

Inductive Teaching of English Phonology through the Reading skills in the EFL classes

Author Rasha Mohammed Elbashir

College of education English department, Sudan University of Science and Technology, Khartoum, Sudan

Abstract

This study aims to shed light on the best ways of teaching phonology through the reading skills in EFL programs. The main inquiry aims to determine the value of phonology instruction in enhancing Reading abilities among EFL students at the faculty of education at Sudan University of Science and Technology. A questionnaire for instructors was used to gather the data, and N. 30 participants in all. The data were analyzed using the SPSS programme. The study suggests that inductive instructors of English phonology allow students to read fluently and actively participate in the exercises. The researchers advise more research into the effectiveness of various phonology teaching strategies and how it affects the development of English abilities in EFL students.

Keywords Reading skills, Phonology, EFL, Teaching

1. Introduction

Undoubtedly, you learn a lot when you read a lot. The more you read, the closer you'll get to being regarded as "well-read." This typically indicates that you are knowledgeable about a wide range of topics. You'll be able to connect with more people from varied backgrounds and experiences if you have a diverse knowledge base because it will make you a more interesting conversationalist. Although some could contend that "ignorance is bliss," "knowledge is power" is actually true. Additionally, you learn more the more you read! Because of this, you can be sure that reading will be a part of any educational degree you choose to pursue. As prospective teachers, students majoring in English Education are required to always educate and correct their students. The English education study programme, in particular, ensures that students obtain the best possible support information, one of which is reading and phonology, in order to accomplish these abilities. (Asiyah1 and Maghfiroh, p. 349) Arabs commonly pronounce several English sounds wrong due to their little exposure to English as a foreign language. (Jahara & Abdelrady, 2022, p. 194)

2. PREVIOUS STUDIES

Phonological-based instruction was consistently found to be effective among primary school EFL students on reading underlying skills, including phonemic awareness and non-word reading. The median value of the effect size was moderate. In contrast, the effectiveness on word recognition (lexical access and pronunciation) and reading comprehension were inconsistent across studies. The median value of the effect size on word reading was small. This pattern suggests a limitation of the phonological-based instruction, which is the difficulty of transferring the phonological underlying outcomes to real reading. We found that most studies, although meeting the minimum standards of evidence for effectiveness, suffer from methodological flaws; thus, they are potentially biased. Therefore, the positive effects reported in this study should be interpreted with caution. The implication for practice of this study is that including phonological-based instruction in the current English curriculum may be beneficial for young EFL students, thus they can better learn to phonologically decode English words. But not enough evidence has been found to support the instructional effectiveness on real word recognition and reading comprehension. Future research on this topic with rigorous design is needed so that strong causal inference can be made. The findings of this study provide novel insights into foreign language education of English for young learners. (Huo & Wang, 2017)

his article discusses bottom-up and top-down processes of reading, with emphasis on teaching and enhancement approaches of reading skills in the English classroom as a foreign language, based on studies by Brown (2001), Goodman (1970), Nutall (1996), among others. It is a bibliographic research that emphasizes the phase of each process of reading and the skills related to them

Research has shown that the reader brings information, knowledge, emotion, experience and culture, that is, schemata to the printed word. Reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. (KADER*, 2008, p. 106)

Zakóg-Kociuga, (2016) conducted a study that aims to ascertain if formal deductive and inductive phonetic education affects Polish 13-year-old learners' ability to pronounce the most difficult English vowels intelligibly'. By having the subjects read aloud a text made up of words containing the evaluated phonemes, their prowess at pronouncing words was assessed both before and after the teaching sessions. The conclusion to be drawn is that, at least for young adolescent learners who may not yet be prepared to comprehend abstract phonetic notions, increased aural exposure, imitation, and meaning-focused practice produce better results than providing theoretical, metalinguistic information about the sounds, comparing L1 and L2 sounds, and pronunciation-focused practice. (Zakóg-Kociuga, 2016)

Namaziandost et al., 2018 have conducted a significant study to determine the effect of phonological rule instruction on Iranian pre-intermediate EFL students' English pronunciation. Non-random sampling was used to choose 50 pre-intermediate students enrolled in a private language school in Ahvaz, Iran (convenience sampling). They took the Oxford Quick Placement Test, a homogeneity test, to find out how homogeneous they were. They were then split into two groups at random: control (n = 25) and experimental (n = 25). A validated teacher-made pronunciation test was given to both groups as the pre-test prior to the start of the treatment. The results showed that there was a significant difference between the two groups' performances. Participants in the experimental group performed better than those in the control group, it was discovered. The experimental group generally performed better than the control group. This study suggests that teaching phonological rules can make pronunciation learning more efficient and simple. (Namaziandost et al., 2018).

