CHAPTER ONE

INTRODUCTION

1.0   Introduction

The study investigates the mistakes made by students and their effects on changing the intended meaning of the speaker's words. In other words to find the problematic sounds and the factors that cause these problems. The study tries to find some techniques that help the Sudanese Students of English improve their pronunciation. The mispronunciation of some sounds and the shifting of particular sounds in the way the students speak cause some change in the meaning of the words, especially in the similar or in the words that have similar spelling, but different in terms of pronunciation. If learners cannot utter the correct version of a word then they are not able to communicate correctly. Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

The majorities of the non – native Sudanese student learning English as a second language follow or copy the spelling in their pronunciation; that is, they pronounce the word according to the existing letters. However, sometimes the letter may have completely different pronunciation. Sometimes the pronunciation is influenced by the mother tongue of the students. This might be due to the absence of sounds like [p] and [ʤ] in their Arabic language. Another reason for such a problem may be due to the fact that the unawareness of the rules of pronunciation and spelling leads to such difficulty in pronunciation.

The study aims to help the students to improve their pronunciation and to aid them with techniques and methods that can be beneficial concerning correct pronunciation.

1.1   Statement of the Problem

It is observed that some words in English constitute dilemma to the Sudanese students at the university level in terms of pronunciation. Students find difficulty in identifying which is the correct pronunciation and hence confuse sounds especially the short vowels with the long ones and some of the consonants which have different pronunciation according to their distribution in a word. One of the factors that leads to such problem of pronunciation is the variable ways of pronouncing one vowel for example the [a]. The different pronunciation of such a vowel causes problem in verifying which the correct pronunciation is. So, this study seeks to identify the aspects of difficulty then find solution to such a problem to facilitate the act of pronunciation by these students.

1.2   Significance of the Study

The study's significance can be viewed in terms of effective communication. In this sense, a good, correct pronunciation means effective communication. The study is also important in that it sheds light on the best or proper techniques of pronunciation and it may improve the standard of the students who deal with English as a second language.

1.3   Objectives of the Study

The study aims at facilitating the process of pronunciation among university students by identifying where the problematic areas concerning pronunciation can occur. This research is also designed to help the students overcome the difficulties in dealing English sounds by drawing a

distinction between some Arabic sounds and English sounds to show the differences between these languages to properly pronounce such sounds.

1.4   Questions of the Study

The researcher poses the following questions:

1) What are the areas of difficulties concerning English sounds' pronunciation?
2) What are the effects of mispronunciation made by non – native Sudanese University students that affects communication?
3) What are the techniques that could be used to help students overcome such pronunciation problems?

1.5   Hypotheses of the Study

The study's hypotheses are:

1) Some sounds in English constitute difficulty to the Sudanese students learning English as a second language.
2) Mispronunciation may hinder the process of communication due to the change in the meaning of words
3) It is urgent that such a problem needs knowing some techniques

1.6   Method of the Study

The study uses qualitative approach to identify and describe the areas of mispronunciation and it uses the SPSS to deal with the problem. This could be dealt with via a test. The consists of transcriptions of many alternatives for the words.

1.7   Limits of the Study

The study is limited to the problematic areas of pronunciation by Sudanese university students and the effects of such mispronunciation on

communication. This study is carried out on the second level of the students at Sudan University of Science and Technology.

1.8 Definition of Terms and Abbreviations

EFL : English as a Foreign Language

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0   Introduction

The study investigates the issue of pronunciation mistakes through reviewing the literature and shedding light on the previous studies in this chapter. The chapter also includes the definition of the term "Pronunciation" and the aspects of challenges and problems in pronunciation and the techniques of improving the pronunciation of non – native learners.

2.1   Definition of Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

(Cook 1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani,

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2016), pronunciation is the production of sounds that is used for making meaning

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

2.2 Literature Review

2.2.1 The Importance of English Pronunciation Instruction

According to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important.

Harmer (2001) emphasized that the main aim of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain.

Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English. But they make a big mistake. There are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to 'bad English.' Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom is not a real situation and it just takes place

at school and students do not have an opportunity to talk to native speakers (Harmer, 2001).

Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners (Harmer, 2001).

According to Harmer (2001), the lack of high quality, suitable teaching and learning materials, and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation.

Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction. Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation.

There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly. Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly.

Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success.
Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are

important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation.

Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly. Harmer (2001) also emphasized that through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds causes learners aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility.

2.2.2 Improving English Pronunciation

There are a lot of useful suggestions for EFL teachers to help learners improve their English pronunciation. EFL teachers should be accurately trained in pronunciation to improve their learners' English pronunciation (Shahzada, 2012). EFL teachers should speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable. This can help their learners improve their pronunciation by listening to them carefully (Bradley-Bennett, 2007).

