

Chapter One

Introduction

1.0 Over view:

The purpose of this study is to provide experimental evidence for certain linguistic causes of production errors of English spoken with Sudanese Arabic accent. The subject for the study wear expected to have problems with the production of English vowels in both individual words and real communication. Participants were Ten Sudanese University learners of English who primarily speak Arabic. English vowels data are the materials of the native speakers of English. Based on acoustical analysis of English vowel spoken by both Sudanese and native speakers of English.

Some of English tense .lax vowels showed no serious problems probably because there is correspondence between English and Arabic consonant and vowels .Moreover ,the production errors detected in this study followed different direction that suggest the Sudanese learners of English had difficulty learning the English vowels .the main linguistic causes of these production errors were mother-tongue interference and lack of English knowledge . the process of teaching and learning English as foreign language in general and its pronunciation in particular undergoes series of distinct development .for example ,in the days of the audio lingualism and its methodological variant , language was seen as a hierarchy was the articulation of phonemes and their contrasts with in English as well as between it and native languages .therefore, pronunciation teaching focuses on imitation drill, minimal pairs practice an articulators phonetic explanation means of mastering the sound system of the language .

1.2 Statement of the problem

This research is an attempt to investigate foreign language learners problems of English pronunciation. These learners have genarily been observed to achieve limited success in mastering the sound of the foreign language. This has in most cases been reflected in the various aspects of misunderstanding. In EFL learners speech production and speech perception abilities have great impact on their learning of English pronunciation .Most learners of English as aforeign language confront the problem of producing and perceiving some English sounds ,these sounds are vowels like :{ e , ɜ : , i , æ , } .and consonant such as { V , P , θ , , g , f } .

1.3 Objectives of the study

The aim of this study is to investigate the relationship between pronunciation problem and factors such as foreigner interference differences in sound system between L1 and L2 .inconsistency between spelling and English sounds, specifically pronunciation among students of English to help student to improve their pronunciation ,then encourage them to pay more attention to pronunciation .

1.4 Significance of the study

Pronunciation is very important because it is the first things people notice when one speaks English .this study will be significant for English learners because it discovers the problematic areas of pronunciation and the reasons of this .In addition to identifying the reasons of English pronunciation problems ,this study suggests some techniques for improving pronunciation.

1.5 Methodology

In order to test the assumption of this study, achieve its objective and find answers to its questions, the researcher adopted a practical, experimental and analytic approach to data. This task was carried out through the adoption of two subject props, two instruments for data collection and statistical analysis to gain results .the pronunciation test as the practical instruments of data collection.

1.6 Research Questions

Which of the consonants are pronounced with difficulty by the EFL learners ?

Which English vowels are most difficult to pronounce?

Does spelling of some words misleads causes to wrong pronunciation ?

1.7 Hypothesis

EFL Sudanese learners of English language have difficulty in pronouncing {tʃ, g ,^p ,^v ,^ð } because they do not exist in Arabic .

Some students mispronounce {o ,e ,v ,a ,i } .because they are inconsistent.

Many of the Sudanese student does not pronounce the following consonant correctly {tʃ, g, v ,^ð ,^θ }.

1.8 Limits of the study

This study is limited to a sample of 30 students (second year) college of language .

The study also limited to Sudan University of Science and Technology.

Chapter Two

Literature Review and Previous studies

2.1 Introduction

The chapter will present all the available literature on this topic .it will discuss some factors the influence learning English as general e.g.mother tongue interference ,phonatics and pronunciation , inconsistency of English vowel , speaking skills.

2.2 Phonetic and pronunciation

In order to learn any language .a person must be aware of its different skills; because this helps in understanding the language mastering phonetics is great importance for a person who is seeking success in learning English language or any other language .

Knowing the production of sound combines and function help the learner a lot to progress and develop in his pronunciation reported that "people who are going to work with language at advanced level as teachers or researcher need the deeper understanding provided by the study of grammatical theory and related areas of linguistic " so to understand the principle and the system that organizes and rules the sounds in spoken English , the learner need to master phonetics ,in order to expect a good English pronunciation from the learner , they must be able to identify the different English sounds (orthography and phonology) and these small units of sounds (vowel and consonants)are known as (phonemes).

"the learner should be able to different between the vowels in **pen** and **Ben** and the consonant at the beginning of the words like **pet** and **bet** because this is something confusing ,it is very important for the learner to think of English pronunciation in term of phoneme rather than letters . the learner must know that the words such as **enough** and **in pet** begin with the same phoneme **il** ,and the word **enough** ends with the same phoneme as in **stuff**.

The learner ,who is aware of phonetics transcription ,transcribes it and pronounce it correctly . many of the student suffer from this problem, because of their lack of knowledge of phonetic and phonology " .

O,Connor (,2003 :79) should that in the learning of pronunciation there are two stages ,which the learner must know to be unworried when

dealing with English sounds the first one is that the learner should be able to pronounce different 44 vowels and consonant , so that the words and other longer utterances do not sound the same , so *feel* /fi:l/ is different from *fill* /fil/ and heat /hi:t/ is different from *eat* /i:t/ , in the second stage ,the learner must be able to use as many different sound so as to represent particular phoneme .if the learner has good mastery of phonetics, then he will be able to transcribe word and pronounce them or check their pronunciation on the dictionary .

2.3 Inconsistency of English vowels

One of the important problems faced by the students of English in general and the Sudanese students of English is that each English vowel sound has more than just one pronunciation .so this causes many difficulties to the learners and leads them to a mispronunciation (Cruttenden ,1994)noted that the main difficulty for all those whose own languages have a complex vowel system ,lies in the establishment of the qualitative opposition .instead of using the exact quality and quantity of a special sound ,the learner erroneously changes either the quality or the quantity of the sound ; so in certain word the learner tends to use the variant sounds e.g. in words like *son* /sʌn/ ,*come* /kʌm/ *among* /mʌŋ/ ,*blood* /blʌd/ ,*flood* /flʌd/ , in all these words /ʌ/ and /oʊ/ stand for the same sound of /ʌ/ , but most of the learner ,unless they have a mastery of the pronunciation of such vowels , they pronounce /ɔ/ or /ʊ/ in the place of /ʌ/ this is because of their first background about each sound , so they picture this thought in their minds as if each vowel has only one type of pronunciation and if that is true the learner can easily know and expect how to pronounce each word even if he is seeing it for the first time ,that if each letter represents only one phoneme ,but in fact the situation is not like this , and that is one of the O'Connor,(2003)

reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word for instance in the words **city** /sɪtɪ/, **busy** /bɪzi/, **women** /wɪmɪn/, **village** /vɪlɪdʒ/, **English** /ɪŋɡlɪʃ/ the letters **y**, **u**, **o**, **e**, **a** all of them stands for the same vowel sound /ɪ/.

In words like **banana** /bəˈnɑ:nə/, **bather** /beɪðə/, **man** /mæn/, **many** /meni/ the "a" stands for five different vowels sound. the learner, who doesn't have sufficient knowledge of different pronunciation of the vowel above, meets some difficulty, since he uses different variants of their pronunciation.

Power, (2003) found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /ɪ/ as in **sit**, **seat**, and /ʊ/ with /əʊ/ as in **not**, **note** and /æ/ with /eɪ/ as in **mat**, **mate** and /ɛ/ with /eɪ/ as in **let**, **late**.

Researchers and linguists always connect such problems with the complexity of the words sound system that exist of its pronunciation.

Curttenden(,1994) noted that the inconsistency of English vowel causes difficulties for other language learners of English e.g. if we take for instance 'O' sound in some words like some, more, home, women, in each word it has different pronunciation as /ʌ/, /ʊ/, /əʊ/, /ɪ/ so the English learners who don't have the mastery of the pronunciation of such word will also face difficulties. on the other hand words such as book, butcher, could, wolf pronounced the same /ʊ/, so in the first example we have same letters with different pronunciation, and in the other one we have different letters with same pronunciation. so many of the Sudanese student of English tend to pronounce /eɪ/ instead of /æ/ e.g. /feɪ/ for /fæ/. also in words such as rich, symbol, English, private, women the letters **i**, **y**, **e**, **a**, **o** all of them are pronounced as /ɪ/ **ritʃ**/

sibl/ ɪŋglɪʃ/ prɪvɪt/ wɪmɪn/ .in such words ,errors are expected to be committed by the Sudanese student of English unless they are already taught and trained in their different pronunciation .

Each of the letters we use to show pronunciation may stand for more than one sound for instance in banana/ **bəna:nə/** , bathes/ **beɪðs** / ,man/ **mæn/** , many/ **meni/** ,the letter (a) stands for five different vowel sounds ;if the Lerner has no knowledge about this inconsistency ,this will lead him to wrong pronunciation O,Connor,(2003) .

2.4 The spelling problem:

As every knows, many words in English are not spelled the way they are pronounced .that is why spelling are language our is so difficult .

