

Chapter one

introduction

1.0 Background:

pronunciation is a very crucial language aspect in English as it has a great impact on other language skills such as speaking, listening, reading, and writing, for example, Error of pronunciation affect spoken language and consequently affect spoken skill and communication.

As far as we know, the main purpose of learning a foreign language [or L2] is communication.

Mispronunciation is the greatest source of intelligibility failure, also mispronunciation can trigger misspelling and affect writing skills, but mispronunciations are a category of medium errors in their own right. They are Errors in reading at productive, phonological level when speaking a foreigner language.

Mispronunciation is two types, reflecting, whether the bilingual used a first language [mother tongue] substitute phoneme or substitute a phonologically close target language sound.

Errors of pronunciation exist in segmental phonological feature of the language i.e. errors of pronunciation exist on consonants segmental phonological feature of the English language which include intonation, rhythm, stress....etc.

The focus of this study is on consonants, the learner students at the university level who are studying English as a foreign language are confronting the problems of pronunciation of English consonants.

A good number of English consonants [twenty-four...] whereas Arabic there is a thirty –two ... consonants.

Arabic have different consonants structure or patterns, also the mismatch of sound and .i.e. sound and orthography is confusing , in these grounds English consonants pronunciation causes very serious problems to

the learners of English. In fact, English consonants have no counterparts in Arabic / p . v . g . c . z / although / p / doesn't occur In Assail Arabic / a . b / is devoiced before voiceless consonant as in ,, habs,, حبس , similarly / v / doesn't occur in c , Abut it occur in the word hivs, حفظ learning by heart.

Second the following Arabic consonants have no counterparts English : [t , d , s , x , g , q , h ,].

Third the English flap / r / is only pronounced word- initially .e.g. ride. In British English, it silent in medial and final positions .e.g. farm / faam / and far / faa / in consonants , the Arabic trill/ r / is pronounced in all contexts , four, the germination is phonemic in Arabic but not in English.

1.1 Statement of the Research problems:

It is observed that many learners of English encountered some difficulties in pronunciation English words. They tend to produce wrong pronunciation in some English consonants. So, the study attempts to investigate the difficulties in pronouncing consonants, also suggest possible solutions to these problems .

1.2 The objectives of the Research:

This study aims at achieving the following objectives:

1. To identify the common errors committed by the learners of universities in English consonant sounds.
2. To know the sources of errors of pronouncing consonant sounds.
3. To get the teacher acquainted with those sounds that exists in English consonants but don't exist in Arabic consonants.

1.3 Questions of the study:

1. What are the causes of errors in pronouncing consonants sounds?
2. To what extent do the spellings of some words make their pronunciation difficult?
3. There are some techniques can be useful in minimizing consonants sounds mistakes?

1.4 The hypotheses of the Research:

1. The learners commit pronunciation errors because of interference of the language TL and the mother tongue.
2. The nature of English spelling system makes pronunciation difficult for the learners.
3. The learners pay less attention English pronunciation to their studies.

1.5 The Significance of the Study:

First of all the students are going to benefit from the study because the study is explain how to gain a good reading and writing by using transcription to keep them clear and precise .Also the significance of this study is present general information about speech sounds , theory and using it in language. This theoretical context is called phonetics and phonology. They are necessary because the people who are going to work with the language at advanced level as teacher or researcher need deeper in grammatical, theory also studying phonetics and phonology.

1.6 Methods of the Research:

In this study the researcher is going to use two tools the first is questionnaire for twenty teachers and test for fifty students , the researcher will take about fifty students and they will be given short test including consonants sound and after this been done the researcher will generalize the result to all the students.

1.7 The limitations of Research:

The research attempts to shed light on investigating the difficulties that encountered by EFL students in Pronouncing consonants sounds to third year English language students, college of languages , Sudan University of science and Technology , academic year 2017.

Chapter Two

Literature Review and Previous studies

Introduction:

The literature review involves the systematic identification` location and analysis of documents contains information related to the research problem being investigated. Literature review should be extensive and includes the opinions of some scholars in this study. Furthermore the researcher is going to bring some previous studies.

2.0 Background:

The chapter is divided into two parts ‘the first part discusses the theoretical background of the study. The second part surveys the previous studies concerning the scope of the current study.

2.1 Errors analysis:

Errors analysis is the process of determining the incidence nature, causes and consequences of unsuccessful language Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching,. Errors analysis is a procedure used by collecting samples of learner’s language identifying the errors in sample, describing these, errors, classifying them according to their nature and causes, and evaluating their seriousness Errors analysis emerged as a reaction to the view of second language [L 2] learning proposed by contrastive analysis theory, which saw language transfer as the control process involved in second and foreign language learning. Error analysis, on the other hand, tries to account for learners performance in terms learners make use of in reorganizing the input they receive from the target language . in this book contrastive analysis and error analysis, reported important assumption as follows:

1. Errors are in evitable as we can’t learn a language be it first or second , without mistake i.e.
2. Without committing errors.
3. Errors are significant in different ways.

4. Not all errors are attributable to learners, mother tongue. i.e. .first language interference isn't only source of errors.

Pit corder is the of error analysis, it was in his article'' the significance of learners errors'' [1967] remarks that they are significance in three different ways.

First to the teacher they tell him, if he undertakes systematic analysis, second they provide to the researcher evidence of how language is learner or acquired.

Thirdly, they are indispensable to the learner himself, since the making of error can be regard as advice the learners uses in order to learn.

- Jain [1974] also maintains that errors are significant for two reasons;
 - A. For understanding the process of second language acquisition.
 - B. For planning courses in cooperating the psychology of second language learning.
- Be of great help to the syllable designer, class room teacher and thus, error analysis proves useful at the theoretical and practical levels as an effective instrument for researcher in second language acquisition, error analysis can test marker.
- The insight gained from error analysis with regard to the processes and strategies of second language learning provides valuable information for devising appropriate material, an effective teaching techniques and constructing tests suitable for different groups of learners at different levels of instruction.

2.1.0 Sources of errors:

In 1972,Selinker[in Rechard 1974, p 37],reported five sources of errors:

1. Language transfer, when the errors committed due to the tongue interference.
2. Transfer of training, when the errors occur due to the inadequate training procedures.
3. Strategies of second language learning refers to the learners,own technique to acquire the target language.

4. Strategies of second language communications, these are strategies the learners, use to acquire the target language when the purpose of the learning is only how to communicate.
 5. Overgeneralization of the target language linguistics material when the learner over generalizes the target rules and semantics features.
- In the paper entitled'' The study of learner English,, Richards and Simpson wrote in [1974] they exposed seven sources of error they include:

2.1.1 Language transfer:

To which one third of the deviant sentences in second language learner could be attributed [George. 1971].

2.1.2 Intralingua interference:

In [1970] Recharads explained four types of causes for intralingua errors:

- A. Over generalization it is associated with redundancy reduction.
It covers in sentence where the learner creates deviant structure on the basis of his experience of other structure in the target language.
It may be the result of the learner reducing his linguistics.
- B. Ignorance of rule restriction i.e. applying rules to context to which they don't apply.
- C. Incomplete application of rules.
- D. Semantic error such as building false concepts and systems i.e. fault comprehension of distinctions in the TL.

2.2.0 Modality:

Modality of exposure to the TL and modality of production.

2.2.1 Age:

Structure,, fossilization, is a psychological process, a mechanism occurs Learning capacities vary with age.

2.2.2 Successions of Approximate systems:

Since the circumstances of language learning vary from person to another, so does the acquisition of new lexical, phonological and syntax items.

2.2.3 Universal hierarchy of difficulty:

This factor has received little attention in literature on L2 acquisition; it is concerned with the inherent difficulty for man of certain phonological, syntactic or semantic items or structures.

2.2.4 Fossilization:

Selinker [1972] defined ‘’ A mechanism which is assumed also to exist in the latent psychological when learning a second language.

Fossilizable, linguistics phenomena are linguistic items, rule, and subsystems which fossilize in their wrong forms in the learners mind due to different factors. These factors are reported by silnker [1972],,As the five sources of errors such as:

- A. Language transfer.
- B. Transfer of training.
- C. Strategies of second language communication.
- D. Overgeneralization of TL linguistic material fossilizable structures reappear when the learner is in state of anxiety or other excitement.

2.3 Mistake and Error:

In order to analyze learner’s error in a proper perspective It is crucial to make a distinction between mistakes and errors, technically two very different phenomena.

A mistake refers to a performance error that is either a random guess or a slip in that is a failure to utilize a known system correctly.

All people make mistakes, in both native and second language situations.

Native speakers are normally capable of recognizing and correcting such [lapses] or mistakes, which are not result of some sort of breakdown or imperfection in the process of producing speech.

These hesitations,slips of the tongue are random ungrammaticalities. And other performance lapses in native speakers production also occur in second language

speech.

Such mistakes must be carefully distinguished from a second language learners, idiosyncrasies which are direct manifestations of system with in which a learner is operating at the time.

Dulay and Burt [1972], refer to errors as [goofs] defined.

Put in another way, an error is noticeable deviation from the adult of a native speaker, reflecting the interlanguage competence of learner.

If a learner of English asks,, Does john can sing? He probably reflecting a competence level in which all verbs require a proposed does an auxiliary for question formation.

The fact that learners do make errors and that errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of studying learners, errors called Error analysis.

Error analysis became distinguished from contrastive analysis by it is examination of errors attributable to all possible sources,not just those which result from negative transfer of the native language.

Error- overt manifestation of learners system arise from several possible general sources enter lingual errors of interference from the native language,the sociolinguistic context of communication psycholinguistic, or cognitive strategies, and no doubt countless an effective variables.

2.4 Intelligibility:

The more ‘ ’words the listener is able to identify accurately when said by a particular speaker, the more intelligibility is that speaker [Kenworthy’’1987’’]. Intelligibility can be defined as understandability in listening to other. Since words are made of sounds it seems that what we are talking about is an issue of an equivalence of sounds, if the foreign speaker substitutes sound for another, the listeners hear different word or phrase from what speaker is aiming to say. Then we say that the foreigner speech is unintelligible.

Unintelligibility has different source as a stated by ken worthy [1987]:

- A. Substituting a sound for another which creates a potential source of UN intelligibility that causes difficulty in understanding.
- B. Sound deletion, when the speaker leaves out sound, deletion of consonant sounds appears much in English pronunciation, especially words that include combination of sound as the consonant cluster and compound vowel.
- C. Sound insertion which refers to the addition of sounds, for instance, many speaker, when pronouncing some words, tend to add a short vowel sound at the beginning of these words. e.g. [school] may be pronounced as [a school] or spoon [i- spoon].

2.5. Pronunciation:

Fries [1945] attempted to develop materials, based on scientific study of English language, in language a new language.

He argued that the first problem to consider is the mastery of second system.

He explained that one must not only be able to hear [distinctive sound features] but also be able to [approximate their production].

Jones [1975] identified five difficulties in pronunciations.

- A. A learner must learn to recognize the various speech sounds occurring in the language when he hears them pronounced.
This difficulty is another of ear training.
- B. If a student's ear is not sensitive by nature. He can make it more sensitive by training. If he has a good ear, he will be able to pronounce the foreign sounds correctly and also it helps him to understand the language when spoken by natives. A good ear enables him to discriminate between different sounds.
- C. He must learn to use those sounds in their proper places in connected speech. When he pronounces his utterances they must convey a meaning.
- D. He must know the proper usage in the matter of the sound attributes or prosodies [Length, stress and pitch].
- E. He must know how to join a sound of a sequence to the next, and to pronounce the complete sequence rapidly and without stumbling.

If he cannot so he has not acquired the facility in passing from one sound to another and he may acquire the bad habit of stopping between the words.

2.6 phonetics:

The study of speech sounds; there are three main areas of phonetics:

1. Articulator's phonetics deal with the way in which speech sounds are produced. Sounds are usually classified according to the position of the lips and the tongue, how far open the mouth is, whether or not the vocal cords are vibrating.
2. Acoustic phonetics, deal with the transmission of speech sounds through the air. When a speech sound is produced it causes minor air disturbances sound waves.

Various instruments are used to measure the characteristics of these waves.

3. Auditory phonetics deal with how speech sounds are perceived by the listener for example, a listener may perceive a difference in aspiration .e.g. between the aspirated /p/ of [ph] tip and the unaspirated /p/ [tip].

Other differences in sound quality .e.g. between the clear [ait] light and dark /i/ of [hill/].

Richards and Richard Schmidt [2002] Roach [1983] argued that English speech sounds are made by converting the stream of air that is forced out of the lungs through the oral or nasal cavities, or both, into sound waves.

The second of the speech can be divided into segments.

There are great varieties, in the way they are made, these segments are called phonemes.

It is argued that phonemes are the smallest contrastive linguistic unit which may bring about a change of meaning.

Gimson [1989, p 46] so because [pin] and [bin] mean different things [b] and [p] are different phonemes in English.

2.6.1 Consonants:

Consonants are speech sounds where the air stream from the lungs is either completely blocked [lateral] or where the opening is so narrow that the air escapes

with audible friction [fricative]. With some consonants [nasals] the air stream is blocked in the mouth but allowed to escape through the nose Richrad [2002].

According to Fatima Mohamed [1992] defined consonants are produced as a result of the temporary modification or restriction of the air stream as it emerges from mouth.

