

CHAPTER ONE

INTRODUCTION

1-0 Background of the Study

According to the wide spread, of English language remains the most important language among the other languages there are a lot of people all over the world who have strong desire to learn and speak English language .In the Sudan there is a large number of interested grouping the subject, among them are the student of English language at Holy Qur'an and Islamic Sciences University.

In order to learn or to study any language, must be aware to pronunciation skills, among other skills which is great of importance for studying English language, it is similar grammar lexis and literature in order to do a worthwhile piece of research.

Many studies have demonstrated that the errors made by the speakers of other language who speak English, are something systematic rather than random. For instance demonstrated that Arab students face problem in pronunciation of sound which the students are not familiar with e.g./v/ , /p/, / ð / noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. They substitute sounds that they don't have in their native language with other sounds which are close to them. In the place of articulation they replace /p/ with /b/ and /θ/ with /s/.

Despite the fact that nowadays human beings have writing systems to record their languages and numerous digital machines to make saving them even easier, people still communicate through speaking more than they do through writing. Therefore much attention is to be paid to pronunciation, as it contributes to conveying the right message in oral discourse. If the message is not properly

articulated, pronunciation might sometimes hinder communication or lead to the wrong apprehension of what is said. Zimmermann (2004, p.29) stated that “Pronunciation is crucially important, as it is usually the first thing people notice about a language learners English”. This is one of the reasons why, for the purpose of this study, the researcher will concentrate on English pronunciation errors made by native Arab speakers, while they are conversing, delivering speeches or giving presentations. Paying keen attention to these errors and attempting to correct them will affect the process of second language acquisition and learning. In some cases erroneous pronunciation might lead to the wrong spelling as well. The following examples by Zimmermann (2004, p.31) illustrate this impact; “ ...’will’ is often replaced by ‘well’ and ‘park’ by ‘bark’, ‘sale’ by ‘sell’ are often confused and so on”.

The examples above mean that the pronunciation errors can affect other linguistic levels at the same time. On the other hand, spelling also directly contributes to some pronunciation errors. Words such as, debt, lieutenant, laugh, dough, to mention only a few, are very confusing to the learner and might lead to pronunciation errors based on the written form. This highlights the fact that English has a deep orthography system in which the relationship between letters and sounds is not a one to one relationship. In other words, a group of letters might represent only one sound as in (tio) making the sound /t/. Another problematic area in English orthography as well, is when one letter is represented by different sound articulations i.e. the letter (a) in words such as man, car and cautious. On the contrary, the Arabic orthographic system is shallow. The letter sound relationship in Arabic is more explicit than that in English. In Arabic the word is almost pronounced as it is written. Especially in consonants, except for some rare cases, almost every letter represents a sound. The rare cases are those of assimilation as in the word /ðəmb/ ذنب. The /n/ is assimilated to /m/, because of

the adjacent stop /b/. On the other hand, Arabs depend more on their diacritic system to insert vowels or to add stress to words, especially in connected speech.

1.3. Statement of the Study

A close observation of English learners at (Holy Qur'an and Islamic Sciences University) disclosed that learners 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 'experience' / θ / in 'thank' and /ð/ in 'this'. It also observed that English learners at Holy Qur'an and Islamic Sciences University don't differentiate between some vowel sounds which have more than one way of pronunciation e.g. vowel in 'mat' and 'mate'. The replacement of bilabials (b and p) with each other so they usually use /b/ instead of /p/ and rarely /p/ instead of /b/ for instance word like (pupil, paper, apple) they pronounce them as /bju: bl/ /beib / / ble /. According to this observation the researcher thought of studying the pronunciation errors and factors that caused them.

1.4. Aims of the Study

The aim of this study is to investigate the relationship between pronunciation errors and factors such as mother tongue interference differences in sound system between L1 and L2 inconsistency between spelling and sound English sound specially Arabic and English the study mainly aims to:

- 1- Identify the errors pronunciation among the English learners at (Holy Qur'an and Islamic Sciences University) and their major reasons, and find the suitable solution.
- 2- To find an experimental evidence of pronunciation problems by Sudanese learners of English.
- 3- To discover reasons behind these problems.

4- To suggest a method of pronunciation which important to Sudanese learners of English.

5-To encourage learners of English, teachers and curriculum designers to pay more attention to pronunciation way of teaching /learning.

1.5. Questions of Study

1- To what extent do Sudanese learners mispronounce some vowels and diphthongs?

2- To what extent do Sudanese English learners have difficulties while pronouncing English some English consonants?

1.6. Hypotheses of the Study

1- Many of Sudanese English learners mispronounce vowels and diphthongs.

2- Many of the Sudanese English learners don't pronounce the following consonants correctly /p/, /v/, / θ /, / ð /, / t /, /□/, / d□/.

1.7. Significance of the Study

Pronunciation is very important because it is the first thing people notice when one speaks English. This study will be significant for Sudanese English learners because it discovers the problematic areas of pronunciation and identifies the exact sounds that Sudanese learners of English mispronounce and the reasons of this. Elaborate other stake holders.

1- Teachers of English.

2- Syllabus designers.

1.8. Methodology and Procedures

The researcher followed the descriptive and analytic statistic method in this study. Descriptive researches attempt to describe the problems and the phenomenon as it is i.e. describes the phenomenon and explains it.

1.9. Tools of Data Collection

The tool which was use in this study was a structured test, which was prepared in collaboration with some English learners at Holy Qur'an and Islamic Sciences University.

1.10. Limitation of the Study

This study will consider the analysis of pronunciation errors of Arabic (EFL) learners of English problems encountered by Sudanese learners of English language at final year in Holy Qur'an and Islamic Sciences University 2017.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0. Introduction

This chapter presents the literature related to study. It is divided into three sections. The first section is a discussion of the various definitions for Contrastive analysis and the definitions adopted. The second section is an overview of error analysis. The third section focus on the Speech Intelligibility Problems of Sudanese EFL learner's First Language Transfer. The fourth focus on and the last section ends with pervious investigations.

2.1. Contrastive Analysis

Writing "Linguistics Across Cultures" in 1957, Lado starts to attract the linguists' attention to contrastive analysis. Nevertheless, it was not until the 1960s and 1970s that serious attempts to investigate the problems caused by differences of the native language and the target language were implemented. Fisiak, Lipinska and Zabrocki, (1978) define contrastive analysis as "a sub discipline of the linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them". While, Gass and Selinker (2008, p. 96), by contrast, consider contrastive analysis as: a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second- language-learning situation.

