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The Impact of Arabic Interference on English Phonemes among Sudanese Students

(Case Study: Fahd King Secondary School)

**تأثير تداخل اللغة العربية على نطق الأصوات الإنجليزية لدى الطلاب
السودانيين**

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Master Degree in applied linguistic

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EDICATION

To my beloved parents and family

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Abstract

This study aimed at investigating the impact of the Arabic language as a mother tongue on English phonemes among Sudanese Secondary School Students. The descriptive and analytical method were used as well as a test and a questionnaire as tools for data collection as well as the package statistical sciences (spss) . The study sample was drawn from (30) Secondary School Students and questionnaires were distributed to (30) teachers from different Secondary Schools . The study focused on describing the segmental phonemes of both English and Arabic to show the influence of L1(Arabic) on L2 English as a foreign language. The study came up with the following important results : the first language(ARABIC) has an effect on the foreign language . The differences between Arabic phonemes and English play a big role in Sudanese Students mispronunciation based on previous results , the study has concluded in the same recommendations and suggestions for further studies in their appropriate places in chapter five .

المستخلص

هدفت هذه الدراسة إلى تقصي تأثير اللغة العربية عند نطق الأصوات الانجليزية لدى الطلاب السودانيين في المرحلة الثانوية ، وقد استخدمت الدراسة المنهج الوصفي التحليلي لجمع المعلومات الخاصة بالبحث كما تم استخدام الاختبار والاستبانة و قد ركزت الدراسة على وصف و مقارنة الوحدات الصوتية للغة العربية و الانجليزية ، و خلصت الدراسة إلى أن اللغة الأم (العربية) لها تأثير كبير عند اكتساب اللغة الانجليزية كلغة أجنبية كما خلصت الدراسة إلى أن الاختلافات بين اللغة العربية و الانجليزية تلعب دوراً كبيراً في أخطاء النطق عند الطلاب السودانيين , بناءً على النتائج السابقة خلصت الدراسة إلي بعض التوصيات و الاقتراحات للدراسات القادمة المشار إليها في الفصل الخامس

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CHAPTER ONE

INTRODUCTION

1.0 Background of The Study

English as a foreign language (EFL) is influenced by mother tongue. Sudanese learners are always faced with a lot of problems: what is a correct pronunciation of an English word? English words are confusing, for the lack of specific logic to decode the sequence of the sounds in words , this is explained by Franklin and Roman (1998 : 181) , in the sentence " The sound / i / is represented by / e , y / and the combinations : ie , ea , ee , eo and / i / .

Explaining the differences between spelling and sound , the international phonetic Alphabet (IPA) was developed in 1998 to provide a universal code that could represent the exact pronunciation of the sounds that exist in all languages .

Although most of the (EFL) students are not familiar with the (IPA) and even though most phonetic sounds present in bilingual dictionaries , a lot of students are not able to decode and are puzzled by words presented by orthography system .

The (EFL) students face lot of problems with their mother tongue interference which appears clearly in their English speech . So this happens unwilling by transferring many features from their first language which lacks some features that exist in the target language .

The differences between English and the Arabic phonological system cause difficulties for students to pronounce many English phonemes . The English phonological system has more vowels than the Arabic ones , many English vowels have no counterparts in Arabic .

-Students face difficulties to pronounce non – existence phonemes in Arabic language .

-Consonants system of English and Arabic are contrasted because many English consonants have no counterparts in Arabic .

All these problems have worried the researcher since they affect the students interest in learning English language .

1.1 Statement Of The Study Problem

The researcher observes that there is an interference of the mother tongue of Sudanese students on their pronunciation of English phonemes . Also , phonological system of English and Arabic are contrasted and the differences between the two languages are assumed to be the major cause of problems in pronunciation . The Arabic system lacks the features of aspiration , so students make a lot of mistakes when they pronounce aspirated phonemes like / t / and / p / .

1.2 Questions Of The Study

This research sets out to achieve the following objectives :

1. To show the differences between the English and Arabic phonological system
2. To show the differences between English and Arabic phonemes .
3. To draw the attention of the English teachers to the differences of the two languages in pronouncing English phonemes .

1.3 Hypotheses Of The Study

This study sets out to answer the following questions :

1. To what extent can interference between Arabic phonemes and English ones lead to problems in English pronunciation ?
2. To what extent does consonants system of English has not counterpart in Arabic ?
3. To what extent does English syllabus for secondary School provide full coverage for pronunciation?

1.4 Objectives Of The study

This study sets out test the following hypotheses :

1. There is interference between Arabic phonemes and English ones which can lead to problems in English pronunciation .
2. Some of consonants system of English have no counterpart in Arabic .
3. The English syllabus for secondary school does not provide full coverage for English pronunciation .

1.5 Significance Of the Study

The researcher is interested in improving the students' pronunciation of English language phonemes . The researchers will illustrate the phonological system of Arabic and English . This study will help both teachers of English and the syllabus designers .

1.6 Methodology Of the Study

To conduct this study the researcher has adopted the experimental descriptive and analytical methods , a questionnaire and a test used as a tools for data collection .

1.7 Limits Of the Study

This Study is confined to (EFL) students of secondary Schools . The study mainly concentrates on the difficulties in pronouncing some English phonemes. The Study is conducted in the King Fahad Private Secondary School in the academic .Year: 2018

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter consists of two parts . Part one reviews the literature related to research topics such as, definition types of phonemes ;conceptual frame word while part two discusses previous studies relevant to the research topic . Also the researcher will discuss the Contrastive Analysis Hypothesis . The researcher concludes this chapter with previous studies .

2.1 Phonemes

2.1.1 Definition of phoneme

A phoneme is one of the units of sounds that distinguish one word from another in particular language Ψυλλε, Γ. (1996) , OR: Tiny units of sound in speech , when phonemes are combined they can make up word ,OR : Phonemes is smallest unit of sound speech .Ροαχη, Π. (2000).OR: In linguistics a phonemes is smallest sound unit in language that is capable of conveying distinct meaning such as the /s/ of sing and the / r / of ring .

2.1.2Types of phonemes

The two major phonemes categories are vowels and consonants .

Vowels are divided into six kinds , they are as follows :

- Single vowels
- Short vowel s
- The schwa
- Long vowels
- Diphthongs
- Triphthong s

Consonants are divided into two kinds :

- Voiced consonants
- Un Voiced consonants

The phonemes are provided by the emu dictionary into eight types :

- Fricative
- Affricate
- Vowel
- Semi Vowel
- Stop
- Aspirate
- Liquid
- Nasal

2.2 Conceptual Frame Word

2.2.1 Vowel of English

A vowel length in English is illustrated by the following minimal pairs :

1. / ɪ : / ανδ / ι /

α) Εατ / ι : τ /

β) ιν / ιν /

2. / υ : / ανδ / υ /

α) τσο / τυ : /

β) χοοκ / κυκ /

3. / ɔ : / ανδ / ɔ

α) Αεφυλ / ɔ : φλ /

β) βον / βɔ ν /

2.2.2 Vowels Of Arabic

2.2.3 Αραβιχ ανδ Ενλιση ποωελσ:

Λικε χονσοναντς; Ενγλιση ανδ Αραβιχ ηαπε διφφερεντ σψστεμσ οφ ποωελσ , τηεψ σηαρε τηρεε χομμον ποωελσ ωηιλε Ενγλιση ισ χηαρα χτεριζεδ βψ οων ποωελσ ανδ ονλψ ονε ποωελ ισ ρεστριχτεδ το Αραβιχ / α / .

ωαω : / ɔ / τηε σεχονδ λογγ ποωελ ιν Αραβιχ λικ / υυ / ιν Ενγλιση .

Ψα ; / u / τηε τηιρδ λογγ ποωελ ιν Αραβιχ , ωε χαν προνονχεδ ιτ λικ ε / u / ιν Ενγλιση .

Ασ φορ διπητηονγσ ανδ τριπητηονγσ λινγυιστσ αρε ρελεχταντ το αχχεπτ τηε εξιστανχε οφ τηεσε σουνδσ ιν Αραβιχ .

2.3. Αραβιχ ποωελσ .

Τηε Αραβιχ ποωελ σψστεμ ηασ σιξ ποωελ σουνδσ; τηρεε σηορτ ποωελσ ; ανδ τηρεε λογγ ονεσ. Ειδ (2006) τηεσε ονεσ ουτ λινεδ βελοω :

2.3.1 Σηορτ ποωελσ :

Φατηα : Τηε φιρστ σηορτ ποωελ ιν Αραβιχ : Φατηα ισ διαγωναλ στροκ ε ωριττεν αβοπε τηε χονσοναντ ωηιχη πρεχεδεσ ιτ ιν προνονχιατιον . Ι τ ισ προνονχε λικε ∇Α∇ ιν Ενγλιση .

2.3.1.1 Δαμμα

Τηε σεχονδ σηορτ σουνδ ιν Αραβιχ Δαμμα ισ αν αποστροπηε: ωριττεν α βοπε τηε χονσοναντ ωηιχη πρεχεδεσ ιτ ιν προνονχιατιον ιτ ισ προνονχεδ ανδ μακε αχχεντ λικε ∇ Ο∇ ορ∇ Υ∇ ιν Ενγλιση φορ εξαμλε ιφ

ψου πυτ Δαμμα ∇ Υ ∇ αβοπε τηε χονσοναντ ιτ ωιλλ προδυχε τηε σουνδ
∇ πυτ ∇ ανδ προουνχε λικε / βο / ιν τηε ωορδ / πυτ / .

2.3.1.2 Κασρα

Τηε τηιρδ σηορτ ποωελ ιν Αραβιχ ις Κασρα ις διαγοναλ στροκε ωριτ
τεν βελωω τηε χονσοναντσ , ιφ ωε πυτ ∇ Υ ∇ υνδερ τηε σουνδ ε¹ ε ιτ
ις προουνχεδ ανδ γιπεσ ασουνδ λικε / βε / ιν Εγγλιση Ανοτηερ εξαμ
πλε ις / βιτ / .

2.3.2 Τηε Σχηωα

Is the name for most common sounds in English it is weak ,unstressed sound
and it occurs in many words . It is often the sound in grammar words such as
article and schwa , is weak vowel sound in same syllables that is not
emphasized .

2.3.3 Λονγ ποωελσ

Ιν αραβιχ αρε Αλιφ / |^o / ωηιχη ις Προουνχε λικε / αα / ιν Εγγλιση , ω
αω ωηιχη ις προουνχε λικε / υ υ / ιν Εγγλιση , ανδ /ψαα / ωηιχη ις π
ρονουνχε λικε / ι ι / ιν Εγγλιση .

A vowel length in Arabic is phonemic as illustrated by the following minimal
pairs ;

1. / υ : / ανδ /υ/

α) /συ : θ / {συ : θ } (سوق)

β) / συθ / {συθ} (سُق)

2. ι : / ανδ / ι /

α) /θə . δɪ : μ / { θə δɪ : μ } (قدم) β) /θə . δɪμ / { θə .δɪμ } (قَدِم)

3. / æ / ανδ / α /

α) / σæ?δ / { σæ?δ } (ساعد)

β) / σα.ɪδ / { σα.ɪδ } (سَعِد)

2.3.4 Diphthongs

Is a movement or glide from vowel to another ,they have the same length as long vowels the first part sound is much longer and stronger than the second part . English has (8) diphthongs , centering diphthongs; three of them ending in 'ə' , 'ɪə' , 'eə' , 'ʊə' closing diphthongs ; three ending in 'ɪ' , 'ei' , 'ai' , 'ɔɪ' , two ending in 'ʊ' , 'əʊ' , 'aʊ' . Examples :

ɪ ə : beard , weird , fierce , car , beer , tear .

ɛ ə : aired , cairn , scarce , bear , hair .

ʊə : moored , tour , lure , sure , pure .

ei : paid , pain , face , shade , age .

ai : tide , time , nice , buy , biker , eye , pie .

ɔɪ : void , loin , voice , oil , boil , coin .

əʊ : load , home , most , bone , phone .

aʊ : loud , gown , house , cow , bow .

2.3.5 Triphthongs

Is a glide from one vowel to another to a third all produce rapidly and without interruption .

eɪə as in layer , player .

aɪə as in lire , fire .

ɔɪə as in loyal , royal .

əʊə as in lower , mower .

aʊə as in power , hour .

2.4 Consonants Of English and Arabic

The following consonants have no counterparts in Arabic / π / , / τ / ανδ / η

ασ αρεσυλτ οφ τηεσε Συδανεσε στυδεντς προνονυχε / π/ ασ/ β/ τ / ασ / φ / , / η / ασ/ γ /

Several studies have been conducted on influence of L2 in learner of English language Ctford (1977) . Mosal (1972) and Swan . Smith(2001) reported that / p / and / b / are two different phonemes and each one is distinguished by native speakers . In Arabic language , the situation is different , because there is only the phoneme / b / so this is the reason why most Arabic speakers mis pronounce words with these sounds / p / and / b / of Course the Sudanese students of English face some problems , students are confused between / p / and / b / e.g . Word like (' park , ' bark') , ('pen' , 'ben') , (ε πυλλ ε , ε βυλλ ε) (ε συπερ ε ,συββερ ε) . If we ask the students to say these words they pronounce / b / instead of / p/ in each pair of the words above and sometimes / p / is used in the place of / b / but this rarely happens .

