (price / prize)
8. You'll have tothe baby .(watch / wash)
9. She had ain the garden. (swing / swim)
10. You'll findlike you've never seen. (riches / ridges)

Appendix 2

Post- Test Examination

Q1 / Fill in the blanks in the following sentences with the appropriate sound pairs chosen from the list below:

**(write/ right) , (rain /plain) , (hurt / heard) , (keen / ring) ,
(boy / toy) , (ban /curve) , (sells / shines) , (lick / nibbles),
(child / chair), (cook / look).**

1. That cook couldn'tif he didn'tat a cook book.
- 2.The spoiledfoiled the coy boy's joy by purloining
His.....
- 3.Theking kissed the quick queen on her green.....
4. Thein Spain falls mainly on the.....
5. When youcopy you have the.....to copyright the
copy you write.
6. Itmy ears when Ithat noise.
7. Whichput chalk on the teacher's.....?
8. Little lucky likes to.....lemon-lime lollypops. Nice Nancy.....

nervously on nuts.

9. She.....seashells by the seashore when the sun

On the shoe signs.

10. There's aon vans at the curb by the

Q2/ Listen and choose the appropriate word you hear from the following pairs of sounds:

1.The sheep on the ship(slipped / sleep) on the sheet of the sleet.

2. Steve.....(kips / keeps) the cheese in the freezer.

3. Betty has a black(bird / beard) .

4. The coat from the coast(cost / coast) more than most.

5.The white sofa is too.....(wide / width) to go through that door.

6. These are the(thief's / thieves) fingerprints.

7. Grandma.....(gave / cave) the guests eggs.

8. Let us go together to(lather / gather) whether the

Whether will let us or not.

9. The (west / vest) is very warm.

10. If a dog chews shoes what shoes should he(juice / choose)

To chew.

دور الجمل الصعبة النطق في تحسين الطلاقة و النطق للطلبة العراقيين المتعلمين للغة الانكليزية كلغة اجنبية

اسم الباحث: علي عبد الاله غني

اللقب العلمي: استاذ مساعد

مكان العمل: كلية الآداب - قسم اللغة الانكليزية - جامعة الكوفة

الخلاصة

لوحظ ان النطق من المهارات المهمة في تدريس وتعليم اللغة الانكليزية . اذا كان المتحدثون لديهم نطق سيء للغاية فان خطابهم لن يكون مفهوما ولن يكون هناك تقارب في نقل المعلومات. ان زيادة وعي المتعلم وبناء الوعي المتبادل امران اساسيان لتحسين الكفاءة التواصلية. تعتبر الجمل صعبة النطق واحدة من الطرق الرائعة لممارسة وتحسين النطق والطلاقة

تعرف الجمل صعبة النطق على انها كلمات صعبة النطق بسرعة وذلك بسبب تتابع الاصوات الصحيحة المتماثلة.(مورس، ٣٠٥: ١٩٧٥). فهي عبارات تتطلب منا تغيير موضع اللسان بسرعة من اجل نطق الكلمات بدقة. وقد تكون كلمات قصيرة كما في عبارة (لعبه القارب) او عبارة طويلة كما في (الاغنام السادسة للمرض الشيخ السادس مريض). وقد تكون وسيلة تفعيل وتحفيز في اداء الطالب في النطق.

تتناول الدراسة الحالية دور استخدام جمل صعبة النطق في تحسين الطلاقة والنطق لمتعلمين اللغة الانكليزية في قسم اللغة الانكليزية، كلية الآداب، جامعه الكوفة. وتتمثل المهمة الرئيسية استعمال الجمل صعبة النطق لمساعدة الطلاب على اكتساب الوعي بمشاكلهم وبناء اطار عقلي جديد من المفردات ومهارات التحدث. وتهدف الدراسة الاجاب على الاسئلة التالية:

(١) الى اي مدى يعتبر استخدام جمل صعبة النطق اساسيا في تعزيز وتحفيز الطلاقة والقدرة على تعلم اللغة الانكليزية كلغة اجنبية.

(٢) ما هو الفرق بين الطلاب غير المدركين وغير المؤلفين لاستخدام جمل صعبة النطق واولئك الذين يدركونها كوسيلة فعالة في النطق.

تتكون عينة الاختبار من مجموعتين من الاسئلة(املاء الفراغات "انتاج" وخيارات متعددة "ادراك"). وتم اختيار ٥٠ طالبا عشوائيا في القسم المذكور. قسم المشاركين الى مجموعتين كل مجموعة تتكون من ٢٥ طالبا. المجموعة الاولى الذين لا يدركون كيفية استعمال الكلمات صعبة النطق لتحسين مهارات النطق الخاصة بهم وقد تبناوا الامتحان الاول. اما المجموعة الثانية المتكونة من ٢٥ طالبا فقد تبناوا الامتحان الثاني وهم على علم ودراية باستخدام جمل صعبة النطق كوسيلة لتحفيز وتعلم مهاراتهم في نطق الاصوات.

وقد اظهرت نتائج التحليل ان طلاب الامتحان الاول على مستوى الانتاج سجلوا انجازات ضعيفة في الاصوات الساكنة مقارنة بأصوات العلة. أما على مستوى الادراك يكون الطلاب على درجة عالية من المعرفة لأصوات الساكنة حيث سجلوا نسبة مئوية عالية. أما الاختبار الثاني الذي يتعلق بالطلاب الذين لديهم امكانية الوصول في استخدام كلمات صعبة النطق فقد اظهرت النتائج معدلات عالية من الاجابات الصحيحة والتطور في الاصوات الساكنة والعلة وعلى مستوى الانتاج والادراك. تدل الدراسة على ان استخدام استراتيجيات الجمل صعبة النطق يشري ويحسن بشكل فعال وموثر الجانب المعرفي لعملية التعلم للطلاب في مجال مهارات النطق.