The above definitions might mean that linguists, who believed in that, thought that the areas of similarities in languages would be facilitative and help the learner

acquire or learn the target language easily. Whereas, it was supposed that areas of differences are the problematic ones. For instance, Fries (1945, p. 9, in Fisiak, 1983) thought so highly of CA that he pointed out that “The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner”

Therefore, the major concern of CA is predicting areas of difficulties and those of easiness to help the teachers in classrooms cater for the difficult ones as sources of errors. A good example of this is provided by Ligget (1983, p. 29) about Arabic speakers learning English stating that they might find it difficult to insert the verb “to be” in the sentence “Ali is Happy” and say it as “Ali happy”, because they do not have this structure in their mother tongue. Another more specific example which is directly related to the study of this research is Zimmermann’s (2004) table of words using the minimal pair /b/ and /p/. Arabic does not exhibit the voiceless stop consonant /p/, whereas English does. Thus, the native speakers of Arabic learning English usually resort to the voiced stop /b/ instead, and use voicing as a repair strategy. Reading Zimmerman’s table 1, we find many examples of this repair strategy. If voicing is used in context it might lead to miscommunication or the delivery of the wrong message i.e. *can I bark here?*, instead of *can I park here?* In table 1 below, the Arabic speaker might voice all the words containing /p/ to /b/ and thus it is so probable that mutual intelligibility is hindered.

B	Transcription	P	Transcription
Ball	/b o:l/	Pall	/ po:l/
label	/lebl/	lapel	/lepl/
Lab	/l æb/	Lap	/l æp/

Table 2.1 : Minimal pairs. Adapted from Zimmermann (2004)

It is also probable that some errors might result from the minimal pairs /f/ and /v/ as indicated by Smith (2007, p. 197) to have sentences such as; *It is a fery nice fillage*. Here also Arabic does not exhibit the phoneme /v/, but unlike the /p/ case, Arabic does not exhibit the voiced phoneme. Therefore, the native speakers of Arabic resort to the sound that their language exhibits, the voiceless /f/. In other words, /p/ and /v/ cause the native speaker of Arabic to use the repair strategies of voicing and devoicing accordingly, due to their nonexistence in Arabic.

Although CA seemed to hold for some time to help educators with second language learning, it did not continue to satisfy linguists in identifying all possible sources of errors. Some of the major criticisms of CA were that it is theoretical and has no direct use in classes. Sanders (1976) best pictures this in the following statement “To use the results of CA raw in the classroom is rather like presenting a customer in a restaurant with the ingredients and a recipe”. Another criticism by Delattre (1974) is “A linguistic item from the target language is not necessarily best taught in contrast with its opposite number”. A good example of Delattre explanation is the flapping /r/ that the Arabs produce. If they are taught a British curriculum, it will be a problem, as it is not pronounced in final positions or before a vowel. On the other hand, it is considered a facilitator in American English, as it is pronounced especially in final positions.

Sanders (1971) points out that we cannot depend on a hierarchy of difficulties based on contrastive analysis as a basis for the sequencing of teaching materials. This means that it is more beneficial for both teachers and students to spend more time on structures that occur more frequently in the target language (TL), than on structures that do not occur in the learner’s first language and might not be so effective. Owens (2005, p.17) supports this mentioning that “Some differences between languages do not always lead to significant learning difficulties”. Odline also adds “... empirical research was beginning to show that learning difficulties

do not always arise from cross-linguistic differences and that difficulties which do arise are not always predicted by contrastive analyses”.

CA has 2 versions. The first is a strict one that assumes that all the errors of the L2 learner are caused by L1 transfer and by comparing the 2 languages, these errors will be predicted. This version is the strong version of CA, which could not maintain its validity for long, as some errors were not exhibited as linguistic features in L1. The second version which is the weak version of CA does not take a strict position like the first one. It claims that it can give explanations to observed errors and not like the strong version depending heavily on prediction. Therefore, there was a need for another tool that attempts to understand the occurrence of errors rather than predict them. Hence, Error Analysis, (EA) was next.

2.3. Error Analysis

The criticism directed to the CA above does not, by any means, make us deny its contribution to the development of linguistics or language teaching. It was the first step towards error correction and first steps are always insufficient. Therefore, error analysis (EA) was another integrating step on the way to error correction.

Unlike CA, Liggett (1983, p. 34) defines EA as “... the study of learner mistakes..., it starts from the demonstrated student errors”. This definition clarifies that it is more of a study of the learner’s errors than just comparing 2 languages without bearing the learner’s situation in mind as a significant variable. Gass and Selinker (2008) support the same idea adding that error analysis is a “type of linguistic analysis that focuses on the errors learners make. Unlike contrastive analysis (in either its weak or strong form), the comparison made is between the errors a learner makes in producing the (TL) and that TL itself”. In this case we investigate the errors, because a learner made them, not because we

are trying to predict that learners might make such errors in the future, as the case is in CA.

In their journey from native language (NL) to target language (TL), learners attempt to hypothesize the target rules, therefore fall in an approximate system of language, which is neither the L1 nor the L2. This system is known as the “inter-language”, (Richards, 1974). Some of these hypotheses are L1 dependent and lead to errors caused by first language transfer. These errors vary from one learner to another due to different variables, such as “...learning strategies, different training procedures, individual differences of teachers, text books...” (Jain, 1974, P. 189). This inter-language phase is temporary until the learner improves his performance which is inevitably based on his improved competence of the TL. Given various names and being more complicated than being referred to in one paragraph, first language transfer will be discussed in detail in a section of its own below.

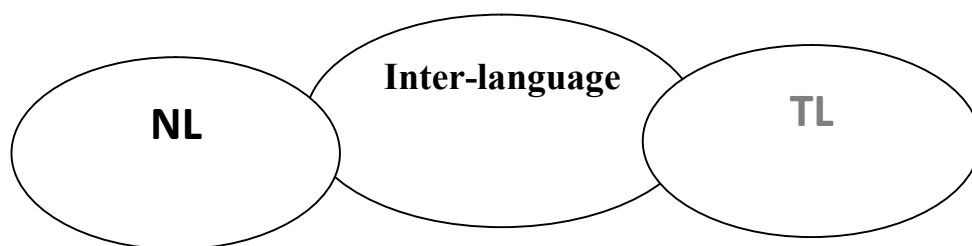


Figure 2.2: Inter language. Adapted from (Corder, 1971)

Errors were considered as a source of shame for the learner and the good learner is the one who does not make errors. The view to errors had changed after the publication of “Corder’s article entitled “The significance of Learner Errors” (1967) that EA took a new turn.” (AbiSamra, 2003). Since then, linguistics started

to look upon errors differently. Gass and Selinker (2008, p.102) claim that “Errors can be taken as red flags; they provide windows onto a system - that is, evidence of the state of a learner’s knowledge of the L2.” They even continue to defend errors stating that “they are not a reflection of faulty imitation”, but “they are to be viewed as indications of a learner’s attempt to figure out some system”, as indicated in figure 1 above, where most of the errors take place in the interlanguage zone. Gass and Selinker (2008) also emphasize that “Errors are 'indispensable', since the making of errors can be regarded as a device the learner uses in order to learn.”