Goswami & Chen² (2010) study evaluated the impact of instruction in phonetic and phonemic distinctions in sounds on the English pronunciation of English language learners, specifically, Spanish speakers learning English as a second language (ESL). Target sounds in English deemed difficult for Spanish speakers learning ESL were identified. The target sounds were categorized into sounds having allophonic distinctions between the two languages; sounds having phonemic Results indicated that the intervention had a statistically significant impact on the experimental group's pronunciation of the target sounds. Further, subjects' showed improvement in the pronunciation of individual target sounds in the following order: sounds with allophonic distinctions, phonemic differences, and absence in the native language. (Goswami & Chen², 2010)

Phonology or phonemics

Segmental and suprasegmental phonology are the two levels of phonology. It is important to think about some fundamental theoretical issues. We create a continuous stream of sounds when we speak. In order to study speech, we break this stream up into what are known as segments. The word man, for instance, is divided into three segments. Finding the rules that control how sounds are arranged in languages and explaining variation are the main goals of phonology. The foundation of phonological analysis is the idea that some sounds alter the meaning of a word or phrase, while other sounds do not. An early investigation into the matter used a straightforward methodology to show this. (Roach, 2010)

Definition of Phonological-Based Instruction

Phonological instruction focuses on audibly analysing words at the phonemic level and mapping linguistic units to print in order for children to eventually learn to read. There are two types of phonological-based instruction programmes: phonics instruction and phonemic awareness instruction (PA)

Phonics training focuses on the explicit and direct teaching of alphabetic principles and grapheme-phoneme matching rules, as well as their application to word- and text-level reading. In PA, students learn phonological skills such as rhyming, recognising, segmenting, and combining phoneme sounds. There is some overlap between phonemic awareness and phonics education (Ehri et al., 2001). Both of these may have the grapheme-phoneme relationship of 26 English letters. Beyond teaching letter sounds, phonics teaches more sophisticated spelling rules such as digraphs and diphthongs. (Huo & Wang, 2017, p. 3)

Phoneme awareness training focuses on teaching kids how to manipulate speech sounds in the absence of written letters, and word level reading and spelling are significant goals of phonics training. Phoneme awareness training can be used as a preliminary to systematic phonics training. (Ehri et al., 2001).

What Is Reading?

Understanding the meaning of written symbols and letters is the act of reading. Along with hearing, speaking, and writing, it is one of the four fundamental language abilities. After listening and speaking, reading is typically the third language skill you pick up in your native tongue. When we read, our brains translate the written symbols—letters, punctuation, and spaces—into words and sentences that make sense to us. We can read aloud, saying every word we read, or we can read silently (in our brains). We need to be able to recognize words when we see them (word recognition) and comprehend their meanings (comprehension) in order to be able to read.) and make connections between words and their meanings to make reading automatic and precise (fluency). ("Different types of reading skills and strategies | Reading ability," n.d.)

Strategies for developing reading skills

Instructors can help students learn when and how to use reading strategies in several ways by modeling the strategies aloud, talking through the processes of reviewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word, allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out of class reading., using cloze (fill in the blanks) exercises to review vocabulary items. This helps students learn to guess meaning from context. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used.

of activities is not the same as learning the knowledge, abilities, and techniques of speaking. (2019, Burns) According to research, variables such as second language learners' age and gender, the extent of second language use, the length of residence in the second language environment, learners' aptitude, first language background, and the presence or absence of phonetic training in the second language all influence second language learners' pronunciation (Piske, 2008).

Here are some simple and effective tips and ways to help students build reading skills to better understand classroom curriculum.

Personalized reading materials: Students can increase their understanding by seeing how the material connects with their life. Have your students make personal connections with the text by writing it down on the page. You can also help students comprehend the text by helping them see an association with current events. Problem-solving perfection: Blend real-world problem-solving skills into your curriculum. Have your students write out solutions to the problem and discuss their ideas as a class or in small groups. Engage all five senses for different types of learner: Add in activities that reinforce learning and comprehension by using more senses as they read. Remind students to read with a pen or pencil to annotate the text. Have your students take turns reading out loud. Use projectors to guide your lesson and write down questions for those who are visual learners. Set reading goals to motivate students: Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving. Try student led reading activities: Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually. Revisit and reread confusing sentences and texts: Revisiting the parts that were confusing for your child (or that might simply need a quick refresher) can help your child gain a more complete picture of what he or she is learning. This also helps ensure your

child is able to understand upcoming material in the text. You can also keep a record or list of words that your students are unfamiliar or struggling with. You can then encourage your child to look these words up in a dictionary to learn what they mean. Then, find ways to use them in a sentence that your child can write themselves. Talk it out: When your child has finished reading, talk about what he or she just read together. Ask your child what he or she learned and his or her thoughts. For longer reading materials, like novels for book reports, make discussion questions you and your child can talk about together after each reading session. Breakdown reading: Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. It can also help students build confidence in understanding a complex subject. When teaching how to improve reading in short bursts, why not check out our 60-second read packs that offer short and manageable reading materials to build reading skills. Our 60-Second reads to help your primary students practice their fluency and comprehension on a daily basis. With only 90-120 words and four short comprehension questions, this is the perfect way to dramatically improve English fluency. ("Different types of reading skills and strategies | Reading ability," n.d.)

Phonological Awareness

Reading is the act of deciphering text to infer meaning. Children must develop both fluent word reading and language comprehension in order to learn to read (Gough & Tunmer, 1986). Fluent word reading is the result of several talents, including phonological awareness, phonics and decoding, and instinctive word recognition. The knowledge that words have constituent sounds is referred to as phonological awareness. A word's constituents (for example, book) can be identified in three ways: by syllables (/book/), onsets and rimes (/b/ and /ook/), or phonemes (/b/, /oo/, and /k/). Phonological awareness, or the recognition and manipulation of sounds in spoken language, lays the groundwork for decoding, blending, and, eventually, word reading. Phonological awareness develops prior to the start of formal schooling and continues through the third grade and beyond.

