



Sudan University of Science and Techn
College of Post Graduate Studies



كلية الدراسات العليا

College of Languages - Department of English

Investigating the problems Encountered by EFL Students Using Short and Long Vowels

Case Study of Sudan University grade first year

**تقصى الصعوبات التي تواجه طلاب اللغة الانجليزية
لغة أجنبية في استخدام الحروف المتحركة**

**A Research Submitted as Partial Fulfilment for the
Requirement of M.A Degree in English Language
(Applied Linguistics)**

**Prepared by:
by:**

Gada Suliman Abdallah Ali
Elneil Hamdan

Supervised

Dr. Ayman Hamd

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Dedication

To my mother, who stood beside me till the last moment, to my
friends .to all those who support me

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I gratefully acknowledge my deep indebtedness to all my .teaching staff and colleagues who helped me in this study

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Abstract

This study investigates the problems encountered by EFL using short and long vowels whose first language is Arabic. The study aims to find out the problematic sounds and the factors that causes these problems. The researcher then find some techniques that help the Sudanese students of English to improve their pronunciation, the researcher has chosen (30) students from Sudan University of Science and technology, (SUST), and (two) teachers of English language from the same University.

The instruments used for collecting the data were observation, recordings test. The data collected were analyzed both statistically and descriptively. The findings of the study revealed that Sudanese students had problems with the pronunciation of English vowels that have more than one way of pronunciation.

المستخلص

يتناول هذا البحث بالدراسة مشكلات النطق باللغة الانجليزية التي تواجه الطلاب السودانيين الذين يتحدثون باللغة العربية، حيث هدف الدراسة الى تحديد الاصوات التي تسبب مشكلات الطلاب و معرفة العوامل التي تقف وراءها، و ايجاد بعض الطرق التي تساعد هؤلاء الطلاب على تحسن النطق. و اختار الباحث لدراسته (30) طالبا من جامعة السودان للعلوم و التكنولوجيا كعينة و العينة الثانية اثنين من الاستاذة من نفس الجامعة. وقد استخدم الباحث لجمع العينة اداتين لجمع المعلومات هي: الملاحظة و التسجيل الصوتي، و اتبع فى بحثه المنهج الوصفى و الاحصائى فى تحليل المعلومات.

ومن أهم نتائج الدراسة أنّ طلاب اللغة الانجليزية السودانيين الذين يتحدثون اللغة العربية لديهم مشكلات فى الاصوات الانجليزية المتحركة والتي تنطق باكثر من طريقة.

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Chapter One

Introduction

Chapter One

Introduction

1.1 Over View

This study focuses on analyzing the short and long vowels problems that face the Sudanese students to whom English is regarded as foreign language.

However, there are many barriers that hinder them to speak with good English pronunciation. Many studies have demonstrated that the errors made by the speakers of other languages, who speak English, are something systematic rather than random.

Moose (1972) and Homeidan (1984) demonstrates that Arab students face problems in the pronunciation of sounds which the students are not familiar with (ɔ:, e, ə, i:, U:, ɔ,ʒ:, ^).

Ronald Carter and David Nunan, (2001) . notes that the errors of pronunciation that learners of English from different language backgrounds make are not accidental .On the international phonetic Alphabet or (IPA), Odden ,(2005),P39. English consists of twenty eight vowels and fifty eight consonants. The vowels itself are divided in to monophthong or pure vowels and diphthongs.

Among those pure vowels that exist in English, there are six pairs of vowels that also known as short and long vowels which are (i , ə, e, U, ɔ, ^, æ). Known as short.

For long vowels (Roach 2000, P14-19). Delahunty and Qarvery (2004, p8). State (Vowels are produced with smooth, unobstructed, airflow through the oral tract.

Difference in vowel quality are produced by different shapes of the oral cavity.

Many cases of misunderstanding in communication were caused by mispronouncing of some words.

If someone pronounces the words fit, and feet, cut and cot, pull and cool for example with relatively no differences, in some cases can lead to a misunderstanding, this problem is encountered by Sudanese students of

English as a foreign language because, there are certain vowels which do not exist in their language.

This study is limited to Sudan University especially in first year Students.

1.2 Statement of the problem

Close observation of English students at(SUST) that students have some difficulties in pronouncing short and long vowels , and they cannot differentiate between some sounds which have more than one way of pronouncing e.g 'fit' , 'feet'.

Most of these English vowels or sounds which do not exist their spoken language such as (α:, U,ɔ ,e, ɜ:, ^, ð) .etc .

The student's replacement in pronouncing some sounds by another one.

Disclosed that learners confused the pronunciation of some set of words above that have sounds which do not exist in Sudanese spoken Arabic.

1.3 Objectives of the Study

The aim of this study is to investigate the relationship between short and long vowels errors and factors such as Arabic lane interference in different vowels system.

Identify the errors pronunciation among the English students at (SUST) and their major reasons, and find suitable solution.

1.4 The questions of the study

1-Which short and long vowels are pronounced with some difficulties by Sudanese English students?

2-How teachers of English can overcome the problems of short and long vowels?

1.5 Hypotheses of the study

1-Sudanese students of the English have some difficulties in short and long vowels.

2-Teachers of English can overcome problems of short and long vowels English?

1.6 Significance of the study

Short and long vowels is very important , it is the first thing people notes when one speak English .This study will be significant for Sudanese students of English learners because it discovers the problem at areas of short and long vowels and identifies the exact sounds that Sudanese students of English mispronounce and the reasons for this study .

1.7 Methodology of the study

The researcher followed the descriptive and analytic method in this study

Moreover, the researcher attempts to describe the problems and phenomena, explaining tools of data collection, test.

1-Observation: observation is the first tool, which was used in this research .To obtain information about the errors, the researcher engaged in direct conversation with the students inside the classroom.

1.8 Limits of the study

This study will consider the pronunciation problems encountered by Sudanese students of English language at first year in Sudan University 2016, during the day of study

1.9 Definition of the terms

1-Pronunciation: the way a certain sounds are produced, unlike, articulation, which refers to the actual production of speech sounds in the mouth, pronunciation and stresses more than the way sounds are perceived by the hearer.

2- Vowels: sounds that you make with your lips and teeth open, the sounds represented in English by the letters (α, e, i, U,o).(Oxford dictionary ,2004, p852).

3-Errors: reflect gaps in learner's knowledge, they occur because the learners do not know what correct (Ellis, 2000, p17) is.

4- Difficulty: factors causing trouble in achieving appositive result or tending to produce a negative result (IBID).

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review

2.1 Introduction

The most important part of learning English as a second language rests on pronunciation speaking is an important factor in learning and using English appropriately (Gussenhoven and Jacobs, 1998) .this means that studying errors of English pronunciation is a valuable source to which provides information on student's errors. These help teachers to correct errors and improve learning English pronunciation.

