CHAPTER ONE

Introduction

1-0 Overview

Standard Arabic is the first official language in all Sudanese written documents. It's the official language and the language of the most Sudanese daily life communication skills. All around the world, there are a lot of people with strong desire to learn and speak English with correct pronunciation. In Sudan, there is a large number of interested groups in the subject; among them are the students of English language at Sudan university of Science and Technology. However, there are many barriers that hinder them to speak with good English pronunciation.Many studies have demonstrated that the errors made by the speakers of other languages, who speak English, are something systematic rather than random. As El khair(2014) cites Moosa (1972) and Homeidan (1984) demonstrated that Arab students face problem in the pronunciation of sounds which the students are not familiar with.e.g. /v/, /p/, /ŋ/ Elkhair(2014) explains that(O'Connor, 2003) noted that the errors of pronunciationthat learners of English from different language backgrounds make are systematic and not accidental. So they concluded that the main problem of the speakers of other languages, who speak English, is substitution of sounds. They substitute the sounds that they don't have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /s/ etc.

The same problem exists in the pronunciation of most of Sudanese Students. The research is seeking to study such problems of pronunciation. Such as the

mispronunciation of some sounds and the shifting of particular sounds with others

and to try to find what are the exact reasons for such errors, are these errors related to the mother tongue interference, sound system differences between the native and the foreign language, then examine to what extent the inconsistency of some English sounds affect the pronunciation. So this study is an attempt to study such problems in a Sudanese context because substitution of sounds such as /θ/, /ð/,/p/ is expected in the pronunciation of many Sudanese students of English, this is because the students don't have such sounds in their mother tongue language i.e. (Sudanese Spoken Arabic), as a form of Arabic in Sudan. The study also aims to help the Sudanese students of English language to improve their pronunciation.

1-1   Statement of the Problem:

The students of English language, third level of Sudan University of Science and Technology, College of Languages face particular difficulties in learning the sound system of English language. These problems arise from native language interference and other factors, which influence and characterize learners of foreign language. Therefore, this study attempts to shed light on problems that Sudanese learners of English as a foreign language face. It attempts to find solutions to these problems.

1-2 Objectives of the Study:

This study is aimed to achieve the following objectives:

1- To identify the problems Sudanese Arabic speaking learners encounter in learning the phonemes of English.

2-To enable the learners to identify the difficult areas and, predict problems before they happen.

3- To determine which phonemes cause the most difficulty.

1-3   Research Questions:

1-To what extent English language 3rd-level students of Sudan University make pronunciation's mistakes when they speak in English?

2-To what extent can the mother tongue interference causes pronunciation problems for the English language3^rd-level students of Sudan University?

3-Which types of phonemes consider as the most difficult phones for those students when they pronounce English words?

1-4   Research Hypotheses:

1-English language 3rd -level students of Sudan University make pronunciation's mistakes when they speak in English.

2- Sudanese Arabic speakers of 3rd level students of English language make mother tongue interference when speaking in English.

3- Some types of English phonemes are considered as the most difficult for 3rd level students of English   when they pronounce English words.

1-5 Methodology of the Study:

The research will adopt the descriptive analytical method, diagnostic test will be administered to (20) 3rd level students and (30) questionnaires will be administered to English teachers at Sudan University of Science and Technology.

1-6 Limits of the Study:

This study is solely limited to investigate the Impact of Arabic as mother tongue on English pronunciation of 3rd level students at the College of Languages in Sudan University of Science and Technology. The study is conducted in the academic year 2016/ 2017.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2-0 Introduction

The theoretical part of this research is based on definition of pronunciation, importance of English pronunciation, definition of stress types of stress, mother tongue interference, types of transfer,. Moreover, it contains some related previous studies.

2-1 Definition of Pronunciation:

Fawzi & abdulgalil (2016) cite According to Oxford Advanced Learner Dictionary (1985:762), pronunciation is the way a person speaks the word of language. While Longman Dictionary of Contemporary English (1987:830), defines pronunciation as a particular person's way of pronouncing words or language. Dalton & Seidlhofer (1994:1) cite in (Ibrahim, F.H &Mohammad, M (2015) state that pronunciation refers to "the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm , how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language". Pronunciation is defined by Hornby, (1995:497) as the way in which a language is spoken. On the other hand, Fawzi & abdulgalil (2016) citeDalton (1998: 3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve

meaning in contexts of use. From these definitions, it can be concluded that pronunciation is the way to sound languages in order to be meaningful.

