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The Impact of First Language Influence on Learning English Phonetics

تاثير اللغة الآم في تعلم أضوات اللغة الانجليزية

(A Case Study of Shendi Secondary School for Girls)

A thesis Submitted for the Degree of MA. In Applied Linguistics

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Dedication

With a deep feeling to my beloved wonderful mother soul Aashia , and my ever – supportive my gentle husband .

And to my rest of my family members my brothers , and my sisters who have been concerned for me and wished me the best of luck in my academic life.

Finally , to my lovely children ..

To them I dedicate my thesis work.

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Abstract

This is a study on the pronunciation and perception of English sounds and words by high secondary school students in Sudan whose native language is Sudanese Arabic .The study aim to establish the ineligibility of (Sudanese Arabic Accent English for native English , also is compared with that of native speakers). This finding was predicted from contractive analysis of the Arabic and English sounds , that leads to the Sudanese students produce incorrect pronunciation (Consonant cluster).

The technique used is an error analysis for a number of students in a high secondary schools for three levels (Shendi School) and arriving to a recommendations and conclusion of study.

مستخلص البحث

هذه الدراسة تقوم على أساس النطق والإدراك لأصوات اللغة الانجليزية عند طلابنا بالسودان الذين تعتبر اللغة العربية هي الأم .

الدراسة تأمل أن تصل إلى حلول للمشاكل التي يعانيها الطلاب العرب عند لفظهم الحروف الساكنة المركبة والمقارنة بين أهل الانجليزية والعربية في الأصوات .

الآلية التي اتخذت هي تحليل لبعض الكلمات لدى عدد من الطلاب في مدرسة شندي الثانوية العليا للبنات في المستويات الثلاثة (الأول – الثاني – الثالث) وصولاً إلى التعليقات والاقتراحات والخاتمة.

CHAPTER ONE

INTRODUCTION

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INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the Study

Proper English pronunciation can be a big problem for some ESL learners and more difficult for some students than for others. A student's native language determines, for the most part, the **degree of difficulty** and the **types of difficulties** students will have. With respect to the researcher's experience, ESL students whose native language is Arabic have a much harder time than those whose native language is Spanish, Portuguese or French. But despite the differences between countries, there are certain mistakes that are the most common among ESL students all over the world. Here, you'll see not only what they are, but also how to help your students overcome them.

The "th" is one of the hardest consonant sounds to pronounce**.** It can be pronounced in three different ways: as a "d" (/ð/) as in *this*, *that*, *these*, *those*, *they* or *them*; as the voiceless /θ/ in *three*, *thing*, *thought*; or as a /t/ as in *Thai* or *Thames*. The pronunciation of the /θ/ is especially difficult for some - students often say *tree* instead of *three*.

How to fix it**:** Go over the difference between the three types of pronunciation. Don't forget to mention that the third one is the least common. As for the difficulty in pronouncing the /θ/, show students how to place their tongues between their teeth and force air out to make the right sound.

The schwa ([ə]) is a sound that is typical in unstressed syllables, for instance in long words like *mem(o)ry*, *choc(o)late* or shorter ones like *th(e)* or *t(o)*. The usual mistake is for students to pronounce the word syllable by syllable: *me-mo-ry*.

How to fix it: Introduce the schwa to students and give them plenty of examples. Remind them of the fact that English is a stressed, not a syllabic language, and that unstressed syllables or words in English often have this sound.

The "r" and "l" sounds are the stereotypical mistake Japanese students make – they say *lice* instead of *rice*. But it is also a difficulty that occurs in other Asian languages.

How to fix it: The problem usually lies in the position of the tongue. To eliminate the confusion first focus on practicing one sound – the "r" –, then the "l". In both cases, show them and contrast the position of the tongue and teeth.

(a)Pronouncing short/i/

The short "i" or [i] as pronounced in words like *live, sit, fit, hit* usually poses a problem as students may be inclined to pronounce them as *leave, seat, feet,* or *heat*.

How to fix it: Give them plenty of practice with these confusing word pairs: *live-leave*; *sit-seat*; *fit-feet, hit-heat*, etc… First say each and ask them if they can hear the difference. Next, repeat each set and have your students repeat. Be sure to either write the words on the board so they can see the difference in spelling or show them word cards. The more practice you give them, the better they'll pronounce these words.

(b)Confusing the "w" and the "v"

This is a typical pronunciation problem in some European nations. Some students have a hard time pronouncing the "w" sound. *Water* is pronounced as *vater*; *west* is pronounced as *vest*, and so on.

How to fix it: If you have students who have a hard time pronouncing the "w" show them how to round their mouths into an "o" and then unrounded them to produce the right sound, like this.

(c)Pronouncing the Magic "e"

Some students may have a hard time noticing the difference between words like *not* **and** *note* **or** *bit* **and** *bite***.** They may be tempted to split them into syllables: *no-te* and *bi-te*.

How to fix it: Once again this is a problem that can be fixed by practicing word pairs. Help them notice that *note* is different from *not* in that it has the extra "e" but it's still not pronounced. The effect of the magic "e" is that it changes the pronunciation of the word.

(d)Pronouncing Silent Consonants

This is one of the problems which the researcher has personally encountered the most with native Spanish speakers. They sometimes tend to pronounce consonants that are silent, like the "d" in *Wednesday* or the "g" in *foreign*.

How to fix it**:** In my experience, fixing this problem is as easy as writing down the word on the board and crossing the silent letter out. It is very important for you to not only verbally correct the pronunciation and have them repeat, but also write it down, as many times as you have to**.**

1.2 Statement of the Problem

Pronunciation of English sounds is one the awkward problems that teachers have to put up with, and exercise great patience to overcome. The problem with English pronunciation emerges mainly from L1 interference in most countries of the world where English is spoken as a second or a foreign language. Sharp differences between the two languages can also account for the difficulty students encounter in pronouncing English word. English language is full of silent letters or sounds. This is a perplexing situation for Sudanese students who have hardly come across such a phenomenon in their L1. Indeed, there are lots of other factors which constitute difficulty of learning the sounds of English.

1.2 Objective of the Study

This research is conducted to carry out the following objectives:-

(i)To shed some light upon some theories of linguistics and their relationship to the research subject.

(ii)To give a background review about the consonant clusters in both Arabic and English languages .

(iii)To compare and contrast the structure of L1 (Arabic) and L2 (English) with regards to consonant clusters.

(iv)To design an oral test for higher secondary school students to observe their difficulties in pronouncing the consonant clusters of English.

1.3 Significance of the Study

This study sets out to explain and make justification for the wrong performance of Sudanese learners of English language in the production of

some English words with long consonant clusters. Furthermore, the thesis will help English teachers to direct learners' attention on learning these consonant clusters.