How Phonological Awareness Contributes to Reading Development

Reading requires phonological awareness since written words and spoken words have a similar sound. To go from a printed to a spoken word (reading) or from a spoken to a written word (spelling), readers must be aware of the speech sounds that letters and letter combinations represent (Moats, 2010). To learn letter-sound correspondences, combine sounds to decode words, and "map" words into long-term sight vocabulary, it is necessary to be aware of the sounds in spoken language. Reading difficulties have been linked in large part to issues with phonological awareness. Dyslexia is assumed to result from serious difficulties deciphering words due to phonological difficulties. As opposed to pupils with poor phonological awareness, who nearly universally struggle with reading, those with strong phonological awareness are in a wonderful position to become good readers. (Massachusetts Department of Elementary and Secondary Education, 2021)

TOOLS OF THE STUDY

The data needed for the study is collected through the use of

A. A QUESTIONNAIRE.

The questionnaire is designed for university teachers Sudan University for Science and Technology –College of languages – University requirements unit & English department teachers.

A.1 THE VALIDITY OF THE QUESTIONNAIRE

The questionnaire is judged to be valid because it is distributed to ten university teachers four of them are PH.D holders in English and education. This committee agrees on the face, content, structure validity of the questionnaire. They participate on the final form of the questionnaire by their advices and comments.

A-2-THE RELIABILITY OF THE QUESTIONNAIRE

The questionnaire is distributed to thirty university teachers and they understand it and respond accurately which emphasizes the reliability of the questionnaire.

A-3 THE POPULATION

All the teachers at the University Requirements unit - English department - College of languages - Sudan University of Science & Technology who teach English for specific purposes courses

A.4- THE SAMPLE

The sample is thirty teachers from Sudan University of science and technology –college of languages – University requirements Unit – English department.

Table 1 GENDER (teachers)

Gender	Number	Percent
Male	19	63
Female	11	37
Total	30	100

Table 2 Experience (teachers)

Year	Frequency	Percent
1-5	10	33.3
10-5	12	40
15-10	06	20
More than 15	02	6.7
Total	30	100

Table 3 Qualifications (teachers)

Degree	Number	Percent
Bachelor	01	3.3
Higher diploma	04	13.3
Master	25	83.3
Philosophy Degree	00	

		0
Over philosophy Degree study	00	0
Total	30	100

In this chapter, the researcher uses SPSS statistical computer programm to analyze the teacher's questionnaire and the students test to achieve the results.

Table 4. Frequency Table

		sex	
		Frequency	Percent
Valid	Male	19	63.3
	Female	11	36.7
	Total	30	100.0

Figure 1

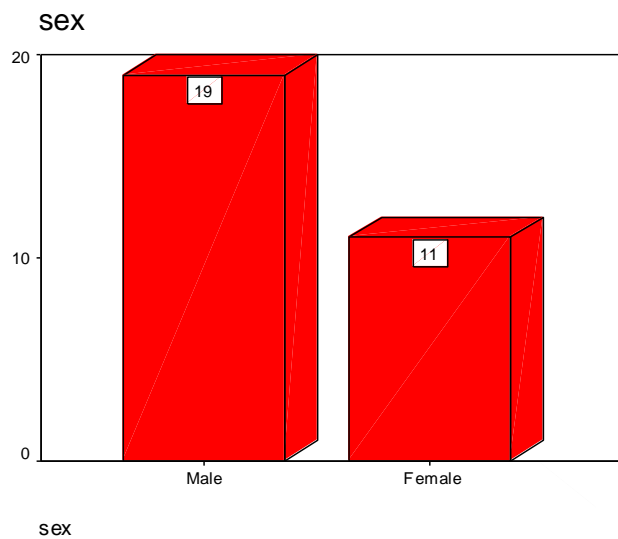


Table 5

The Table of Tables:-

The statements	The median	The significance
1-I use audiovisual aids in teaching receptive skills.	3.0000	.015
2-. In my classes, I give a chance to my students to	2.0000	.008

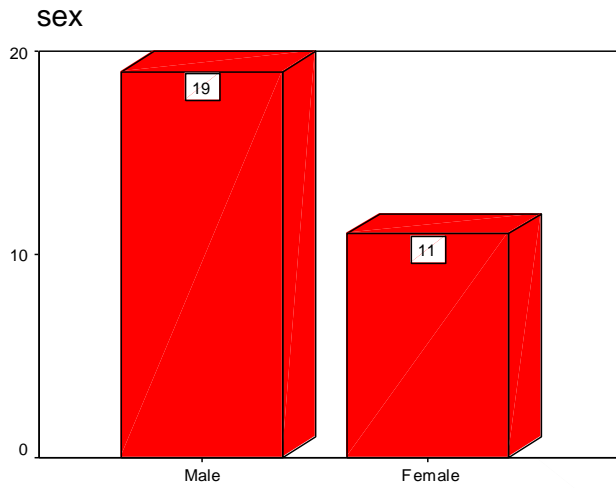
scan a written piece first.		
3. In my classes, I give a chance to my students to skim a written passage.	2.0000	.002
4. In my classes, I give my students a chance to make an extensive reading.	2.5000	.105
5. In my classes, I give my students a chance to make an intensive reading.	2.0000	.070