2-2 The Importance of Pronunciation

According to (Julia, 2002), cites in Ibrahim, F.H & Mohammad ,M (2015: 31) pronunciation skill is one of the fundamental skills and the basis of oral communication skill among English learners at different level, but what is a good pronunciation is? Ibrahim Fathi Huwari & Mohammad Mehawesh (2015)cite a good pronunciation is to learn to produce connected speech which means to learn to produce more than one word.Pronunciation is significant for various reasons, firstly: it is significant because it is used as part of a code of a particular language. Secondly, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. Although, Ibrahim Fathi Huwari & Mohammad Mehawesh (2015) explain the researchers are in line with Fraser's (2000) view about the pronunciation skill as it's the most important skill compared with others such as grammar, vocabulary and pragmatics. On the other hand as Ibrahim Fathi Huwari & Mohammad Mehawesh (2015) cite Fraser (2000) argues that pronunciation is the most crucial oral communication skill. It can be considered that good pronunciation is intelligible despite the poor pronunciation. The speakers can be very difficult to be understood, despite accuracy in other areas. Pronunciation affects the speaker who is judged by others or how they are assessed in other skills (Fraser, 2000). Additionally, pronunciation can be considered as the most difficult skill to be acquired. Despite that some people with an ear for language can pick up pronunciation very effectively if they receive effective "special training". Miller (2004) argues that pronunciation problems lead to breakdowns the conversation; she refers to the importance of teaching pronunciationwhich should be balanced

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with teaching the other language skills. JLiang-Chen Lin cites Jahan thinks (2011) that good pronunciation brings success to the communicative competence of ESL (English as Second Language) students. On the contrary, insufficient proficiency of English pronunciation influences the development of communicative competence that is required for building up the communicative bridge between speakers and listeners. Precisely speaking, great pronunciation competence in English is able to make others understand easily; whereas, English pronunciation inferior to basic level increases the misunderstanding among conversations with others.

2-3Definition of Phonology

Within phonology, two main areas can be recognized: Segmental and suprasegmental. Segmental phonology is concerned with the segments of sounds. For example, the English word "cat" consists of three segments: /k/, /Ê/, and /t/. While, supra segmental phonology is concerned with other aspects of phonology, such as tone, stress, and intonation. Hadeel (2010) cites Crystal (2003) illustrates those segments, such as phonemes; suprasegmental or non-segmental phonology analyses those features which extent over more than one segment, such as stress.

2-4 Definition of Stress Hadeel(2010) cites Trask (1996) defined stress as: " A certain type of prominence which, in some languages. is present upon certain syllables. Native speakers and phoneticians find it easy to determine which syllables bear stress, and even to distinguish varying degrees of stress, but the phonetic characterization of stress is exceedingly difficult. Stress is variously associated with greater loudness, higher pitch and greater duration". On contrary, as Haddeel (2010) cites Catford (1988) believed that it is unwise to talk of stress in terms of loudness, since it is a part of inherent sonority of sounds. He thought it is

much more reliable to think of stress entirely in term of degrees of initiator power - the amount of energy expended in pumping air out of the lungs. For this, Catford defined stress as initiator power. He mentioned " initiator power is infinitely variable, from zero (when the initiator is inactive, and consequently, there is no airflow and no sound to an indefinite maximum-depending on the size and muscular strength of the speaker- when the initiator is operating at full power, forcing the air out of the highest possible velocity against the resistance imposed upon the airflow by phonatory and articulatory strictures" Catford (1988: 175). However, to the researcher best knowledge, it seems that both previously mentioned definitions about English stress are correct. It is apparent that each author talked about it from different angles. Task for example, portrayed the status of the syllable when producing stress. While Catford (1988) reflects the process of stress production itself, he embodies what is involved when producing stress. Hadeel (2010) explains it is noted that Daniel Jones (1956) precisely defined stress combining the former two notions about stress together. He says: " Stress maybe described as the degree of force with which a sound or syllable is uttered. It is essentially a subjective action. A strong force of utterance means energetic action of all the articulating organs; it is usually accompanied by a gesture with the hand or head or other parts of the body; it involves a strong "push" from chest wall and consequently strong force of exhalation; this generally gives the objective impression of loudness. Weak force of utterance involves weak action of the chest wall resulting in weak force of exhalations, and giving the objective acoustic impression of softness". (Jones: 1956 : 245) Therefore, stress is the perceived prominence of one more syllable elements over others in a word. And, this prominence derives from several phonetic factors such as increased length, loudness, pitch movement or a combination of these aspects. Hadeel (2010) cites there are four features involved in the perception of prominence:

a) Loudness: stressed syllables are louder than unstressed ones.

b) The length of syllable has an important part to play in its prominence. For example, if the vowel in a syllable is held longer before it is "cut off" by a following consonant sound, then that syllable will be heard as prominent.

c) Pitch the vocal cords can vibrate at different speeds.