1.4 Questions of the Study

This study attempts to answer the following questions:

(1) To what extent does the first language affect the process of learning second language (consonant clusters) ?
(2) To what extent do the differences between L1 (Arabic) and L2 (English) cause difficulties on the learning of consonant clusters of (English)?

1.5 Hypotheses

(1) Student's L1 can have a direct effect over their learning a second language, particularly consonant clusters.

(2) Differences between L1 and L2 are bound to cause difficulties of learning in general.

1.5 Methodology

The researcher will adopt a qualitative data collection method. In so doing, the researcher will consult references that have something to do the subject of the thesis. Furthermore, the researcher will conduct oral tests for 90 students at first, second, and third level at higher secondary schools.

Beside the oral tests, the researcher will design a questionnaire for 40 English language teachers at higher secondary schools to find out their views (about the difficulties the student face) and the ways they follow to teach consonant clusters of English.

Finally, an objective qualitative method will be used to describe the data.

CHAPTER TWO

LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews relevant literature on the issue of the factors posing difficulties and hence preventing the proper learning of English sounds by Sudanese secondary school learners, and other related topics with some emphasis on the nature of reading comprehension. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part One: Theoretical Framework

2.1 What is Phonetics

Phonetics is the systematic study of speech and the sounds of language. Traditionally phoneticians rely on careful listening and observation in order to describe speech sounds. In doing this, a phonetician refers to a classificatory framework for speech sounds which is based on how they are made and on aspects of the auditory impression they make. The best known such framework is that of the International Phonetic Association. Much of our knowledge of the sounds of the world's languages comes from this kind of description, which is still an important aspect of phonetics today.

Since at least the nineteenth century, however, many techniques have been applied to speech which allows it to be measured objectively. Analysis of the acoustic speech waveform, laboriously by hand in the nineteenth century, then more rapidly by electrical and electronic machines, and in the last thirty years most conveniently by digital computers, has been central. Many techniques have been applied to study what the speaker is doing to produce speech, for instances x-rays to "see inside" the mouth and throat,

masks and tubes to measure air flow and pressure, and artificial palates to record tongue contact with the roof of the mouth in different sounds.

Many experiments have also been done to discover which parts of the speech signal are most important in helping the hearer to distinguish speech sounds. A great boost to such work came around the middle of the twentieth century, when the development of flexible speech synthesis allowed researchers to manipulate different acoustic aspects of the signal to test which ones are important.

The knowledge phoneticians have accumulated from this range of approaches means that we have a much better scientific understanding now than ever before of how speech works. However, the more we learn, the more we appreciate how complex speech is; whether in terms of how skilfully we control our tongue and other speech organs, or the subtlety of sound effects which languages and dialects employ, or the multiplicity of cues which our perception can make use of in decoding the speech signal. Each answer in phonetic research raises new questions!

Phonetics is often defined with respect to phonology. Both disciplines are concerned with the sound medium of language, and it is not useful to draw a hard and fast line between them. The centre of gravity of the two fields is, however, different. In general, phonology is concerned with the pattering of sounds in a language (and in language in general), and is thus comparable to areas of linguistics such as syntax and morphology which deal with structural elements of language at other levels. Phonetics is more centred on the way those structural elements are "realised" in the world, through movements of the speech organs which create the acoustic signal. Phonetics therefore has important links not only to linguistics but to natural sciences such as physics and anatomy.

Phonetics has always had applications. Traditionally it has been important for language teaching, and for speech and language therapy. Nowadays it contributes to speech technology, and increasingly to forensic science (in cases, for instance, where speaker identification is at issue).

The field of phonetics is a multilayered subject of linguistics that focuses on speech. In the case of oral languages there are three basic areas of study:

(i) Articulator phonetics: the study of the production of speech sounds by the articulatory and vocal tract by the speaker.
(ii) Acoustic phonetics: the study of the physical transmission of speech sounds from the speaker to the listener.
(iii) Auditory phonetics: the study of the reception and perception of speech sounds by the listener.

These areas are inter-connected through the common mechanism of sound, such as wavelength (pitch), amplitude, and harmonics.

2.2 Historical Perspective

Phonetics was studied by 4th century BCE, and possibly as early as the 6th century BCE, in the Indian subcontinent, with Pāṇini's account of the place and manner of articulation of consonants in his treatise on Sanskrit. The major Indic alphabets today order their consonants according to Pāṇini's classification.

Modern phonetics begins with attempts—such as those of Joshua Steele (in *Prosodia Rationalis*, 1779) and Alexander Melville Bell (in *Visible Speech*, 1867)—to introduce systems of precise notation for speech sounds.

The study of phonetics grew quickly in the late 19th century partly due to the invention of the phonograph, which allowed the speech signal to be

recorded. Phoneticians were able to replay the speech signal several times and apply acoustic filters to the signal. By doing so, they were able to more carefully deduce the acoustic nature of the speech signal.

Using an Edison phonograph, Ludimar Hermann investigated the spectral properties of vowels and consonants. It was in these papers that the term *formant* was first introduced. Hermann also played vowel recordings made with the Edison phonograph at different speeds in order to test Willis', and Wheatstone's theories of vowel production.

2.3 **EARLY CONTRIBUTORS**

The earliest contributions to phonetics were made more than 2000 years ago by Sanskrit scholars such as the grammarian Panini in the 400s who dealt with articulation to keep the pronunciation of ancient rituals unchanged. The first phonetician of the modern world was Dane J. Matthias, author of De Litteris (1586). English mathematician John Wallis, who instructed deaf-mutes, was the first to classify vowels, in 1653, according to their place of articulation. The vowel triangle was invented in 1781 by C. F. Hellwag from Germany. Ten years later, Austrian mechanician Wolfgang von Kempelen invented a machine that produced speech sounds. German physicist Hermann Helmholtz, who wrote Sensations of Tone (1863), inaugurated the study of acoustic phonetics. Frenchman Abbé Jean Pierre Rousselot pioneered in experimental phonetics.

Late in the 19th century, the theory of the phoneme was advanced by Jan Baudouin de Courtenay from Poland and Ferdinand de Saussure from Switzerland. In the United States, linguist Leonard Bloomfield and anthropologist and linguist Edward Sapir contributed greatly to the phonetic theory. Linguist Roman Jakobson developed a theory of the

universal characteristics of all phonemic systems. Perhaps Ferdinand de Saussure.