Corder (1974) highlighted the significance of EA as “Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching”. Whereas, Liggett (1983, p. 34) adds “Error analysis equips teachers to deal with what the experts refer to as interlanguage or approximative systems”. It is also worth noting that errors are divided into 2 main categories: (1) Performance errors, which are “...those that a student makes because he is tired or nervous”. (2) Competency errors, which are “... those he makes because he does not know how to apply the grammar rules he is learning” (Liggett, 1983, p.34). This would directly lead us to the next section to illustrate the differences between mistakes and errors in detail. As the case is for contractive analysis, some shortcomings of error analysis also exist. One major problem error analysis faces is that of categorization, as Oline (1997, p. 19) demonstrates; “One of the major challenges for error analysts is deciding what category to assign a particular error to. For example, omitting an article in English may quite arguably be a case of simplification with a Spanish speaker but a case of transfer with a Korean speaker”.

Gass and Selinker (2008, p. 108) are also in agreement with the above problem clarifying that “Finally, we deal with another problematic area of error analysis relating to the source of errors. Within the framework of error analysis, the assumption is that errors can be categorized as belonging to one source or

another”. They also directed another criticism to error analysis claiming that “One of the major criticisms of error analysis was directed at its total reliance on errors to the exclusion of other information. That is, critics argued, one need to consider non errors as well as errors to get the entire picture of the learner’s linguistic behavior”.

Another issue that depends on the awareness and experience of the teacher is being able to differentiate between an error and a mistake and to decide which one requires correction and probably training, and which one does not. Over correction of mistakes is not necessary and causes disappointment for the learner. The difference between errors and mistakes is discussed in detail in the following section.

We must also consider the difference between errors and mistakes, as it will help, define, categorize, analyze and finally correct the errors made by learners. Green and Tanner (1998, p. 93) state that a mistake is characterized as “a slip of the tongue”; that is, “the learner knows the correct form but has temporarily forgotten it”. They also added that “There are several reasons why learners may make mistakes; for example, they may be tired, or not concentrating. Learners can often catch and correct their own mistakes”. While Gass and Selinker (2008) give a contrasting definition of both errors and mistakes clarifying that “A mistake can be self-corrected, but an error cannot. Errors are “systematic,” i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner wouldn’t”.

Therefore, more attention is to be paid to errors not mistakes, as an error is made when the learner does not know the rule. Hence, they either need to know the rule or need more training to it. In other words, the learner is not aware that he/she is making an error. This also means that the learner’s knowledge is not complete yet. On the other hand, depending on the learner’s level of competence, the teacher should be aware that one learner’s mistake can be another’s error and vice versa. A good example for this is when one of my excellent grade 10 students said “she

**have beautiful eyes*”. I was certain it was a mistake, because when I asked him to repeat it, he could correct himself, while laughing at his mistakes. Yet, it can be an error for a beginner learner who is learning the conjugation of the verb “to have”. In the following sections, the researcher will narrow down the scope of the research to the errors made in spoken English and specifically pronunciation errors caused by first language transfer (FLT)

2.4. First Language Transfer

Sources of errors are classified in different ways according to different criteria. For the purpose of this research, I will focus on the first source of Selinker’s categorization (in Richards, 1974, p. 37) classifying error resources as follows:

1. Language transfer
2. Transfer of training
3. Strategies of second language learning
4. Strategies of second language communication
5. Overgeneralization of TL linguistic material.

As the title of this research focuses on FLT, the first source of Selinker’s categorization is the major point of research in this dissertation. First language transfer also has other terms, such as first language interference and inter-language, in some contexts. Although inter-language usually indicates the stage the learner has reached so far and the learning strategies of that phase that might or might not be caused by interference of the first language. The British Council website provides the following explanation of the relationship between first language transfer and inter-language “Inter-language is often heavily influenced by L1 and interference from this may make it seem perfectly logical to the learner, although it is incorrect. It is important for teachers to understand this and also to see inter-language as a series of learning steps”. (British Council BBC, Tools for teachers). A simplified definition of first language transfer by Lado (1957, in Gass and Selinker 2008, p. 89) is:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture – both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

According to Faerch and Kasper (1987, in Mahmoud 2010, p. 127), “transfer is a psycholinguistic process whereby L2 learners activate their previous linguistic knowledge in developing or using their inter-language”. Mahmoud also adds that “transfer may be used as a learning strategy to formulate hypotheses about the target language and as a communication strategy to test these hypotheses”.

Investigating and discussing pronunciation errors caused by first language transfer makes it necessary to demonstrate the reasons why learners resort to first language in general and why they resort to it for pronunciation in specific. Sometimes the native tongue is the only resource for a learner to complete a sentence with a lexical item or insert a preposition. It sometimes works, as in the Arabic example of using the word يلعب /jælb/ which means (play) in English. In its both versions the English and the Arabic this lexical item has different meanings according to the contexts it is used in. Therefore, the English speaker might use it to “play football” or “play the guitar”. The Arabic learners can use the same word in Arabic in the two contexts above as well. They might use their Arabic competence of this word and apply it to the second context of (playing the guitar) to compensate their incomplete knowledge of which word to use in English. What is good about this use of FLT is that it saves the learner and s/he might be reinforced by the teacher for a good guess. This type of transfer is called positive transfer, where the cross-linguistic similarities between L1 and L2 are helpful.

On the other hand, other examples might cause errors. The following grammatical example occurs frequently with an Arab learning English; I enjoyed **with* my holiday. They refer to Arabic and use the preposition they use in this collocation

in Arabic with the verb in English. This type of transfer is called negative transfer which is defined by Odline (1997, p. 36) as "... divergences from the norms in the target language".