2.2.3 Problems of Pronunciation

Many students have problems in learning English especially in spoken English language. There are many problems faced by students to study pronunciation according to Harmer (2001:250). They are as follows:

a. What students can hear : Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problems with different sounds

b. What students can say: Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

c. The intonation problem: Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones. "It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly." (Heaton 1988:88)

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education

2.2.4 Accuracy and Fluency

We often think of pronunciation teaching in terms of helping students achieve accurate pronunciation so that their production of sounds, stress, rhythm, and intonation begins to match an ideal pattern. But accuracy is only one part of good pronunciation. Fluency in producing sounds and other aspects of pronunciation is equally important.

The two don't always go together. For example, many students learn to produce a new sound correctly when they're concentrating carefully and saying it alone or in a single word. When they need to use that same sound in conversation, however, it's much more difficult to keep producing it correctly—they can't pronounce the sound *fluently*. After all, in real-world speaking, pronunciation is just one among many things that students have to think about. Vocabulary, grammar, the ideas they want to express, and the appropriate degree of politeness and formality also occupy their attention.

2.2.5 What Affects Pronunciation Learning?

Many things contribute to learning pronunciation, from students' ages, motivation, and personality— which depend on the learners themselves—to the quality of the teaching and the students' first language—which are outside factors.

2.2.5.1 *The Age of the Learner*

We've all observed how easily babies and very young children learn languages. They just seem to absorb the sounds and words they hear around them and, little by little, learn to imitate them accurately. Linguists call this time in a child's life, lasting up to the age of about 12 to 14 years, the critical period for language acquisition. Children can learn the sounds of language more naturally than adults and can approach native speaker pronunciation, but only if they are surrounded by the language and have many chances to hear its pronunciation.

Young children who hear English only a couple of hours a week lose much of their learning advantage. Effective pronunciation learning is not limited to young children, however. Older children and adults have their own strengths and can also learn pronunciation well, even if they never sound quite like native speakers. Adults are better able to set goals and to practice purposefully.

They can understand more abstract explanations and analyze how sounds are produced and how the melody and rhythm of a language sound. Adults should not give up the hope of having easily intelligible pronunciation; they just have to reach their goal in a different way than children.

2.2.5.2 *Motivation*

Learners in any subject area tend to make more progress if they *want* to learn. No teacher can force students to learn if they're not motivated. A proverb says, "You can lead a horse to water, but you can't make him drink." This also applies to teaching pronunciation. We can provide information and many chances to practice, but we don't have the power to change our students' pronunciation for them. They have to want to do it and be willing to do the work themselves.

Three general sets of goals or desires have been suggested that can motivate students in language learning (Murcia et al., 2010, p. 21):

1) Learners want to be accepted into a group that uses the language. The group might still recognize the learners as "outsiders," but they can function well in the group. This is sometimes called integrative motivation.

2) They want to be accepted as real members of the group. They don't want to be thought of as "outsiders." This is called assimilative motivation.

3) They want to be able to use the language to reach a goal: To get a job, to conduct business, to pass a test, or to travel easily in a foreign country. This is called instrumental motivation.

2.2.6 **Why is pronunciation necessary?**

Language is a means of communication. It has three components; language grammar Vocabulary or lexis pronunciation:

a. Structures (the patterns that can be seen in these are usually called grammar of the language.

b. Words that convey meaning (vocabulary or lexis)

c. Sound, stress, and intonation patterns, which combine to make "Pronunciation".

If you communicate only through the written word, you will need only the first two of these components. If, on the other hand, you want to be able to understand spoken language, and to be understood, you'll need all three components.

Communication is a two-way process:

a. Understanding other people when they speak.

b. Conveying what you want to say so that other people can understand you.

If you have no idea, for instance, that there is an important difference in English between "s" and "sh" (phonetically written [s] and [ʃ] and furthermore you can't distinguish between the two, you won't know how to react if someone asks you to "bring the seat" or was it the sheet? This situation doesn't seem very serious, but it could be.

There are hundreds of stories told of misunderstandings caused by mispronunciation. Sometimes there is laughter, sometimes people walk out in anger, and on at least one occasion there was nearly an International Incident. Suppose there were two or three "mistakes" in your pronunciation. The consequences could be offence to the listener, misunderstanding by the listener, a listener too exhausted by the effort of trying to interpret what it is you're trying to say that he gives up and goes and talks to someone else.