If there is a change of speed on a particular syllable, either faster (resulting in a higher pitch) or slower (resulting in a lower pitch) or some fluctuation in speed, then this syllable will stand out from the others sounds around it if they do not have any or as much variation pitch. ɕj d) Vowel quality: a syllable will be heard as stressed if it has a vowel that differs in quality from the others around it. For example, if you repeat the syllable /dɪ / several times and then suddenly you insert another vowel for example / ɑː / instead of that / ɪ / in the repeated syllable. Then, you will feel that the syllable with different vowel will be pronounced stronger than those of the same vowel. Hadeel (2010) explains Thus, Kenworthy (2000) added a fourth phonetically factor

Four factors: Loudness, Length, Pitch, and Quality. On the other hand, it is important to indicate that the location of the major stressed syllable can be responsible for changing the intended meaning.

2-5 Types of Stress:

According to Leung Ming Ming (2006) there are two types of stress, namely, word (lexical) stress and sentence (syntactical) stress. Word stress is defined as "the relative degree of force used in pronouncing the different syllables of a word of more than one syllable. As Leung explains   three degrees of English word stress are taken into account including primary (also known as strong, main, or

principal), secondary (also known as half strong or medium), and weak (also known as unstressed) stress.

2-6 Sentence Stress:

Leung Ming Ming (2006) cites sentence stress isdefined as "the relative degree of force given to the different words in a sentence"

2-7 Mother Tongue Interference:

The issue of first language interference has had a long history in second language acquisition (SLA) studies. Extensive research has already been carried out to study first language interference and its effects on the process of learning a second language. According to Nada, S (2012: 29) Errors found to be traceable to first language interference are termed "interlingual" or" transfer errors". This kind of errors is the main concern of this study. Those errors are attributable to negative interlingual transfer. The term "interlingual " was firstly introduced by Selinker (1972). He used this term to refer to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language (Abi Samra, 2003:5).While the term "transfer", which is derived from the Latin word "transferee", means "to bear', "to carry" or "to print" a copy from one surface to another (Webster's third new world international dictionary, 1986). It is also defined (ibid) as "a generalization of learned responses from one type of situation to another ". It is observed that making some pronunciation errors in the second language can be explained by the notion of "transfer", which is defined by Oldin (1989:25) , cited in Fawzi (2010), as " the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired"

2-8 Types of Transfer:

Contrastive analysis approach recognizes two types of transfer: positive transfer and negative transfer. (Fawzi 2010:14) (a)Positive Transfer (Facilitation): This transfer involves making use of first language habits to help in the target language learning. According to Nada, S (2012: 29) the transfer may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or 'facilitation. 'Corder (1973: 132) explains that: "Where the nature of thetwo tasks happens to be the same, this tendency to transfer is called positive or facilitation". This means that the first language habits help in the TL acquisition. For example, the assumption that the subject goes before the verb is transferred to French from English. Such a transfer makes no problems in foreign language learning process. (b)Negative Transfer (Interference): For Kavaliauskiene (2009:4), cited in Nada, S (2012), transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine. Negative transfer is sometimes labeled as "interference". The assumption here is that the mother tongue background and habits are transferred to the target language causing errors. Olshtain (1985:58) states that the learner's perception plays a role in language transfer and that the perception of language universality increases the likelihood of transfer. Corder (1994:19) does not agree to use the term transfer or interference for native language influence. According to him these are the theoretical terms different from native language influence and one should be careful in using them. He claims that the presence of native language features in the use of the target language can be explained without addressing the term " transfer". He believes that interference is nothing but the use of L1 rules in the target language which is not accepted or which produces wrong structures. Since there is no inhibiting process

