



كلية الدراسات العليا

Sudan University of Science and Technology



College of Graduate Studies

College of Languages

**Investigating Difficulties Encountered by EFL Learners in
Pronouncing English Consonant and Vowel Sounds.**

تقصي الصعوبات التي تواجه طلاب اللغة الإنجليزية لغةً أجنبية في نطق الأصوات الإنجليزية
الساكنة و المتحركة

*A Thesis Submitted in Partial Fulfillment of the Requirements for M.A
Degree in English Language (Applied Linguistics)*

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2018

Dedication

I dedicate this work to my parents, brothers, sisters, and friends, colleagues who care, help and encourage me to learn... to all teachers in the field of linguistics.

Acknowledgements

All thank to Allah who helped me and gave me power and patience to perform this study. Then I would like to express my sincere gratitude to my wonderful supervisor Dr: Areig Osman Ahmed Mohamed for her highly considered supervision, and for her patience, motivation, and immense encouragement. Her guidance helped me through this research.

I would like to express my wholehearted appreciations to my entire great family for their unforgettable support through the whole stages of my studies. My deep thanks are extended to my sister Bahaga for her attending my discussion.

Abstract

This study aims at investigating difficulties encountered by EFL learners in pronouncing English consonant and vowel sounds. The researcher noticed that most of the learners especially those who study English as a foreign language face difficulties while pronouncing consonant and vowel sounds. The researcher adopted the descriptive analytical methodology. To collect the data needed for this study, an oral test was designed to examine the specific samples that were chosen randomly. The total number of students who participated in this test is 30 students, at Sudan University of Science and Technology; third year English students at College of Languages, English Language Department, in the academic year 2018. After marking the test and analyzing it statistically manipulating Statistical Package for Scientific Science (SPSS), the final findings revealed that: First; most of third year EFL students are not capable of pronouncing vowel and consonant sounds correctly within a word. Secondly, the learners were unaware of pronouncing consonant and vowel sounds. Based on the findings the researcher recommends that English learners are asked to pay attention to the right pronunciation of each new word they hear. Also the learners are required to learn phonetics because that may help them to master their consonants and vowels pronunciation.

المستخلص

تهدف هذه الدراسة إلى تقصي الصعوبات التي تواجه طلاب اللغة الإنجليزية لغة أجنبية في نطق الأصوات الإنجليزية الساكنة والمتحركة. لاحظ الباحث أن معظم دارسي اللغة الإنجليزية في كلية اللغات يواجهون بعض الصعوبات في نطق الأصوات الإنجليزية الساكنة و المتحركة , لذلك هدفت الدراسة للتقصي عن هذه المشكله، حيث تبني الباحث المنهج الوصفي التحليلي. و لإكتشاف الصعوبات قام الباحث بوضع إختبارشفهي. عدد الطلاب المشاركين في هذا الاختبار ثلاثين طالباً يدرسون في جامعة السودان للعلوم و التكنولوجيا، كلية اللغات المستوي الثالث، لعام 2018. بعد تصحيح الإختبار و تحليل البيانات احصائيا عبر البرنامج الاحصائي ، أشارت النتائج النهائية إلي الاتي اولاً: معظم طلاب المستوى الثالث لم يتمكنوا من نطق الأصوات الإنجليزية الساكنة و المتحركة بطريقة صحيحة. ثانيا تؤكد النتائج النهائية علي أن الطلاب لفظوا الأصوات الانجليزية الساكنة و المتحركة بطريقة خاطئة. بناء علي النتائج النهائية التي توصلت إليها الدراسة و التي أشارت إلي ضعف الطلاب فيما يختص بالنطق، يوصي الباحث بالآتي: ينبغي علي الطلاب الانتباه لإدراك النطق الصحيح للكلمات الجديدة التي يسمعونها، كما ينبغي عليهم تعلم علم الأصوات مما يساعدهم علي اتقان نطقها.

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CHAPTER ONE

Introduction

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Introduction

1.0. Background

Most the people have a little idea about phonetics. Phonetics is the scientific study of sounds used in language. The researchers begin their study with English. The researcher will consider the two most influential accents in English: one is Britain, and another one from the United States. In particular, the researchers are interested in how sounds of English are made. An important feature of this research is lies on developing the practical skills to produce various sounds. Phonetics for many people is fascinating subject in it is own right. Students of linguistics have to understand how language is spoken, and they have to be reasonably proficient at producing a wide variety of sounds. In speech pathology and audiology, phonetics is crucial. Before a person with speech problem can be helped, we have to be able to pinpoint what is going wrong in that person's pronunciation and what steps can be taken for improvement. This task clearly requires a good understanding of phonetics. Pronunciation on the other hand is recognized as a fundamental ability which students should acquire primarily, because it can affect accuracy and comprehension. Many learners of English as second language have major difficulties with pronunciation.

In general, it is found that English as foreign language (EFL) students encounter some common difficulties when learning foreign language pronunciation. According to the researcher, the causes of these difficulties are phonological differences between their native language L1 and their second/ foreign language L2. Clearly, the native language is the most influential factor affecting the learner's pronunciation .If the teacher familiar with the sound system of the learner's native language; he will be better able to diagnose the student's difficulties.

So, the researcher aims at investigating student's knowledge of the nature of the consonant and vowel sounds and the way they are pronounced by examining and testing the problems that are committed by Sudanese university students.

1.1. Statement of the Problem

The main aim of this study is to Investigate Difficulties Encountered by EFL Learners in Pronouncing English Consonant and Vowel Sounds in third year, college of arts, Sudan University, during their learning pronunciation.

The actual problem of is that English students have lack of knowledge of the nature of English consonant and vowel sounds, and lack of practicing the pronunciation of consonants and vowel sounds too. Consequently, the present study tries to investigating the problems of pronouncing English consonant and vowel sounds by University students when they pronounce English words.

1.2. Objectives of the Study

The researcher tries to examine the actual problem facing learners in learning of pronunciation of English vowel and consonant sounds. In this respect, the present study aims to achieve the following objectives:

- 1- To identify the problems faced by students in pronouncing English vowel sounds.
- 2- To identify the problems faced by students in pronouncing English consonant sounds, precisely(p,b,f,v,ʃ,f,ð,Ø,j,g,wij,ch)

1.2. Significance of the Study

The significance of this study will be great value to all the following:

Firstly the present study will help the student of English language to improve their pronunciation of English vowel and consonant sounds.