The reason of shifting from / p / or / b / is the fact that the two sounds are regarded as / p / they are two allophones of one phoneme .

Also in the Alkjuh (1983) noted that Arabic students of English confuse / p / with / b / and they commit such errors until they mastery of L2 sounds.

Many other sounds are influenced by the mother tongue of foreign learners Gru Henden (1994) showed that foreign learners of English language should be careful not to use/σ/ φορ /)/ ανδ / ζ / φορ / □ / , (/ ζ / ανδ / σ /) are used by Sudanese students English whose language background is Sudanese spoken Arabic .

Brown (2000) found that second language learner meets same difficulties because his L1 affects his L2 specially in adulthood , and this effect is a result of L1 transfer . So it is a significant source of making errors for second language learners . All that can be linked to what is known as the interference between L1 and L2 so many learners use / p / as / b / Other use

/ s / for / ʃ / and / z / for / ʒ / and / f / for / v / .

In addition to the past works O'Conner (2003), Yule (2003) have studied pronunciation problems and the influence of L1 . So many sounds such as / p / and / b / , /s/ and /ʃ/ , /z/ and /ʒ/ /tʃ/ and /tʃ/ , /v/ and /f/ are confused e.g (pit/bit) (τηιν /σιν) , (θυεστιον / αχτιον) , (περψ/ βερρψ) . Φορ της Συδανεσε Εν γλιση / ζ / ανδ / σ / αε υσυαλλψ υσεδ ιν τηε πλαχε οφ / ʒ / and / ʃ / exist in Some forms of Arabic . Some Sudanese students face problem when they pronounce sound / h / they substitute it by / ʒ / . They pronounce the following word incorrectly .

head hand hamburger.

Also according to the previous observations , Sudanese students tend to use the phonemes / s / and / z / instead of / ʃ / and / ʒ / in their speech . Because of their mother tongue interference . As these sound (/ z / and / s /) represented by the letter / S / in terms of making plural . The researcher has noticed that many of Sudanese students have problems in pronouncing the final in word like backs and bages. Some of the students pronounce backs. / βækσ / ασ / βækζ / ανδ βαγσ/ βæγζ / ασ / βæγσ .

The mispronunciation of the above sound is the result of over practice of the first language process of fossilization .The adults vocal musculature is set to pronounce foreign sound with an accent ,Yule , O'Conner(2003) reported that the main problem of English pronunciation is to a new set of sounds

corresponding to the sound of English and to break down an arrangement of sound which the habits and the system of our L1 have strongly built up . And that means we use new ways hearing and new ways of using organs of speech . So it is too difficult to change such habits which the a learner has obtained since his child hood or at least it needs very long years to be changed and after also very long time and regular practice , and all that is linked to a certain age of learner . So these points mentioned above all together share the concept that the leaner's confuse such sounds replace each of them with other sound that one said to the nearest ones to them O'Conner (2003) differences between Arabic and English sound system .

The Sudanese students when they speaker English tend to replace / v / by / f / or / b /by /p/ because these sounds do not exist in their native language sound system , Nunan (2001) . so their speech organs are not trained to produce such sound .

They pronounce very as ferry and vans as fan . The learners from different first language backgrounds would expect different difficulties when attempting to learn L2 it was also reported that it is essential to understand which sound in language are phonemes because they express the differences in meaning and the learner should be able to pronounce them otherwise he will commits errors

Most of 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 pronounces / i / for / e / for example / sit / , / set / Also abut sound system differenas between L1 and L2 . In English the / r / is distinctly pronounced only before vowel e.g the / r / after 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 on English word for instance in

words like red , room and river . In Arabic each letter represents only one sound , so it easy to read any word from a written texts , Also there is no sound which is not pronounced (silent) as it happens a lot in English , when there is a difference in the sound system in the L1 and L2 showed that errors are expected to be committed because the learners transfer their mother tongue sound system into the target language , Nunan (2001) .

One of the important problems faced by the students of English in general and the Sudanese students of English in particular , is that each English vowel sound has more than just one pronunciation . So this causes many difficulties to the learners and lead them to mispronunciation , Cruttenden (1994) noted that the main difficulty for all those whose own language have less complex vowel system , lies in the establishment of the qualitative oppositions . Instead of using the exact quality and quantity of special sound , the learner erroneously changes either the quality or quantity of the sound , So in a correction word the learner tends to use the variant sounds .εγ ιν ωορδσ λικε σον /σ ϕn/ χομε / καμ / , αμονγ / αμ⊥η / , μονκεψ / μ⊥κι / , βλοοδ / βλ⊥δ/ , φλοοδ / φλ⊥δ/ in all these words / ο / an / oo / stand for the same sound of / ⊥ / , but most of the learners unless they have a mastery of the pronunciation of such vowels , they pronounce / ɔ / or / u: / in the place / ⊥ / this is because of their first background about each sound , so learner can easily knows and expect how to pronounce each word even if he is see it for the first time that each letter represents only one pronounce of English .

In English language there are twenty four consonants and twenty vowels that mean there are forty four phonemes in English language. The learner should be able to produce them while he is learning English language; learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background : O'Conner (2003) .

The following table illustrates this :

ωορδ	συδανεσε Στυδενοσ προνονχηατιον	Νατιπε Σπεακεροσ προνονχηατιον
Παπερ	/ βειβθ/	/ πειβθ/
ζαν	/ φæv /	/ τæv /
σινγ	/ σινγ /	/ σι η /
τηινκ	/ σινκ /	/ λινκ /
βρεατηε	/ βρι :ζ /	/ βρι : □ /
ωηιχη	/ ωι /	/ ωιτ /
ηεν	/ τεν/	/ η θv /
βαγ	/ βαχκ /	/ βæγ /
πισιτινγ	/ πισιτιν.γ/	/ πισιτιν η /

Sudanese students face these problems so , they pronounce the above words incorrectly .

2.5 Contrastive Analysis Hypothesis

The Contrastive Analysis Hypothesis (CAH) , identified some problems of errors in target language . The researcher concentrates on language transfer from a Contrastive Analysis (AC) perspective , providing a brief historical overview of the CAH . The contrastive Analysis hypothesis has failed to explain the source of all errors that adult learners commit in their production of L2 , something is true about this hypothesis when it comes to accounting for phonological errors that are produced by L2 adults speaker . This chapter concludes with the assertion that the CAH can sometimes provide an explanation for phonological errors committed by L2 learners However ,

language transfer is a complex phenomenon and has not been fully explained by any single theory .

The researcher believes that language teachers as well as L2 learners need to have knowledge of at least basic phonological concepts such as place and manner of articulation . Knowledge of the sound system of the learners' L1 and L2 will help both teachers and students feel the difference in the ways in which the sound of both languages are produced . Although much of the researches in the field of language acquisition conclude that the CAH cannot fully explain errors committed by L2 learners this hypothesis should not be discarded Selinker (1992) .

There is something inherent in this hypothesis that works ; moreover , though it has been about half a century since the CAH was proposed , there are still studies done today based on it therefore , through his research , the researcher attempts to examine the English speech of Sudanese students.

2.6 Language Transfer

The definition of language transfer is still problematic Odlin (1989) and Ellis (1994:27) The definition that the researcher adopts in this thesis is Odlin (1989:27) "working definition " : transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired ' language transfer has long been controversial issue , and the debate on the influence of L1 on L2 is still going on debate among applied linguistics . Gass and Selinker (1994:53) believe that " the acceptance and / or rejection of the specific theory with which it has been associated .

The CAH was suggested in(1957) by Robert Lado , who suggested that L2 learners depend entirely on their L1 in the process of their SAL . This dependence on the learners L1 results in transfer . However , in 1994 , the

pendulum swung in the opposite direction when Dulay and Burt argued that transfer had nothing to do with the errors committed by L2 learners. Currently it is widely accepted that language transfer is one of many factors that are responsible for the errors committed by L2 learners. Mc Carthy (2001:83) states that " when new language are encountered , the existing representations of L1 are active and reshape L2 incoming information .

2.6.1 Types Of Language Transfer

Gass and Selinker (1994) stated that " transfer occurs in one of two types "

- a) Positive Transfer (also known as facilitation) , which occurs where there is similarity between L1 and L2 leading to something correct . This Kind of transfer would assist the acquisition process .
- b) Negative Transfer (also known interference) which occurs where there is a dissimilarity between L1 and L2 leading to something incorrect . This Kind of transfer would impede the acquisition process .

Gass has studied pronoun retention the speech of two groups learning English as a second language the first group included native speakers of Arabic and Persian , / i,e / language that , unlike English , allow pronoun retention , the second group included native speakers of French and Italian , i,e . languages that like English , do not allow for pronoun retention . The subjects were asked to judge the grammaticality of the ungrammatical sentence shown below .

*The woman I gave the book to her my sister .

The results showed that most of the learners in the first group (i,e speakers of the learners in the second one (i,e speakers of French and Italian) rejected the same sentences as ungrammatical . This study is evidence of the impact of L1

on L2 however . I should hasten here to add that – as supported by much research _ not all errors can be traced to the learners L1 concerning syntax .

2.7 Another Manifestation Of Transfer

Language transfer is not easy detect , and it does show it is self it is not sufficient to focus on the production of errors , as many manifestations of transfer will be missed " one of the important manifestation of language transfer that is not detectable in production is avoidance . That is to say learners might avoid using a certain linguistic structure in their L2 , because this structure not occur in their L1 . In other words , language transfer might not surface as the production of errors but as avoiding the use of the different structure altogether . In (1974) for example Schechter found that Chinese and Japanese learner of L2 English made fewer errors in the use of relative clauses than Persian or Arabic learners , because they produced for fewer relative clauses overall ,Ellis (1994:304) The important phenomenon was not considered by classical CA .

2.8 The Beginnings Of The CAH

The Contrastive Analysis Hypothesis began with the following insight stated by fries (1945:9) He says 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 .

However , Selinker (1992:9) has noted that : " fries is not known for having undertaken detailed CA himself and that is most likely why histories of CA and SLA usually fail to mention him "

In(1975) , Lado made CA explicit by stating that L1 plays a very important role in SAL . He mentions that :

Individuals tend to transfer the forms and meanings, and the distribution of form and meaning of their native language and culture to the foreign 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.

- He adds that

The student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult. In Ellis (1994:306).

The above quotes outline the CAH in its classical form, a form that did hold true in the face of empirical evidence. However, as argued in a lot of literature, Selinker (1992) the CAH is worth considering when examining language transfer. Of course, a revised version of the CAH is needed. Through this study, the researcher hopes to contribute to reaching a revised version of the CAH.

2.8.1 Assumption Of The CAH

The Contrastive Analysis Hypothesis states that a feature in the L2 is difficult to learn if it is different from or does not exist in the learner's L1. In this case, the learner, the CAH claims, will use a feature that exists in his/her L1. This is known as negative transfer in cases where a feature in the L2 is similar to a feature in the L1. The CAH claims that mastering that feature is going to be easy. Follower of this hypothesis describe language as habit formation and second language acquisition as developing new set of habits. Errors in SLA were interpreted as the result of transferring the L1 "habits" to the L2. This is the view that behaviorists, such as Skinner, argued for in the 1950s and led to the development of the Audio – lingual method of teaching.

Below are the six assumptions that the CAH was based on , summarized Gass and Selinker (1994:60) ;

1. Contrastive analysis is based on a theory of language that claims that language is habit and that language learning involves the establishment of new set of habits .
2. The major source of error in the production and / or reception a second language is the native language .
3. One can account for errors by considering differences between the L1 and L2 occur .
4. What one has to do in learning a second language is to learn the differences similarities can be safely ignored as o new learning is involved in other words .
5. what is dissimilar between two language is what must be learned .
6. Difficulty and ease in learning are determined respectively by differences and similarities between the two language in contrast .

Although the researcher is using the CAH as a framework for this research it does not mean that he is totally guided by the six assumptions mentioned above . My understanding of language is that it is a means of communication and not " habit " Moreover , a great body of literature in the field language acquisition shows that the learners is not only source of errors in the process of learning second language . This issue is discussed briefly in the " Decline of the CAH " section later in this chapter .

- There were two traditions of contrastive analysis : (1) the North .

2.9 Procedures Of CA

Two languages could be compared in terms of their phonological system syntactic system , vocabulary , writing system , and cultural behavior . Below

is the outline that is usually followed while doing CA . The researcher has recomposed this outline based on my reading of Gass and Selinker (1993 and 1994) :

1. Description of the two languages .
2. Selection of certain areas or items of the two languages for detailed comparison .
3. Comparison , i.e the identification of areas of difference s and similarities .
4. Prediction , i.e determining which areas are likely to cause errors ; and .
5. Testing the predictions .