2.2 Vowels

In terms of speaking, Arabic is the largest living member of Semitic language family, Bader, (2010). Typically, modern standard Arabic is the language of media and education .whereas multiple variants are used in the Arabic world. linguistic differences between the standard language and various dialects (which vary geographically) and found in terms of phonology, morphology, syntax , and lexical choice .vowels are phonemes that are produced without any appreciable blockage of airflow in the vocal tract .As we know , English has many more vowel sounds than those represented by the five Roman alphabet letters (a , e, i, O, U) .(Small, 2012). There are three vowel in Arabic /i/, / U/, /a/ -that appears difficulties for Arabic speakers learning English.

2.3 Vowel Problems

In quick review, vowels are produced with relatively open vocal tract; no significant constriction of the oral (and pharyngeal) cavities exists . The air stream from the vocal folds to the lips is relatively unimpeded. Therefore, vowels are .considered open sounds

Waengler (2009) provides information regarding the English vowel that is likely to present the greatest problems in articulation and perception by Arabic speakers ; vowels or near equivalents, that are not found in modern Arabic , the vowels are (e), /ɔ/ , /ʌ/, the central vowels with and without /r/ coloring do not exist in Arabic . Therefore, the /a/, /á/ , variation (typically á) or /U/ is substituted for /ʌ/. The Arabic r – sound with probably replace the central vowels with /r/ coloring, which might lead to some differences in the quality of these r-sounds valBarros,(2003)

This distinction between specific vowels, especially open, lax, short vowels such as /i/ ,/ɜ:/ , and /U/ will be problematic for the Arabic speakers .

According to (Power, 2003) the /i:/ vowel be lengthened and lowered to /e/ , whereas /ɜ:/ may be produced as /i/, or /æ/ .in the vowels, two types difficulties are identified .First, certain diphthongs are replaced by other sounds due to L1 interference for example /eɪ/ , becomes /ei/ , /Uɪ/ becomes /U:/ , /iɪ/ becomes /i:/ , and /aʊ/ becomes /ɔ:/ . Second , the distinction between certain pairs of vowels as in /i/ and /e/ /sit/ , /set/ , /ʌ/ and /ɔ/ as in “luck” , “lock” , /ɔ:/ as in “coat” , and “caught” Kharma and Hajjaj .(1989).

2.4 In consistency of English vowels

One of the important problem faced by the students of English in general and Sudanese students of English is that each English vowels sound has more than just one pronunciation . So this causes many difficulties to the learners and leads them to mispronunciation Cruttenden, (1994) . notes that “ the main difficulty for all those own languages have a less complex vowel system , lies in the establishment of the qualitative opposition . Instead of using exact quality and quantity of especial sound. The learners erroneously changes either the quality or the quantity of the sound. So in certain words the learners tends to use the variant sound e.g in words like son /sʌn / ,come /kʌm/ ,among /ðmʌŋ/ in all these words /o/ and /oo/ stand for the same sound of /ʌ/ , pronunciation of such vowels ,they pronounce /ɔ/ or /U:/ in the place of /ʌ/ this is because of their first background about each sound, so they picture this though in their minds as if each vowels has only one type of pronunciation and if that is true the learner can easily known and expect how to pronounce each word even if is seen for the first time , that if each letter represents only one phoneme , bur in fact the situation is not like this and that is one of basic problems of English (Power, 2003) . found that there are 23 common pronunciation problems , some of them are related to vowels e.g the student confuse /i/, /i:/ as in sit , seat and /ɔ/ with /əʊ/ as in not , note and /æ/ with /ei/ as in mat ,mate and /e/ with /ei/ as in let ,late . Researchers and linguistic always connect such problems with the

complexity of the vowels system that exists in English and the inconsistency of its pronunciation.

Notes that the inconsistency of English vowels causes (Cruttenden, 1994) difficulties for other language e.g if we take for instance /o/ sound in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /u:/, /ɒ/, /i/ so the English learners who do not have the mastery of the pronunciation of such words will also face difficulties

On the other hand word such as book, butcher, could, wolf, etc in all these words the letters /oo/, /U/, /oU/ /o/ are all pronounced the same /U:/ so in the first example we have same letters with different pronunciation of the letter a consider water, same, fat, the letter /α/ has three different pronunciations as /ɔ:/, /ei/, /æ/, so many of Sudanese students of English tend to pronounce /ei/ instead of /æ/ e.g /feit/ for /fæt/ also in word such as rich, symbol, English, private, women the letters /i/, /e/, /α/, /o/ all of them are pronounced as /i/ so we have /riʃ/, /simbl/, /ɪnˈɡlɪʃ/, /praɪvɪt/, /wɪmɪn/. In such word errors expected to be committed by the Sudanese students of English are unless they are already taught and trained in their different pronunciations. Each of the letters we use to show pronunciation may stand for instance in banana /bʌnʌnə/ bather /beɪðər/, man/mæn/ many/meni/ the letter /α/ stand for five different vowel sounds, if the learners has no knowledge about this inconsistency, this will lead him to wrong pronunciation (O'Connor, 2000).

2.5 Influence of the mother tongue (L1)

It's a fact universally acknowledged that mother tongue influences the learning of a target language. Learners' mother tongue shares characteristics of sounds with the foreign / target language. Also, interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language. According to Seferoglu, (2005). Segmental aspects of the sound system

include individual vowels and consonants .so it seems to be true that there is no little doubt that native language phonetics and phonology are powerful influences on second language pronunciation.

The learner learns the mother tongue in a natural environment but he learns the second language in an artificial environment. So speech habits of the mother tongue are superimposed on the speech habits of the target language.

Another very important reason for difficulty / error in learning pronunciation is Arabic orthography. The deep orthography of Arabic influences the acquisition of English phonetics, phonology. The sound and spelling system of mother tongue or the national language also disfigure the shape or form of the word that distorts the pronunciation (A krama, 2010).

2.6 English short vowels

English has a larger number of vowel sounds, the first ones to be examined are short vowels.

The symbols for these short vowels are , i,e , æ, ^, ɔ, u, short vowels are only relatively short , vowels can have quite different lengths in different contexts .Each vowels is described in relation to the cardinal vowels.

There is one other short vowel , for which the symbol is ∂ ,this central vowel –which is called “schwa” is a very familiar sound in English , it is the heard in the first syllable of words ;about , oppose , perhaps , for example .Since it is different from the other vowels in several important ways .(Roach, Beter , 2000).