Secondly, the present study will show the importance of learning English vowel and consonant sounds correctly. Finally this study will show the affect of mother tongue interference in the pronunciation of English sounds of the learners of English as second language.

1.3. Research Questions

This study aims to answer all the following questions which investigate the difficulties encountered by EFL learners in pronouncing English consonant and vowel sounds.

- 1- To what extent EFL learners are able to pronounce the English consonant sounds?
- 2- To what extents are EFL learners mispronounce the English vowel sounds?

1.5. Hypotheses of the Study

To carry out this study, the researcher puts forwards the following hypotheses:

- 1- Students of English at Sudan University of Science and Technology are unable to pronounce English consonant sounds correctly.
- 2- Students of English at Sudan University of Science and Technology are unable to pronounce English vowel sounds correctly.

1.6. Methodology and Procedures

To investigate this study, the researcher adopted the descriptive analytical method, and to analyzed the data of oral test by using **SPSS** program.

1.7. Tools of Data Collection

In this study the researcher is going to use only one tool is a test for 30 students. The researcher will take about thirty students and which they will be given short test including English consonants and vowels and after this been done, the researcher will generalize the result to all the students.

1.8. Limits of the Study

This study is limited by certain factor in the area of investigation, these limiting factor are:

Third level, both males and females students at Sudan University of Science and Technology, College of Arts, English Language Department 2018, the difficulties encountered by EFL learners in pronouncing English consonant and vowel sounds.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0. Introduction

This chapter consists of two parts: literature review and previous studies. The first part consists of five sections: section one is concerned with the error analysis, section two concerned with pronunciation, section three concerned with phonetics and phonology, section four focuses with mother tongue, section five concerned with Arabic and English consonants. The second part reviews with four similar studies from different researchers and different Universities.

2.2. Definition of Errors

According to Corder (1967) error analysis is defined as the study of linguistics ignorance, the investigation of what people don't know and how they attempt to cope with their ignorance. Error analysis first was introduced by Fries (1945) and Lado(1957) who have claimed that foreign or second language learner' errors could be predicted on the basis of the differences between the learners native and second languages. They have also suggested that where the aspects of target language are similar to those of the learner's native language, learning will be easy; otherwise, it will be difficult and second language learners are expected to make errors. The field of error analysis in SLA was established in the 1970s by S. P. Corder and colleagues. Error analysis was alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. Error analysis is closely related to the study of error treatment in language teaching, today, the study of errors particularly relevant for focus on form teaching methodology.

2.2.1 Errors and Mistakes

It is general to distinguish between errors and mistakes. Mistakes are caused by the learners not putting into practice something they learned while errors are caused by the learners trying out something completely new and getting it wrong Bartram and Walton (1991). Ellis (1997) says that errors reflect gaps in a learner's knowledge;

they occur because the learner does not know what is correct mistakes on the other hand, reflect occasional lapses in performance because the learner is unable to perform what she knows. According to Ellis, to distinguish errors from mistakes is through consistency of the learners' performance.

Bartram and Walton (1991) state that mistake is wrong language which is native speaker would not usually produce, that is, something that only learners of the language produce. This definition still raises a question from the teacher, "how does the teacher know that certain correctness is only produced by a learner and not a native?" One basis to define a mistake may be based on our intuition of our mother tongue.

2.2.3. Classification of Errors

Any classification tries the causes of errors. On this score, makes a distinction between competence errors and performance errors: Firstly, Errors of competence are the result of the application of rules the L2 learners which do not correspond to L1 norms. Secondly, Errors of performance are the result of mistakes in language use and manifest themselves as repeats, false starts, correction or slips of the tongue. Errors of performance likely occur when the speaker is native or non-native when he suffers from stress, indecision, fatigue or anxiety. The measure we use to distinguish between errors of competence and errors of performance is that L2 learners can recognize and correct errors of performance, but not errors of competence. This is because errors of competence are the result of genuine lack of knowledge of the L2 system Corder(1967).

2.3. Sounds

A sound is made by definite movements of the organs of speech, and if those movements are exactly repeated, the result will always be the same sound. In any language sounds can be identified in a small number of regular sounds (vowels and consonants) that is called phonemes. What is to be remembered is that, the sound of spoken English does not much, a lot of time, with letters of written English. Accordingly, it is particularly important to learn how to think of English pronunciation in terms of phonemes rather than letters of alphabet. "Each letter can be used to show pronunciation may stand for more than one sound, but each sound represented by a letter has a great deal of similarity to other sounds represented by

the same letter”. O’Connor (2000) the essential distinct between phonemes and allophones, is that substituting one phoneme for another will result in a word with different meaning as well as the different pronunciation, but substituting allophones only results differently, may be odd pronunciation of same word. Hence as we are learning to speak our L1, we learn what the important sounds are and how to deal with any variation of them that we come across. In other word as Kenworthy stresses “what to pay attention to and what to ignore”. Part of the learning process of learning a new language is what the important sound is. Sounds either can be voiced or voiceless. When vocal cords are spread apart produce sounds as voiceless e.g. /t/ but when they are drawn together when the air passes through, they produce sound described as voiced sounds e.g. /o/. We take out capacity to communicate through speech for granted. Each day we might utter tens of thousands of words without stopping to consider what we are doing or how we do it. Although communication through speech is out most common form of communication and we think of it as uttering words, the study of the production of speech as sound is the farthest removed of all the branches of linguistics from our intentions about language. We have intention about the grammatical structure of sentences, and the meaning and the structure of words, but we have few intentions about how we produce speech sounds. This lack of intentions where the production of speech sound is concerned, more surprising when we consider that we often make social judgments about people on the basic of their speech. We might be able to locate them geographically and socially from their pronunciation of a single sentence.