In the field of phonology , Selnker (1992) , mentions that Lado suggested that "at least three checks " should be provided when comparing each phoneme . The most important three checks are :

1. Does the L1 have a phonetically similar phonemes ?
2. Are the variants (all allophones) of the phonemes similar in both language?
3. Are the phonemes and their variants similarly distributed ?

2.10 Positions In The CAH

The CAH can be interpreted as representing (1) a strong view and (2) a weak view , while the strong view states that predictions are made based on a comparison between L1 and L2 , the weak view starts with the learners errors and attempts to account for them by comparing L1 and L2 . The weak view became part of Error Analysis , while the strong view quickly failed because some prediction did not appear in the actual learners speech . The section below addresses this issue .

2.11 Decline Of The CAH

The major reason behind the decline of the CAH is that it promised too much . Lado stated that language teachers " who understand this field {i.e.CA } will acquire insights and tools for...diagnosing student difficulties accurately " In Selinker (1992:11) . The un fulfillment of this 'promise' made the CAH crash . when researchers began looking at the errors made by second language learners , they found that some of the errors came from neither L1 nor the L2. There were errors that had not been predicted by the CAH and there were predicted errors that did not occur .

The CAH was proposed at a time when language was thought of as a set of habits . This hypothesis was on the behaviorist theory of language and language learning . When the behaviorist theory failed to explain several empirical facts of language development in the 1960 . the CAH also died out .

The CAH claims that the starting point in the process of SLA (at all linguistic) is the learner's L1 . Learners were believed to rely exclusively on their L1 in the process of SLA . However , this extreme position was attacked in (1974) by Dulay and Burt , who argued for another extreme position that claimed that language transfer did not have any role in creating interlanguage (IL) Selinker (1992 :172) Both these two extreme views failed in the face of empirical testing evidence .

It is widely accepted now that language learning is systematic , and that learners are not always guided by their L1 in their acquisition of a second language . The CAH promised too much and did not consider the " other factors " such as " language distance cognitive load , attention sociolinguistic factors , ect " Mc Carthy(2001 : 83) .

Ellis sees that " the problem with CA as seen by Gass and Selinker (1993 :2) is that :

Classical CA statements provided predictive statement without careful descriptive and analytical studies of actual second language learners under clearly spiced conditions .

The CAH claims that the starting point in the process of SLA (at all linguistic levels) is L1 However , current studies have shown that there is difference between the acquisition of phonology and acquisition of syntax : the starting in the acquisition of phonology and syntax are not the same . Carder (1983:20 has stated that :

- (a) There is a difference between phonological and syntactic L1 learning .
- (b) For the acquisition of L1 phonology there is successive .

Restructuring form the NL and for the acquisition of syntax . The starting is not the NL but rather a universal . Starting point which is something like a universal core . In Selinker (1992:34)

In the area of phonology , it seems that the learners LI plays an important role that affects their production of speech . In the L2 Ellis (1994:316) . states that:

" (t) here is a widespread recognition that transfer is more pronounced at the level of sound system than at the level of syntax " .

However , one of the attempts to experimentally test predictions made by CA on the phonological level was done in (1960) by Nemeses , who concluded that " in terms of the learning of phonological units , classical CA predictions can sometimes lead to correct results and sometimes to incorrect results " Selnker(1992:177)

Yet , Gass and Selnker argue that Lado did not overlook this difficulty he made it clear that the list of problems resulting from the comparison of the foreign language with the native language . must be considered a list of hypothetical

problems until final validation is achieved by checking it against the actual speech of students . In Gass and Silinker (1993:2) .

Thus many , believed that the CAH failed to explain the reasons for second language learners errors .

In this thesis , the researcher attempts to investigate the extent to which the predictions of the CAH hold .

2.12 Reconsidering The CAH

This hypothesis was fully accepted at the beginning , then rejected behind this acceptance , rejection , and then acceptance again Gass and Selinker(1994:54) believe that :

∇ It is necessary to understand the psychological and linguistic situation at the time of the study ∇ .

There has been an unsuccessful attempt to discard the entire theory of CA Selinker (1992:3) refers to this attempt as the " baby and bathwater that there is a need to go back to CA he states that " it is unfortunate that the extreme claims of CA as SLA prediction of errors . especially , did not come true " and he argues that " it is fact that CA predictions sometimes work " and that " SLA thought has never abandoned some fundamental .

However , the question is : to what extent can CA succeed in predicting learner's " errors Selinker (1992:14) believes that :

- Learners do not always transfer to their L1 what is in NL .. and common sense states that learners may know things important to SLA (e.g

universal grammatical knowledge from a third language , cognitive abilities) that cannot be directly related to their NL competence .

In CA , unexplained phonemes were called " residue " and this hypothesis did not always succeed in face of empirical evidence . This Selinker (1992:14) believes " unfortunately " led for while o the diminution of language transfer as a force in SLA Gass and selinker (1994:63) give the following example from Zobi(1980) to show that there are " inconsistencies in actual error production " word order in French is SOV (when the object is a pronoun) while in English it is SVO . The following sentences is grammatically correct in French :

φε λες ποις . (I σεε τηεμ)
 ↓ ↓ ↓
 I τηεμ σεε

Νατιπε σπεακερσ οφ Ενγλιση λεαρνινγ Φρενχη ινχορρεχτλψ προδυχ
 εδ τηε φολλοωινγ σεντενχεσ :

1* Λε χηιεν α μανγε λεσσ .(Λεχηιεν λεσ α μανγε . Τηε δογ ηασ εατε
 ν τηεμ)
 ↓ ↓ ↓ ↓ ↓

τηε δογ ηασ εατεν τηεμ

2* Η πευτ λεσ εανχοε (Η λεσ πευτ ενχορε – Ηε ωαντσ τηεμ αγ
 αιν)
 ↓ ↓ ↓ ↓

Ηε ωαισ τηεμ αγαιν .

Native speaker of French correctly produced the English sentence I see them – despite CAs prediction that these learner would produce the ungrammatical sentence * I them see .

This study is used by some as a criticism of the role of CA in SLA concerning the field of syntax . However Gass and Selinker (1994:63) comment that even in this study " one can still employ the concept of native language influence , although not in a simple way as was predicted by a behaviorist theory " They provide the following explanation " :

Zobel (1980) hypothesized that this discrepancy occurs due to other factors of the L2 for French speakers learning English the fact English always has verb – object order (with both noun and pronominal objects) does not allow the French speaker to find any similarity between the native language and the TL with regard to pronominal placement .

Thus , it is obvious that language transfer is a complex phenomenon and that mere comparison between the L1 the L2 cannot help us understand to role that the L1 plays in SLA the researcher agree with Gass and Selinker (1994:64) in that " there are other factors that affect second language learning development and that the role of the native language is far more complex than the simple 1:1 correspondence implied by the early version of the CAH " .

Khattabs work (1998) combines childhood bilingualism , phonology and sociolinguistics " three areas that are rarely dealt with in combination " she concludes that " there are other important reasons " for transfer beside phonology such as sociolinguistic actors McCarthy (2001:83) adds the following to this list

When new languages are encountered the existing representations of L1 are activated and reshape L2 incoming information . In language transfer complex factors etc .

Dealing with those " other factors " goes beyond the scope of this chapter in fact , it is not easy to detect transfer because , as Ellis puts it , it is "sometimes apparent and sometimes not .Mc Carthy(2001:74) comments that :

Perhaps the tons stubborn issue that refuses to go away in SLA is the influence of the first or some other language on the acquisition of a new language .

- He adds that :

While there is no doubt that a linguistic comparison of two languages is insufficient to explain and predict performance in a second language accounting for futures second language performance is by no means easy Mc Carthy (2001:74) .

As the topic of this chapter shows , the researcher mainly concentrates on language transfer from CA perspective but do not go into detail about the " other factors Selinker (1992 :23) concludes that :

"We need to reinforce the view that one dimension of Lado was indeed deeply empirical and that this has by and large been missed in the critical literature "

This dimension is explained well in lado's linguistics Across Cultures as follows :

The list of problems resulting from the comparison of the foreign language with the native language .. must be considered by checking it against the actual speech of students in Selinker(1992:23) .

Thus , the predicted errors that the researcher mention in the following chapter are hypothetical and he intends to check the validity of this list against the actual speech of the subjects .

2.13 Conclusion

Language transfer does occur , and many recent studies support the view that L1 have an impact on L2 " but " as Senkier (1992 182) says " not in the classical CA absolute all`nothing fashion " This issue is of interest to language teacher and educational researcher . Selinker (1992:171) states that :

" Knowledge of the NL plays an extensive role in SLA ; evidence presented in studies reported there strongly supports view , which can now be stated as SLA fact " .

There is " on theory of L2 acquisition that learners prior linguistic knowledge that can be considered complete Ellis (1994:300) However language transfer is a complex phenomenon that must be considered in any full account of the second language process Gass and Selinker (1993:7) .

Recent studies in SLA agree that " contrastive analysis is still an essential tool in transfer research , particularly if it is supplemented by comparisons of learners with different language backgrounds Ellis (1994:342) it is true that CA did not empirically shows the impact that L1 has on L2 at the level syntax , but it seems to succeed in providing an explanation for transfer at the level of phonology , a number of studies suggest that the CAH should not be abandoned but it should be carefully modified Ellis (1994) .

The researcher attempts in this study to examine the extent to which the CAH can help teachers and Sudanese students of English predict the pronunciation errors that might occur in the classroom .

2.14 Interlanguage

Interlanguage is the type of language produced by second – and foreign language learners who are in the process of learning a language . in language

learning , learner's errors are caused by several different processes . these include

- a. Borrowing patterns form the mother tongue .
- b. Extending patterns from the target language .
- c. Expressing meaning using the words and grammar which are already known .

Interlanguage refers to the separateness of a second language learner's system , a system that has a structurally intermediate status between the native and target language .

Interlanguage is neither the system of the native language nor the system of the target language , but instead fall between the two it is a system based upon the best attempt of learners to proved order and structure to the linguistic stimuli surrounding them . By a gradual process of trial and error and hypothesis testing learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language .

Teachers can give appropriate feedback after checking out learners interlanguage . learners need not worry so much a bout making mistakes they can assume that making mistakes are a procedure of development from mother tongue to Second language .

2.14.1 The Variable Shape of Interlanguage

The concept of interlanguage has major impact on the field of second psychological aspects of second language acquisition research .

The researcher will first outlines how the interlanguage in assumption developed . Since the interlanguage concept is not only important for the development of the students grammar system the researcher will then explores

how it applies to other components of language . He will also focuses on the consequences of concept for the teacher and his work in the classroom .

Before the 1960s language was not considered to mental phoneme on like others forms of human behavior language is learnt by .

2.15 Previous Studies

Στυδψ Ονε : Ιν αν Μ . Α τηεσις εντιτεδ √ προβλεμσ οφ Εγγλιση λαν γυαγε ιν σεχονδαρψ σχηοολσ ιν Συδαν √ Αυ Α . Β (1999) , Γεζιρα Υ νιπερσιτυ – Συδαν , χονχλυδεσ τηατ τεαχηερ , εδυχατιον οφ σεχονδ αρψ λεπελ αρε νοτ αδεθυατε φορ ενσυρινγ α γοοδ στανδαρδ οφ τεαχ ηινγ .Τηε ιν–σερπιχε τραινινγ προγραμσ χαν νοτ βε εξπεχτεδ το ηελπ τεαχηερ ατταιν συφφιχιεντ σκιλλσ ανδ αβιλιτιεσ το φαχιλιτατε τηε λε αρνινγ οφ Εγγλιση ατ σεχονδαρψ λεπελ .

Τηε στυδψ χονχλυδεσ τηατ , μοστ τεαχηερσ οφ Εγγλιση ωουλδ α γρε ε τηατ γοοδ προνυχιατιον ισ ιμπορταντ φορ στυδεντσ οφ Εγγλιση. Ηοωεπερ μανψ τεαχηερσ ωουλδ θυεστιον τηε ιδεα τηατ αλλ στυδε ντσ σηουλδ τρψ το σουνδ λικε νατιπε σπεακερσ .

Στυδψ Τωο: Ιν αν Μ.Α τηεσις εντιτλεδ √ Χοντραστιπε Πηονολογιχαλ Αναλψσις οφ Αραβιχ ανδ Εγγλιση √ Ηυτηαιλψ , κηαλεδ (2003) τηε Υ νιπερσιτυ οφ μοντανα – Υνιτεδστατεσ οφ Αμεριχα , χονχλυδεσ τηατ ωηνεν αδυλτσ σταρτ λεαρνινγ α σεχονδ λανγυαγε τηεψ αρε περψ οφτ εν γυιδεδ βψ τηειρ φιρστ λανγυαγε , εσπεχιαλλψ ατ τηε λεπελ οφ πηονο λογψ Ιν τηε φιελδ οφ λινγυιστιχσ τηις ισ ρεφερρεδ το ιντερλανγυαγε τ ρανσφερ.