Consonants are generally analyzed according to three parameters:

- A. The place of articulation.
- B. The manner of articulation.
- C. And voicing.

2.6.2 English consonants described:

English consonant sounds, unlike vowels are speech sound produced when the air pass is abstracted.

English has twenty-four [24] consonants sounds, some of them are pronounced with vocal cords,vibrating which give the voiced sound, others aren't which give the voiceless sounds.

English consonants sound are describe and classified in terms of three main variables such as voicing, place of articulation, manner of articulation.

2.6.3 Manners of Articulation:

English consonants are classified into six categories concerning the M O A. which depends on how the breath stream flows, as shown in table 2-1.

1. Stops English has six stops /p,b,t,d,k,g/.
2. Affricates, there are two affricates / dʒ,tʃ/ as in , chair, jug.
3. Fricatives, there are nine fricatives in English / f,v,θ,ð,s,z,ʃ,ʒ,h/ .
4. Lateral, there are one lateral only / i/f/l/ is dark it becomes bilateral i.e. let.
5. Nasal, there are three nasal in English / m,n,ŋ/.
6. Glides or semi –vowels, there are three glides in English /w,r,j/.

2.6.4 Articulators and Points of Articulation:

- 1) Articulators, English consonants have the following articulators.
 - A. The lower lips the articulator of these consonants / p,b,m,w,f,v,/.

B. The apex, i.e. the tip of the tongue, is the articulator of these consonants / θ, j, d, s, z, l, n, r /.

C. The front of the tongue, is articulator of these consonants / dʒ, tʃ, j, ʒ /.

D. The dorsum i.e. the back of the tongue, is the articulator of these consonants / g, ŋ, k /.

2) Points or place of articulation:

English consonants have these points of articulation:

A. The upper lips are the POA of / p, b, m, w, / such sounds are called labials.

B. The upper teeth are the POA of / f, v, / which are called dentals.

C. The interdental point is the POA of / ð, θ, / which are called interdentals.

D. The alveolus is the POA of / t, d, s, z, l, n, r, / which are called alveolus, the alveolus is also called alveolar ridge or gum ridge.

E. The alveopalate is the POA of / dʒ, tʃ, ʃ, ʒ, / which are called alveopalate.

F. The hard palatal is the POA of / j / which is called a palatal.

G. The velum i.e. the soft palate, is the / k, g, b, / which are called velars.

H. The glottis is the POA of / h / which is called a glottal.

2.6.5 Voice and voiceless:

English consonants, as those of any other language, are either voiced or voiceless you can find out by yourself whether the consonant is voiced or not, using the vibration test.

English has these voiceless consonants:

A. Voiceless stops / p, t, k, /.

B. Voiceless affricate / tʃ /.

C. Voiceless fricatives / f, θ, s, ʃ, h, /.

The other English consonants are voiced:

A. Voiced stops / b, d, g /.

B. Voiced affricate / dʒ /.

C. Voiced fricatives / v, ð, z, ʒ /.

D. Voiced lateral / l /.

E. Voiced nasals / m, n, ŋ /.

F. Voiced glides / w,r,j,/.

Ali ALKhuli 2002-Table 2-1 English consonants:

MOA

Manner of articulation		Bilabial	Labio-Dental	Dental	alveoaler	Plato alveoaler	palatal	velar	golottal
Stop plosive	Voiceless		P		T			K	
	Voice		B		d			g	
Affricates	Voiceless					tʃ			
	voice					dʒ			
Fricatives	voiceless		F		S	ʃ			H
	voice		V		Z	ʒ			
Nasals	Voiceless								
	voice	M			N		ŋ		
Lateral	voiceless voice								
Flap	Voiceless								
	voice				r				
Semi-vowels	voiceless	W					j		
	voice								

2.6.6 Arabic consonants described:

The Arabic consonants are thirty – two in number.

Are classified in terms of voice, point or place of articulation (POA) or manner of articulation (MOA).

1) Manner of articulation:

Arabic consonants are classified into seven categories concerning the MOA, which depends on how the, breath concerning the MOA, which depends on how the breath stream flows, as shown in table (1 -2 - 2):

1. Stops Arabic has eight stops / b,t,d, T,D,k,q/
 2. Affricates. There are two affricates in Arabic / ð/i/ as in /ĩΘmmq/ it was gathered / ě,ΘŽŽƏq./ be encouraged.
 3. Fricatives. There are fourteen fricatives in Arabic / F,Θ,s,Ŝ,s,x,h,ð,z,Ð,Ž,g, /
 4. Nasals. There are two nasals in Arabic language / m, n /.
 5. Laterals. There are two laterals in Arabic language / i, l / as in/ laa/no/.
 6. Vibrates / r, R / as in / rannƏ/ he, rang.
 7. Semi – vowels, Arabic language has two semi – vowels / w , y / as in /waŽad/ he found / yasma9/ he hears.
- 2) Articulation and point of articulation:

Among the features specific to the pronunciation of Arabic consonants are: Emphatic VS nor-emphatic sounds, germination, glottal stop, back consonants and /r/:

A. Emphatic VS nor-emphatic consonants:

Arabic has four pairs of consonants that are distinguished by “itbbaq” إطباق / lidding or “tafxiim” تفخيم emphasis.

They are / t, T, d, D, s, S, ð, z, Ð, /

/t / as in /taaba/ تاب/ he repented.

/ T / as in /Taaba/ طاب

/d / as in dallaدل / he directed

‘D’ as in Dalla/ ضل/ he went astray/

„s,, as in „sayf,, سيف/ sword/

„S,, as in sayf/ صيف / summer /

„ð,, as in زل/ he became despised .

„D,, as in Ðalla / ضل/ he became remained.

The production of emphatic consonants is characterized by contraction of the muscles of the pharynx , raising of the back part of the tongue towards the palate and protrusion of the lips. Besides these four pairs, emphatic /I/ occurs only in the divine name,,allah,,الله.

The following pair of words shows the emphatic vs. non emphatic.

B. Wallhu والله and god.

C. Wallaahu he appointed him governer.

Germination: A sequence of two identical consonants is described as germination,tadiid, تشديد/ strengthening as i :

a. Kataba/ كتب/ he wrote.

b. Kataba/ كتب/ he made someone write.

It should be noted that germination consonants may occur medially and finally.

For example:

Maddaمد he stretched.

a. Saadسد/ dam.

b. The glottal stop, alhamzaالهزة.

c. The Arabic phonemic glottal stop occurs in initial, medical and final position in a word for example:

1. abbاب,father.

2. Saalaسال, heasked ,,

3. Samaa/ سماء ,sky.

a. Back consonants:

Arabic has six back consonants, four fricatives and two stops .they are:

1. Velars / x, g /

2. Pharyngeal / h /

3. Glollats: / h /

,,Ā,, velar fricatives / x / and ,,g,,.

Velar consonants are articulated with back of tongue of tongue almost touching the soft palate [velum].

The following minimal pairs represent the voiceless and voice velar fricatives.

1. Xadd. خد check.

2. Xaallii خالي my uncle.

3. Gad غد tomorrow.

4. Gaalii غالي expensive.

,,ii,, pharyngeal fricatives / h / and /h/:

Pharyngeal articulation occurs in the pharynx, in the production of these pharynx sounds, the muscles in the pharynx are tensed up.

For the voiceless, *h*, this production a very strong fricative that is quite distinct from both *h*, and *x*,

Voices *h*, is not accompanied by much friction.

The following minimal pairs represent the voiceless and voice pharyngeal.

1. Haadada حدد, he specified.
2. Baaha باح he revealed.
3. Baa باع he sold.

..ii., glottal fricative *h*,:

Glottal articulation occurs in the larynx, the voiceless glottal fricative / *h*/ is always pronounced, whether it occurs in initial, medial or final position

.e.g.:

1. Word-initial: huwa هو hehuna هنا here.
2. Word- medial? ahwa قهوة coffee.
3. Word- final – miyaah مياه waters.

A. *r*, the Arabic *r*, sound is produced by tapping the tip of the tongue against the veoli, it is always pronounced i.e. initially , medially and finally.

1. Word – initial, ras راس , head, , ramaa, رمي threw.
2. Word- medial: bard برد cold , ardu أرض , earth, ,.
3. Word- final: naar نار , fire , mahr, مهر dowry.

This consonants is trilled when it is geminated e.g. qarrara قرر . He decided [nasr1976].

Voicing:

As for voice, many voiced Arabic consonants have their voiceless counterparts, when we look at these voiceless / voiced pairs.

Of course the lateral, nasal, and vibrates are voiced don't have voiceless counterparts.

Place 2-2 Arabic consonants

Manner of articulation	Bilabial	Labiodental	Dental	Interdental	alveolar	Velarized	alveopalatal	velar	Palatal	Pharyngeal	glottal
	b		d			d		k		g	?
Voiceless			t			t					
Affricates	Voiceless						ʃ				
	Voiceless						ʃ̣				

	s											
Fricative s	Voice				Ð	Z	Ð	Ž	g		g	
	Voices s				Θ	S	S	Š	x		h	
nasal	Voice	M				N						
	Voices s											
Lateral	Voice					I	L					
	Voices s											
vibrants	Voice					r	R			y		
	Voices s											
Semi- vowels	Voice	W										
	Voices s											

2.6.7 Phonemic differences:

Major phonemic differences

Phoneme	Allophones	Nature of difficulty
/p/	-	Hearing and producing /p/ as a separate phoneme from, b ,..
	P	Producing [p] in the beginning of unstressed syllables and in released word final position .
[g]	[g]	Hearing and producing [g] as a separate phoneme from „k,,
[v]	V	Hearing and producing /v/ as a separate phoneme from /f/
[Θ]	[Θ]	Hearing and producing / Θ / as a separate phoneme from /t/s/ and ð /
/ ð/	/ð/	Hearing and producing /ð/ as a separate phoneme from /d/ z/ and / Θ /
/ŋ/	/ŋ/	Hearing and producing / ŋ / as a separate phoneme from/ n /

2.6.7 Linguistics problems:

Nasr .T[1970] pointed that the purpose of this linguistic problems is to make a comparative phonological analysis of English and Arabic consonants in order to spot the areas of difficulty confronting and Arab student in hearing and producing English consonants.

The phonemic as well as the major phonetic differences are presented.

1. Phonemic similarities:

The English consonants that cause no trouble to Arab student are / b, k, m, f, n, z, w, y.

1-2 Major phonetic differences:

Are describing by three key components, phoneme, allophones, and nature of difficulty as follows:

2.6.8 Major phonetic Differences:

phoneme	Allophones	Nature of difficulty
„t,,	„-,,	Point of articulation – alveolar [English rather than dental [Arabic].
„d,,	„-,,	Point of articulation – alveolar [English rather than dental,[Arabic]
„ĩ,,		Producing „ĩ,, in word final positions
„I,,		English „I, presents a distributional problem.
	[1]	[1] occurs pre- vocally.
	[1]	[1] occurs post- vocally
		In Arabic,, L,, occurs only contiguous to TDS , DRL and in the word? „, allaah,, [allaah] God whereas [1] occurs else where
„r,,	„r,,	There are two r phoneme in Arabic /r/ and „R,, the recognition of one – r phoneme in English as such , would,,

2.6.9 Consonant clusters:

Khalil. [1999] stated that a consonants cluster is a sequence of two or more consonants, a word language differ in the possibilities of consonant sequences that are allowed to occur word initially medially and finally.

A. English consonants clusters:

English consonants, as in play and story, and find clusters of up to four consonants, as in, tips, thinks and glimpsed. English also has limitations on the types of consonants, which can co- occur in clusters for example:

Initial three consonants clusters always have the consonants / s, / as the first consonant , one of the voiceless stop / p, t, k, / or / f / as the second and one of the following consonants as the third / w, y, r, l, as in spleen , straw, screen, stew, square,.

B. Arabic consonants clusters:

Arabic allows no initial cluster at all but allows medial and final clusters of no more than two consonants as in , nahr,, نهر,, river,, and mahd ,, مهد,, cradle,, . A cluster may consist of two identical consonants. I.e. a geminate as in, jadd,, جد ,, grandfather and hagguhu,, حقه,, he right,,

a. English Arabic contrast:

English has larger sequence of clusters than Arabic; moreover, Arabic allows no initial clusters at all.

On the basis of the abovedifferences, we can predict that Arab learners of English will have some difficulty with the pronunciation of English clusters, especially initial clusters and find ones consisting of three or four consonants, for example, they are expected to break up initial clusters by inserting an anaptyctic vowel between the consonants that make up the cluster.

They expected to produce a word like , spring,, / sapring,, or aspring,, , as regards the pronunciation of final clusters , the learners will also tend to break up the clusters by inserting a vowel , for example : they will pronounce a word like asked as/ aaskad,,/ .

2.6.10 Teaching pronunciation, English, Arabic,, consonants:

AlKhuli A [1989] indicated that pronunciation results from the differences in the sound system of the FL and the NL i.e. , English and Arabic in these case. If the teacher knows these differences, he /she / can predict difficulties and most probably handle them efficiently.