2.4 THE ROLE OF PHILOSOPHY

Recent scientific endeavors all get their insights from the developments in philosophy. In fact, schools of philosophy have shed light on the paths in which different branches of science have stepped. Phonetics, like other fields, has been deeply influenced—at least in its origins—by philosophy. Specifically, the ideas of Kant have had the greatest impact on the early steps of phonetics.

Perhaps the greatest influence is due to the Scottish philosopher and historian David Hume who argued that no observable evidence is available for the existence of a mind substance, spirit, or God. In other words, all metaphysical assertions about things that cannot be directly perceived (that is, through the five sense modalities of sight, taste, touch, hearing, and/or smell) are equally meaningless and non-existent, he claimed, and should be "committed to the flames." Following Hume's line of thought, Immanuel Kant later categorized knowledge to two major branches: (a) the "phenomenal world" of experience, and the noumenal world of faith. He maintained that metaphysical beliefs about the soul, the cosmos, and God are matters of faith rather than of scientific knowledge.

Along the same lines, early linguists, and most notably among them Leonard Bloomfield maintained that language only consists of elements which are perceivable through the five sense modalities. That is, the only scientifically acceptable parts of language are those elements which we can experience through our five senses. As such, meaning was out of consideration in linguistic theories. The most readily tangible part of language was its phonological part. Therefore, linguists were expected to focus on the study of sounds.

2.5 The Role of Physiology and Psychology

The origins of phonetics are also traceable in physiology and psychology. Perhaps the most famous physiologist whose ideas were widely incorporated into the developments of phonetics was Ivan Pavlov. He is noted for his pioneer work in the physiology of the heart, nervous system, and digestive system. His most famous experiments, begun in 1889, demonstrated the conditioned and unconditioned reflexes in dogs, and they had an influence on the development of physiologically oriented behaviorist theories of psychology during the early years of the 20th century. His work on the physiology of the digestive glands won him the 1904 Nobel Prize in physiology or medicine.

Pavlov carried out a series of experiments in which he provided what he called stimuli for his dog and measured what he called responses. In these experiments, Pavlov accompanied the call of a bell with dog-food and measured the secretion of saliva by the dog. He repeated this stimulus several times. When he predicted that the dog could associate the ring of the bell with the presence of food, Pavlov omitted the food but kept the bell. To his surprise, Pavlov observed that the dog's secretion of saliva in the absence of food increased as if food was present. That is, the dog had learnt to react to the call of the bell. Pavlov concluded that organisms could learn new behavior upon the repetition of appropriate stimuli to the point of automaticity. Pavlov's experiments led to the notion of Behaviorism in psychology which is, in turn, at the heart of structuralism in linguistics.

Behaviorism is a movement in psychology that advocates the use of strict experimental procedures to study observable behavior (or responses) in relation to the environment (or stimuli). The behavioristic view of psychology has its roots in the writings of the British associationist philosophers, as well as in the American functionalist school of psychology

and the Darwinian theory of evolution, both of which emphasize the way that individuals adapt and adjust to the environment

Behaviorism was first developed in the early 20th century by the American psychologist John B. Watson. The dominant view of that time was that psychology is the study of inner experiences or feelings by subjective, introspective methods. Following Kantian philosophy, Watson did not deny the existence of inner experiences, but he insisted that these experiences could not be studied because they were not observable. He was greatly influenced by the pioneering investigations of the Russian physiologists Ivan Pavlov and Vladimir Bekhterev on conditioning of animals (i.e., classical conditioning). Watson proposed to make the study of psychology scientific by using only objective procedures such as laboratory experiments designed to establish statistically significant results. The behavioristic view led him to formulate a stimulus-response (S-R) theory of psychology. In this theory all complex forms of behavior—emotions, habits, and such—are seen as composed of simple muscular and glandular elements that can be observed and measured. He claimed that emotional reactions are learned in much the same way as other skills.

Watson's stimulus-response theory resulted in a tremendous increase in research activity on learning in animals and in humans, from infancy to early adulthood. Between 1920 and midcentury, behaviorism dominated psychology in the United States and also had wide international influence. By the 1950s, the new behavioral movement had produced a mass of data on learning that led such American experimental psychologists as Edward C. Tolman, Clark L. Hull, and B. F. Skinner to formulate their own theories of learning and behavior based on laboratory experiments instead of introspective observations.

2.6 Relation to Phonology

In contrast to phonetics, phonology is the study of how sounds and gestures pattern in and across languages, relating such concerns with other levels and aspects of language. Phonetics deals with the articulatory and acoustic properties of speech sounds, how they are produced, and how they are perceived. As part of this investigation, phoneticians may concern themselves with the physical properties of meaningful sound contrasts or the social meaning encoded in the speech signal (socio-phonetics) (e.g. gender, sexuality, ethnicity, etc.). However, a substantial portion of research in phonetics is not concerned with the meaningful elements in the speech signal.

While it is widely agreed that phonology is grounded in phonetics, phonology is a distinct branch of linguistics, concerned with sounds and gestures as abstract units (e.g., distinctive features, phonemes, morae, syllables, etc.) and their conditioned variation (via, e.g., allophonic rules, constraints, or derivational rules).[4] Phonology relates to phonetics via the set of distinctive features, which map the abstract representations of speech units to articulatory gestures, acoustic signals, and/or perceptual representations

2.4 Articulatory Phonetics

The field of *articulatory phonetics* is a subfield of phonetics. In studying articulation, phoneticians explain how humans produce speech sounds via the interaction of different physiological structures.

Generally, articulatory phonetics is concerned with the transformation of aerodynamic energy into acoustic energy. Aerodynamic energy refers to the airflow through the vocal tract. Its potential form is air pressure; its

kinetic form is the actual dynamic airflow. Acoustic energy is variation in the air pressure that can be represented as sound waves, which are then perceived by the human auditory system as sound.

2.4.1 Components

The vocal tract can be viewed through an aerodynamic-biomechanic model that includes three main components:

1. air cavities
2. pistons
3. air valves

Air cavities are containers of air molecules of specific volumes and masses. The main air cavities present in the articulatory system are the supraglottal cavity and the subglottal cavity. They are so-named because the glottis, the openable space between the vocal folds internal to the larynx, separates the two cavities. The supraglottal cavity or the orinasal cavity is divided into an oral subcavity (the cavity from the glottis to the lips excluding the nasal cavity) and a nasal subcavity (the cavity from the velopharyngeal port, which can be closed by raising the velum. The subglottal cavity consists of the trachea and the lungs. The atmosphere external to the articulatory stem may also be considered an air cavity whose potential connecting points with respect to the body are the nostrils and the lips.

