

## **CHAPTER FIVE**

### **MAINFINDINGS,RECOMMENDATIONS,AND SUGGESTIONS FOR FURTHER STUDIES**

#### **5-0 Introduction**

This chapter includes summary of the previous chapters, in addition to the findings and recommendations built on what has been achieved through this study.

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

After analyzing the data, study has revealed the following findings:

- 1- English language is complicated because orthography does not reflect the pronunciation.
- 2- University syllabus does not sufficiently demonstrate pronunciation drills and exercise.
- 3-Another reason which revealed by the study and cause pronunciation's problem is students' lack of basic knowledge of sound system of English phonetics and phonology.
- 4- Some pronunciation's errors can be attributed to the ways of teaching.
- 5- Students substitute some sounds do not exist in their Arabic mother tongue like; /v/, /p/with the sounds which exist in Arabic phonological system like; /f/, /b/.
- 5- Sudanese teachers are part of mispronunciation's problem.

6-Students face difficulties in pronouncing some English sounds like; g, c, /θ/ and /ð/.

## **5-2 Conclusion:**

This study aims to investigate the pronunciation's problems encountering Sudanese learners of English Language when they speak in English.

Chapter one includes a general description of the field of the study and outlines the purpose of the study and the objectives of the study. To achieve these objectives the researcher determined three hypotheses, which stated to be tested. In chapter two a general review of literature in the field of pronunciation's problems encounter Sudanese Arabic speakers is provided.

Chapter three contains the methodology of the study with regard to population, sampling, instrument, validity and reliability.

In chapter four, data obtained from the questionnaire and test was analyzed through (SPSS) analysis and discussed.

## **5-3 Recommendations:**

Based on the findings of this research, the following are some suggestions which may help teachers and students in reducing student difficulties in pronouncing problematic English sounds.

- 1- Ministry of education should be aware enough to solve this problem by adding syllabus which covers pronunciation drills and exercises.
- 2- The student should be aware of the basic knowledge of sound system of English Phonetics and Phonology.

- 3- Teachers should develop some appropriate materials and strategies to use in the class to reduce students' errors.
- 4- Much attention should be paid to problematic sounds, which do not exist in the learners' Arabic mother tongue; these sounds should be identified and systematically practiced in the classroom.
- 5- Teachers should explain the differences between English language and Arabic as mother tongue sounds' system which can make it easy for students to adapt the new nature of English language.
- 6- It is very important to create a good English learning environment and involving students in real-life situations where they are provided with listening materials and videos.
- 7- Students should listen regularly to English sounds and words using audio aids like, CDs and sound dictionaries.

#### **5-4 Suggestions for Further Studies**

The researcher suggests that for more future studies:

1. Further studies should be conducted in the area of English phonemes.
2. Further studies should be conducted on English stress and intonation.