2.7 English long vowels

Vowels to be introduced here are the five long vowels : these are the vowels which tend to be longer than the short vowels in similar contexts because

the length of all English vowels sounds varies very much according to their context (such as the type of sound that follows them) and the presence or absence of stress . to remind you that these vowels tend to be long , the symbols consist of one vowel symbol plus a length mark made of two dots : thus we have i: , ɜ: , α: , ɔ: , u: . It is noticed that these five long vowels are different from the six short vowels , not only In length but also in equality . If we compare some similar pairs of long and short vowels , for e.g i , with i: , U with u: ,or α: ,with æ we can see distinct differences in quality .(IBID)

I: Sheep	i, Ship	goodU	u : Shoot
e bed	^up	teacher ∂	ɜ: bird
æ cat	ɔ: door	far α :	onɔ

/ [http://blog. Tjtaylor.net/improve-your-pronunciation](http://blog.Tjtaylor.net/improve-your-pronunciation)

2-8 The vowels of English:

Vowels are made by voiced air passing through different mouth shapes, the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the lip differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well. Vowels must be learned by listening and imitating : I could tell you that the English vowels /ɔ:/ as in the word “saw” is made by rounding the lips and by placing the back the tongue in a position midway between the highest possible and the lowest possible position , but it would be much more helpful if I could simple say the sound for you and get you to imitating me , since I cannot do this I must leave the listening and imitating to you . So spend some of your listening time on the vowels (O’Connor, J. D. 2003).

2.9 Simple Vowels:

/i: , I, e/

In your language you will have a vowel which is like the English /i:/ in “see”, and one which is like the English sun, /s^n/. and almost certainly which is like the English /e/ in “get” they may not be exactly the same as the English, but they will do for a starting –point.

Say the words /bi:d/ bead and bed several times and listen carefully to the sound of the vowels, then try to say a vowel which is between the other two, and different from both, not /bi:d/ and not /bed/, but /bid/ that will be the vowels in /bid/.

You need three different vowels for the three words “bead”, “bid”, “bed”. Be sure that the middle vowel is different and between the other two, one thing which will help you to distinguish /i:/ from /i/ is that it is longer than /i/ as well as different in quality of the sound.

Practice those three words and listen for them in English until you are sure that you can keep them separate. the most likely difficulty is that you will confuse /i:/ with /i/, so be sure that /i/ is never in quality to /e/ and that it is always shorter, than remember that when the vowels are followed by a strong consonant they are shorter than when they are followed by a weak consonant, so that beat, bit, and, bed, all have shorter vowels.

Bead, but even though the vowel /i:/ is always longer than the vowels /i/, and /e/ in any one set.

Now practice the following sets and pay attention to both the length of the vowels and their quality:

/wi:t/ wheat /wit/ wit /wet/wet

/bi:n/ been /bin/ bin /ben/ ben

/tʃi:k/ cheek /tʃik/ chick /tʃek/ check

/fi:l/ feel /fil/ fill /fel/fell

/ri:fʃ/ reach /ri:fʃ/ rich /re:fʃ/ wretch

/e ,æ ,^/

(IBID). Now you need another vowel between /e/ and /[^]/ , that is the vowel /æ/ .say the words bed ,bed , b[^]d ,bud , several times and be sure that your mouth is quite wide open for the vowel of b[^]d .

Listen to the vowels carefully and then try to say a vowel which is between those two ,a vowel which sounds a bit like /e/and a bit like /[^]/ but which is different from both . You must have different vowels in bed, bad and bud. Practice those three words until you can always make a difference between them , they all have comparatively short vowels so that length differences will not help you here.

Practice the following sets and be sure that each word really sounds different:-

/ten/ ten /tæn/ tan /t[^]n/ton

/bet/bet /bæt/ bat /b[^]t/but

/pen/ pen /pæn/ pan /p[^]n/ pun

/seks/ sex /sæks/ sacks /s[^]ks/ sucks

/ded/ dead /dæd/ Dad /d[^]d/ dud

/meʃ/ mesh /mæʃ/ mash /m[^]ʃ/ mush

/I: , I, e ,æ, ^ /

Now try all five of these vowels in the sets given below: you will see that there are gaps in some of the sets; where no word exists, for instance there is no word lek; but for practice you can fill in the gaps too. Some of the words are rather

uncommon, but don't worry about the meanings- just be sure that the vowels sounds are different:

/bi:d/ bead /bid/bid /bed/ bed /bæd/ bad /b^d/ bud

/li:k/ leak /lik/ lick /læk/ lack /l^k/ luck

/hi:l/ heel /hil/ hill /hel/ hell /hæl/hal /h^l/ hull

/ti:n / teen /tin / tin /ten/ ten /tæn/ tan /t^n/ ton

/ni:t/ neat /nit/ knit /net/ net /næt/ gnat /n^t/ nut

/li:st/ least /list/ list /lest/lest /l^st/ lust

/ri:m / ream /rim/ rim /ræm/ram /r^m/ rum

/bi:t/ beat /bit/ bit /bet/ bet /bæt/ bat /b^t/ but

/^ ,α: ,ɔ/

In English when the doctor wants to look in to mouth and examine your throat he asks you to say Ah, that is the vowel /α:/ , because for this vowel the tongue is very low and he can see over it to the back of the palate and the pharynx .so if you have no vowel exactly like /α:/ in your language you may find a mirror useful –keep your mouth wide open and play with various vowel sounds until you find one which allows you to see the very back of the soft palate quite clearly ; this will be similar to an English /α:/ but you must compare it with the /α:/ vowels that you hear when you listen to English and adjust your sound if necessary .Remember that /α:/ is along vowel.

The short vowel/ɔ/ is abit like /α:/in quality though of course they must be kept separate . For /ɔ/the lips may be slightly rounded , for /α:/ they are not . try the following sets,(IBID).

/l^ k/ luck /lɑ:k/ lark /lɔk/ lock

/k^ d/ cud /kɑ:d/ card /kɔd/ cod

/d^ k/ duck /dɑ:k/ dark /dɔk/ dock

/l^ st/ lust /lɑ:st/ last /lɔst/ lost

/b^ ks/ bucks /bɑ:ks/ barks /bɔks/ box

/k^ p/ cup /kɑ:p/ carp /kɔp/ cop

/ɔ,ɔ:, U,u:/

In your language there will be a vowel which is similar to the English /u:/ in two the /u:/ in English ,like /i:/ and /ɑ:/is always longer than the other vowels . Between /ɔ/and /u:/ you need to make two other vowels ,/ɔ:/ a long one ,in /lɔ:/ law , and /u/ a short one ,as in / pUt /put . For /ɔ:/ the mouth is less open than for /ɔ/ and the lips are more rounded, but /ɔ:/ is nearer in quality to /ɔ/ than to /u:/ for /U/ the lips are also rounded , but the sound is nearer in quality to /u:/ ; all four vowels /ɔ,ɔ:, U, u:/ ,must be kept separate ,and the differences of length will help in this . try the following sets,(IBID) .