in this type of L1 usage, the term " interference" should not be used in this particular case of L1 influence. He further says that there are some native language features in the learners' use of target language which are not recognized within the theory of transfer. Corder (1994:20) refers to "such phenomena as the avoidance of the use of certain features of the target language by the speakers of certain mother tongues. The absence or rarity of something can scarcely be the result of a process of transfer". Pica (1983:21) believes that "Practice is a factor in producing negative or positive transfer. Increasing practice on the original task increases positive transfer, and with little practice, negative transfer occurs". Corder (1994:21) views the knowledge of mother tongue "as a cognitive element in the process" which "might reasonably be expected to affect decisively in the order of developmental sequence". He admits that this has also been similar to the "classical" position as viewed by Lado (1964). That means the range of similarity or dissimilarity between the target and native language can necessarily make the acquisition of target language easier or harder respectively. The idea is that the more similar L1 and L2 are in their linguistic features, the quicker and easier will be the acquisition of L2 and vice versa. However, Corder here makes two points for clarification. In the earlier stage of acquisition in L2, mother tongue influence does not play a crucial role but it does have a significant role in the later development of L2. Some languages are learned more easily and quickly than other languages by the speakers of a particular language. If the target language is more distant from the native language in linguistic aspects, it will take both more time and effort from the learner to acquire it and vice versa. Corder disagrees to the use of the term 'interference' if there is less or no similarity between L1 and L2. He calls this 'little facilitation' but not 'inhibition' or 'interference'. It has been argued that "the transfer of patterns from the native language is undoubtedly one of the major sources of errors in learner language" (Lightbown & Spada, 1999, p. 165). Such studies show

that one of the factors influencing the learning process is first language interference or negative transfer, which may be defined as "the use of a negative language pattern or rule which leads to an error or inappropriate form in the target language" (Richards, Platt and Platt, 1992, p. 205). Also, Dulay, Burt & Krashen (1982) define interference "as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language". In addition, Lott (1983:256) defines interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue". At the same time, Ellis (1997:51) refers to interference as „transfer‟, which he defines as being "the influence that the learner's L1 exerts over the acquisition of an L2". Yet, this transference is governed "by learners‟ perceptions about what is transferable and by their stage of development in L2 learning". In the process of learning L2, learners are inclined to construct their own interim rules (Selinker, 1971, Seligar, 1988 and Ellis, 1997) using their L1 knowledge, when they know it will help them in the process of learning or "when they have become sufficiently proficient in the L2 for transfer to be possible". In conclusion, most research shows that there is learner's native language interference in the target language leading to difficulty in pronunciation (Wu, 1993; Flege, 1980). Other research observes that learners utter English phonemes by searching the corresponding sound in their native language first, and then substituting the target sound with it (Hockett, 1972, Lado 1957).

2-9Factors that hinder achieving native like pronunciation:

1.Mother Tongue Interference:

Several works have been conducted on the influence of L2 in learning English language (Carter 1977), (Moosa, 1972) and (Swan and Smith, 2001). It was reported that /p/ and /b/ sounds are two different phonemes and each one is

distinguished by a native speaker. In Arabic Language, the situation is different, because there is only the phoneme /b/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /b/. Students confuse between /p/ and /b/, they replace /b/ with /p/ like ('park', 'bark'), ('pen', 'ben'). According toElkhair, M. (2014). The reason for shifting from /p/to /b/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme. Brown (2000) found that a second language learner meets some difficulties, because his LI affects his L2 especially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for second language learners. (Ladefoged, 2001; Carter & Nunan, 2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2. So many learners use /p/ as /b/, others use /s/ for /θ/ and /z/ for /ð/ and /f/ for /v/. O'Connor (2003) , cited in Elkhair , M. (2014: 33) , reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up. And that means we use new ways of hearing and new ways of using our organs of speech. So it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also very long time and regular practice, and all that is linked to a certain age of the learner. So the points mentioned above altogether share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them (O'Connor, 2003). According to Mohammed , S (2009) Errors in pronunciation of any non-native speaker of any language is mostly impeded by the influence of mother tongue .However, the Arabic and English phonological systems vary extensively,

