

# **CHAPTER ONE**

# **INTRODUCTION**

# Introduction

## 1.1 Background

Language is a part of the culture and aspect of human behavior, and its play an important role in our life. that English pronunciation is the most important and difficult problem that nonnative speakers have to face when studying English . As far as the field of pronunciation is concerned learning English as a foreign language (EFL) is influenced by the mother tongue. Sudanese learners are always faced with such problem, what is correct pronunciation of English word? English words are confusing, for the lack of specific logic to decode the sequence of the sounds in words , that is to say there is no consistency bet .the tropic shape of such word at sound . A native speaker of Arabic has formed habit of the phonological, lexical, grammatical feature of Arabic. In attempting to learn English, therefore, he\she would make many mistakes in all three areas. Errors analysis is the process of determining the incidence, mature, causes and consequences of the unsuccessful language. James (1998-10) .Errors analysis is concerned with modern linguistics, many linguistics have done much work in this field in order to facilitate the leading and learning process. James (1998-10).

## 1-2 Statement of the problem:

The researcher's observation that most of students of university fourth year. Have common errors pronunciation .This problem at pronunciation English as the Foreign Language due to their low level of pronunciation as the foreign language .The main causes of this problem in University students face difficulties in pronunciation of silent letter . Also absence of the some sounds in our mother tongue in addition to that students are not able to differentiate between some consonant letter .

### **1-3 Objectives of the study:**

The researcher aims to fulfill these objectives.

1. To investigate the common errors committed by the University students at first form in English pronunciation.
2. To discover the main reasons of the problem.
3. Syllabuses should provide more attention to the area of pronunciation.

### **1-4 Significance of the research:**

This study is trying to identify the common errors committed by the University at first form in English errors performance, and to specify the causes of the errors in order to obtain information about the common difficulties in their production.

### **1-5 Questions of the study:**

1. What are the common errors which committed by learners?
2. Are the students of University face difficulties in pronunciation of silent letter ?
3. Are students of University are not able to differentiate between some consonant ?

### **1-6 Hypothesis of the study:**

1. University students face difficulties in pronunciation of silent words contain silent letters .
2. University students make many errors in pronouncing as result of interference of the first language.
3. University students are not able to differentiate between some consonant .

### **1-7 Methodology of the study:**

To conduct this study the researcher will adopt the descriptive and analytical methods. Data will be collected from oral test answered by a group of students.

**1-8Limitation of the study:**

This research focuses only , The investigating the main common errors in pronunciation with reference of University learners .

**CHAPTER TWO**

**LITERATURE REVIEW &  
PREVIOUS STUDIES**

# Literature Review

## 2-0 Overview

This chapter reviews the literature related to the topic in question . It provides a theoretical background on the concept of the learning.

## 2-1 The Definition of Language

Natural language are spoken or signed, but any language can be encoded into secondary media using auditory, visual or tactile stimulant .This is because human language is modality independent. When used general concept "language" may refer to the cognitive ability to learn and use systems of complex communication or to describe the set of rules that make up these systems, or the set of the utterance that can be produced from those rules all languages rely on the process of semantics to relate signs with a particular meaning. Oral and practical language contain a phonological system that governs how symbols are used to form sequences known as words, or morphemes or syntactic system that governs how word and morphemes are combined to form phrases and utterances.

## 2-2 Definition of error analysis:-

Is branch of applied linguistic its concerned with the compilation study and analysis of errors made by second language learners and aims to investigating aspect of second language acquisition closely related to error analysis is the concept of inter language.

### 2.2.1 Classification of Error :

Any classification tries to attempt the causes of errors on this score corder (1973) makes distinction between competence errors and performance errors

1\_errors of competence are the result of the application of rules that 12 learners which do not correspond to learner 1 normal

2- errors of performance are the result of mistake in language use and manifest themselves as repeat ;false start corrections or slips of the tongue Error of performance likely occur when the speaker in native or non native when he suffers from stress ‘induction ‘fatigue ‘anxiety .

The measure we use to distinguish between errors of competence and errors of performance is that learners 2 can recognize and correct errors of performance but not error of competence .this is because error of competence are the result of genuine lack of knowledge of the l2 system

### **2.3 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 a particular way

No doubt that language start 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 its useful to be aware of the word sound stresses and intonation interaction within entire utterance to produce easily comprehensible pronunciation since the concept of pronunciation as Pennyur (1991:47) includes the sound of the language or phonology stress and rhythm and intonation .

### **2-4 Phonetics:**

Phonetics is study of speech sound of human. It is a branch of the linguistics that study of the physical properties of speech sounds and concerned with studying the physiological production, auditory perception and neurophysiologic state of speech sound Roach(2002-10)

#### **2-4-1 Branches of the phonetics:**

There are three branches of phonetics. First, articulator’s phonetics, which studies the means of production. Next acoustic phonetics, which

studies the analysis of the sounds are received by hearers and listeners Alkhali.(2002-26).

### **2-5 Phonology:**

It is abstract system (of rules) which organizes the surface sounds (phonetics forms). Later on this definition of the phonology will be clearly and exemplified. Phonology is an incorporeal science and it tends more to the language. It breathes life in the language speech sounds and gives them meanings. The nature of phonetics and phonology will be explained as course progresses, but one or two basic ideas need to be introduced at this introductory stage. In any language we can identify a small number or regularly used sounds (vowels and consonants) that we called "phonemes" for example. The vowels in the word "pin", and "pen" are different phonemes and so are consonants as beginning of words "pet" "bet" because of the notoriously confusing nature of English pronunciation in terms of phonemes rather than letters of the alphabet; one must be aware for example, that the word "enough" begins with the same vowels phoneme as that as beginning of " inept" and the ends with the same consonant as "stuff" we often the special symbols to represent speech sounds; using the symbols chosen for this course, the word "enough" would be written (transcribed) as /int/. A list of the symbols is given on p. ix and the international phonetics alphabet (IPA) and which the symbols are based is reproduced on p.ix.

### **2-6 Vowels Sound:**

Vowel sound can also be described in terms of three distinctive features when being standardized in the cardinal vowels system developed originally by the British phonetician. Danial Jones. (2001:18)



### 2-6-1 The cardinal vowels system:

It is referential system innovated by D. Jones for standardized the vowels of natural language such English, Arabic, French, Latin, German and so on.

English vowels can be classified into the following categories:

Monphthongs (or pure vowel)	Diphthongs	Trip thongs
/ i / sit	/ iə / near	/ eiə / layer
/ I: / see	/ eə / hair	/ aiə / liar
/ e / ten	/ uə / pure	/ ɔiə / loyal
/ a / man	/ ei / pare	/ aUə / lower
/ a: / arm	/ ɔi / boy	
/ ɔ / got	/ ai / five	
/ ɔ: / saw	/ əU / home	
/ U / put	/ əU / home	
/ U: / too	/ aU / now	
/ ɜ: / fur		
/ ʌ / cup		
/ ə / ago		

Note: closing diphthong + trip thongs.

A diphthong is a blending of two vowel pronounced with same sort of glide.

Pure vowel: A vowel which remains constant and does not glides.

## 2-6-2 Short and long vowels in English

### 2-6-2-1 Allophonic vowel length

In most dialects of the English language, for instance British Received Pronunciation and General American, there is complementary allophonic vowel length. Vowel phonemes are realized as longer vowel allophones before voiced consonant phonemes in the coda of a syllable, meaning vowels are lengthened before a voiced consonant.

For example, the vowel phoneme / æ / in æ / b t t / "bat" is realized as a short allophone [ a ] in [b a t], because the / t / phoneme is voiceless, while the same vowel / a / phoneme in /bd/ "bad" is realized as a slightly long allophone ( which could be transcribed as / b a d/, because /d/ is voiced.

In addition, the vowels of received pronunciation are commonly divided into short and long, as illustrated from their transcription. The short vowels are /ɪ/ ( as in kit), /ʊ/ ( as in foot), /e/ ( as in dress), /ʌ/ ( as in strut), /æ/ ( as in trap) /w/ ( as in lot), and /ə/ ( as in the first syllable of ago and in the second of sofa). The long vowels are /i:/ ( as in fleece), /u:/ ( as in goose) /ɜ:/ ( as in nurse), /ɔ:/ as in north and thought, and /ɑ:/ ( as in father and start). While a different degree of length is indeed present, there are also difference in the quality of these vowels, and the currently prevalent view tends to emphasis the latter rather than the former.

### 2-6-3 Traditional long and short vowels in English orthography

English vowels are sometime split into (long and short) vowels long lines different from the linguistic differentiate traditionally.

Letter	"Short"	"Long"	Example
<b>A a</b>	/ æ /	/ e I /	<b>mat / mate</b>
<b>E e</b>	/ ɛ /	/ i : /	<b>pet/ Pete</b>
<b>I i</b>	/ I /	/ a I /	<b>twin/twine</b>
<b>O o</b>	/ ɒ /	/əʊ /	<b>not/note</b>
<b>U u</b>	/ ʌ /	/ ju: /	<b>cub/cube</b>

### 2-7 The consonant sound:

It is speech sound whose production involves some sort of obstruction of the air steam at the certain point the vocal tract.

#### 2-7-1 Classification of consonants in term of place of articulation:

- 1/ Alveolar / t,d,s,z,n,r,l /
- 2/ Plato alveolar /ʒ,tf ,dʒ,ʃ/
- 3/ bilabials / p,b,w,m /
- 4/ Labiodental f,v /
- 5/ Dentals /θ,J/
- 6/ glottal / h /
- 7/ palate / J /
- 8/ velars / k,nJ , g /

#### A plosive:

It is a consonant articulation with the following characteristics:

- 1/ one of articulator moved against each other, so as to form a structure that allowed no air to escape from the vocal tract.

2/ after structure has been formed and air has been compressed behind it. It is released that is air is allowed to escape.

3/ if the air behind the structure is held under pressure when the plosive is released.

4/ There are many voicings during a part or all of the plosive articulation. English has six plosive consonants.

/p / t / k / b/ d /g/

### **Africatives:**

They begin as plosives and end as fricatives. A familiar example is the affricate heard at the beginning and the end of the word "church" it begins with an articulation practically the same as that for "t" but instead of rapid release with aspiration and aspiration for the fricative.

### **Fricatives:**

English has quite a complex system of fricative phonemes. They can be seen in the table below.

#### **2-7-2 Place of articulation**

Labiodentals	dental	Alveolar	glottal	Post alveolar
(Voiceless)	f / θ	/ s /	/ t /	h / ʃ
(Voiced)	v	/ z /	/ d /	ʒ

With exception of the glottal, each of articulation has a pair of phonemes, one fortis and one lenis this is similar to what was seen with the plosives. The fortis fricatives are said to be articulated with the greater force than the lenis, and their noise is louder.

#### **2-7-3 Nasal consonants:**

There are three phonemes in English language which are represented by the nasal consonants /m/ n / ŋ /.

In all nasal consonants the soft palate is lowered and at the same time in the mouth passage is blocked at some points so that all air is pushed out the nose. /m/ - and /n/.

All language have consonants which are similar to /m/ - and /n/ in English.

**\*Notice**

1/ The soft plate is lowered for both /m/ - and /n/.

2/ For /m/ the mouth is blocked by the closing of two lips, for by pressing the tip of the tongue against a lower and the sides of the tongue against the side of the Palate.

3/ Both sounds are voiced in English as they are in other language and the voiced air passes out through the nose.

**2-8 A brief description for articulation of "24" English consonants.**

<b>Consonant Sound</b>	<b>Voiced-voiceless state</b>	<b>Point of articulation</b>	<b>Manner of articulation</b>
1. /f/	Voiceless ( -v)	Labiodental	Fricative
2. /v/	Voiced ( +v )	Labiodental	Fricative
3. /θ/	Voiceless ( -v)	Dental or interdental	Fricative
4. /ð/	Voiced ( +v )	Dental or interdental	Fricative
5. /s/	Voiceless ( -v)	Alveolar	Fricative
6. /z/	Voiced ( +v )	Alveolar	Fricative
7. / ʃ /	Voiceless ( -v)	Palate alveolar	Fricative
8. / ʒ /	Voiced ( +v )	Palate alveolar	Fricative
9. / h /	Voiceless ( -v)	glottal	Fricative
10. / t ʃ	Voiceless ( -v)	Palate alveolar	Affricate
11. / d ʒ /	Voiced ( +v )	Palate alveolar	Affricate
12. /n/	Voiced ( +v )	Alveolar	Nasal
13. / m/	Voiced ( +v )	Bilabial	Nasal
14. /ŋ/	Voiced ( +v )	Velar	Nasal
15. /r/	Voiced ( +v )	Alveolar	Trill or rolled
16. /l/	Voiced ( +v )	Alveolar	lateral

17. /j/	Voiced ( +v )	Palatal	glide(semivowel)
18. / w /	Voiced ( +v )	Labiovelar	glide(semivowel)
19. /b/	Voiced ( +v )	Bilabial	plosive
20. /p/	Voiceless ( -v )	Bilabial	plosive
21. /t/	Voiced ( +v )	Alveolar	plosive
22. /d/	Voiceless ( -v )	Alveolar	plosive
23. /K/	Voiceless( -v )	Velar	plosive
24. /g/	Voiced(+v)	velar	plosive

## 2-9 The comparison of English phonology and Arabic

### Introduction:

How do speech sounds differ from one language to another? Are there any two languages that use the same group of sounds? How many different sounds are there in the world's languages? What are the roles of sound production in each language? All these questions will probably face anyone who is exposed to a second, or a foreign language. Man is capable of producing an infinite number of sounds. The science that covers all these points is called phonetics. It studies the human speech sounds in natural languages. This study discusses the differences between Arabic and English sounds. It observes the difference between manner and place of articulation of consonant and vowel sounds in English and Arabic. It also touches upon pedagogical implications for teaching English and Arabic. It also touches upon pedagogical implications for teaching English and Arabic phonology.