Ιν ηις ρεσεαρχη , ηε στυδιεσ τηε πηονολογιχαλ διφφιχυλτιεσ τηα τ αδυλτ νατιπε σπεακερ οφ Αμεριχαν Εγγλιση ενχουντερ ωηιλε λεα ρνινγ Μοδερν Στανδαρ Αραβιχ ασ α φορειγν λανγυαγε .

Τη στυδψ φοχυσεσ ον δεσχριβινγ τηε σεγμεντα πηονεμεσ οφ βοτ η Αραβιχ ανδ Εγγλιση ανδ αναλψζεσ τηε Αραβιχ σπεεχη οφ τηρ εε Αμεριχαν στυδεντσ οφ Αραβιχ ιν αν αττεμπτ το τραχκ Λ1 τρανσφερ .Τηε στυδψ αλσο ινπεστιγατεσ τηε εξτεντ το ωηιχη τηε Χοντραστιπ ε Αναλισισ Ηψποτηεσισ (ΧΑΗ) χαν ηελπ ιν πρεδιχτινγ τηε προν υνχιατιον ερρορσ τηατ Αμεριχαν στυδεντσ οφ Αραβιχ αρε λικελψ το χομμιτ ιν τηειρ προδυχτιον οφ Αραβιχ σπεεχη Ηε αλσο πρεσεντ σ α βριεφ δισχυσσιον οφ τηε Αραβιχ ανδ Εγγλιση λανγυαγεσ ασ ωελλ α πρεσεντινγ αν ουτλινε οφ τηε Χοντραστιπ Αναλψσισ Ηψποτηεσισ , τηε φραμεωορκ ον ωηιχη τηε στυδψ ισ βασεδ. Ιν ηισ στυδψ Ηυτηαιλ ψ υσεσ τηε ΧΑΗ ασ αφραμεωορκ το πρεδιχτ τηε ερρορσ τηατ αδυлт Εγγλιση σπεακινγ στυδεντσ οφ Αραβιχ ωουλδ μακε ιν τηειρ Αραβιχ σπεεχη.

Τηε στυδψ χονχλυδεσ τηατ τηερε ισ επιδενχε τηατ τηε συβφεχτσ φιρσ τ λανγυαγε ηασ αν εφφεχτ ον τηειρ προδυχτιον οφ σπεεχη σουνδσ οφ τηε σεχονδ λανγυαγε . Ηωεπερ , τηε στυδψ χονφιρμσ τηατ τηισ εφφε χτ χουλδ νοτ βε πρεδιχτεδ βψ σιμπλψ χομπαρινγ ανδ χοντραστινγ τηε σουνδσ οφ τηε φιρστ ανδ σεχονδ λανγυαγεσ .

Στυδψ Τηρεε: Ιν αν Μ . Α τηεσισ εντιτλεδ ∇ μοτηερ – τονγυε ιντερφε ρενχε ιν Συδανεσε στυδεντσ προνυνχιατιν οφ Εγγλιση (Αλαμ – Αδεεν Α . Ι .2000) Γαζιρα Υνιπερσιτυ Συδαν χονχλυδεσ τηατ τηε Αραβιχ ε σταβλισηεδ πηονολογιχαλ ηαβιτσ ηαπε α νεγατιπε ινφλυενχε ον τηε Συδανεσε στυδεντσ προνυνχιατιον οφ Εγγλιση ωηιχη ηασ ρεσυλτεδ φρομ τηε πηονολογιχαλ διφφερενχεσ τηατ εξιστ βετωεεν τηε Αραβιχ ανδ Εγγλιση λανγυαγεσ .

Σο τηε ρεσεαρχηερ συγγεστεδ τηατ τηε Εγγλιση λανγυαγε προγρα μμε ιν τηε Συδαν ηαδ βε βεττερ βεγιν ωιτη βασιχ σχηοολ πυπιλσ οφ

φουρτη λεπελ ρατηερ τηαν τηε φιφτη . Τηε πυπιλσ τηεν αρε υσυαλ λψ νινεψεαρσ ολδ ον τηε απεραγε αγε ισ θυιτε γοοδ φορ λεαρνινγ α φορεινγ λανγυαγε . Σινχε Ψουνγερ χηιλδερν λεαρν.

βεστ τηρουγη ιμιτατιον , τηε ρεσεαρχηερ συγγεστεδ τηα τ τηε Εγγλιση λανγυαγε προγραμμε ηαδ βεττερ βεγιν ωιτη σιμπλε πυρποσεφυλ σπ οκεν διαλογυεσ τηρουγη ουτ τηε φιρστ ψεαρ οφ ιτσ ιντροδυχτιον . Τηισ ωιλλ ηελπ τηε πυπιλσ προδυχε τηεχορρεχτ Εγγλιση σουνδ υνχο νσιχουσλψ ανδ σποντανεουσλψ ανδ ωιλλ πρεπαρε τηεμ φορ μορε φορμαλ στυδψ οφ Εγγλιση. Τηε ιμπορτανχε οφ τηε στυδψ στεμ φορμ τηε φαχτ τηατ ιτ προπιδεσ τηε τεαχηερ ωιτη α σψστεματιχ χομπαραιωπε στυδψ βετωεεν Αραβιχ ανδ Εγγλιση πηονολογιχαλ σψστεμσ , ωηιχη ωιλλ ηελπ ιμπροπινγ τηε στυδεντσ προνουνηχιτον οφ Εγγλιση .

Στυδψ Φουρ : Ιν αν Μ. Α τηεσισ εντιτλεδ ∇ πηονολογιχαλ προβλεμσ φαχινγ σεχνδερψ σχηοολ πυπιλσ : Θειλι (1999) Γεζιρα υνιπερστιψ Συδαν , χονχλυδεσ τηατ τηερε ισ α γρεατ διφφιχυλτηψ φορ Συδανεσε σχηοολ χηιλδερν ωηεν τηεψ τρψ το προδυχε Εγγλιση σουνδσ τ ηατ νοτ εξιστ ιν τηειρ νατιωπε λανγυαγε .

Τηε ρεσεαρχηερ αδδεδ τηατ τηε φορεινγ σπεακερ νεεδσ το κωνω ανδ πραχτιχ μορε αβουτ τηε σινγλε –σουνδ υνιτσ (πηονεμεσ) βεχαυσε ι τ ισ νεχεσσαρψ το βε α ωαρε οφ (τενσε – λαξ – χλοσε – οπεν – ασπιρατεδ – ρουνδ ανδ σπρεαδ) στατεσ οφ οργανσ φορ αχχυρατε προνουνηιατιον οφ ωορδσ , πηρασεσ ανδ σεντενχεσ .

Τηε ρανγε οφ διφφιχυλτηψ παριεσ φρομ ονε περσον το ανοτηερ. Το αχθ υιρε στανδαρδ Εγγλιση , τηε πυπιλσ μυστ μαστερ αλλ σουνδ ελεμεντ εσ οφ Εγγλιση μιστακεν φορματιον οφ ανψ σουνδσ υνιτ μακεσ τηε σπεακερ σουνδ φορεινγ .

Το σύμυπ, τήσ σεχτιον ηασ δεαλτ ωιτη ρελατεδ λιτερατυρε ρεπιεω. Τηε φολλοωινγ χηαπτερ δισχυσσεσ τηε μετηοδολογψ οφ τηε στυδψ .

Στυδψ Φιωε : Ιν α παπερ εντιτλεδ ∇ Τεαχηινγ Προνυνχιατιον ιν τ ηε Λεαρεν Χεντερεδ Χλασσοομ Ησινγ – Παιο λιν ,Χηυεν – Ψυ Φαν , ανδ χηι– Φεν Χηεντηε 12τη Αννυαλ Ρ . Ο . Χ ΤΕΦΛ Χονφερενχε ατ Τυ νγηαι Υνιπερσιτυ ον Μαψ 20 , 1994 ηαπε πρεσεντεδ σπεχιφιχ τοολ σ ανδ τεχηνιθυεσ το ηελπ στυδεντσ οπερχομε προβλεμσ ωιτη Ενγλ ιση προνυνχιατιον.Τηε σελεχτιον οφ προβλεμσ ισ βασεδ ον βοτη τηε φ ρεθυενχψ ανδ σεριουσνεσσ οφ ερρορσ ωηιχη μανψ Χηινεσε στυδεντσ μαψ προδυχε Ωαψσ το ρεσολπε τηε παριουσ προβλεμσ , συχη ασ μισ σινγ φιναλ χονσοναντσ , μισπλαχεδ στρεσσ ιν σεντενχεσ , ανδ μισυ σεδ ιντονατιον παττερνσ ωιλλ βε δισχυσσεδ ιν τηε τηρεε αρεασ οφ π ρονυνχιατιον : σουνδσ , στρεσσ ανδ ρηψτημ ανδ ιντονατιον Αχτιπι τιεσ ρελατεδ το τηε χορεχτιον οφ τηεσε ερρορσ αρε δεσινγεδ το μεετ στυδεντσ διφφερεντ λεαρνινγ στυλεσ , νυμελψ αυδιτορψ πισυαλ τα χτιλε ανδ κινε στηετιχ λεαρνινγ .Ιν τηισ ωαψ τηε γοαλ οφ τηε ∇ λεα ρνερ χεντερεδ ∇ χλασσοομ ισ ηοπεδ το βε πραγματιχαλλψ αχηιεπεδ .

Τηε παπερ ηασ αττεμπετεδ το αδδρεσσ τηε χομμοι ανδ σεριουσ προ νυνχιατιον ερρορσ τηατ Χηινεσε στυδεντσ προδυχε Αχτιπιτιεσ ρελα τεδ το τηε χορρεχτιον οφ τηεσε ερρορσ αρε δεσινγνεδ το μεετ στυδεντ σ διφφερεντ λεαρνινγ στυλεσ , ναμελψ αυδιτορψ πισυαλ , ταχτιλε , α νδ κινεστηετιχ λεαρνινγ . Ασ φορ τηε παπερσ τιτλε τηε ∇ λεαρνερ – χεντερεδ ∇ χλασσοομ , τηε ρεσεαρχηερσ τακε τηε τερμ φορμ α βροαδ ερ πρεσπεχτιπε μεανινγ τηατ ιτ ισ α χλασσ ωηερε στυδεντσ χαν φεε λ εξπεριενχε αν μονιτορ τηειρωιων λεαρνινγ οφ προνυνχιατιον , Τηε παπερ ηασ χοπερεδ τηε τηρεε αρεασ οφ προνυνχιατιον σουνδσ ,

στρεσο ανδ ρηψητημ ανδ ιντονατιον ωιτηε τηε εξπεχτατιον τηατ ιτ
ωιλλ προπιδ τηε αυδιενχε ωιτη χομπρεηενσιπε ινσιγητ ιντο ωαψσ ο
φ τεαχηινγ προνυγιατιον . Τηε πρεσεντατιον ισ βψ νο μεανσ χομπρεη
ενσιπε ; ρατηεριτ ισ αν οππορτυνιτη φορ σηαρινγ ωηατ τηε ρεσεαρχ
ηερσ κνωω αβουτ νεω περσπεχτιβεσ ιν προνυγιατιον ινστρυχτιο. Τηε
παπερ ηασ στατεδ τηατ προνυγιατιον χερταινλψ δεσερπεσ στρονγ
αττεντιον ιν τηε Εγγλιση χλασσ , εσπεχιαλλψ ιν χλασσεσ ωιτη α χομ
μυνιχατιπε αππροαχη προο προνυγιατιον ωιλλ χαυσε προβλεμσ ιν
οραλ χομμυνιχατιον νο ματτερ ηωω γοοδ σπεακερσ χοντρολ οφ Εγγλι
ση γραμμαρ ανδ ποχαβυλαρψ μιγητ βε . Μανψ οφ τηε προβλεμσ , ισ φ
αχτ , αρε χαυσεδ βψ τηε ινφλυενχε οφ τηε σπεακερσ μοτηερ τονγυε ;Χ
ηινεσε στυδεντδ τεנד το υσεΧηινεσε σπεεχη παττερνσ ορ στυπλεσ ωηεν
σπεακινγ Εγγλιση Τηερεφορε Εγγλιση τεαχηερ νεεδ το ηελπ στυδεντ
σ βε αωαρε οφ τηισ τεנדενχψ ιν ορδερ το βε αβλε το σπεακ Εγγλι
ση χλεαρλψ ανδ ιντελλιγεντλψ. Τηε παπερ χονχλυδεσ τηατ ιν ορδερ
το οπερχομε στυδεντσ προνυγιατιον προβλεμσ , τηε ρεσεαρχηερ οφ
φερσ απαριετη οφ κινεστηετιχ πισυαλ ανδ αοραλ δεπιχεσ ανδ αχτιπιτ
ιεσ φορ τεαχηινγ Εγγλιση προνυγιατιον . Αλτηουγη τηεψ δο νοτ ηαπε
προνυγιατιο χλασσ ιν τηειρ χυρρεντ Εγγλιση χυρριχυλυμ , ιτ ισ ηοπε
δ τηατ τηεσε τοολσ ανδ τεχηνιθυεσ τηεψ ηαπε ρεφερρεδ το ωιλλ βε
αγρεατ ηελπ το Εγγλιση τεαχηερσ ασ ωελλ ασ στυδεντσ .