2.2.7   Pronunciation Challenges

Tharpe (2010) investigates the significant challenges for L2 that learners of each language _including Arabic_ may encounter. She offered the following: an overview of features that may cause pronunciation interference, a discussion of best practice for teaching adult language learners, and give specific suggestions for addressing pronunciation and intonation interference. AL-Dilaimy (2012) discusses some Phonetic and Phonological problems as reflected in the perception, identification and production of various English speech sounds.

Most of these problems related to the relatively complicated orthographic system of English taught to Arab students at earlier stages of English language learning and to the inconsistent relationship between spelling and pronunciation of English and the differences between the sound system of Arabic and English. They often result in some pronunciation challenges for Arab students of English. Arab regional differences also pose a serious pronunciation difficulty represented by first language interference in the target language.

Baloch (2013) investigated the spelling mistakes, which were committed by undergraduate students while using letter b, p, e. for analyzing how the spelling was affected by the phonetic language interference.

2.2.8   Comparing Pronunciation in English and Arabic

Although many of the vowel sounds in English and Arabic have similar points of Articulation, but the proper pronunciation of vowels is one of the most difficult aspects of English phonology for the Arabic speaker to learn. This is because English has more vowels, glide, and

diphthongs than Arabic, and because the vowels structures of the two languages are quite different (Catford, et al., 1974).

Similarly, some Arabic learners do oddly on a set of experimental tasks which include the discrimination of words. All these tasks include the discriminating of words with corresponding consonant patterns, but differing in their vowels. Some Arabic learners or speakers, to some extent, are prominently inaccurate in treating vowels in English words, and are much more apt to make errors including vowels than subjects of other L1settings.

One potential interpretation for these impacts is that Arabic learners and speakers as well may transmit to English a range of psycholinguistic strategies that are more suitably suffused in handling Arabic words. In Arabic, vowels are of secondary significance both in writing and in word building, and the word discrimination system relies clearly on the tri-consonantal roots which are mostly the principles of the words in Arabic.

In Arabic, word groups aremade up of sets of words which all partake a common set of three consonants, but differ in the way vowels are occurred within this consonantal scope. Thus, darasa *he studied*, yidrus *he studies*, mudaris *teacher*, tadriis *teaching*, durus *classes*, madrasa *school*, etc, are all variations on a single tri-consonantal theme, (Mitchell 1962).

To (Mitchell 1962), such a writing system goes quite with Semitic languages, but makes problems for readers when they begin learning a language which follows different structural rules. A system which promotes the reader to concentrate on the consonantal scope of a word does not permit adequate recognition between words when it is transmitted to the lexical system of English, where consonants are not just the major signs for a reader. Thus r-d-r is an unsuitable representation for

'reader', since this consonantal code is parted with several other unrelated words.

(Ryan & Meara 1996) state that a large number of Arabic speaking learners of English may be utilizing wrong word discrimination strategies of this type. Most Arabic learners will employ a system of this type in the early stages of learning English, although there is no enough proof to support this claim. It seems that most learners managed in improving a word-handling system that is suitable to English for a long time. But, many learners seem to have difficulties with English words, and continue to make confusions like "dismal numbers" for "decimal numbers". In fact, some learners may never get rid of this problem.

In fact, a difference may arise in comparative force of pronunciation of stressed and unstressed syllables in English and Arabic as one may teach pronunciation to Arabic-speaking students. In English there is a big difference in force: unstressed syllables can be enunciated very weakly; stressed syllables can be quite enunciated. In Arabic this difference is not nearly so extreme; unstressed syllables can have full vowels and be pronounced fairly clearly.

In the same respect, Wahba (1998) says that sentence stress in Arabic is the same to that in English. Content words are usually stressed, and function words are usually unstressed. However, function words in Arabic do not have two forms. Vowels in words in an unstressed position keep their "full" value, unlike vowels in unstressed words in English, which are reduced to "schwa."

2.3   Previous Studies

One of the studies conducted in the same field of pronunciation is the one that carried out under the title "Pronunciation Problems: *A Case Study of English Language Students at Sudan University of Science and*

Technology by Elkhair Muhammad Idriss Hassan (2014). The study aimed at showing the problematic areas concerning the pronunciation of some English sounds. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

In the last chapter Elkhair recommended the learners to pay attention for the factor of interference which causes such difficulties and leads to mistakes in pronunciation. His study also recommended the teachers that the teaching process should focus on both recognition and production i.e. teachers should recognize the pronunciation errors and correct them and teach the students how to pronounce these sounds correctly.

This is alongside with the suggestions that the study suggests that there should be pronunciation lessons ranking the same as lessons in other skills e.g. Grammar, and vocabulary and sentence structure to draw the attention of the SSEs to the importance of pronunciation in learning English.

