THE TECHNIQUES USED IN LEARNING OF ENGLISH CONSONANT SOUNDS

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Article history:		Abstract:
		Like many other languages, English also has a wide variation in pronunciation, which not only marks its differences from other languages but also indicates the deviations observed among English speakers of dissimilar backgrounds. The uses of stress, pitch as well as syllables apparently vary among native as well as non-native English speakers. The variances observed in the use and the pronunciation of each syllable in English becomes more apparent when depending on the use of the phonemes as well as the dialect. In English speaking, the pronunciation of vowels also differs from the pronunciation of the consonants depending on their uses. Change in the pronunciation, when speaking English, is observed to be a major characteristic of the language. On a wider note, English pronunciation is not always predictable depending on the spellings, which also vary from one region and culture to the other, as in the case of British English and American English. Depending on the use of rhythm and syllables differently, the pronunciation changes, making it difficult for the learners to grasp each word separately. However, the uses of the vowels are quite different from the use of the consonants. Pronunciation of consonants usually changes with the change in its positioning. Iraqi speakers have been observed to be quiet similar to the English speakers. However, the Iraqi languages have been observed to be a bit different from the English speakers in respect to the use of the vowels and consonants. It is owing to these variations that the meaning of each word changes with the change in its pronunciation. Accordingly, the research paper elaborates the use of the consonants and place along with their manner of articulation. Detailed description of the use of consonants has also been provided in the discussion henceforth, comparing the changes involved with their uses.

1 DEFINITION OF ENGLISH CONSONANT SOUNDS
Consonants sounds are those sounds which are produced with a Certain degree of obstruction to airflow or these sound can be produced with an obstacle in the airstream.

2 ROLES OF CONSONANTS N ENGLISH PRONUNCIATION
Consonants play a major role in English pronunciation, especially in determining the organs involved in the production of sound. Since the consonant sounds are created through a few obstructions in the mouth organs during articulation, the major requirement is to understand the involvement of the organs. The involvement of the organs to produce sounds can emerge as a major requirement while pronouncing consonants. Notably, there are certain consonants in English alphabets having sharing features with the vowels. In contrast to the vowels, the consonant sounds are produced by compressing the flow of air at the various level of pronunciation. This creates a unique set of sounds that are identifiable and creates an expected sound every time it is pronounced (Oh 1-9).It has often been noted that the use of certain consonants in a particular word makes it sound like a vowel when spoken by Iraqi speakers. This creates confusion in pronouncing a consonant, as it gets linked with a vowel. Moreover, when pronouncing two consecutive words with the first ending with a consonant and the second starting with vowel the consonant is pronounced at the beginning of the second word. For example, when writing the words are written as

"turn off" but when speaking the two consecutive words it is generally pronounced as "tur noff". Observably, the consonant "N" of the word "turn", gets shifted to the beginning of the word "off", starting with a vowel. Moreover, while speaking certain words, the position of the mouth, lips and tongue plays different roles. Certain consonants are pronounced using the movement of the tongue only, whereas the other follows the articulation of all the three organs. With the different linkups, the pronunciation of the consonant, changes creating different obstructions at places of articulation in mouth (Oh 1-9). For example, the letter "L" is a consonant that is produced by pressing the "tip of the tongue" on the upper jaw. Any word beginning with the consonant "L" is produced following the same phenomena (Oh 1-9). Unlike the vowels, the consonant sounds are usually produced with a comparatively open vocal track. The major articulation of the consonants is produced with the use of dental, palatal, nasal and velar in common instances. The consonants are classified under 24consonants depending on their pronunciation. The differences are also classified by the manner of the constriction or obstruction that influences the sound while being pronounced. Illustratively, the sounds produced by the constriction of the bilabial, i.e. between both lips will be identifiably different from the sound produced with the help of the alveolar, i.e. the obstruction between the tongue and the alveolar ridge. Depending on the voicing status of the consonants, the consonants can be segregated in different ways, as their sounds do not match with each other owing to the involvement of the phonics that is typically involved in the production of the sounds. With the major role that consonants play in order to make the speech easier to understand, it becomes necessary to use the consonants properly (Roach 1-50).

3 PSYCHOLOGICAL & CULTURAL EFFECTS OF PRONUNCIATION.
There are the different use of intonation and rhythm of pronunciation of English in the different sectors as well as in the different regions. The different regions that speak English as first language use separate modes of pronunciation of the consonants .These differences in the phones make it difficult to adapt to the new languages and the intonations.