2.3.1. Sound Change

Gram’s law provides an example of a conditioned sound change. **Unconditioned sound change** is a sound change that appears to have happened spontaneously and everywhere (with a few exceptions) in the language. That is for example, everywhere that there was a /b/ in Proto-Indo European there is a now a /p/ in English and other Germanic languages. In other words, /b/ did not change into /p/ only in certain phonetic environments, is change in all environments. This is because the definition of sound change is that one distinctive feature is replaced by another. In this case, the feature [+voice] was replaced by [-voice]. Rowe (2016).

2.3.2. Sound System

Knowledge of the sound system (phonology) of our native language is complex. Minimally, it entails knowing what sounds are possible and what sounds are not possible in the language. For example, a native speaker of English knows that the first vowel sound in the name Goethe [oe] is not a sound in English. This knowledge is reflected in recognition as well as in production, as generally a close English sound is substituted when one attempts to utter that word in English. We can see that what native speakers know when to combine sound and when not to. We know that in “normal, fast” speech we combine words, but that in clearer, more articulated speech we don’t. A final point to make here is that, as native speakers of a language, we know what are only possible sounds and what are not possible sounds, but we also know what are possible combinations of sounds and what sounds are found in what parts of the words.

2.3.3. Sound Segments:

Roach (2000) regarded the term segmental as having to do with the segment, the smallest phonetic unit having a well-measurable duration in the time-course of utterance. It is also difficult to identify separate sound units (segments) that correspond to phonemes, since many of the articulatory movements that create sounds tend to be continuous rather than sharply switched. As suggested by these views, the nature of the relationship that holds between phonemes and segments doesn’t lead to compromise. The most modified and well-justified is the one that is provided by O’Connor (2000); because it succeeds in explaining the theoretical ties between phonemes and segments. This task has come as a result of the adaptation of the term vowel and consonants in some reasonable way. This is, also, valid in dealing with some relevant concepts, such as phoneme and allophone as prominent figures in pronunciation.

2.3.4. Sound Length

Roach (2000) stated that the length is the duration of time in which a sound is produced. If the duration in the length of sounds produces a difference in the meaning, in this case the length is a significant feature of sound modification and it is considered to be phonemic. But if the vibration in the length produces no difference in the meaning elicited, here the length is not an important feature of the sound and it is considered as non-phonemic. Length in most English dialects is not phonemic but

in Arabic is phonemic. The difficulty that Arab students may face is in lengthening consonants when no length is needed. For instance, student is reading and he comes across words containing double letters, then he automatically think as phonemic length such as allow, arrive.

2.3.5. Sounds and Spelling:

One of these areas causes problems to learners in learning English a foreign language in the ‘spelling’. Although pronunciation is a feature of speech and spelling is a feature of writing, spelling has an influence on the learning of pronunciation as the majority of learners use written texts in their studies. The relationship between the pronunciation and the spelling is said to be complex. A single written letter might have a number of different words, a single sound might be represented by a number of letters or letter combinations in different words, and written letters may have a direct corresponding pronunciation. In some languages such as Arabic language, there seems to be a close correlation between the sounds and the spelling, in English this is often not the case. Unfortunately Arabic speakers attempt, therefore, to pronounce English words using the phonetic methodology. Arabic orthography can safely be described as a phonetic spelling system. The letter alphabet accurately represents all the Arabic consonant sounds. The vowel sounds are represented by the marks drawn over or under the letters that represent the consonant sounds. English on the other hand used to have a phonetic orthography in its early stages. However it underwent several important changes throughout its history including what is termed ‘the great vowel shift’. These changes have brought English to its present situation which involves considerable irregularity often referred to as ‘the discrepancies of English spelling’. Most of the letters which are now silent used to pronounce in the era that witnessed the phonetic English spelling which is now a part of the history of English language. The above mentioned facts reflect the difficulty of English sounds that Arab learners face, Hewings(2010)

2.4. Pronunciation

Dalton (1994:4) says that over recent years there has been renewed in the teaching of pronunciation which has resulted in a bewildering variety of new teaching materials being published. How, Then, is the teacher to know which ones to use? Pronunciation is never an end in itself but a means to negotiate meaning in

discourse, and this is what guided the section of aspects covered. What teachers need to know is not necessarily what learners need to learn. We believe that there is an important distinction to be made between what is important for the teacher in training and what is useful for the learners in the classroom.

2.4.1. Phonetics and Pronunciation

In order to learn any language, a person must be aware of its different skills; because that may help in understanding the language mastering. Phonetics is important for a person who is seeking success in learning English language or any other language. Knowing the production of sounds and functions help the learners a lot to progress and develop in their pronunciation. Reported that “people who are going to work with language at advanced level as teachers need deeper understanding provided by the study of grammatical theory and related areas of linguistics. The learners should be able to differentiate between the vowels in /pen/ and /ben/ and the consonants at the beginning of the words like /et/ and /bet/ because this is something confusing, it is very important for the learners to think of English language pronunciation in terms of phonemes rather than letters. Many of the students suffer from these problems, because of lack of knowledge of phonetics and phonology. O’Connor (2002) showed that in the learning of pronunciation there are two stages, which the learner must know to be unworried when dealing with English sounds. The First one is that the learners should be able to pronounce different 44 vowels and consonants, so that the words and other longer utterances don’t sound the same. In the second stage, the learners must be able to use as many different sounds so as to represent particular phoneme. If the learners have good mastery of phonetics, then they will be able to transcribe the pronunciation or check their pronunciation on the dictionary.

2.4.2. Teaching of Pronunciation

Kelly (2000) states that a consideration of learner’s pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *soap* in a situation such as a restaurant where they should have to say *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for the learners who may have good command of grammar and lexis, but have difficulty in understanding and being

understood by a native speaker. The inaccurate use of suprasegmental elements such as stress or intonation can also cause problems. Not all pronunciation difficulties necessarily get in the way of communication, of course. If a German student wants to ask permission to open a window, for example, if she pronounces window as /vɪndəu/ it is unlikely to get in the way of the message. Therefore, need to priorities, and not correct everything.