### **2-9-1 Consonants:**

English consonants " A consonant is formed when the air stream is restricted or stopped at same point between the vocal cords and the lips (Todd: 1987:14). The outward flow of breath is obstructed in various ways by the organs of speech in the production of English consonant sounds. Sometimes the flow of air is stopped completely. Sometimes the stoppage occurs only partially, so that friction occurs. Sometimes the airflow is forced over the sides of the tongue or made to pass through the nose. The most appropriate way of describing a consonant sound is in terms of place and manner of articulation.

### **2-9-2The place of articulation or point of articulation:**

When the air stream passes through the vocal tract, it is obstructed in some way. Therefore, the most important articulator that may cause obstruction are lips, teeth, vocal cords, and the hard palate (Ladefoged, 2001).when the air passes through the larynx, it comes up and out through the mouth or the nose. Most consonant sounds are produced by using the tongue and other parts of the mouth which determine the shape of the oral cavity, through which the air is passing. The terms used to describe many sounds are those which denote the place of articulation of the sound; that is, the location inside the mouth at which point the constriction takes place. The most common eight places of articulation will be presented below.

#### **Bilabial:**

These sounds are formed by both the upper and lower lips when they come together. They are the initial sounds of "pie, buy, my" represented by the symbols /p/, /b/,/m/. The /w/ sound that is found in the beginning of "way" is also bilabial.

**Labiodentals:**

These sounds are formed by the lower lip and the upper teeth; they are found in words like "friend, vie" when the lower lip rises until it nearly touches the upper teeth. These sounds are represented by the symbols /f/ and /v/.

**Dental:**

Dental sounds are formed with the tongue tip behind the upper front teeth. These sounds are available in words like "there, thin" and they are represented by the symbols /ð/ and /θ/.

**(D) Alveolar:**

These sounds are formed as a result of having the front part of the tongue touching or pointing up to the alveolar ridge. They are the initial sounds in "top" dip, sit. zoo, nut" they are represented by the symbols /t/ /d/ /s/ /z/ /n/ . Other alveolar sounds are /l/ sound in the beginning of words like "lap" and /r/ sound at the beginning of "rip, right".

**(E) Velar:**

Velar are the sound produced using the back of the tongue and the soft palate. They are the sound /k/, /g/, and /ŋ/. These occur at the end of "hack, hag, hang".

**(F) Palatal:**

The sound produced with the front of the tongue and the hard palate. We have only one English palatal sound which occurs at the beginning of the word "you". This sound is presented by the symbol /j/.

**2-9-3 The manner of articulation:**

It refers to the way the airstream is configured during the production of consonant sounds. As we have just seen, sounds of English are distinguished by their place of articulation. However, we need to differentiate between some sounds which we have placed in the same category. For instance, the sound /t/ and /s/ are both alveolar sounds. i. e



the manner of the air stream. There are different manners of articulation in English-stop/plosive: The consonants produced this way are called so because the air stream in the vocal tract is completely stopped at some point. The closure can be made by two lips, producing the bilabial plosive /p/ it can be made by the tongue pressing against the alveolar ridge, producing the alveolar plosive /t/ and /d/, and it can be made by the back of the tongue pressing the soft palate procuring the velar plosive/k/ and /g/. Fricatives: The sounds here are produced as a result of incomplete closure at some point in the mouth. This manner of articulation is used in producing a set of sounds which include the labiodentals fricatives/f/ and /v/, the dental fricatives/ð/ and/ θ/.The alveolar fricatives /s/ and /z/ the alveoli al at affricatives /tʃ / and / ʒ / , and the glottal fricative/h/.

**2-9-4 Arabic consonants:** Arabic consonant composed the following sounds as in

- / bed / الباء
- / moon / الميم
- / fere / الفاء
- / there / الذال
- / shut / الشين
- / hal / الحاء
- / think / الثاء
- / tent / التاء
- / net / النون
- / lift / اللام
- / run / الراء
- / coo / الزاى
- / sit / السين
- / king / الكاف

- / cough / القاف

Above consonant classification into three areas of articulation :

- Plosive : witch are /p , b / /t , d / /k , g /
- Fricative : / f , v / θ , J /s , z /ʃ , ʒ /
- Affricate nasal : / m , n , ŋ / t , ʃ / d, ʒ

### 2-9-5 The place of articulation:

The points that are responsible for producing sound are called articulation and the sounds are related to them. Therefore, points of articulation are formed by the movement of an active organ towards another constant organ.

### 2-9-6 Bilabial:

As in / **B a d** / الباء

Bilabials are produced when the lips come together as in the initials.

### 2-9-7 Labiodentals:

As in / **F a t** / الفاء

In Arabic there is only one labiodentals sound this is formed with the upper teeth and the lower lip.

### 2-9-8 Alveolar:

As in / **J a m** / الجاء

These sounds are formed with the front part of the tongue on the alveolar ridge. Examples of the alveolar sounds are available in the words rushed.

### 2-9-9 Dental:

As in / **t o n t** / التاء

They are sounds produced by the tongue tip behind the upper front teeth.

### 2-9-10 Palatal:

**As in / Ju: /** / الياء

Palatals are sound which are pronounced by the front of the tongue and hard palate.

### **2-9-11 Glottal :**

**As in / hal /** / الحاء

They are the sounds produced when the glottis is open and there is no manipulation of the air passing out through the mouth.

### **2-9-12 Vowels and diphthongs:**

English vowels Todd (1987:14) defines the vowel sound as the sound that needs an open air passage in the mouth. In addition, vowels are produced with a relatively free flow of air. The quality of a vowel depends on the resonance space in the oral cavity and this determined by the position of the mobile speech organs: the tongue, the lips, and the lower jaw. English vowels can be divided into two groups: short vowel and long vowel. Short vowel: short vowels are simple vowels, which are made without any stoppage of the air in the mouth. The short vowels of English have different characteristics. Consider /i/ this short vowel is produced when the front of the tongue is in the half- close position, and the lips are spread. We find it in the "hit". / i /. It is a short vowel – the central back of the tongue is in the half-close position and the lips are slightly rounded. It occurs in words like "book". /e/ when the front of the tongue is in the half-close position and the lips are unrounded the short vowel /e/ is produced. This appears in the word "egg. Left"

/ ə /. This sound is called schwa. It has a half close open central of the tongue position and lips are neutral. It appears in the words "about, banana". It represents the weak sound from in English / æ /. This short vowel is formed with the front of the tongue in the half-open position and the lips are wide-formed this vowel is available in the word "attack". / / It is a central half-open short vowel, produced with lips in the neutral

position. The words “run, uncle” are a case in point. / / .This vowel is produced when the back of the tongue is in open position and the lips are rounded. It is found in the words “cough, dog, knowledge”. Long vowels: long vowels are longer than others in the same position; they are written with a length mark /:/ in English, there are five long vowels, as illustrated below, /i:/ if the front of the tongue is in close position, lips are unrounded. This comes out with the long vowel/i:/ that occurs in the word key, cheese, police.

## **2-10 Voice and voiceless sounds**

A vowel is a sound where air coming from the lungs is not blocked by the mouth or throat. All normal English words contain at least one vowel.

**The vowels are:**

- / æ / As in mat .
- / e / As in pen .
- / ɒ / As in not .
- / ʌ / As in but .
- / u / As in put .
- / ə u / As in ago
- / ɜ / As in fur
- / I / As in see
- / i: / AS in sit
- / a: /As in arm
- / ɔ: / As in saw
- / u /As in too

## The consonants are:

All the sounds produced in the English are either voiced or voiceless. Voiced sound occurs when the vocal cords vibrate when the sound is produced. There is no vocal cord vibration when producing voiceless sounds. To test this, place your fingertips hand on your throat as you say the sounds. When saying the voiced sounds, you should be able to feel a vibration. When saying the voiceless sounds you sound not be able to feel a vibration. Sometimes it is very difficult to feel the difference between a voiced and voiceless sound. Another test may help. Put a piece of paper in front of your mouth when saying the sounds the paper will should move when saying the unvoiced sounds.

All vowels in English are voiced. Some of the consonant sounds are voiced and some are voiceless. Some of the consonant sounds produced in English are very similar. Many times the difference between them is because one is voiced and the other is voiceless. Two examples are z , which is voiced and s , which is voiceless. See the chart below for a listing of the voiced and voiceless consonants.

### Voiced Consonants Sounds

/ b /      /m/      / t /

/ d /      /n/      / k /

/ dʒ /      /ʒ/      / f /

/ v /      /dʒ/      / s /      /

/ z /      / ð /      θ      /

/ ʃ /      /y/      / h /

/ J /

/ w /

/ r /

/ tʃ /

### Voiceless Consonant Sounds

## **2-11 Sources of the common errors pronunciation.**

The main common sources stand on the following points:

A/ language transfer when the errors committed due to mother tongue interference.

B/ transfer of training: when the error occur due to the inadequate training procedures.

C/ strategies of the second language learning refer to the learner's own techniques to the acquire the target language.

D/ strategies of the second language communication. These are strategies of teacher uses to acquire the target language age which the purpose of the learning only how to communicate.

E/ over generalize the target language linguistics:

When the learners over generalized the target language rules and semantic features "Selunker-1992).

"James-1998 gave practical advice of how to identify and analyze learner's errors (the initial step requires error detection, followed by error location and their errors description, step errors classification.

## **2-12 Factors affecting of acquisition to pronunciation**

### **2-12-1 the physical factors:**

The sounds which produce them are the result of muscles contraction. (Roach 1983).

The physical factors very important in acquiring of the target language pronunciation.

The role of the speech muscles in acquiring of the sound system of language is essential. There are many complex that are used muscles can produce change in shape of vocal tract Road (1955:25) stated that it is necessary to become familiar with different parts of the vocal tract in order to learn how the sounds of speech are produce.

These different parts are called articulators. The main ones used in speech are the pharynx velum or soft palate, hard palate, alveolar ridge, teeth and lips. The content of these articulator's muscles is needed to achieve the fluency of the native speakers' pronunciation.

### **2-12-2 The psychological factors:**

The learner's tendencies and his attitudes towards the other group are believed to determine his success in learning new language Lambert (1972:14).

The most obvious psychological factors which affect the acquisition of the foreign language pronunciation is the personal attitude. Positive attitude to words the race, culture, ethnic group and class of people motivated the learners' to acquire the native accent. He may like the natives.

### **2-12-3 The Social factors:**

The sociology of the language emphasized the role of language in society. Spolsky (1998:24).

Second language learning in the native culture varies in its success and usage, depending upon the country the culture and the sociopolitical status of the language.

It is stated that "the context of the foreign language learning is that learning a nonnative language in one's own culture with few immediate and wide spread opportunities to use the language within environment of one's own second language. Brown (1987:32).

Society has great influence on learning a second language if it views learning a second language as useless. Then this language will not progress. Society enables the learners to practice the foreign language communicatively if it is in a high position within that community. Hence social and culture values control the second language acquisition especially the spoken language.

Mother tongue. This approach lead to the naturalistic methods including comprehension methods that give enough time for listening before any speaking is allowed which gives the learners the opportunity to internalize the target sound system.

### **2-13 Teaching pronunciation:**

Any teacher or learner must consider how much of time given to the acquisition of another language should be developed to pronunciation and what level performance is necessary for efficient communication. The field of the modern language teaching.

### **2-14 How to teach pronunciation:**

According to Paulson and Brooder(1976:23)

There are basic steps in presenting pronunciation items. These basic steps are:

1/ selection and presenting pronunciation of sound feature to be taught.

The first step is to introduce the second and focus the student attention on the teaching points using the native language in the preliminary stage.

2/ recognition the new sound and discrimination between similar sounds.

Aural recognition is very difficult in cases whether sound is absent in the native language. A very useful device in these cases is to enable the student to identify and discriminate between the new sound and the familiar ones. For example /f/ and /v/, /b/ and /p/ in the case of Sudanese student.

3/ production of the sounds students must produce it in words firstly then in phrases and sentences and finally in communicative utterances. If student able to use and new sounds in everyday situation they must be given exercise where the focus is on the meaning carried by the sound rather than on the sound itself.



4/ teaching basic rules for various spelling of the sound in order to keep “reading pronunciation at “minimum” interference from spelling is a major cause of errors in pronunciation because English spelling is not regular e.g. enough, though, through, cough..... etc.