2.5. Speech Intelligibility Problems of Sudanese EFL learners

The primary function of language is social contact, which takes place between human beings anywhere they are. A person speaks to influence the actions of his/her fellows, i.e. to involve them into interactions. In all situations of language use, there are two major roles, which are played by the speech participants – speaker and hearer. Normally, these two functional roles are present either actually or implicitly in every speech act when the speech participants achieve successful communication: i.e. when the hearer understands what the speaker says, the speech act is described as intelligible. However, when a speech participant fails to understand the speaker's message, the speech is said to be unintelligible. Failure to understand or produce intelligible speech has recently been classified by linguists as speech intelligibility problems which may result from the hearer's or the speaker's side or from both due to linguistic factors. Moreover, linguists assume that most speech intelligibility problems occur between L1 and L2 speakers coming from different language environments.

2-6. Sound system differences between L1 and L2

As it has been mentioned by many linguists and researches, there is conflict between the sound systems of L1 and L2 (Moosa, 1972) noted that Arab learners of English from habits of their mother tongue (Arabic), so they strongly build the phonological features of Arabic, this makes them encounter many difficulties in distinguishing sound system between a native language and the second language. For the SSA we discuss the problem from two perspectives, the first one that there is difference between the sound systems in Sudanese spoken Arabic and the sound system in other forms of Arabic language and the second one is that there is also a difference between the sounds system in Sudanese spoken Arabic, and the sound

system in English language. Another study on the effect of sound system on learning pronunciation showed that the main problem in teaching and learning English pronunciation results 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/ and /ð/ sound because they do not 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 way he uses the nearest sounds such as /s/ and /z/.about the same area of the study that in the field of (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 after the age of adulthood, but this problem is expected to be solved after along time of regular practice and hard work. A study about the same literature is found in Better English Pronunciation which, in further details, the book discusses the problems of English pronunciation for other languages speakers, accompanied with the some trains and techniques that the help students improve their English pronunciation. A similar research showed that as if all sounds we use when we speak exist inside boxes, each sound has certain box; when a speaker won't to speak, he takes the sound he needs, and when he hears the speech from another speaker, he receives the sounds and put each one inside the right box. If this speaker doesn't have /p/, /θ/, /ð/ boxes, this is a problem, but he solves this problem by going to the nearest box each sound e.g. /b/, /s/, /z/ (O" Connor, 2003:79). The above example is also true for the Sudanese students of English because /p/, /θ/, /ð/ do not exist in Sudanese spoken Arabic. So the difference in the sound

systems between the L1 and L2 is his significant reason of this shifting from each sound to the other sound close to it. The main difficulty for all the foreign learners whose own languages have less complex vowel lies in the establishment of the qualitative opposition. Although /ŋ/ is a phoneme in English, in Italian however the velar nasal /ŋ/ is an allophone /n/, which occurs before /k/ and /g/ (Cruttend , 1994) in Arabic and Sudanese spoken Arabic there is no sound such as /ŋ/, so that is why tend to pronounce it as /n/ in words such as spelling/spelɪŋ/ they pronounce it /spelin/. Most of the Sudanese students of English face such problem because in Arabic the vowel system is very simple and the learner can read an Arabic word easily without any confusion, but in English he may pronounce /i/ for /e/ for example /sit/ , /set/. Also about sound system differences between L1 and L2. In English the /r/ after is distinctly pronounced only before a vowel e.g. the /r/ after a vowel is not pronounced. In Arabic however, the /r/ -sound is distinctly pronounced in all positions, before or after a vowel. So the Sudanese students of English pronounce /r/ in any position of an English word for instance in words like red, room, and river in Arabic, each letter represents only one sound so it's easy to read any word from a written text. Also there is no sound which is not pronounced (silent), as it happen so much in English. When there is a difference in the sound system in the L1 and L2 (Nunan, 2001) showed that errors are expected to be committed because the learners transfer their mother tongue sound system into the target language.

The Sudanese learners of English as speakers of Arabic tend to replace /v/ by /f/ or /b/ because this sound dose not exists in their native language sound system. So their speech organs are not trained to produce such sound. They pronounce very as berry or ferry and van as fan. The learners difficulties in a L2 could be predicted based on systematic differences of the two languages, and those learners from different first language backgrounds would experience different difficulties when attempting to learn a L2. It was also reported that it is

essential to understand which sound in a language are phonemes because they express the differences in meaning and the learner should be able to pronounce them, otherwise he commits errors. In Spanish sound system for instance there is no distinction between /b/ and /v/ which makes it difficult for Spanish learners of English to perceive and pronounce the difference between /b/ and /v/ as in berry, very (Nunan; Carter, 2001). The same example is true for Sudanese students of English, and it is not a matter of no distinction but in fact there is no /v/ sound in Sudanese Spoken Arabic, that is also true of / ð / and / θ/ so the Sudanese learners tend to pronounce such sounds by replacing them with the close sounds to them in the place of articulation. (O'Connor,2003:79) showed that in English language there are twenty –four consonants and twenty vowels ; that means there are forty-four phonemes in English the learner should be able to produce them while he is learning English. Learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background; for instance in Arabic language the whole number of the sounds is less than the one in English language, so the total sounds of Arabic language are twenty-eight letters each of them represent only one sound. So there are only twenty-eight movement of the organs of speech, so to produce any sound that means to perform the exact organs movement of the sound. If the learner's language sound system has not any of the forty-four English sounds, he will face a difficulty to produce it e.g. (ð, θ, p, v) sounds which do not exist in Sudanese Spoken Arabic sound system, so Sudanese students pronounce them incorrectly and the reason for that is the differences between the sound system in the L1 and L2.

2-11 Predictions of Learning Problems of English Vowels

Linguists believe that learning problems of L2 phonemes experienced by a second language learner can be predicted to some extent from differences of phonemes, allophones, absence of a sound, the distribution of these sounds within syllable and the functional load of these sound units in the two languages.

This section provides linguistic information about the similarities and differences that exist between English and Arabic language sound systems. The section will attempt to survey the types of learning errors which may occur due to phonetic and phonological differences between English and the learners' L1 (Arabic) using the data of the related studies. Table 2.1 below provides some patterns of phonemes which exist in the English vowel inventory but which may or may not exist in the Arabic inventory. This information is useful in making predictions of the learning problems which Sudanese learners of English are assumed to face. Table (2-3) some predictions of learning problems of English vowels. It provides accounts for the sort of errors assumed to be made by Sudanese EFL learners.

2.7. Previous Studies

This section will present some previous studies that have been conducted in the same area as the present study.

