

Abbreviations

EFL: English as a Foreign Language

ACS: Arabic Consonant Sounds.

ECS: English Consonant Sounds

MSAL: Modern Standard Arabic Language.

SLL: Second Language Learners.

Chapter One

Introduction

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This chapter will provide a description of the theoretical framework of the study. It will focus largely on the statement of the study problem, questions, hypotheses and methodology.

1:1 Context of the Study:

English language is used widely all over the world as a language of international communication. It is essential that speakers of English, native or non-native, let their listeners get the meaning of the words, expressions and sentences clearly. There are many factors that can affect communication between listeners and speakers. For example, the accent that is used in speaking conversation can be affected by regional phonological variations. Therefore, pronouncing words intelligibly is important for foreign language learners. As a result, it affects learners' communicative competence and performance directly. According to, Gilakjani. (2012: page 63)

"Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance".

Pronunciation is important part in foreign language learning, because it affects learners' competence and performance. Moreover, Zhang, (2009: page 142) states that:

"There are several factors influencing the pronunciation of the L2 learners. Regional variation is once which clearly affects learners' competence and performance while they are practicing speaking".

Correct pronunciation can be affected by several reasons; one of these is that people from different regions can speak differently. Pronunciation is very important to foreign language learners and, it should be done to a very high standard because, wrong pronunciation conveys a wrong message to second language learners.

Learning a new language is often a great challenge to Arab learners when they practice speaking .O'Connor (2003, p: 198) states that:

"Arabic speakers according to their language background, face some difficulties in their English pronunciation. These difficulties lead to mispronunciation".

Arabic learners face pronunciation problems as a result of language background, which affects the way of how Arabic speakers master correct pronunciation. That means some Arabic learners reflect their mother tongue sounds in the new language.

It is generally acknowledged that sounds are very important in learning new languages, some English sounds seem very difficult to second language learners. Listening to English sounds accurately help language learners to pronounce correctly. It seems to the researcher that this relates to many reasons: First, there are differences between English and Arabic language phonemes. So, many Arabic speakers pronounce words like 'play' as 'blay' for a very simple reason that the sound /p/ has no counterpart in the Arabic phonemic system. Therefore, it is usually replaced by its counterpart /b/ which has a phonemic value in Arabic. Smith. (1999: page, 65) states that:

/p/ and /b/ sounds are two different phonemes and each one is distinguished by native speaker. In Arabic language, the situation is different, because there is only the phoneme /b/ so, that is a reason why most Arabic speakers mispronounce words like ("park" "bark"), ("pen" "ben").

Arabic speakers mispronounce sounds which do not match their language sounds. So, many sounds can cause problems to them.

The teaching of English as a foreign language in Sudan in the last two decades has been faced by many problems, which are thought to be behind the current decline of standards in English language. First, it seems to the researcher that Arabicization policy, which the Ministry of Higher Education started has lead to the decline of English language among some university students, as a language of instruction and communication. It appears to the researcher that there are shortages of practice of pronunciation in the syllabuses. Also, there is a lack of language labs in some Sudanese universities cause this problem too. All these possible reasons appear to make the pronunciation problems in speaking come to the surface.

In Sudan, learners of English face difficulties in pronouncing the sounds of the three forms of past allomorphs /id/ as in want- wanted. /t/ as in spell- spelled and /d/ as in learn- learned. Also the form of the 3rd person singular in present allomorphs e.g. as /iz/ in watch- watches, /s/ as in look- looks , jump- jumps and /z/ as in go- goes and live- lives. Ali. (1995, p 78) arrived to the conclusion that:

"Sudanese students fall on many mistakes when they pronounce sounds in past and present allomorphs".

English allomorphs in past and present forms of 3th person singular are not easy to pronounce by Sudanese learners.

English consonant and vowel sounds are troublesome areas to be mastered by second language learners. They face problems in pronouncing consonant, because many sounds do not exist in the second language learners' language, or the production system is different. But, vowel sounds are more difficult to learn than consonants. Ladefoged,(2001. P 12) states:

"Vowel sounds may be specified in terms of the position of the highest point of the tongue and the position of the lips".

That is why consonants are not difficult to learn than vowels, because they have places and manners of articulation. Therefore, concerning vowel sounds students need to learn how to pronounce these vowel sounds accurately. It is usual to teach vowel sounds through comparing pairs of sounds that are physically close to each other in pronunciation.