So students after learning to produce the near sound must be given the various spelling of the sound in rules and in generalization and also in different positions (initial- medial- and final).

Intonation and stress are also taught by the some basic steps. Every step has various activities and drills to it the use of chorusing is essential in teaching sounds. It is suggested that chorusing begin with the whole class then half class and gradually come to pairs and individuals.

### **2-15 Relevant previous studies:**

Jersy (2005) cited In theoretically based practical recommendation for improving EFL\ESL students pronunciation that arab learners of English have problems of pronunciation both phonetic and phonological that are responsible for incorrect pronunciation and consequently sometimes communication breakdown . he explained that the several problems that run by Arab speakers can be classified into problems with individual speech sound due to transference of the sound pattern from the first language into the second language and in the placement of sentence stress.

Regarding the English consonant and vowel sound Jersy mentioned that the sound that do not exist in the Arabic speech sound system make troubles for the learners .he indicated that the diphthong (əʊ)is problematic for most learners and most of Arab students of English ,even in advance level ,would pronounce words like go ( gəʊ ) and cold ( kəʊld ) as go ( gɔ: ) and ( kɔ:ld ) other consonants for instance n ,l,r and d are present in both inventories ,but have different phonetic realization .these differences in the phonetic realizations these differences in the phonetic realization of

similar sound ,as Jersey mentioned , can be one of the causes of the pronunciation problems .Jersey also cited that the students ,mispronunciation can also due to the irregularity and inconsistency of the English spelling he explained that according to kharma ,Arabic spelling is extremely regular in contrast to the graphic representation of sound in English ,for example the letter (c) has three different pronunciation in the word (ocean ,cast, and ceiling)in addition to that, some arab learners tend to pronounce silent consonant e.g (climb, receipt....etc).

Jersey also found that one of the problems that students face is in the rising intonation of (yes –no) questions as they do not know where the problem is and how to pronounce them the right way .he mentioned that the student are usually unaware that the intonation pattern used gives information about whether an utterance is statement or a question .

In his paper the effect of the mother tongue in learning English sound for Sudanese Arabic speakers ,komondan (2004)aimed at the detecting the ways the mother tongue interferes ,and hence ,affects learning English sounds in relation to the very limited area of learners ,behavior towards English on the background of the mother tongue influence in their learning English sound .he found that a sound is strongly influenced by learners ,mother tongue and the clarets fact that supporting this as komondan mentioned comes from the foreign accents delivery of ,for example ,French or an Arabic speaker learning English .he came to the conclusion that the learning of sounds of foreign languages is encumbered by the intrusion of transferred constrains

The interference of Arabic stress in speaking English language ,is a research conducted by aljayli (2004) for the Sudanese students at Omdurman university .he stated that the problems that the learners face in

the field of stress placement are ;first misplacement of word stress .this often happens to words which have more than one syllables ,i e satisfy ( satisfai )becomes ( sati:sfai ) second ,confusion of some pair of words, ie import and export for both noun and verb .third failure to follow pattern of stress shift , I e (saadin )instead of (saadeen ) fourth , failure to adopt the stress timed rhythm of English .this often leads to all words in sentence being stressed irrespective of the text including the function words which are universally unstressed in, spoken English ,ie he went to school ,becomes (hI: wənt tu: sku )fifth failure to adopt the weak vowel in connected speech .in strongly stressed language such as English non stressed vowel are so weakened that they almost disappear .in disappearing the vowel is most commonly reduced as (schwa) ,pronunciation .therefore ,Arab learners carry this habit of retaining the vowel sound into their pronunciation of English ,for example an Arabic speaker will say anatomy ( ənatdmi ) while the correct pronunciation is ( anətɔmi ).

From the above mentioned it is clear that the area of English pronunciation problems for foreign students has been discussed by several researchers .some of them explained the problems with sound ,stress and intonation (Jersy ,2005)some of them concentrated only on the problems with sounds (komondan,2004) others focused on stress (aljayli,2004).

This tries to touch the difficulties of the three components of English pronunciation, i.e. sounds, stress and intonation .moreover , this study tries to spot some points of the differences between English and Arabic by discussing and presenting the consonant and vowel sound ,stress and intonation in both languages

# **CHAPTER THREE**

## **METHODOLOGY**

## **Chapter three**

### **Methodology**

#### **3.0 interdiction:**

This chapter includes the contents this chapter methodology and analytical method, and subtitles as population of the study, the place where the study is conducted, sample of the study, the tools of data collection including its validity and reliability and the procedures.

#### **Methodology:**

The present study deals with the differ encountered by EFL learners in pronunciation this researcher used the descriptive analytical method to conduct study.

#### **Tools of the study:**

The researcher use oral test to gather the data from Sudan University of sciences and technology students, the oral test investigated student's pronunciation. The test involre (3) questions.

#### **3.2 The subject of the study:**

The sample of this study is taken from Sudan University, college of Education, English department, fourth level, the number of population of this study is (3) students.

#### **3.3 Fact validity:**

To check the instrument validity, the researcher chose well experienced teachers from Sudan University. Researcher requested them to comment on the instrument, all of them consider that oral test if suitable for the students.

#### **3.4 Reliability:**

This study use the descriptive and analytic methods, the data will be analyzed and explained.

**Face Validity**

According to Radhakrishna. et al (2003: 15), face validity addresses whether a measuring instrument looks valid in terms of layout, format, question ordering and font sizes.

**Result of Reliability-Piloting**

The questionnaire was distributed for piloting in terms of test-retest convention. The result show that the result is 0.98 and then validity is achieved: Reliability= 0.98

**Summary:**

This chapter has discussed the researcher methodology and the researcher tools adopted for data collection, the chapter has provided adetailed description of all the stops and procedures has been followed, including population, sample validity and reliability of each tool.

**CHAPTER FOUR**

**DATA ANALYSIS, RESULTS AND**

**DISCUSSION**

## **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the diagnostic test which was given to 30 respondents who represent University .

### **4.1 The Responses to Diagnostic Test**

The responses to the questionnaire of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### **4.2 Analysis of the Diagnostic Test**

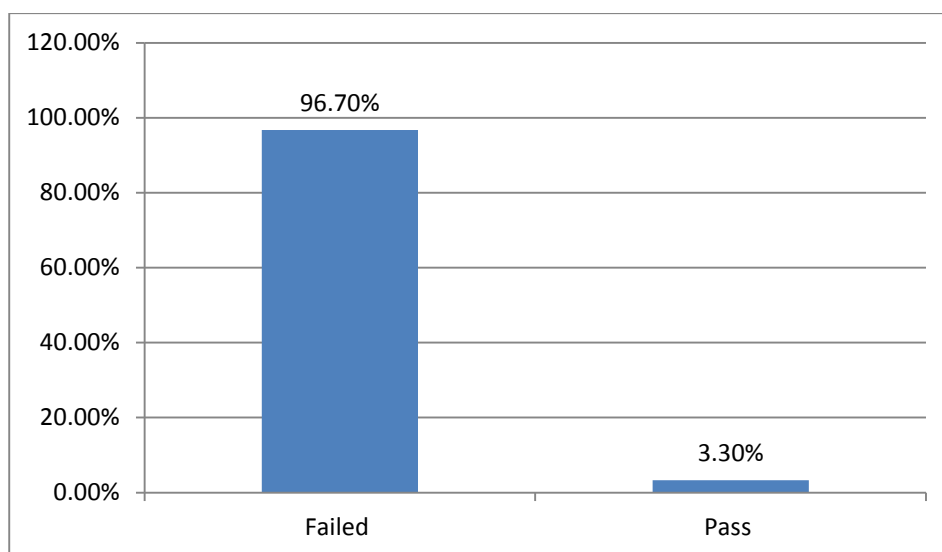
The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (correct, incorrect) to quantitative variables (1, 2) respectively, also the graphical representations were used for this purpose.



Table No (4.1)

**light**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Failed	29	96.7	96.7	96.7
Pass	1	3.3	3.3	100.0
Total	30	100.0	100.0	

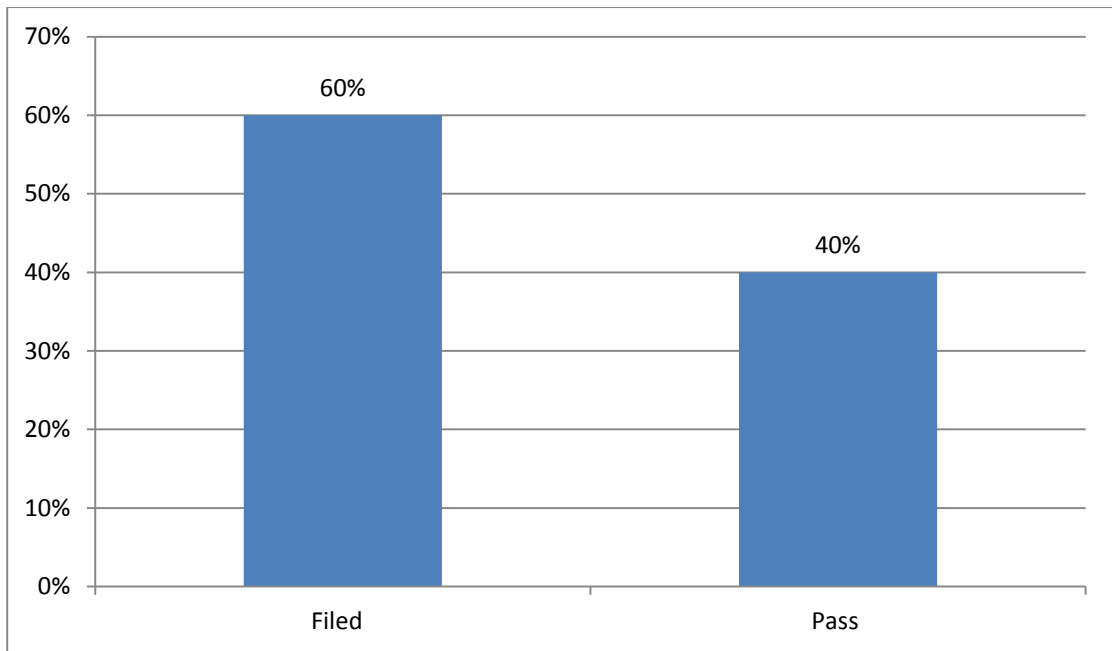


The above table shows that there are only (10) students in the study sample with percentage (3.3%) passed the question number (1), while the most of the students (20) students with percentage (96.7%) failed to pass the question, this result leads to the acceptance of hypothesis related to question number (1)

Table No (4.2)

**whole**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Filed	18	60.0	60.0	60.0
Pass	12	40.0	40.0	100.0
Total	30	100.0	100.0	



Regarding to the above table and figure display that there are only (4) students in the sample of study with percentage (40%) passed the question number (3), meanwhile, the majority of the students (26) students with percentage (60%) failed to pass the question, this result leads to the acceptance of the hypothesis related to question number (2).

Table No (4.3)

**knife**

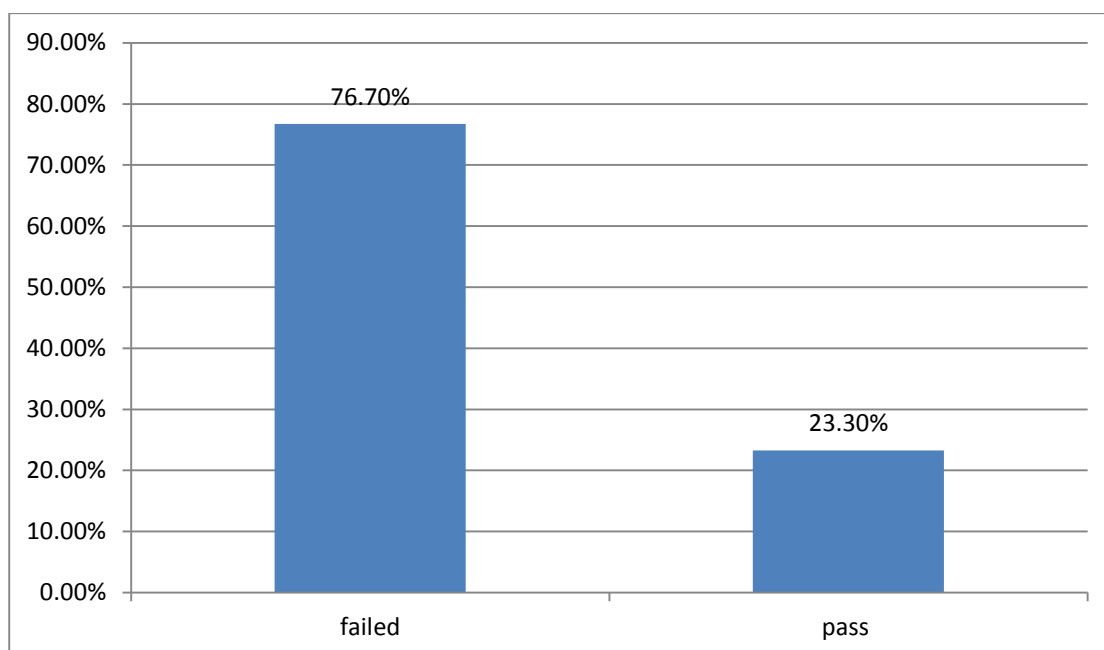
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
pass	30	100.0	100.0	100.0

According to the above table displays that there are only (11) students in the sample of study with percentage 100%) passed the item number (3) this result leads to the reject of the hypothesis related to item number (3).