Mother Tongue Interference

Several works have been conducted on the interference of first language L1 in learning English language. Smith (2000) reported that /p/ and /b/ sounds are two different phonemes and each one is distinguished by native speakers. In Arabic language, the situation is different, because there is only the /b/ sound, so is the reason why most of the Sudanese speakers mispronounce words with this sound. Sudanese students face the same problem. In the near past Brown (2000) found that a second language L2 learners meets some difficulties, because his/her first language affects on the result of L2 transfer so it is important source of making errors for second language learners. Carter and Nunan (2001) showed that mother tongue has influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2.

2.5. Phonetics

Yule (1996) cited that the general characteristics of study of speech sound called **phonetics**. Our primary interest will be in *articulatory phonetics*, which is the study of how speech sounds are made, or “articulated”. Other areas of the study within phonetics are *acoustic phonetics*: which deal with the physical properties of speech sounds as waves. And *auditory phonetics*: which deals with the perception, via the ear, of speech sound. One other area called *forensic phonetics* has application in the legal cases involving speaker identification and the analysis of the recorded utterances.

2.5.1. Phonetics and Phonology

Routledge (2010).says that to begin our study of English language we will start off with a consideration of exactly how human beings are able to communicate with one another using speech. The most logical way to begin is by focusing on the

speech sounds. The study of speech sounds that we produce is called **phonetics**. In contrast with other mammals, the human body contains complex a set of equipment, commonly known as **organs of speech**, which enable us to produce spoken language. The power of all speech sounds emanates from the lungs, travels up to the wind pipe, past the vocal cords and then out of the mouth or nose. Individuals who conduct research on speech sounds are known as **phonetician**. Phonetician investigates the production of speech sounds in three ways: through auditory phonetics, acoustic phonetics, and articulatory phonetics. The researcher will speak about them in details. On the other hand the area of study is investigate the speech sounds of the language is called **phonology**, which is a very closely related discipline to phonetics. Individuals who specialize in the study of phonology are known as philologist. As a general way of distinguishing between two disciplinary areas, phonology can be perceived system, whereas phonetics focuses on the actual sounds as they are spoken by specific individuals during particular speech events.

2.5.2. Consonants:

O'Connor (2000) states that, the sounds of all languages fall into two classes: consonants and vowels. Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetics, the consonant and vowel refer to two types of sounds, not to use the letter "a" a vowel and "c" a consonant, but that means only that we use the letter "a" to represent vowel sounds and the letter "c" to represent consonant sounds. Consonants are generally analyzed according to three parameters first the place of articulation. Second the manner of articulation and voicing.

2.5.3. Manner of Articulation

According to Yule (1996) emphasizes that so far, we concentrated on describing consonant sounds in forms of where they are articulated. We can of course describe the same sounds in terms of how they are articulated. Such a description in necessary if we wish to be able to differentiate between some sounds which, in the preceding discussion, we have placed in the same category. The [t] sound is one of a set called **stop**. And the [s] is one of a set called **fricative**. **Stop** of sound we have already mentioned, the set p, b, t, d, d, k, g, are all produce by some form of complete stopping, of the airstream and then letting it go a abruptly. **Fricative**.

The manner of articulation used in producing the set of sounds f, v, s, z, ð, Ø, Š, ž involves most blocking the airstream, and having the air push through the narrow opening. **Affricates.** If you combine a brief stopping of the airstream with an obstructed release which causes some friction, you will be able to produce the sounds [ʃ] and [č] these are called affricates and occur at the beginning of the words *jeep* and *cheap*. **Nasal.** Most sounds are produced orally, with the velum raised, preventing airflow entering the nasal cavity, when the velum lowered and the airstream is allowed to flow out through the nose to produce [m] [n] and [ŋ], the sounds are described called **Approximants.** In the set of sounds called approximants, the articulation of each strongly influenced by the following vowel sounds. Indeed, the sounds [w] and [y] are sometimes called **semi-vowels** or **glides**, Because they are typically produced with the tongue moving or glide to or from the position of a nearby vowels. Both [w] and [y] are voiced, occurring at the beginning of *we*, *wet*, *yes*, and *you*. The [l] and [r] sounds are sometimes called liquid. **The glottal stop** represented by the symbol [ʔ] occurs when the space between the vocal is closed completely, very brief, and then released.

2.5.5. Points or Place of Articulation

Rowe (2016) emphasizes that English consonants have the following place of articulation: **Bilabials:**[p] [b] [m] . When we produce [p], [b] or [m] we articulate by bringing both lips together. **Labiodentals:** [f] [v]. We also use our lips to form [f] and [v]. We articulate sound by touching the bottom lip to the other teeth. **Interdentals:** [Ø] [ð] .These sounds both are spelled “th” they are pronounced by inserting the tip of the tongue between the teeth, and making sound called **dental**. **Alveolar:** [t][d][n][s][z][l][r]. All seven of these sounds are pronounced with the tongue raised in various ways to the alveolar ridge. **Palatals:** [ʃ] [ʒ] [tʃ] [dʒ] [j]. For these sounds, which occur in mission [mɪʃən],[joʒo] etc the constriction occurs by raising the front part of the tongue to the **palate**. **Velars:** [k] [g] [ŋ]. Another class of sounds produced by raising the back of the tongue to the soft palate of velum. And **uvular:** [r] [q] [g]. Uvular sounds are produced by raising the back of the tongue to the uvular, the fleshy protuberance that hangs down in the back of our throats. **Glottis:** [h] [ʔ]. The sound of [h] is from the flow of the air through the open glottis and past the tongue and lips as they prepare to pronounce a vowel sound , which always follow [h]. If the air stopped completely at the glottis by tightly closed vocal cords, the sound upon release of the cords is a glottal stop [ʔ].

2.5.6. Voice and Voiceless

According to Yule (1996) in articulatory phonetics, we investigate how speech sounds are produced using the fairly complex oral equipment we have. We start with the air pushed out by the lungs up through the windpipe to the larynx. Inside the larynx are your vocal cords which take two basic positions. First, when the vocal cords spread a part, the air from the lungs passes between them unimpeded. Sound produced in this way called voiceless. Second when the vocal cards are drown together the air from the lungs repeated pushes then a part as it passes through, creating a vibration effect. Sounds produced in this way are described as *voiced*.