2.7.1. The First Study

The study is an M.A research conducted Amro Mohamed El Said El Zarka in the British University of Dubai, U.A.E. Under the title "The Pronunciation Errors of L1 Arabic Learners of L2 English: The Role of Modern Standard Arabic and Vernacular Dialects Transfer" the study was held in 2013. The study aimed investigates the pronunciation errors of the native Arabic learners, who are learning English as a second language. Focused on the pronunciation errors that result from the impact of the vernacular dialects of the native speakers of Arabic. The tool used on the study was the interview and observation. The results of the study indicate that there were some differences (syntactically, semantically, phonologically, and morphologically) that led to committing mistakes when speaking in the second language.

This study is similar to the present study in a number of aspects such as the instrument, both studies used observation as main instruments. However, the present study differs from this study in that the present study just deals with problem facing students of university level.

2.7.2. The Second Study

The second study is a research paper done by Dr. Ezzeldin Mahmoud Tajeldin Ali in 2015. Under the title “The Elimination of Pronunciation Problems of English Vowels of Saudi Students of English Resulting from Complex Letter-Sound Relationship” . The study was published by American Research Institute for Policy Development International Journal of Language and Literature. The attempted to measure the influence of a language course on the elimination of pronunciation problems of English vowels that are experienced by Saudi students as a result of a complex letter-sound relationship. The course was intended to boost the students' awareness of the letter-sound relation of English vowels. The course comprised language items such the nature, classification and letter-sound relationship of vowels reinforced by practice activities Test material comprised three lists of English monosyllabic, disyllabic and multi syllabic words that were arranged into pre-and–post tests for comparison purpose. The participants of the study included the students of English, at Al Baha University who do not have any kind of exposure to native English. In the tests, students were asked to pronounce words making advantage of deciphering and pronunciation abilities they developed after the course. Results revealed that the pronunciation of English vowels of Saudi students improved with respect to English vowel on monosyllabic and disyllabic words probably due to the language course. However, they have difficulty pronouncing deciphering vowel sounds in multi syllabic words.

There were some similarities and some founds in this study. In the part of the errors analysis there were many categories of errors found in this study. And also

the participants are in the same level. But the investigation tools are different, that this study used the test tool.

2.7.3. The Third Study

An Analysis of Syntactic Errors In Written And Oral Productions By: Gamar Addawla Abbas Mohammed Al.Booni(2003) PhD .

The purpose of this study is to investigate and analyze the syntactic errors in the written and oral performance in English language made by students of the fir year at the Faculty of Arts, University of Khartoum, who were enrolled in the university required intermediate English courses.

This study is similar to the present study in that they both conducted at secondary school and they encounter the problems of using passive voice in written English. which covers the two semesters .The study is based on the following hypotheses: the students will improve in both written and oral production at the end of the second semester, the students' average performance in written and oral production will increase at the end of the second semester, students' performance in writing is expected to be better than in speaking in the two semesters, female students will make improvement in both written and oral production. articles, prepositions, verbs will be the areas of difficulties in the students' learning process and the interference of the mother tongue will be the obvious source of many errors made by students during the two semesters, particularly, verb to be, prepositions, articles, and repetition of subject and object. The sample of the study consists of 250 students. They were selected randomly. Of this number 102 were males and 148 females. Two tests were used to collect the data, Oral test and written tests. For the purpose of the oral tests the students were divided into small groups and they were asked to talk about a given topic. The students' oral production was recorded at the end of each semester. For the purpose of the written production the subjects' composition were taken from their answers to the first and second

semesters' final exams. The errors were classified and tabulated in both written and oral production. Two statistical approaches of data analysis have been employed in this study, namely the descriptive and inductive approaches. The Descriptive analysis is concerned mainly with describing the performance of the students as well as the numbers and types of errors found in the written and oral production at the end of the first and second semesters for the whole sample (250). This has been provided in forms of frequencies, percentages, measures of central tendency (mean), measures of dispersion (standard deviations) and coefficient of variation. With regard to inductive analysis, it has focused mainly on testing the hypotheses of the research. Two types of tests were used: (Binomial test) and (T. test). The binomial test was used to test the equality of percentage of errors achieved by students in written and oral production at the end of the first and second semesters. The main objective of the test is to show if there is significant improvement being achieved in written and oral production in the second semester. The T. test, on the other hand, was used for two reasons. First, to see if there is significant difference in average performance of students in oral and written production at the end of first and second semester second, it was used to compare and contrast between the average performance of the male and female students in written and oral production in the two semesters. The results of this study have almost confirmed the hypotheses.

This study takes difference between male and female language and my studies did not address the gender difference depending on sex, but the differences between first language Arabic and second language English sample of the study was takes first year students and I took last year that students have studied sounds.

2.7.4. The Forth Study

Speech intelligibility problems of Sudanese learners of English An experimental approach By: Ezzeldin Mahmoud Tajeldin Ali(2011).

This is a study on the pronunciation and perception of English sounds and words by university students of English in Sudan, whose native language is Sudanese Arabic. The study aims to establish the intelligibility of Sudanese-Arabic (SA) accented English for native English (British and American) listeners and Dutch listeners who use English as a lingua franca. The intelligibility of SA-accented English is compared with that of native English. The study also investigates how well the SA students of English identify English sounds and recognize English words in simple sentences spoken by a native English speaker. The perception tests show that the intelligibility of SA-accented English is predominantly compromised by incorrect pronunciation of the English vowels. This finding was predicted from a contrastive analysis of the Arabic and English sound inventories. The SA learners of English produced the vowels consonants and consonant clusters of English in controlled materials. Acoustic analyses were carried out in order to establish the differences in pronunciation between SA-accented and native British pronunciation. The comparison revealed substantial discrepancies between the native and non-native varieties, which can be used to explain the degraded intelligibility of SA-accented English. Written questionnaires were administered in which both SA students of English and their instructors were asked to identify strengths and weaknesses in the students' production and perception of English sounds and words, and to speculate on the underlying causes of the difficulties. The results show that the SA learners as well as their instructors have clear intuitions on where the weaknesses are, and that these intuitions correspond closely to the experimental findings of the perception experiments and the acoustic analyses. This book is of relevance to (applied) linguists and language teachers in general and to specialists on the teaching of English pronunciation and listening skills to university students with an Arabic native language background.

2.7.4. The Fifth Study

Pronunciation problems By: Alkhier M .E.(2007) master degree.