Actually, English – Arabic phonemic contrast can be a very long subject, but here it suffices mention the most prominent areas of contrast:

1. / p / is a phoneme in English but is merely a variety or an allophone of /b/ in Arabic.
2. / t / is alveolar in English in but dental in Arabic.
3. / d / is alveolar in English , but dental in Arabic.
4. / ʃ / is a phoneme in English , but it is an allophone of /k/ in some dialects of Arabic dialects.
5. / v / is a phoneme in English , but it doesn't exist in Arabic.
6. / ʒ / is a phoneme in English, but an allophone of /dʒ/ in some Arab dialects.
7. / e / is a phoneme in English, but has no existence in Arabic.
8. / e / Exists in English, but not in Arabic.
9. / I / Exists in English, but not in Arabic.
- 10./ ɔ / is an English phoneme but it does not existence in Arabic. /
- 11./ r / is flat in British English and a retroflex in American English but it a trill in Arabic.
- 12.In English , two or more consonants may cluster together in the same syllable , but in Arabic this cannot occur, .e.g. street , sixty the teacher of English should expected that his students will find difficulty with the previously , mentioned English sounds.
 Arab students confuse / p / with / b / ʃ / with / dʒ / ʒ / with / ʃ / ŋ / with / n / and / g / e / with / ĩ / ɔ / L / with / ĩ / and / ɔ / with / o / , beside , they may produce English /r/ a trill and not as retroflex .
 They may also introduce a vowel before or inside a consonantal cluster to separate consonants.

2.6.11 Transfer of learning:

In Arab schools, English is usually taught at the beginning of the intermediate stage to twelve – years old student, this mean that the sound system.

As a result this learner comes into FL class all the sound habits associated with Arabic.

Some of the NL habits may facilitate learning the FL; in this case transfer of learning entails some kind of learning leads to inhibition.

In the other words, similarities between the NL and the FL normally facilitate learning the FL and such transfer of previous learning has a positive effect. In contrast, differences between the NL and FL normally, inhibit learning the FL and thus result in a transfer of a negative effect. There for, it is necessary for the teacher to know the areas of similarity and those of differences between the FL and the NL.

This knowledge enables the teacher to predict, account for, and overcome any pronunciation problems met by students and caused by the negative transfer of NL habits.

2.6.12 phonetic and phonemic differences:

The phonological difference between utterances may be phonetic or phonemic.

A phonetic difference is that which causes no difference in meaning, for example: if the word tip is pronounced with aspiration, on the last sound or without aspiration, the meaning of the word is not influenced by this variation in pronunciation.

On the other hand, a phonemic difference is that which is accompanied with a difference between bill and pill is phonemic because the difference between the /b/ and /p/ has cause difference in meaning.

In teaching the FL at schools, what actually matters at such a level is the phonemic difference and not the phonetic one.

2.6.13 Minimal pairs:

A minimal pairs is two words differing in one sound or phoneme contrasting in similar position and resulting in a semantic difference.

In fact , the concept of a minimal pair leads to the concept of phoneme , to clarify the concept of phoneme , let us see this example:

The / p / in ,, pin,, spin,, and ,,tip,, is produced differently in each word.

It is aspirated in, pin,, un aspirated in / spin/ and un released in / tip/ , to put it differently , if / p / occurs initially it is a spirited.

If / p/ occurs initially it is aspirated.

If / p/ occurs finally, it is un released.

2.6.14 Pronunciation Drills:

The teacher should be able to construct drills of his own ,and in some cases on the pair of the moment , to teach his students or remedy their pronunciation , problems, these drills may be made according to the following guide lines:

1. Minimal pair is effective in showing students how a phoneme contrast with another and how each phoneme causes a difference in meaning.

The minimal pairs should start with the easy phoneme followed by the difficult one.

In the case of Arab students, /b/ should come before / p / I / before / e / o / before / ɔ / and soon.

- A. The teacher gives the model pronunciation and then students repeat what he has said.
- B. Students, repetition usually goes in this sequence the whole class, groups, and then individual. In other words, we start with chorus repetition followed by group repetition and finally individual repetition.
- C. Recognition should precede production.

This means that before students are asked to produce a difficult sound, they should be trained to recognize if when heard, with other sounds.

2. Signals , the teacher needs to use some techniques that help him conduct such drills easily and efficiently , for example , he can use his hand signal the beginning or the end of students , repetition , further, he can used hand signals to specify, who to repeat, the whole class, a certain group or individuals though signaling , the teacher can save time and effort, he can also conduct drills easily , besides , he a voids, confusing the class by using hands signals instead of oral instructions , which may be wrongly taken by some students to be models for repetition.

3. Props in teaching pronunciation, the teacher may use mirrors to articulation of some sounds, also he may use certain pictures of the vocal apparatus to demonstrate, the function of some vocal organs in producing some sounds and he may also draw some explanatory diagrams on the black board or on special charts.

2.6.15 Minimizing difficulties:

Here are some suggestions for teachers that may help them to minimize their student's pronunciation difficulties:

- A. Students should listen to new words before they produce them orally.
- B. The teacher should always give his students the correct pronunciation of new words because he is a model fully initiated by learners; this requires that a teacher has to check the pronunciation of most words.
- C. The teacher has to pay attention to supra segmental as well as segmental, this crimples that he has to pronounce words correctly regarding their consonants, vowel and stress.
- D. The teacher has to pronounce sentences with their correct intonation and sentence, stress at normal speed.
- E. Good pronunciation should be aimed at even when one is teaching other skills such as reading aloud, grammatical structures and vocabulary.
- F. The teacher should call his students attention to silent letters while teaching new words, such focusing in helpful in learning both pronunciation and spelling, words with problem sounds more than words devoid of such sounds.
- G. The teacher has design pronunciation drills that handle some common pronunciation difficulties especially those caused by new sound not existing in the native language.
- H. The teacher may teach his or her students some regularities that control the relationship between writing and pronunciation, e.g. the pattern of hide, bite and site and pattern of hid, bit and sit.

2.6.16 previous studies:

This part involves an overview of some studies done in an error analysis by the learners in the area of English pronunciations sounds:

1. Mahmoud Ismail Ramadan [2003] in a study under the title [pronunciation and spoken error committed by Baria a natives who learn English as second or foreign language] , he examined and analyzed the learners , provided account of the nature , cause and kinds of errors , his data collection was through:
 - A. A test of pronunciation abilities which covers items that represent the phonetic and phonological aspects of pronunciation.
 - B. Questionnaire for learners introspecting about the learners , competence in spoken English language the researcher concluded that the reasons behind mispronunciation are follows:
 1. The native language transfer plays a role in the learning of the second language second system.
 2. The extent of the influence that native transfer exerts may differ from learner to learner , and may also vary depending on the type of phonetic structure [e.g. segmental , supra segmental contrast] being acquired .
 3. There are some aspects of inter language phonology that paralleled the second language learning, indicating the partly developmental and partly universal nature of phonological acquisition.
 4. Some aspects of fossilization are due to certain language transfer or ignorance of certain phonological rules, they hider the second language, learners quality pronunciation.
2. RashaMohgoubkhabeir [2002] in her study [Errors in pronunciation English consonants sounds , case study of juba university] . she touches the area of pronunciation. She investigated and identified the actual problems the learners of the foreign language English , when learning the pronunciation of English consonants , also she tried to identify , classify and analyze the errors of consonants sound. She used one method in collecting the data:

- A. Test of sample pronunciation, asked to read the passage, in order to test their production of English consonant sounds
- B. In test two, the students will be asked to list the words; it covers all the English consonant phonemes to see the student's error in pronunciation consonant sounds.

The results of this research have proved hypotheses that most of errors in pronunciation are due to their mother tongue interference , although no two languages are identical , the absence of some sounds from Li causes difficulty in pronouncing consonant sounds due to poor teaching techniques.

- 3. Ahmed Mohammed Goron [1992] in his study in title [problems facing learners in secondary school in learning English language]. He compared the structure of sound system of Arabic and English language to find the difference between the them so as to predict the errors the learners commit in producing English phonemes. he used two method in collecting data:

- A. An interview for teachers of English language concerning the area of the sound system that might cause problems to the students in learning English pronunciation.
- B. Test of the sample pronunciation drills of words and then sentences that composed of segmental sounds and supra segmental features.

The result of this research have proved the researcher hypothesis that are significant differences between English and Arabic sounds [consonants and vowels] and supra segmental features [stress intonation, paused rhythm].

Chapter Three

Research Methodology

3.0 Introduction:

This research employed ,practical , experimental and analytical approach to data.

This included the adoption of a sampling population , subjects and students as direct methods to collect and analyze data.

To apply these methods , some functional procedures were adopted to show the various ways in which these tasks were accomplished . At the same time .two scales of reliability and validity of instruments were measured to examine their ability to provide consistent answers.

To achieve these goals, two instruments were used , a questionnaire and test. A computer program of (SPSS) was applied to obtain statistical results . This program was also used to measure the reliability of two instrument involved in data collection.

3.1 Methods:

3.1.1 The population and sampling of the study:

The population of the is English language students in Sudan university of science and Technology , faculty of languages English Department third class. It includes 50 students, their age between 24 to 27 and includes both gender male and female.

The population is selected randomly as they represent students who study English as foreign language as (SUST).

3.2.2 The instruments:

In this study , two instruments were employed to collect data.

First a questionnaire was designed to collect data about the teachers, actual levels of phonological knowledge.

The teachers their age between 29 to 36 and includes both gender male and female. The second is a test was designed to measure the degree of accuracy in learner's performance by providing some samples.

The questionnaire consisted of three basic parts, part one seek information about the difficulties of pronunciation that faces the learners, The second part of the questionnaire investigated the nature of English system pronunciation, which was expected to exist in learning situation . The third part was about the learners pay less attention English pronunciation to their studies.

3.3The Reliability:

In this research the term reliability stands for scale of measurement which uses to see the extent to which adopted instrument succeed in achieving answer, in order to assure the reliabilities of the questionnaire were calculated and correlation.

So this result shows that the tool is reliable, the reliability comes from the fact its statements concentrate on the area of the study and each one of them measures specific area.

To calculate the validity and reliability of the study tool (test) the researcher used the following equation:

Reliability Statistics

Cronbach's Alpha	N of Items
.779	14

$$\sqrt{.779}=0.88$$

3.4 The procedure:

The procedure that is used to achieve this study is questionnaire that set of English language teachers at (SUST). The researcher distributed the copies himself, the teachers were asked to put a tick under the best answer (strongly agree, agree. Neutral, disagree, strongly disagree) to his or her response that seems applicable

and appropriate.

The information was collected; it was analyzed by using the percentage of frequency of choices each statement in questionnaire examines a particular point.

As the researcher hypothesizes the main function of these techniques is either to approve or disapprove the mentioned statement of the research.

3.5 The validity:

The type of validity matching the instruments used in collecting data were content validity, construct validity, the two instruments contained items, which were intended to test certain things. The questionnaire was designed to illicit information about fifteen point each of which was specified to a precise piece of information without any interference from any other point.

The questionnaire used simple language structure and vocabulary items, No sense of ambiguity or complications was felt to occur as subject were responding since were able to understand the written without any difficulty. The questionnaire and Test done by judgment committee by Dr.Nagla Taha Bashri a head of the department of English language' college of languages ' Sudan University of science and Technology and Dr.Hillary Marino Pitia is a lecture at Sudan University of science and Technology ' college of languages and AustazAbdElkharimKakum is a lecture at Sudan University of science and Technology ' college of languages

3.6 Data of the study:

The source of data involved in this study mainly depends on the components of two part, questionnaire, test and statistical analysis.

3.7 Statistical Analysis:

As a means of data analysis a computer program of statistical package for social science (SPSS) was an adopted to again valuable results.

The most prominent feature of the give analysis appear in the use of percent, mean and standard deviation to show level of variation between the two subject.

Chapter Four:

Data Analysis, Results and Discussions

4.0 Introduction:

In this chapter the researcher is going to analyze the data, presentation and discussion the data which obtained through the questionnaire and test which distributed to teachers and students. By using the output of (SPSS) program.