2.5.7. English Consonants

According to Rowe (2016) consonants contribute more of making English understood than vowels. It's possible for English reader to understand a word or a sentence with missing vowels letters e g "s-t d-wn, pl—e-". But it is impossible to understand the same sentence if it is like "—I —o-,^æ-e" and the same would be true in speaking, because the consonants in English give words their basic shapes. Different parts of the word have different accents, but these differences are mainly the result of differences in the vowel sounds, the consonants are pronounced in very much the same way whenever English is spoken. So if the vowels we use are imperfect they will not prevent us from being understood, but, if the consonants are imperfect the will be misunderstanding.

The following table explains English consonants according place and the manner of articulation by Rowe (2016) explanation.

Place of Articulation

Table (2.1)

Manner of articulation		Bila bial	Labiode ntal	Den tal	Alveol ar	Palat al	Vel ar	labiove ler	Glottat al
Stop plosive	Voice Voiceles s	P B			t d		K g		ʔ
Affrica	Voice		f	Ø	S	ʃ			H

tes	Voiceless		v	ð	z	ʒ			
AFricative	Voiceless					č ĵ			
Nasals	Voiceless	M			N		ŋ		
Lateral	Voiceless				L				
Retroflex	Voiceless				R				
Glide	Voiceless	W				Y		M w	

According to Bruce M.Rowe(2006) are 24 in number and examples of how each consonant symbol of the Phonetics Alphabet is pronounced.

Note: (some of the examples can be pronounced in more than one way).

Table (2.2)

Symbol	Examples
<u>/p/</u>	<u>Past, lap</u>
<u>/b/</u>	<u>Bat, table</u>
<u>/m/</u>	<u>Man, mat, came</u>
<u>/f/</u>	<u>Fate, family</u>
<u>/v/</u>	<u>Vast, driving</u>
<u>/t/</u>	<u>Table, test</u>

/d/	<u>D</u> oor, <u>d</u> ate
/n/	<u>N</u> ail, <u>n</u> ame
/s/	<u>C</u> ity, <u>s</u> at, <u>m</u> at <u>s</u>
/z/	<u>Z</u> ip, <u>z</u> ero, <u>h</u> az <u>e</u>
/θ/	<u>T</u> hin, <u>th</u> ink, <u>te</u> eth
/ʀ/	<u>B</u> ottle, <u>r</u> att <u>l</u> e
/tʃ/	<u>Ch</u> urch, <u>m</u> at <u>ch</u>
/dʒ/	<u>C</u> ol <u>l</u> eg <u>e</u>
/ʒ/	<u>M</u> ea <u>s</u> ure
/ŋ/	<u>S</u> ing, <u>ang</u> er
/ʃ/	<u>Sh</u> ine, <u>sh</u> e
/w/	<u>W</u> hat, <u>w</u> hich
/j/	<u>Y</u> es
/ð/	<u>T</u> his, <u>th</u> at
/l/	<u>l</u> ow
/w/	<u>w</u> et
/n/	<u>n</u> ame, <u>n</u> ation
/g/	<u>g</u> o, <u>g</u> et, <u>g</u> rew

2.5.8. Difficulties with Consonant Sounds

Some of the English consonant sounds are not found in standard Arabic as phonemes, while the manner of articulating others e.g /t/, /d/ n/ /r/ is different from their Arabic counterparts. One of the ways to overcome these difficulties is to let learners first recognize the difference between the two similar forms before

producing them. This can be done by focusing on “minimal pair drills” i.e.: two words identical in their pronunciation except for one phoneme, a appeared in the example above. Secondly, is to let learners place their hands or a piece of paper in front of their mouths in order to differentiate between strong and weak consonants.

Thirdly, students need to be aware of the place of articulation, as the researcher mentioned before, of both sounds to know the difference for example in the case of /t/ and /. Also, students can feel the difference if they placed their hands on their throats. E g /f/ / s/ /v/ /z/ /ʃ/, /ð/, /ʒ/; Rowe, (2006)

2.5.9 Phonemic Differences

Table (2.3)

Phoneme	Allophone	Nature of difficulty
/p/	-	Hearing and producing /p/ as a separate phoneme from /b/
	P	Producing /p/ of the beginning of unstressed syllables and released word final position.
/g/	/g/	Hearing and produced /g/ as a separate phoneme from /k/.
/v/	/v/	Hearing and produced /v/ as a separate phoneme from /f/.
/Ø/	/Ø/	Hearing and produced /Ø/ as a separate phoneme from /t/ and /ð/.
/ð/	/ð/	Hearing and produced /ð/ as a separate phoneme from /z/ and /Ø/.
/ŋ/	/ŋ/	Hearing and produced /ŋ/ as a separate phoneme from /n/.

The above table (2.3) according to Saad (2006) explains the major phonemic differences

2.5.10. Phonetic and Phonemic Differences

The phonological differences between utterances may be phonetic or phonemic: A phonetic differences is that which causes no differences in the meaning, for example: if the word tip is pronounced with aspiration, on the last sound r without aspiration, the meaning of the word is not influenced by the variation in the

pronunciation. On the other hand, a phonemic difference is that which is accompanied with the differences between bill and pill is phonemic differences, because the difference between the /p/ and /b/ has caused difference in the meaning. Saad(2006)

2.6. Inconsistency of English Vowels

Mark (2003) showed that one of the important problems faced by the students of English in general is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to mispronunciation. Cruttenden (1994) noticed that “the main difficulty for all those, whose own languages have a less complex vowel system, lies in the establishment of the qualitative opposition. Instead of using qualitative and quantitative of a special sound, the learners mistakenly change either the quality or quantity of the sound. So in certain words like *son*, /sʌn/ , *come*/cʌm /, *among*/ əmʌŋ/, *monkey* /mʌkiŋ /, *blood*/blʌd /, *flood*/flʌd/. In these words /o/ and /oo/ stand for the same sound /ʌ/, but most of the learners, unless they have mastery of the pronunciation of such vowels, they pronounce /ɔ/ or /u:/ in the place of /ʌ/ this is because of their background about each sound, so they picture this thought in their minds as if each vowel has only one type of pronunciation and if that is true the learner can easily know and expect how to pronounce each word even if one of the basic problems of English.