This study investigates the problem in English pronunciation experienced by learners whose first language is Sudanese spoken Arabic in other words to find the problematic sounds and the factors that cause this problem. Then find some techniques that help the Sudanese student of English improve their pronunciation the subjects for the study were fifty students from university of Sudan of Science and Technology (SUST) and thirty university teachers of English language from some university. The instrument used for collecting the data were observation recording and structured questionnaire the data collected were analyzed both statistically and discretely. The findings of the study revealed that Sudanese student of English 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/ /□ / and /t□/.

Based on the findings, the study concluded that factors such as interference, the differences' in sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese student of English competence in pronunciation. Much research has been conducted discussing the various problems of Sudanese learners of English but there has been very little discussion to the various way s of solving these problems or taking the importance of the development of foreign language learners.

Therefore in this research I intend to present pronunciation problems encountered by Sudanese of English then, I briefly discuss language problems specific to English department in Sudan University of science and technology, I also highlights the reason behind such problems, finally I present the solution to such present problems with special reference to the significance of strategic competence and the use of pronunciation strategies in language teaching.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.0 Introduction

This chapter introduces methodology of the study, tools of the study, population, sample of the study, and reliability and validity. The tool used for collecting the data and the information needed for this study was the test. The data were analyzed later on statistical and descriptive basis.

3.1 Methodology of the Study

The researcher followed the descriptive and statistic method in this study. And as it is known the descriptive researches attempt to describe the problems and 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.

3.1.1 Population and Sample of the Study

The original population of this study was all the students of English as a sample of the study which contains (30) students. Students responded to a test on the exact sounds which they mispronounce and the reasons for pronunciation problems of students at The Holy Quran University.

3.2 Tool 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 the study. There are many types of tools used in the field of scientific research. In this research, the researcher depended on observation; to collect the data from the sample of the learners. On the other hand, a structured test was used to collect the information from the sample of the students. The test contained (25) items reflects the opinions and ideas of the students about the pronunciation of some Sudanese learners of English.

3.2.2 .Test

The tool that will use in this study is a structured test, which will prepare in collaboration with some learners of English at The Holly Quran University and refereed by (3) teachers. For the faith validity, the test will design to collect the data that support the study and to confirm findings from the preceding tools used in collecting the data. After that the test will take as a sample and analyze statistically to make the reliability and the validity coefficient so each question

inconsistency of some English vowels and consonants; also weather the sound system differences between Arabic and English have a role in such problems of pronunciation.

3.3.3. Reliability and Validity of the Test

To ensure the test meets its face value, it was submitted to 3 lechers□ at the Sudan University of Science and Technology, faculty of languages Dr.Hillary Marino, Dr. Areej, and Dr.Tawfeeg Aldeeb staff members at the department of English language. They expressed their opinions and advised me to make some addition, omissions, and some modifications concerning the scale the items and the statements.

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 a 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 group and the same marks were obtained; then we can describe this test as reliable. Also reliability is defined as the degree of the accuracy 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

-Reliability coefficient

3.3.1 Validity of the Test

The test will compose of twenty five statements. Each one tests and measures specific area of the study. The statements concentrate on the exact area to be investigated. The statements will divide into two parts to cover the various, essential aspects of the topic to ensure efficiency and validity of the test.

CHAPTER FOUR

DATA ANALYSIS, RESULTS & DISCUSSIONS

4.0. Introduction

The aim of this chapter is to analyze and discuss the results of the data that have been collected. Two hypotheses were derived from the question which have been asked in chapter one, were built to collect data, the analysis of the data in this chapter will be implemented in accordance with the hypotheses stated in chapter one. The subjects on whom the test was applied were (50) of the students who were chosen from The Holly Quran and Islamic Science University. The (20) students were chosen to do the conversation test. The second part of the sample was (30) of the students of English.

4.1. Analysis and Discussions of the Results

In the present study, there were two hypotheses which corresponded to the study questions. The researcher will analyze them one by one in an effort to solve the study problem and answer its questions.

Table (4.1). Many of Sudanese English learners mispronounced vowels and diphthongs.

No	Word	correct		incorrect		Total
		Frequency	percentage	Frequency	percentage	
1.	Van	25	83%	5	17%	30
2.	same	14	47%	16	53%	30
3.	Enable	10	33%	20	67%	30
4.	Time	27	90%	3	10%	30
5.	tin	8	27%	22	73%	30
6.	Bay	3	10%	27	90%	30
7.	Now	11	37%	19	63%	30
8.	Pound	12	40%	18	60%	30
9.	Point	10	33%	20	63%	30
10.	Near	12	40%	18	60%	30
11.	Hair	10	33%	20	67%	30
12.	Sure	12	40%	18	60%	30
13.	Cut	20	67%	10	33%	30
14.	Cute	7	23%	23	77%	30

15.	Node	18	60%	12	40%	30
16.	Boot	11	37%	19	63%	30
17.	End	10	33%	20	67%	30
18.	Keen	16	53%	14	47%	30
19.	Measure	8	27%	22	73%	30

Table No(4-1) above shows the result of the statement of hypothesis No (1) The calculated value of student answer of the first items English vowel which do exist in Sudanese spoken Arabic so Sudanese learners encounter no problems with pronunciation of the vowel /a/. According to the result above that 83% pronounced the focused vowel correctly while only 17% of the participants were mispronounced it .at the end the item is unconfirmed.

In the same table the percentage shows the result of statement No (2) That (47%) of the students pronounced the / æ/ sound correctly, and (53%) pronounced it incorrectly. According to the result above the item is confirmed. The result is that (53%) have a problem in pronouncing the sound / æ /.

In statement (3) and the rest in which the researcher hypnotized that Sudanese Learners of English mispronounce diphthongs /e/ sound (33%) pronounced it correct and (67%) mispronounced it and confirming the hypothesis. In statement (4) and the rest in which the researcher hypnotized that Sudanese Learners of English mispronounce diphthongs, (90%) pronounced the sound /a□/ correctly and only (10%) mispronounced it showing that the word is not strange to them because (73%) mispronounced the same sound in (tin) of number (5). The sound / ay/ is a very problematic to the students as all the diphthongs because (90%) mispronounced it, and (73%) in / ei/, (63%) for, (60%) for /a□/ and (63%) for /o□/. the percentage of (67%) mispronounced a versus (33%) correct pronounced was appear when testing the participants in the sound

/ɪə/ within the word (fear) as a diphthong . and (67%) mispronounced the sound /eə/ , main while the rest pronounced it correctly.(67%) pronounced /ɪ/ correctly but (77%) mispronounced the (u) sound in (cute) showing a very huge misunderstanding in phonetics. But (60%) of the participants pronounced/ɜ:/ correctly in (node), this shows the misunderstanding to the phonological role of the function of the final (e), because (63%) pronounced the long vowel /ɪə/ correctly in (poor) as (67%) in (end) and (47%) in (keen) correct pronunciation. In (Measure), (27%) participants pronounced correctly and (73%) mispronounced the sound /ə/.