4 THE TENDENCY OF TEACHING ENGLISH CONSONANTS TO IRAQI SPEAKERS
The human brain in accepting the known and rejecting the unknown further blocks the path of proper adaptation to the changes. The major difficulty that leads to the improper learning of the pronunciation is observed to be the psychological factors rather than the physiological factors. Thus, the consonant sounds that are anticipatory, changes with the alterations in the manner of articulation. Through proper explanation of the manner of articulation through articulatory organs, good pronunciation can be taught. This also needs to familiarize the use of articulatory organ as required for the proper pronunciation of the word to enhance the perfection (Gomez "Pronunciation of American English Consonants"). Cultural differences even block the path of the development of a proper understanding of the pronunciation system that needs to be followed while pronouncing consonants. The cultural blockage and inclination towards a particular mode of pronunciation even blocks the grammatical implication on the pronunciation at often instances. Particular consonants are also found difficult in pronunciation need to be pronounced through better use of the intonation that needs to be modified without inhibition (Gomez"Pronunciation of American English Consonants").

5 IMPORTANCE OF THE CONSONANT CHARACTERISTICS' IN SPEECH.
Consonants have a very important role to play in framing speeches. The sounds produced while pronouncing certain vowels and consonants can become quite tricky, which needs to be identified properly. The uses of the consonants have also been observed to be a bit complex than the use of the vowels when speaking. All the vowels are pronounced through open vocal tracks. However, the consonants, even when they are produced with the same manner of articulation the sounds produced are different from each other. These characteristics need to be observed while pronouncing the consonants to enhance the clarity of the speeches. The characterization of the consonants is further observed through the following table :

	Voicing	Place of Articulation							
	vl v	Bilabial	Labiodental	Dental	Alveolar	Palato-Alveolar (Post Alveolar)	Palatal	Velar	Glottal
Manner of Articulation Plosive		p b			t d			k g	ʔ
Fricative			f v	θ ð	s z	ʃ ʒ		ŋ	h
Affricate						tʃ dʒ			
Nasal		m			n				
Lateral					l				
Approximant		w			r		j		

Figure 1: Characteristics of Consonant

From the above table, different characterization of consonants and their manner of articulation could be easily observed. Moreover, the different manner of articulation also involves the differences in the pronunciation of consonants. Observably, the sounds produced by the consonants under the affricates are harder than the stops as well as the fricatives forms of the consonants. In addition, the words those involve the consonant through the bilabial and alveolar are difficult to be pronounced simultaneously. The voice planning is of prime importance in this context while producing consonant sounds. Additionally, the pronunciations of the consonants have been observed by several language pathologists to be a set of complex planning. The presence and absence of the voicing even has a pivotal role in proper planning of the pronunciation of the consonant (Gomez "Pronunciation of American English Consonants").

6 CLASSIFICATIONS OF ENGLISH CONSONANTS:

a.Voicing: voicing is a fundamental term used in phonetic classification of speech sound. Referring to the auditory result of the vibration of vocal cords. Sounds produced while the vocal cords are vibrating are called voiced sound, e.g. /b/, /z/, /æ/, /i/, /ʒ/, /ð/, /d/; those produced with no such vibration are called voiceless or unvoiced. E.g. /p/, /s/, /f/, /θ/, /t/, /ʃ/. A sound with is normally voiced, but which in a particular phonetic environment is produces with less voice that elsewhere, or with no voice at all, is said to be devoice (symbolized by a small circle beneath the symbol)

b) Place of articulation: it is one of the main parameters used in the phonetic classification of speech sounds, referring to where in the vocal apparatus a sound is produced. It is usual to represent this parameter horizontally, though as a result this dimension does on it some of the variations which can only be identified transversely, e.g. whether one or both sides of the tongue is involved in an articulation or consonants correspond to main anatomical divisions, viz. labial, labio- dental, dental, alveolar, palatal, velar, uvular, glottal, but other places relative to these are recognized, such as terms of auditory criteria, using the horizontal scale of front and back, and the vertical scale of close and open; but because of the lack of a clear anatomical correlate it is less usual of talk about vowels in terms of articulatory 'places' or 'points'.

c) Manner of Articulation:

The manner of articulation defines the six ways, which are involved in the production of the consonant sounds. They are plosive, approximant, affricate, fricative, lateral as well as nasal, as illustrated Below:

1- Plosive

The term „plosive" is derived from explosive, meaning an outburst of air. The word refers to the burst of air felt while pronouncing certain consonants. This happens while pronouncing certain consonants that stop the flow of the air causing the pressure create inside the mouth that leads to the outburst of the air (P. Coxhead 1-13). This can easily be understood by a small experiment.