2.6.1 Short Vowels

Roach (2000) states that English has a large number of sounds; the first ones to be examined are short vowels. The symbols of these short vowels are: [e], [ʌ], [æ], [a], [ʊ]. Short vowels are one relatively short; vowel can have quite different lengths in different contexts. There is one other vowel, which the symbol is [ə]. This essential vowel- which is called **schwa**- a very familiar sound in English; it heard in the first syllable of the word (a bout, oppose) for example.

2.6.2. Long Vowels

Roach (2000) cited that there are long vowels; there are vowels which have tended to be longer than the short vowels in similar contexts. It is necessary to say “in similar contexts”. Because as we shall see later, the length of all English vowel

sounds varies very much according to their context(such as the type of the sound that follow them) and the presence or absence of stress. To remind you that these vowels tend to long, the symbol consists of one vowel symbol plus a length mark made by two dots [:]. Thus we have [ɔ:, a:, i:, ɜ:, u:,]. We will now look at each of these two long vowels individually. You may have noticed that these five long vowels are different from six short vowels, not only in length but also in quality.

Previous Studies

Different studies have been carried out by different scholars on English. The researcher is going to introduce some studies which are entitled:

A- Awad. (2010)Teaching English Pronunciation of Vowel sounds, Sudan University of Science and technology, Faculty of Education. The study found that teacher play very important role in teaching phonetic symbols and knowledge of methodologies of teaching are so important for teacher.

B- Naji. (2002) M.A in linguistics, faculty of Education, Juba. The study was carried out to investigate the English vowels and the pronunciation problems they cause to EFL learners of English.

The main aim of this research is to identify and analyze the learners' pronunciation of English sounds. The researcher tried to look into the root causes of these pronunciation problems in order to suggest solution to them.

However the researcher suggested that investigation for further studies on the area of phonetics and phonology precisely, consonant and vowel sounds in order to help the learners to pronounce correctly.

CHAPTER THREE

Methodology

CHAPTER THREE

Methodology

3.0. Introduction

This chapter consists of the method of the study, population of the study, the place where the study is conducted, the sample of the study or the respondents who participated in the study, the tool of data collection, and the procedures followed for carrying out the research.

3.1. Methods of the Study

The present study deals with the difficulties encountered by EFL students' in pronouncing consonant and vowel sounds, it is a qualitative research. To investigate the problems that encounter the students in mispronouncing English and consonant sounds, the researcher will design oral test to examine the specific participants. This oral test will adopt the descriptive analytical method, since using both methods; will help to get real results.

3.2. The Population and the Sample of the Study

This study carried out at Sudan University of Science and Technology, precisely English Department at college of Languages. The population of this study is about 100 students. All of them study English as foreign language at Sudan University of Science and Technology. The total number of the sample in this study is 30; the entire sample is students of third year, in the academic year 2018. Since the study deals with the pronunciation of phonemes, precisely consonant and vowel sounds. The researcher selects this level to investigate the problem, because they have already studied English phonetics and phonology.

3.3. Tool of Data Collection

In order to get a real result the researcher designs a test to examine the specific participants. This test designed upon the level of the participants and it consists of two questions. These questions collocate with the hypotheses of the study. The first question deals with the pronunciation of some consonant sounds namely (j and g, p

and b, f and v, wj and ʃ, ʃ and ʒ, ð and Ø. The second question deals with the pronunciation of vowel sounds. Both questions are intended to measure students' knowledge of consonant and vowel sounds.

3.4. Face Validity

The researcher distributes four copies of the test to four English scholars at Sudan University of Science and Technology, precisely College of Languages, to give their opinion and comments regarding the test, all of them PH.D holders. They have a great experience in teaching English language. All of them have accepted the test and agreed that it is suitable and made some modifications. Accordingly, the researcher took their comments into consideration and modified the test.

4.5. Procedures

The procedures of collecting the data took place in lecture room at English department, college of languages, Sudan University of Science and Technology. The researcher clarified for the participants the test aims to measure their pronunciation without any further details. Participants spend 3-5 minutes to have a look at the test papers to become familiar with before ask to write their answers and their record pronunciation .The researcher distributed 30 copies of the oral test for 30 participants who study at third year English students, in order to achieve transparency and true findings; each of the participant recorded the words of test individually without any internal and external influences, after they finished the test record, the researcher collected the recorded test, after that researcher marked the test by listening to students records.

CHAPTER FOUR

Data Analysis and Discussion of the Result

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Data Analysis and Discussion of the Result

4.0. Introduction

This chapter introduces data analysis and discussion of the results. After the test has been marked and analyzed by the statistical program labeled SPSS, the results obtained will be discussed in details. In order to explain whether the predictions is true or not; first of all, each question will be analyzed as a separate part illustrated by table to show the feedback of the participants. Then, each statement will be discussed in details illustrated by table to give full explanations. The discussion and comments of the result obtained will be tied with the hypotheses and previous studies.

4.1. Descriptive Analysis and Discussion

Hypothesis (1)

-At Sudan University of Science and Technology students of English are unable to pronounce English consonant sounds correctly.

The Results of Question One

The participants are given twelve words to pronounce. These words contain from one up to three consonant sound and the researcher concerns in underlined word as follows :(*judge*, *general*- *Park*, *bark* - *governement*, *gulf* - *College*, *church*- *chine*, *shine* – *think*, *these*). The participants were asked to pronounce each word individually. The results obtained showed that 8 of the subjects passed, whereas 22 failed. The result illustrated by the tables blow for each pairs.

Table (4.4) : the frequency and percentage distribution for the respondents in pronouncing the words (judge and general)

Table(4.4

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7) %, which is greater than the percentage of students who pronounced correctly (13.3) %.

Table (4.5) : the frequency and percentage distribution for the respondents in pronouncing the words (park and bark)

Table (4.5)

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	6	20.0	20.0	20.0
Wrong	24	80.0	80.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (80.0) %, which is greater than the percentage of students who pronounced correctly (20.0) %.

Table (4.6): the frequency and percentage distribution for the respondents in pronouncing the words (government and gulf)

Table (4.6):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table (4.7) : the frequency and percentage distribution for the respondents in pronouncing the words (College and church)

Table(4.7)

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	3	10.0	10.0	10.0
Wrong	27	90.0	90.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (90.0) % , which is greater than the percentage of students who pronounced correctly (10.0) % .