/ʃɔd/shod /ʃɔ:d/ shored /ʃUd/ should /ʃu:d/ shoed

/kɔd/cod /kɔ:d/ cord /kUd/ could /ku:d /coed

/wɔd/ wad /wɔ:d/ ward /wUd/ would /wu:d /woed

/lɔk/ lock /lUk/ look /lu:k/ Luke

/pɔl / poll /pɔ:l/ Paul /pUl/ pull / pu:l/ pool

/ʒ:,ɑ:/

The vowel /ɜ:/ as in /hɜ:/ her is an open-mid vowel which is not very close in quality to any of the other vowels and usually sounds rather vague and indistinct to the foreign learner. You must listen to the vowel especially, carefully and try to imitate the indistinctness of it (though to an English listener it sounds quite distinct). Two things will help: keep your teeth quite close together and do not round your lips at all—smile when you say it.] The two commonest mistakes with /ɜ:/ are, First, to replace it by /er/ or by some vowel in your own language which has lip-rounding but which is not likely to be confused with any other English vowel and, Second, and more important, it is replaced by /ɑ:/ by Japanese speakers and speakers of many African languages and others. In the first case there is no danger of misunderstanding although the vowel will sound strange, in the second case there is danger of misunderstanding, since words like /hɜ:t/ hurt and /hɑ:t/ heart will be confused.

In your listening-time pay special attention to /ɜ:/ and experiment (always with teeth close together and a smile on your face) until you approach the right quality; then make sure that you can distinguish it from /ɑ:/—which has the teeth further apart—in the following pairs:

/pɜ:s/ purse /pɑ:s/ pass /bɜ:n/ burn /bɑ:n/ barn

/hɜ:d/ heard /hɑ:d/ hard /fɜ:m/ firm /fɑ:m/ farm

/pɜ:ʃt/ perched /pɑ:ʃt/ parched /lɜ:ks/ lurks /lɑ:ks/ larks

= /ə/

The vowel /ə/ in bɑ:nɑ:nð; banana is the commonest of the English vowels and is a short version of /ɜ:/ it is particularly short and indistinct when it is not final, e.g. in əgen again, kənteɪn, contain, pɒstmən postman. In final position, that is before a pause, as in betə better, eɪʃə Asia, kɔlə collar, the vowel sounds more like /ʌ/, though it is not usually so clear.

There are two main difficulties with this vowel : first , to identify it , that is ,to know when it is this vowel you should be aiming at; and second ,to get the right quality .In the first case ,do not be deceived by English spelling :there is no single letter which always stands for this vowel ,so rely on your ear –listen very carefully and you will hear dozens of examples of /ð/ in every bit of English you listen to . in the second case, it is often useful to think of leaving out the vowel altogether in words such as kʌndem condemn, sætðdi Saturday ,dʒentlmən gentleman , where /ð/ comes between consonants .of course ,you will not really leave out the vowel , but you will have a minimum vowel and that is what /ð/is . Then in initial position , as in ðtempt attempt, ðkaʊnt account ,ðbzɜ:v observe , you must again keep it very short and very obscure . But in final position it need not be so short and it may be more like /ʌ/, with the mouth a little more open than in other positions try the following examples ;(IBID)

In medial position

pðhæps perhaps	kʌnteɪn contain
entðteɪn entertain	ɪmbærðs embarrass
dɪnðz dinners	hɪndəd hindered
æmətɜ: amateur	glæmərðs glamorous
kʌmfətəbl comfortable	kəmpeɪnt component
ɪgnərənt ignorant	kærəktəz characters
ʌndəstænd understand	menəs menace
pɑɪlət pilot	terəbl terrible
pɜ:mənənt permanent	kəreɪdʒəs courageous

In final position

ðbei obey ðtend attend

ðlaʊ allow ðbstr^kt obstruct

ðmaʊnt amount ðʃi:v achieve

ðdɔ: adore ðkaʊnt account

ðnɔi annoy ðsaid aside ðpru:v approve ðgri: ðpið appear ðfens
offence .

In final position

Su:nð sooner seilð sailor meʒð measure kɔlð colar

æfrikð Africa ðmerikð A mericca Pʒ:ʃð Persia kændðð Canada

flætðrð flatterer ðdmaiðrð admirer k^lð Colour zefð zephyr

ʃʃainð China pikʃð picture mʒ:dðrð murderer kðmpðʊzð
.composer . (IBID)

:Vowels

Vowels are described in terms of the position of the tongue and the shape of the lips .three parameters are important for the description of vowels; vertical – tongue position (high ,mid ,low), horizontal tongue position (front –central – back)and lip shape (spread , neutral ,rounded) .(Khalil ,Azizm,1999).

:English has twelve vowels phonemes shown in table 3

	Front	central	Back
High	I: (beat) i(bit)	-	u :(boot) ʊ(put)
Mid	e (bet) ɜ:(bait	ð(but) ^ (alone)	ɔ(bought) :
Low	æ(pat)		ɑ(father) :

2.10 Previous studies:

The pronunciation problems faced by Saudi EFL learners

Omer Elshekh Hago

Taibah University KSA

Email: ohag065@gmail.com

Waguar Ahmed Khan

:Taibah University KSA Email

Waquarammcl@gamil.com

For his recommended study, he summarized the main points that every learners .needs to improve their pronunciation problems faced by EFL

Whereas, native language interference, reasons behind the students made pronunciation errors in English is due to in appropriate knowledge of the English phonemes, Luo, (2002). Therefore, the awareness of English language learning programs can be the first step of learning English, English teachers can integrate pronunciation practice in to the lesson so that students can have more opportunities to practice pronunciation in some meaningful context. Some drilling exercise related to the errors with high frequencies can be given the students so that they can be more aware of their mouth, lips and teeth positions and shape, moreover, teachers can also help students develop strategies that are more independent: such as learning phonetic alphabets and using computer software in learning .pronunciation

Underhill, 1994) suggest various sound production activities that require learners to discover their sound production capacity, and play the new sounds of L2

in their biological sound production device such use the vocal cord, vertical and .horizontal position of the tongue etc

The frequent use of the various listening aids is very important in improving the student's standard of pronunciation learning English as a foreigner language. Due to the difficulties in English consonant clusters, students have listen to cassettes more and more to realize and distinguish the nature of English constant cluster and students should be motivated to watch some English programs, TV, .radio, visual media such as BBC English channel, CNN and others

This programs may offer live exposure to English programs learners. Teacher can provide a variety of exercises and activities, such as having situational dialogues, paragraph classroom. The students should be given systematic exercise .and activities form words, phrases in the sentences level

Tongue twists are also an interesting way to practice and contrast similar sounds and have fun at the same time, e.g. Peter picked a peak of pickled pepper, in addition, teachers can ask students to read some popular song lyrics aloud to .practice final consonants

Finally, the knowledge and practice can be enough. Therefore, it is important that teacher of English should their students aware of their pronunciation and provide resources as well as clear guides to help them constantly correct them and .self-thinking to improve their pronunciation

Chapter Three

Research Methodology

Chapter Three

Methodology

3.1 Introduction:

The previous chapter has presented review of related literature to the topic. this chapter introduces methodology of the study ; tools of the study , and population ,sample of the study ; reliability , validity .The tools used for collecting the data and the information needed for this study were observation , tape recordings , all the data were analyzed later on statistical and .descriptive basis

3.2 Population and Sample of the study:

The original population of this study was all the students of English at all the sample of the study contained two parts , the first part /30/ of the students who were chosen from Sudan University of Science and Technology (SUST) ,they did the recording test , second , the two teachers answer the second question . The researcher followed the descriptive and statistic method in this study – and as it is known the descriptive researches attempt to describe the problems and phenomenon as it is.