1.1 Experiment:

Put a palm in front of the mouth and try pronouncing the letters "p" and "b" simultaneously. One would feel a burst of air on the palm while pronouncing these letters consecutively, whereby a puff of air released creates a mini explosion on the palm.

2- Fricative

The consonants that are produced by creating an obstruction on the flow of air through the oral cavity are called fricative consonants. The word „fricative" has its origin from the word friction. The friction is created by the two articulators of the oral cavity likes the lips, lower teeth, alveolar ridge or tip of the tongue that creates a block in the flow of the air. This blockage compels the air to flow through very small opening of the mouth creating turbulence (P. Coxhead 1-13). The following experiment illustrates the pronunciation of the fricative words:

2.1 Experiment:

Try pronouncing the letters /v/ and /s/ simultaneously there will be a hissing sound followed by the pronunciation. The hissing sound is created through the block created by the lower teeth or by tip of tongues allowing the air to pass from the alveolar ridge.

3- Affricates

There are only two affricate consonants in English alphabets. The affricates are an arrangement of the fricative and plosive consonants. These consonants are pronounced by completely blocking the path of the air from the oral cavity, like the plosives, followed by gradual release of the air like fricative (P. Cox head 1-13).

3.1 Experiment:

Pronounce the letter "t" and "f" simultaneously. The letter "t" would block the flow of the air completely, which will be gradually released by the word "f". The other affricate of the English alphabet is "d" followed by "z".It is one of the min parameters in the phonetic or phonological classification of speech sounds, referring to the kind of articulatory process used in the sound's production. The distinction between consonant and consonant is usually made in terms of manner of articulation. Within consonant, several articulatory types are recognized, based on the type of closure made by the vocal organs. If the closure is complete, the result is a plosive, affricate. If the closure is partial the result is fricative. If the closure is very slight the result is gliding or semi- vowel. Within manner of articulation also the passage of air is taken into consideration : whether air passed through the oral cavity out through the mouth or passes through the nasal cavity out of the nose; accordingly we have nasal sound which are only three in English namely /m/, /n/ and /ŋ/, all the rest of consonants are oral and all the vowels as well. Within vowels, classification is based on the position of the tongue, and the type of lip position. They are also classified according to the number of auditory qualities distinguishable inthe sound (pure vowel, diphthong, and triphthong)

7 WAYS OF PRONOUNCING CONSONANTS

The pronunciation of the consonants involves a lot of obstruction while being pronounced. The intonation, stress and pitch of the words need to be properly judged to make the pronunciation clear. Moreover, it has also been observed that the consonant sounds are produced by completely or partially stopping breathe. The pronunciations herewith need to be clear with the use ofvibrations of the vocal track to make the sounds significantlydifferent from theothers. The stress on the beginning and end of the consonants are observed to help in identifying the differences between two consonants. The consonants pronunciation dependent on several factors the use of the voiced and voiceless. The soft and hard consonants are also differentiated depending on their pronunciation. The properrronunciation of the consonant is dependent majorly on the place and manner of articulation as well as the way they are pronounced. The consonants used with the vowels further helps in enhancing the quality of the sentences. However, use of the various consonants need to be analyzed in such a way that the pronunciation related with the consonants can be differentiated effectively. The pronunciations of the consonants are also elaborated in details in the following sections (Indiana University and Michael Gasser "Consonants in other languages"). It is in this context that mouth, throat and lips play a major role in pronunciation, as elaborated in the sections below.
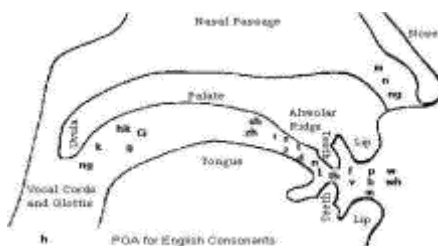

Fig 2: Places of Articulation for English Consonants

1 Nasal

The consonants that are pronounced by the release of the air form the nasal cavity other than the oral cavity is called the nasal consonant. This phenomenon occurs as the tongue blocks the alveolar ridge compelling the air to pass from nasal cavity (P. Coxhead 1-13).