Consider the problem of the foreign speaker who runs up against the various pronunciation of just one small group of letters :(ought in cough ,dough, rough , bough ,through).the exchange student from France, coming to America to improve his English accent .

One reason is that ,unlike most matters of language ,spelling is an area where there is usually a right or wrong ,and it is tempting to make much of someone else's errors when you know they are really errors .there is even an economic importance in trying to learn to spell ;employers everywhere assume that poor spelling is assign of stupidity or illiteracy .

Spelling is something that shows ,and because it does show ,because it can be easily seen and easily judged .it has become one of the tests of a person's education and fitness for a job.

What to do about the problem. Learning to spell requires memorizing the letters of virtually every word encountered in reading so that it may be reproduced correctly in writing .

Most of us ,however ,have something better to do with our lives ,so it is fortunate that there are a few systematic approaches to the process and one invaluable resource .the aids do not let us out of duty to practice words ,to memorize a substantial list of essential ones ,and to recognize when we need to investigate the spelling of an unfamiliar word rather than just have a shot at it ,but they do give us a method to pursue .

A good beginning is to learn a basic list of words that may involve spelling problems .such a list of appears in the next. As memorizes are fallible , misspelling of even familiar words occur in many writers first drafts ,but if work with the list does not engrave the word on the mind well enough for automatic use ,it may yet fix the form in the subconscious so that a misspelling can be recognized after the act of composition.

2.5 Consonants

Consonant identification depends on a number of factors including the formants of the consonant , formant transitions into the formant of the following vowel, the voicing (or invoicing) of the vocal folds during or near the consonant production , and the relative timing we are also interested in acoustic properties that convey speaker perception production and classification of speech sounds .consider the plosive voiced consonants/ **b** /, / **d** /, and / **g** /, and their unvoiced counterparts/ **p** /, / **t** /, and / **k** /. Each plosive consonant is characterized by a spectrum determined by the vocal tract configuration in front of the closure ,referred to as the formant locus ,and by formant transition that represent

the movement from the locus spectrum of the following vowel configuration . Generally ,perception of consonants depends upon the formant locus and formant transition.

Consider ,for example ,discrimination between /b/ and /d/ followed by the vowel /a/ as in 'b' and 'da' two perceptual cues in this case are (1) F1 of the formant locus is lower in /b/ than in /d/ and (2) F2 transitions are up word from /b/ to the following vowel and down from /d/ to the following vowel .

As with plosive consonants, with fricative consonant both the speech spectrum during the fricative noise and the transition into the following vowel are perceptual cues for identification .

Consider ,the example , a comparison between /t/ and /d/ .if /d/ is extracted in the word 'do' and the delay between the /d/ and /o/ continuously increased , then the 'do' will be perceived as 'to' when the voice onset time exceeds about 25ms .for both plosive and fricative consonants .we also noted previously that the presence (or lack) of voicing also serves as a perceptual cue in the discrimination of voiced versus unvoiced consonants, although its presence is not necessary in this discrimination .in addition to the direction of the formant transition ,another important perception cue is the rate of the transition, for example ,it's possible to transform the perception of a plosive consonant into a semi-vowel by decreasing the formant transition rate between the plosive burst and the following vowel .consider , for instance ,the phoneme /b/ in the word 'be' the formant transition duration between the /b/ and the following vowel /e/ is about 10ms .as the transition duration increases beyond about 30ms the word 'be' is transformed into the word 'we' .i.e.

,the plosive consonant **b** is perceived as the semi-vowel **w** ,which is characterized by a slower formant transition rate.

2.6 Mother tongue interference

Several works have been conducted on the influence of L2 in learning English language Catford,(1977), Moosa,(1972) and swan;smith, (2001) reported that **p** and **b** sound are two different phonemes and each one is distinguished by native speaker .

In Arabic language ,the situation is different ,because there is only the phoneme **b** so this is the reason why most Arabic speaker mispronounce words with these sounds **p** and **b** of course the FL student of English face the same problem . students confuse between **p** and **b** e.g. words like (park ,bark) , (pen , Ben) ,(pull , bull) , (supper , subber). If we ask the students to say these words ,they pronounce **b** instead of **p** in each pair of the words above and sometimes **p** is used in the place of **b** but this rarely happens .the reason for shifting from **p** to **b** is the fact that the two sounds are regarded ,as they are two allophones of one phoneme.

Also in the far past (Alkhuli , 1983) noted that Arab students of English confuse **p** with **b** and that is linked to the influence of the mother tongue ,so their tongues get stiff with their L1 sounds , and they commit such errors until the mastery of L2 sounds .many other sounds are influenced by the mother tongue of foreign learners (Crittenden , 1994) showed that foreign learners of English language should be careful not to use **x** or **s** for **θ** and **d** or **z** for **ð** ;(**z** and **s**) are used by SSE whose language background in student spoken Arabic .

In the near past (Brown ,2000) found that a second language learner meets some difficulties ,because his L1 affects his L2 specially in adulthood ,and this effect is a result of L1 transfer ;so it is a significant source of making errors for second language learners .

ladedoged ,(2001); Carter and Nunan,(2001) showed that mother tongue has clear influence on learning L2 pronunciation .where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2 .so many learners use / p/ as / b/ ,others use / s/ for / θ/ and / z/ for / ð/ and / b/ for / v/ .

2.7 Sounds

A sound is made by definite movements of the organs of speech ,and if those movements are exactly repeated ,the result will always be the same sound.

In many language sounds can be identified in a small number of regular sounds (vowels and consonants) that is called phoneme . what is to be remembered is that ,the sounds of spoken English do not match ,a lot of time , with letters of written English.

Accordingly ,its particularly important to learn how to think of English pronunciation in terms of phoneme , rather than letters of alphabet .'each letter can be used to show pronunciation may stand for more than one sound , but each sound represented by a letter has a great deal of similarity to other sounds represented by the same letter '

O'Connor,(2000:9) .

These groups of sounds represented by one letter of the phonetic alphabet , are called phonemes .

Yule (1996) states that 'there are many different sound type produced in actual speech (in the mouth).when we have these types ,we refer to them as the allophones of that phoneme .for example ,the /t/ sound in the words {tree} and {star} are pronounced differently '

The essential distinct between phoneme and allophones is that substituting one phoneme for another will result in a word with different meaning as well as the different pronunciation , but substituting allophones only results differently ,perhaps odd pronunciation of the same word sounds either can be voiceless or voiced .when the vocal cords are spread apart produce sounds as voiceless e.g/ t/ , but when they are drawn together when the air passes through , they produce sounds described as voiced sounds e.g/ d/ .

2.8 Speech intelligibility problems of Sudanese EFL learners

The primary function of language is social contact, which takes place between human beings any where they are .a person speak to influence the actions of his/her fellows, i.e. to involve them into interactions. In all situations of language use ,there are two major roles ,which are played by the speech participant –speaker and hearer .normally ,these two functional roles are present either actually or implicitly in every speech act when the speech participants achieve successful communication :i.e. when the hearer understands what the speaker says, the speech act is described as intelligible .however ,when a speech participant fails to understand the speakers message ,the speech is said to be unintelligible .failure to understand or produce intelligible speech has recently been classified by linguists as speech intelligibility the hearers or the speakers side or from both due to linguistic factors .moreover

,linguists assume that most speech intelligibility problems occur between L1 and L2 speakers coming from different language environments.

2.9 Pronunciation:

According to Hornby,(1999:591) pronunciation is "the way in which a language is spoken, the way which a word is pronounced .it comes from the word 'pronounce ' which means making the sound of a word or a letter in particular way.

No doubt that language starts with the ear and many students want to speak English correctly ,with striking pronunciation that can easily be understood by both their colleagues and native speakers, thus ,it is useful to be aware of the word sounds, stresses and intonation interaction with in entire utterance to produce easily comprehensible pronunciation since the concept of pronunciation as Penny Ur,(1991:47) includes 'the sounds of the language ,or phonology ,stress , rhythm and intonation'.

2.9.1 The problems and reasons :

According to the results of previous research ,it can be said that many of Sudanese learners mispronounce the previous problems in the pronunciation of /p/, /θ/, /ð/, /tʃ/ / ʌ/ originally, the researcher assumed that some Sudanese learners mispronounce the above consonant ,because they do not exist in their L1 . the findings support the view and go in the same way with the theory that Sudanese learners mispronounce the above consonant ,because they do not exist in Sudanese spoken Arabic L1 language e.g. sound like /θ/ / ð/ are found in Arabic ,so Arab learners do not find a problem to pronounce them. On other hand these sounds are

not present in Sudanese spoken Arabic so the learners tend to produce the sound nearest to them e.g. /z/ for /ʒ/ and /s/ for /θ/ , /b/ for /p/ this is because their tongue accustomed to pronounce such sounds ,or their tongue are not able to achieve the exact move means to utter such sounds ,on the other hand their tongue get stiff from pronouncing particular sound of their L2.thats why many

speakers of other language mispronounce the sounds that do not exist in their L1 Oconnor,(2003:85).