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

3.3Tools of Data collection

In this research, the researcher depended on observation , to collect the data from the sample of the learners . On the other hand , second question was answering by two teachers from the same University of Sudan , the teachers reflected opinions and ideas about the pronunciation problems. It was submitted to two lecher's at the Sudan University of Science and Technology , Faculty of Arts Dr.Hillary Marino Pitia , Dr. Areig Osman Ahmed Mohamed

Staff members at the department of English language .They express their opinions and advised me to make addition ,omissions.

3.4 Observation

Observation was the first tool. Which was used in this research. To obtain information about errors , the researcher engaged in direct conversation with learners inside the class room during their University day .the researcher was taking notes about some particular sounds , she expected that the students cannot pronounce correctly ; or which the learners may replace with other sounds which may be close to them in the place of production . The students were very interest during these meeting while the researcher was writing or recording the notes carefully about their errors . At the end of the process of the observation, it was found that many of the Sudanese learners face such problems for instance most of them pronounce /ð/ instead of /e/ for example . In words such as /pen/ , some notes were written about the Sudanese learners pronunciation of some English vowels for instance they pronounce /ɑi/ instead of /i/ , in words such as /agree / the errors of pronunciation in the same sounds were tested using observation of chosen number of words .

Reliability 3.5

It is mean by the reliability of any test , to obtain the same results if the .same measurement is used more than one time under the same condition

Also reliability is defined as the degree of the accuracy of the data which . the test measures

3.6 Validity

The research tool is verified and certified by a set of teachers in the .department

3.7 Summary

This chapter sums up the research tool and how did the researchers carry . out the procedure

.The results of the interview is discussed lately in chapter 4

Chapter Four

Data Analysis and Discussion

Chapter Four

Data Analysis and Discussion of the Results

4.1 Introduction:

This research depends on two part (Students and teachers) to target random for the study population.

4.2 Statistical methods 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.

4.3 Questions of Research:

1- Which short and long vowels pronounced with some difficulty by Sudanese English learners?

How can we overcome these problems?

4.4 Students' data

1- Perhaps

Table (4-1)

Factor	Frequency	Percentage
Correct	8	26.6
Incorrect	22	73.4
Total	30	100

Source: prepared by researcher, using SPSS, 2015

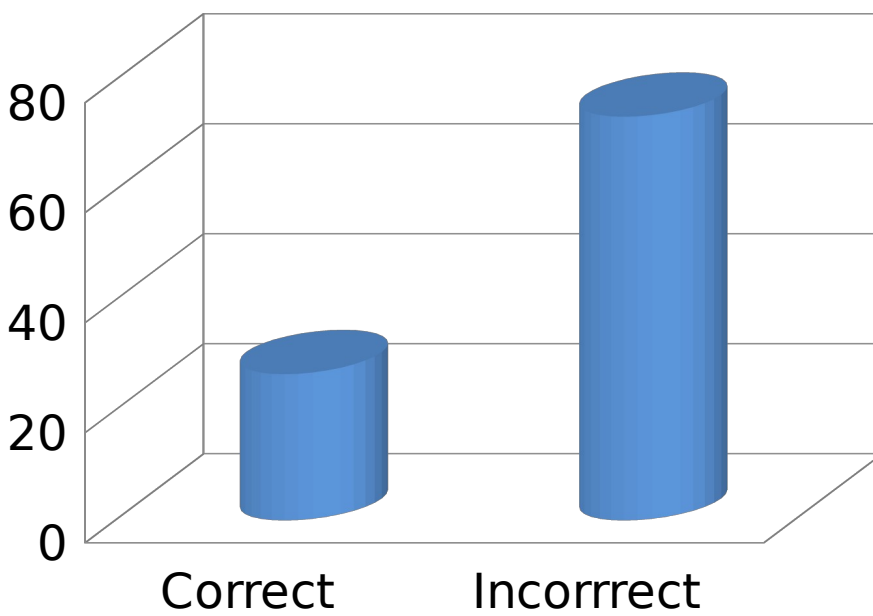


Figure (4-1)

From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (22) and percentage (73.4%) is greater than (correct) which is by frequency (8) and percentage (26.6).

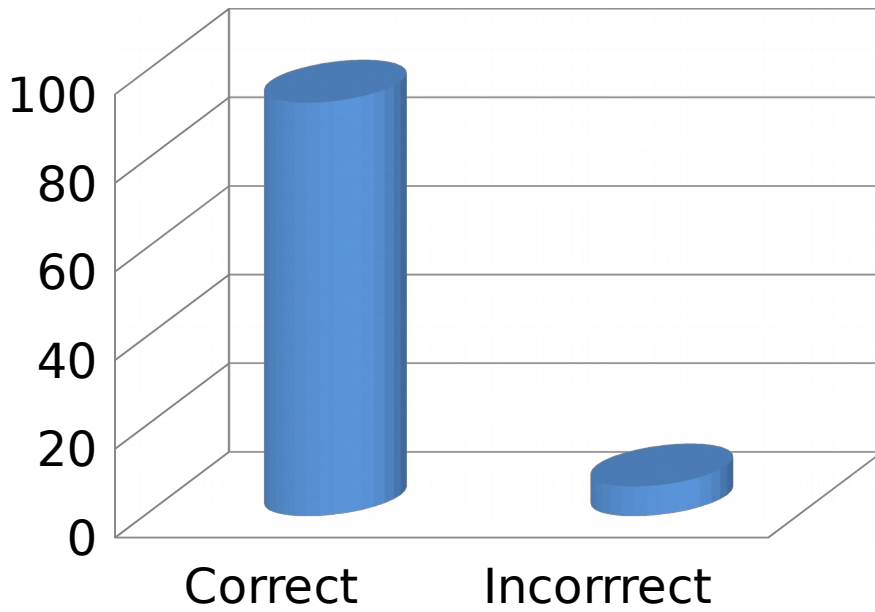
2- Attend

Table (4-2)

Factor	Frequency	Percentage
Correct	28	93.3
Incorrect	2	6.7
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-2)



From the table and the figure above, we note that the percentage of individuals who answered (correct) which came by frequency (28) and percentage (93.3%) is greater than (incorrect) by frequency (2) and percentage (6.7).