Pistons are initiators. The term *initiator* refers to the fact that they are used to initiate a change in the volumes of air cavities, and, by Boyle's Law, the corresponding air pressure of the cavity. The term *initiation* refers to the change. Since changes in air pressures between connected cavities lead to airflow between the cavities, initiation is also referred to as an *airstream mechanism*. The three pistons present in the articulatory system are the

larynx, the tongue body, and the physiological structures used to manipulate lung volume (in particular, the floor and the walls of the chest). The lung pistons are used to initiate a pulmonic airstream (found in all human languages). The larynx is used to initiate the glottalic airstream mechanism by changing the volume of the supraglottal and subglottal cavities via vertical movement of the larynx (with a closed glottis). Ejectives and implosives are made with this airstream mechanism. The tongue body creates a velaric airsteam by changing the pressure within the oral cavity: the tongue body changes the mouth subcavity. Click consonants use the velaric airstream mechanism. Pistons are controlled by various muscles.

Valves regulate airflow between cavities. Airflow occurs when an air valve is open and there is a pressure difference between the connecting cavities. When an air valve is closed, there is no airflow. The air valves are the vocal folds (the glottis), which regulate between the supraglottal and subglottal cavities, the velopharyngeal port, which regulates between the oral and nasal cavities, the tongue, which regulates between the oral cavity and the atmosphere, and the lips, which also regulate between the oral cavity and the atmosphere. Like the pistons, the air valves are also controlled by various muscles.

2.4.2 Initiation

To produce any kind of sound, there must be movement of air. To produce sounds that people today can interpret as words, the movement of air must pass through the vocal chords, up through the throat and, into the mouth or nose to then leave the body. Different sounds are formed by different positions of the mouth—or, as linguists call it, "the oral cavity" (to distinguish it from the nasal cavity).

2.5 Two Classes of Sounds

Sounds of all languages fall under two categories: Consonants and Vowels.

2.5.1 Consonants

Consonants are produced with some form of restriction or closing in the vocal tract that hinders the air flow from the lungs. Consonants are classified according to where in the vocal tract the airflow has been restricted. This is also known as the place of articulation.

2.7 The Need for Phonetic Writing System

It is quite clear that ordinary writing systems (i.e., alphabet or orthography) cannot illustrate pronunciation differences. In fact, there are many words that are written with the same set of letters but pronounced differently. There are also some words which are written with different sets of letters but pronounced the same. As such, phonologists and phoneticians felt the need for a new writing system, one in which the symbols fully represent the sounds of any language.

Standard English orthography (the writing system) cannot capture all the sounds of English pronunciation. The same is true for writing systems of many of the world's languages. Even if the writing system does a good job of capturing all the sounds of a language, what happens when the pronunciation of a word changes over time? Or when there are multiple pronunciations for a word? To overcome this, linguists use the phonetic alphabet, designed to represent all the possible sounds of the world's languages in a standard way. The most commonly-used alphabet is known as the Phonetic Alphabet designed by the International Phonetic Association (IPA) in the late 19th century.

The anomaly between writing and pronunciation was the main drive behind the development of the phonetic alphabet. Perhaps you have already

noticed that some similar sounds have different representations in English orthography. Take the following examples:

as in	[f] as in fun
as in	[n] knife
as in	[i] tin

Language (all languages) changes over time. Spelling (orthography) is slower to change than pronunciation. As a consequence, the discrepancy between spelling and sounds gave impetus to a number of scholars to want to revise the alphabet so that each sound would be represented by one and only one symbol and each symbol would represent one and only one sound. Robert Robinson (1617), Cave Beck (1657), Bishop John Wilkins (1668), Francis Lodwick (1686) are some of the scholars who developed their own phonetic writing systems. In 1888, the International Phonetic Association (IPA) developed the most comprehensive phonetic chart which could be used to symbolize the sounds that appear in all languages of the world. The main characteristic of the phonetic alphabet is the one-to-one correspondence between sound and symbol. In other words, each sound is represented by one and only one symbol and each symbol represents one and only one sound. Today, the phonetic alphabet is widely used to transcribe or write sounds in all languages of the world.

Each symbol in the ordinary orthography (alphabet) of a language is called a letter. Each symbol in the phonetic alphabet is called a sound segment. As such, the word truth is composed of five letters (t, r, u, t, h) but four phonemes /t/, /r/, /u:/, /θ/. The ordinary writing in a language (i.e., use of letters) is called orthography or writing while phonetic writing (i.e., use of phonemes) is usually called transcription. The inventory of phonemes in the IPA phonetic alphabet is so rich that it can be used to represent all

sounds that appear in all languages of the world. However, some but not all of these sounds appear in the English language. The following table summarizes all the basic sounds that are employed by English speakers in their speech (i.e., English vowels, diphthongs, triphthongs, and consonants).

2.8 Broad and Narrow Transcription

An interesting point about phonemes is that they are not always pronounced with the same pronunciation. In fact, the co-text and environment of the occurrence of a phoneme plays a crucial role in the way the phoneme is pronounced. All of us have the experience of changing the sound /n/, unconsciously of course, into the sound /m/ in such Persian words as /ʃænbe/ (meaning Saturday) so that the word is pronounced as /ʃæmbe/. In fact, the /b/ sound following the /n/ sound causes this pronunciation difference. For the most part, these pronunciation differences are surface phenomena. In other words, our brains form the exact pronunciations of words (i.e., similar to those found in standard dictionaries). When the brain orders the vocal organ to vocalize these words, the physiological shortcomings of the human vocal organ cause these pronunciation differences. Many phonologists use the phrase 'Ease of Pronunciation' to refer to this physiological phenomenon.

We can now conceptualize two types of pronunciations: phonetic and phonemic. Phonemic representation refers to the pronunciation of words as they exist in our minds; phonetic representation refers to the pronunciation of words as they are actually pronounced by our tongues. We should, however, be aware that only a very limited number of phonemes have different phonemic and phonetic representations. Take the phoneme /p/ in English as an example. When this phoneme appears in word-initial contexts, it is pronounced with a puff of air. This phenomenon is known as

aspiration. In non-word-initial contexts, however, the phoneme /p/ is reduced to a phoneme which stands between the phonemes /p/ and /b/.

Phonologists have developed two types of phonetic writing system to capture these differences: (a) one in which only the mental (phonemic) representation of phonemes is shown, and (b) one in which the actual-speech (phonetic) representation of phonemes is shown. The former is called broad transcription.