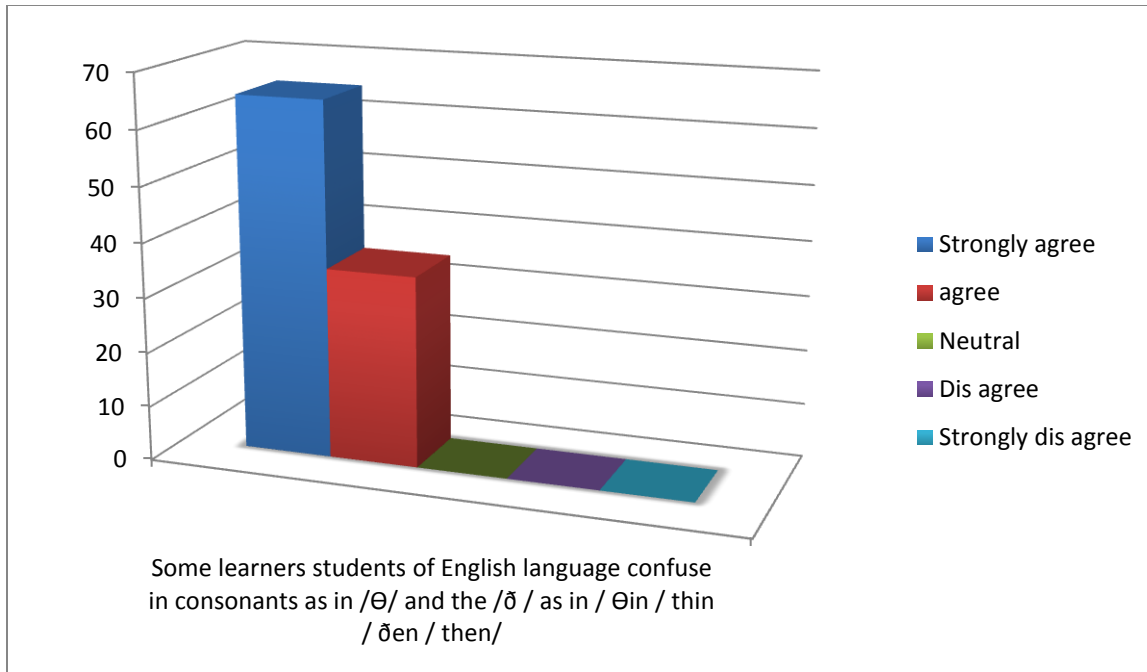
4.1 Teachers Questionnaire:

The following tables show us the answer of the respondents (Teachers) about the statements of the questionnaire:

The following table from (1-5) investigate the first hypothesis of the study (the learners commit pronunciation errors because of interference of the target of language TL and the mother tongue).

Table 4-1: statement (1) some students of English language confuse in consonants as in / θ / and the / ð / as in / θɪn/ thin/ and / ðen / then/

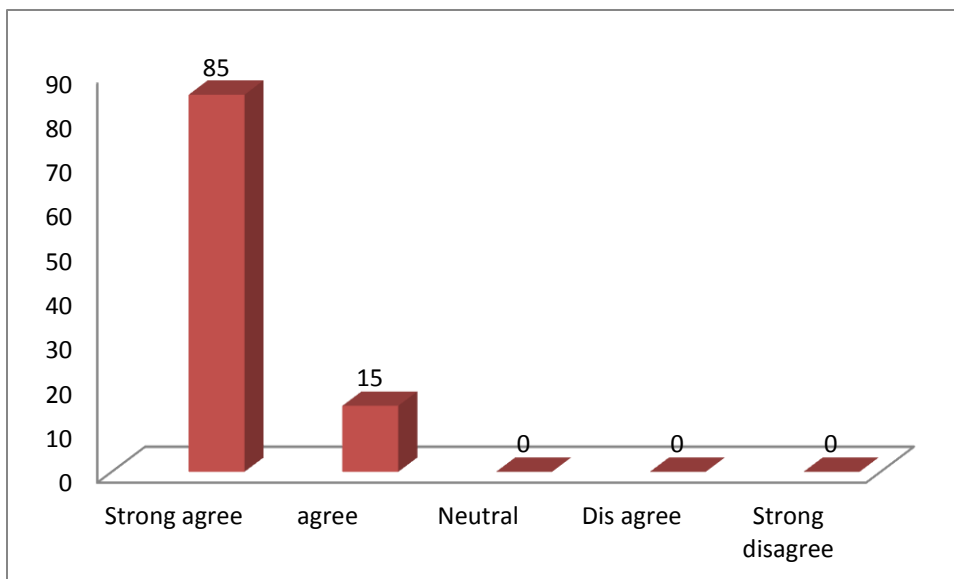
Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
Some learners students of English language confuse in consonants as in / θ / and / ð / thin / θɪn / then / ðen	13	7	0	0	0	20
	65.0	35.0	0	0	0	100 %



The data in table (4-1) shows that the majority of the respondents 90% agreed with (some learners students of English language confuse in consonants as in/ θ / θin / thin/ and /ðen/ then/ That means the learners facieses serious problem in distinguish between the sounds.

Table 4-2: The learners aren't able to recognize between the sound / s/ and / θ / as in / sin/ sɪn / and / thin/ θin /

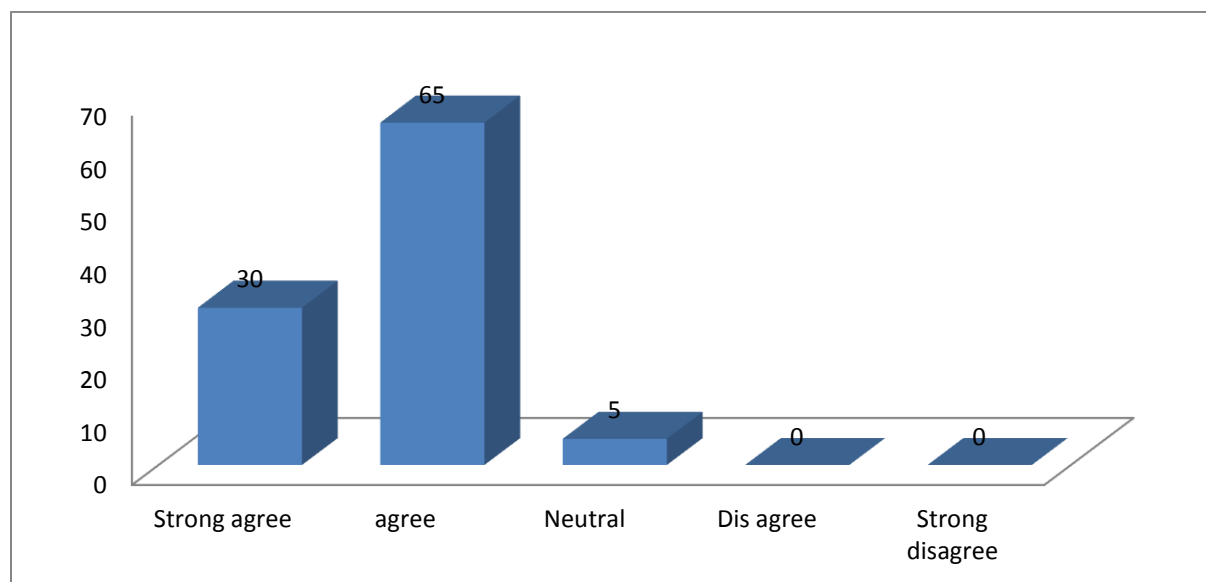
Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
The learners aren't able to recognize between the sound / s/ and / θ / as in / sin/ sɪn /and/ thin/ θin/	17	3	0	0	0	20
	85.0	15.0	0.0	0.0	0.0	100 %



The data in table (4-2) shows that the majority of the respondents 100% agreed with (the learners aren't able to recognize between the sounds / s / and / θ / as in / sin/ sin/ and / thin/ θin / so as result of this problem the learners miss the way to recognize the correct answer.

Table (4-3) : English consonants cluster are very difficult to pronunciation by second language learners as in the a word / texts /

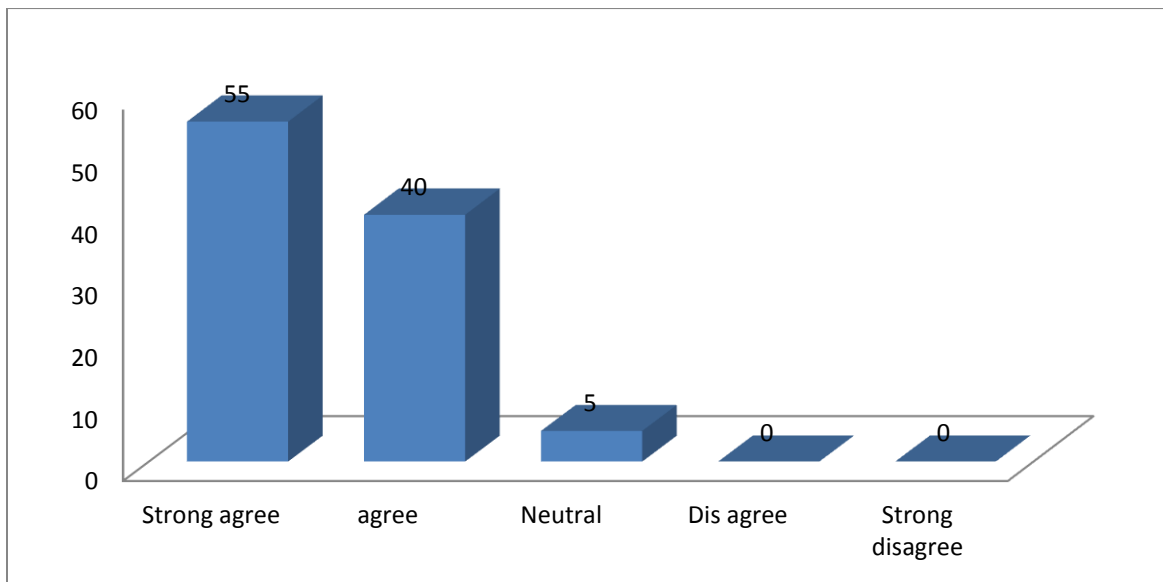
Statement	Strongly agree	agree	Neutral	Disagree	strongly agree	Total
3-English consonants cluster are very difficult to pronounce by second language learners as in a word / texts /	6	13	1	0	0	20
	30.0	65.0	5.0	0.0	0.0	100 %



The data in table (4-3) shows that the majority of the respondents 90% agreed with (English consonant clusters are very difficult to pronunciation by the second language learners as in a word / texts / so the learners facieses serious problem in pronouncing a word which contains consonant clusters .

Table 4-4 : pronunciation is difficult specially consonant sounds because they have the lack of correspondence between spelling and pronunciation .

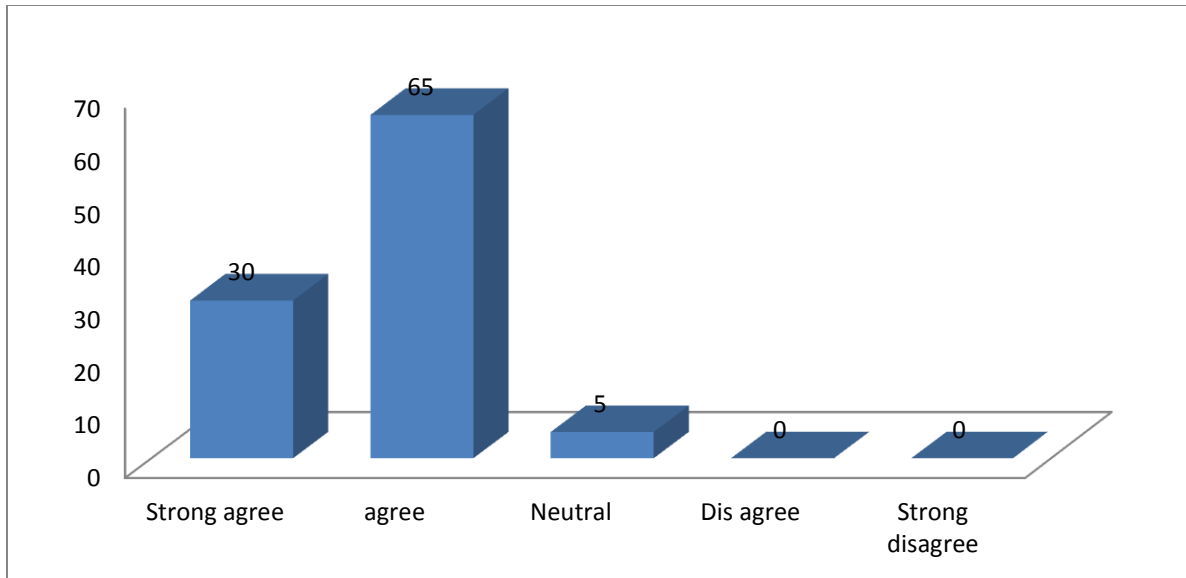
statement	Strongly agree	agree	Neutral	disagree	Strongly disagree	Total
4-Pronunciation is difficult specially consonant sounds because they have the lack of correspondence between spelling and pronunciation	11	8	1	0	0	20
	55.0	40.0	5.0	0.0	0.0	100 %



The data in table (4-4) shows that almost of 95% the respondents agreed with (pronunciation is difficult specially consonant sounds because they have lack of correspondence between spelling and pronunciation).