Foreign language learners face problems in pronouncing consonant and vowel sounds in general. For the consonant sounds sometimes relate to difference between English and Arabic sounds and the production system of these sounds. Brown, T. & Marks J (1992: 98) states:

"Second language learners need to learn vowels which are nearest to their L1 system".

Vowel and consonant sounds cause many problems to second language learners, because there are differences between English and Arabic language in sounds production.

Arabs as a foreign language learners are likely to face problems in pronouncing consonant and vowel sounds which are related to the same reasons for second learners. They pronounce sounds which are near to their mother tongue. Alkhuli (2002) states that:

"Vowel sounds don't have place and manner of articulation and they are oral".

Vowel sounds do not have specific places and manners of articulations. Their learning depend on the movement of the tongue inside the mouth and the lips shapes.

The researcher expects that there are some university students in Khartoum State who face problems in pronunciation of vowel sounds accurately. It seems to the researcher that they pronounce sounds which are near to their mother tongue language. Ali (1999, p: 86) in his investigation stated that:

“Sudanese students don't master the production of vowels sounds because they don't have places and manners of articulations”

The productions of vowel sounds are not easy as consonant sounds to some Sudanese university students, because there are not certain places and manners of articulation.

There is a big gap between English and Arabic languages vowel and consonant sounds. Some students in Sudan face many problems when they wish to match English sounds with their mother tongue.

Second language learners confront obstacles when they hear native English speakers speak in different ways and tones, because, many native speakers speak differently according to their geographical area, ethnic, or nationalities .So, different accent, intonation and stress in words and sentences cause problems to second language learners. According to Becker (2010: p 37))

“An accent is the part of a person’s language that serves to identify the speaker’s regional origin or national/ethnic identity no matter what language the person is speaking”.

People from different countries, regions, and ethnic backgrounds speak different accents. For example, the differences in sound between a New Zealander and an American would be a matter of accent.

Arabic speakers face problems in speaking with accent and intonation. Egyptian learners of English face problems, but the majorities of these problems are related to pronunciation. Wahba (1998:36) states that:

"Egyptian students face certain problems related to pronunciation".

Egyptian speakers confront difficulties in speaking stress and speaking in tones.

In Sudan, the researcher thinks that the same problem faces some university students in Khartoum state. They do not pay attention to intonation in

their speaking and face problems when they hear different accent. Andria , Jhon (2006:65) noted that:

"Sudanese learners of English do not pay attention to accent and intonation in speaking".

English intonation and accent are not be concentrated by Sudanese learners in speaking conversation.

To sum up, in this context of study, the researcher highlights some possible reasons behind the pronunciation problems to second language learners, Arabs and to some Sudanese university students. Therefore, the researcher will try to investigate the possible reasons behind these pronunciation problems to some university students in Khartoum State.

1:2 Statement of the Problem:

Sudanese third year university students study English as EFL often face problems when they speak English. Pronunciation in speaking is one of these problems. It seems that problems concentrate on the differences between English and Arabic languages. Arabic as a mother tongue differs from English in the phonemic system, phonemes' numbers, writing, and spelling and the production of the speech sounds are vary widely too. Other reasons there are many differences in regions, ethnic in general. So, Sudanese learners speak different accents according to their geographical areas variation. Moreover, the researcher expects that there are certain consonant and vowel sounds cause this problem too. There are many local languages in Sudan in one region; it appears to the researcher that these languages aggravated in pronunciation problems. Another reasons there aren't any English tests in some universities to encourage 3rd year students to pronounce accurately. The financial situation plays a great role in this problem too.

In this study the researcher will try to make an investigation into pronunciation problems encountered by some university students in Khartoum State, their possible causes and recommendations.

1:3 Significance of the Study:

The researcher will try to investigate and find out some suggestions for pronunciation problems encountered by university students. The goals of this study are to help university students to correct their pronunciation mistakes and

to speak English fluently. The researcher will try to find out the problematic areas between the two languages and suggest solutions to this problem. Furthermore, this study will encourage Ministry of Higher Education and curricula designers to pay attention to pronunciation and speaking skills.