Table No (4.4)

**Psychology**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Failed	23	76.7	76.7	76.7
Pass	7	23.3	23.3	100.0
Total	30	100.0	100.0	

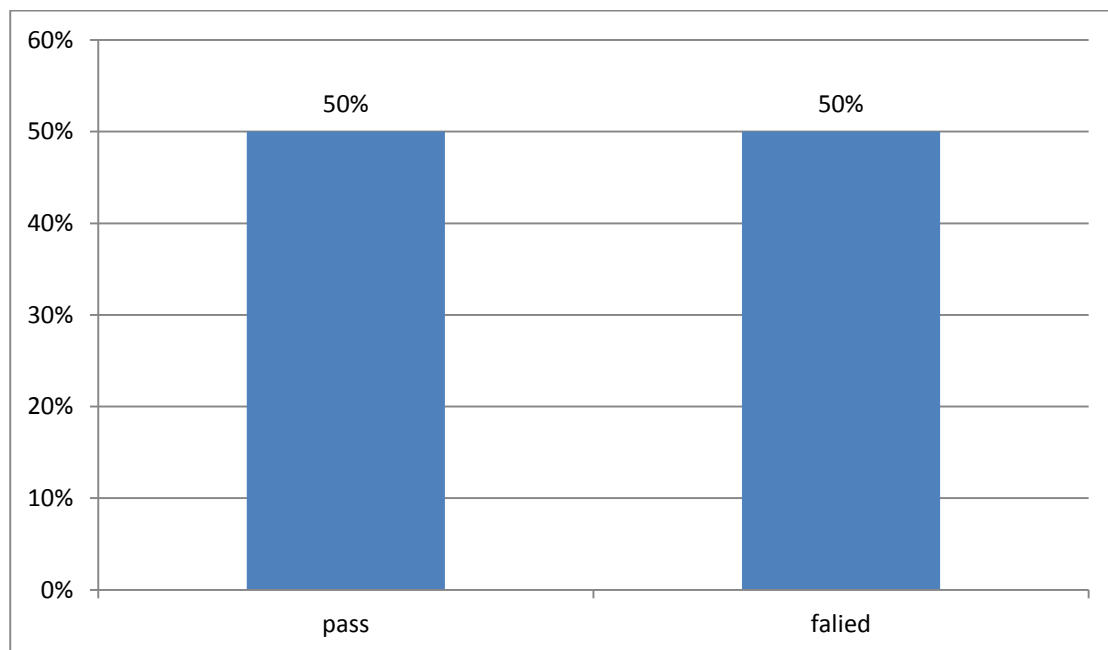


Regarding to the above table and figure display that there are only (7) students in the sample of study with percentage (23,3%) passed the item number (4), meanwhile, the majority of the students (23) students with percentage (76.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (4).

Table No (4.5)

**thick**

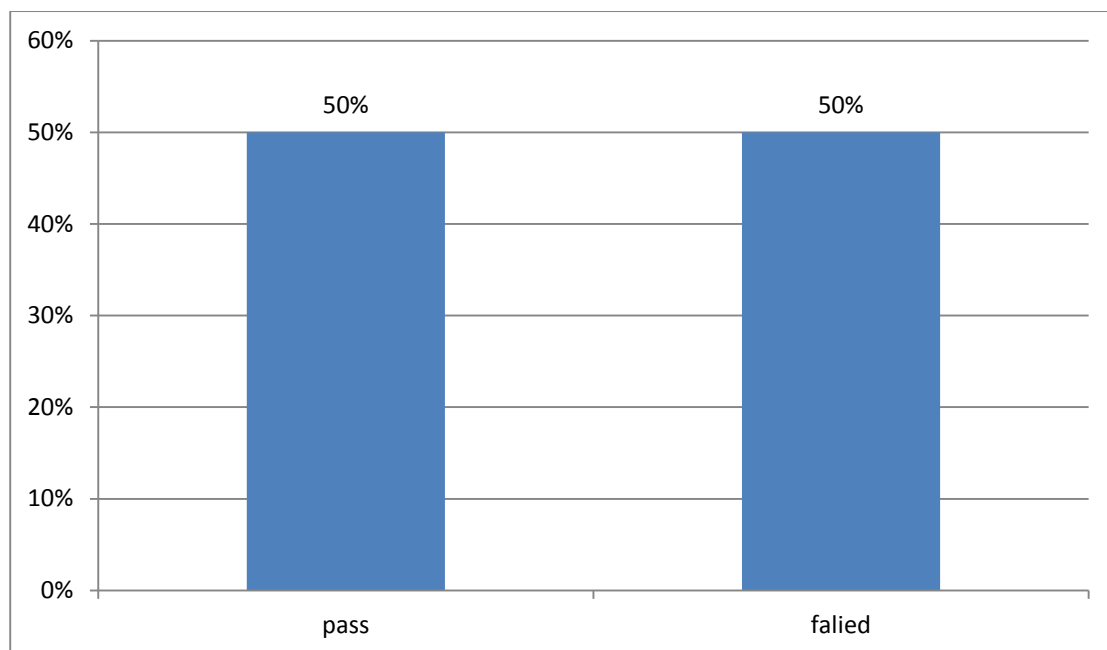
	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid Pass	15	50.0	50.0	50.0
Failed	15	50.0	50.0	100.0
Total	30	100.0	100.0	



With reference to the above table and figure display that there are only (4) students in the sample of study with percentage (50%) passed the item number (4), meanwhile, the majority of the students (15) students with percentage (50%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (5).

Table No (4.5)

<b>honest</b>				
Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Pass	15	50.0	50.0	50.0
Failed	15	50.0	50.0	100.0
Total	30	100.0	100.0	

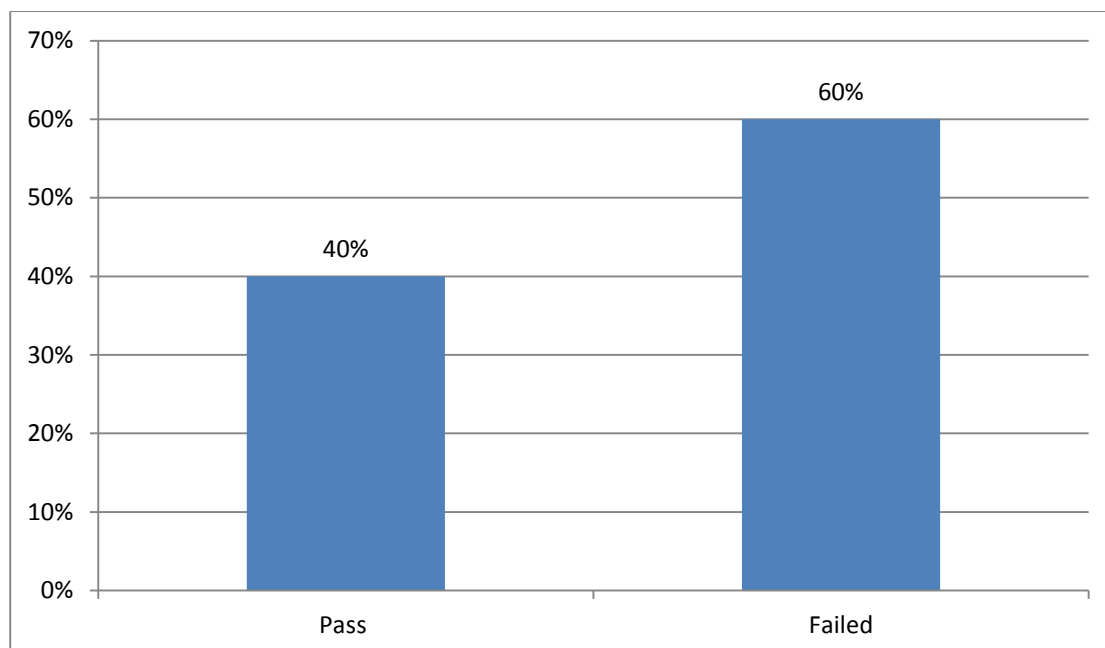


With reference to the above table and figure display that there are only (15) students in the sample of study with percentage (50%) passed the item number (5), meanwhile, the majority of the students (15) students with percentage (50%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (5).

Table No (4. 6)

**castle**

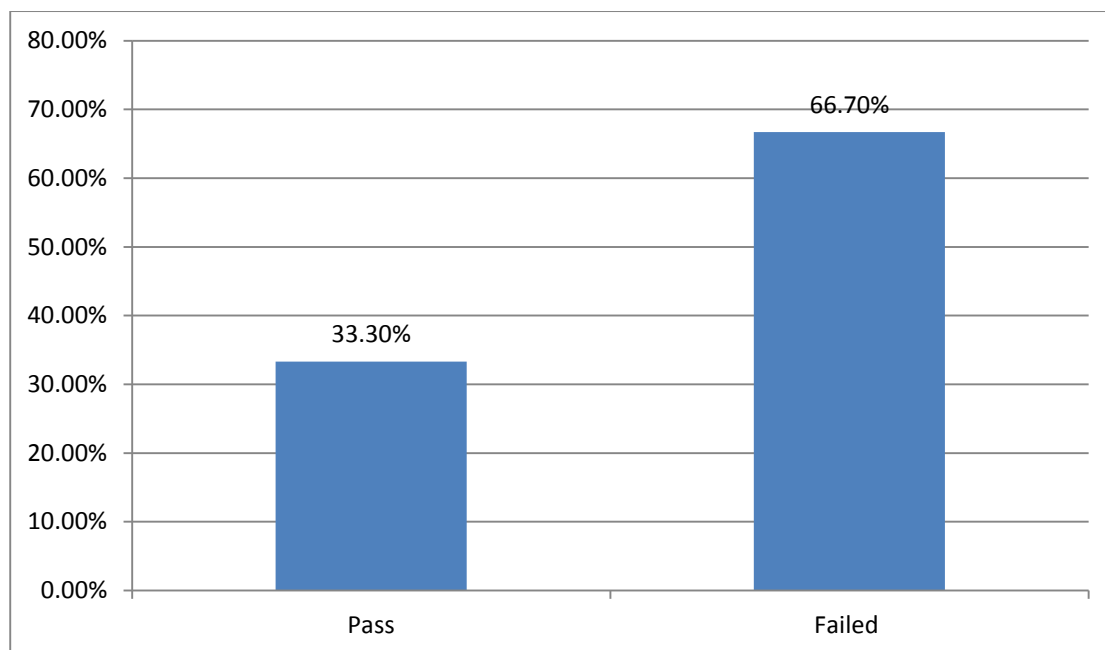
Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Pass	12	40.0	40.0	40.0
Failed	18	60.0	60.0	100.0
Total	30	100.0	100.0	



With reference to the above table and figure display that there are only (18) students in the sample of study with percentage (60%) passed the item number (4), meanwhile, the majority of the students (12) students with percentage (40%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (6).

Table No (4.7) **lamb**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Pass	10	33.3	33.3	33.3
Failed	20	66.7	66.7	100.0
Total	30	100.0	100.0	

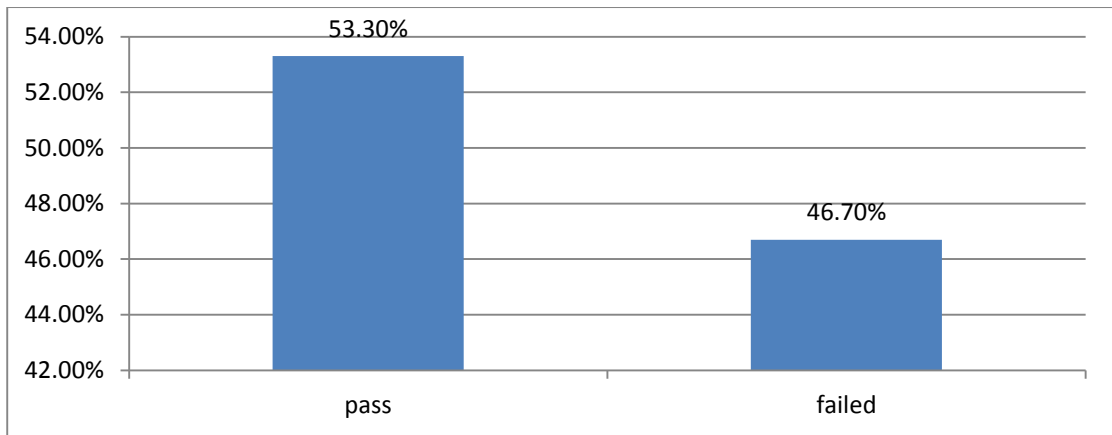


With reference to the above table and figure display that there are only (10) students in the sample of study with percentage (33.3%) passed the item number (4), meanwhile, the majority of the students (20) students with percentage (66.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (7).