1.1 Experiment:

While pronouncing the letters "n" and "m" the tongue touches completely blocks the flow of the air through oral cavity. This compels the air to flow through the nose creating a nasal sound while pronouncing the letters.

2 Lateral

English alphabets have only one lateral letter "l" as the letter "l" is the only consonant that is pronounced by the tongue tip touching the back of the tip. This allows the air to pass from the sides of the tongue (P. Coxhead 1-13).

2.1 Experiment:

Try uttering the word "love", "light", "lock" etc. it will be observed that the air passes from the side of the tongue and the tip of tongue blocks the flow of air from the oral cavity.

3 Approximant

The consonant that are produced by the movement of the lips but the lips, without touching each other, is called the approximant consonants. These articulators are involved to produce the sound related with pronouncing the consonants

that creates an approximate sound.

3.1 Experiment:

Pronounce the letter "w" and "r" or the words like "red" or

"wait" the upper and the lower lips moves towards each other but does not touch each other. (P. Coxhead 1-13).
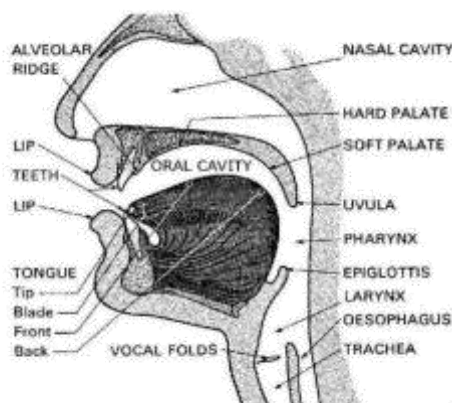
C Place of Articulation. Mouth, lips, tongue and the

other parts of the facial cavity has a greatinvolvement in theproduction of the sounds. The places of articulation involved with pronouncing of the words are performed with the different parts of the mouth and throat. These "places of articulation" are explained below:

1 Bilabial

The word „bilabial" is derived from two words "bi" meaning two and "labia" meaning lips. Thus, the term bilabial refers to the two lips. The bilabial consonants are pronounced bycarrying the two lips together (P. Coxhead 1-13). For example, the letters "p", "b", "w", "m" etc. are produced by bringing the two lips together. The upper lip herewith plays acomparatively passive role than the lower lips while

pronouncing the words.

2 Labiodentals

The letters that are produced by the use of the teeth and lips are classified under the labiodental consonant. These words are usually produced by the involvement of the articulators namely the lower lips and the teeth (P. Coxhead 1-13). Illustratively, pronouncing the letters like "f" and "v" involves the use of the lower lips and the upper teeth. These sounds are produced when the upper teeth are brought near the lower lips.

3 Dental

The dental reverberations are produced when the tongue tip is placed between the "upper and lower teeth". The lower teeth as well as the tongue act as an active articulator in these words whereas the upper teeth play a passive role (P. Coxhead 1-13). For Example, while pronouncing the words like "that" and "think" the tip of thetongue comes in between upper teeth as well as lower teeth**.**

4 Alveolar

The sounds produced by the use of the alveolar ridge aretermed as the alveolar consonant. These words that areproduced by the tongue being brought near the "alveolarridge" are classified under this group (P. Coxhead 1-13). The words as "den" and "net" are produced by the tongue are taken near the alveolar ridge.People can even pronounce the wordsplacing the tongue on the alveolar ridge.

5 Post-Alveolar

The words that are formed by employing the tongue behind the   alveolar ridge are called post-alveolar consonants (P. Coxhead 1-13). For example, the words like "jungle" are produced by placing the tongue behind the alveolar ridge that is tongue tip gets rolled over the alveolar ridge to produce the sound.

6 PALATAL

The sound produced when the tongue body moves near the hard palate is called the palatal consonants (P. Coxhead 1-13). Illustration of these words can be identified as "yet", which are produced by the active articulation of the tongue over the hard

Palate.

7 VELARS

The sounds that are produced by the movement of the tongue and the velum are called the „velar consonant" (P. Coxhead 1-13). For example, the word "kite" is produced by the back of the tongue raised towards the velar, allowing the velar to play as an active articulator for pronouncing the word.