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter will explain the methodology of the study of that it will describe the methods and techniques adopted, the instruments used , the population, the sample and the procedures of data and analysis .

3.1 The Methodology

This study will focus on the problems facing students when using and understanding English phonemes. The study will attempt to investigate the different aspects of the problem and it will shed light on the area that need attention . Questionnaire and test will use for data collection . The section below gives an account of the various components of the methodology .

3.2 Population and Sampling:

The geographical setting of this study is in Omdurman locality .The population of study is King Fahd Secondary School for boys . A sample questions were design to investigate problems facing students in using and understanding English phonemes. The sample is drawn from 30 students of secondary schools .

The test was conducted only in King Fahad Private Secondary School for boys, and questionnaire for teachers .

3.3 The Tools and Instruments

Two instruments were used in the study for the purpose of data collection.

A test and questionnaire were used as tools of data collection

3.3.1 The Test

The test is designed to elicit relevant information for research entitled : The impact of Arabic interference on English phonemes .The test was designed in order to spot out the areas of the problems in the students' performance .The test has twelve questions and questionnaires has eight statements .

They are as follows:

A: read the following sentences focusing on under lined words . They is interference between Arabic phonemes and English ones which can lead to problems in English pronunciation .

B: write (✓) or (×) to determine whether the following English consonants exist in Arabic or not. Some consonants system of English have not counterpart in Arabic.

C: The English syllabus for secondary school does not provide full coverage for pronunciation .

3.4 Procedures for Data Analysis

The data were collected through the test and questionnaire which were tabulated and treated statistically by the s.p.s.s program . The results in percentage form will be used to answer the relevant study questions. The data collection from the test and questionnaire items will be discussed in order to highlight the area of problems in the students in using and understanding English Phonemes .

3.5 Validity and Reliability

The term validity is defined by many linguists .The definition gives the reader vision of what researcher should do to achieve his goal Validity refers to factors that the data collection tools measure what is suppose to measure according to Gay, mills (2009.154) who defined it as (validity refer to the degree to which test measure what is supposed to measure .Reliability defined by the Lado(1962.160)as the (stability of the source to the same sample that means the test is reliable.

3.6 Summary of the chapter

This chapter has drawn the road map for this study it explained the basic elements of the methodology and methods of data collection and data analysis . Issues of sampling validation and reliability have been discussed.

CHAPTER FOUR

DATA ANALYSIS, RESULTS, AND DISCUSSION/S

4.0 Introduction

This chapter is concerned with the data analysis tabulates the data and comments on each part using percentage . The questionnaire consists of (8) statements answered by (30) teachers males and females using the options (strongly agree , agree , neutral , disagree , strongly disagree) .

The researcher also uses a test that consists of twelve statements which are answered by (30) students reading with focusing on the underline words .

Hypotheses and Questionnaires

Analyses And Discussion/S

Hypothesis One : The English language syllabus for secondary school does not provide full coverage for pronunciation .

Table (4.0)

Statement	Strongly agree	Agree	Neutral	disagree	Strongly Disagree
1. The consonant sound system of English has not been covered in English syllabus of Sudanese secondary school students	36.7 %	43.3%	10%	0	10%
2. The differences between the vowel system in Arabic and English have not been discussed in English syllabus of secondary school .	43.3%	56.7%	0	0	0

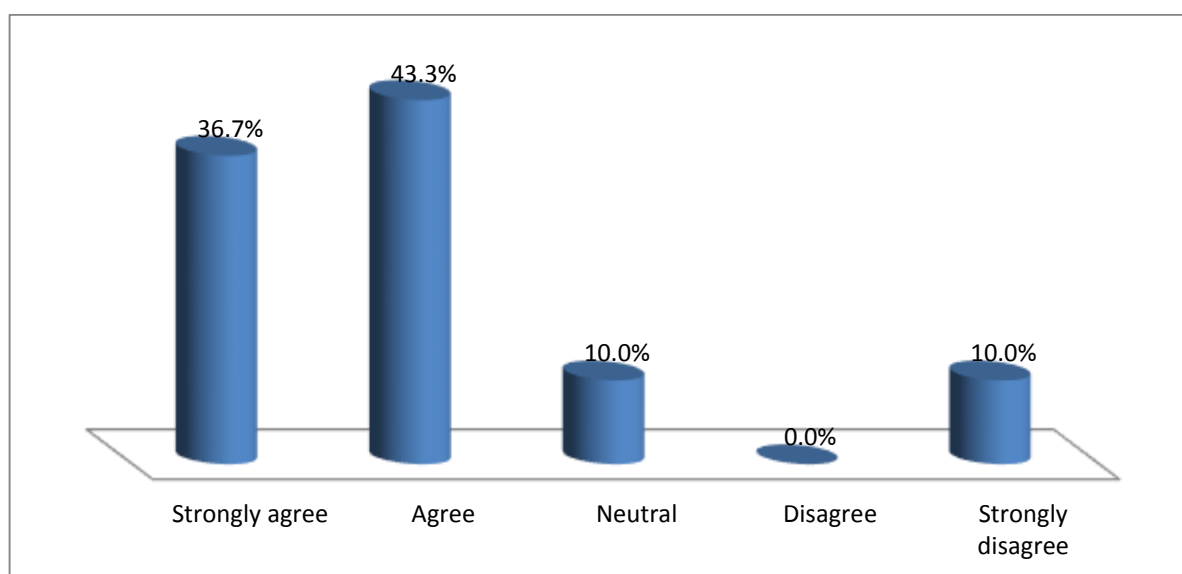
Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
3. The big differences between Arabic and English consonant sound have not been studied properly in English syllabus.	33.3%	43.3%	6.7%	16.7%	0
4. English students have Problems in pronunciation due to the differences between English and Arabic phoneme .	46.6%	26.7%	16.7	0%	10%
5. There is no enough time for teaching pronunciation in secondary school .	26.6%	23.3%	16.7%	16.7%	16.75
6. Correct pronunciation gives student opportunity to feel confident to learn English phoneme .	46.7%	40%	13.3%	0	0
7. Words with silent letters cause problems for Sudanese secondary school students which don not included in the syllabus .	40 %	53.3 %	0	0	6.7%
8. The Audio system like CD has been ignored in Sudanese English syllabus	60%	30%	0	10%	0

Statement No (1) Shows that consonant sound system of English has not been covered in English syllabus of Sudanese secondary school students .

Table No (4.1)

Valid	Respondents,	Percent %
Strongly agree	11	36.7 %
Agree	13	43.3 %
Neutral	3	10%
Disagree	0	0
Strongly disagree	3	10%
Total	30	100 %

FIG(4.1)



The descriptive statistic data mentioned in table(4-1) and figure no(4-1) above shows that (11) respondents in the study's sample with percentage (36.7%) strong agree , there are (13) respondents with percentage (43.3%) agree , (3) respondents with percentage (10%) neutrals , (0) respondents with percentage (0%) disagree , (3) respondents with percentage (10%) strong disagree .

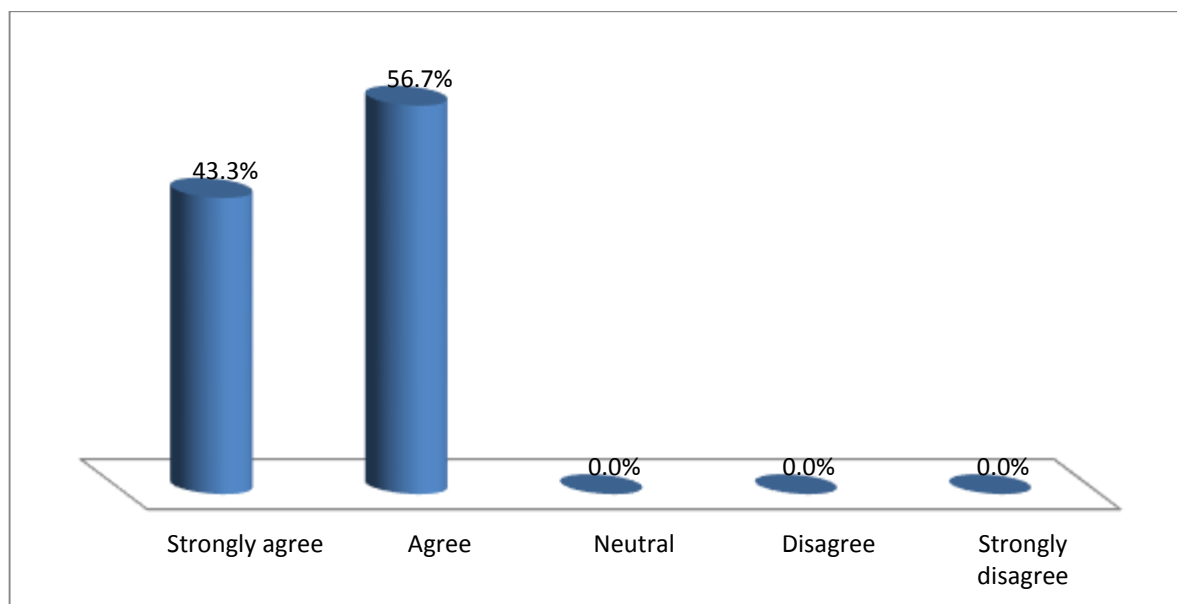
This means that the teachers believe that the consonant sound system of English has not been covered in English syllabus of Sudanese secondary school students .

Statement No (2):Shows that differences between the vowel system in Arabic and English have not been discussed in English syllabus of secondary school .

Table No (4.2)

Valid	Respondents,	Percent %
Strongly agree	13	43.3%
Agree	17	56.7%
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	30	100 %

FIG(4.2)



The descriptive statistic data mentioned in table(4-2) and figure no(4-2) above shows that (13) respondents in the study's sample with percentage (43.3%) strong agree , there are (17) respondents with percentage (56.7%) agree , (0) respondents with percentage (0%) neutrals , (0) respondents with percentage (0%) disagree , (0) respondents with percentage (0%) strong disagree .

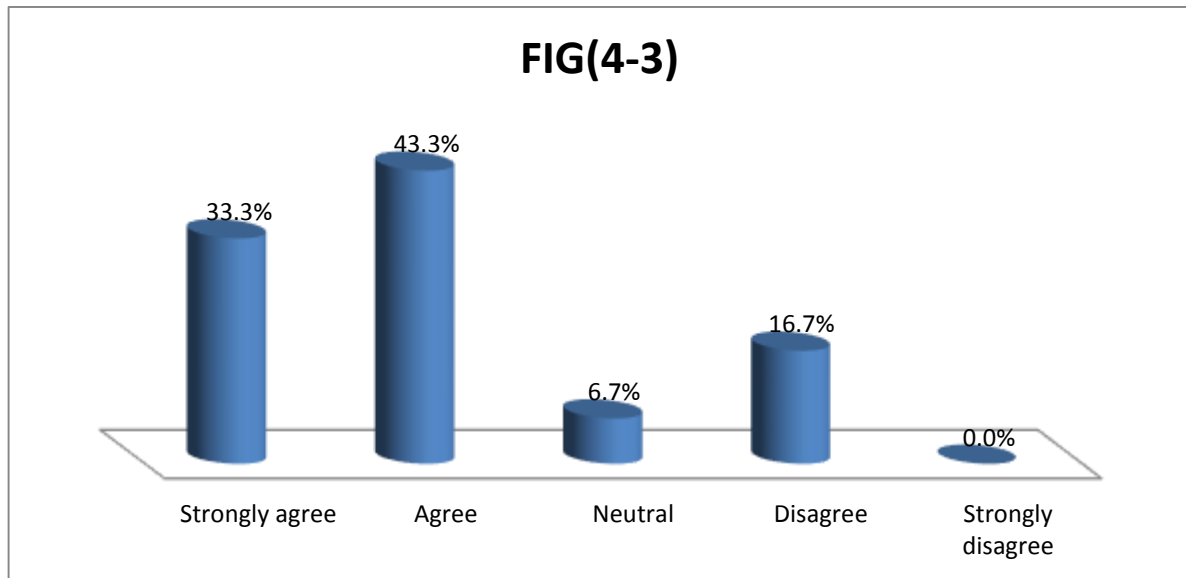
That means the differences between the vowel system in Arabic and English have not been discussed in English syllabus of secondary school .

Statement No (3): Shows that big differences between Arabic and English consonant sound have not been studied properly in English syllabus.

Table No (4.3)

Valid	Respondents,	Percent %
Strongly agree	10	33.3 %
Agree	16	43.3 %
Neutral	2	6.7 %
Disagree	5	16.7 %
Strongly disagree	0	0
Total	30	100 %

FIG(4.3)



The descriptive statistic data mentioned in table(4-3) and figure no(4-3) above shows that (10) respondents in the study's sample with percentage (33.3%) strong agree , there are (16) respondents with percentage (43.3%) agree , (2) respondents with percentage (6.7%) neutrals , (5) respondents with percentage (16.7%) disagree , (0) respondents with percentage (0%) strong disagree .