2.9 Received Pronunciation

Why should anyone want to learn the speech sounds for a British accent that is spoken by less than 3% of the population of that country? And, Britain itself provides only a minority of the English speaking peoples of this world. The reason is mainly to do with a legacy of history. Throughout the nineteenth century and throughout the early part of the twentieth century, Received Pronunciation (RP) was very much the language of the ruling and educated classes. A vicious circle was then instituted: those who could afford an education went to the private schools and to university where they learnt RP; the teachers for the next generation were then drawn from this class of people to teach the next generation of the ruling elite. Thus, the educators were instructed in RP to teach RP. Therefore, most of the early phonetics work was carried out by RP speakers using their own accent as the "standard" from which all other varieties were measured.

2.10 Summary of the chapter

In this chapter a detailed description of the theoretical framework of the use of L1 interference in learning the phonetics of L2 . This study is set to carry out a similar study on the use of the native language in the Sudanese Secondary School context (Shendi). However, differences exist between

these studies and this study. Firstly, in the above studies English was the official second language of the classroom, while in this study English is a foreign language to the participants. Secondly, the participants in this research are secondary school students. Thirdly, the researcher will use a variety of research methods, including classroom observations, questionnaire and experiments.

CHAPTER THREE

RESEARCH METHODOLGY

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3.1 Introduction:

The previous chapter has presented review of related literature to that topic. Some factors that influences learning English were discussed. This chapter introduces the method of the study, tools of the study, population, sample of the study, and reliability and validity.

The tools used for collecting the data and the information needed for this study were observers, tape recording and questionnaire. All the data were analyzed later on statical and descriptive basis.

3.2 Methodology of the study:

3.2.1 The population this study was all students of English all the sample of the study contained two parts, the first part was (30) of students who were chosen from high secondary school for girls in (Shendi) City. (50) Students were chosen to do the recording for the study test. The second part of the sample was (20) of teachers of English. The, teachers responded to a questionnaire on the exact sounds which the mispronounce and the reasons for pronunciation propun of the students of (Shendi high secondary school for girls).

The researcher followed the descriptive and statistic method in the study. And as it is known the descriptive researches attempt to describe the problem and the phenomenon as it is. i.e. describes the phenomenon and explains it. Then offer the recommendations for solving the problem. Also the analytical method was used in this study, to test the hypotheses of the study, by using suitable statistical procedures.

3.3 Tools of Data Collection

It is known that the tool of any study is the instrument which any researcher uses for collecting the required data for study. There are many types of tools used in the field of scientific research. This research depends on observation; to collect the data from the sample the learners. On the other hand, a structure questionnaire was used to collect the data from the sample of the students. The questionnaire contained (32) items reflect, the opinion and idea of the students about the pronunciation of some Sudanese learners of English. In the questionnaire each learners was asked to choose one answer according to the Tri Regression Measurement, which contains five level (strongly agree – agree – not sure – disagree – strongly disagree)

3.3.1 Observation

Observation was that first tool, which was used in this research. To obtain information about errors, the researcher engaged in direct conversations with the learners inside the classroom during their school day a number of topics, which are of particular interest to the students, were discussed the learners first day at the high school, un forget able story and Sudanese traditions and customs while the students were doing this, the researcher was taking notes about some particular sounds he 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 hypotheses were that the Sudanese learners pronounce /b/ instead of /p/, /s/ instead of /Ɵ/, /z/ instead of /6/, /f/ instead of /v/ most of the students were very interested and they were very happy to express themselves in English, while they were doing that, the researcher was writing note, 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 /b/ /p/ for example in words such as "pen" "happy" and some of them pronounce /ei/ instead of /3:/ in word such as "also" and "fall" Errors of pronunciation in the same sounds were tested using observation of a chosen number of sentence it is not worthy that observed.

3.3.2 Questionnaire:-

The second tool used in this study was a structured questionnaire, which was prepared in collaboration with some learners of English at (Shendi high secondary school) and referred by five teachers from different school. Five teachers at Shendi high secondary school. The questionnaire was designed to collect the data that support the study and to confirm findings from the preceding tools used in collecting the data for the validity of questionnaire before distributing it to the whole members of the sample, a number of ten questionnaire were gives to five teachers of English as pilot groups; all of them answered the questions easily. After that these five questionnaires were taken as a sample and analyzed. Statistically to make the reliability and the validity coefficient so each questionnaire in consistency of some English vowels and constants; also weather the sound system differences between Arabic and English have arob in such problems of pronunciation and finally the last part of questionnaire asked the respondents to say their opinions about the recommending solutions for such errors e.g. weather looking up words in the dictionary and listening to the English sounds and words in the audio aids helps Sudanese learners of English to improve their English pronunciation. The questionnaire were analyzed descriptively and statistical treatments. The results and the information of questionnaire also did the reliability and validity and all the statistical treatments. And also will be reviewed in next chapter.

3.4 Reliability and Validity of the Test:

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

Also the reliability means when certain test is applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same groups and the same marks were obtained; then we can describe this test as reliable. Also reliability is defined as the degree of the data which the test measures they have some of the most used methods for calculating the reliability. Split – half using Spearman – Brown equation. Ataractic parallel. Parallel.

3.4.1 Validity:

Validity of questionnaire to insure the questionnaire meets its face value it was submitted to 5 teachers at (Shendi high secondary school for girls) English Department staff members at the department of English Language they express their opinions and advised me to make some addition, omission, and some modifications concerning the scale of the items and the statements.

The questionnaire is composed of twenty three statements. Each one tests and measures specific area of the study. The statements concentrate on the exact area to be investigated. The statements divided into two parts to cover the various, essential aspects of the topic to ensure efficiency and validity of the questionnaire, and the observation divided into two parts one of them about the techniques and the other about the method of pronunciations problem.

3.5 Summary of the Chapter:

- In this chapter, the researcher has described the instrument and the procedure used in conducting the research.

- The target population and the selected sample were fully describes. The research tools which is a student's test was clearly described.

- Steps taken for assure validity and reliability of research test, as well as procedure used for conducting the study were also described.

- Finally, the evaluation of the research tool was carried through the qualitative and quantative data in the form of the test.

- The following chapter will be on data analysis, results and discussion.

3.6 Conclusion:

This chapter has shown the method of the study and the tools of the study. These tools are (questionnaire, pupil's speech tests and observation). All these tools were proved to be reliable and valid. Reliability and validity were checked thought the pilot study.

Chapter four

Data analysis, Results and Discussion

Chapter four

Data Analysis, Results and Discussion

4-1 introduction

This chapter will present the analysis of the results and to make sure that these result, have been proved as mention Cartier in chapter three.

Sudanese learners of English pronounce lf/ instead of /v/ in words line (1) “hue” “van: marvel. Cable No (4-1 (Figure No (4-D show the result of state mint NoC1 The value of students answer of the first terms English consonant which do not exist in Sudanese spoken Arabic while Sudanese learners encounter problems with pronoun citation of the consonant of the first learners Van . According to the result above that strongly agree 26% agree 52% at the end the items are confirmed. The restate is that (78%) have problem in translation / Sudanese learners of English pronounce /b/ instead of /p/ in words like2 “”pen” “map” happy.