Table No (4.8)

**talk**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Correct	16	53.3	53.3	53.3
Un-correct	14	46.7	46.7	100.0
Total	30	100.0	100.0	

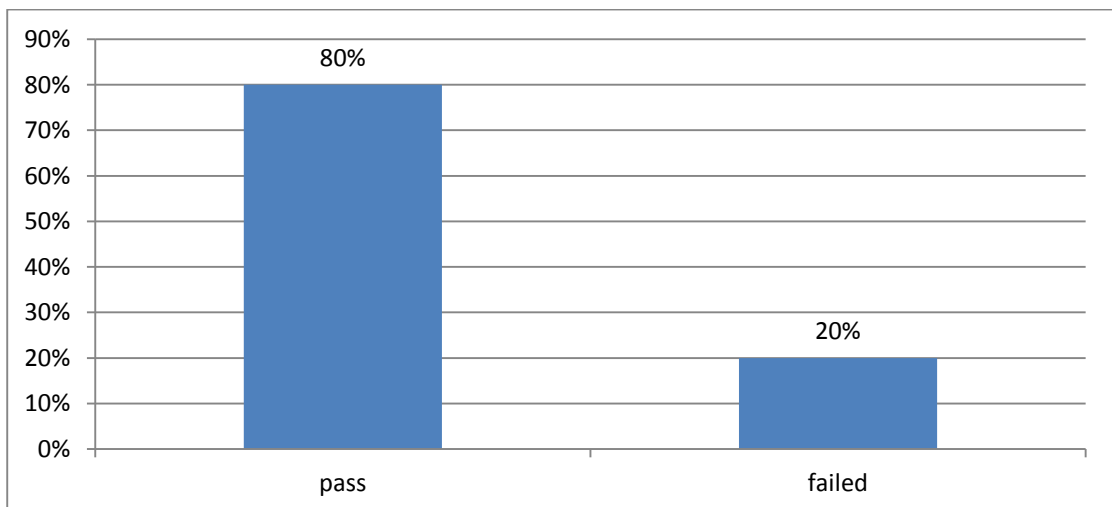


With reference to the above table and figure display that there are only (14) students in the sample of study with percentage (46.7%) passed the item number (4), meanwhile, the majority of the students (16) students with percentage (53.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (7).

Table No (4.9)

**island**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Pass	24	80.0	80.0	80.0
Failed	6	20.0	20.0	100.0
Total	30	100.0	100.0	



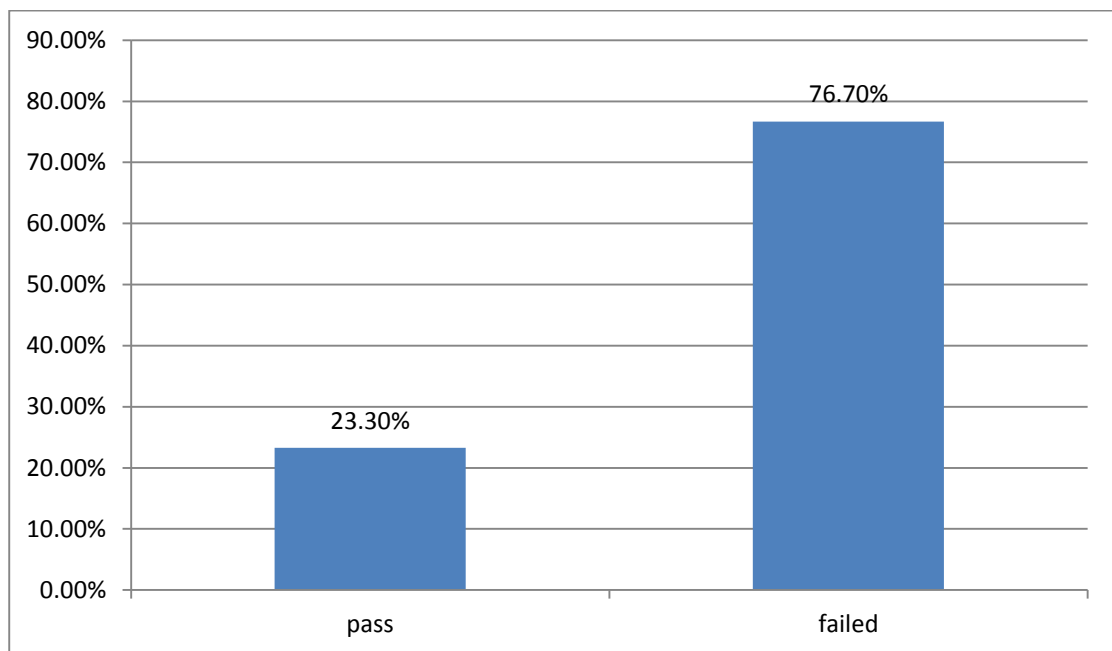


With reference to the above table and figure display that there are only (6) students in the sample of study with percentage (20%) passed the item number (4), meanwhile, the majority of the students (24) students with percentage (80%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (9).

Table No (4.10)

**thanks**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
pass	7	23.3	23.3	23.3
Failed	23	76.7	76.7	100.0
Total	30	100.0	100.0	

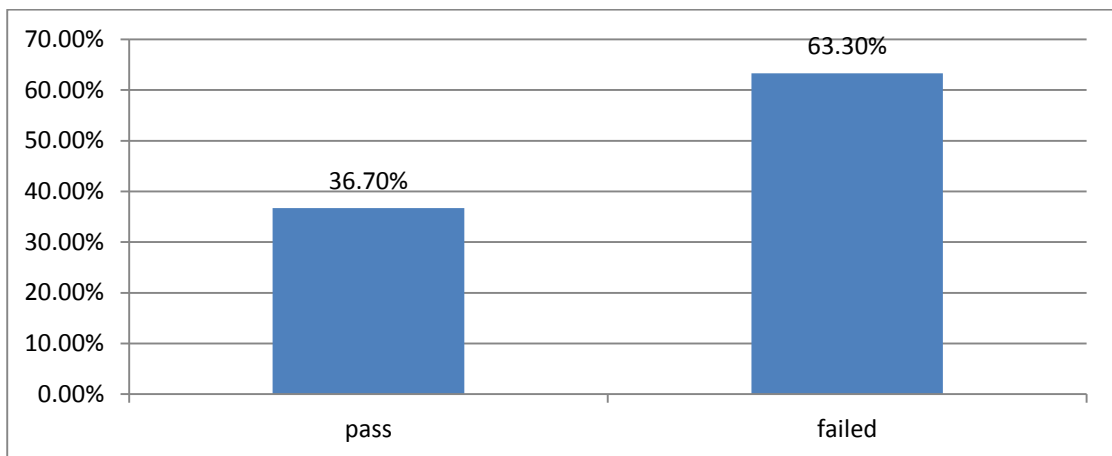


With reference to the above table and figure display that there are only (7) students in the sample of study with percentage (20%) passed the item number (4), meanwhile, the majority of the students (23) students with percentage (80%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (10)

Table No (4.11)

**match**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid pass	11	36.7	36.7	36.7
Failed	19	63.3	63.3	100.0
Total	30	100.0	100.0	

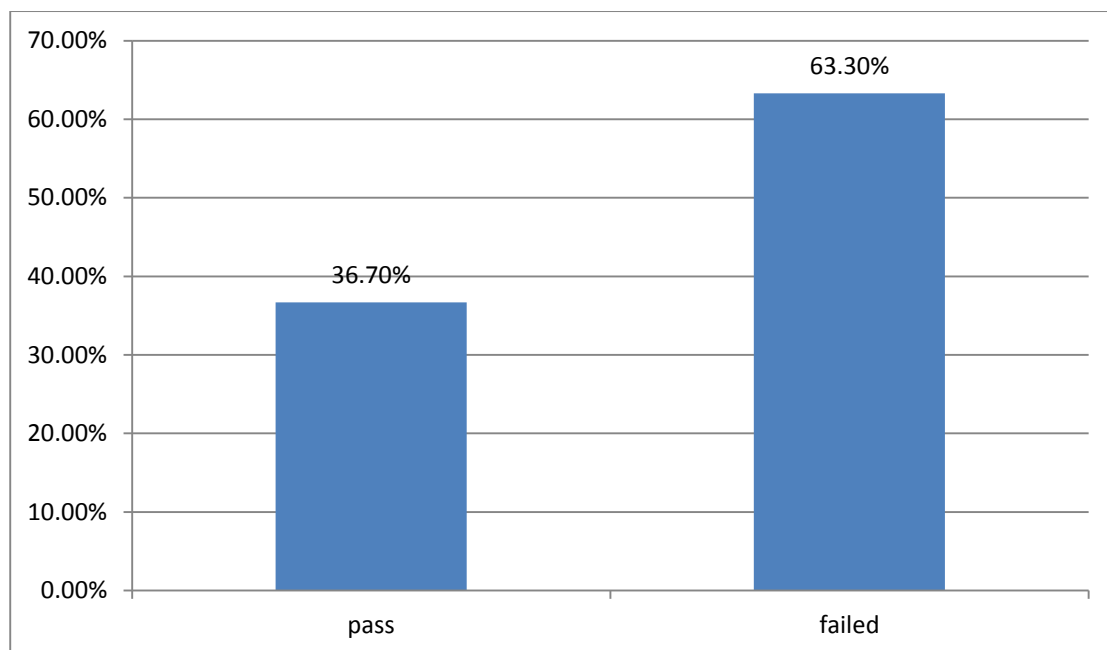


With reference to the above table and figure display that there are only (11) students in the sample of study with percentage (36.7%) passed the item number (4), meanwhile, the majority of the students (19) students with percentage (63.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (11)

Table No (4.12)

**Jug**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Pass	11	36.7	36.7	36.7
Failed	19	63.3	63.3	100.0
Total	30	100.0	100.0	

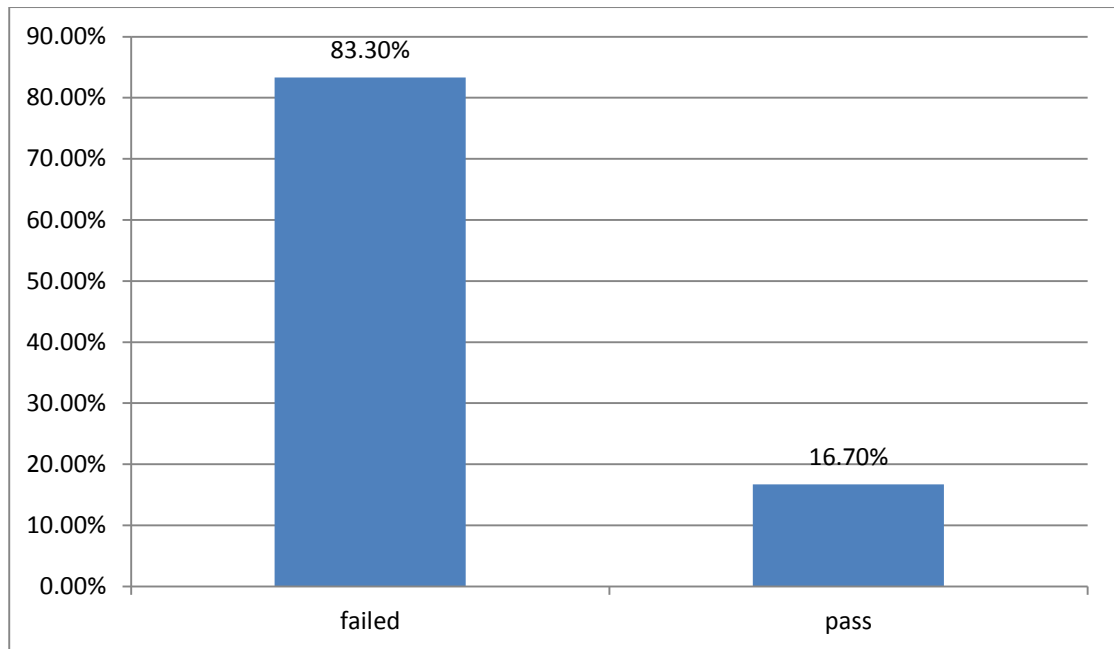


With reference to the above table and figure display that there are only (11) students in the sample of study with percentage (36.7%) passed the item number (4), meanwhile, the majority of the students (19) students with percentage (63.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (12)

Table No (4.13)

**trip**

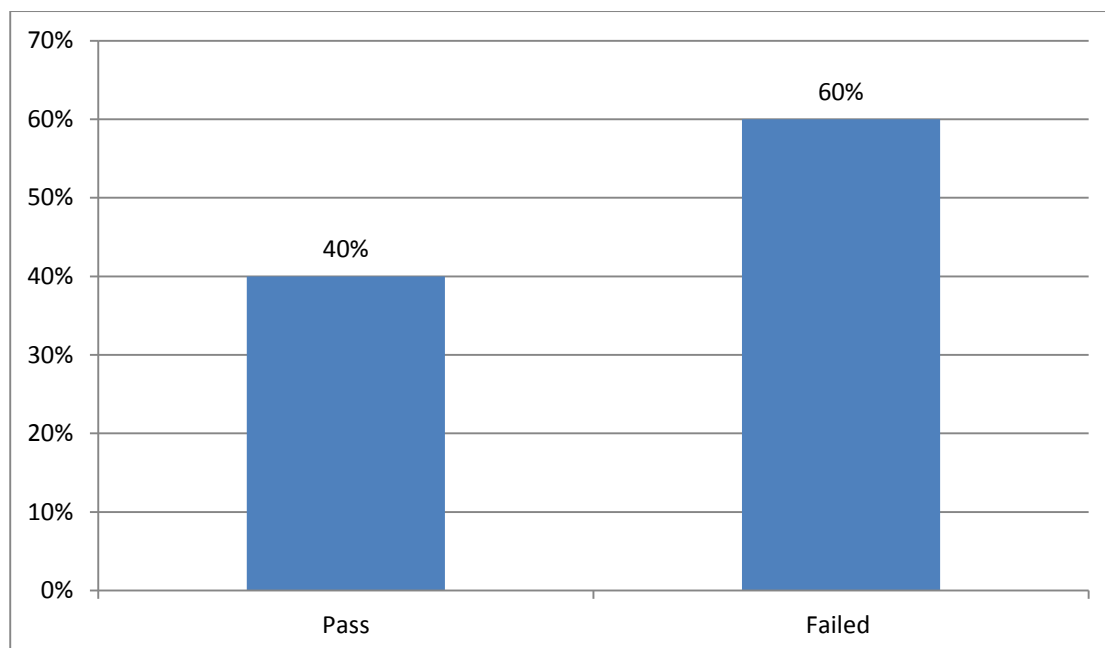
Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Failed	25	83.3	83.3	83.3
Pass	5	16.7	16.7	100.0
Total	30	100.0	100.0	



With reference to the above table and figure display that there are only (5) students in the sample of study with percentage (16.7%) passed the item number (13), meanwhile, the majority of the students (25 ) students with percentage (83.3%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (13).