2.10 Speaking skills

Of all the basic skills ,speaking seems intuitively the most important : people who know the language are referred to as speakers , of that language as if speaking included all other skills; and may , if not, foreign language learners are primarily interested in learning to speak.

In this regard swan(1996:1) referred to all those who are interested in English around the globe as speakers of English language .

People learn English in different parts of the world , under different conditions and for different purposeshowever ,most people who speak English have learned this alongside another language as ascend language or as a mother tongue .

Perhaps human beings have a natural tendency to look at speaking as a major index of language proficiency indeed by our common inquiry , do you speak English ? we don't mean to exclude other kinds of knowing but when we think of a child acquiring his MT ,speaking comes as the first productive activity followed by listening as a passive activity . This natural order seems to be applicable in EFL learning context (Celece .M., Olshtain. M.P.,2000).

Moreover ,it is one of the primary principles of modern linguistics that spoken language is more basic than the written language . this does not mean , however , that language is to be identified with speaking alone .

A distinction must be drawn between language signals and the medium in which these signals are expressed . thus what is written can be read aloud orally and what is spoken can be written down (ibid:97) .

Many linguistics are inclined to make vocal signals as the defining feature of natural language , for they see it as their responsibility to correct the bias of traditional grammar and traditional language teaching . until recently grammarians have been concerned almost exclusively with literary style and usage as the norm and have taken little account of , or condemned colloquial usage as ungrammatical Broun and Yule , (1983a).

Despite the priority of spoken language , according to Broun and Yule (1983b:1) for the most of its history teaching has been based mainly , on the analysis of the written language and its features . this has influenced the models of acquisition learners were exposed to . most of the texts selected to study were nearly all written in the late nineteenth and earlier twentieth century's and were selected from writers who wrote standard English

Chapter Three

Methodology

3.0 Introduction :

The previous chapter has presented review of related literature to the topic .some factors that influence learning English were discussed .this chapter introduced methodology of the study ,tools of the study , population , sample of the study and reliablitiy and validitiy .

The tools used for collecting the data and the information needed for this study were observation , tape recordings and test. All the data were analyzed later on statistical and descriptive basis.

3.1.1 pupulation and sample of the study:

The population of this study was all the sample of the study contained one part .that was (30) of the students who were chosen from Sudan University of science and technology –SUST. The (30) students were chosen to do the recording for the study test .

The researcher followed the descriptive and statistic method in his study . and asite is known the descriptive researcher attempt to describe the problems and the phenomenon as it is .i.e describes the phenomenon and explains it. Then offer the recommendation for solving the problem.

Also the analytical method was used in this study,to test the hypotheses of the study by using suitable statistical procedurs .

3.2 Tools of data collection:

It is known that the tools of any study are the instruments which any researcher uses for collecting the required data for the study. There are many types of tools used in the field of scientific research . in this research , the researcher depended on tape recording and observation to collect the data from the sample of the students . on the other hand, students test was used to collect the information from the sample of the study . the test contained (20) sentences to reflect the answers of the students about the pronunciation of some SSE .in the test each student was asked to answer according to the rule of pronunciation .

3.3.1 observation:

Observation was the first tool , which was used in this research.to obtain information about errors , the researcher engaged in direct conversation with the students inside the classroom during the university day . while the students were doing this ,the researcher was taking notes about some particular sounds he expected that the students can not pronounce correctly, or which the students may replace with other sounds which maybe close to them in the place of production .

The hypothsese was that the Sudanese students pronounce / b̄ instead of / p̄ /, / s̄ instead of / θ̄ /, / z̄ instead of / ʒ̄ /, / ʃ̄ instead of / v̄ .

Most of the students were very interested and they were very happy to express themselves in English ; while they were doing that , the researcher was writing notes carefully about their errors. At the end of the process of the observation it was found that many of the SSEs face such problems for instance most of them pronounce / b / instead of / p / for example in word such as 'pen ' , 'happy ' . also they pronounce / s / instead of / θ / in work such as 'thank ' , 'bath' ets .

Some notes were witten about the SSE pronunciation of some English vowels foristance they pronounce / aɪ / instead of / i / in words such as 'infinite' , 'service' and some of them pronounce / eɪ / instead of / ɔ / in words such as 'also' and 'fall' .

Errors of pronunciation in the same sounds were tested using audio recording of achosen number of sentences it is not worthy that tape recording permits the repetition when needed .

To verify the pronunsiation of problematic sounds among the students .

3.4.Reliablity Validity of the test and

It is meant by the reliability of any test . to obtain the same results if the same measurements. Is used more than one time under the same conditions.

The validity of the test :To ensure the test meets its face value , it was submitted to (30) students at the sudan University of science and technology , faculty of language.

Chapter Four

Data Analysis and Discussion of results

4.1 statistical method are used:

To achieve the objectives of the study, statistical methods were used the following:

1. The frequency distribution of answers.
2. The percentages.
3. Graphic formats.
4. Independent t test.
5. Correlation.
6. Some statistical measurements.

4.2 Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.
	Total	30	100.0

.a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of Items
.739	10

4.3 Section one: consonants.

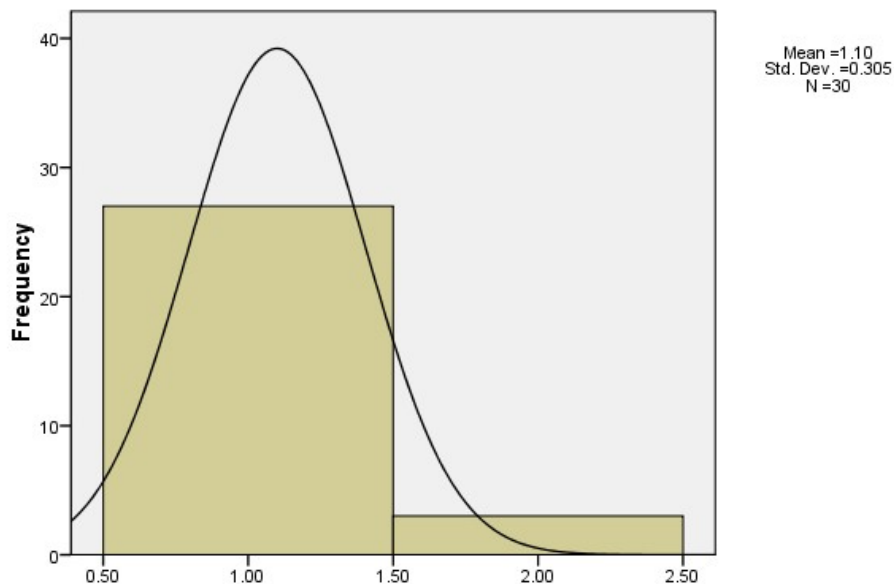
1- I have a house.

Table (4-1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	5	16.7	16.7	16.7
incorrect	25	83.3	83.3	100.0
Total	30	100.0	100.0	
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

Figure (4-1)



From table (4-1) and figure (4-1) the researcher note that the most answers of the individual study is Correct by frequency (27) and percentage 90% followed by incorrect which is by frequency (3) and percentage 10%.

2- The Blue Nile is deeper than the White. Nile.

Table (4-2)

Source: prepared by researcher, using SPSS, 2015

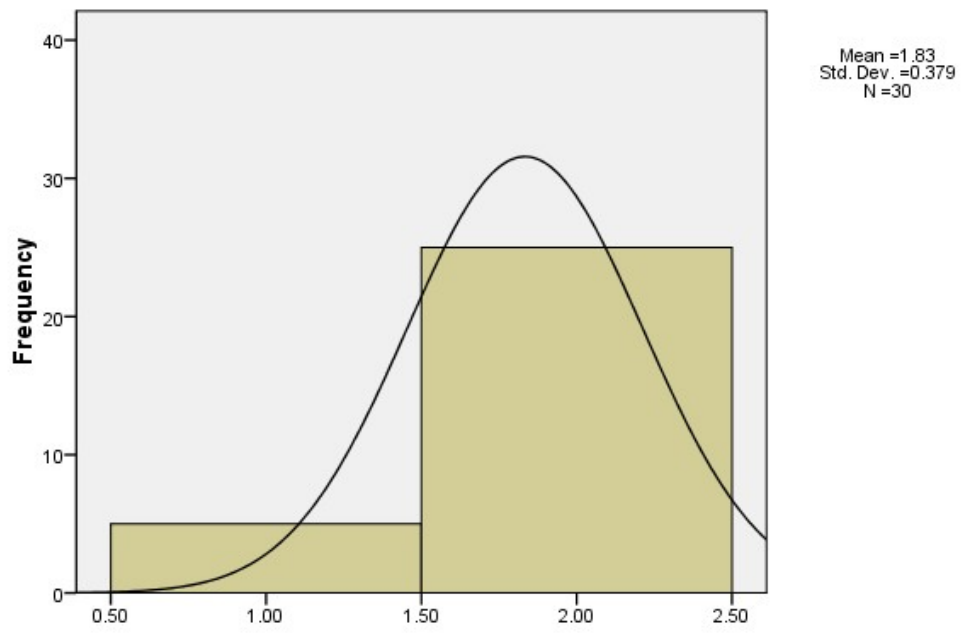


Figure (4-2)

From table (4-2) and figure (4-2) the researcher note that the most answers of the individual study is Incorrect by frequency (5) and percentage 16.7% followed by Correct which is by frequency (25) and percentage 83.3%.