not only in the range of sounds used, but also in the relative importance of vowels and consonants in expressing meaning. While English has 22 vowels and diphthongs to 24 consonants, Arabic has only eight vowels and diphthongs to 32 consonants 2 Differences of Sound Systems between English and Arabic: As it has been mentioned by many linguists and researchers, there is a conflict between the sound systems of LI and L2. (Moosa, 1972) noted that the Arab learners of English form habits of their mother tongue (Arabic), so they strongly build the phonological features of Arabic; this makes them encounter many difficulties in distinguishing sound systems between a native language and the second language. Alkhuli (1983), cites in Elkhair M. (2014: 33), showed that the main problem in teaching and learning English pronunciation result from the differences in the sound system of English and the native language, so a speaker of Sudanese Spoken Arabic is not accustomed to pronounce for instance /θ/ sound and /ð/ sound, because these sounds do not exist in his native language. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to him; that is why he uses the nearest sounds such as /s/ and /z/. Gimson & Cruttenden (1994) noted that in the field of second language acquisition (SLA), learners with different linguistic backgrounds would of course face different difficulties in order to produce English sounds, because of the differences between the two languages (e.g. English and Arabic).These differences between the sound systems are regarded as a barrier against competence in the pronunciation of English, because the new sounds still remain strange for their organs of speech specially if they start learning English afterthe age of adulthood, but this problem is expected to be solved after a long time of regular practice and hard work. 3 Inconsistency of English Vowels: Elkhair, M. (2014) thinks that one of the important problems faced by the students of English in general and the Sudanese students of English in particular, is that each English vowel sound has

more than just one pronunciation. So this causes many difficulties to the learners and leads them to mispronunciation. Elkhair, M. (2014: 34), found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /i: / as in sit, seat, and /ɔ/ with /əu/ as in not, note and / æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late. Researchers and linguists always connect such problems with the complexity of the vowels sound system that exists in English and the inconsistency of its pronunciation. Gimson & Crutteden (1994) noted that the inconsistency of English vowels causes difficulties for otherlanguage learners of English e.g. if we take for instance 'o' in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /u: /, /əu/, /i/ so the English learners who don't have the mastery of the pronunciation of such words will also face difficulties. 4 Influence of Spelling on Pronunciation Elkhair, M. (2014) found that, EFL students have some difficulty in the pronunciation of some words from a written text. This problem is due to the spelling system in English language, because in Arabic language students can easily pronounce a word from a written text just by looking at it; so each letter represents one sound, so the relationship between the orthography and the phonology is very easy to distinguish, in addition to that there is no silent letter in Arabic language as it is found in English. Many words in English have letters, which are not pronounced. Yule (19961) noted that the sounds of spoken English do not match up, a lot of time, with letters of written English. So if we cannot use the letters of the alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language like English. In English, there are twentyfour consonants and twenty vowels; if we give to each of these forty- four units a special letter, in that way undoubtedly we can show what the student should say. If the learner knows that each letter represents a certain sound (e.g. equal number of sounds to the letters), he can simply avoid the difficulty of spelling on

pronunciation. Moreover, O'Connor (2003) explained that some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase like, " lead the way" , but /led/ in another phrase " lead pipe" . Also there are some words spelt differently, but sound the same e.g. rain, rein, reign, all of them are pronounced /rein/. The learner, who still doesn't have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and he is expected to mispronounce them. As Carter and Nunan (2001) reported in Elkhair, M. (2014) the explanatory potential of sound-spelling relationships; is something teachers should be aware of, since correspondences between orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn't know such relationship between sound and spelling, he mispronounces words by just looking at their spellings e.g. before the " n" the "k" is silent; knee, know, knot, knight; a student who didn't learn their pronunciation correctly, pronounces them with the /k/ sound. Also Easton (2005), cited in Elkhair , M. (2014: 35) showed that there are some words with silent letters which cause problems for the learners for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, sign, gnash in these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature, resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation. In the same problem of pronunciation as a result of spelling Easton (2005) noted that in silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /f/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough. Any time the student meets such words he will be confused to pronounce