Table No (4.14)  
leaf

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Pass	12	40.0	40.0	40.0
Failed	18	60.0	60.0	100.0
Total	30	100.0	100.0	

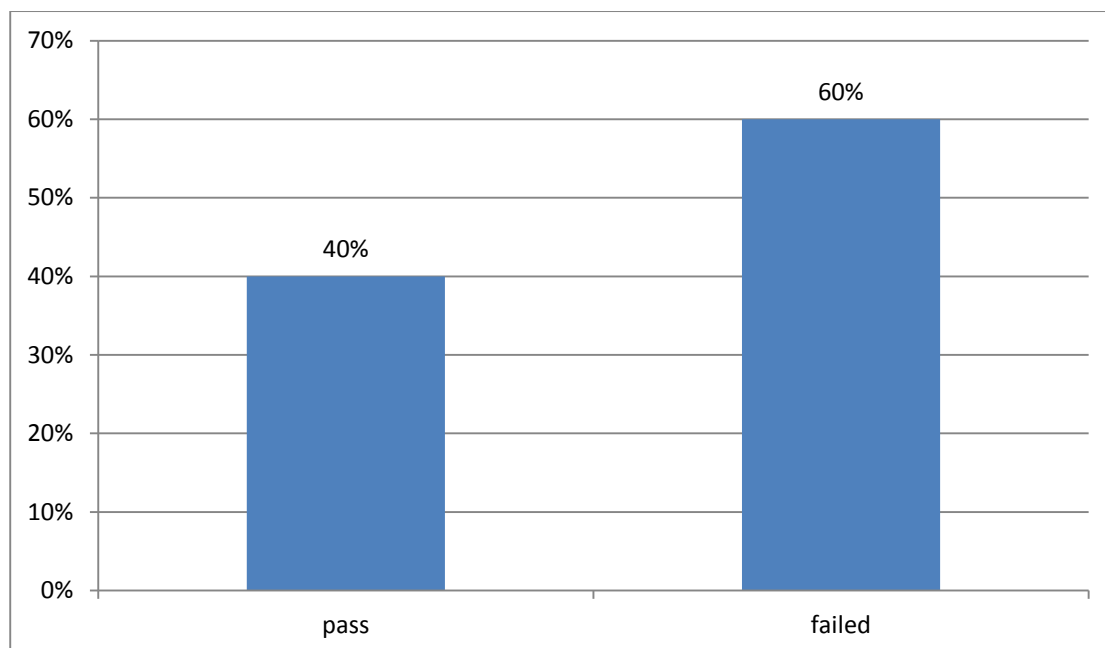


With reference to the above table and figure display that there are only (12) students in the sample of study with percentage (40%) passed the item number (13), meanwhile, the majority of the students (18) students with percentage (60%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (13).

Table No (4.15)

**class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Pass	12	40.0	40.0	40.0
Failed	18	60.0	60.0	100.0
Total	30	100.0	100.0	

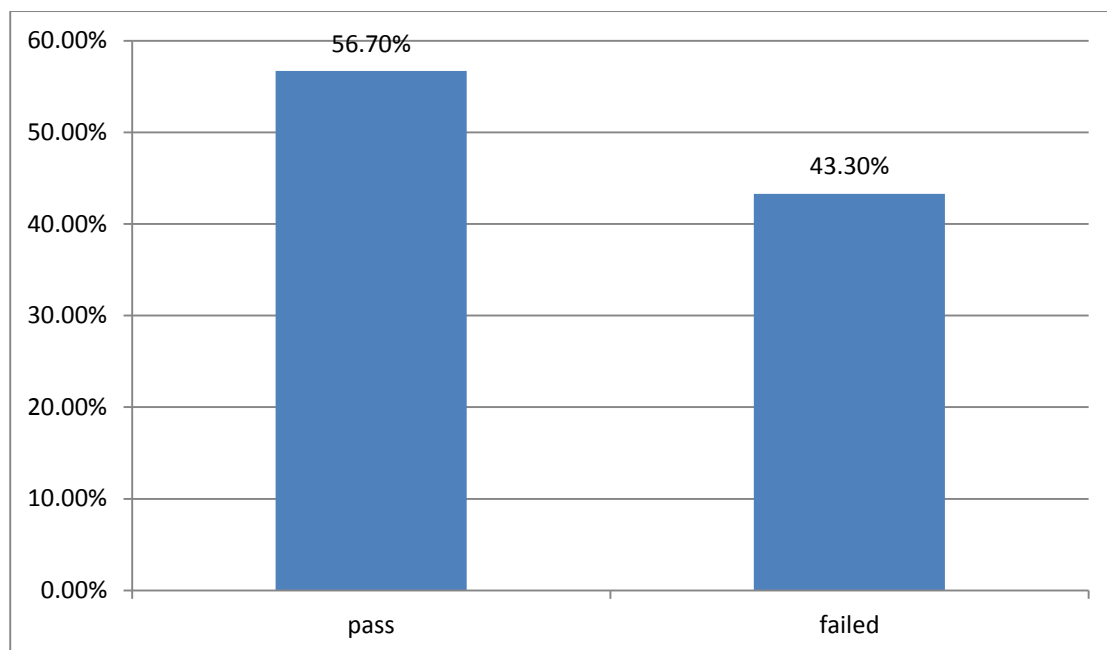


With reference to the above table and figure display that there are only (12) students in the sample of study with percentage (40%) passed the item number (13), meanwhile, the majority of the students (18 ) students with percentage (60%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (13).

Table No (4.16)

**hot**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Pass	17	56.7	56.7	56.7
failed	13	43.3	43.3	100.0
Total	30	100.0	100.0	

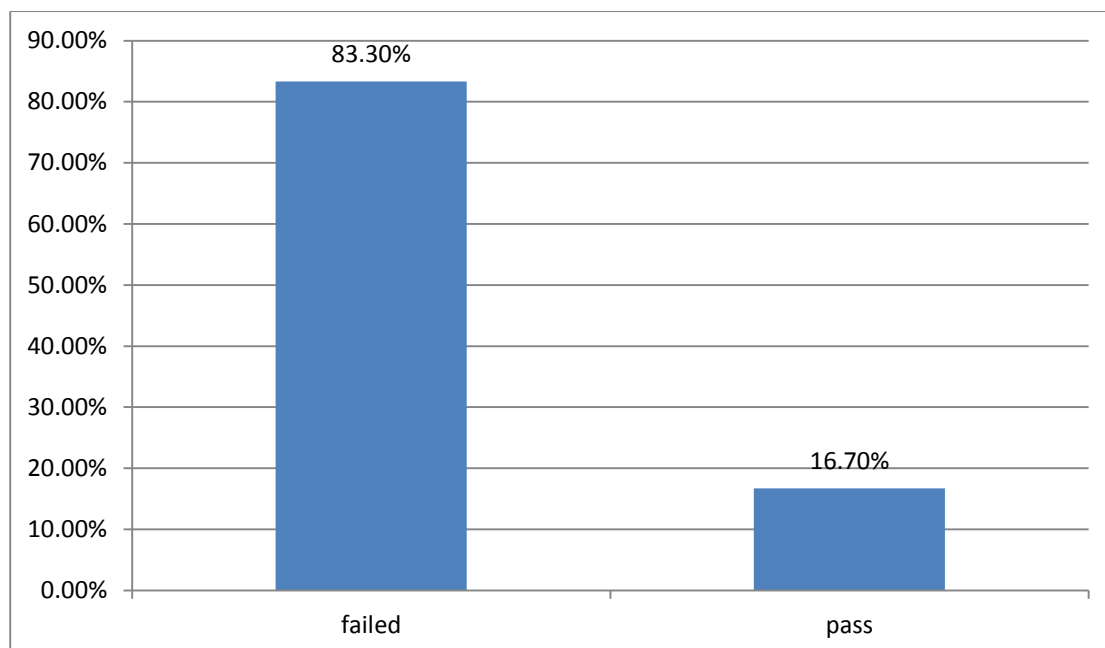


With reference to the above table and figure display that there are only (13) students in the sample of study with percentage (43.3%) passed the item number (13), meanwhile, the majority of the students (17) students with percentage (56.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (16)

Table No (4.17)

**Usually**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
failed	25	83.3	83.3	83.3
pass	5	16.7	16.7	100.0
Total	30	100.0	100.0	



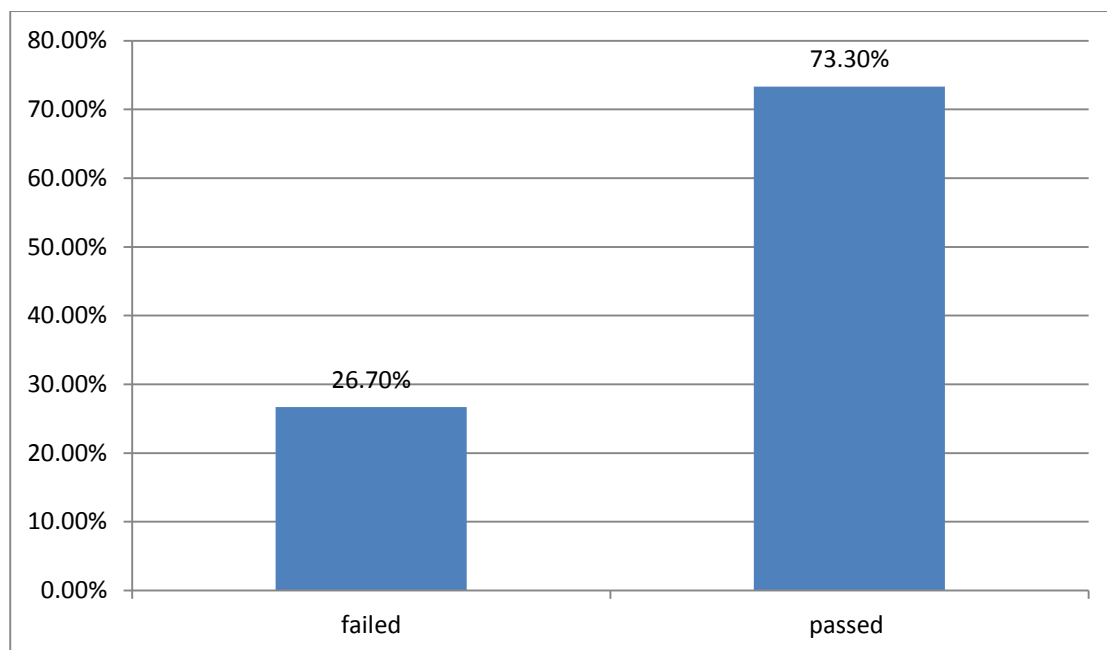
With reference to the above table and figure display that there are only (5) students in the sample of study with percentage (16.7%) passed the item number (17), meanwhile, the majority of the students (25) students with percentage (83.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (17).