Another study was conducted under the title "English Pronunciation Instruction" by Abbas Pourhosein (2016) at the Islamic Azad University, Iran. His study reviewed some of the important issues of English pronunciation instruction. The aims of this research are to define the term pronunciation, discuss the goal of pronunciation instruction, explain the importance of pronunciation instruction, elaborate the role of teachers in teaching pronunciation, and finally mention some suggestions in helping teachers to improve learners' pronunciation.

The review of literature shows that if teachers want to teach pronunciation accurately they should be trained in pronunciation instruction.

The study found that pronunciation instruction is very important because it is the main source of understanding. If learners cannot utter the correct version of a word then they are not able to communicate correctly. Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

A third study entitled "Pronunciation problems: Acoustic analysis of the English vowels produced by Sudanese learners of English" by Ezzeldin Mahmoud Tajeldin (2013) at Al –Baha University, Department of English language and literature, Faculty of Science and Arts, Saudi Arabia. The study investigated the English vowel pronunciation problems that face the Sudanese university EFL learners.

The results indicated that most of the differences appeared in the area of central and back vowels of English. However, some of English tense – lax vowels showed no serious problems probably because there is correspondence between English and Arabic long /short vowels. Moreover, the production errors detected in this study followed different directions that suggest that the Sudanese learners of English had difficulty learning the English vowels.

A fourth study under the title "Teacher-student Phonological Transference in a Saudi Arabian EFL context: a case study of phonological and attitudinal influences" by Wafa Jeza Alotaibi (2018). The study handled the influence of learner's mother tongue (L1) is one of the most significant factors on students' pronunciation.

This case study examines whether or not there is any significant segmental phonological influence of Arabic-speaking teachers' language variety in terms of their dialectal accents on students' L2 English pronunciation of ten consonants /dʒ, ʒ, v, tʃ, ŋ, ɹ, Ө, ð, p, g/.

The study found that the main source of the students' deviations counts on the students' L1 and their previous L2 education in school more than their teachers' L2. Also, the findings show that in this time of speed technology and social media, the teacher is not the only pronunciation ideal model in the class as freshman students are exposed to other sources of English. Moreover, the findings highlight that the students' negative attitude towards certain accented English does not count for the students' L2 accented pronunciation

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter includes the instrument of data collection which shows and clarifies the test used in the collection of data, the population upon whom the study is conducted and the validity of the test used in this study. The study also shows the reliability of the test and the questionnaire as well as presenting a summary to the whole chapter.

3.1 Methodology

The study which discusses the mistakes and errors that affect the meaning when communicating with others. The research was conducted via using descriptive analytical approach by adopting a test and a questionnaire to identify the areas of mistakes in pronunciation and the extents to which such errors and mistakes changes the meaning of the words uttered by Sudanese second level university students at Sudan University of Science and Technology, college of languages.

3.2   Population Sample

The researcher has chosen the sample population of the study randomly. This selection is intended to give a real description of the problem of pronunciation among second level students. The population of this study is represented in the second level university students whose

ages range between 18 – 25 years old. They are (30) students chosen randomly from Sudan University of Science and Technology in the academic year 2018 – 2019. The student's geographical and social backgrounds differ fundamentally from one another. This means that they have different dialect and different tongues which might also affect the act of uttering or pronouncing words and sounds differently. The study is carried out via using the qualitative descriptive approach by using SPSS method of analysis to justify the statement of the research. The test will be analyzed in terms of results to show the extents to which the pronunciation change the meanings of the words when uttered differently or in an incorrect way.

3.3   Data Collection Tools

The researcher used both the tool of testing and questionnaire to verify the statement of the researcher and to show the results of these tools as shown below:

3.3.1   The Test

The test consisted of two questions. The first question contains (10) words of different sounds concerning pronunciation. The second questions contains (6) words that can the change the meaning if pronounced incorrectly given to the second level university students to be transcribed. The aim of this test is to show where exactly the problem of pronunciation of sounds lies that can cause some words to have different

meanings. The students are given alternatives in a form of multi –choice questions to select the correct pronunciation of the three choices. Each word in provided with transcription. Only one of these transcribed forms is correct. The words chosen by the researcher contain the problematic sounds spoken about in the very beginning of the research.

3.3.2   The Questionnaire

The researcher also designed a questionnaire to verify the problem of pronunciation and to show the attitudes of the teachers towards such a problem. The questionnaire consists of (8) statements designed for the teachers to clarify the statement of the problem.