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them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation. According to Mohammed, S (2009), while there are no similarities between Arabic and English writing systems, Arabic spelling within its own system is simple and virtually phonetic. Letters stand directly for their sounds. Arabic speakers attempt, therefore, to pronounce English words using the same phonetic methodology. Add to this the salience of consonants in Arabic and you get severe pronunciation problems caused by the influence of the written form: 'istobbid' for "stopped" (the 'p' sound does not exist in Arabic) Finally, Lei (1993) concludes that there are several factors that impact the acquisition of English pronunciation. First of all, English pronunciation is often neglected by the students who pay more attention to grammar, vocabulary or reading comprehension, and some students are not confident about their pronunciation. The primary task is to improve the recognition of English pronunciation and establish the confidence to speak out. Secondly, the pronunciation of some English sounds seems somewhat complicated. For example, the sound 'ough' is articulated as [au], while it is pronounced as [ɔf]. Furthermore, phonological rulers such as complementary distribution, assimilation (dentalization and velarization), are difficult for ESL students. For example, /p/ in 'peak' [pi:k] and 'speak' [spi:k] is articulated differently , /p/ is unaspirated after /s/ but aspirated in other places, which does not exist in Arabic. Therefore, it is necessary to emphasize the pronunciation difficulties. Thirdly, the most important factor is the mother tongue.

Previous Study

A Review of Some Previous Related Studies The aim of this part is to shed some light on the contribution of researchers in the field of influence of mother tongue on the English pronunciation of EFL learners.

Study One

Elkhair (2014:31) investigates the problems of English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. The study attempts to find the problematic sounds and the factors that cause these problems. The findings of the study revealed that EFL Sudanese university students whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation ,in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Based on the findings, the study concluded that factors such as interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against EFL Sudanese university students' competence in pronunciation. Moosa (1972) and Homeidan (1984), cited in Elkhair (2014) demonstrated that Arab students face problem in the pronunciation of sounds which the students are not familiar with e.g. /v/, /p/, /ŋ/ According to Elkhair (2014), (Ronald Carter and David Nunan, 2001) (O'Connor, 2003) noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. So theyconcluded that the main problem of the speakers of other languages who speak English, is substitution of sounds i.e. they substitute the sounds that they do not have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /s/ etc. In his study, Abduh (2011) concludes that

Arab students have many problems with the English pronunciation system.. The results show that lack of proper attention towards teaching pronunciation, and lack of motivation among the EFL learners towards learning pronunciation leads them into such pronunciation errors. The results also reveal that students generally encounter errors while pronouncing some consonant sounds like /p/, /d/, /v/, /ʧ/, /ʒ/, /ŋ/ etc. The study provides insights and suggests that EFL teachers and curriculum designers to focus on teaching English sound system to the students. This study also demonstrated that the major reason for declusterization processes is the mother tongue influence.

The researcher recommended that; Teaching should focus on both recognition and production i.e. teachers should recognize the pronunciation errors and correct them and teach the students how to pronounce these sounds correctly. • The study suggests that there should be pronunciation lessons ranking the same as lessons in other skills.

Study Two

Ezzeldin Mahmoud Tajeldin Ali (2013) investigates Pronunciation problems: Acoustic analysis of the English vowels produced by Sudanese learners of English. The purpose of this study is to provide experimental evidence for certain linguistic causes of production errors of English spoken with Sudanese Arabic accent. The subjects of the study were expected to have problems with the production of English vowels in both individual words and real communication. Participants were ten Sudanese University learners of English who primarily speak Arabic. English vowel data are the materials of the native speakers of English. Based on acoustical analysis of the English vowel tokens spoken by both Sudanese and native speakers of (RP) English, the acoustical differences that would provide

insights into the issue under concern were sought. The results indicated that most of the differences appeared in the area of central and back vowels of English. However, some of English tense – lax vowels showed no serious problems probably because there is correspondence between English and Arabic long /short vowels. Moreover, the production errors detected in this study followed different directions that suggest that the Sudanese learners of English had difficulty learning the English vowels. The main linguistic causes of these production errors were mother-tongue interference and lack of English knowledge.

StudyThree

Dr. Mona Elamin Elnour Ali (April, 2016) investigates the Mother tongue interference on speaking skills among EFL learners at Neelain University in Sudan. The qualitative quantitive approach was applied. The populations of the study were 50 students enrolled in Neelain University, first year in the year 2013-2014. The subjects were divided into two groups, one is called "focus group" and the other is called "controlled group" where the experimental procedures are performed. The researcher divided the students into two groups with (25) students each, then they were given oral communicationthis thesis examines the difficulties of speaking that encounter Sudanese learners in general. The study aims to figure out to what extend the mother tongue interference has to do or influence the students speaking performance. It is closely observed that English learners at Née lain university specially the first year students confused the pronunciation of some set of words. E.g. most of the English words that have sounds which don't exist in Sudanese spoken Arabic e.g. /p/in 'park' / θ / in 'think' and /ð/ in 'the'. It also observed that they don't differentiate between some vowel sound s which have more than one way of pronunciation e.g. vowel in 'fat' and 'fate.' The replacement of bilabials (b and p) with each other so they usually use /b/ instead of /p/ and