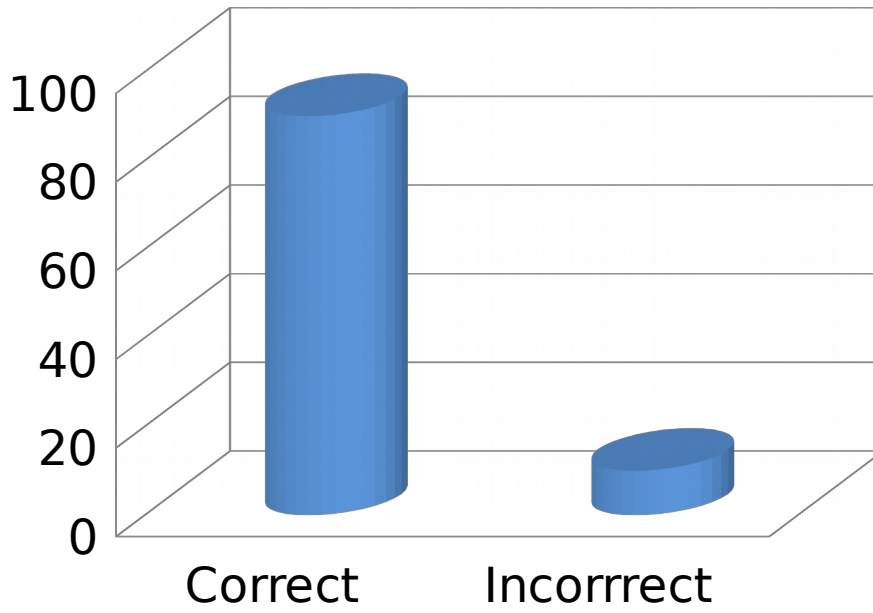
3- Agree

Table (4-3)

Factor	Frequency	Percentage
Correct	27	90
Incorrect	3	10
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-3)



From the table and the figure above, we note that the percentage of individuals who answered (correct) which is by frequency (27) and percentage (90%) which is greater than (incorrect) by frequency (3) and percentage (10%).

4- Approve

Table (4-4)

Factor	Frequency	Percentage
Correct	22	73.4
Incorrect	8	26.6
Total	30	100

Source: prepared by researcher, using SPSS, 2015

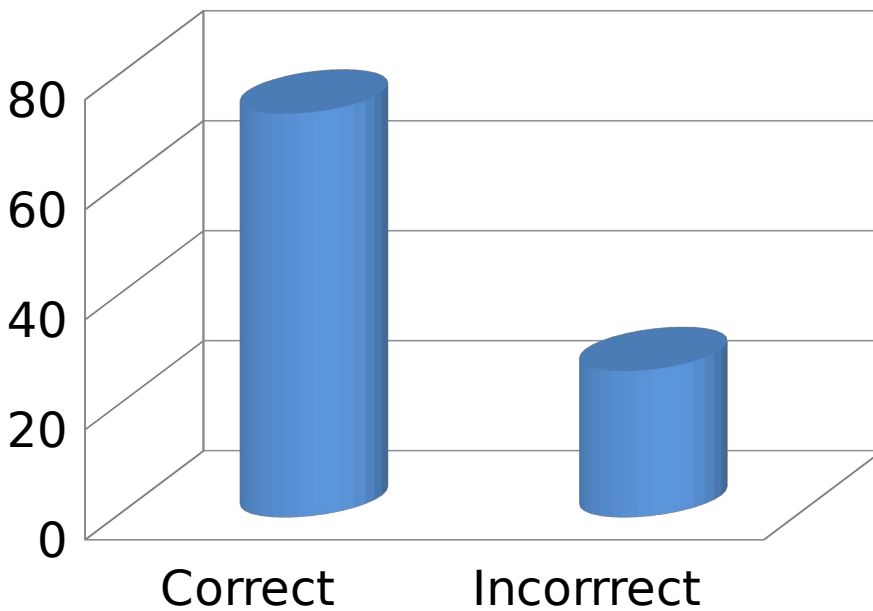


Figure (4-4)

From the table and the figure above, we note that the percentage of individuals who answered (correct) which is by frequency (22) and percentage (73.4%) is greater than (incorrect) which is by frequency (8) and percentage (26.6).

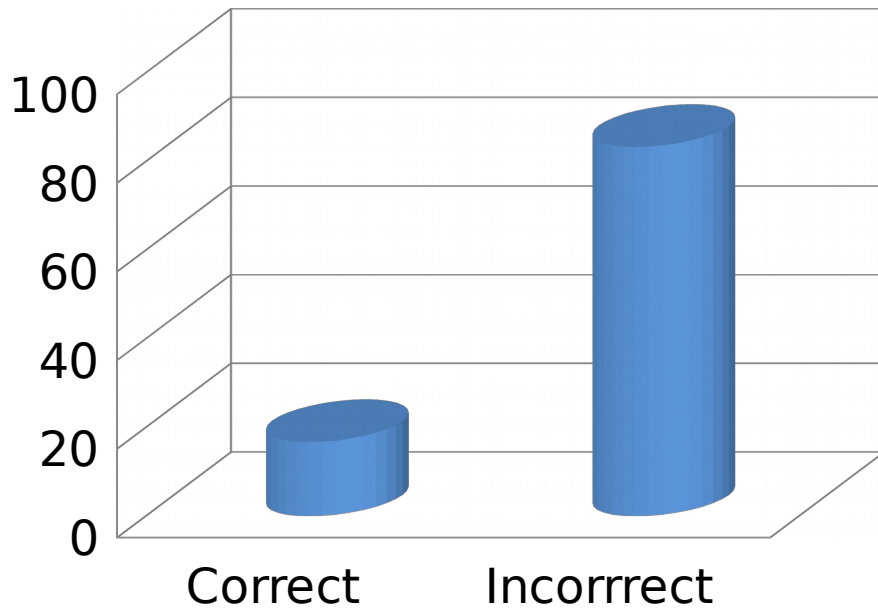
5- Axiom

Table (4-5)

Factor	Frequency	Percentage
Correct	5	16.7
Incorrect	25	83.3
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-5)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (25) and percentage (83.3%) is greater than (correct) by frequency (5) and percentage (16.7%).