3.4   Validity of the Test and the Questionnaire

The test includes the problematic sounds which in terns changes the meaning of the words when uttered incorrectly. This is shown in the different sounds which are not part of Arabic sound inventory and hence this test is said to be valid because it covers what is intended to be covered concerning the problem of pronunciation by second level university students. The questionnaire also covers all the aspects of the problem and this makes it valid.

3.5   Reliability of the Test and the Questionnaire

This test is distributed to another group in a form of a pre- test and gave the score and results that are similar to the one scored by the intended sample of population. This could reinforce the reliability of the test since it gave similar scores of the two groups. The questionnaire also gives similar results when distributed to different other group of teachers. The similar scores make it reliable. The reliability proved to be 0.84. Then the tables and figures were analyzed descriptively; percentages and the statistics were computed

	Chronbach's Alpha	Number of Items
	84	8

3.6   Procedure

The procedures adopted in this study   are a test and a questionnaire. First, in the test, the participants were asked to transcribe the list of the words in order to see how they pronounce these words. Then, in the questionnaire, the responses were necessary to find out participants mispronunciation was because of their gender or native language or the results could also be attributed to their teacher's performances. This quantitative data was analyzed statistically. Statistical tests were performed in order to come up with results that could be understood. The researcher coded the data collected and then made use of SPSS

3.7   Summary

The overall chapter includes the sample of population used in collecting the data and the procedure through which the study is carried out by the researcher.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0   Introduction

The chapter includes the tables which show the results of both the test and the questionnaire. There are five tables which each of them contains five items. The test is analyzed in four tables and the questionnaire is conducted in one table. The discussion handles the overall problem and shows the aspects of difficulties through giving the correct percentages. Finally, the researcher tested the hypotheses in the last part of this chapter.

4.1 Analysis of Tables

It is necessary in the very beginning to present the tables that show the analysis of the percentage, and then discuss the problem. In the following section below there are four tables concerning the test:

Table (4.1) shows the Correct and incorrect alternatives

Question No	Percentages		
	Incorrect Answer	Correct answer	Total
1	82%	18%	100%
2	70%	30%	100%
3	64%	36%	100%
4	82%	18%	100%
5	77%	23%	100%
6	66%	34%	100%
7	55%	45%	100%
8	60%	40%	100%
9	54%	46%	100%
10	70%	30%	100%
Total	680%	320%	1000%

Table (4.1) shows that 82% of the students have incorrect answers, while 18% get correct answers in the first item. 70% incorrect and 30% correct answer in the second item. The third item shows 64% incorrect and 36% correct answers. The fourth item gives 82% of incorrect answers and 18% correct alternatives. The fifth item shows 77% incorrect while 13% gives correct answers. 66% of the students have incorrect answers,

while 34% get correct answers in the sixth item. 55% incorrect and 45% correct answer in the seventh item. The eighth item shows 60% incorrect and 40% correct answers. The ninth item gives 54% of incorrect answers and 46% correct alternatives. The last item shows 70% incorrect while 30% gives correct answers.

Table (4.2) shows the Correct and incorrect alternatives

Question No	Percentages		
	Incorrect Answer	Correct answer	Total
1	64%	36%	100%
2	55%	45%	100%
3	62%	38%	100%
4	80%	20%	100%
5	55%	45%	100%
6	55%	45%	100%
Total	371 %	229%	600%

Table (4.2) shows that 64% of the students have incorrect answers, while 36% get correct answers in the first item. 55% incorrect and 45% correct answer in the second item. The third item shows 62% incorrect and 38% correct answers. The fourth item gives 80% of incorrect answers and 20%

correct alternatives. The fifth item shows 55% incorrect while 45% gives correct answers. The last item shows the same percentage of the fifth item.
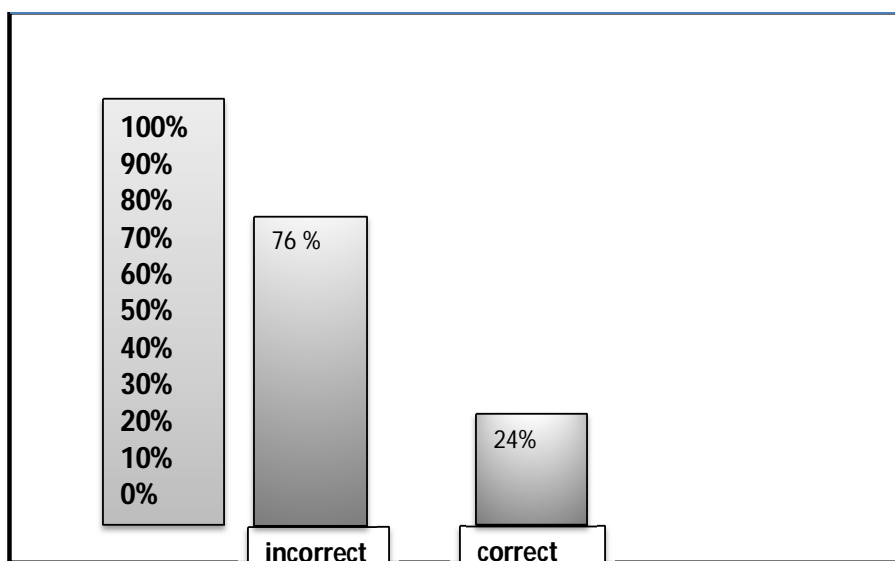
Figure (1)