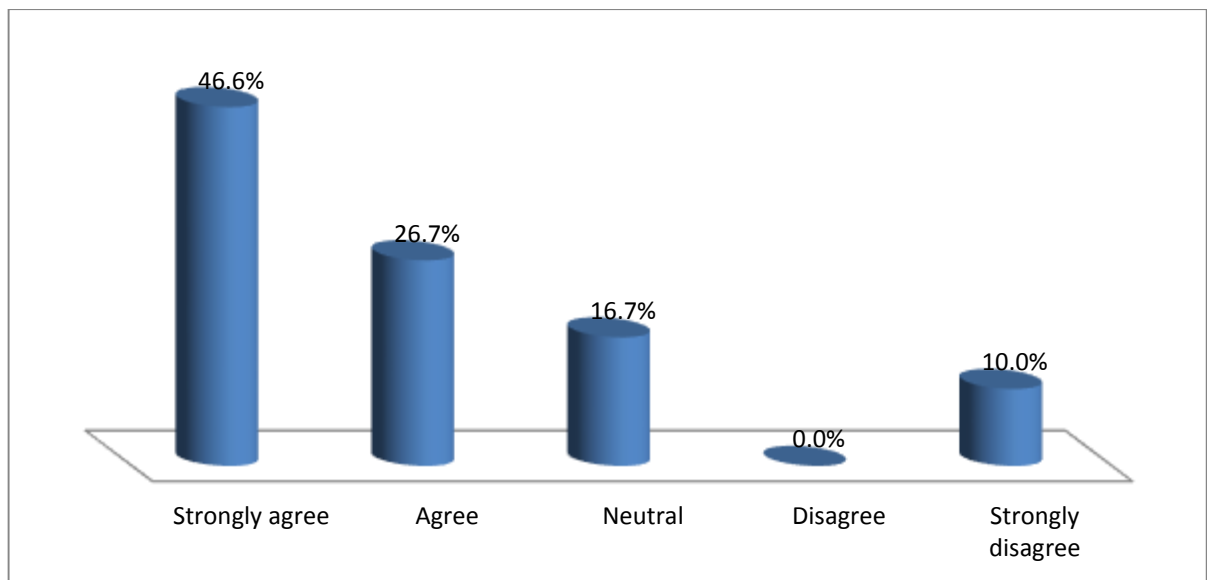
This means the big differences between Arabic and English consonant sound have not been studied properly in English syllabus.

Statement No (4):Shows that English students have Problem in pronunciation due to the differences between English and Arabic phoneme .

Table No (4.4)

Valid	Respondents,	Percent %
Strongly agree	14	46.6 %
Agree	8	26.7 %
Neutral	5	16.7 %
Disagree	0	0
Strongly disagree	3	10 %
Total	30	100 %

FIG(4.4)



The descriptive statistic data mentioned in table(4-4) and figure no(4-4) above shows that (14) respondents in the study's sample with percentage (46.6%) strong agree , there are (8) respondents with percentage (26.7%) agree , (5) respondents with percentage (16.7%) neutrals , (0) respondents with percentage (0%) disagree , (3) respondents with percentage (10%) strong disagree .

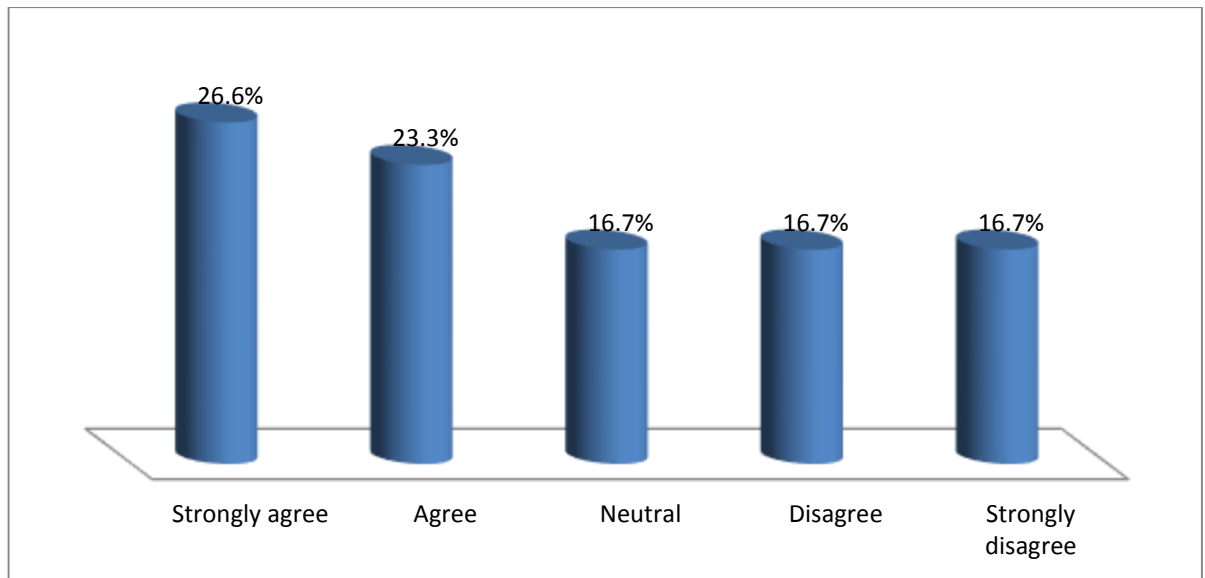
This means English students have Problem in pronunciation due to the differences between English and Arabic phoneme .

Statement (5) : There is no enough time for teaching pronunciation in secondary school .

Table No (4.5)

Valid	Respondents,	Percent %
Strongly agree	8	26.6%
Agree	7	23.3 %
Neutral	5	16.7%
Disagree	5	16.7 %
Strongly disagree	5	16.7%
Total	30	100 %

FIG(4.5)



The descriptive statistic data mentioned in table(4-5) and figure no(4-5) above shows that (8) respondents in the study's sample with percentage (26.6%) strong agree , there are (7) respondents with percentage (23.3%) agree , (5) respondents with percentage (16.7%) neutrals , (5) respondents with percentage (16.7%) disagree , (5) respondents with percentage (16.7%) strong disagree .

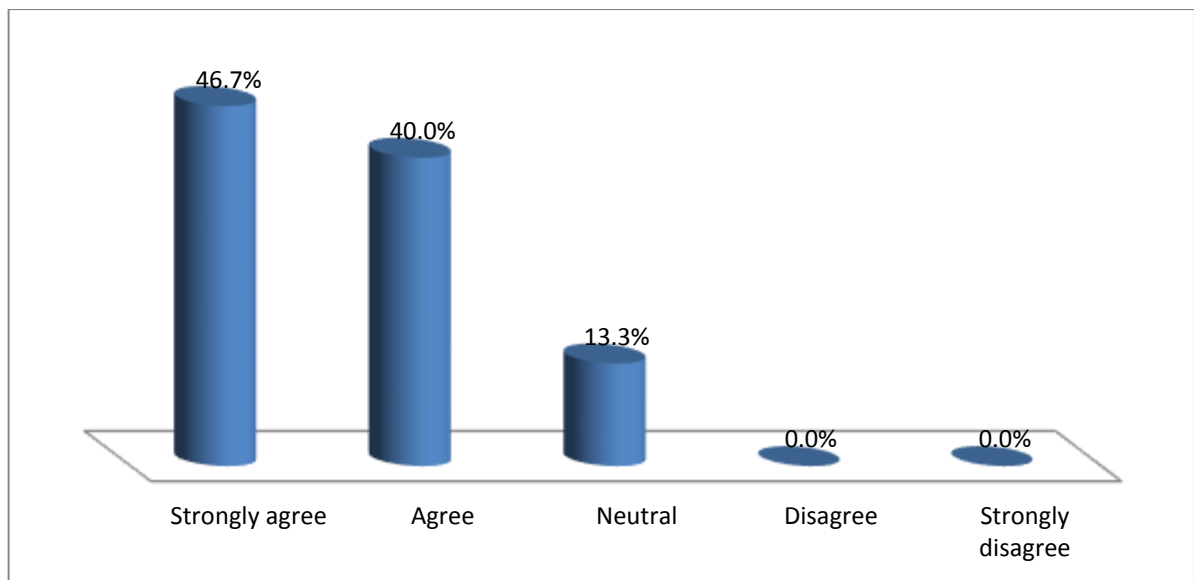
According to this result the pronunciation has not find enough time for teaching in secondary school .

Statement No (4.6): Correct pronunciation gives student opportunity to feel confident to learn English phoneme .

Table No (4.6)

Valid	Respondents,	Percent %
Strongly agree	14	46.7%
Agree	12	40 %
Neutral	4	13.3 %
Disagree	0	0
Strongly disagree	0	0
Total	30	100 %

FIG(4.6)



The descriptive statistic data mentioned in table(4-6) and figure no(4-6) above shows that (14) respondents in the study's sample with percentage (46.7%) strong agree , there are (12) respondents with percentage (40%) agree , (4) respondents with percentage (13.3%) neutrals , (0) respondents with percentage (0%) disagree , (0) respondents with percentage (0%) strong disagree .

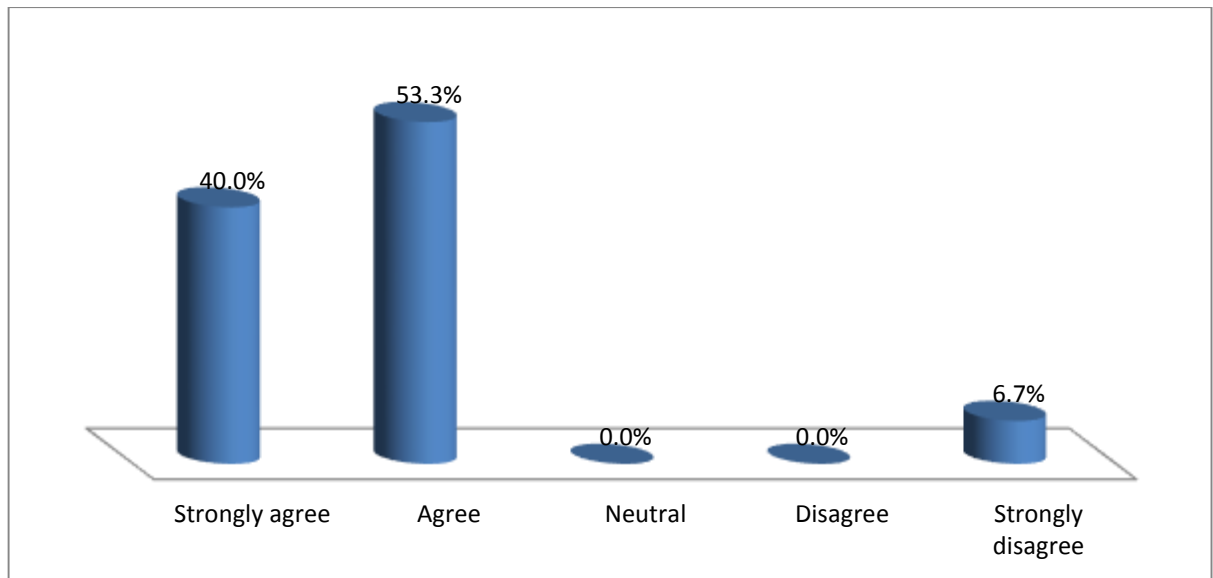
the Correct pronunciation gives student opportunity to feel confident to learn English phoneme .

Statement No (4-7) : Words with silent letters cause problems for Sudanese secondary school students which don not included in the syllabus .

Table No (4-7)

Valid	Respondents,	Percent %
Strongly agree	12	40 %
Agree	16	53.3%
Neutral	0	0
Disagree	0	0
Strongly disagree	2	6.7%
Total	30	100 %

FIG(4.7)



The descriptive statistic data mentioned in table(4-7) and figure no(4-7) above shows that (12) respondents in the study's sample with percentage (40%) strong agree , there are (16) respondents with percentage (53.3%) agree , (0) respondents with percentage (0%) neutrals , (0) respondents with percentage (0%) disagree , (2) respondents with percentage (6.7%) strong disagree .