Table No (4.18)

**pea**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
failed	8	26.7	26.7	26.7
passed	22	73.3	73.3	100.0
Total	30	100.0	100.0	



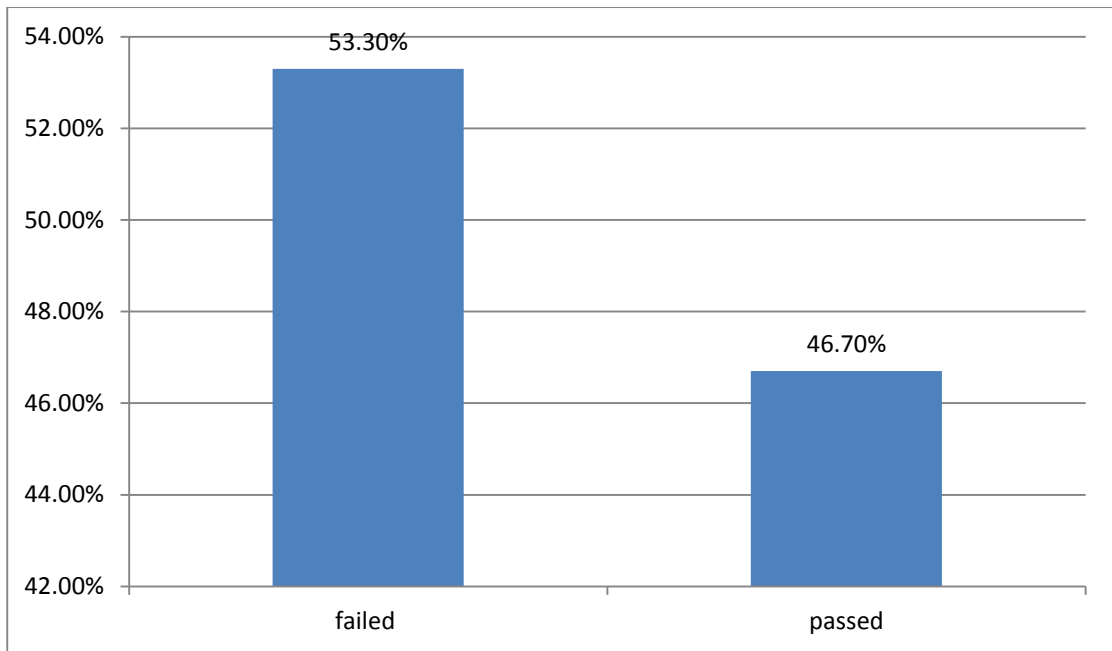


With reference to the above table and figure display that there are only (22) students in the sample of study with percentage (73.3%) passed the item number (18), meanwhile, the majority of the students (8) students with percentage (26.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (18).

Table No (4.19)

**stopped**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Failed	16	53.3	53.3	53.3
passed	14	46.7	46.7	100.0
Total	30	100.0	100.0	

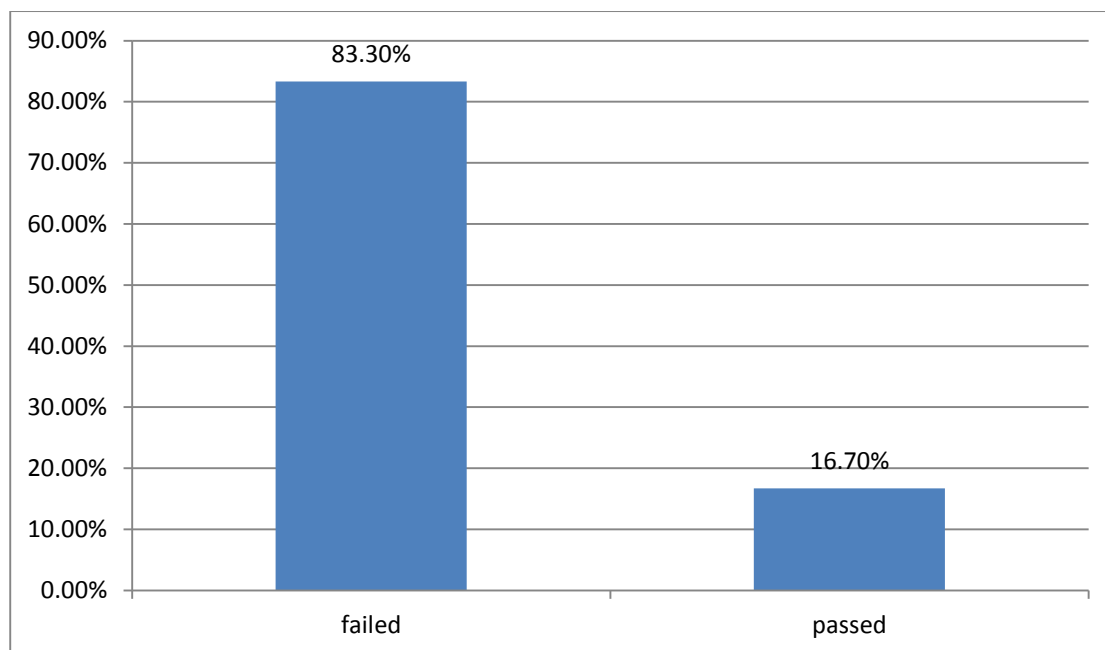


With reference to the above table and figure display that there are only (14) students in the sample of study with percentage (46.7%) passed the item number (18), meanwhile, the majority of the students (16) students with percentage (53.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (19).

Table No (4.20)

**brought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Failed	25	83.3	83.3	83.3
passed	5	16.7	16.7	100.0
Total	30	100.0	100.0	

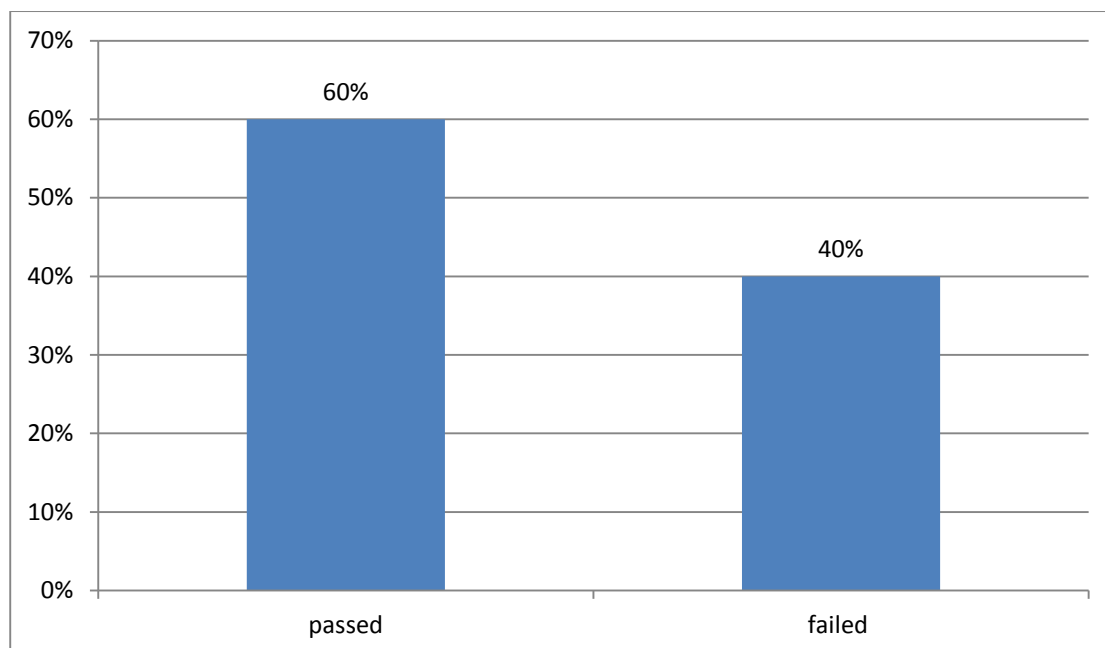


With reference to the above table and figure display that there are only (5) students in the sample of study with percentage (16.7%) passed the item number (19), meanwhile, the majority of the students (25) students with percentage (83.3% %) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (20).

Table No (4.21)

**special**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Passed	18	60.0	60.0	60.0
Failed	12	40.0	40.0	100.0
Total	30	100.0	100.0	

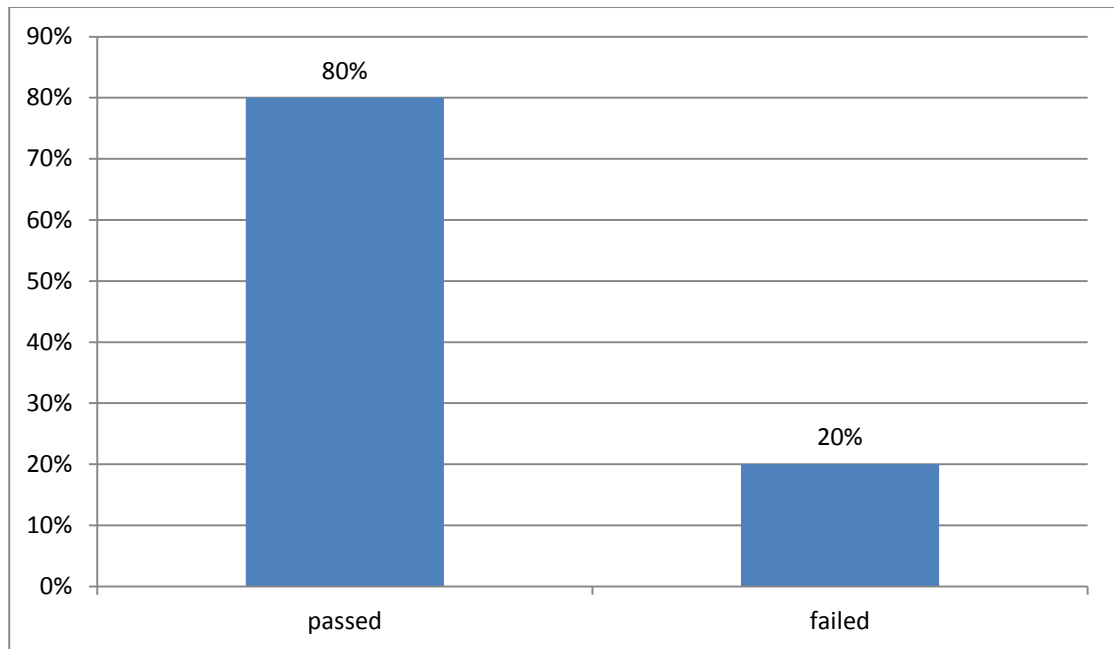


With reference to the above table and figure display that there are only (12) students in the sample of study with percentage (60%) passed the item number (19), meanwhile, the majority of the students (18) students with percentage (40 %) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (21).

Table No (4.22)

**bush**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Passed	24	80.0	80.0	80.0
failed	6	20.0	20.0	100.0
Total	30	100.0	100.0	

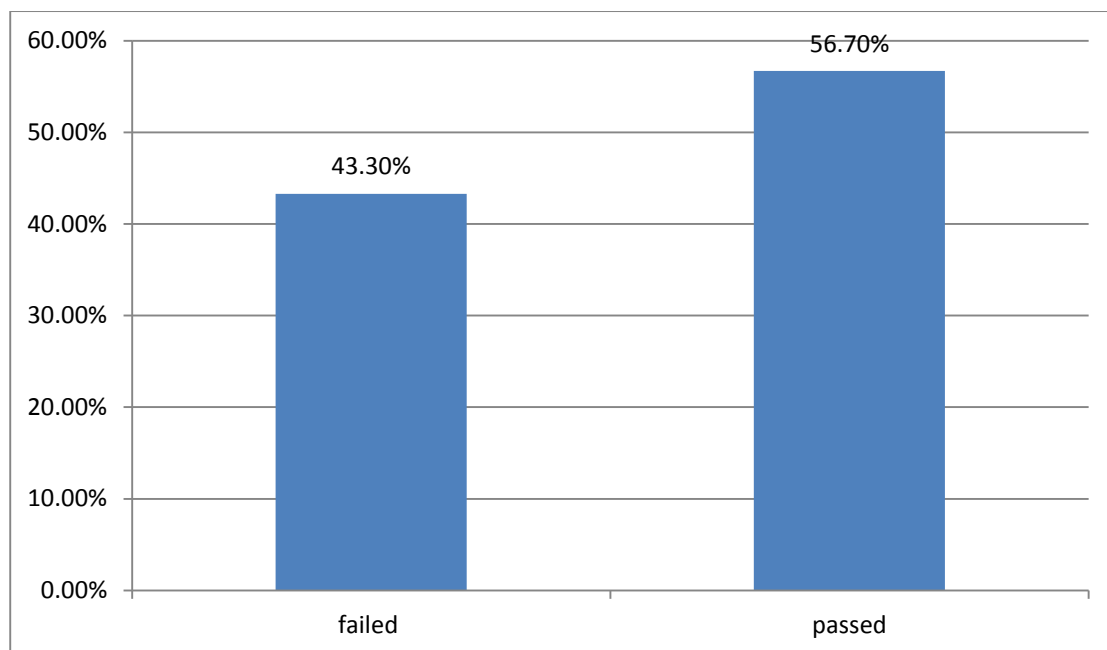


With reference to the above table and figure display that there are only (6) students in the sample of study with percentage (20%) passed the item number (24), meanwhile, the majority of the students (18) students with percentage (80 %) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (22).