Table (4-5) : some English consonant are similar to Arabic consonant there for they are easy to pronounce.

statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
5-some English consonant sounds are similar to Arabic consonant there for they are easy to pronounce	9	11	5	0	0	20
	45.0	55.0	0.0	0.0	0.0	100 %

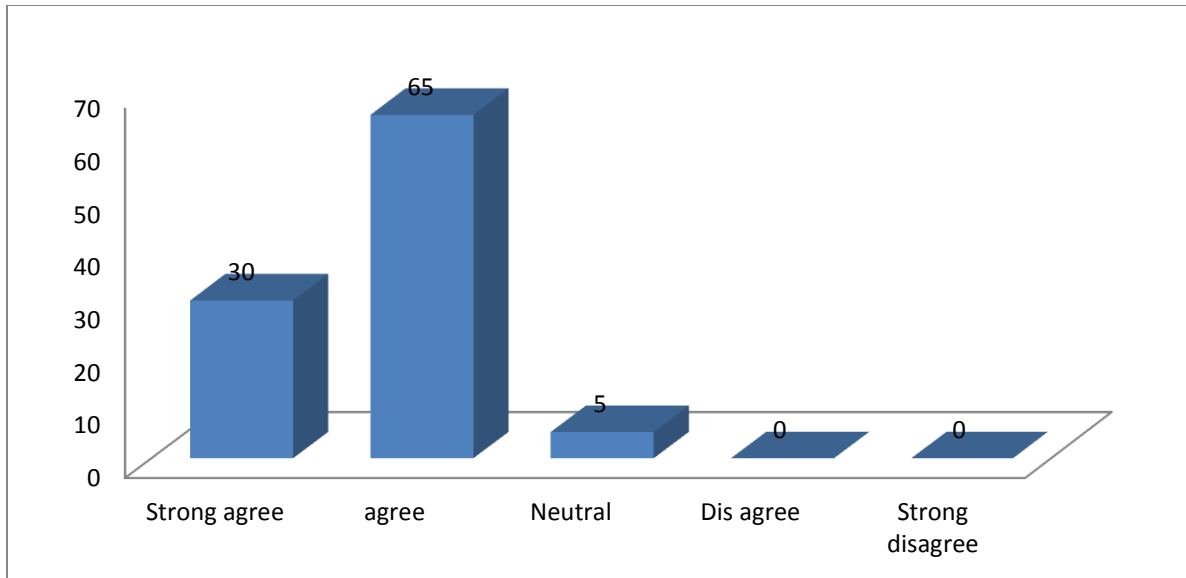


The data in table (4-5) shows that almost 95% of the respondents agreed with (some English consonant there for they are easy to pronounce).

The following table from (6-10) investigate the second hypothesis of the study (The nature of English spelling system makes pronunciation difficult for the learners.

Table (4-6): statement (1) listening for the native speaker is a good source of pronunciation.

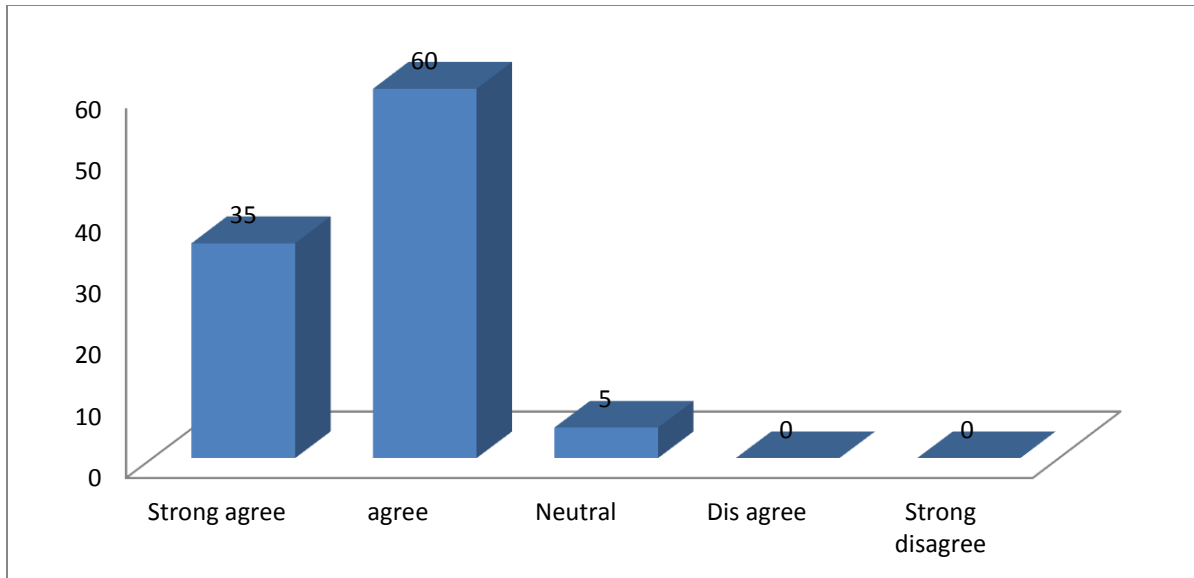
Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
1- listening to the native speaker is a good source of pronunciation for students	13	7	0	0	0	20
	65.0	35.0	0.0	0.0	0.0	100%



The data in table (4-6) shows that almost 95% of the respondents agreed with (listening for the native speaker is a good source of pronunciation).

Table (4-7): statement (2)hard traditional dictionaries are a good source of pronunciation for students.

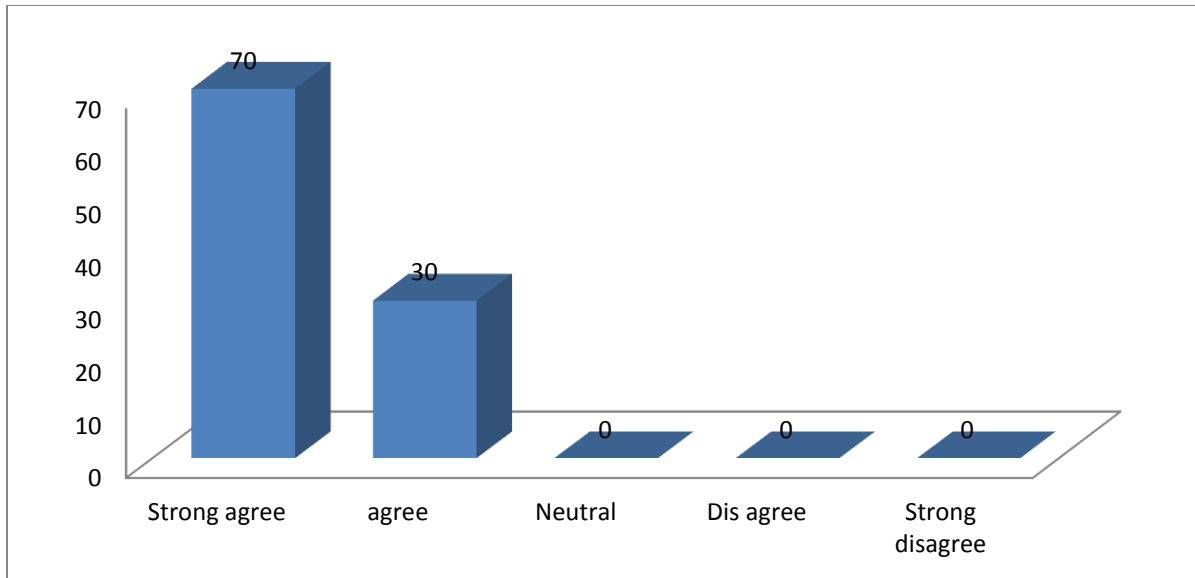
statement	Strongly agree	agree	Neutral	disagree	Strongly disagree	Total
2- Hard traditional dictionaries are good source of pronunciation for students	7	12	1	0	0	20
	35.0	60.0	5.0	0.0	0.0	100%



The data show that almost 90% of the respondents agreed with (hard traditional dictionaries are a good source of pronunciation for students).

Table (4-8): statement (3) English clubs are an excellent way to correct learner's pronunciation.

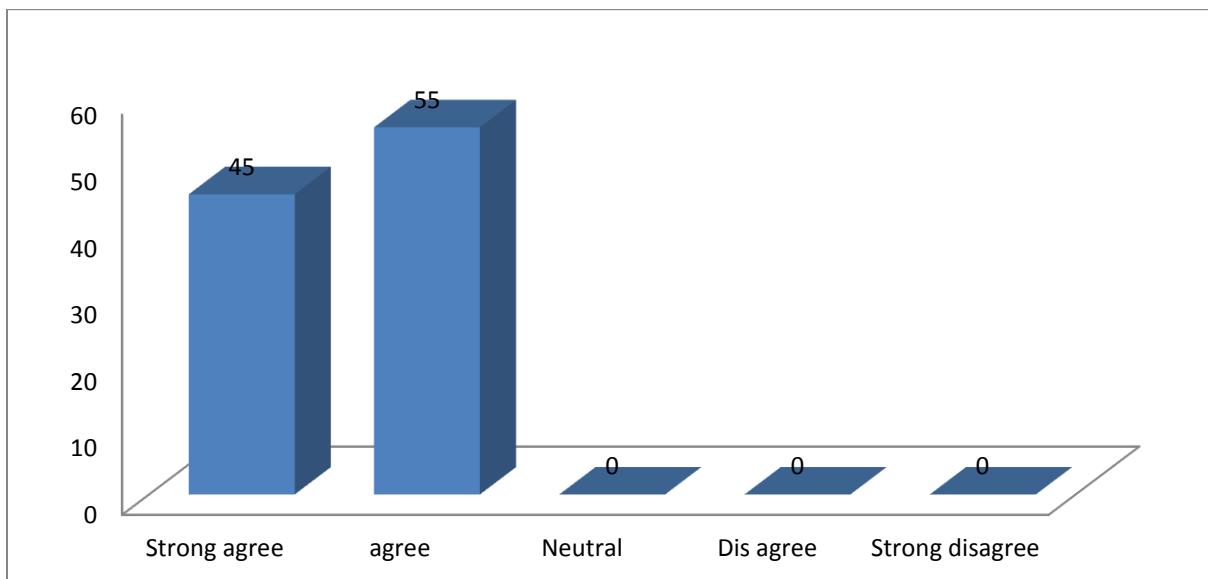
statement	Strongly agree	agree	Neutral	disagree	Strongly disagree	Total
3- English clubs are an excellent way to correct learners pronunciation	6	14	0	0	0	20
	70.0	30.0	0.0	0.0	0.0	100 %



The data in table (4-8) shows that the majority 95% of the respondents agreed with (English clubs are an excellent way to correct learners pronunciation).

Table (4-9): statement (4) TV channels are source of pronunciation.

statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
4- TV channels are source of pronunciation	9	11				20
	45.0	55.0	0.0	0.0	0.0	100 %

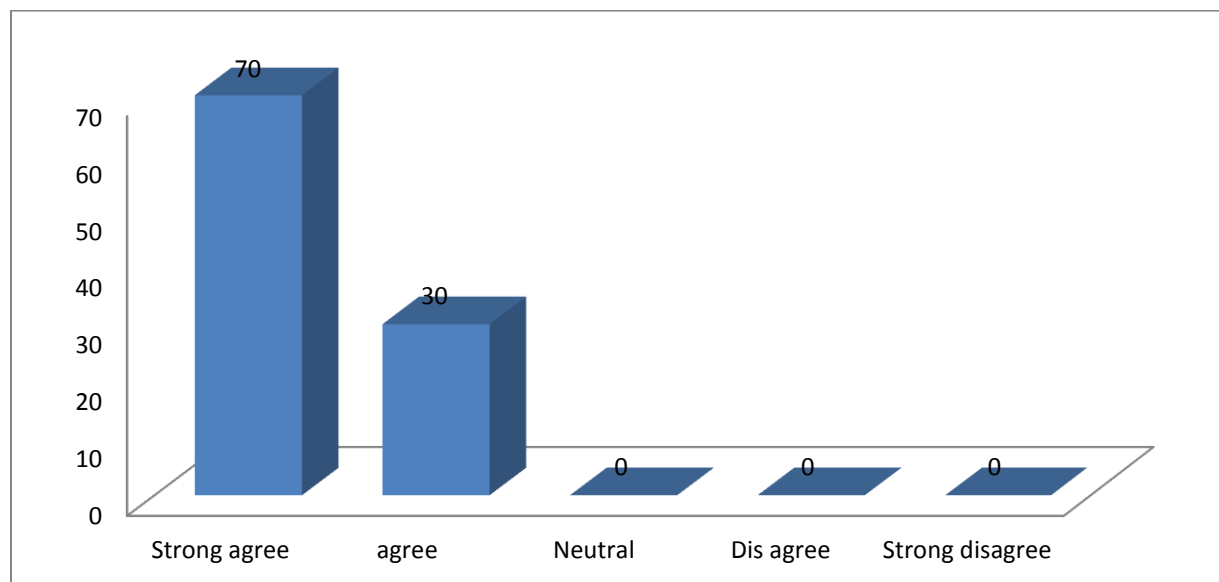


The data in table (4-9) shows that almost 90% of the respondents agreed with (TV channels are source of pronunciation).

The following table (11-15) investigate the third hypothesis of the study (the learners pay less attention English pronunciation to their studies).

Table (4-11): (1) teaching the phonetic symbol is very useful way to helping masters pronunciation.