4-2The Test, Analysis

The analysis of the experiment focuses on answering a vital question, To what extent can the use of cassette and help to improve students speaking to answer this question error and ranges for the pre- test and post – test of both experimental and control gropes had any progress as a direct result of instruction, T-test grope was computed for each group using the pre-test and post test was computed for each group using the pre-test and post test mean scores of each group.

Table (4-1)

State mint	strongly	agree	Not sure	disagree	Strongly disagree
Van	26	52	12	2	8

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
26	52	12	2	8

4-2 The tests analysis

The analysis of the experiment focuses on answering vital question , To what extent can the use of cassette and help to improve student's speak in to answer this question , computed the mean, standard deviation , standard error and ranges for the per-test- and post – test of both experimental and control groups had any progress as a direct result of instruction, T-test group was computed each group using the pre- test and post test was computed for each group using the pre-test and post test mean scores of each group.

Table No(4-2 Figure No(2-2) shows the results of students answer of the first items English consonant which does not exist in Sudanese spoken Arabic while Sudanese learners encounter problems with pronunciation of the consonant/k/replaced it by b according to the result strongly agree 48% agree 41% at end the a problem in translation /P/ Sudanese learner of English pronounce /S/ Inked of /O/ in words like "think"

-3 "myth" "mathematics"

(Table no (4-2)

State mint	strongly	agree	Not sure	disagree	Strongly disagree
Pen happy mp	48	41	8	3	0

Strong by agree	agree	Not sure	disagree	Strongly disagree
	37	5	10	2

Figure No (4-3) shows the result of statement no(4the) most incorrectly sound is dental – fricative 10/ in the sample the student field to utter the target sound they replaced it with/S/ According to the above that strongly agree 46% agree 37% at the end the items are confirmed. The is that (23%) have a problem in translation /0/ Sudanese learners of English pronounce /S/ instead of /S/ in words like 4- “much” furniture

Table No (4-4)

Figure No (4-4) shows the result of statement no (4 the most difficult consonant , according to the table post alveolar/t s/ it is miss pronounced some of student replaced it with /s/ In words the “much” “Furniture

Table No (4-3)

State mint	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Furniture much	46	37	5	10	2

Lear news answers

strongly	agree	Not sure	disagree	Strongly disagree
46	37	25	10	2

Table No (4-4)

State mint	Strongly	agree	Not sure	disagree	Strongly disagree
	24	33	27	13	3

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
22	33	27	13	3

4- According to the result

Disagree

Disagree

4- According to the result above that strongly agree 24% agree 33% to the end the items are that at (57%) have a problem in translation 18%.

5- Sudanese learners of English pronounce /63/instead of /9/ in word. “like” enjoyment.

Table No4-5. Figure No(4-5) Shows the result of statement No/5 Sudanese learners of English pronounced /63/ in of /9/ in word “engagement” because this sound has more than an According to the result above that strongly agree 31% agree 42% at the end the items are confirmed.

The result do not means all of sample agree some learners is that 73% done a problem in /translation/ 9 Sudanese learners of English pronounce /z/ instead of /s/ in words like “then” “weather”

Table No 4- 5-

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
131	42	12	13	2

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
31	42	12	13	2

-4 5 (figure no4-6 shows the result of statement no 6 most difficult sods in the pronunciation for the Sudanese learners according to table is noticed dental – Fricative /10/ which 39% of the learners of them replaced by /z/ According to the table above that strongly agree 38% agree 39% at the end the items are confirmed. The result do not means all dis agree 10% and some learners not sure 10%. The result is that 77% have a pounce in trams action/10/ -7- Sudanese learners of English prurience /gh/ as /0:/ “Instead of /f/ in words such like “cough” “rough”

Table No 4-7 figure No 4-7 showed the result of statement no 7 The “gh” is not a letter or consonant which has special reprehensive phoneme that student can recognized and muster so her we aimed to

Table No (4-6)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
20	36	25	16	3

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
20	36	25	16	3

-4-6 test action in particular words like cough “rough” in this word as are know the sounds as /0/ and /s/ or /0/ and /z/ the pronunciation because exist in Sudanese spoken Arabic so we may related such tenors to the in fluency of spelling on pronounce we concerned “gh” as to see if Sudanese learners.

Pronounced the sound According to the result a above that strongly agree 20% agree 36% result at the end the item are confirmed. The do not means all of sample agree some learners disagree16% strongly dis agree 3% and some nears not sure 25% . The result is that (56%)/: hare

A problem in /0/ Sudanese learners of English pronounce /k/ instead of /s/ in words like “concern”.

Table no(4-7 (figure No(4-7) shows the result of statement no (7 The consonant c in which we are dealing with in consistency of some English consonant as we see from table above the subject pounced with the target sound /k/ correctly in the word “concern” number of have a problem with the pronunciation the salt c /s/ and hard “c”

Table No (4-6)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
27	36	10	11	8

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
27	36	10	19	8

4-8- According to the result above that strongly agree 27% agree 36% at the end the items are confined agree some learners disagree 19% strong disagree 8% and some learners not sure 10% The result is that (63%) have a problem in translation/s/. Sudanese learners of English pronounce /e/ in stead of /i/ in words like expert fence .

Table No (4-9 Figure No (4-9) shows the table of statement No(9 The most SSE pronoun need /ai/ in stead of /i/ - according to there result above that strongly agree 26% agree 38% at the end the items are confirmed. The restful do not means all of sample agree some learners disagree 11% strongly disagree 3% and some learners not saver 22% .the result is that (64%). Hare a problem in trans /0/ by /s/ , /a/ by /z/ , /p/ by /tf/ by in Sudanese spoken Arabic.

Table No (4-8)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
26	38	22	11	3

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
26	38	22	11	3

Table No (4-10 (Figure No (4-10) shows the result of stale mint no (10 These items putted To insure the above result it is reliable – according to the result above that strongly agree 34% agree 40% at the end the items are confirmed.

The result do not means all a sample agree some learners dis agree 8% strongly dis agree 4% and some learners not sure 14%.

Sudanese laymen of English replace /a/ by /d3/ as engagement became this is in. Table No (4-11 English No (4-11) shower the restful of statement NoC11 Sudanese learners of English pronounced /d3/ in stead of /g/ in some words such as “engage mint 34%

Table No (4-9)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
34	40	14	8	4

Table No (4-10)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
12	36	35	13	4

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
34	40	14	8	4

-4-9 According to the result above that strongly Agree 12% agree 36% the end the items are confirmed. The result do not means all of sample agree some learners dis agree 13% strongly dis agree 4% and some learner not

sure 35%.The result is that (48%) have a problem in trans lotion /d3/ the pronunciation errors

Among Sudanese learners of English are due to the -12- sound system at Florence's baleen Arabic and English language.