Secondly, the last table concerns with the results of the questionnaire below. However, it is necessary to present the five statements of the questionnaire before introducing the table's results:

1) Listening to radio program can be useful to learning pronunciation
2) The teachers must use tape recorders to concentrate on the difficult sounds
3) Repetition of sounds by teachers is helpful to Sudanese EFL Learners
4) Comparing the two language linguistically can give practical solution to the problematic sounds in both languages e.g. /p/ / باء / and /v/
5) The differences between English and Arabic in terms of pronunciation need no techniques; it is a haphazard process of learning

Table (4.3) shows the responses of the teachers towards the statements

Question No	Percentages					
	Positive Variables		Neutral	Negative Variables		
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total
1	40%	50 %	2 %	2 %	6 %	100%
2	30 %	40 %	10 %	5 %	15 %	100%
3	45 %	50 %	0	2 %	3 %	100%
4	32 %	40 %	5 %	8 %	15 %	100%
5	1%%	4%	--	40%	55%	100%
Total	148%	184 %	17 %	57 %	94 %	500%

Table (4.3) shows the responses of the teachers to the statements of the questionnaire. The first statement shows 90% of the respondents agree and just 6% disagree and 2% neutral. The second statement 70% agree while 20% disagree and 5% neutral. The third item 95% agree and 3% disagree and 2% neutral. The fourth item shows 72% agree and 15% disagree while 8% neutral. The last item shows 5% agree and 95% disagree.

The other statements of the questionnaire are stated below:

6) Using the internet and audio aids such as (CDs, tapes, and TV) can improve students' pronunciation
7) More transcription exercises help in reducing pronunciation errors

8) Teachers can identify the pronunciation errors through loud reading

Table (4.4) shows the responses of the teachers towards the statements

Question No	Percentages					
	Positive Variables		Neutral	Negative Variables		
	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total
6	50%	30 %	7 %	5 %	8%	100%
7	31 %	30 %	10 %	14 %	15 %	100%
8	44 %	32 %	5	8 %	11 %	100%
Total	125%	92 %	22 %	27 %	34 %	300%

Table (4.4) shows the responses of the teachers to the statements of the questionnaire. The sixth statement shows 80% of the respondents agree and just 13% disagree and 7% neutral. The seventh statement 61% agree while 29% disagree and 10% neutral. The last item 76% agree and 19% disagree and 5% neutral. The results are shown in figure (2) below
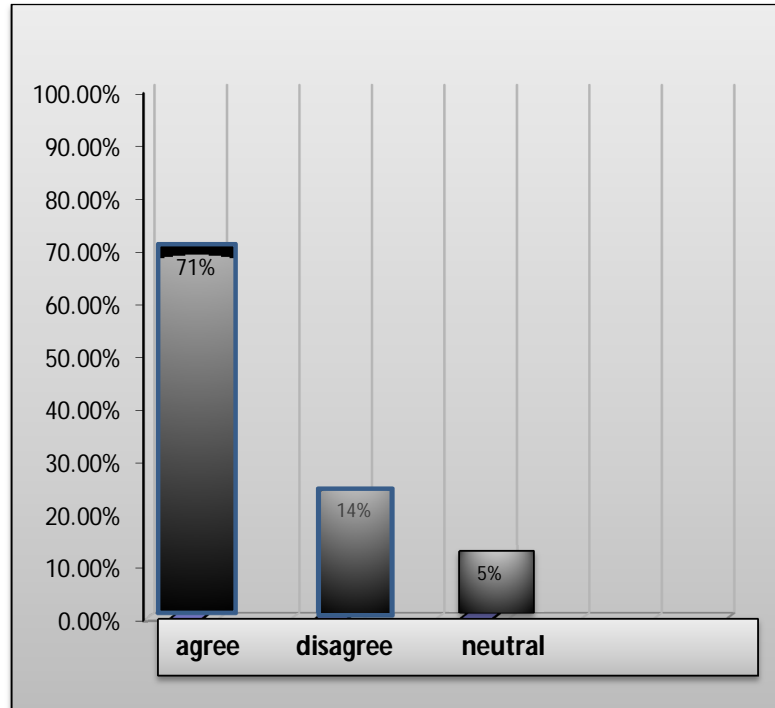
Figure (2)

4.2 Discussion

The investigation of the problem of pronunciation is a very common problem concerning learning second or foreign language by non – native speakers. This is clear due to the fact that languages differ fundamentally from one another. These differences make it very difficult to deal with learning such languages. The problem is either in the sound system or the grammatical system and or some other aspects.