3- This sheet is thick.

Table (4-3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	18	60.0	60.0	60.0
incorrect	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

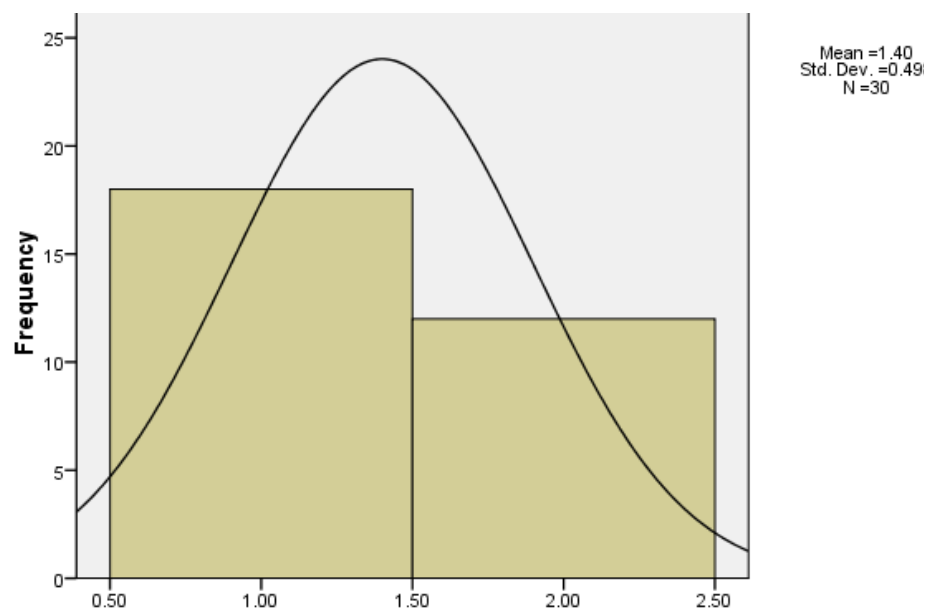


Figure (4-3)

From table (4-3) and figure (4-3) the researcher note that the most answers of the individual study is Correct by frequency (18) and percentage 60% followed by Incorrect which is by frequency (12) and percentage 40%.

4- I love cheese.

Table (4-4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	26	86.7	86.7	86.7
incorrect	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

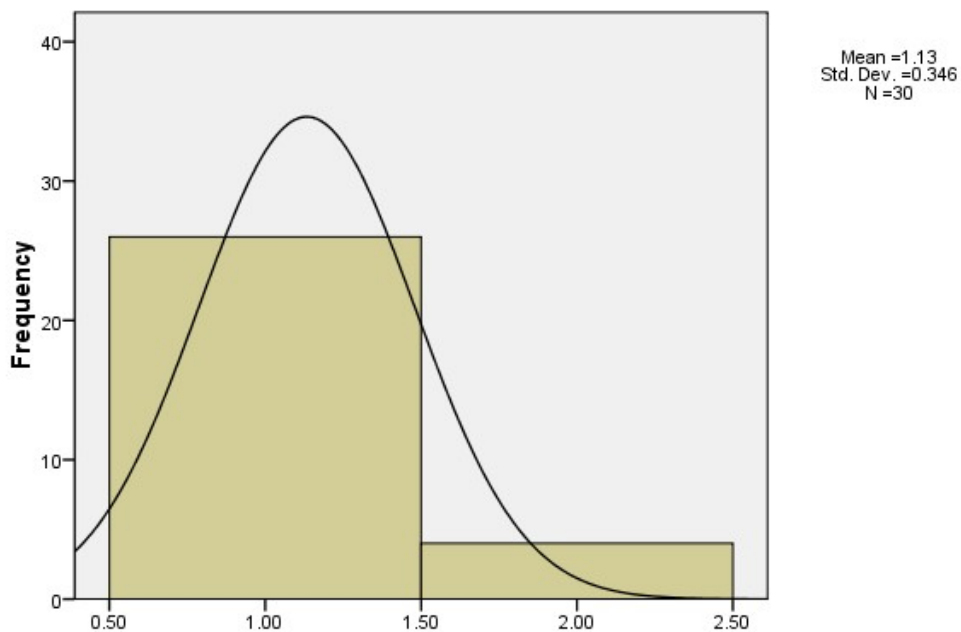


Figure (4-4)

From table (4-4) and figure (4-4) the researcher note that the most answers of the individual study is Correct by frequency (26) and percentage 86.7% followed by Incorrect which is by frequency (4) and percentage 13.3%.

5- It was rather surprise to see him with me.

Table (4-5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	13	43.3	43.3	43.3
incorrect	17	56.7	56.7	100.0
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

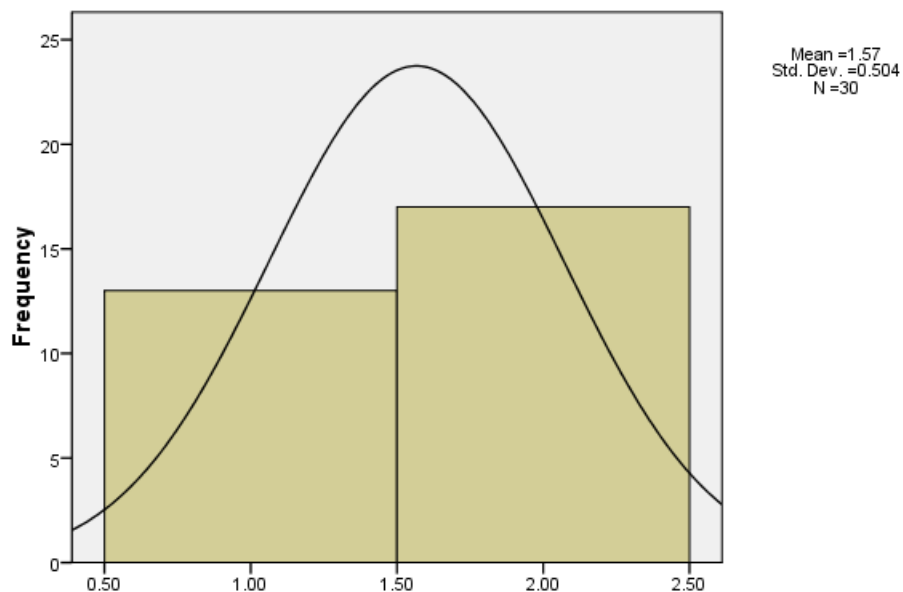


Figure (4-5)

From table (4-5) and figure (4-5) the researcher note that the most answers of the individual study is Incorrect by frequency (17) and percentage 56.7% followed by Correct which is by frequency (13) and percentage 43.3%.

		Frequency	Percent	Valid Percent	Cumulative Percent
6- you	Valid correct	16	53.3	53.3	53.3
	incorrect	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

engaged?

Table (6)

Source: prepared by researcher, using SPSS, 2015



Figure(4- 6)

From table (4-6) and figure (4-6) the researcher note that the most answers of the individual study is Correct by frequency (16) and percentage 53.3% followed by Incorrect which is by frequency (14) and percentage 46.7%.

7- I would like to laugh.