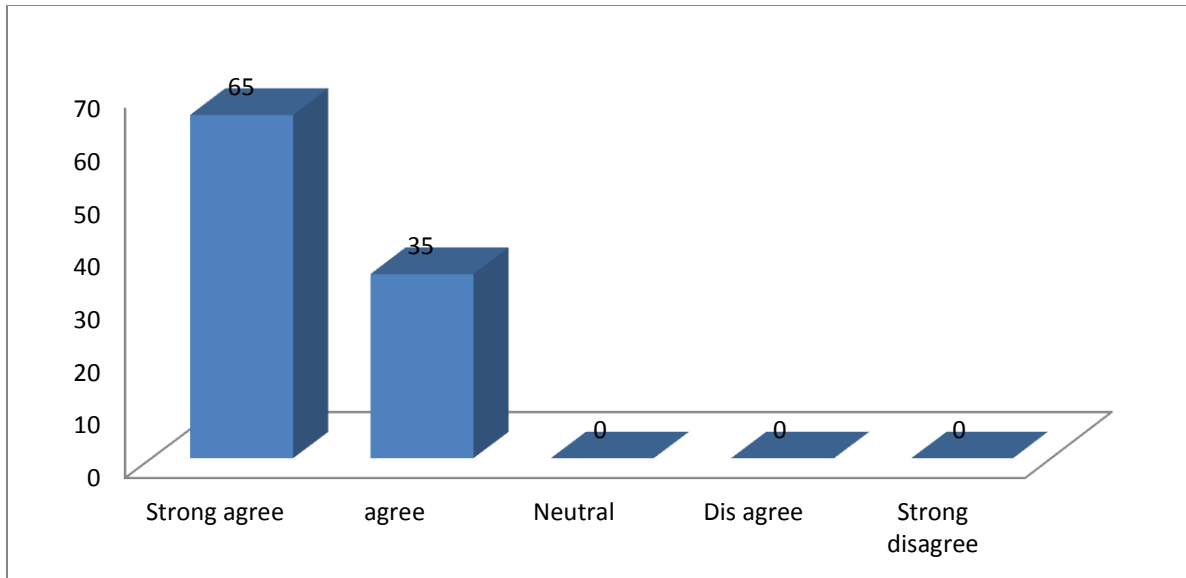
Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1- Teaching the phonetic symbol is very useful way of helping masters pronunciation	14	6	00	00	00	20
	70.0	30.0	0.0	0.0	0.0	100%



The data in table (4-11) shows that majority 95% of the respondents agreed with (teaching the phonetic symbol is very useful way of helping masters pronunciation).

Table (4-12): statement (2) the learners concentrate on the meaning more the pronunciation.

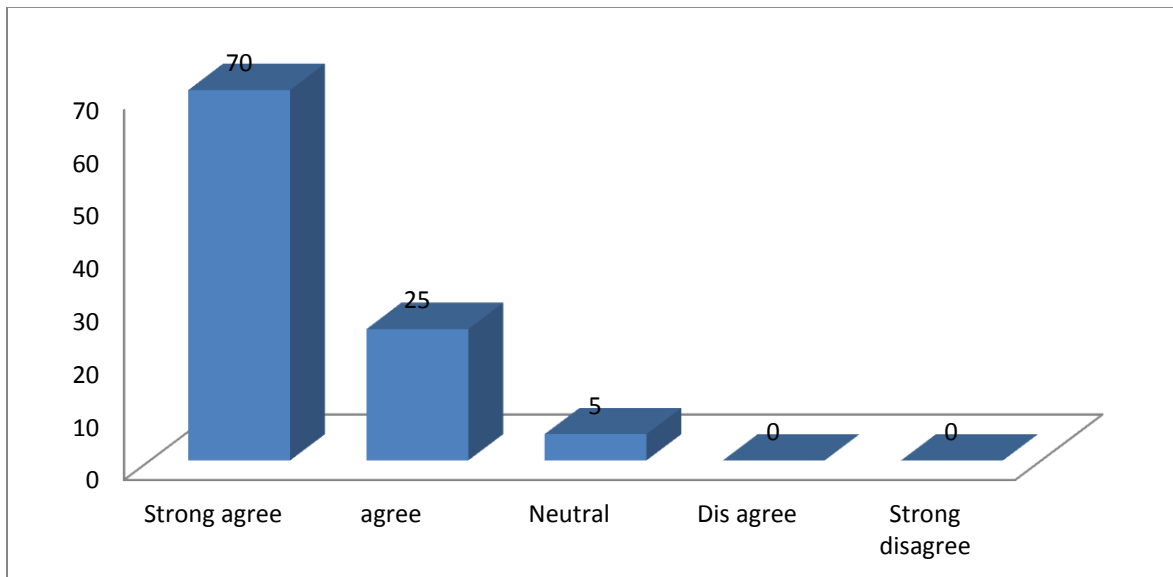
Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
2- The learners concentrate on the meaning more than the pronunciation	13	7	0	0	0	20
	65.0	35.0	0.0	0.0	0.0	100%



The data in table (4-12) shows that almost 90% of the respondents agreed with (the learners concentrate on the meaning more than pronunciation).

Table (4-13): statement (3) practicing English and communications is useful for improving pronunciation.

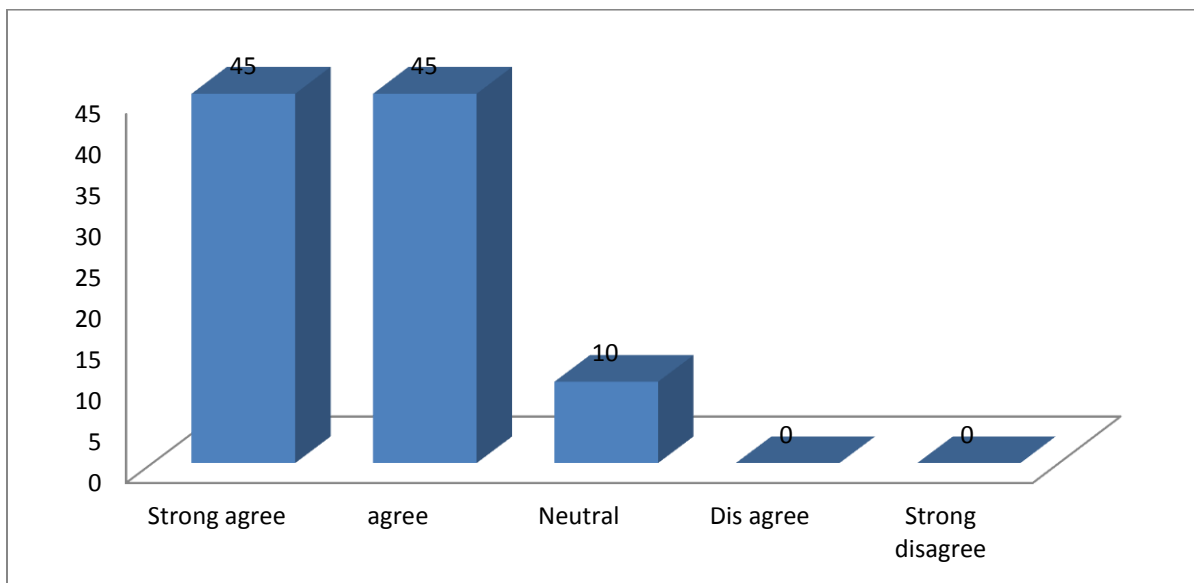
statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
3- Practicing English and communication is useful for improving pronunciation.	14	5	1	0.0	0.0	20
	70.0	25.0	5.0	0.0	0.0	100%



The data in table (4-13) shows that almost 95% of the respondents agreed with (practicing English and communications is useful for improving pronunciation).

Table (4-14): statement (4) pedagogical program doesn't provide enough exercise for mastering pronunciation.

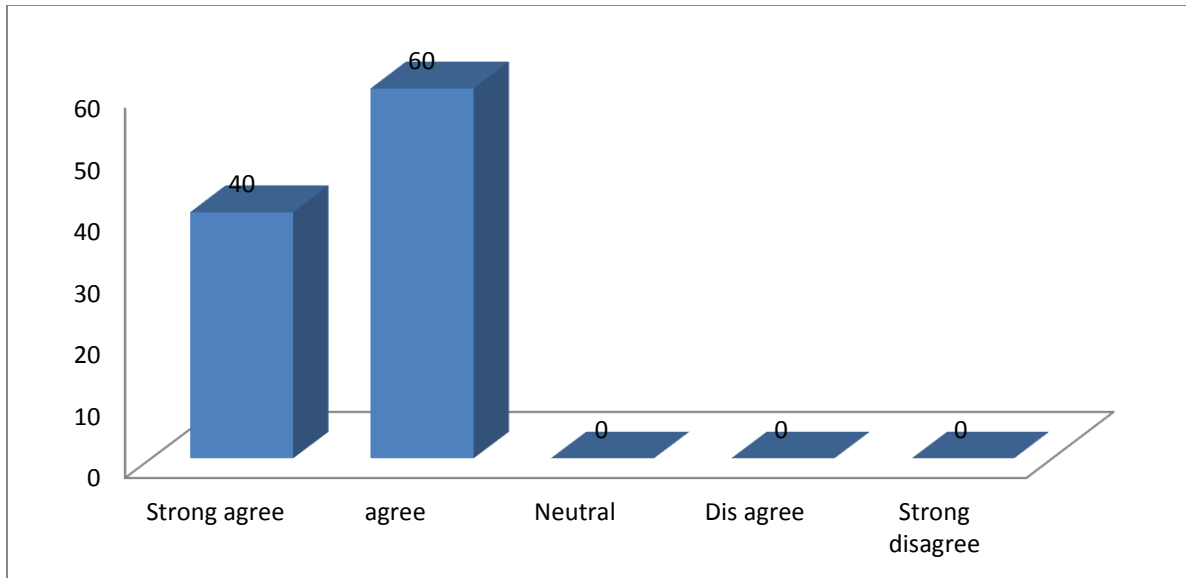
Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
4- Pedagogical program doesn't provide enough exercise for mastering pronunciation	9	9	2	0.0	0.0	20
	45.0	45.0	10.0	0.0	0.0	100%



The data in table (4-14) shows that the majority 90% of the respondents agreed with (pedagogical program doesn't provide enough exercise for mastering pronunciation).

Table (4-15): statement (5) TO mastering English pronunciation should start in classroom.

statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Total
5- To mastering English pronunciation should start in classroom	8	12	0	0	0	20
	40.0	60.0	0.0	0.0	0.0	100%



The data in table (4-15) shows that majority 100% of the respondents agreed with. (To mastering English pronunciation should start in classroom).

Verification of the study hypothesis:

Hypothesis (1):

The researcher depend on (Likart scale) to investigate the mean of the statements, where the statement with mean less than (5) accepted and the statements with mean more than (5) will not be accept.

Table no (4-16) chi-square test results responds, answers of the statements of the questionnaire:

N o	Statement	MEA N	STD	CHI SQUARE	P- VALUE
1	Some learners students of English language confuse in consonant sounds as in / θ / and / ð / as in thin/ Θin / then / ðen /	4.65	.489	1.800	.180
2	The learners aren't able to recognize between the sounds / s / and / θ / as in sin/ sin / and thin / Θin /	4.85	.366	9.800	.002
3	English consonant sounds cluster are very difficult to				

	pronounce by second language learners as in the a word/ texts /	4.25	.550	10.900	.004
4	Pronunciation is difficult specially consonant sounds because they have the lack of correspondence between spelling and pronunciation.	4.50	.607	7.900	.019
5	Some English consonant sounds are similar to Arabic consonant sounds there for they are easy to pronounce	4.45	.510	.200	.655
	Total	4.30			

The data in table (4-16) shows that the mean of all statements (4.30) is lower than the mean (5).

The standard deviation of these statements ranges from (.366 to .607) indicating a homogeneity of respondents , responses to these statements .Based on the results of the statistical analysis described in the preceding paragraphs , the first hypothesis of the study is accepted. Which is says,, **The learners commit pronunciation errors because of interference of the target of the language TL and the mother tongue,,**

Table No (4-17) chi-square Test Respondents, Answers of the statements of the questionnaire

No	STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
1	listening for the native speaker is a good source of pronunciation	4.65	.489	1.800	.180
2	hard traditional dictionaries are good source of pronunciation for student's	4.30	.571	9.100	.011
3	English clubs are an				

	excellent way to correct learners pronunciation	4.70	.470	3.200	.074
4	TV channels are source of pronunciation	4.45	.510	.200	.655
#	Total	4.525			

The data in table (4-17) show that the mean of all statements(4.525) is lower than the mean(5).

The standard deviation of these statements ranges from (.470 to .571) indicating a homogeneity of respondents responses to these statements. Based on the results of the statistical analysis described in the preceding paragraphs, the second hypothesis of the study is accepted which is says,,**The nature of English spelling system makes pronunciation difficult for the learners.**

Table NO (4.18) chi-square Test Results for, Answers of the statements of the questionnaire

Statement	Mean	STD	Chi square	P value
1-Teaching the phonetic symbol is very useful way of helping masters pronunciation.	4.70	.470	3.200	.074
2- The learners concentrate on the meaning more than pronunciation.	4.75	.489	1.800	.180
3- Practicing English and communications is useful for improving pronunciation.	4.65	.587	13.300	.001
4- Pedagogical program doesn't provide enough exercise for mastering	4.35	.671	4.900	.086

pronunciation				
5- To mastering English pronunciation should start in classroom	4.40	.503	.800	.371
Total	4.55			

The data in table (4.18) shows that the mean of all statements (4.55) is lower than the mean (5).