rarely /p/ instead of /b/ and also they confuse the pronunciation of the labiodentals' / θ /, / ð. This hinders the fluency and accuracy at the same time. Therefore they do not make the communication process goes smoothly and naturally as some different odd accent are created. These observations lead the researcher to conduct this study. Elamin cites (2016, 116) there are three factors Affecting Pronunciation: Age, mother tongue influence and (iii) personality.The researcher comes out with these recommendation; the students should communicate using digital media and environments to support personal and group learning. Share information efficiently and effectively using appropriate digital media and environments, and Communicate thoughts and ideas clearly and effectively to different audiences using various media and formats.

Study Four

Dr. Fawzi Eltayeb Yousuf Ahmed1 & Dr. Abdulgalil Abdallah Salih Abuelhassan(2016) they conducted a study with the title Negative Impact of Sudanese Spoken Arabic on the Pronunciation of EFL University Students (A case Study of University of West Kordufan). This study investigates the negative impact of Sudanese spoken Arabic language on the pronunciation of Sudanese EFL (English as Foreign Language) at University of West Kordufan (UWK), Faculty of Education, and Department of English Language. The subjects of the study are twenty-five students from WKU, and ten university teachers of English language from the same university. Testing, and structured interviews are used as tools for collecting data. The problem of this study is that Sudanese EFL university students tend to commit pronunciation errors in their spoken English language. In spite of repeated attempts at correcting them, students show poor pronunciation of English which is considered the main source of their communication problems.

The findings of the present study indicate that majority of Sudanese EFL university students mispronounce the consonant sounds which do not exist in their mother tongue such as : /p/,/v/,/ θ /, and / ð/ . The study suggests that much attention should be paid to the sounds that constitute problematic area to them. These sounds should be identified and systematically practiced in the classroom that is to say teachers should explain the salient differences between the target language and the mother tongue sounds which can make it easy for students to adapt the new nature of the target language sounds. In addition to that, teachers should develop some appropriate materials and strategies to promote students pronunciation performance. Moreover, students should listen to or watch authentic English materials.

Study five

Hadeel Mohammad Ashou submitted study with the title "Difficulties Facing English Department Juniors at IUG in Learning Stress": Reasons and Strategies. This study was conducted to investigate the following:

1. The main difficulties facing English department juniors in learning stress, the reasons beyond these difficulties, and the strategies those students can use to overcome these difficulties. To achieve the aim of the study, the researcher applied three valid and reliable tools: two questionnaires, diagnostic written test and observation cards. Two samples were chosen, students sample: 30 students were chosen for the diagnostic written test and 20 students for the observation. The following results were obtained: The main difficulties that English department juniors face when learning stress from expertspoint of view: 1. Over 55% of experts agreed that intelligibility is the most area of difficulty that students face when learning English stress.

2. Over 44% of experts agreed that syllables and sentences stress: using stress in connected speech both consider to be the second area of difficulty for learners when learning stress. 3. Over 20% of experts agreed that students have the least difficulty when learning word stress. B. The level of difficulties that English department juniors at IUG have when learning on applying a diagnostic written test, it is found that 60.3% was the level of difficultiesstress in the written context. The researcher concludes thatbased on the findings derived from the results of this study: English department juniors at IUG have serious difficulties in learning stress. These difficulties are of four areas: intelligibility, syllable, sentence stress and word stress. The major and serious difficulty facing English Department juniors at IUG in learning stress is intelligibility. While, word stress considers to be the least area of difficulty when learning stress. Moreover, Students encounter more difficulties when producing stress in speaking than when producing it in writing. This indicates that even students may have basic knowledge about stress; they are not trained to use this knowledge in their speaking. In addition, Methodology, facilities, psychological factors and mother tongue interference are considered to be the major reasons beyond the difficulties that face English department juniors at IUG when learning stress.Checking dictionary, listening intensively to the spoken English self-correcting, self monitoring and interacting with native speakers are the most important strategies that students can use to learn stress more effectively.

The researcher recommends teachers to: Arouse their students' awareness about how to deal with stress. Expose students to different authentic listening materials to give them the opportunity to listen to native speakers' accent and inform their students how different types of stress are produced. And then, have students to practice producing them.