The statements	The median	The significance
6. I use the audio-lingual method of teaching.	3.0000	.005
7. I use the communicative method of teaching.	2.0000	.000
8. I use the grammar translation method of teaching.	3.0000	.363
9. Sudanese Universities syllabi include segmental phonology.	2.0000	.043
10. Sudanese Universities syllabi include suprasegmental phonology.	2.0000	.046
11. Sudanese Universities syllabi include phonetic sounds.	1.0000	.006
12. Sudanese Universities syllabi include both phonetic and phonology.	2.0000	.006
13. Studying phonology helps in English language learning.	2.0000	.000
14. Studying phonetics facilitate English language learning.	1.0000	.001

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Frequency Table

sex			
		Frequency	Percent
Valid	Male	19	63.3
	Female	11	36.7
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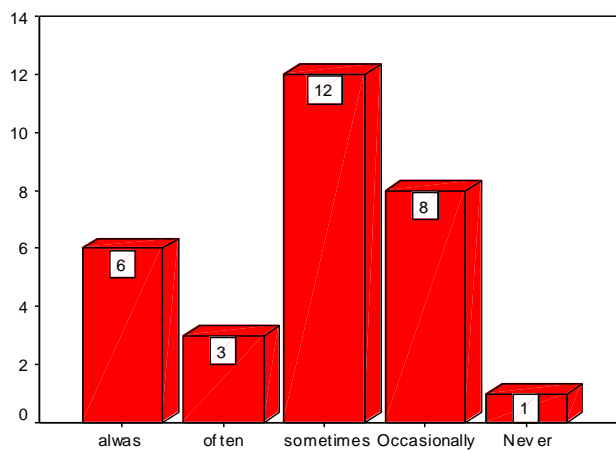


sex
((Table 4-0))

use audiovisual aids in teaching receptive Skills

	Frequency	Percent
Valid alwas	6	20.0
often	3	10.0
sometimes	12	40.0
Occasionally	8	26.7
Never	1	3.3
Total	30	100.0

I use audiovisual aids in teaching receptive Skill



I use audiovisual aids in teaching receptive Skills

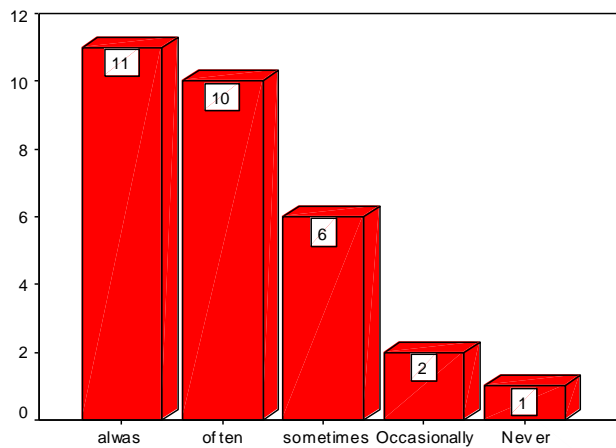
((Table 4-7))

Based on the data presented in table ((4-7)) ,it is clear that most of the samples responses are limited in the (sometimes) .the frequency is (12), they constitute 40.0 %.

In my classes, I give a chance to my students to scan a wrtten piece first

		Frequency	Percent
Valid	alwas	11	36.7
	often	10	33.3
	sometimes	6	20.0
	Occasionally	2	6.7
	Never	1	3.3
	Total		30

In my classes, I give a chance to my students to



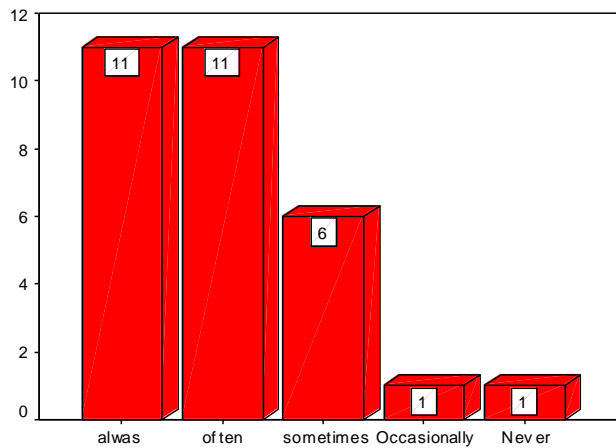
In my classes, I give a chance to my students to scan a wrtten piece ((Table 4-8))

Based on the data presented in table ((4-8)), it is clear that most of the samples responses are limited in the (always) .the frequency is (11), they constitute 36.7%.

In my classes, I give a chance to my students to skim a wrtten passage

		Frequency	Percent
Valid	alwas	11	36.7
	often	11	36.7
	sometimes	6	20.0
	Occasionally	1	3.3
	Never	1	3.3
	Total		30

In my classes, I give a chance to my students to



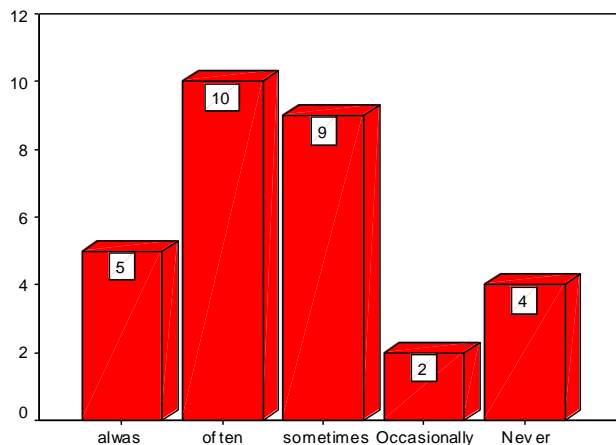
In my classes, I give a chance to my students to skim a written pass
 ((Table 4-9))

Based on the data presented in table ((4-9)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (11-11), they constitute 36.7%.