Table No(4-12 (Figure no 4-12)shows the reseat of statement +No (12 student support and believe the pronounce error among the Sudanese learners at due to the differences between Arabic and English .According to the result above that strongly agree 34% agree 53% at the end the items are confirmed. The result do not means all of sample agree some learners dis agree 5% strongly disagree 3% and some leakers are not sure 5% According.

According to the result we can see the statement is confirmed – the result is that (87%) have a problem of sound system differences between Arabic and English.

Table No (4-11)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
34	53	5	5	3

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
34	53	5	5	3

-13- Sudanese learners of English Sounds because they predict the pronunciation from the spelling (total No (4-13 shows the result of statement no(13-According to the result above that strongly agree 33%

agree 47% al the sample agree some learners disagree 5% strongly dis agree 2%and some learners not sure 13% in words like “know” “city” looking up in the dictionary help the Sudanese learners of English improve their.

14- English pronunciation

(Table No (4-14 Figure No (4-14 Shows

The result of state mint No(14

Table No (4-12)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
33	47	13	5	2

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
62	28	5	5	5

Table No (4-13)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
37	47	13	5	2

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
62	28	5	3	2

15- The student agree that looking up words in diction any helps them to in prove there According to the result above that strongly agree 62% agree

28% at the and the items are Confirmed the result do not means all of sample agree some learners disagree 3% strongly dis agree 2% and sound in and is Aids e.g= (CD, Tape, TV, Sound – 15 diction) help Sudanese learners of English to speak with.

Table no (4-15 (Figure NO(4-15) Shows the result of state mint no 15 The most students Agree that listening to English sound on audio aids improve. The pronunciation. According to the result about that strongly agree 69% agree 24% at the end the items are confirmed . the result do not means all of sample.

Agree Some learners dis agree 2% and some leaner's not sure 3% section 2 influence of mother tongue and lack of pronunciation knowledge of the learners

A mother tongue transfer

Table No (4-14)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
64	24	3	2	

To what de greed are pronunciation errors caned by mother – torque trans for Arabic of Sudanese high second any school learners of English total No(4-16)

Table No (4-15)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
2	12	22	49	15

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
15	5	39	3	38

Figure No (4-16) Shows the result of statement No (A-1 . The phonological differences that exist between English and Sudanese Arabic it seeks evidence of phoneme contrasts between these languages discussing the potential of how thee contrasts affixed the learning of the target language it is assumed that there are different in the in of each of these languages that compromise the learners perception an production of English speech sounds the large est. number of pronoun citation errors commit had by the subbed as restudy of -2 mother tongue.

Table No (4-16)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
6	18	9	49	18

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
6	18	9	49	18

It is meant nothing that the feedback of the students questionnaires reflect the same judge mint. That English vowels are more difficult to understand them the consonant on the other hand , the results both the students and the language teachers suggest that the English single and cluster consonants are compare at her perceived and produced by the Sudanese learners than the

owes . this probably because the learners are more familiar with consonant sounds than vowel According to result.

3- To what extent does the mother tongue trans for influence the learner s perception of in telling be speed negatively

Figure No (4-18 Shows the restate of statement No(A-3 The differences that exist between English and Sudanese any usages discussing the potential of the trout language it is as sunned that there are difference in the inventory of each of these language that compromise the learners perception and production of English speech sound 4- to what extent does the mother – tongue influent the learners production ? of in eligible speaking airily.

(Figure No (4-19) Shows the result of statement No lA- 4-b) the lack of the learners pronunciation knowledge) to what degree are pronunciation errors caused by the lack of knowledge and skill?

Table No (4-17)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10	17	11	44	18

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10	17	11	44	18

(Figure no (4-20) shower the result of statement no (B-1) h seems that really many of in to problems are due to either lack of knowledge in faience.

Thus /l/ leads to tenors caused by in correct represent action wrong features incorrect implement action of l 2 rules , etc on the other hand , the lack of explicit l2 knowledge.

Table No (4-18)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
11	18	17	4	10

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10	17	11	44	18

Permanently

Problems such intra – lingual (partial learning) errors due to in sufficient practice orthographic errors wrong implementation , raining transfer errors due to unfamiliarity . user at the former group of error to competence and the latter group to perform mince.

The largest number of pronunciation errors comma by the subjects as reseat of -1- the lacked of pronunciation knowledge appears on the least of

(Table No (4-21 (Figure No(4-21) Shows the result of statement No (B-23 To what extent does the learners lack of pronoun knowledge actively? influence the learner perception of in tillable speech.

Table No (4-19)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
4	7	11	56	24

(figure no (4-22) shows the result of statement No(B-3)

Table No (4-20)

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
19	14	25	2	40

Lear news answers

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
19	14	25	2	40

(Figure No(4-23)

Shows the result of statement N(B-4 The table presents the types of problems the students experience in producing the English speech sounds- it also back ground information of the level of success these student think they achieved in learning English speech sounds and the effect of their first language.

4.3 Classroom observation

The researcher attended three different English classes in first , sec and third year at shendi high secondary school for girls and discussed with teachers of English language speaking activities which were offered in SPLNE syllabus and they reported the following points.

1. Language items used grammar –reading – wilting listening speaking and pronunciation.
2. Class room organization (pairs and group work, size of the class and seating arrangements (i.e.-over crowded classes , short and tradition seating or the war that are arrange is the factors or the way that they are arranged is the factors affected the process of loaming particularly speaking activities.

3. The use of motivation and retest. Moreover interesting from of speaking should be relevant in foot ball activities….ect.

   Only a few teachers divided their students into pairs and small groups , and some times used the organization of (circular or U-shape) to facilitate leaching speaking activities.

   (4-4) summary

   From the above result the following cam be said:

   - The speaking skill is over looked in the secondary schools and examinations.

   - The exercises and drills of speaking offered in SPINE series ore not enough to enhance the speaking skill.

   - Time located for teaching speaking lessons is in stuffiest and most teachers say that need more lessons.

   - Few students are ready to take part in class room declivities for speaking.

   -Crowed classes discourage the teachers, so they do not give their student more speaking assignments, because no time to follow and mark that num beer of students.