The standard deviation of these statements ranges from (.470 to .671) indicating a homogeneity of respondent's responses to these statements .Based on the results of statistical analysis described in the preceding paragraphs, the third hypothesis of the study is accepted. Which is says,,**The learners payless attention English pronunciation to their studies.**

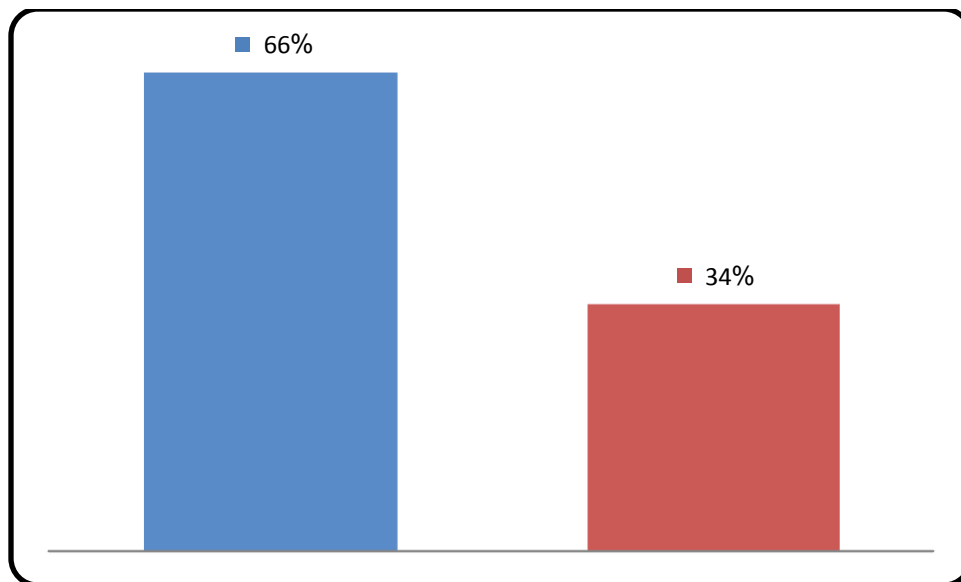
4.2 Students Test:

The following table from (19-29) investigate the first hypothesis of the study.(The learners commit pronunciation errors because of the target of language TL and the mother tongue).

Question 1: fill in the gaps with the most suitable consonant sounds (ð) or (θ)

Table (4-1) :(then – thin)

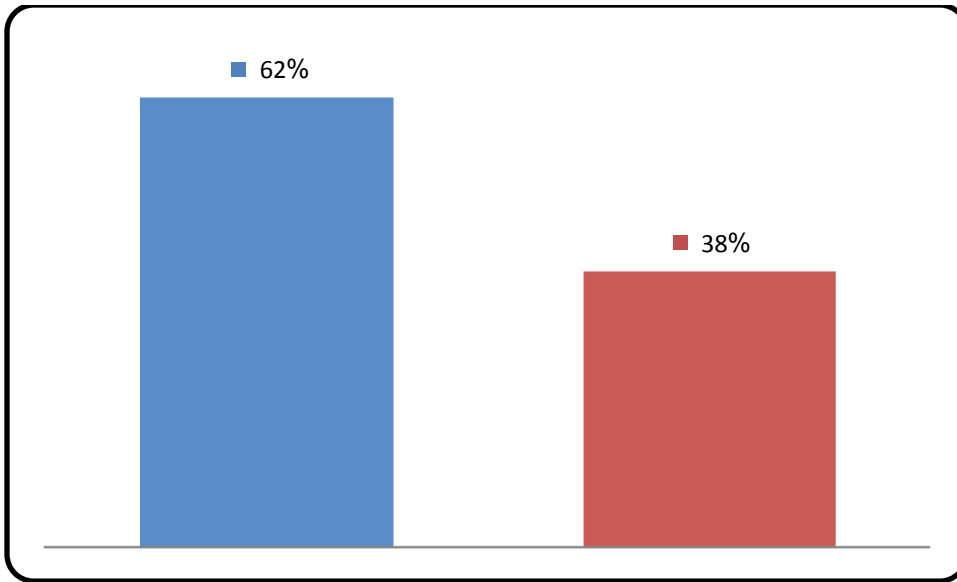
	Frequency	Percent
Incorrect	33	66.0
Correct	17	34.0
Total	50	100.0



The data in table and figure (4- 1) shows that the majority 66% of the subject have fallen to choose the correct. The learners really facieses serious problems to distinguish between the sounds to answer the best one. So the learners are careless in the side of listening for that reasons they facieses this problems.

Table: (4-2) (these – thirst)

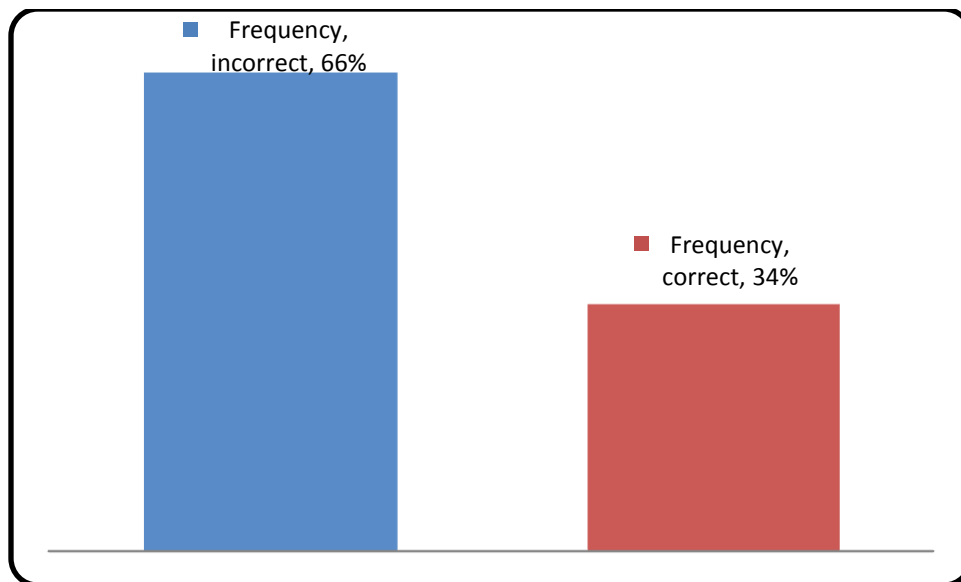
	Frequency	Percent
incorrect	29	62%
correct	21	38%
Total	50	100.0



The data in table figure(4-2) shows that the majority 62% of the study subject have fallen to choose the correct answer. The students unable to choose the best answer so they lack to sense of listening so this things causes problems for the students .

Table (4-3) (think – this)

	Frequency	Percent
incorrect	33	66.0
correct	17	34.0
Total	50	100.0

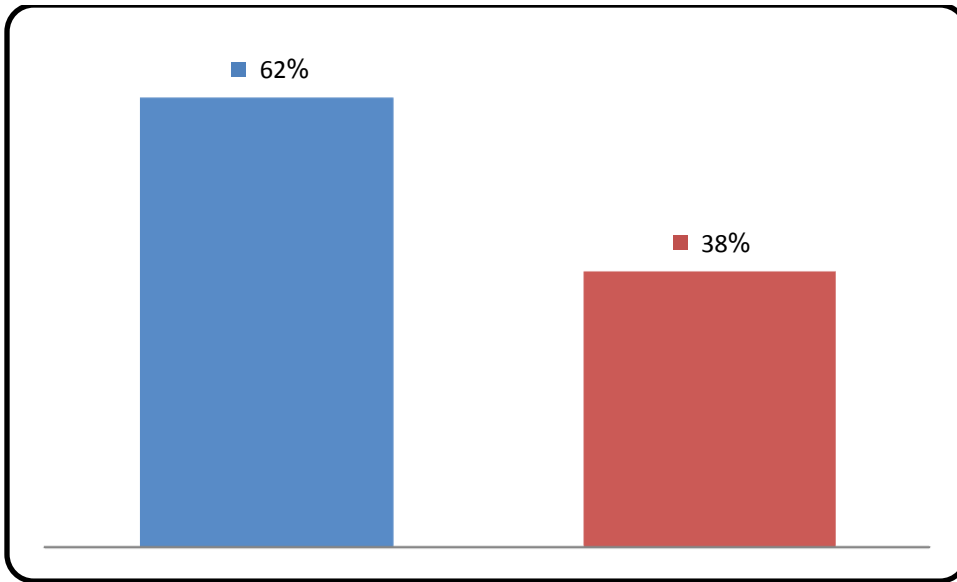


The data in table and figure(4-3) shows that more than 66% of the study subject have fallen to choose the correct answer. Also here the students facieses serious to recognize the best answer so for that reason the students commits mistake .

Question 2 Fill the gaps with the most suitable sounds (s) or (Θ) .

Table (4-4) (mouse- mouth)

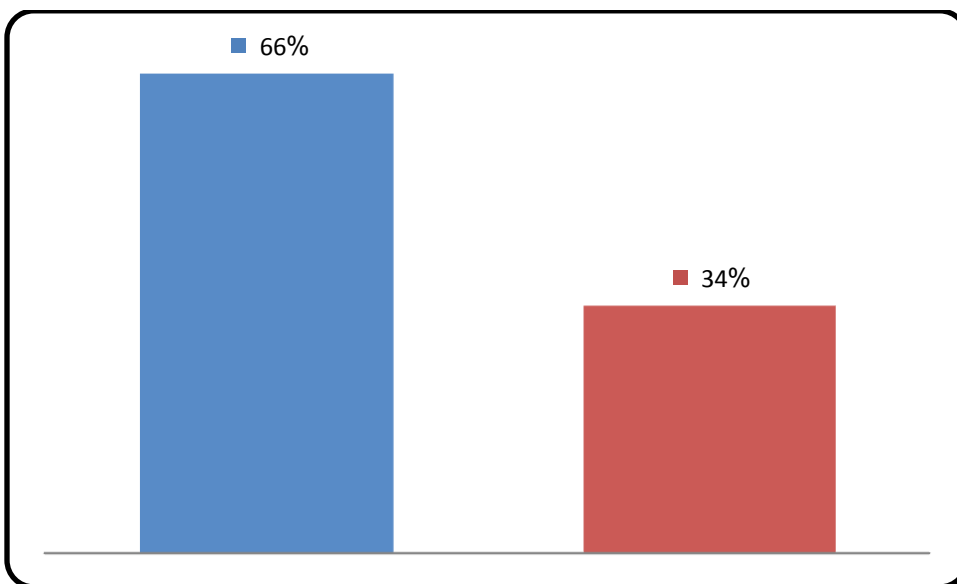
	Frequency	Percent
incorrect	31	62.0
correct	19	38.0
Total	50	100.0



The data in table (4-4) shows that more than 62% of the study subject have fallen to choose the correct answer. The students encountered problems in recognize the sounds . Because the learners don't care about correct pronunciations and make them fallen in mistake.

Table (4-5) (**pass- path**)

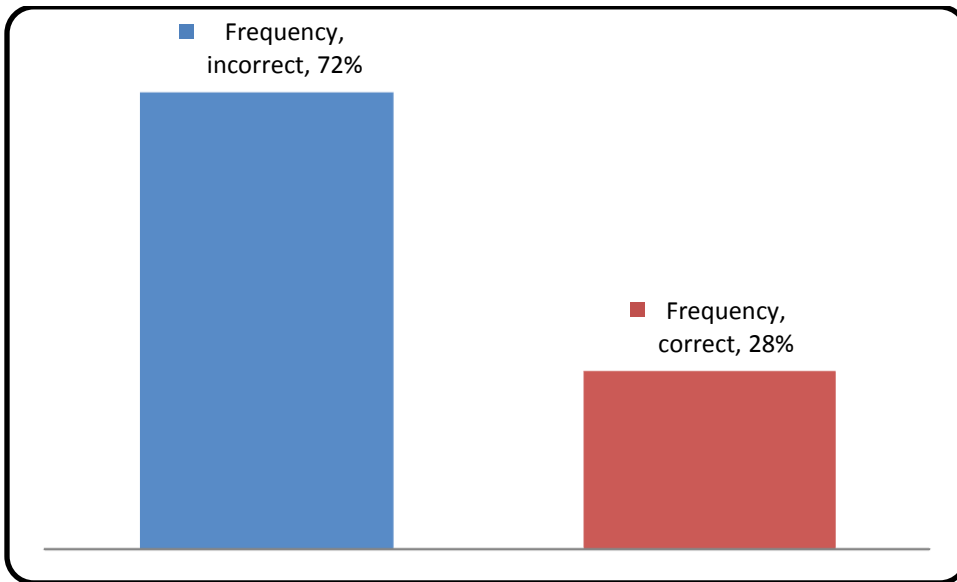
	Frequency	Percent
incorrect	33	66.0
correct	17	34.0
Total	50	100.0



The data in table and figure (4-5) shows that more than 66% of the study subject have fallen to choose the correct answer. Here we can see that the majority of students failed to answer the best one. So as mention before the learners focus on meaning more than the correct sounds.