Table (4-2)

Many of the Sudanese English learners don't pronounce the following consonants correctly /p/, /v/, / θ /, / ð /, / t ʃ /, /z/, / dʒ/.

No	Word	correct		incorrect		Total
		Frequency	percentage	Frequency	percentage	
1.	Map	8	27%	22	73%	30
2.	Math	4	13%	26	87%	30
3.	church	8	27%	22	73%	30
4.	Gentle	13	43%	17	57%	30
5.	Then	9	30%	21	70%	30
6.	Rough	3	10%	27	90%	30
7.	Marvel	29	97%	1	3%	30

In table (4-2) above the researcher hypothesises that Sudanese Learners of English pronounce / b / instead of /p / in words like “map ” ,,happy□ ...etc. so the hypothesis is confirm according to the percentage of (73%) incorrect pronunciation in the first statement. In the second statement the participants also conforming the hypothesis of the learners replacing the /θ/ sound by /S/, in which (87%) of the participants replaced the /θ/ by /S/ . meanwhile (73%) of the participants were unable to pronounced the sound / t ʃ / in (church). Another replacement was appear in the sound / dɪ / by /g/ in (gentle) when (57%) of the students mispronounce it, and another problem is appeared when they made a vowel insertion by pronounce /gentil/ instate of / dɪentl/.(70%) of the participants mispronounced the word (then) and they replaced / ð / by /z/. the

pronunciation of the word (rough) was a very big problem to the students because (90%) of them were unable to deal with the sound of the consonant /gh/ which was already pronounced as /f/ ,showing a very huge weakness in the spelling rules. But the word (marvel) in which the researcher try to investigate through it the measurement of the pronunciation of the sound /v/ was unconfirmed because (97%) of the participants pronounced it correctly showing that there was no any problem on the sound /v/.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMONDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5-0.Introduction

This chapter introduces findings, conclusions and their implications .

Recommendations are made and suggestions have been offered. It presents a broad look at the results of the test. It presents the analysis and discussion of the data collected from the SSE in test. 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 pronunciations of some words in sentences, which were given to the Sudanese learners of English, will be descriptively explained. Responses to the test which was answered by (50) university students will also be discussed. From all of these emerges a complete picture of some pronunciation problems as well as the causes of these problems among the learners.

5.2. Conclusions of the Study

This study was initiated by the observation of some students who mispronounce some English words e.g. /b/ and /p/, /s/ and /θ/, /z/ and /ð/. Although some scholars e.g. (Ted Power, 2007) argued that such problems it may not sometimes lead to a misunderstanding because, he continued to say: “ if someone said to me: tomorrow I am going to London to visit Pig Pen I would know from the context he meant Big Ben”. He further argued that Arabic consonants are more than English ones, so Arab students are expected to be quite good in English consonants. The researcher however believes that such problems still considered as big ones for a person who wants to speak with correct or intelligible pronunciation, and for someone whose career in the future is related to the field of English language. It was noticed that many SSEs have problems with the pronunciation of mono-thongs that have more than one way of pronunciation; Ted power considers the mispronunciation of vowels are of minor importance if compared with the long vowels, diphthongs, stress and intonation .However the researcher believes that it is a serious error to mispronounce /servis/ as /servais/

or/meik/as /mæk/. Confusing /s/ and /θ/, /z/ and /ð/, /p/ and /b/, /v/ and /f/, /t/ and /tʃ/ usually lead some SSEs to a mispronunciation and they may lead the listener to a misunderstanding. The mispronunciation of the SSEs is due to lack of the problematic phonemes in Arabic. The phoneme contrasts affect many common English words, so poor production of these sounds will be very noticeable. Based on the results of this study it can be concluded that many SSEs have problems in the pronunciation of the voiceless bilabial /p/ and the voiced bilabial /b/. According to the results, many SSEs substitute /p/ with /b/ in words such as ‘pen’ ‘map’, ‘happy’ and rarely replace /b/ with /p/. Other consonant sound contrasts which SSEs mispronounce are the dental fricative /θ/ and the alveolar fricative /s/, so in words such as ‘think’, ‘math’, ‘mathematics’ the SSEs replace /θ/ with /s/. SSEs also have problem with the voiced dental fricatives /d/ and /z/, so many of the SSEs pronounce /θ/ in the place of /z/ for instance in words like ‘then’, ‘weather’ more consonant contrast sounds like /f/ and /v/, /t/ and /tʃ/ are mispronounced by most of the SSEs, e.g., in words like ‘van’, ‘seven’, ‘have’, they pronounce /f/ instead of /v/. Also the substitution of /t/ and /tʃ/ is noticeable in the pronunciations of many SSEs in words such as ‘much’, ‘furniture’, ‘teacher’. Other cases of mispronunciation of English sounds by the SSEs are the soft ‘C’ /s/ and hard ‘C’ /k/. In some words like ‘concern’ some SSEs pronounce /k/ instead of /s/. Also soft ‘g’ /dʒ/ and hard ‘g’ /g/ are problematic for the students, so they sometimes pronounce /g/ instead of /dʒ/ as in ‘engagement’. Pronunciation problems such as the ones mentioned above are linked to factors such as interference of the mother tongue on the second language, also differences in the sound systems between Arabic (generally) and Sudanese Spoken Arabic (particularly) are behind many pronunciation errors. Also the spelling of some English words leads many SSEs to wrongly guess the pronunciation just by looking at the word and its letters and produce incorrect pronunciation. Finally, the inconsistency of some English consonants makes the students unable to decide what the exact sound they should pronounce is, in addition to that there are some