8 GLOTTAL

The consonant that are produced by the different states of glottis are called glottal consonants. Examples of this consonant can be identified with the production of sounds related with the letter "h" hat involves the movement of the vocal cords to create the sound (P. Coxhead 1-13).
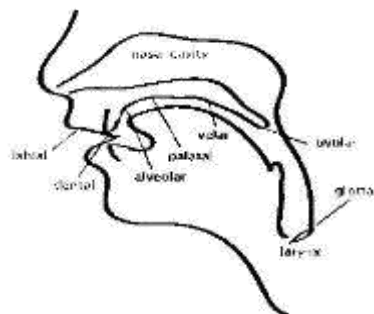

Fig.3: Places of Articulation

9 VOICED AND UNVOICED CONSONANTS.

The simple definition of the voiced consonants is the ones that use thevoice while being pronounced. These voiced consonants create a vibration on the vocal track while being pronounced while the unvoiced consonants do not create any such stress on the vocal track while being pronounced. Notably, the differences amid the voiced as well as unvoiced consonants can be observed from the buzzing sound created while pronouncing a consonant. The difference between certain consonants can be identified by the use of stress on each alphabet. For example, pronunciation of the consonants varies between"**s"** and "**z"**. While pronouncing the letter "z" from the English alphabet, it can be observed that the local

cords vibrate. It can be easily observed by putting a hand on the throat and pronouncing "z". Similarly, the letters "b" and "v" is pronounced as voiced and unvoiced consonants. Between these two letters, the unvoiced consonant is "b" and voiced consonant is "v". This is because of the same phenomena that a vibration of the local vocal cord is felt while pronouncing the letter "v" (British Council "Voiced and unvoiced consonants").On a larger context, certain words ending with the letter"s" is pronounced like the letter "z". Likewise, the voiced and theunvoiced consonant of the English alphabet even changes dependingon their application in a word. The use of the consonantsconsecutively even changes the phoneme of the consonants and creates a separate sound when being pronounced. Observably, there are several other letters, which are otherwise unvoiced consonants but turn to be voiced when used in the beginning of a word (British Council "Voiced and unvoiced consonants"). To be illustrated, the letter "b" is used as an unvoiced consonant when it is pronounced in the word "bat". However, it becomes a voiced consonant when it isused in the word "bed". Similarly, several other letters, when used atthe beginning of a word or at the end of a word, changes from being a voiced to an unvoiced consonant. This could be easily observed from the illustration below.

Teaching English Consonants to Iraqi speakers

/z/	/s/
pens	cups
reads	speaks
sees	tents
hears	plants
learns	looks

This signifies that the letter "s", which is an unvoiced consonant, converts into a voiced constant when being used as an ending consonant at several cases. Observably, the pronunciation of "stops" follows a pronunciation of /s/ whereas "pens" is provided as /z/. The use of different consonants at the beginning of words is considered to be voiced to unvoiced consonants (British Council"Voicedand unvoiced consonants")

Voiced	Unvoiced
Ben	pen
do	to
gone	con
van	fan
gin	chin
zoo	Sue

10 PRONOUNCING DIFFICULT CONSONANTS

For Iraqi students, the major problem that they face while learning English pronunciation is the change in the use of pitch and stress. Theifferences in the syllables even create a problem for the Iraqi people in understanding the variations persisting between the use of differentwords and pronunciations related with the same. However, the use ofcertain consonant simultaneously has been observed to be quite tricky. The "hiccough" though ends with "gh" sounds like the consonant "p". Again, in the word "rabbit", the use of the double "b" is replaced by single "b" when being pronounced by the Iraqi language. The following sections will elaborate on the major problems that are faced whilepronouncing a particular consonant.

11 APPROXIMANT SOUNDS OF CONSONANTS.

The consonant of English alphabet has majorly four approximate soundsnamely „L", "R", "W" and "Y". These four words are considered approximant because the sounds produced while pronouncing these words can easily be separated from the other alphabets (Tangient LLC "Learning English! - Consonants, Vowels & Diphthongs"). For example, while pronouncing the letter "L" in the word "lot", it is observed that the sound is achieved by pressing tongue tip behind the upper front teeth. However, the gap allows the sound pass from beside the tongue creating a unique sound. Similarly, for letter R, as used in the word "rip", the sound is produced by the back of the tip bunching towards the velar, creating a rolling sound. This sound is identifiable among all other sounds produced while pronouncing a consonant (Tangient LLC "Learning English! - Consonants, Vowels & Diphthongs"). Correspondingly, the other letters that has been mentioned above provides a same phenomenon and consonants that becomes easily identifiable among all other consonants. These four consonants are pronounced neither like open sounds pronounced directly from the trachea nor are.