Table (4-6)(face – faith)

	Frequency	Percent
incorrect	36	72.0
correct	14	28.0
Total	50	100.0

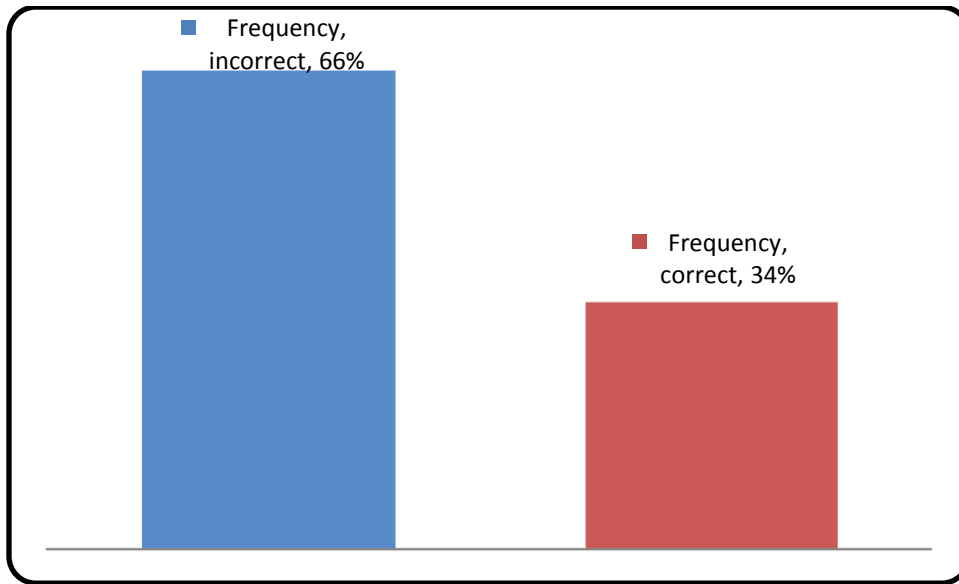


The data in table and figure (4-6) shows that the majority 72% of the study subject have fallen to choose the correct answer. we can see here in this table the learners aren't able to distinguish between the sounds because they neglect the side of the listening and focus on the meaning.

Question3: fill in gaps with the most suitable consonant sounds (f) or (v).

Table4-7(**life – live**)

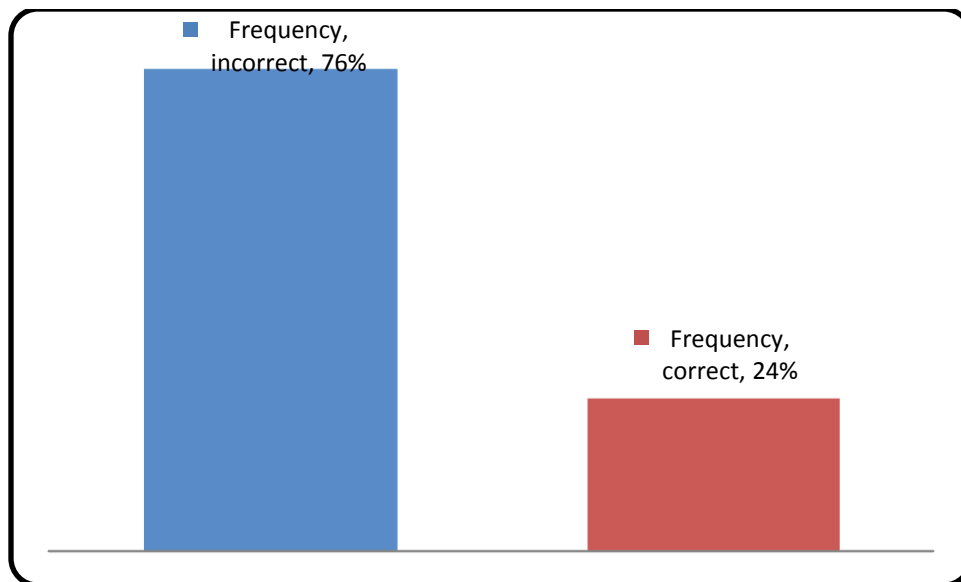
	Percent
Incorrect	66.0
Correct	34.0
Total	100.0



The data in table4- 7shows that more than 66% of the study subject have chosen the correct answer. We can see here how the learners aren't able to distinguish between the sounds f and v so the learners make a mistake to choose the best answer .

Table (4-8) (**proof- prove**)

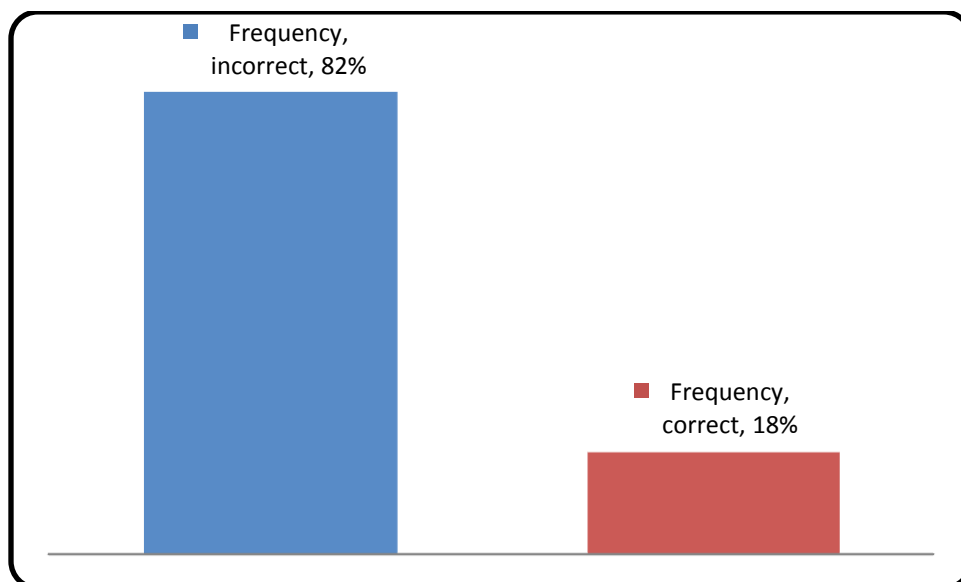
	Frequency	Percent
incorrect	38	76.0
Correct	12	24.0
Total	50	100.0



The data in table and figure (4-8) shows that more than 76% of the study subject have chosen the correct answer. Also the learners here encountered problems to distinguish between the sounds f and v in the above words.

Table (4-9) (**safe – save**)

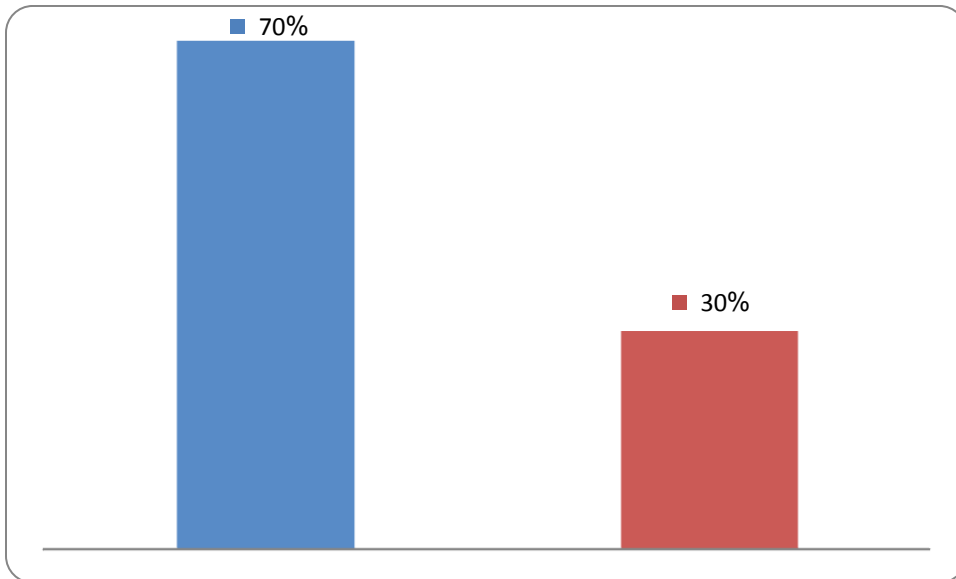
	Frequency	Percent
incorrect	41	82.0
correct	9	18.0
Total	50	100.0



The data in table and figure (4-9) shows that majority 82% of the study subject have chosen the correct answer. Also we have the same problems the learners aren't recognize to choose the correct answer above the words .

Table (4-10) (**leaf – leave -**)

	Frequency	Percent
incorrect	35	70.0
correct	15	30.0
Total	50	100.0



The data in table and figure (4-10) shows that more than 70% of the study subject have chosen the correct answer. If we come to last table will see more than 70 choose the wrong answer because they don't able to distinguish between the sounds in above words so they make mistake .

Chapter Five

Findings , Conclusions, Recommendations and Suggestions for further studies

5.0 Introduction:

This chapter introduces finding, draw suggestions, recommendations and made suggestions have been offered. It present aboard at the result of the test and the questionnaire.

It presents the analysis and discussion of the data collected from the teachers in the questionnaire.

The performance of the subjects with respect to each of the consonants sounds in the words, the responses of questionnaire which was answered by (20) university teachers. Will also be discussed from all these a complete picture of some pronunciation problems of consonants sounds among the learners.

5.1 The Findings:

This research attempted to identify some difficulties of English consonants sounds to the learners when the pronounce English consonants sounds and words and find the main causes behind this in addition suitable ways help learners to improve their English pronunciation, so at the beginning of this research the research assumed that (The learners commit pronunciation errors because of interference of the target of language TL and the mother tongue).

We find that the result supported the hypothesis because the result show that many learners faces difficult in pronunciation of some English consonants sounds from the result of the test.

Also the second hypothesis supported that learners faces difficult in pronunciation so the research assumed that (The nature of English spelling system makes pronunciation difficult for the learners).

The research assumed that (The learners pay less attention English pronunciation to their studies).

To conclude the study achieve the research objectives, answers its questions and matched with its assumptions.

Aspects of this were expressed in the sense that the results succeed in drawing attention to the significant influence of acquiring phonological knowledge on the ability to master target pronunciations.

5.2 The Conclusions:

The transferability of mother tongue to second language acquisitions was brought to the area of empirical research that is through the test of 50 students from Sudan University of science and Technology.

The third level, as their abilities and inabilities to transcribe the English sounds, specially the consonants.

This Empirical study aimed at investigating the pronunciation of the sample. In order to collect data, an experiment was conducted by giving them test to distinguish between the consonant sounds.

During this test the researcher will discover the mistakes which are commits by the learners.

5.3 Recommendations:

1- Teachers of English are advised to ask their students to pay attention to silent letters while teaching new words.

2- There are many errors accruing as a result of transferring mother tongue, habits, these errors can be predicted by studding contrastive analysis so teachers should use contrastive analysis when teaching foreign language.

3- Teachers and learners of English learners should pay special attention to pronunciation.

4- It is advised that the teachers in pre university stages have good knowledge of phonetics and phonology because this will provide abases of teachers to pronounce a word correctly and identify the physical vision which help learner's correct faulty pronunciation.

5.4 Suggestions for further studies:

Further research on the topic is suggested so the researcher suggests the following topics:

- 1- A study can be conducted to investigates different approaches and theories used in teaching pronunciation.
- 2- An empirical study which investigates, the contrastive knowledge of the (NL) Arabic and (FL) English sound systems enables the researcher to pinpoint problems before they happen.
- 3- Universities should be provide with data recorded by native speakers in terms of cassettes, video, tapes, computer CDS.

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Appendix (1)

Teachers Questionnaire

Please tick(√) in box which represent your opinion:

Hypothesis one:

The learners

commit pronunciation errors because of interference of the target of language TL and the mother tongue.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1- some Learners students of English language confuse in consonants as in / θ / and / ð / a / as in / θɪn/ thin/ and then/ðen/					
2- The learners aren't able to recognize between the sounds / s/ and / θ/ as / sin/ sin/ thin / θɪn /					
3-English consonants cluster are very difficult to pronounce by second language learners as in a word / texts/					
4-pronunciation is difficult specially consonants sounds because they have the lack of correspondence between spelling and pronunciation.					
5- some English consonants are similar to Arabic consonant there for they are easy to pronounce.					

Hypothesis two:

The nature of English spelling system makes pronunciation difficult for the learners.

Statement	Agree	strongly agree	Neutral	disagree	Strongly disagree
1- listening for the native speaker is a good source of pronunciation					
2- Hard traditional dictionaries are good source of pronunciation for students					
3- English clubs are an excellent way to correct learners pronunciation					
4- TV channels are source of pronunciation					

Hypothesis Three:

The learners pay less attention English pronunciation to their studies.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1- Teaching the phonetic symbol is very useful way of helping masters pronunciation					
2- The learners concentrate on the meaning more than pronunciation					
3- practicing English and communication is useful for improving pronunciation .					
4-pedagogical program doesn't provide enough exercise for mastering pronunciation.					
5- To mastering English pronunciation should start in classroom					

Appendix (2)

Diagnostic test for Students University

Question one:

Fill in the gaps with the most suitable consonant sounds (ð) or (θ):

- i. Then /en/ Thin/in/
- ii. These /1:z / Thirst/ɜ:st /
- iii. Think /iŋk / This /is /

Question two:

Fill in the gaps with the most suitable consonant sounds (S) or (θ).

- i. Mouse / mau...../ mouth / mau...../
- ii. pass / pa:...../ path / pa:/
- iii. face / fei...../ faith/ fei/

Question three:

Fill in the gaps with suitable consonant sounds (F) Or (V).

- i. life / lai...../ live / lai...../
- ii. proof / pru:.../ prove/ pru:...../
- iii. safe / sei...../ save/ sei...../
- iv. leaf / li:/ leave / li:...../