1:4 Objectives of the Study:

The researcher in this study aims to:

- 1-investigate pronunciation problems in speaking encountered by some university students in Khartoum State.
- 2- find out the problematic areas of pronunciation that are encountered by some university students in speaking.
- 3- encourage curricula designers to pay attention to pronunciation of vowel and consonant sounds.
- 4- find out which English phonemes do not exist in Arabic and which ones cause problems to university students.
- 5- show the awareness of using English stress and intonation in speaking to university students in Khartoum State.

1:5 Hypotheses of the Study:

In this study the following hypotheses have been formed:

- 1-Some university students in Khartoum State face problems in pronouncing words containing English long vowel sounds.
- 2-Some university students in Khartoum State have problems in pronouncing words that contain English short vowel sounds.
- 3-There are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato- alveolar affricates and dental fricative.
- 4-Some university students in Khartoum State do not pay attention to word, phrase and sentence stress in their speaking.
- 5-Some university students in Khartoum State do not pay attention to intonation in speaking conversation.

6-There are some English Phonemes which exist and do not exist in Arabic and are likely to cause problems to university students.

1:6 Questions of the Study:

For the purpose of this study tries to answer the following questions:

1-How far do some university students in Khartoum state practice pronunciation exercises in their courses?

2-What are the problems of English vowel sounds that encounter university students?

3-What are the problems of English consonant sounds that are encountered by university students?

4- How far stress and intonation represent a problem for university students in conversation?

5- What are the phonemes that exist or do not-exist between the English and Arabic language cause problems to university students?

1:7 Methodology of the Study:

The researcher will adopt the descriptive statistical method, and (SPSS) program to analyse the data and realize the goals of this study. The first tool will be guided interview. The interview will be designed according to the hypotheses and the main questions of the study. It will contain words in sentences, phrases, sentences and questions on columns on different topics and situations to help students answer the interview questions and discussion. The researcher will interview some university students from different levels. The data will be recorded in CDs and registered on sheets to be analyses in order to find out the result of the hypotheses of the study. The reliability and validity of the interview will be checked by some language experts. The second tool is a questionnaire which will be designed according to the main questions and hypotheses of the study. The reliability and validity of this questionnaire will be checked by some language experts. The questionnaire will also be distributed to university teachers to get their feedback about pronunciation problems in speaking. The population of this study will be 3rd year university students and university lecturers from Khartoum State. The sample will be a random selection of students from three universities. Students will be interviewed by the researcher and another teacher. University teachers will select for the questionnaire samples too.

1:8 Limits of the Study:

This study will be limited to some university students in Khartoum State. Three universities will be included Omdurman Al Ahlia, Al Azharey and Omdurman Islamic University. There will be a random selection to semi final university students in Khartoum State. Also the researcher tries to choose different students male and female from these universities. The study will be during Nov 2012 to Nov 2015.

1.9 Summary of the Chapter:

In this chapter described some pronunciation problems that face by second language learners in general, Arabs learners, and some Sudanese university student in Khartoum State. It highlighted many general points that may lead to cause this problem. One of these problems second language learners speak different accents according to their geographical backgrounds. Also, there are differences between English and Arabic language speech production system. In addition to, there are differences between English and Arabic consonant and vowel sounds. Furthermore, there are differences between English and Arabic phonemes sounds, stress and intonation. It aims finished this chapter the researcher will proceed to chapter two: Literature Review.

Chapter Two

Literature Review

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Literature Review

This chapter contains literature review which relevant to Pronunciation problems in speaking English encountered by some university students learning English as a foreign language in Khartoum State. It includes definitions of accent and dialect. As well, it highlights similarities and differences between English and Arabic vowels, which exist and non-exist which cause problems to some Sudanese university students .Moreover, this chapter gives comparison and contrast between English and Arabic consonant sounds. In addition to, in this chapter there is a survey about English stress and intonation. Lastly, it reviews some previous studies about pronunciation problems.

2.1 English Accent:

An accent is a way of how people speak language in general, but it can be vary widely between one to another speaker. Accent in general identifies speaker region or social class. According to, (David Crystal. 2004, p2) wrote “The cumulative auditory effect of those features of pronunciation which identify where a person is from, regionally or socially”. Moreover, (Malik Munawar 2012, p 26) said that "accent comes from Latin word a ccetus, which means “the intonation of saying”. In addition to, (Macmillan Dictionary: page 63) agrees with above defines. It defines accent as" a way of saying words that shows what country, region, or social class someone comes from.

