

## **Dedication**

I dedicate this research to my dear parents

## **Acknowledgements**

First and foremost, I am grateful to God for all of the everlasting and countless graces which He has generously given to me and for paving my road with success and giving me this excellent opportunity to continue my education. Thank you for providing me with the patience and strength I need. My gratitude and appreciation goes out to my supervisor Dr. Nagla Taha , for her continuous assistance and encouragement throughout the entire course of this research, for encouraging me to move forward and conduct this study, and for heightening my enthusiasm and determination to contribute to the field of literacy acquisition. My gratitude is extended to my friends and colleagues. Last but not least, thank you to everyone who has helped directly or indirectly in putting this research together.

## **Abstract**

The study investigated the errors made by EFL learners in pronunciation and the effects of such pronunciation in changing the meaning of the words. The study hypothesized that some sounds in English constitute difficulty to the Sudanese students learning English as a second language and that mispronunciation may hinder the process of communication due to the change in the meaning of words. The subjects of the study are second level university students at Sudan University of Science and Technology. The researcher used the qualitative approach to describe and analyze the statement of the problem by using the tools of test and questionnaire. The study is analyzed via using SPSS method of analysis. The researcher found out that some students who mispronounce some English words e.g. /b/ and /p/, /s/ and /θ/, /z/ and /ð/ as well as some vowel sounds and that meaning is changeable in the sense that the changing of one sound with another can change the meaning of the word as in the word [pan] which could be pronounced as [ban] with completely a different meaning. Based on the main findings, the researcher recommended that teachers should focus on the pronunciation errors and try to correct the students and / or let the students make self – correction to their mistakes and that there should be a model loud reading for any word by the teacher in order to help the students in the course of pronunciation

## Abstract (Arabic Version)

تقصت الدراسة الاخطاء المتعلقة بنطق الكلمات الإنجليزية وأثرها في تغيير معاني الكلمات. افترضت الدراسة أن بعض الكلمات الإنجليزية تشكل صعوبة في عملية النطق للطلاب السودانيين الذين يدرسون اللغة الإنجليزية كلغة ثانية وان مثل هذه الاخطاء في النطق تؤدي إلى تغيير في معاني تلك الكلمات. وُجريت الدراسة على طلاب المستوى الثاني بجامعة السودان للعلوم والتكنولوجيا وذلك باستخدام منهج التحليل الوصفي باستخدام الحزم الإحصائية للعلوم الإجتماعية. واوجدت الدراسة أن أصواتا مثل (p) و (s) و (Θ) و (z) و (ð) تشكل صعوبة في نطقها وذلك يؤدي إلى تغيير معنى الكلمات كالتغيير الذي يحدثه حرف ( الباء) في كلمة (pan) بتغيير الحرف الاول من الكلمة. لذلك يوصي الباحث انه على الأساتذة أن يركزوا على الاخطاء التي يحدثها الطلاب في نطق الكلمات ومحاولة تصحيح تلك الاخطاء او بمساعدة الطلاب لإحداث التصحيح الذاتي وانه يجب أن يكون قراءة نموذجية من الاساتذة للطلاب للكلمات لتساعد الطلاب على النطق الصحيح في هذا المجال.

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