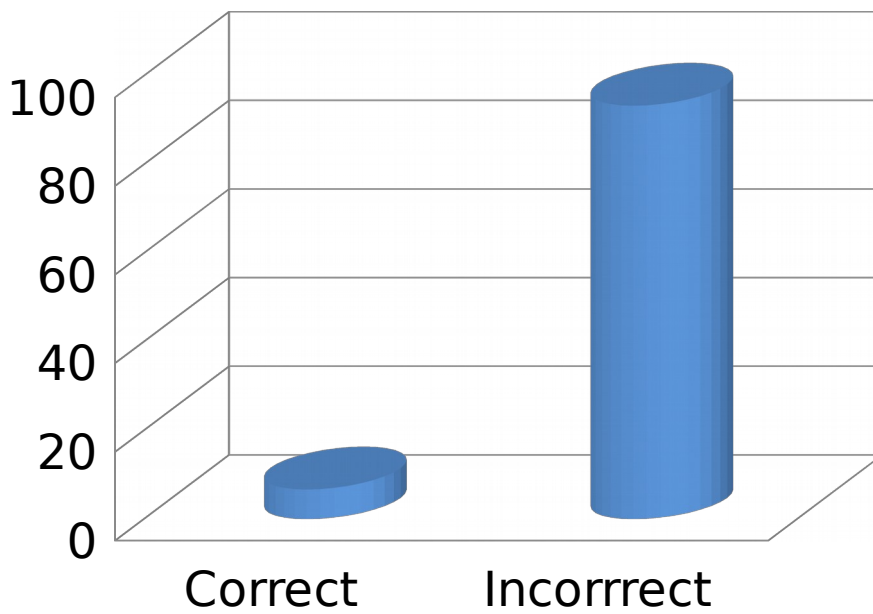
6- Assumption

Table (4-6)

Factor	Frequency	Percentage
Correct	2	6.7
Incorrect	28	93.3
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-6)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (28) and percentage (93.3%) is greater than (correct) which is by frequency (2) and percentage (6.7%).

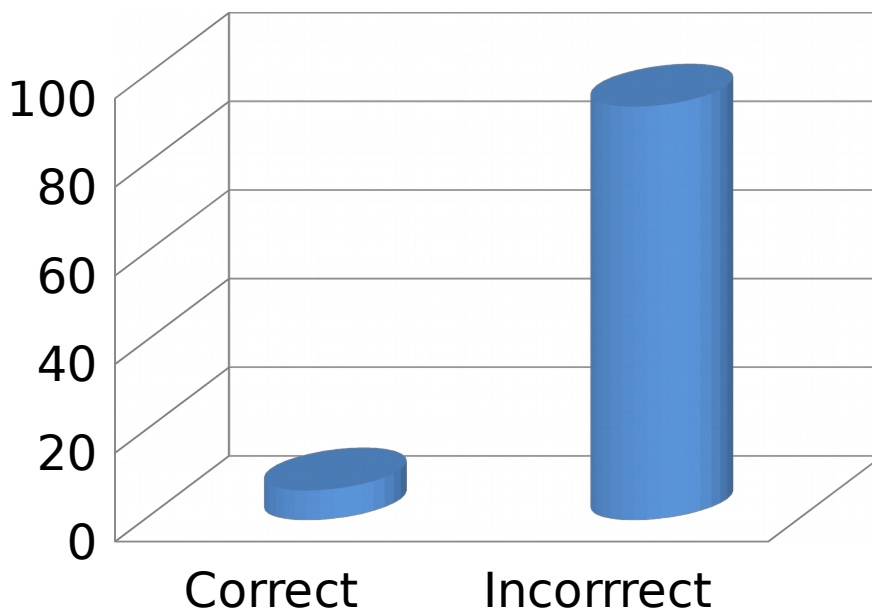
7- Permit

Table (4-7)

Factor	Frequency	Percentage
Correct	2	6.7
Incorrect	28	93.3
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-7)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (28) and percentage (93.3%) is greater than (correct) which is by frequency (2) and percentage (6.7%).

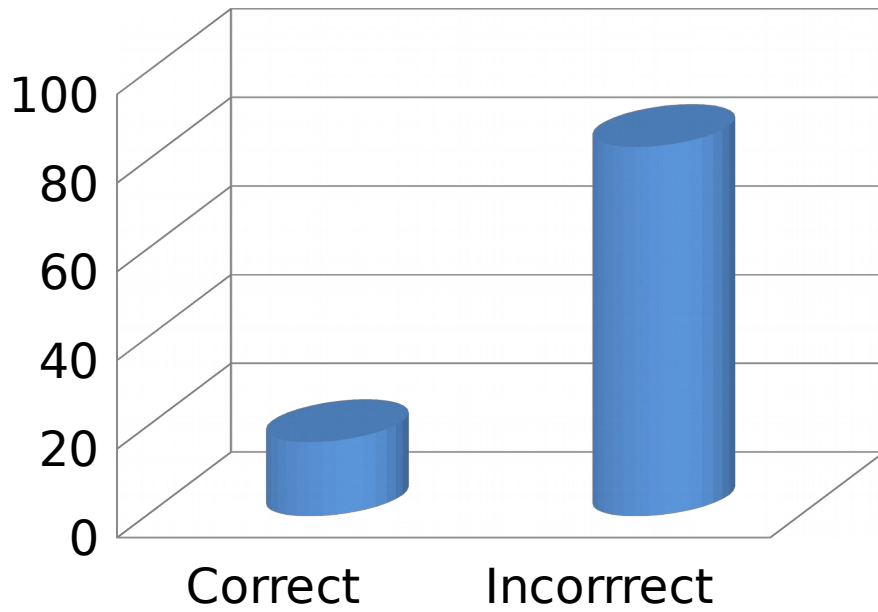
8- Warrant

Table (4-8)

Factor	Frequency	Percentage
Correct	5	16.7
Incorrect	25	83.3
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-8)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (25) and percentage (83.3%) is greater than (correct) which is by frequency (5) and percentage (16.7%).