Table (4-7)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	19	63.3	63.3	63.3
incorrect	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

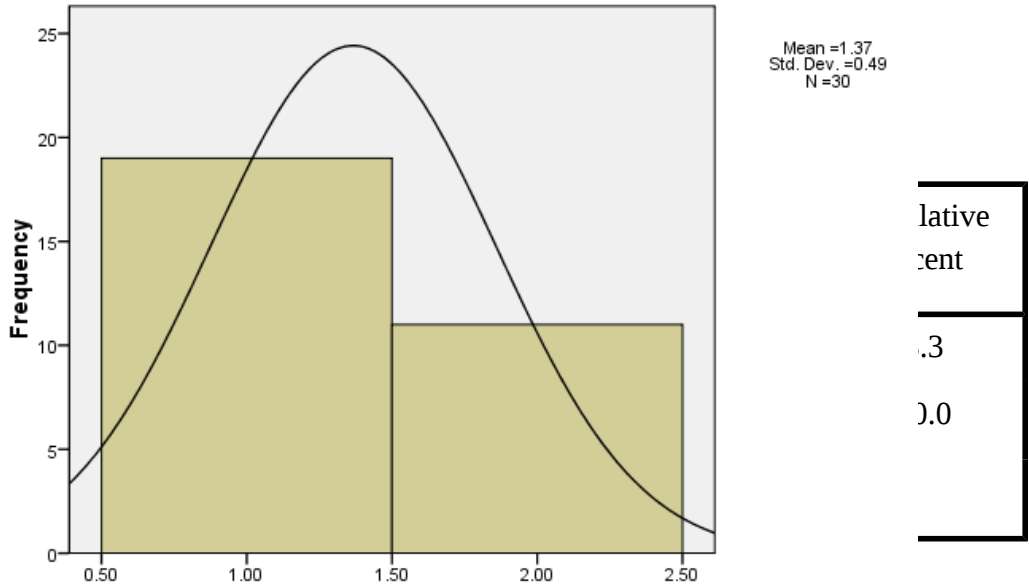


Figure (4-7)

From table (4-7) and figure (4-7) the researcher note that the most answers of the individual study is Correct by frequency (19) and percentage 63.3% followed by Incorrect which is by frequency (11) and percentage 36.7%.

8- It not my concern.

Table (4-8)

Source: prepared by researcher, using SPSS, 2015

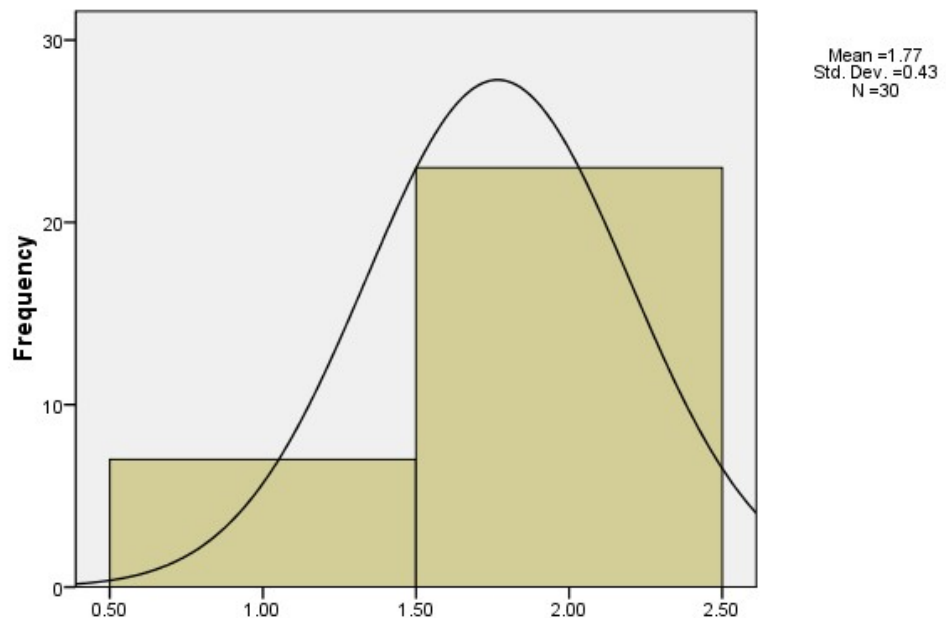


Figure (4-8)

From table (4-8) and figure (4-8) the researcher note that the most answers of the individual study is Incorrect by frequency (23) and percentage 76.7% followed by Correct which is by frequency (7) and percentage 23.2%.

9- I feel cough.

Table (4-9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	18	60.0	60.0	60.0
	incorrect	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

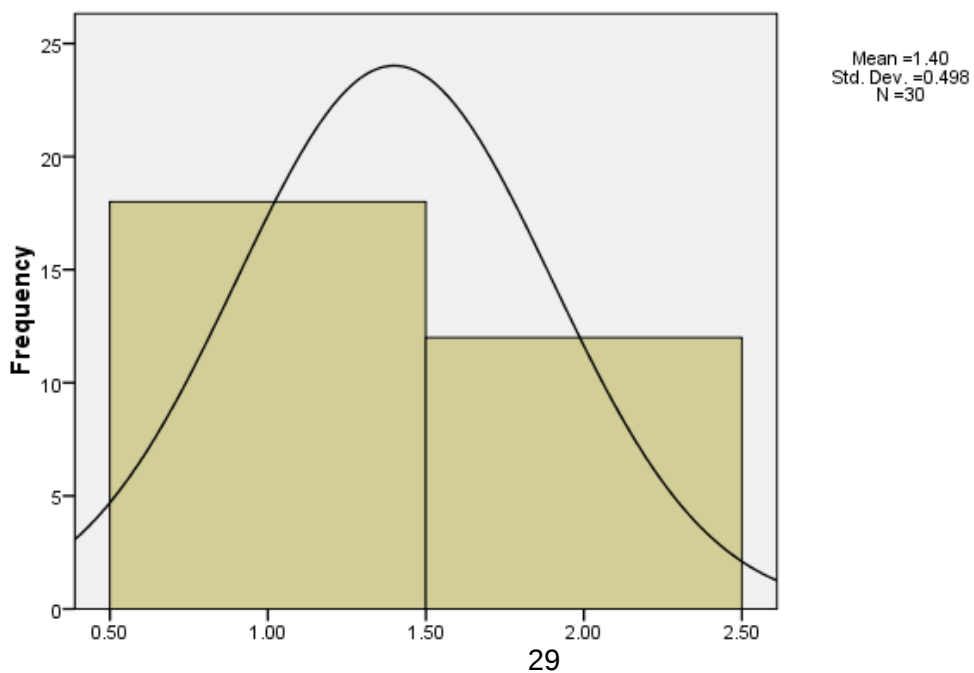


Figure (4-9)

From table (4-9) and figure (4-9) the researcher note that the most answers of the individual study is Correct by frequency (18) and percentage 60% followed by Incorrect which is by frequency (12) and percentage 40%.

10- Put the pen over there.

Table (4-10)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	17	56.7	56.7	56.7
incorrect	13	43.3	43.3	100.0
Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

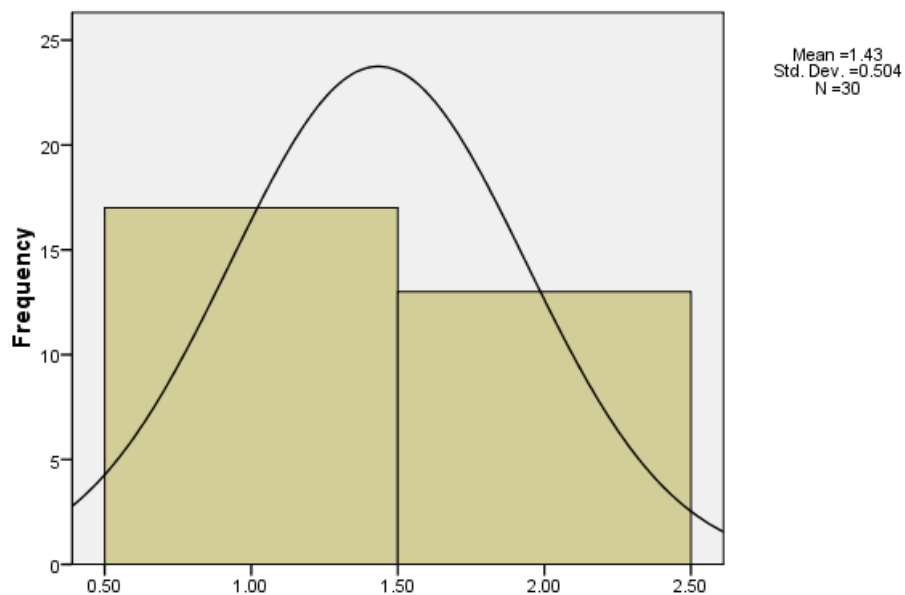


Figure (4-10)

From table (4-10) and figure (4-10) the researcher note that the most answers of the individual study is Correct by frequency (17) and percentage 56.7% followed is by Incorrect which is by frequency (13) and percentage 43.3%.

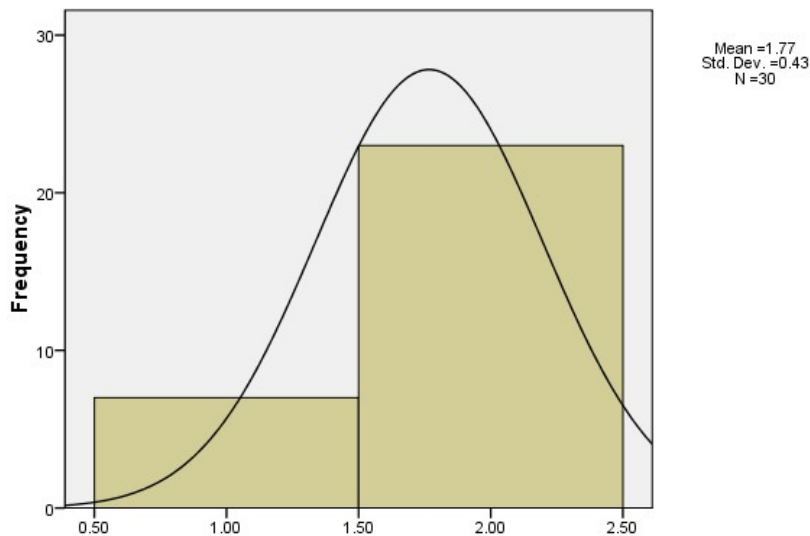
4.4 Section Two: Vowels

1- English pronunciation.