In my classes, I give my students a chance to make an extensive reading

		Frequency	Percent
Valid	alwas	5	16.7
	often	10	33.3
	sometimes	9	30.0
	Occasionally	2	6.7
	Never	4	13.3
	Total	30	100.0

In my classes, I give my students a chance to ma



In my classes, I give my students a chance to make an extensive rea

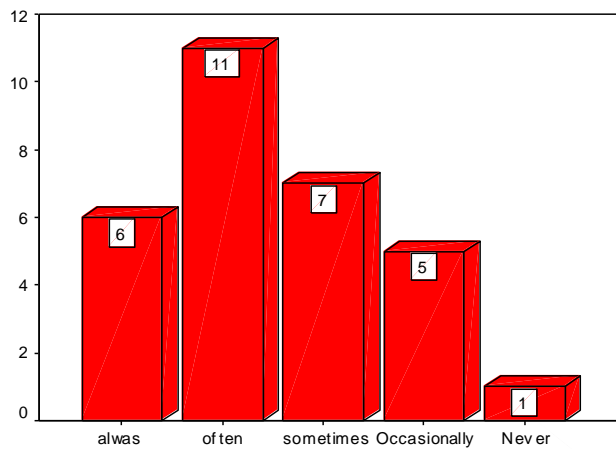
((Table 4-10))

Based on the data presented in table ((4-10)), it is clear that most of the samples responses are limited between the (often) .the frequency is (10), they constitute 33.3%.

In my classes, I give my students a chance to make an intensive reading

		Frequency	Percent
Valid	alwas	6	20.0
	often	11	36.7
	sometimes	7	23.3
	Occasionally	5	16.7
	Never	1	3.3
	Total	30	100.0

In my classes, I give my students a chance to ma



In my classes, I give my students a chance to make an intensive rea

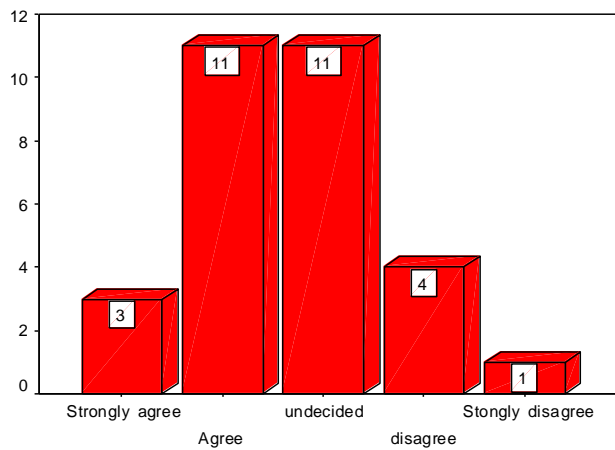
((Table 4-11))

Based on the data presented in table ((4-11)), it is clear that most of the samples responses are limited between the (often) .the frequency is (11), they constitute 36.7%.

I use the audio-lingual method of teaching

		Frequency	Percent
Valid	Strongly agree	3	10.0
	Agree	11	36.7
	undecided	11	36.7
	disagree	4	13.3
	Stongly disagree	1	3.3
	Total	30	100.0

I use the audio-lingual method of teaching



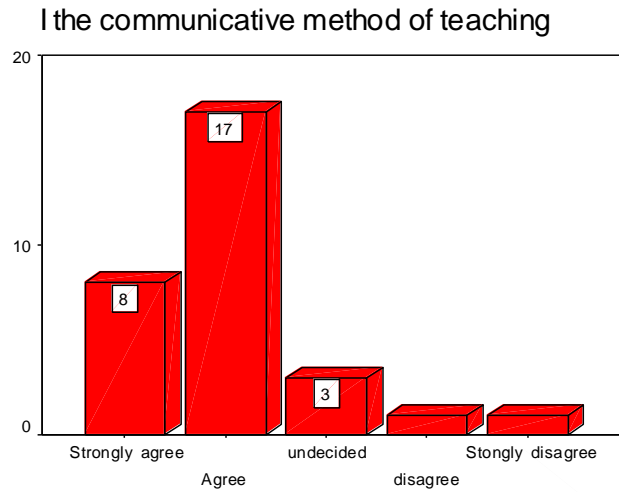
I use the audio-lingual method of teaching

((Table 4-14))

Based on the data presented in table ((4-14)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (11-11), they constitute (36.7 -36.7%).