12 STOPPED SOUNDS

Certain consonants are produced by creating a stop in the airflow and then slowly releasing the air. These words usually demand proper movement of places of articulation creating an effect on the manner the word as produced. The Iraqi speakers learning English pronunciation faces problems in this regard, to follow the correct use of the places of articulation to articulate the proper pronunciation. Moreover, the stop in pronouncing the words having "m" in their end, which requires the closing and opening of lips at the same time, creates a severe problem for the Iraqi people as often observed. This phenomenon of obstructing the flow of air creates an obstacle for the learners to grasp the correct pronunciation of the words. For example,the words like "dream", "fame" and "William" is not clearly pronounced by the Iraqi people, as they fail to close their lips topronounce letter "m" towards the end of the words. Instead, the learners roll their tip towards the upper alveolar ridge instead of closing the lips creating a sound similar to "n" (Tangient LLC "Learning English! - Consonants, Vowels & Diphthongs"). In order to enhance their pronouncing abilities, the Iraqi learners must be managing their articulation movements correctly to enhance their abilities to pronounce. Another major problem faced by the Iraqi people while pronouncing English is the use the letter "n" at the beginning or at the middle of a word. Iraqi speakers are commonly observed to use the tongue in between their teeth to pronounce the letter "n". This however does not disturb the sound but creates a delay in pronouncing the following words, creating monotone. Similarly, with the use of the letter "t" and "d", the Iraqi learners usually pronounce the letters by placing their tongue between their teeth. This creates a separate sound for the letters, making it difficult for them to be pronounced (Allen, "Pronunciation Difficulties for Students with L1 Iraqi").Iraqi speakers are also observed to use their tongue in between teeth to stop the flow of air. However, this wrong practice makes it difficult to pronounce the word correctly. Moreover, this even creates a major problem in pronouncing the words atthe

beginning or towards the end of a word.

The otherproblems faced by the Iraqi speakers while pronouncing theletters "r" and "l" the exact articulation ofthe tongue is notidentified by the Iraqi learners and instead of pronouncing the correct accent of "r" they pronounce it with a slight vibration. This happens as the Iraqi learners bring the tongue tip too close to the alveolar ridge creating a vibration sound instead of the normal pronunciation of the American "r". This makes the pronunciation incorrect, creating a separate sound than the one that should be pronounced while pronouncing "r", as used in the American pronunciation.

13 STRESSED & UNSTRESSED SYLLABLES.

The use of syllables are usually absent in the Iraqi languages making it difficult for the Iraqi learners to understand the use of words to pronounce it correctly. The sentences used in the Iraqi languages have stress in between two words that further creates a gap between pronouncing a word in English and in Iraqi. When pronouncing the stressed syllables it was often observed that the Iraqi speakers have problems with pronunciation. Certain word like "birthday" that has a secondary stress in the middle of the word and the word more or less sounds like "Birthday". The stress of the word is often miscalculated by the Iraqi learners making it difficult for them to identify the correct pronunciation of the words.The intonation and the phonological implication of the language are often misjudged by the speaker, which creates a severe backlog for them to grasp the correct form of pronunciation related to English .For example, the word "organization" is pronounced with a slight stress on the first and the middle syllables. This illustration suggests the use of the stress at the different syllables of single words, which ensures proper pronunciation of these words.

The Iraqi speakers also face problems with the different syllables and the stress that is implacable to a certain degree. This has also been observed that in order to enhance the pronunciation among the Iraqi speakers, the use of the syllables needs to be identified to enhance their ability to pronounce properly (Allen, "Pronunciation Difficulties for Students with L1 Iraqi").