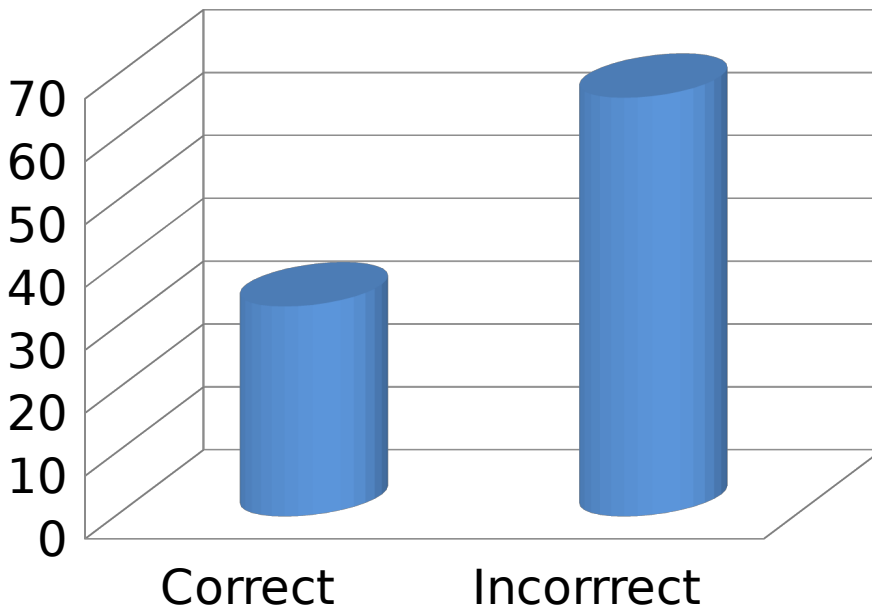
9- Guard

Table (4-9)

Factor	Frequency	Percentage
Correct	10	33.4
Incorrect	20	66.6
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-9)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (10) and percentage (33.4%) is greater than (correct) which is by frequency (20) and percentage (66.6%).

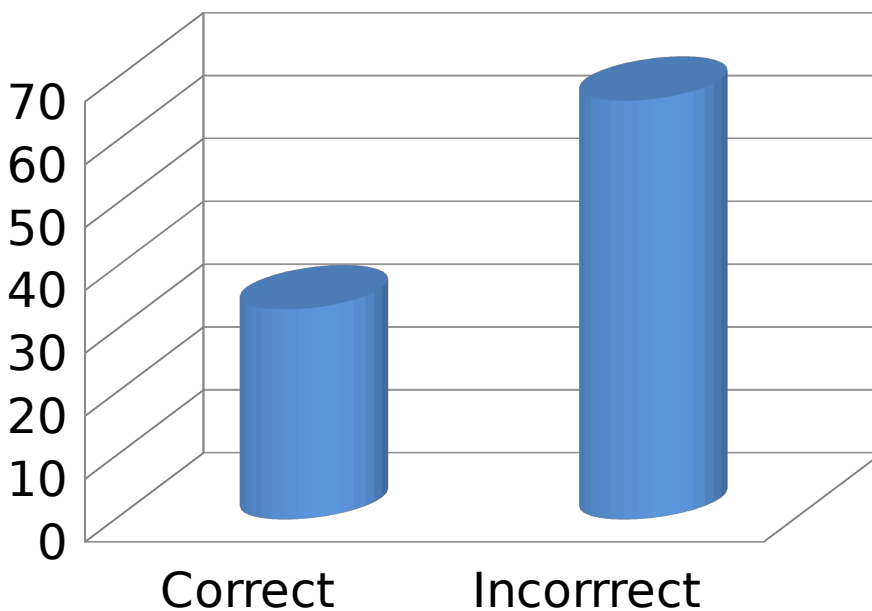
10 pin

Table (4-10)

Factor	Frequency	Percentage
Correct	10	33.4
Incorrect	20	66.6
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (4-10)



From the table and the figure above, we note that the percentage of individuals who answered (incorrect) which is by frequency (10) and percentage (33.4%) is greater than (correct) which is by frequency (20) and percentage (66.6%).

First Question:

1- Which short and long vowels pronounced with some difficulty by Sudanese English learners?

Table (1)

Factor	Frequency	Percentage
Short Vowels	6	60%
Long Vowels	2	20%
Total	8	80%

The value of the test is 8 words out 10 words were pronounced with difficulty which means 80% of the students have difficulty to pronounce short and long vowels correctly.

Second question:

How can we overcome these problems?

Base on the tables and the figures above, the study proved that more efforts needed to overcome these problems and the following is the teacher's answers for this question.

(1) By practice

Students must practice the pronouncing of short and long vowels outside the classroom and inside the classroom.

(2) Listening to native speakers.

Leaners should listen to native speakers in different technology examples (mobile phone, you tube, CD Room and DVD etc.).

(3) Using English labs

(4) Authentic material

(5) Download the songs and other things that can help to knowledge English.

(Through known words, sentences

(6) English club

Students try to apple the knowledge through choice special topic for discussion in the area of interest of them to practice weekly.

(7) Teachers can make use of English volunteers by inviting them to universities to have face to face discussion with undergraduate students.

Chapter Five

Conclusions, Findings and Recommendations

Chapter Five

Conclusions, Recommendations and suggestions for Further .Studies

Introduction 5.1

This chapter introduces the finding of the study, recommendation, suggestion .for further study

5.2 Finding of Study

Students have pronunciation problems in pronouncing short and long vowels :because

Students are confused to distinguish among sounds /i/ ,/i:/, /ʌ/ ,/ α:/ , /U/ ,/u:/ , -1 this caused because the students are unfamiliar with the vowels . This problem emerge because of the students did not get a complete learning of the target language it selves in this case English . 2- Even if some students are familiar with the vowels because they have been introduced in the beginning of their study .they still unable to pronounce the vowels correctly . this is because the students did not do any practice related to pronouncing short and long English . vowels whether inside the class or outside the class room

.The students were difficult to say words containing long vowels-3

Another problem emerges related to the student's tendency in pronouncing -4 .English vowels as the way they pronounce it in Sudan

Beside it is not familiar for the students to pronounce long vowels , perhaps -4 the students believe that the pronunciation of those short and long vowels English vowels will not matter very much with the meaning as long as they have .the context

5.3 Recommendation

By practice, students should practice short and long vowels the inside and -1

.outside the class room

English club , students try to apply the knowledge through the choice -2

. special topic and discuss this topic in group together

. Using computer or labs during the lecture -3

.Teaching should focus on both recognition and production -4

I think it is also better looking at the dictionary for checking the -5

. correct pronunciation of words

Suggestion for Further Study 5.4

Students must listening to short and long vowels in advance -1

technology to make them familiar with native speakers in

pronouncing vowels and distinguish it , (DVD , CD room , You Tube ,

. etc)

Down load the song , story ,this will help students to learners -2

. English fastest and easy through know words , phrases , sentences

Inviting English volunteer to University to should face to face -3

students and speak to them through choice topic and discuss it in

.groups

learners must know how to pronouncing these short and long vowels -4

.and they determinant exact where the mistake and correct it

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Appendices Test

:Introduction

The research depend on two parts (students – teachers) to target at
. random for the study population

:Firstly, students question

:Read these words

perhaps-1

Attend-2

Agree-3

Approve-4

Axiom-5

Assumption -6

Permit-7

Warrant-8

Guard-9

Pin -10

Question Two

This question is answered by two teachers

?How can we overcome these problems of short and long vowels