I the communicative method of teaching

		Frequency	Percent
Valid	Strongly agree	8	26.7
	Agree	17	56.7
	undecided	3	10.0
	disagree	1	3.3
	Stongly disagree	1	3.3
	Total	30	100.0



I the communicative method of teaching

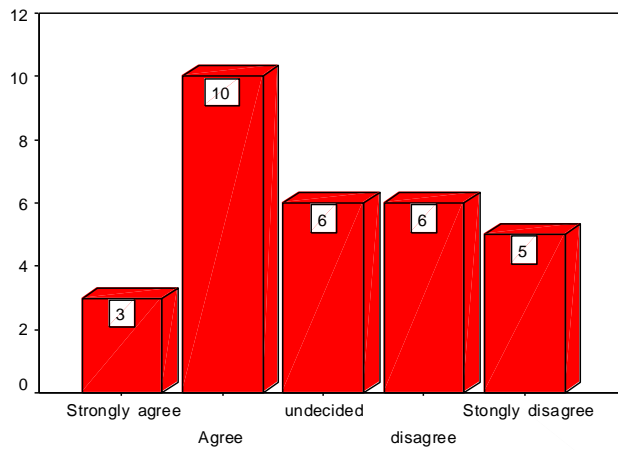
((Table 4-15))

Based on the data presented in table ((4-15)), it is clear that most of the samples responses are limited between the (always and often) .the frequency is (17), they constitute 56.7 %

I use the grammar translation method of teaching

	Frequency	Percent
Valid Strongly agree	3	10.0
Agree	10	33.3
undecided	6	20.0
disagree	6	20.0
Stongly disagree	5	16.7
Total	30	100.0

I use the grammar translation method of teaching



I use the grammar translation method of teaching

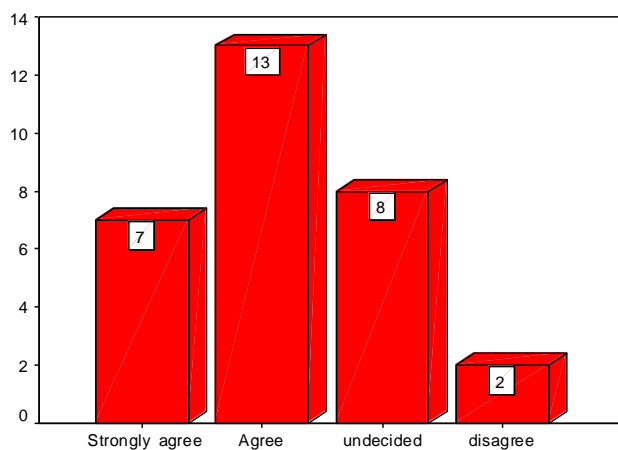
((Table 4-16))

Based on the data presented in table ((4-16)), it is clear that most of the samples responses are limited in the (always) .The frequency is (10), they constitute 33.3 % .

Sudanese Universities syllabi include segmental phonology

	Frequency	Percent
Valid Strongly agree	7	23.3
Agree	13	43.3
undecided	8	26.7
disagree	2	6.7
Total	30	100.0

Sudanese Universities syllabi include segmental phonology



Sudanese Universities syllabi include segmental phonology

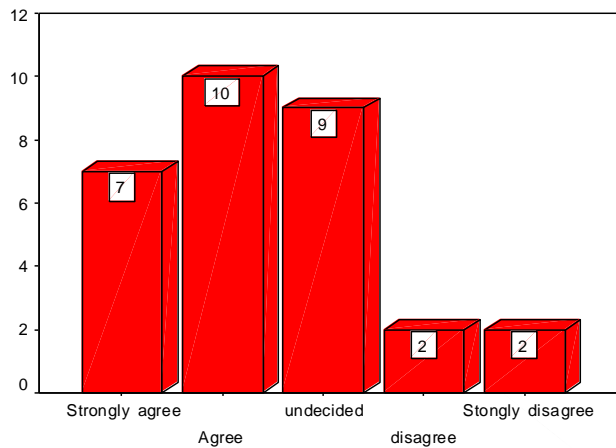
((Table 4-17))

Based on the data presented in table ((4-17)) it is clear that most of the samples responses are limited in the (agree) .the frequency is (13), they constitute 43.3%

Sudanese Universitys syllabi include suprasegmentaphonology

		Frequency	Percent
Valid	Strongly agree	7	23.3
	Agree	10	33.3
	undecided	9	30.0
	disagree	2	6.7
	Stongly disagree	2	6.7
	Total	30	100.0

Sudanese Universitys syllabi include suprasegr



Sudanese Universitys syllabi include suprasegmentaphonology

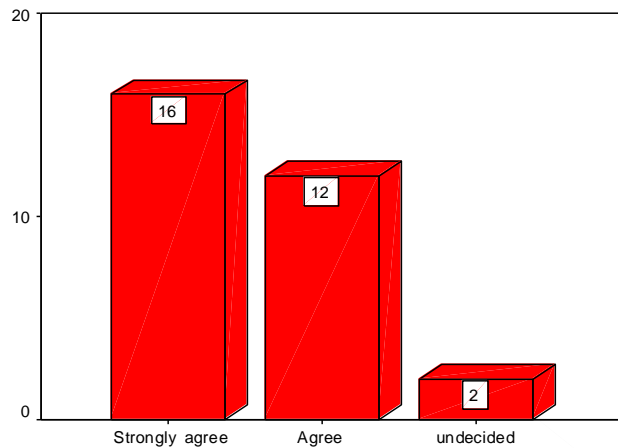
((Table 4-18))

Based on the data presented in table ((4-18)) it is clear that most of the samples responses are limited in the (agree) .the frequency is (10), they constitute 33.3%.