Table (4-1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	7	23.3	23.3	23.3
	incorrect	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015



Figure(4-1)

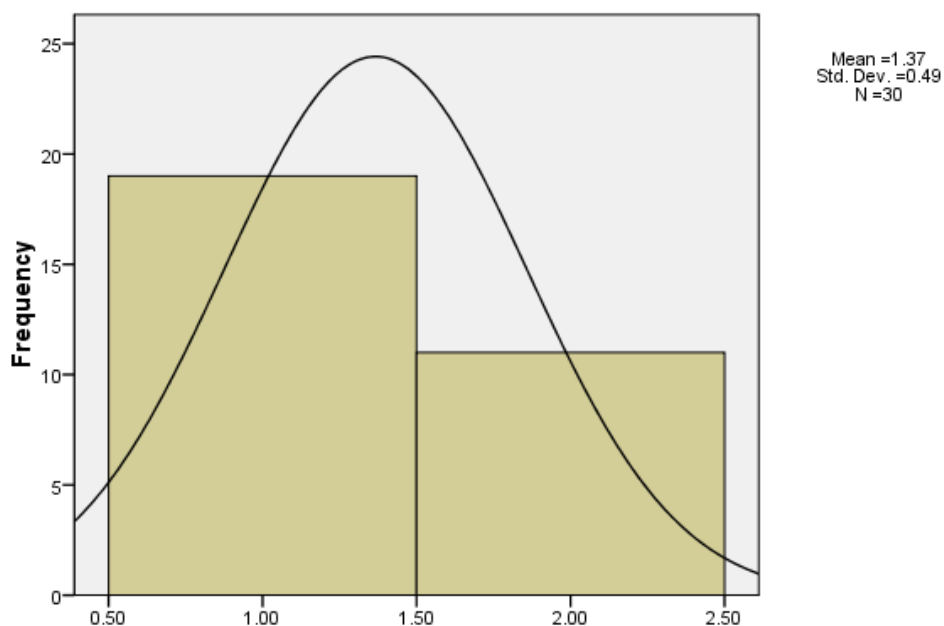
From table (4-1) and figure (4-1) the researcher note that the most answers of the individual study is Incorrect by frequency (23) and percentage 76.7% followed by Correct which is by frequency (7) and percentage 23.3%.

2- We have experience.

Table (4-2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	19	63.3	63.3	63.3
	incorrect	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015



Figure(4-2)

From table (4-2) and figure (4-2) the researcher note that the most answers of the individual study is Correct by frequency (19) and percentage 63.3% followed by Incorrect which is by frequency (11) and percentage 36.7%.

3- No obstacle.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	5	16.7	16.7	16.7
	Incorrect	25	83.3	83.3	100.0
Total		30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

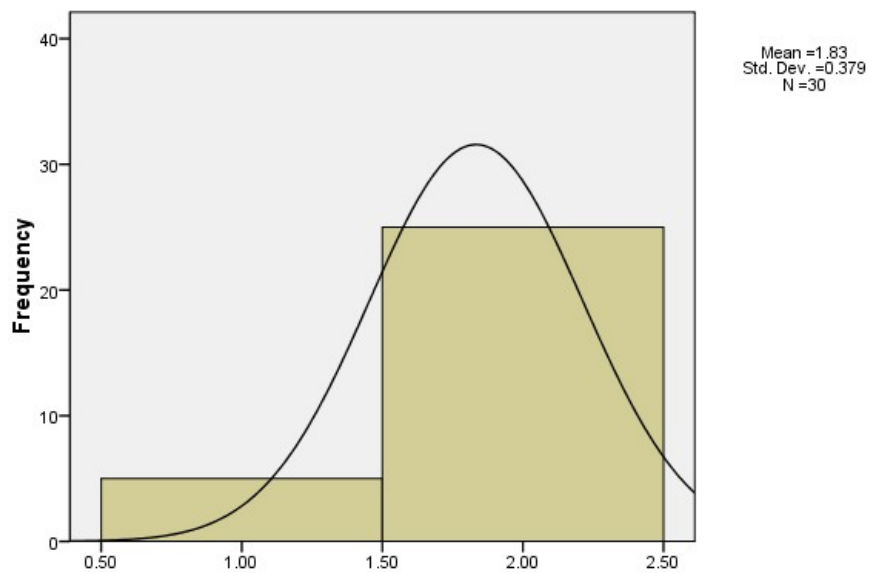


Figure (4-3)

From table (4-3) and figure (4-3) the researcher note that the most answers of the individual study is Incorrect by frequency (25) and percentage 83.3 % followed by Correct which is by frequency (5) and percentage 16.7%.

4- He passed the difficult exam with help from his tutor.

Table (4-4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	18	60.0	60.0	60.0
	incorrect	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

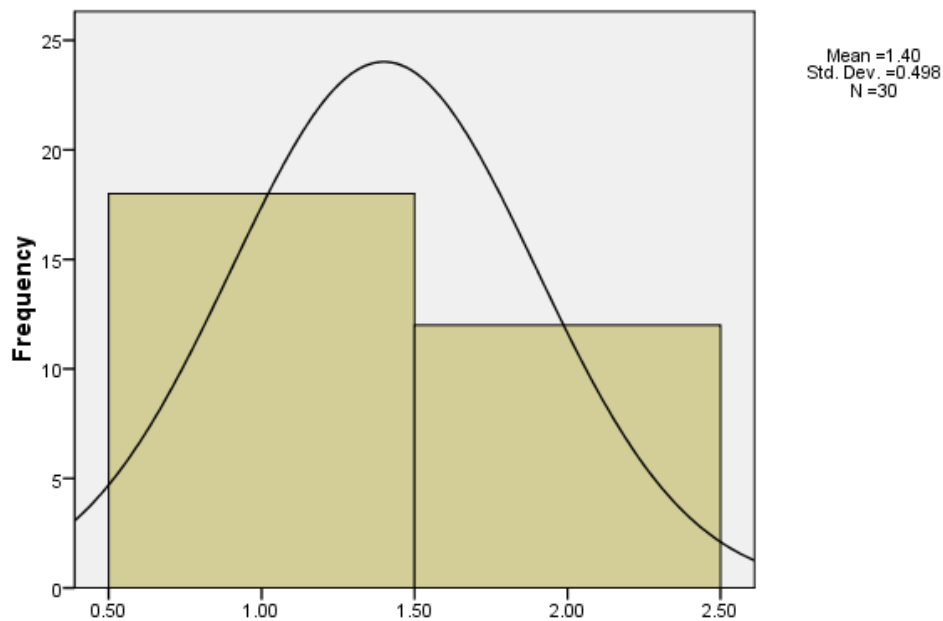


Figure (4-4)

From table (4-4) and figure (-44) the researcher note that the most answers of the individual study is Correct by frequency (18) and percentage 60% followed by Incorrect which is by frequency (12) and percentage 40%.

5- Blood problems.

Table (4-5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	11	36.7	36.7	36.7
	incorrect	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

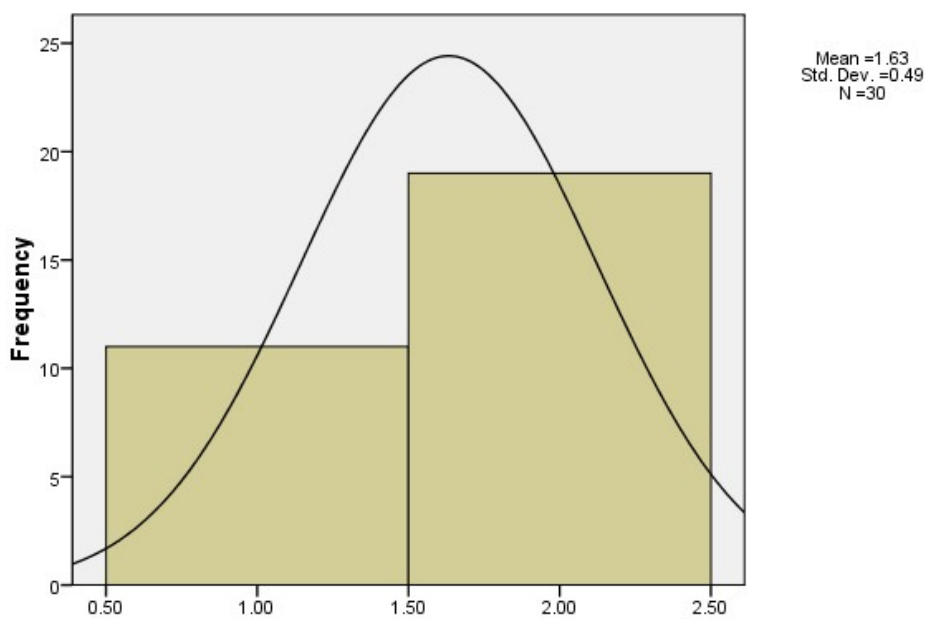


Figure (4-5)

From table 4-(5) and figure (4-5) the researcher note that the most answers of the individual study is Incorrect by frequency (19) and percentage 63.3% followed by Correct which is by frequency (11) and percentage 36.7%.