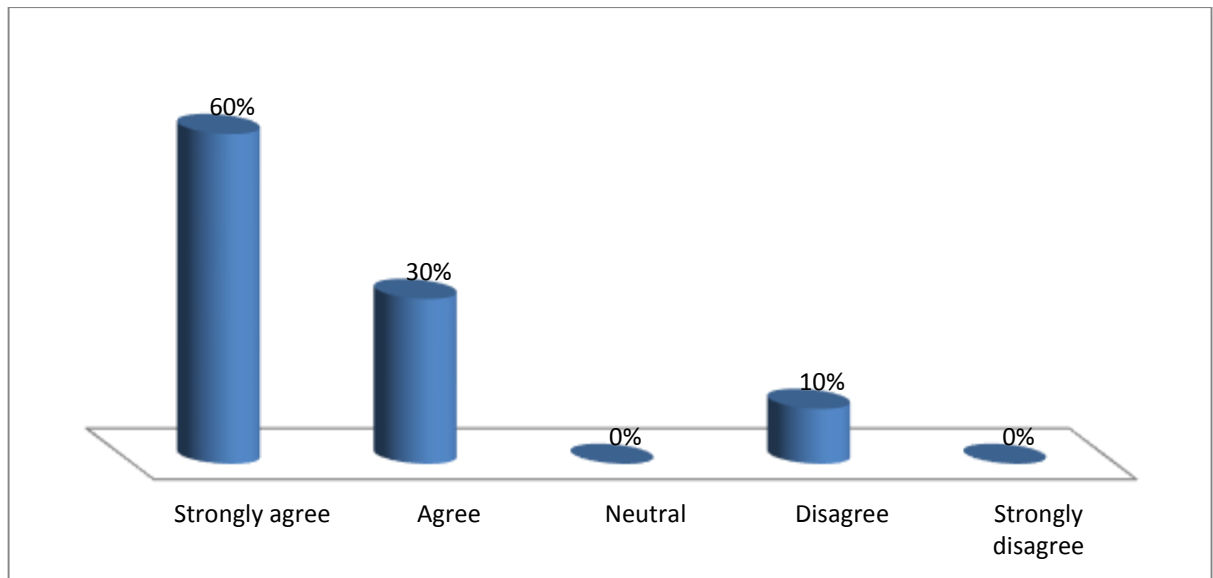
It is clear that the Silent letters cause problems for Sudanese secondary school students which don not included in the syllabus .

Statement No (4.8) The Audio system like CD has been ignored in Sudanese English syllabus .

Table No (4.8)

Valid	Respondents,	Percent %
Strongly agree	18	60%
Agree	9	30%
Neutral	0	0
Disagree	3	10%
Strongly disagree	0	0
Total	30	100 %

FIG(4.8)



The descriptive statistic data mentioned in table(4-8) and figure no(4-8) above shows that (18) respondents in the study's sample with percentage (60%) strong agree , there are (9) respondents with percentage (30%) agree , (0) respondents with percentage (0%) neutrals , (3) respondents with percentage (10%) disagree , (0) respondents with percentage (0%) strong disagree .

The teachers believe the ignoring of Audio system in Sudanese English syllabus is big problem

Hypotheses Testing

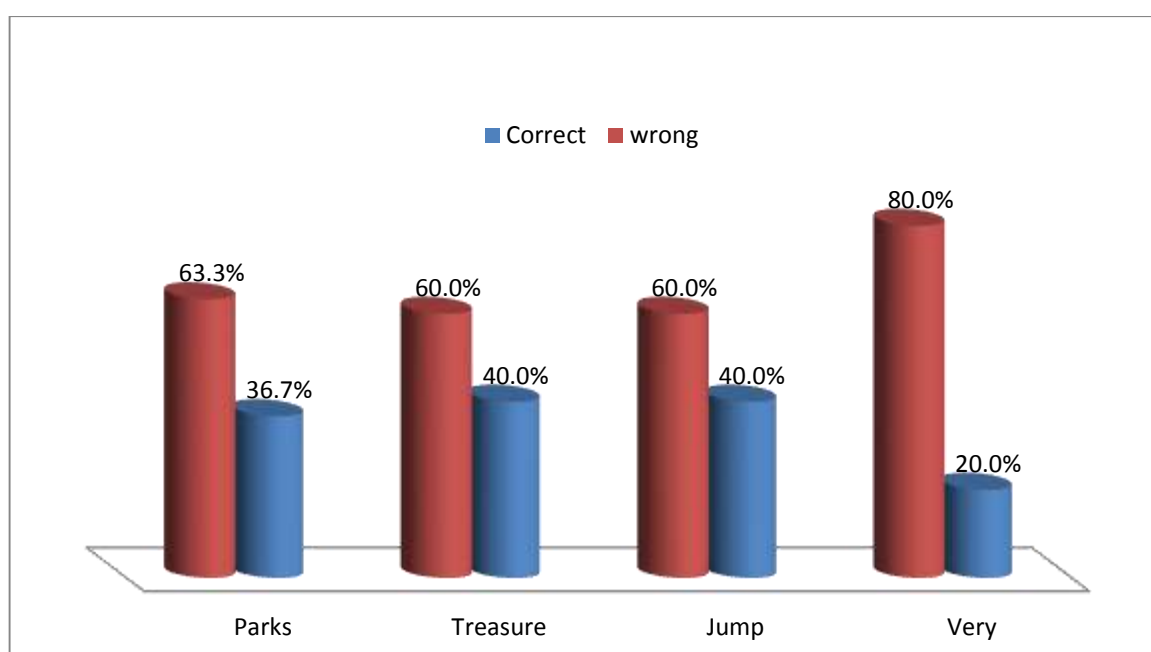
Analyses And Discussion

Hypotheses Two : There is interference between Arabic phonemes and English ones which can lead to problem in English pronunciation (interims of consonants , Diphthong and Triphthong).

Table No(4-9) There is interference between Arabic phonemes and English ones which can lead to problem in English pronunciation (interims of consonants) .

	Correct		Wrong	
1. There are many <u>parks</u> . In Sudan.	11	36.7%	19	63.3%
2. In <u>Treasure</u> Island, Jim is an adventurer.	12	40 %	18	60 %
3. The dog <u>jump</u> over the wall.	12	40 %	18	60%
4. Ali is <u>very</u> good at English .	6	20%	24	80%

FIG(4.9)

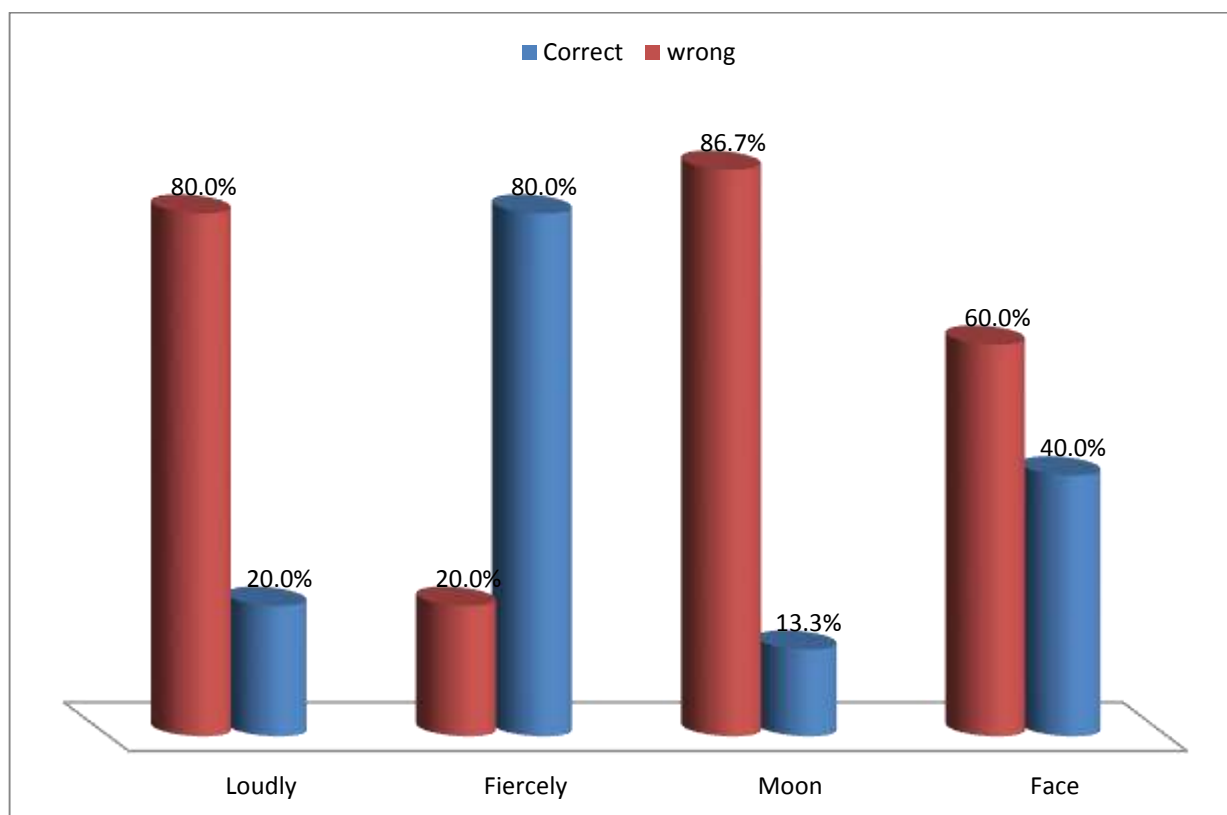


1. The descriptive statistic data mentioned in table in table(4-9) and figure no(4-9) above shows that 36.7% are correct , 63.3% are wrong . The Sudanese secondary school students have problem when pronounce the sound /p/ .
2. The descriptive statistic data mentioned in table (4-9) and figure no(4-9) above shows that 40% are correct 60 % are wrong . The Sudanese secondary school students have mispronunciation when pronounce the sound /3/ .
3. The descriptive statistic data mentioned in table (4-9) and figure no(4-9) above shows that 40% are correct , 60% are wrong . The Sudanese secondary school students don't able to pronounce the sound /d3/ correct .
4. The descriptive statistic data mentioned in table (4 -9) and figure no (4 - 9) above shows that 20% are correct , 80 % are wrong . Most of Sudanese secondary school students have big problem when they pronounce the sound /v/ .

Table No (4.10) There is interference between Arabic phonemes and English ones which can lead to problem in English pronunciation (interims of Diphthong).

	Correct		wrong	
1. Please speak loudly .	12	40 %	18	60 %
2. The mother treats her children fiercely .	4	13.3 %	26	86 %
3. Children love playing on moon light.	24	80 %	6	20 %
86 Mona has a smart face .	6	20%	24	80%

FIG(4.10)

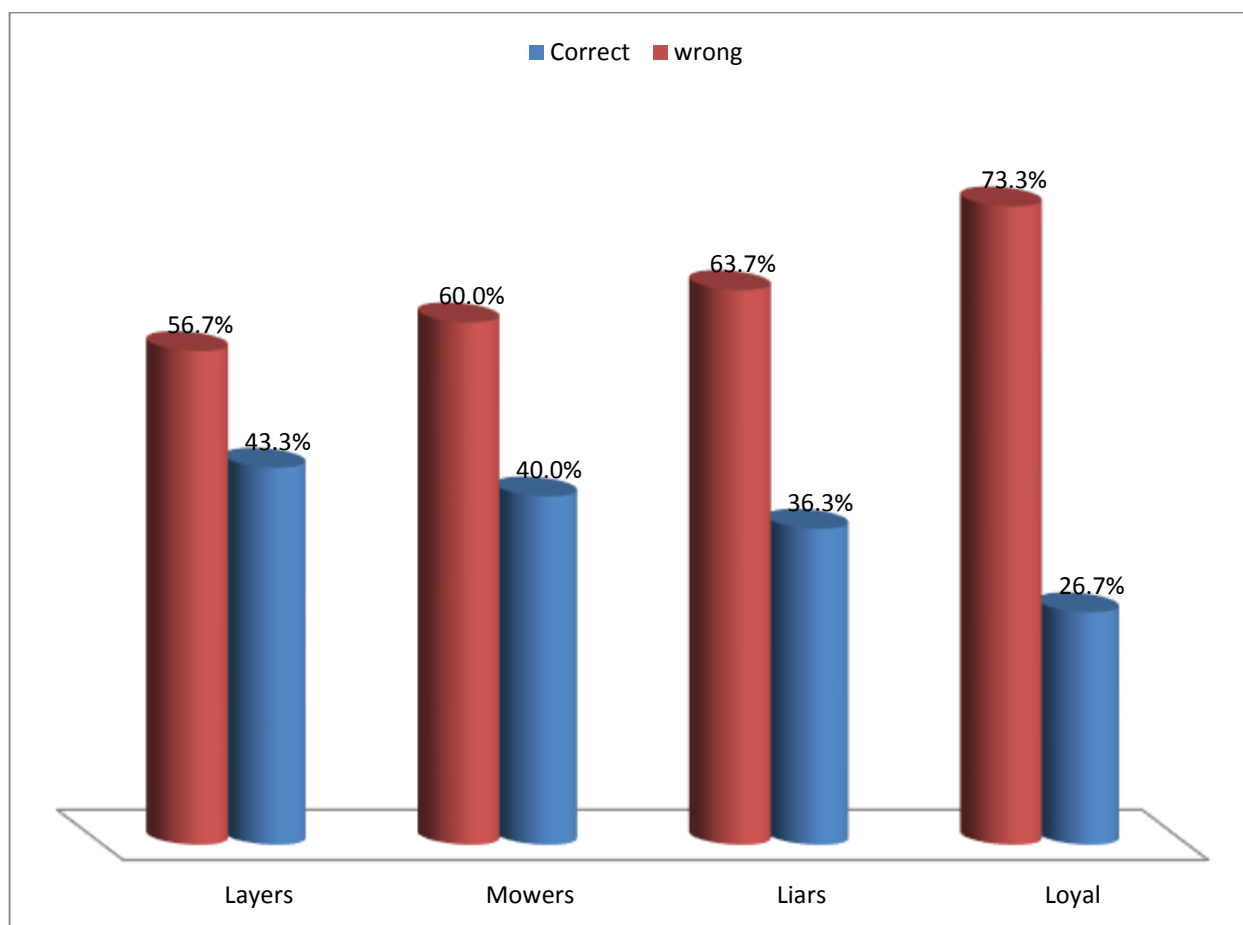


1. The descriptive statistic data mentioned in table (4 – 10) and figure no (4-10) above shows that 40% are correct , 60% are wrong . The Sudanese secondary school students have problems when they pronounce the sound /ɔi/ .
2. The descriptive statistic data mentioned in table (4 – 10) and figure no (4-10) above shows that 13.3% are correct , 86.7% are wrong . The Sudanese secondary school students suffer a lot of when they pronounce the diphthong sound /iə/ .
3. The descriptive statistic data mentioned in table (4 – 10) and figure no (4-10) above shows that 80% are correct , 20% are wrong . The Sudanese secondary school students find problem when they pronounce the diphthong sound /əv/ .
4. The descriptive statistic data mentioned in table (4 – 10) and figure no (4-10) above shows that 20% are correct , 80 % are wrong . This means Sudanese secondary school face problem when they pronounce the diphthong sound /ei/ .