Sudanes Universities syllabi include phonetic sound

		Frequency	Percent
Valid	Strongly agree	16	53.3
	Agree	12	40.0
	undecided	2	6.7
	Total	30	100.0

Sudanes Universities syllabi include phonetic sc



Sudanes Universities syllabi include phonetic sound

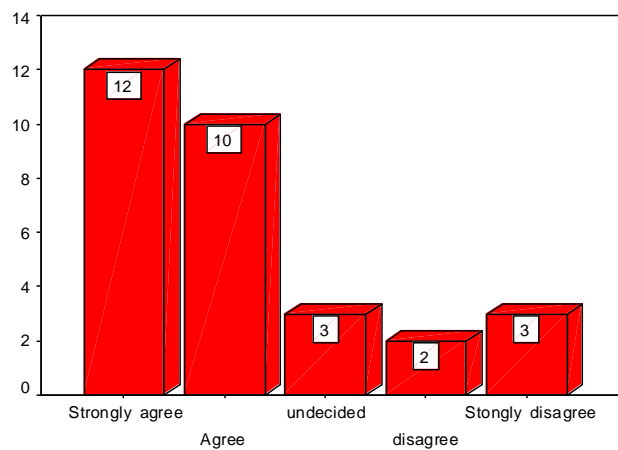
((Table 4-19))

Based on the data presented in table ((4-19)) ,it is clear that most of the samples responses are limited in the (strongly agree).the frequency is (16), they constitute 53.3%.

Sudanes Universities syllabi include both phoneticand phonology

		Frequency	Percent
Valid	Strongly agree	12	40.0
	Agree	10	33.3
	undecided	3	10.0
	disagree	2	6.7
	Stongly disagree	3	10.0
	Total	30	100.0

Sudanes Universities syllabi include both phone



Sudanes Universities syllabi include both phoneticand phonology

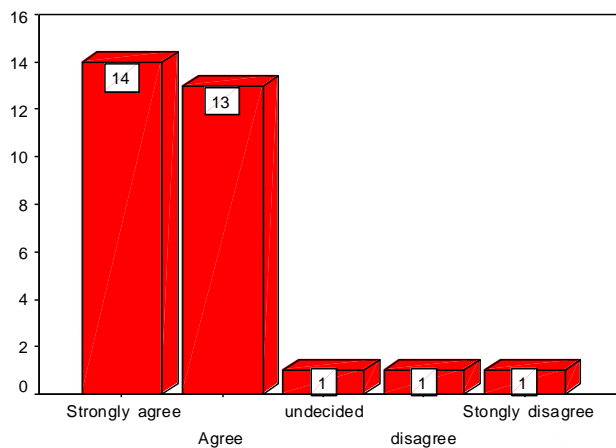
((Table 4-20))

Based on the data presented in table ((4-20)), it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (12), they constitute%40.0.

Studying phonology helps in English Language learning

		Frequency	Percent
Valid	Strongly agree	14	46.7
	Agree	13	43.3
	undecided	1	3.3
	disagree	1	3.3
	Stongly disagree	1	3.3
	Total	30	100.0

Studying phonology helps in English Language learning



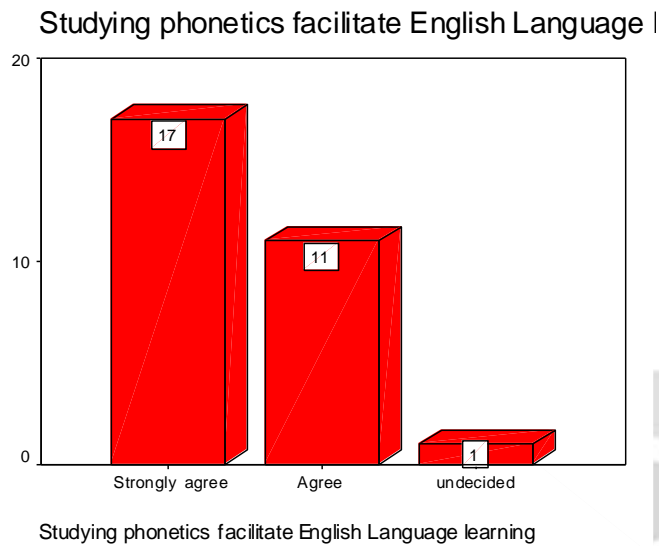
Studying phonology helps in English Language learning

((Table 4-21))

Based on the data presented in table ((4-21)), it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (14), they constitute 46.7%.

Studying phonetics facilitate English Language learning

		Frequency	Percent
Valid	Strongly agree	17	56.7
	Agree	11	36.7
	undecided	1	3.3
	Total	29	96.7
Missing	System	1	3.3
	Total	30	100.0



((Table 4-22))

Based on the data presented in table ((4-22)) it is clear that most of the samples responses are limited in the (strongly agree) .the frequency is (17), they constitute 56.7%.

The results of the questionnaire:

I use the audio-lingual method of teaching. it is clear that, This result is significant equals 005 it ensures that, teaching phonology through the four, skills enhances communication.

I use the communicative method of teaching. it is clear that, this result is highly significant equals .000 it ensures that, teaching phonology through the four, skills enhances communication. I use the grammar translation method of teaching. From ((appendix 3)) it is clear that, this result is insignificant equals .363. This ensures that Sudanese teachers do not teach phonology at the university level.-first year within English for specific purposes courses.