6- This research is through.

Table (4-6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	2	6.7	6.7	6.7
	Incorrect	28	93.3	93.3	100.0
Total		30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015

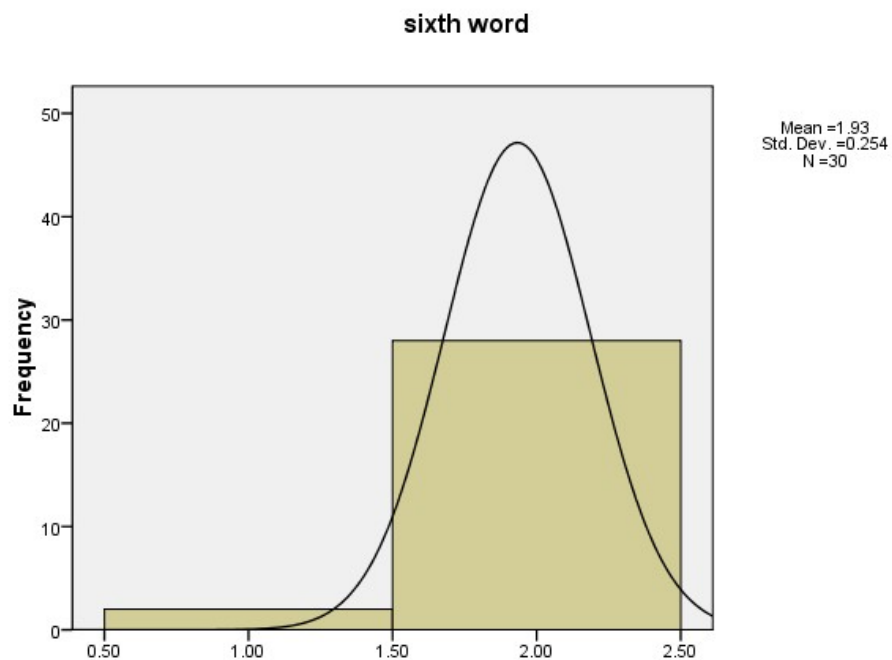


Figure
6)

(4-

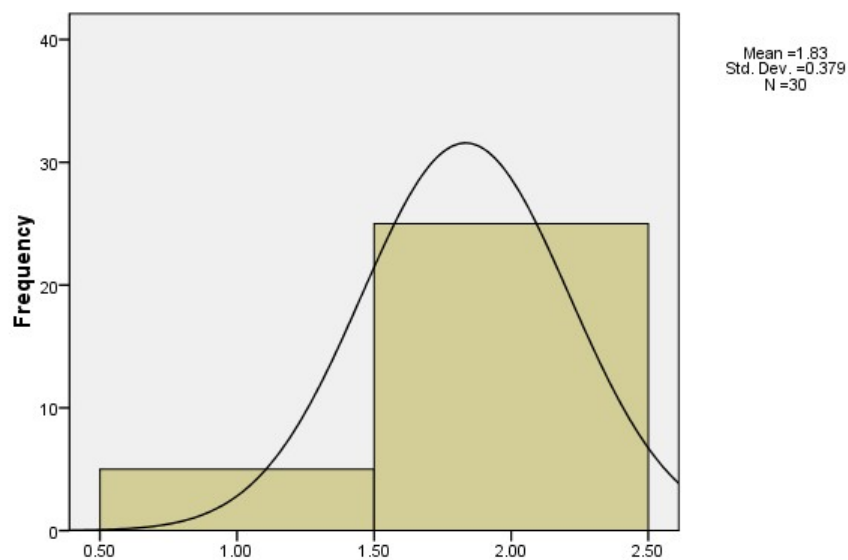
From table (4-6) and figure (4-6) the researcher note that the most answers of the individual study is Incorrect by frequency (28) and percentage 93.3% followed by correct which is by frequency (2) and percentage 6.7%.

7- The crisis occurrence here.

Table (4-7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	5	16.7	16.7	16.7
	incorrect	25	83.3	83.3	100.0
Total		30	100.0	100.0	

Source: prepared by researcher, using SPSS, 2015



Figure(4-7)

From table (4-7) and figure (4-7) the researcher note that the most answers of the individual study is Incorrect by frequency (25) and percentage 83.3% followed by Correct which is by frequency (5) and percentage 16.7%.

8- He was going to service her.

Table (4-8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	14	46.7	46.7	46.7
	incorrect	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

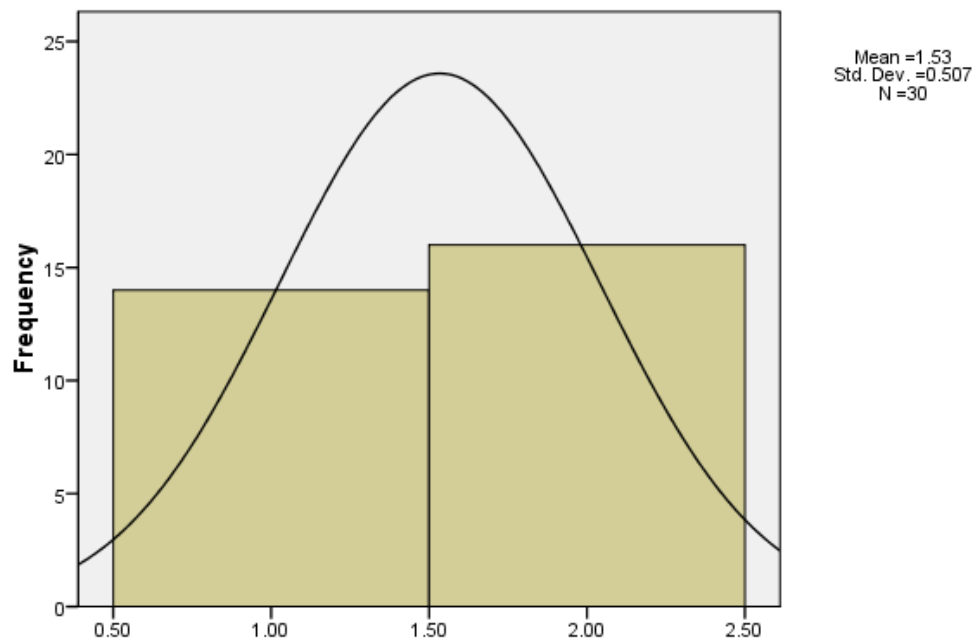


Figure (4-8)

From table (4-8) and figure (4-8) the researcher note that the most answers of the individual study is Incorrect by frequency (16) and percentage 53.3% followed by Correct which is by frequency (14) and percentage 46.7%.

9- Wait me I want a bather.

Table (4-9)

Source: prepared by researcher, using SPSS, 2015

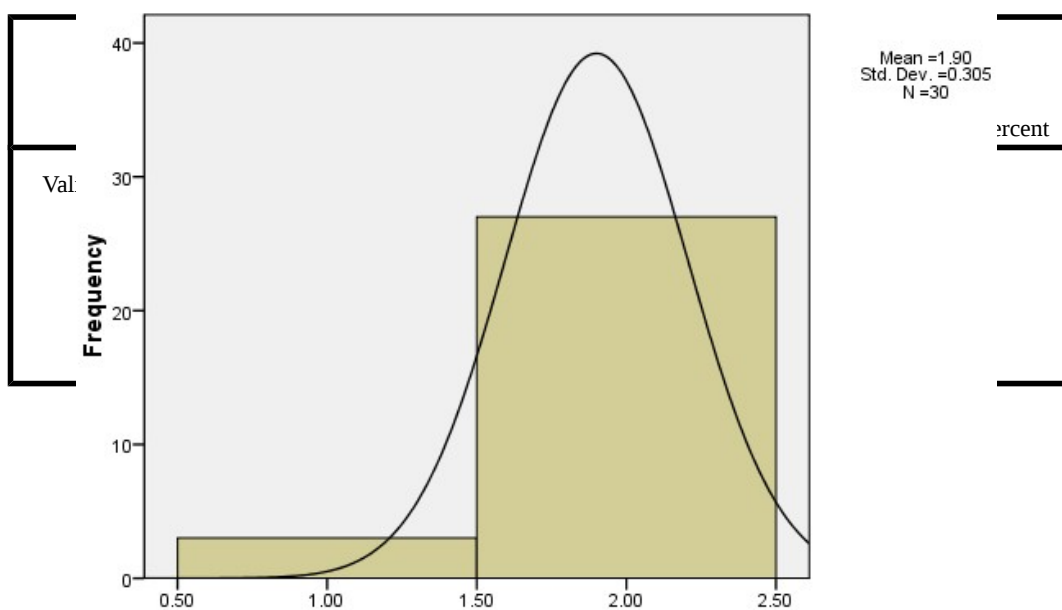


Figure (4-9)

From table (4-9) and figure (4-9) the researcher note that the most answers of the individual study is Incorrect by frequency (27) and percentage 90% followed by Correct which is by frequency (3) and percentage 10 %

10- That vision was infinite.