From the above results, it could be conclude aids especially (over head projects) are of great help to teaching of speaking and to the learners under standing of the language and this is partaker larky true when teaching English second language – In addition visual Aids can he used to teach every thing from vocabulary to prepositions apart from keeping lessons Interesting from the learners. The next chapter is trying to deal with the main findings of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

5.1 Introduction:

This chapter includes conclusion, recommendation and the suggestion for the further studies. It presents abroad data collected from the high secondary school in (Shendi) the questionnaire. The performance of the subjects with aspect to each of the target sounds in the words. It was statistically stated in the tables in the previous chapter. The actual pronunciation of some words in sentences, which were given to the Sudanese learners of English, will be descriptively explained. Responses to the questionnaire which was answered by (111) under graduated students of high secondary school will also be discussed. From all these emerges a complete picture of some pronunciation problems as well as the causes of these problems among the Sudanese learners.

5.2 Implications:

Pronunciation is a motor skill that need, practice by the learners, therefore strongly recommended to have regular practice and muscle training using cassettes. CDs and sounds dictionaries, listening and repeating pronunciation of different sounds. The importance of listening to spoken English if the learners have internet access, it is better to listen to the BBC Radio, also watch English TV Channels such as BBC World, News in English.

5.3 Conclusion:

1- Schools should be conducted. The primary focus of spoken language is communication, where listening represents the most important skills in both listening to understand and listening to imitate – skills such as these can successfully be developed through language laboratory exercises that train learners to achieve accurate perception and production of the sounds of the new language.

2- When listening to a foreign language. It is necessary to know the sounds, rhythms, tunes and stress pattern, of that language. A language laboratory will provide the right environment where the learners can practice such pronunciation tasks, which will benefit the students "intelligibility".

3- This study is also needed to investigate the possibility of giving more space to English pronunciation in the curriculum. The materials and classroom activities included in secondary and tertiary syllabi in Sudanese setting scarcely incorporate pronunciation teaching.

4- The book analysis and class room observation reveal that teachers and the syllabus tend to focus on writing and pronunciation more than spearing or writing.

5- Classroom observation reveal that pupils are never divided into pairs or small groups to do certain speaking activity.

6- The exercises and drills of speaking of feried SPINE services are not enough to enhance the speaking skill.

5.4 Recommendations

In the following subsection, a number of recommendations will be make for the teaching of perception and pronunciation of English in the content of English curriculum teach at Sudanese universities. It should be point out not all of the recommendations follow from my experimental work in as trick sense.

This study suggest the following recommended

1- Focus on speech sound production in isolation and in context, higher priority should be given to the production of English speech, which represents a major learning problem for Sudanese EFL learners.

2- In this respect, the emphasis in production should be on getting the sounds right at the word level, dealing with word in isolation and with words in controlled sentences environments. 3- This way of speech production enables learners /instructors to recognize which sounds are the most difficult to distinguish, e.g. in minimal pairs like /s – Ɵ/ as in pass /paes/ /path/ paƟ/ and /b – p/ as in pack /pak/ - back /bak/ which can have a negative impact on intelligibility when not properly distinguished.

4- Production instructions should place more effort on language as communication, as this will motivate successful production. Pronunciation must be as necessary component of intelligibility in which the learners should surpass the threhold level so that their production does not hinder their communication abilities. 5- EFL teachers need specialized in ETL at teacher colleges and education faculties should obtain a high level of intelligibility, since.

6- They represent a model for English input to their students.

7- They should receive special assistance that enables them to their job properly for example, listen – and – imitate techniques, language laboratory exercises, free conversation, etc. are required phonetic description of the articulator system of the target language is also important since.

8- The material used should provide more speaking exercises.

9- More time should be allocated for teaching speaking skill at secondary school.

10- Breaking down large classes into smaller ones of facilitates the learning process particularly speaking activities.

11- More teaching techniques should be included.

12- More time should be allocated from teaching speaking skill at second any schools.

13- Raise the awareness among English language teacher to various techniques and methods in teaching speaking at secondary school.

14- Using modern technology to produce new techniques.

15- A continuous training programmer in various types of methods and techniques of English language to improve the performance quality of secondary schools teachers.

5.5 Suggestions for the future studies:

The following topics can be considered the researchers:

1- Problems in habiting interaction in teaching speaking skill at secondary schools.

2- The impact of motivation and other psychological in teaching speaking skill at secondary school.

3- The assessment of speaking skill in overcrowded classes at secondary school.

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Appendix

High secondary school in (Shendi City) Dear colleague student, all thank you for doing questionnaire for me it will help a great deal with my study to identify the exact reasons behind pronunciation errors among Shendi high secondary school student, also to find suitable ways that help improving their pronunciation.

Section 1: put stick ( )ٰin the box that shows your choice

The statement

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

1. Sudanese student of English pronounce /f/ instead of /v/ in words like "have", "van", "marvel".

2. SSE pronounce /b/ instead of /p/ in words like "pen", "map", "hap".

3. SSE pronounce /s/ instead of /Ɵ/ in words like "think", "math".

4. Sudanese student of English (SSE) pronounce /f/ instead of /tf/ in work like "much", furniture.

5. SSE pronounce /d3/ instead of /g/ in words like engagement.

6. SSE pronounce /z/ instead of /ð/ in words like "then", "weather".

7. SSE pronounce /gh/ as /Ɔ:/ instead of /f / in words like "enough", "rough".

8. SSE pronounce /k/ instead of /s / in words like "concern".

9. SSE pronounce /e/ instead of /i/ in word like "experience", "women".

10. SSE replace /Ɵ/ by /s/, /ð/ by /z/, /p/, /tf/ by /s/ because /Ɵ/, /ð/, /p/, /tf/ do not exist in Sudanese spoken Arabic.

11. SSE replace /g/ by /d3/ as engagement because this inconsistent.

12. The pronunciation errors among (SSE) are due to the sound system differences between Arabic language and English language.

13. SSE mispronounce some English sound because they predict the pronunciation from the spelling.

14. Looking up in the dictionary help the (SSE) improve their English pronunciation.

15. listening to English words and sound in audio Aids e.g. (CD, tape, TV, sound, dictionary etc.) help SSE to speak with better pronunciation, influence of mother tongue and lack of pronunciation knowledge of the learners (Mother-tongue transfer)

1. To what degree are pronunciation errors caused by mother tongue transfer /Arabic/ of Sudanese high secondary school learner of English.

a. Never b. Rarely c. often d. frequently

2. The largest number of pronunciation errors committed by the subject as result of mother-tongue transfer appears on the level of

a. consonants b. clusters c. vowels d. Both e. All

3. To what extent does the mother-tongue transfer influence the learners' production intelligible speech negatively?

a. Never b. Rarely c. often d. frequently

e. permanently .