14 IDENTIFYING THE MEASURABLE TOOLS

Once imparting the knowledge of pronunciation, the improvement of the students needs to be measured. This is to be done in order to ensure that the studies are being imparted in the correct direction and the students are developing properly. The measurement of the development further needs to be conducted to ensure that the Iraqi students are learning proper implications of English language efficiently. The proper measurement of the development of the students enhances their level of commitment towards the training. Moreover, with the issues like pronunciation, the ethical requirement to ensure proper development of the students becomes a mandate. To be argued in this context, with the differences in the background, culture and ethnicity, the learning ability of the students vary largely. These effects need to be nullified to ensure that the overall developments of the students are ensured. Hence, the requirement for an adaptive test becomes a necessity. The adaptive tests also ensure the proper appraisal of the students" development has been analyzed. Several scales can ensure proper measurement of the students" appraisal when undergoing the tests. On this note, the Kentworthy measures ensure proper testing of the students" pronouncing abilities. This enhances the ability to judge the intelligence of the Iraqi students. Kentworthy English pronunciation also ensures the correct measurement of Iraqi students" speaking ability. This makes it efficient to measure the attitude of the students. The question-based analysis of the pronunciation further ensures that the mindset of the students can be easily judged. Certainly, this would also help to judge the weak students and thereby, provide them with better care to enhance their ability of English speaking. The regular motivation to speak more would also help the students to adapt to the new language. This would also enhance the fluency of the students and ensure that the students speak correct English. Accordingly, the students should be provided with extensive tutorial assistance to enhance their pronouncing skills further. The activities, like playing videos that depicts the different use of the places of articulation, as well as the manner of articulation to make the students proficient in pronouncing exactly.Suggestively, several audiovisual activities should be arranged so that the Iraqi students can efficiently judge the movement of thelips and other articulators that would help them in learning and speaking English perfectly. Through audiovisual activities, the difference in the pronunciation of consonants needs to be detailed properly. The use of the stress of syllables also needs to be measured so that its correct application can be understood by the students. Moreover, it should also be observed that the students can leave behind their inhibitions related to their native languages andpronounce properly. Thus, to enhance the pronunciation of the basic

words correctly, rigorous speaking sessions should be conducted to develop the fluency of the students along with ensuring that they speak correctly. The different discrepancies while speaking must also be effectively dealt with, so that the correct pronunciation of English words can be ensured among the Iraqi student. Systematic measures of assessing the proficiency of English speaking are highly dependent on self-reporting ejhof the proficiency. However, it has been often noticed that this reporting style, as followed by the Iraqi speakers, involves many inhibitions and are usually incorrect. Proper tests can only be conducted by testing the students individually. The use of individual letters and their change with the pronunciation can easily be identified. The rectification can be duly made and the development can be ensured likewise through the suggested measures. A detailed testing of the students would further ensure that the objectives of training Iraqi students to speak English properly are duly met. Observably, the testing would also help in identifying the major loopholes in the training process if any, and further ensure helpful steps in modifying the training

process to improve the quality of training. The validity of these measures adapted to develop the linguistic skills need continuous monitoringand refining that can only be done through the continuous monitoring of students. Additionally, the acculturative studies can have systematic errors, which might create backlog for providing proper training. Testing would also ensure that the systematic errors are not repeated and rectified at the initial level so that the quality ofthe training process can be made increasingly effective.