Table (4.8) : the frequency and percentage distribution for the respondents in pronouncing the words (chine and shine)

Table(4.8):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	7	23.3	23.3	23.3
Wrong	23	76.7	76.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (76.7)% , which is greater than the percentage of students who pronounced correctly (23.3)% .

Table (4.9) : the frequency and percentage distribution for the respondents in pronouncing the words (think and these)

Table (4.9) :

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who responded correctly (13.3)% .

Table (4.10) The Frequency Distribution for the Respondent's Answers of question number (1)

Table(4.10)

Question	Frequencies	Percentage
Pass	8	30
Failure	22	70
Total	30	100

from the above table No.(10) it is shown that there are (8) students in the study's sample with percentage (30%) passed question number (1) ,There are (22) persons with percentage (70 %) failed to pass the question (1).

Hypothesis (2)

At Sudan University of Science and Technology students of English are unable to pronounce English vowel sounds correctly.

The Results of Question Two:

This question consists of 46 words which have been specified to the participants' ability in pronouncing them, and all of them carry vowel sounds. The students were asked to pronounce them according to their knowledge. The result obtained reflects the disability of the students, since about 43.3% of the students who participated in the test pronounced correctly. The result is illustrated by the tables blow for each pairs.

Table (4.11): the frequency and percentage distribution for the respondents in pronouncing the words (Cat and plaid)

Table(4.11):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	2	6.7	6.7	6.7
Wrong	28	93.3	93.3	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (93.3)% , which is greater than the percentage of students who pronounced in the same way was (6.7)% .

Table (4.12): the frequency and percentage distribution for the respondents in pronouncing the words (egg and bread)

Table(4.12):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	7	23.3	23.3	23.3
Wrong	23	76.7	76.7	100.0
Total	30	100.0	100.0	

From the above table, we note that the percentage of students who failed to distinguish between the two words sound in the above words was (76.7)% , which is greater than the percentage of students who pronounced correctly (23.3)% .

Table (4.13): the frequency and percentage distribution for the respondents in pronouncing the words (igloo and England)

Table(4.13):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	3	10.0	10.0	10.0
Wrong	27	90.0	90.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words (90.0)% , which is greater than the percentage of students who pronounced in the same way (10.0)% .

Table (4.14) : the frequency and percentage distribution for the respondents in pronouncing the words (orange and swan)

Table (4.14) :

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	5	16.7	16.7	16.7
Wrong	25	83.3	83.3	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (83.3)% , which is greater than the percentage of students who pronounced correctly (16.7)% .

Table (4.15) : the frequency and percentage distribution for the respondents in pronouncing the words (mug and monkey)

Table (4.15) :

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	10	33.3	33.3	33.3
Wrong	20	66.7	66.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (66.7)% , which is greater than the percentage of students who pronounced in the same way (33.3)% .

Table (4.16) : the frequency and percentage distribution for the respondents in pronouncing the words (snail and vein)

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
correct	5	16.7	16.7	16.7
Wrong	25	83.3	83.3	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words (83.3)% , which is greater than the percentage of students who pronounced in the same way (16.7)% .

Table (4.17) : the frequency and percentage distribution for the respondents in pronouncing the words (bee and me)

Table(4.17):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	6	20.0	20.0	20.0
Wrong	24	80.0	80.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (80.0)%, which is greater than the percentage of students who pronounced in the same way (20.0)% .

Table (4.18) : the frequency and percentage distribution for the respondents in pronouncing the words (spider and fly)

Table(4.18):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table (4.19) : the frequency and percentage distribution for the respondents in pronouncing the words (Boat and bone)

Table(4.19):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table (4.20) : the frequency and percentage distribution for the respondents in pronouncing the words (moon and screw)

Table(4.20):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table (4.21) : the frequency and percentage distribution for the respondents in pronouncing the words (coin and boy)

Table(4.21):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	10	33.3	33.3	33.3
Wrong	20	66.7	66.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (66.7)% , which is greater than the percentage of students who pronounced in the same way (13.3)% .

Table (4.22) : the frequency and percentage distribution for the respondents in pronouncing the words (cow and shout):

Table(4.22):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	6	20.0	20.0	20.0
Wrong	24	80.0	80.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (80.0)% , which is greater than the percentage of students who pronounced correctly (20.0)% .

Table (4.23) : the frequency and percentage distribution for the respondents in pronouncing the words (ladder and dollar)

Table (4.23) :

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (86.7)% , which is greater than the percentage of students who pronounced in the same way (13.3)% .

Table (4.24) : the frequency and percentage distribution for the respondents in pronouncing the words (chair and square)

Table (4.24) :

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
correct	3	10.0	10.0	10.0
Wrong	27	90.0	90.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words at the pronunciation was (90.0)% , which is greater than the percentage of students who responded correctly (10.0)% .

Table (4.25) : the frequency and percentage distribution for the respondents in pronouncing the words (car and bath)

Table(4.25):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	5	16.7	16.7	16.7
Wrong	25	83.3	83.3	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (83.3)% , which is greater than the percentage of students who pronounced correctly (16.7)% .

Table (4.26) : the frequency and percentage distribution for the respondents in pronouncing the words (bird and term)

Table(4.26):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
correct	6	20.0	20.0	20.0
Wrong	24	80.0	80.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the underline sounds are same but percentage of students who failed to pronounce the two words in the same way in the above words was (80.0)% , which is greater than the percentage of students who pronounced in the same way (20.0)% .

Table (4.27) : the frequency and percentage distribution for the respondents in pronouncing the words (paw and ball)

Table(4.27):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	7	23.3	23.3	23.3
Wrong	23	76.7	76.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (76.7)% , which is greater than the percentage of students who pronounced correctly (23.3)% .

Table (4.28) : the frequency and percentage distribution for the respondents in pronouncing the words (ear and steer)

Table(4.28):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	3	10.0	10.0	10.0
Wrong	27	90.0	90.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (90.0)% , which is greater than the percentage of students who pronounced correctly (10.0)% .