I use audiovisual aids in teaching receptive skills. it is clear that, this result is highly significant .015. It ensures that teaching phonology through the four skills enhances communication. In my classes, I give a chance to my students to scan a written piece first. it is clear that, this result is significant .008 it ensures that ,teaching phonology through the four, skills enhances communication. In my classes, I give a chance to my students to skim a written passage. it is clear that, This result is significant equals .002 it ensures that, teaching phonology through the four, skills enhances communication. In my classes I give my students a chance to make an extensive reading. it is clear that, this result is insignificant equals.105. This ensures that teaching phonology through the four, skills enhances communication. In my classes I give my students a chance to make an intensive reading. it is clear that, This result is significant equals .070 it ensures that, teaching phonology through the four, skills enhances communication.

Sudan university syllabi include segmental phonology. it is clear that, this result is significant equals 043 .it ensures that Sudanese universities syllabi include phonology.

Sudan university syllabi include supra-segmental phonology. it is clear that, this result is significant equals .046 .it ensures that Sudanese universities syllabi includes phonology. -Sudan university syllabi include phonetic sounds. it is clear that, this result is significant equals .006 .it ensures that Sudanese universities syllabi includes phonology.

Sudan University syllabi include both phonetics and phonology. it is clear that, this result is significant equals .006 .it ensures that Sudan University syllabi includes phonology. Studying phonology helps in English language learning. it is clear that, this result is highly significant equals .000 .it ensures that teaching phonology through the four, skills enhances communication. Studying phonetics facilitates English language learning. This result is significant .001 .it ensures that teaching phonology through the four, skills enhances communication.

Discussion of the questionnaire results

I use pair and group work to teach speaking skill, from ((appendix 1)) it is clear that this result is significant equals .005. It ensures that teaching phonology through the four skills enhances communication. I use discussion in teaching speaking skill. , from ((appendix 2)) it is clear that, this result is significant equals.010.It ensures that teaching phonology through the four skills enhances communication. I use problem solving to teach communication. From ((appendix 2)) .

It is clear that, this result is highly significant equals .000. It ensures that teaching phonology through the four skills enhances communication. I use audiovisual aids in teaching receptive skills. From ((appendix 2)) it is clear that, this result is highly significant .015. It ensures that teaching phonology through the four skills enhances communication. I use the audio-lingual method of teaching. From ((appendix 3)) it is clear that, This result is significant equals 005 it ensures that, teaching phonology through the four, skills enhances communication. I use the communicative method of teaching. From ((appendix3)) it is clear that, this result is highly significant equals .000 it ensures that, teaching phonology through the four, skills enhances communication. I use the grammar translation method of teaching. From ((appendix 3)) it is clear that, this result is insignificant equals .363. This ensures that Sudanese teachers do not teach phonology at the university level.-first year within English for specific purposes courses.

Sudan university syllabi include segmental phonology. From ((appendix 4)) it is clear that, this result is significant equals 043 .it ensures that Sudanese universities syllabi include phonology.Sudan university syllabi include supra-segmental phonology. it is clear that, this result is significant equals .046 .it ensures that Sudanese universities syllabi includes phonology.

Sudan university syllabi include phonetic sounds. it is clear that, this result is significant equals .006 .it ensures that Sudanese universities syllabi includes phonology. Sudan University syllabi include both phonetics and phonology. it is clear that, this result is significant equals .006 .it ensures that Sudan University syllabi includes phonology. Studying phonology helps in English language learning. it is clear that, this result is highly significant equals .000 .it ensures that teaching phonology through the four, skills enhances communication. Studying phonetics facilitates English language learning. This result is significant .001 .it ensures that teaching phonology through the four, skills enhances communication.

As English teachers, the researchers advocate for more research into the impact of the lockdown on EFL learners# reading skills and other aspects of English language teaching and learning.

FINDINGS

According to the results of the questionnaire, the researchers found that teaching phonology inductively to EFL students enhances their reading abilities. As a result, there is evidence to support the claim that teaching phonology helps improve the reading abilities of EFL students. The researchers claim that this is because of the nature of the course; unlike other academic courses, English reading practise is constantly available to students both inside and outside of the classroom. Thanks to technology improvements, students can now take classes online, make friends with native speakers through various social media platforms like Facebook and WhatsApp, and study both literary and non-literary materials both online and offline. Telegram and Twitter

RECOMMENDATIONS

On the other hand, more research is required to ascertain the effect of other linguistic elements on the performance of English language learners in terms of major and subskills in Writing, and Listening, as well as other facets of teaching and learning English as a foreign language. One of the study's drawbacks is that a wider sample could have been gathered from other Sudanese universities; instead, it only looked at a small sample of Sudanese EFL students at the Faculty of Education at Sudan University of Science and Technology.

CONCLUSION

In this study, the researchers attempted to shed light on the inductive teaching of English Phonology through EFL Reading skills classes. The range of abilities that reading comprehension encompasses can be applied to all facets of life. Strong reading skills may help you decipher and make sense of what you read, and as you keep honing them, you can expand your capacity for effective written communication. Researchers contend that teaching phonology improves the reading abilities of EFL students. There are several methods that students can learn. Only a few of the crucial elements that contribute to the development of general literacy abilities include comprehension, fluency, vocabulary, and strategies that help readers analyse and decipher texts. The researcher has come to the conclusion that teaching English phonology inductively through writing skills enables students to become more fluent and improve both their reading and pronunciation skills. The effectiveness of various English language teaching phonology methodologies would be the subject of more investigation..

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