15 TEACHING ENGLISH CONSONANTS TO IRAQI SPEAKERS

Ethnicity, the learning ability of the students vary largely. These effects need to be nullified to ensure that the overall developments of the students are ensured. Hence, the requirement for an adaptive test becomes a necessity. The adaptive tests also ensure the proper appraisal of the students" development hasbeen analyzed. Several scales can ensure proper measurement ofthe students" appraisal when undergoing the tests. On this note,the Kentworthy measures ensure proper testing of the students"pronouncing abilities. This enhances the ability to judge the intelligence of the Iraqi students. Kentworthy English pronunciation also ensures the correct measurement of Iraqi students" speaking ability. This makes it efficient to measure the attitude of the students. The question-based analysis of the pronunciation further ensures that the mindset of the students can be easily judged. Certainly, this would also help to judge the weak students and thereby, provide them with better care to enhance their ability of English speaking. The regular motivation to speak more would also help the students to adapt to the new language. This would also enhance the fluency of the students and ensure that the students speak correct English. Accordingly, the students should be provided with extensive tutorial assistance to enhance their pronouncing skills further. The activities, like playing videos that depicts the different use of the places of articulation, as well as the manner of articulation to make the students proficient in pronouncing exactly . Suggestively, several audiovisual activities should be arranged so that the Iraqi students can efficiently judge the movement of the lips and other articulators that would help them in learning and speaking English perfectly. Through audiovisual activities, the difference in the pronunciation of consonants needs to be detailed properly. The use of the stress of syllables also needs to be measured sothat its correct application can be understood by the students. Moreover, it should also be observed that the students can leave behind their inhibitions related to their native languages and pronounce properly. Thus, to enhance the pronunciation of the basic words correctly, rigorous speaking sessions should be conducted to develop the fluency of the students along with ensuring that they speak correctly. The different discrepancies while speaking must also be effectively dealt with, so that the correct pronunciation of English words can be ensured among these systematic measures of assessing the proficiency of English speaking are highly dependent on self-reporting of the proficiency. However, it has been often noticed that this reporting style, as followed by the Iraqi speakers, involves many inhibitions and are usually incorrect. Proper tests can only be conducted by testing the students individually. The use of individual letters and their change with the pronunciation caneasily be identified. The rectificationcan be duly made and thedevelopment can be ensured likewise through the suggested measures. A detailed testing of the students would further ensure that the objectives of training Iraqi students to speak English properly are duly met. Observably, the testing would also help in identifying the major loopholes in the training process if any, and further ensure helpful steps in modifying the training process to improve the quality of training. The validity of these measures adapted to develop the linguistic skills need continuous monitoring and refining that can only be done through the continuous monitoring of students. Additionally, the acculturative studies can have systematic errors, which might create backlog for providing proper training. Testing would also ensure that the systematic errors are not repeated and rectified at the initial level so that the quality of the training process can be made increasingly effective .

16 KINDS OF ENGLISH CONSONANT SOUNDS:

There are four kinds English Consonant Sounds. The learners must know or learn them to enable to utter English words in a correct way.

16 .1 Friction consonant :

There are nine consonant phonemes whose main sounds all have friction as their most important feature. They are /f , v ,θ , ð , s , z , ʃ , ʒ , h / . For all of theme the lungs push air through a narrow opening where it causes friction of various kinds.   (O'Connor: 1973; 26)

16.2 Stop Consonants:

In stop consonants the breath is completely stopped of some point in the mouth , by the lips or tongue-tip or tongue-back , and then released with a slight explosion . There are four pairs of phonemes containing stops / p , b / , / t , d / , / k , g / and / ʤ/. /h?/ , and like the friction consonants one of each pair is strong and the other is weak.

16.3 Nasal consonants:

There are three phonemes in English which are represented by nasal consonants, / m, n , ŋ / . In all nasal consonants the soft palate is lowered and at the same time the mouth passage is blocked at some point , so that all the air is pushed out of the nose.   (Ibid)

16.4 Lateral consonant:

One English consonant - /l/- is formed laterally, that is, instead of the breath passing down the center of the mouth , it passes round the sides of an obstruction set up in the center.

16.5 Gliding consonants:

There are three consonants which consist of a quick , smooth , non-friction glide towards a following vowel sounds , the consonants / j , w , r /.   (Ibid: 35)

17 Techniques Used in Teaching Consonant Sounds

One of the most important basic mistakes teachers make when they think about how to teach vowels is assuming that you must teach along vowels first make sure to teach students the short consonant before the long vowels. The fact that the short vowels are more difficult to remember than the long vowels. The techniques are as follows:

a) Visual Clues

For visual learners consider using picture clues to help the students toremember the consonant sounds and also using data show.

b) Listen and Repeat:

This will be the first and must common method of teaching sounds. The teacher   says the target sound and the students repeat it after the teacher. If there isalong word in this case the teacher must divide the word in to multiple syllables.

c) Show a Consonant Diagram

In this case the teacher is using phonetic symbols to help students and their learning a correct pronunciation.

d) Education Songs

It can be a good way to learn the consonant sounds. Because songs realize a person to maintain consonant sounds over more than just a moment, it can give the student a chance to focus on the target sound and to learn the   student correct pronunciation.

e) Tongue Twisters

Helps students save and skill in a speech and also helps in learning a correct pronunciation of the letters.   (McCarthy &etal : 1950)

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INTERNET WEBSITES
1. www.brooonzyah.net/vb/t251246.html
2. www.ugr.es/~ftsaez/fonetica/consonants