Table No (4.23)

**Passed**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Failed	13	43.3	43.3	43.3
Passed	17	56.7	56.7	100.0
Total	30	100.0	100.0	

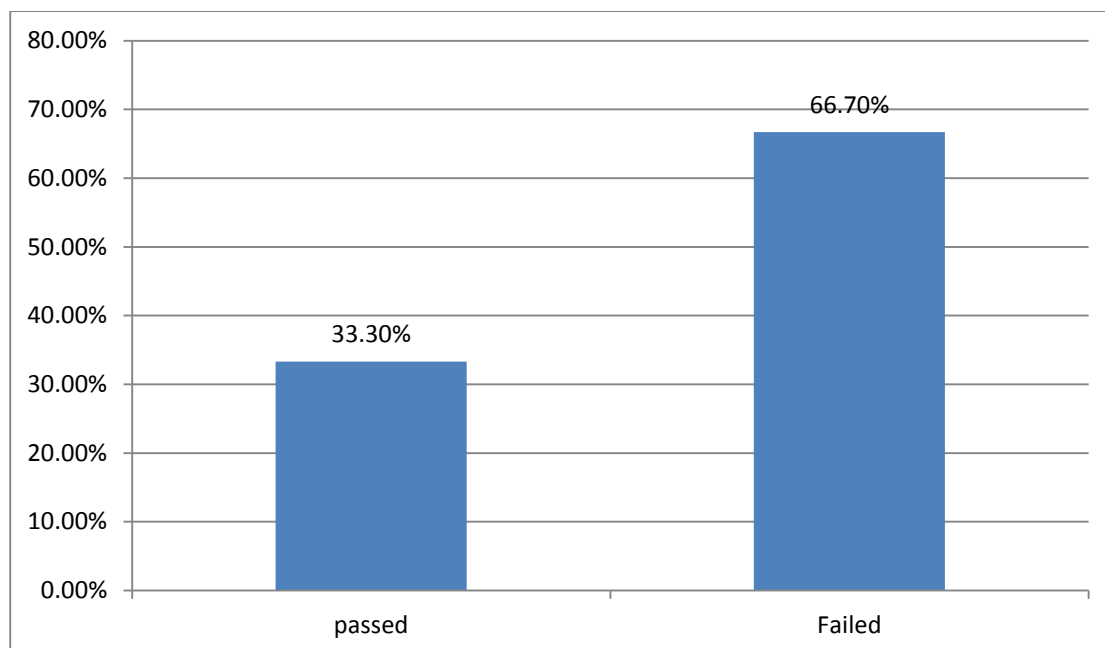


With reference to the above table and figure display that there are only (13) students in the sample of study with percentage (43.3%) passed the item number (24), meanwhile, the majority of the students (17) students with percentage (56.7) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (22).

Table No (4.24)

**pat**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Passed	10	33.3	33.3	33.3
Failed	20	66.7	66.7	100.0
Total	30	100.0	100.0	

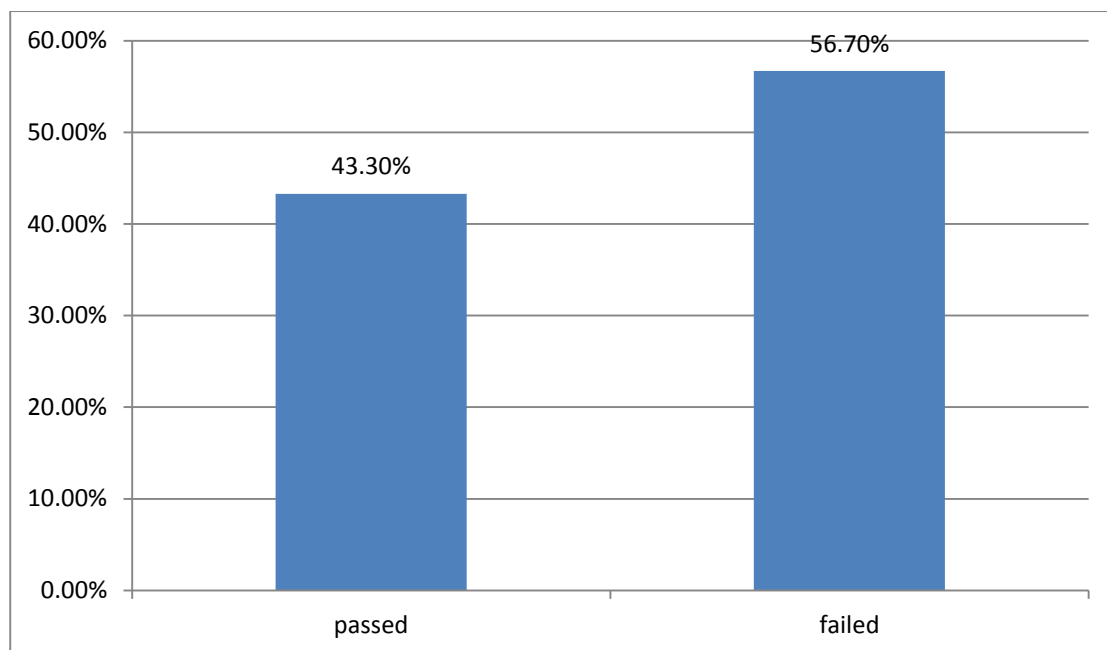


With reference to the above table and figure display that there are only (10) students in the sample of study with percentage (33.3%) passed the item number (20), meanwhile, the majority of the students (20) students with percentage (66.7) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (23).

Table No (4.25)

**pushed**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
passed	13	43.3	43.3	43.3
Failed	17	56.7	56.7	100.0
Total	30	100.0	100.0	



With reference to the above table and figure display that there are only (13) students in the sample of study with percentage (43.3%) passed the item number (17), meanwhile, the majority of the students (17) students with percentage (56.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to item number (23).



## Discussion

The researcher in this chapter will discuss the data analysis of the study. The percentage (3.3%) passed the question while the most of the students with percentage (96.7%) failed to pass the question. Also, there are only (4) students in the sample of study with percentage (40%) passed the question number (3), meanwhile, the majority of the students (26) students with percentage (60%) failed to pass the question. So there are only (11) students in the sample of study with percentage (100%) passed the item number (3) this. Also, there are only (4) students in the sample of study with percentage (23.3%) passed the item number (4), meanwhile, the majority of the students (26) students with percentage (76.7%) failed to pass the question. So there are only (4) students in the sample of study with percentage (50%) passed the item number (4), meanwhile, the majority of the students (15) students with percentage (50%) failed to pass the question. Also, there are only (5) students in the sample of study with percentage (50%) passed the item number (4), meanwhile, the majority of the students (15) students with percentage (50%) failed to pass the question. So there are only (6) students in the sample of study with percentage (50%) passed the item number (4), meanwhile, the majority of the students (15) students with percentage (50%) failed to pass the question, so there are only (16) students in the sample of study with percentage (53.3) passed the item number (4), meanwhile, the majority of the students (14) students with percentage (46.7) failed to pass the question, this result leads to the acceptance of the hypothesis related to hypotheses one.

there are only (7) students in the sample of study with percentage (23.3%) passed the item number (4), meanwhile, the majority of the students (23) students with percentage (76.7%) failed to pass the question there are

only (6) students in the sample of study with percentage (20%) passed the item number (4), meanwhile, the majority of the students (24) students with percentage (80%) failed to pass the question, there are only (7) students in the sample of study with percentage (20%) passed the item number (4), meanwhile, the majority of the students (23) students with percentage (80%) failed to pass the question, there are only (11) students in the sample of study with percentage (36.7%) passed the item number (4), meanwhile, the majority of the students (19) students with percentage (63.3%) failed to pass the question, there are only (11) students in the sample of study with percentage (36.7%) passed the item number (4), meanwhile, the majority of the students (19) students with percentage (63.3%) failed to pass the question, there are only (5) students in the sample of study with percentage (16.7%) passed the item number (13), meanwhile, the majority of the students (25) students with percentage (83.3%) failed to pass the question, there are only (12) students in the sample of study with percentage (40%) passed the item number (13), meanwhile, the majority of the students (18) students with percentage (60%) failed to pass the question, there are only (12) students in the sample of study with percentage (40%) passed the item number (13), meanwhile, the majority of the students (18) students with percentage (60%) failed to pass the question, this result leads to the acceptance of the hypothesis related to hypothesis two.

there are only (13) students in the sample of study with percentage (43.3%) passed the item number (13), meanwhile, the majority of the students (17) students with percentage (56.7%) failed to pass the question there are only (5) students in the sample of study with percentage (16.7%) passed the item number (17), meanwhile, the majority of the students (25) students with percentage (83.3%) failed to pass the there are only (22)

students in the sample of study with percentage (73.3%) passed the item number (18), meanwhile, the majority of the students (8) students with percentage (26.7%) failed to pass the question , there are only (14) students in the sample of study with percentage (46.7%) passed the item number (18), meanwhile, the majority of the students (16) students with percentage (53.3%) failed to pass the question, there are only (5) students in the sample of study with percentage (16.7%) passed the item number (19), meanwhile, the majority of the students (25) students with percentage (83.3% %) failed to pass the question, there are only (12) students in the sample of study with percentage (40%) passed the item number (18), meanwhile, the majority of the students (18) students with percentage (60 %) failed to pass the question , there are only (6) students in the sample of study with percentage (20%) passed the item number (24), meanwhile, the majority of the students (18) students with percentage (80 %) failed to pass the question, there are only (13) students in the sample of study with percentage (43.3%) passed the item number (24), meanwhile, the majority of the students (17) students with percentage (56.7) failed to pass the question , there are only (10) students in the sample of study with percentage (43.3%) passed the item number (24), meanwhile, the majority of the students (20) students with percentage (56.7) failed to pass the question , there are only (10) students in the sample of study with percentage (43.3%) passed the item number (24), meanwhile, the majority of the students (20) students with percentage (56.7%) failed to pass the question , this result leads to the acceptance of the hypothesis related to hypothesis three.

## **Chapter five**

### **Final findings, conclusions & Recommendations**

#### **5-0 introduction:**

This is the final chapter of the study it consists of the conclusion, Recommendation and suggestion for further studies.

#### **The findings:**

After the analysis and discussion , the researcher has reached to the following results:

- Our focus school is on teaching strategies in order to avoid committing errors.
- Some of English errors pronunciation is problematic to the Sudanese students.
- The errors in performance of the learning are in the first play due to transfer training rather than the mother tongue interference.
- The syllabus in teaching pronunciation is major causes of the students ill the performance.
- Absence of the native speaker beside the staff one of the main causes of the problem.

#### **Recommendations**

- Teachers should be a good models, for the learners they moderate the students and encourage them by giving them confidence to practice the spoken, of the language.
- Teachers must have good knowledge about teaching pronunciation methods variables. Such as age interest need previous experience in the target language attitude and motivation as well as their social and cultural background that help teachers in creating good condition, in the classroom so as to reach the good.
- The silent period must be enough to enable the learners teachers should direct students to be sensitive to different sound they can train the students ears by giving them sound without meaning.

Then select certain patterns that are easy to get in their minds words should be sound Production.

- Much time should be devoted to teaching pronunciation saturation must be done in the response to errors which students make in the classroom.
- The production stage follows the reception stage. In which teachers should be educate the students to practice their organic of speech by producing the various speech sound. They can use available visual aids to help them in recognizing the production sound.
- Teacher should be articulate properly to the learners and provide them by a good material of pronunciation .

### **Result:**

- Our focus school is on teaching strategies in order to avoid committing errors.
- Some of English errors pronunciation is problematic to the Sudanese students.
- The errors in performance of the learning are in the first play due to transfer training rather than the mother tongue interference.
- The syllabus in teaching pronunciation is major causes of the students ill the performance
- Absence of the native speaker beside the staff one of the main causes of the problem.

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## **Websites:**

- [www.Englishword.com](http://www.Englishword.com)
- [www.englishclub.com](http://www.englishclub.com)

## The Appendix

### Sudan University of Science and Technology

#### College of graduate studies

#### Diagnostic Test of Pronunciation

*Dear Teachers,,,*

This an oral test is an analyzing to investigate the common errors in pronunciation that students are required to read these words to find out the common errors and try to find solution.

H1: Secondary school students face difficulties in pronouncing words that contain silent letters.

**Questions One: Please read these words:**

<b>The words</b>	<b>Transcription</b>	<b>Students Pronunciation</b>
1. light		
2. whole		
3. knife		
4. psychology		
5. thick		
6. honest		
7. castle		
8. lamb		
9. talk		
10. island		

**H2: Secondary school students make many errors in pronunciation as a result of interference of their mother tongue**

**Questions Two: Read the following words:**

<b>The words</b>	<b>Transcription</b>	<b>Students Pronunciation</b>
1. thanks		
2. match		
3. jug		
4. trip		
5. leaf		
6. class		
7. hot		
8. usually		

H3: Secondary school students are not able to differentiate between some consonant.

**Questions Three: Read the word carefully:**

<b>The words</b>	<b>Transcription</b>	<b>Students Pronunciation</b>
1. pea		
2. stopped		
3. brought		
4. special		
5. bush		
6. passengers		
7. pat		
8. pushed		