sounds represent a combination of more than one letter e.g. ‘gh’ which is sometimes pronounced /f/ and other times pronounced /g/ and ‘ch’ which is pronounced /k/ and /tʃ/ or /tʃ/. The notes mentioned are considered to be the most recognized reasons for such pronunciation problems. On the other hand, many SSEs mispronounce vowels because each English vowel has more than one way of pronunciation. Many SSEs confuse the different pronunciations of each of the vowels (a, e, i, o, u). In a word like ‘obstacle’ many students pronounce /ei/ or /i/ or /æ/ instead of /ə/. Also the pronunciation error by the SSEs is noticeable in a word such as ‘women’, so they fail to pronounce the target sound of the two vowels /i/. Also in words such as ‘service’, ‘city’, ‘promise’ the students tend to pronounce the short vowel /i/ as the diphthong /ai/ as it is pronounced in ‘invite’. So many students fail to identify the exact pronunciation of a particular vowel, which has more than one pronunciation in a particular word. If we take the words such as ‘put’, ‘cut’, ‘tutor’, we find that there is three different pronunciations for the same vowel which is /put/, /kʌt/, /tju:tə (r)/ so these different ways of pronunciation of this vowel causes difficulty to many SSEs, The same problem is faced by the SSEs in the pronunciation of the vowel sound in the words ‘come’, ‘women’, ‘home’ which is /kʌm/, /wimin/, /h ə u m/ also we have three different Pronunciations for the same vowel. On the other hand there are some English words which are spelt differently, but pronounced the same e.g. hi ‘city’, ‘private’ ‘English’ , ‘women’, ‘busy’ we have five different vowels (y, a, e, o, u) all of them are pronounced the same as /i/. This inconsistency in the English sounds leads many SSEs to a mispronunciation. If each English vowel or consonant has just one way of pronunciation, then the student will be able to produce the precise pronunciation. Finally, we can conclude that such pronunciation errors are related to factors such as the inconsistency of many English sounds on the one hand: on the other hand the sound system differences, which have phonological basis (depend on variation in speech organ positions or breath control).

5-3. Recommendations

According to the results of the study, we can recommend the following:

- 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 e.g. Grammar, and vocabulary and sentence structure to draw the attention of the SSEs to the importance of pronunciation in learning English.
- Difficulty of production should not be too great because the above consonant sounds are produced at the front of the mouth; this motor skill is not too difficult to learn. For practicing, correcting and developing the pronunciation error we strongly suggest for the SSEs to listen regularly to English sounds and words using audio aids like cassettes, CDs and sound dictionaries. These tools are very useful for practicing pronunciation.
- It is also worth looking at the dictionary for checking the correct pronunciation of words.
- It is advised that the teachers in pre-university stages have good knowledge of phonetics and phonology because this will provide a basis for teachers to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions which help SSEs correct, faulty pronunciation.

5.4. Suggestions for Further Studies

Taking cues from the results, further large-scale and comprehensive investigations

should be conducted to cover other areas that have to do with the speech intelligibility issue in the Sudanese EFL classroom. Therefore, research will be required in the following themes:

Insufficient practice, wrong implementation and partial learning represent major causes of such problems. So, a further study that treats the use of the language laboratory to teach English phonetics and listening comprehension skills in Sudanese EFL teacher colleges should be conducted. The primary focus of spoken language is communication, where listening represents the most important skill 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. Moreover, when listening to a foreign language, it is necessary to know the sounds, rhythms, tunes and stress patterns 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.

Further 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 EFL settings scarcely incorporate pronunciation teaching. The proposed study can focus on the teachability-learnability scale; i.e. what English pronunciation features should be taught and how to sequence and teach these features with consideration to the differences that exist in the learners' L1? An important area to be considered is the segmental level, which includes vowel and consonant sounds as well as syllables. Item sequencing in the syllabus should begin with the basic sound knowledge which cover vowels, consonants and clusters, and should end with words and sentences. The study should also consider to what extent the explicit teaching of basic phonetics (for instance the organization and function of the speech organs,

such as lips, teeth, alveolar ridge, palate, tongue, vocal folds, etc.) is helpful in the acquisition of EFL pronunciation skills.

Since Sudanese EFL learners receive training to become qualified teachers, it is important that these learners should master language skills, particularly pronunciation, which forms the major component in oral communication. Therefore, research that assesses the learners' command of intelligible and comprehensible production of English speech is necessary. Such research can investigate the possibility of finding effective ways of pronunciation evaluation targeting students preparing for BA or B.Ed. degrees in teaching English as a foreign language. Assessment can consider many activities such as interviewing the EFL teachers to find out what techniques they use to teach pronunciation. In the class, assessors can make a list of the techniques and methods that the trainee-teacher employs in teaching pronunciation. The teacher's philosophy in teaching pronunciation is also important. Several points should be addressed here. For example, (i) the amount of time teachers spend on the explanation of specific pronunciation items, (ii) whether the instructor provides a good model of pronunciation that students benefit from, (iii) the explicit knowledge of the phonology which the instructor has about the L2, (iv) ability to use contrastive analysis in establishing differences and similarities between L1 and L2 and (v) effectiveness of the teachers' correction of the students deviant pronunciation. The study should also consider, as one of its goals, the assessment of the testing system to be implemented at the end of the pronunciation course. This can target test construction treating content, format and time allowed, and the scoring procedure established.

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**Sudan University of Science and Technology
College of Graduate Studies**

The Pronunciation Errors of Arabic Learners of English

**A Case Study of University of the Holy Quran and Islamic Sciences Faculty
of Education - English Department -Final - level Students**

Students`Diagnostic Test

me it will help Dear colleague - student, thank you for doing this questionnaire for reasons behind pronunciation a great deal with my study to identify the exact errors among the students of University of the Holy Quran and Islamic Sciences, .to find suitable ways that help improving their pronunciation also

^ Section

Corresponding to hypothesis one which focuses on:
 Many of Sudanese English learners mispronounce vowels and diphthongs.
 Pronounce the following words:

NO	WORD	CORRECT	INCORRECT
1.	Van		
2.	same		
3.	Enable		
4.	Date		
5.	Time		
6.	tin		
7.	Cut		
8.	Node		
9.	Cute		
10.	End		
11.	Point		
12.	Near		
13.	Hair		
14.	Sure		
15.	Bay		
16.	Now		
17.	Eight		
18.	Boot		
19.	Pound		
20.	Keen		
21.	Measure		

Section 2

Corresponding to hypothesis two which focuses on:

Many of the Sudanese English learners don't pronounce the following consonants correctly /p/, /v/, /θ/, /ð/, /tʃ/, /ʒ/, /dʒ/.

Pronounce the following words:

NO	WORD	CORRECT	INCORRECT
1.	Map		
2.	Math		
3.	church		
4.	Gentle		
5.	Then		
6.	Rough		
7.	Marvel		

Thank you for cooperation