In this study, the concentration is on the sound system of both Arabic and English languages. It is understood that Arabic is not like English in term of many aspects. On the sound system, we find that there are sounds that are in Arabic but not in English.

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In table (4.1) the word [People] includes the /p/ which is not there in Arabic. This makes the majority estimated to be 82% of the students to choose the transcription / *bi:bl* / instead of / *pi:pl* /. The same this is applicable in the sound / ʤ/ which is replaced by the sound /g/ in Arabic as in the words [technology] as transcribed / *teknələʤi* /. 64% of the students mispronounce this word. The mispronunciation is justified according to the existence and or non – existence of this sound in one language but not in the other. The words [*Technician*] and [*Teenager*] in [4] and [5] respectively constitutes the same problem concerning the pronunciation of the vowels [ei] and [i:] as well as the diphthong [*ei*] in the word [*Technician*], exactly 56% of the students use short vowel. However, in the word [*Teenager*], 77% of the students chose long vowel instead of the diphthong [ei] after the [*ʤ*].

In table (4.2) the word [*chemistry*] which is mispronounced as / ʧimistri/ instead of / kemistri / by 55% of the students. This may make the cause clear in that, the differences in the sound system of these two languages. The problem with words like [*Teacher*] and [*Cheat*] **,** 60% of the students / titʧə / as a transcription for the word [*teacher*] due to the fact that [ʧ] is not found in Arabic and instead choose [tʧ] according to the existence of [t] but not [ʧ]. In the same way 54% treated the word

[cheat] as /ʃiːt / producing [ʃ] because of its existence as [ش] of Arabic. The last two words [treasure] and [though] also constitute difficulty

According to table (4.3), the word [pig] has the same mistake in the case of [p] sound which is treated as [b]. However, the words [chip] and [think] constitute some difficulty in that either take 55% in terms of failure of correct pronunciation. However, the word [cloth], 70% of the students make interference of the [z] instead of the [θ] as using / kloz / instead of / kləuθ/. This could also be attributed to the existence and absence of some sounds in one language and not the other.

Finally, the words [reach] and [life] are also confusing in the case of [ʃ] and [ʧ] are confusing and the students' mispronunciation may change the meaning assuming it to be [rich]. When making such differences in the pronunciation of any word, the meaning of that word may change due to the change of the alphabet and the sound according to the listeners.

And finally, there is confusion made by the sounds [f] and [v] which is not found in Arabic. In the case of [*live*], which can be pronounced as /lif], because there is no [v] in Arabic. This makes 66% to have incorrect pronunciation as choosing / lif / instead of /laif/. This word may change the meaning if pronounced incorrectly

On could say that the above [16] items are treated differently in terms of pronunciation as a result of differences in the sound system of the two languages. These differences create a kind of hindrance in the learning process of the two languages for their speakers.

Hence, one could argue that the Sudanese second level students learning English as a foreign language are encountered with some problems concerning the pronunciation of sounds especially, the ones whose counterparts are not found in the second language.

It is known that, if the word is misspelled, or mispronounced, this will change its meaning and hence give leads to failure in communicating ideas and information and this will affect the meaning in general. So, teachers and syllabuses designers need to vary their techniques to deal with such problems seriously and practically in order to facilitate the process of learning.

The second part of the analysis contains a questionnaire that consists of [8] items. It could be clear that 90% of the respondents agree and strongly agree with the statement that states "Listening to radio program can be useful to learning pronunciation" and this may draw the attention of the teachers to concentrate on using radios to teach listening and hence speaking and correct pronunciation. However, to support the ideas of using techniques, 705 of the respondents show the fully being

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agreeing to the second statement which reflect that "The teachers must use tape recorders to concentrate on the difficult sounds" in that using tape can be considered a technique in teaching pronunciation.