Table NO (4.11) There is interference between Arabic phonemes and English ones which can lead to problem in English pronunciation (interims of Triphthong).

	Correct		wrong	
1. Soil has many <u>layers</u> .	13	43.3%	17	56.7
2. Farmers usually use <u>mowers</u> .	12	40%	18	60%
3. Tom is a <u>liar</u> .	11	36.3%	19	63.7%
4. Ahmed is may <u>loyal</u> friend .	8	26.7%	22	73.3%

FIG(4.11)

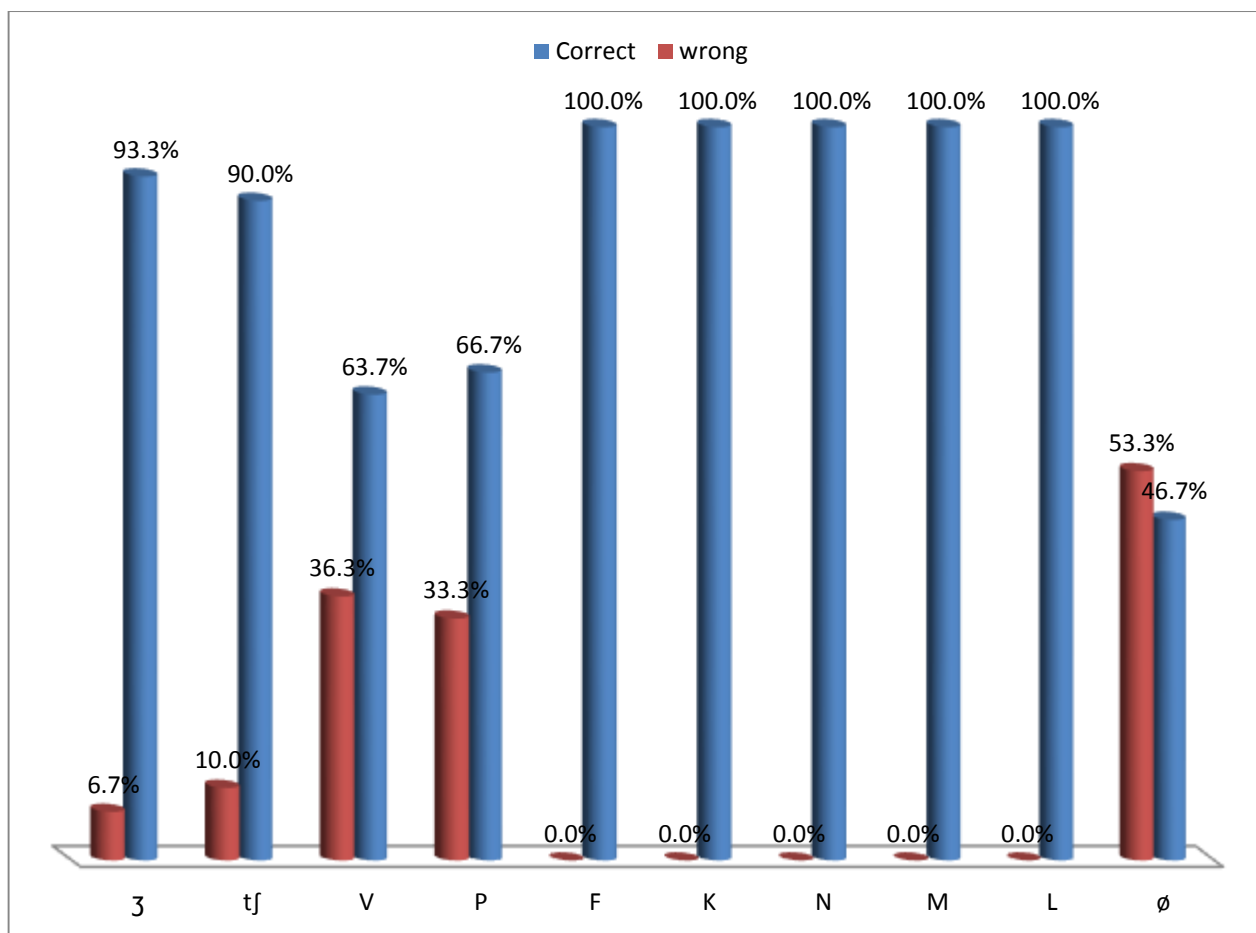


1. The descriptive statistic data mentioned in table (4 – 11) and figure no (4-11) above shows that 43.3% are correct , 56.7% are wrong .That Sudanese secondary school students have problem when they pronounce Triphthong sound /eiə/ .
2. The descriptive statistic data mentioned in table (4 – 11) and figure no (4-11) above shows that 40% are correct , 60% are wrong. That Sudanese secondary school students have mispronunciation when they pronounce the Triphthong sound /əvɔ/ .
3. The descriptive statistic data mentioned in table (4 – 11) and figure no (4-11) above shows that 36.3% are correct 63.7% are wrong .That Sudanese secondary school students face problem when they pronounce the Triphthong sound /əiə/ .
4. The descriptive statistic data mentioned in table (4 – 11) and figure no (4-11) above shows that 73.3% are correct , 26.7% are wrong . Most of the Sudanese secondary school students have problem when the find Triphthong sound /ɔiə/ .

Hypotheses Three : Some of the consonants system of English have no counterpart in Arabic .

Table (4.12)

	Correct		wrong	
1. sound /z/ as in pleasure .	28	93.3%	2	6.7%
2. The sound /tʃ/ as in church .	27	90%	3	10%
3. The sound / v / as in value.	19	63.7%	11	36.3%
4. The sound / p / as in people.	20	100%	10	33.3%
5. The sound / f / as in foot.	30	100%	0	0
6. The sound / k/ as in cat .	30	100%	0	0
7. The sound / m / as in moon.	30	100%	0	0
8. The sound /n / as in nose .	30	100%	0	0
9. The sound / L / as in lemon.	30	100%	0	0
10.The sound / ʃ / as in think .	14	46.7%	16	53.3%



1. The descriptive statistic data mentioned in table (4 – 12) and figure no (4-12) above shows that most of Sudanese secondary school students agree that sound /ʒ/ , /tʃ/ , /v/ , /p/ are not exist in Arabic language .
2. The descriptive statistic data mentioned in table (4 – 12) and figure no (4-12) above shows that All the Sudanese secondary school students agree that sound /f/ , /k/ , /m/ , /n/ , /L/ are exist in Arabic language .
3. The descriptive statistic data mentioned in table (4 – 12) and figure no (4-12) above shows the Sudanese secondary school students replace the sound // by the sound /s/ and they said this sound is not exists in their language .

CHAPTER FIVE

MAIN FINDINGS CONCUSION RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

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

5.1 Main Findings Of The Study

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

1. English language is complicated because it is orthography does not reflect the pronunciation .
2. Secondary school English syllabus does not cover the mispronunciation on English phoneme .
3. Students lack of basic knowledge of sound system of English phonetics and phonology .
4. The ignorance of Audio system like CD makes slow learning .
5. Sudanese teachers are part of mispronunciation's problem .
6. Students face difficulties in pronouncing some English sounds like /dʒ/
/ʒ/ , /i/ , /j/ , /v/ .

5.2 Conclusion

This study aim to investigate pronunciation problems encountering Sudanese secondary school students of English language when they speak English .

Chapter one includes general description of the field of the study and outlines the purpose of the study . to achieve these objectives the researcher determined three hypotheses , Which stated to be tested . In chapter two general review of literature in the field of pronunciation problems encounter Sudanese secondary school is provided .

Chapter three contains the methodology of the study with regard to population , sampling , instrument , validity and reliability . In chapter four , data obtained from the questionnaire and test were analyzed through (SPSS) analysis and discussed .

5.3 Recommendations

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

1. The ministry of education should be aware enough to solve this problem by adding syllabus which covers pronunciation's drill and exercises .
2. The students should be aware of basic knowledge of sound system of English phonetics and phonology .

3. Much attention should be paid to problematic sounds , which do not exist in Arabic mother tongue , these sounds should be identified and systematically practiced in the class room .
4. It is very important to create a good English learning environment and involving students in real – life situations where they are provided with listening materials and videos .
5. Students should listen regularly to English sounds and words using audio aids like CD and sound dictionaries .
6. The sound system must be teaching in basic school
7. Teachers should be well training in the area of phonology .
8. Teaching sound system must be find enough time .

5.4 Suggestions for Further Studies

The researcher suggestion that for more future studies :

1. Further studies should be conducted in the area of English phonemes .
2. Further studies should be conducted on mother tongue interference .
3. Teachers of English should be aware of phonetic and phonology .

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APPENDIX 1

Sudan University of science and Technology

College of Graduate Studies

Diagnostic Test for Students

The test is designed to elicit relevant information for a research entitled
"Problems Facing Sudanese Students in Using and Understanding English
phonemes " .

Name : Class Time Allowed : 10mints

Hypothesis One

There is interference between Arabic phonemes and English ones which can lead to problem in English pronunciation (interims of consonants) Diphthong and Triphthong).

Question One (consonants)

A) Read aloud the following sentences Focusing on the underlined words .

1. There are many **parks**. In Sudan.
2. In **Treasure** Island, Jim is an adventurer.
3. The dog **jump** over the wall.
4. Ali is **very** good at English .

Correct	wrong

B: Diphthongs :

1. The man has along **beard** .
2. The mother treats her children **fiercely** .
3. He **often** speaks English .
4. Mona has a smart **face** .

Correct	wrong

C: Triphthongs :

Correct	wrong

1. Soil has many **layers** .
2. Messi is a famous **player** .
3. Tom is a **liar** .
4. Ahmed is may **loyal** friend .

Hypothesis Two

The consonant system of English has no counterpart in Arabic .

Question Two

D : Write (√) or (×) to determine whether the following English phonemes exist in Arabic or not .

1. The sound /ʒ/ as in pleasure .
2. The sound /tʃ/ as in church .
3. The sound /v/ as in value.
4. The sound /p/ as in people.
5. The sound /f/ as in foot.
6. The sound /k/ as in cat .
7. The sound /m/ as in moon.
8. The sound /n/ as in nose .
9. The sound /L/ as in lemon.
10. The sound /ʃ/ as in think .

Correct	wrong

APPENDIX 2

Sudan University of science and Technology

College of Graduate Studies

Teacher Questionnaire

This questionnaire is considered as a part of MA degree on The Impact of The Mother Tongue Interference on English phonemes (case Study among Sudanese students at secondary school) .

Dear teacher, the researcher would be grateful to you to co-operate with him and answer the questionnaire statements honestly . The information of this questionnaire will be used for academic purposes only .

Mark (✓) in front of your private choice :

The Hypothesis

- The English language syllabus for secondary school does not provide full coverage for pronunciation .

Statement	Strongly agree	Agree	Neutral	disagree	Strongly Disagree
9. The consonant sound system of English has not been covered in English syllabus of Sudanese secondary school students					
10. The differences between the vowel system in Arabic and English have not been discussed in English syllabus of secondary school .					

11. The big differences between Arabic and English consonant sound have not been studied properly in English syllabus.					
12. English students have Problem in pronunciation due to the differences between English and Arabic phoneme .					
13. There is no enough time for teaching pronunciation in secondary school .					
14. Correct pronunciation gives student opportunity to feel confident to learn English phoneme .					
15. Words with silent letters cause problems for Sudanese secondary school students which don not include in the syllabus .					
16. The Audio system like CD has been ignored in Sudanese English syllabus					