Table (4.29) : the frequency and percentage distribution for the respondents in pronouncing the words (book and bush)

Table(4.29):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	2	6.7	6.7	6.7
wrong	28	93.3	93.3	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (93.3)% , which is greater than the percentage of students who pronounced correctly (6.7)% .

Table (4.30) : the frequency and percentage distribution for the respondents in pronouncing the words (cure and tourist)

Table (4.30) :

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
correct	6	20.0	20.0	20.0
Wrong	24	80.0	80.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (80.0)% , which is greater than the percentage of students who pronounced correctly (20.0)% .

Table (4.31) : the frequency and percentage distribution for the respondents in pronouncing the words (pay and boy)

Table(4.31):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
Correct	3	10.0	10.0	10.0
Wrong	27	90.0	90.0	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (90.0) %, which is greater than the percentage of students who pronounced correctly (10.0) %.

Table (4.32): the frequency and percentage distribution for the respondents in pronouncing the words (why and know)

Table(4.32):

The answer	Frequenc y	Percent	Valid Percent	Cumulative Percent
correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table (4.33) : the frequency and percentage distribution for the respondents in pronouncing the words (how and here)

Table(4.33):

The answer	Frequency	Percent	Valid Percent	Cumulative Percent
Correct	4	13.3	13.3	13.3
Wrong	26	86.7	86.7	100.0
Total	30	100.0	100.0	

From the above table, it is noted that the percentage of students who failed to distinguish between the two words sound in the above words was (86.7)% , which is greater than the percentage of students who pronounced correctly (13.3)% .

Table No (4. 34) The Frequency Distribution and Decisions for the Respondent’s Answers of all Questions:

Table No (4. 34):

Questions	Correct		Wrong		Decision
	<i>Frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	8	30	22	70	Accept
Question 2	13	43.3	17	56.7	Accept

This table No. (34) it is shown the summery of the results . for the **Question 1** its clear that the number of students who having the correct pronunciation (8)

with percentage (30) which is smaller than the number of wrong pronunciation (22) with percent (70%) so we accept our first hypothesis of the study .

for the **Question (2)** it is clear that the number of students who having the wrong pronunciation (17) with percentage (56.7) which is also greater than the number of students who having the correct pronunciation (13) with percent (43.3%) so the second hypothesis of the study is accepted .

Table (4.35): one sample T-TEST for the questions of the study

Table (4.35)

Question s	N	Mean	SD	t-value	DF	p-value
1	30	4.4	1.2	11.7	29	0.00
2	30	3.5	2.81	7.75	29	0.00
For all	30	11.33	3.00	15.51	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s pronunciation in the question No (1) was (11.7) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are no statistically significant differences at the level (0.05 %) among the pronunciation of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1) was (7.75) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our second hypothesis is accepted and it’s true.

CHAPTER FIVE

Findings, Recommendations, Suggestions for Further Studies and Conclusion

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Findings, Recommendations, Suggestions for Further Studies and Conclusion

5.0. Introduction:

This is a final chapter of the study. It includes final findings, conclusion recommendation, and suggestion for further studies. First of all the researcher is going to sum up the results obtained by the participants. Then he will write about the conclusion of the study. After that based on the results the researcher will provide his own advice as well as his suggestions to those who want to carry out further studies eventually in the area of phonetics and phonology in general and vowel and consonants as particular.

5.1. Findings:

The final result of the study reveals the following:

- 1- The majority of third year English language students at Sudan University of Science and Technology failed to pronounce the consonant sounds correctly with the percentage 70%.
- 2- Most of the third year English language students failed to pronounce the vowel sounds correctly with the percentage of 56.7%
- 3- Lastly, the majority of the students failed to pronounce consonant and vowel sounds correctly with percentage of 86%.

5.2. Recommendations

Based on the findings, the study made the following recommendations:

- 1- Teachers of English language at the universities should raise students' awareness about the pronunciation of consonant and vowel sounds, also they devote more of their time for training students in the pronunciation of consonant and vowel sounds by giving the students exercises on pronunciation practice
- 2- Teachers of English should teach their students the phonetics transcription in order to utter the words correctly.

- 3- EFL students should assume more responsibility to improve their performance in pronunciation.
- 4- Teachers should ask their students to participate in oral activities and advice them to listen more.
- 5- Researchers should make more studies on this area so as to draw students and teachers attentions.

5.3. Suggestions for further Studies:

Based on the results, the researcher suggests the following topics on the area of phonetics and phonology:

- 1- The problems encountered by EFL students in pronouncing vowel sounds.
- 2- The difficulties encountered by Sudanese Arabic speakers in Pronunciation of English Sounds.
- 4- The difficulties face English learners in the understanding of phonetics and phonology rules.

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APPENDICES

APPENDIX

Oral test:

Question-1 Try to pronounce the following words:

judge	general	park	<u>b</u> ark
g <u>o</u> vernment	gulf	College	church
<u>ch</u> ine	<u>sh</u> ine	<u>th</u> in k	<u>th</u> ese

Question-2 Try to pronounce the following words:

C <u>a</u> t	pl <u>a</u> id	<u>e</u> gg	br <u>e</u> ad
igloo	<u>E</u> ngland	<u>o</u> range	sw <u>a</u> n
m <u>u</u> g	mon <u>o</u> key	sn <u>a</u> il	ve <u>i</u> n
<u>b</u> ee	<u>m</u> e	sp <u>i</u> der	fl <u>y</u>
Bo <u>a</u> t	<u>b</u> one	<u>m</u> oon	scr <u>e</u> w
<u>c</u> oin	<u>b</u> oy	<u>c</u> ow	sh <u>o</u> ut
ladder	<u>d</u> ollar	<u>ch</u> air	sq <u>u</u> are
<u>c</u> ar	<u>b</u> ath	<u>b</u> ird	<u>t</u> erm
<u>p</u> aw	<u>b</u> all	<u>e</u> ar	st <u>e</u> er
<u>b</u> ook	<u>b</u> ush	<u>c</u> ure	tour <u>i</u> st
<u>p</u> ay	<u>b</u> oy	<u>w</u> hy	<u>k</u> now
<u>h</u> ow	<u>h</u> ere	<u>b</u> ear	