In addition, 95% of the respondents agree to the statement "Repetition of sounds by teachers is helpful to Sudanese EFL Learners" and 72% agree with the statement that shows the importance of making comparison between the two languages linguistically to show the areas of difficulty to avoid as " Comparing the two language linguistically can give practical solution to the problematic sounds in both languages e.g. /p/ / باء / and /v/. this will facilitate the process of teaching pronunciation.

Unlike the fifth item which shows disagreeing in that only 5% of the respondents show their negative response to it because they notice that the differences between English and Arabic in terms of pronunciation need no techniques; it is a haphazard process of learning.

The last three items reflect the fact that using the internet and audio aids such as (CDs, tapes, and TV) can improve students' pronunciation. This is reflected by 80% of the respondent who also agree to the seventh statement which states that "More transcription exercises help in reducing pronunciation errors" as positively agreed upon by 61%. This is the role of the teachers to be facilitators.

The last item shows that "Teachers can identify the pronunciation errors through loud reading" is positively dealt with in that 76% of the respondents loud reading is very urgent and essential because teachers can identify the difficult sounds their students pronounce and hence make the necessary correction.

4.3   Testing the Hypotheses

Based on the above analysis and discussion, one could say that the test and the questionnaire justified the hypotheses mentioned in the very beginning of this research. For example, the first hypothesis stated that: [*Some sounds in English constitute difficulty to the Sudanese students learning English as a second language*]. This could be verified through the fact that sounds like [ʧ] and [ʤ] constitute difficulty to the Sudanese learners as exemplified above in the analysis and discussion.

The second hypothesis [*Mispronunciation may hinder the process of communication due to the change in the meaning of words*] is definitely right and this is clear in the change of the sounds. The speaker by changing the words, changes the meaning intended and hence the act of communication will fail.

The last hypothesis is also tested in that, teachers as well as students need some new techniques to use to overcome the problem of

pronunciation as the hypothesis stated that [*some techniques would be used to help them overcome pronunciation problems*].

In this sense, it could be argued that the analysis and discussion conducted above matched the hypotheses concerning the mispronunciation of sounds and their effects in changing the meaning that may lead to communication obstacles.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter includes the main findings reached at by the researcher in this study which investigated the mistakes in pronunciation made by students. It also includes the recommendations and the suggestions for further studies.

5.1 Findings

Based on the analysis and discussion conducted in the previous chapter, the researcher found out the following findings:

1) Some students who mispronounce some English words e.g. /b/ and /p/, /s/ and /θ/, /z/ and /ð/ as well as some vowel sounds.
2) The mispronunciation leads to the violation of the intended meaning due to the fact that some students interfere Arabic consonants instead of using English ones as in the case of [p] and [b]
3) Some of the sounds create confusion to the non – native learners of English like the /s/ and /θ/, /z/ and /ð/, /p/ and /b/, /v/ and /f/, /ʃ/and /ˈʃ/ which usually lead to a mispronunciation and hence misunderstanding

4) The absence of some sounds in one language and its presence in the other also plays a partial role in the act of mispronunciation as a result of interference of mother tongue

5) 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.

6) Finally, the researcher found that, the study of a foreign language is confusing if there are differences in the sound systems of the two languages.

5.2 Conclusion

This study investigates the problems in English pronunciation experienced by learners. The aim of this study is to identify the problematic areas in the field of pronunciation of some sounds. The study presented the hypotheses that some sounds in English constitute difficulty to the Sudanese students learning English as a second language. This hypothesis is to some extents proved to be true in that the majority of the students mispronounced some sounds in their course of learning English as a second language.

The mispronunciation of such sounds hinders the process of communication due to the change in the meaning of words. In the sense that changing the sound may change the word completely. This is noticed in the test given to the students whose performance appeared to be influenced by interfering such sounds.

The problem of pronunciation is of some urgency and essentiality due to the fact that it is the backbone of correct learning and hence correct usage of language. In addition, learning a language means knowing the sounds of the target language. This urges us as dealers with languages to

find ways for developing the correct learning process in order to push forward the act of correct learning.

5.3   Recommendations

According to the findings stated above, the researcher recommended the following:

1) Teachers should focus on the pronunciation errors and try to correct the students and / or let the students make self – correction to their mistakes.

2) There should be a model loud reading for any word by the teacher in order to help the students in the course of pronunciation

3) Confusing consonant sounds and vowels should be concentrated on in order for the students to overcome the difficulties in their pronunciations.

4) Students should be trained to looking at the dictionary for checking the correct pronunciation of words.

5) Teachers should have good command in phonetics in order to reflects their ability on their students

5.4   Suggestions for Further Studies

The students should read more pronunciation books like the book entitled "*How Now Brown Cow*" written by Mimi Ponsonby to avoid making mistakes in the pronunciation of sounds.