Table (4-10)

Source: prepared by researcher, using SPSS, 2015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	11	36.7	36.7	36.7
	Incorrect	19	63.3	63.3	100.0
Total		30	100.0	100.0	

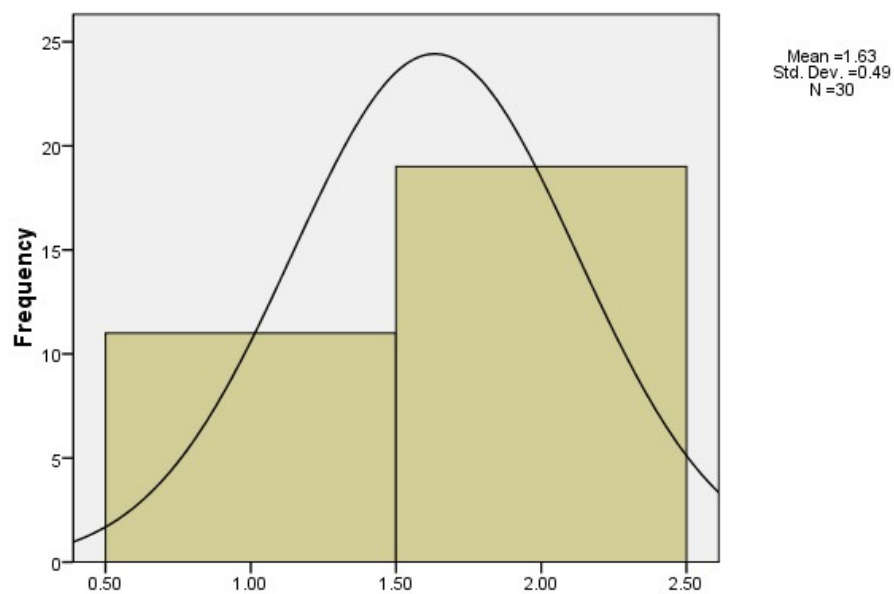


Figure (4-10)

From table (4-10) and figure (4-10) the researcher note that the most answers of the individual study is Incorrect by frequency (19) and percentage 63.3% followed by Correct which is by frequency (11) and percentage 36.7 %.

4.5 Statistics and Results:

Section one: consonants

Table (4-1)

Factor	Frequency	Percentage
Correct	166	55.33
Incorrect	134	44.67
Total	300	100

Form the table above, the percentage of students who answered correct for the consonant sounds are greater than incorrect, that mean only 44.67% students have a problem to pronounce the consonant sounds.

Section two: vowels

Table (4-2)

Factor	Frequency	Percentage
Correct	95	31.66
Incorrect	205	68.34
Total	300	100

Form the table above, the percentage of students who answered correct is less than incorrect, that mean 68.34% have a problem to pronounce the vowels sounds.

4-6 Oral test

Samples of pronunciation can be repeated as many times as you need and this will enable you to identify the errors . many of the researchers in the previous studies have depended on oral test as tool of collecting their data e.g. Ma.lin ; (1994) used audio recordings to investigate to what

extent adult native speakers .In this study for testing the pronunciation errors among the SSE, the researcher prepared **(10)** sentences written on a paper in each sentence there was a target sounds e.g./ ʃ in the word 'obstacle' also in a sentence such as 'service' the target sound is the vowel / ɪ . all the ten sentences are written and explained in this chapter in the following pages and the target sound or sounds in each sentence are explained next.

As it was mentioned before the sample of this study was (30) of the SSE at SUST ; all of them speak Sudanese spoken Arabic and they have studied the same English course .each of the students read the whole ten sentence aloud while the researcher was recording their pronunciations sounds such as æ / θ / ʃ / p wear include in the sentence to be pronounced by the SSE as target sounds in order to confirm or reject that the SSEs have problems in these sounds and to identify the exact consonants that SSEs do not pronounce correctly or which may replace them with others .

After each of the (30) SSEs recorded his sound reading the ten sentence inside the classroom , the researcher later listened carefully and many times to samples of the SSEs recorded pronunciations and repeated this process a lot of times playing the taps at home . a list of the recorded sounds was later written . the researcher wrote down the number of students with the correct pronunciation and the number of the students with incorrect pronunciation wear recorded . then the figures wear analyzed descriptively ; percentages wear computed .

It is worthy of mention that the errors which wear found and written from the audio recording test wear very similar to the errors which the researcher wrote on his notes during the observation to the SSE

pronunciation. this consolidated results of the observation . the following are the (10) sentences which were used in the recorded test with the target sound on the right . e.g. (3) No obstacle/ ə

The statistics in this study for the recorded test , in very simple and clear . percentage from the data collected were computed . samples of the pronunciations were recorded on the tape; then these recorded sounds were counted to see the total number of the correct answers done by the whole (30) subject in all items of the test, then the total number of the incorrect answers was also calculated .the percentage was worked as follows ; for instance in the test of/ p/ sound the whole number of student who pronounced the sound were (30) , the number of the students with correct pronunciation was (.....), and the number of the students with incorrect pronunciation was (.....) .

So to calculate the percentage of the students with the correct pronunciation in/ p/ sound the following process was followed :No . of students with correct pronunciation

4-7 Result of the oral test

The aim of this test is to identify the pronunciation errors among the Sudanese students of English when they are speaking or reading English . so anumber of words were chosen randomly ,but each word contains asound, which is expected to be pronounced incorrectly by the Sudanese students of English language .

The test contains some vowel sounds and consonant sounds .as it has been mentioned in chapter three. The words were put in sentences contains one targed sound: each student was asked to read all the

sentences aloud, the end of this process , the errors were written on a paper and then tabulated and analyzed statistically and descriptively .

Chapter Five

Findings, Recommendations and Suggestions

Study findings and summary.5.1

This research attempted to identify the exact sounds that cause pronunciation problems to the SSE when they pronounce English sounds and words and find the main causes behind this , In addition to suitable way that help SSE to improve their English pronunciation at the beginning of this research the researcher assumed that the pronunciation errors among most of the SSEs are due the number of factors such as

mother tongue interference , inconsistency of some English sounds ,the
.influence of spelling on the pronunciation

The findings of the research support the hypotheses that
mother tongue interference and sound system lead the students of
othe language to mispronunciation.the result of the main tool of
this study (oral test) the researcher find that the results support the
hypotheses because the test results show that many of SSE face
.difficulty in the pronunciation of some English sounds

Recommendations.5.2

According to the results of the study , the researcher it is
: recommended the following

Teachers shoud focus on both recognitions and production i.e. -
teachers shoud recognize the pronunciation errors , correct them
.and teach the students how to pronounce these sounds correctly

.The study suggests that should be pronunciation lessons -

The researcher think it is also worth looking at the dictionary for -
.checking the correct pronunciation of words

learners need to acquire an accurate perceptual pronunciation of -
. the speech sounds of the target language

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Appendices

Sudan University of scientific and technology

Collage of Graduate Studies

Faculty of languages

Research test

Dear student ,you are kindly requested to respond to the following statement by pronouncing consonants and vowels that represented in words .it is designed to collect data about (*pronunciation problems encountered by EFL student*)

Section one: consonants.

1. I have a house .

2. The blue Nile is deeper than the white Nile.
3. This sheet is thick.
4. I love cheese .
5. It was rather surprise to see him with me.
6. Are you engaged ?
7. I would like to laugh.
8. It's not my concern.
9. I feel cough .
10. Put the pen over there.

Section two :vowels.

1. English pronunciation .
2. We have experience .
3. No obstacle .
4. He passed the difficult exam with help from his tutor .
5. Blood problems.
6. This research is thorough.
7. The crisis occurrence here .
8. He was going to service her .
9. Waite me I want a bather .

10. That vision was infinite .

No	Consonants	degree	vowels	Degree
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				