*"An accent is the unique way that speech is pronounced
by a group of people speaking the same language".*

Furthermore, Second language learners speak different accents according to their country. For example, Chinese, Japanese and Spanish. Similarly, Arab learners' Saudi .Egyptian, Tunisian, and Moroccan speak different accents too; so it is easy to a listener to identify which country the speaker is from. In Sudan people speak different accents according to their tribes and geographical areas. (Andria John, 2006) Stated that" One of the problems that are encountered southern Sudan English learners, is that they speak different accents from other Sudanese people"

In Sudan people speak with different accent according to their regional and geographical background. One can identify the Sudanese speakers from which part of Sudan. According to, (Allen Rebecca, 2011) arrived to a result that "People in London speak different accent and dialect from other people in Bristol, Liverpool and Leads".

2.2 English Dialects:

A dialect is variety of language spoken by groups of people, with differences in grammar, vocabulary, and pronunciation. According to, (Yule, 1994, p 181) "Describe features of grammar and vocabulary as well as, aspect of pronunciation ". David Cristal agree with George Yule in his definition (Cristal David. 2008, p 114) defined a dialect as "A regional or social distinctive variety of language, identified by a particular set of words and grammatical structures. Spoken dialects are usually also associated with distinctive pronunciation or accent". Furthermore, Peter Roach agree with the Yule and Cristal in their definitions. (Peter Roach, 2009, p 23) wrote "It is usual to distinguish between dialect and accent. Both terms are used to identify different varieties of a particular language, but the word 'accent' is used for varieties which differ from each other only in matters of pronunciation while 'dialect' also covers differences in such things as vocabulary and grammar".

In one country people can speak different dialect according to their geographical background. According to, (Flak Oliver: 2010, p2) stated that "There are hundreds of regional dialects reflect the everyday experience of individuals living in different part of the country". What Falk states above agree with what Rebecca who. (Allen Rebecca, 2011) arrived to a result that "People in London speak different dialect from other people in Bristol, Liverpool and Leads"

2.3 Regional Dialect:

There are two kinds of dialects regional and social dialects. Regional dialects show where someone is from and which geographical area too. According to, (Cristal. 2004, p 115) "Dialects are identify where is a person from are called regional dialects, There are other terms are used , e.g. local, territorial, geographical ".

2.4 Social Dialect:

According to, (Yule,1994, p 190) "Social dialects are varieties of language used by groups define a according to, education, occupation, age, sex and number of other social parameters".

There are two kinds of dialects; regional dialects which show where someone is from, and social dialects that show variety of language spoken by different people .This spoken language depends on education , age , occupation and social class etc.

In Sudan there are many dialects these dialects show there are different spoken for one language. According to that, these dialects may affect the pronunciation of English language.

To conclude, the researcher expects that social dialects may affect the spoken language.

2.5 English Vowel Sounds:

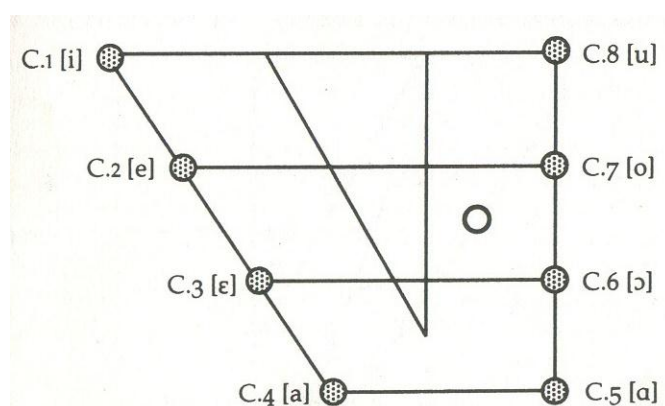
English vowel sounds are sounds that move through oral cavity with free flow of air in the mouth. The productions of vowel sounds depend on the movements of the tongue, lips and the jaws to produce vowel sounds. According to, (David Crystal. 2004, 415) defined vowels as "Vowels can be defined in terms of both phonetics and phonology. Phonetically, they are sounds articulated without complete closure in the mouth or a degree of narrowing which would produce audible friction; the air escapes evenly over the centre of the tongue". According to, the above definition (O'Connor, 1998, p.79) wrote "Vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips". Furthermore, (Todd, 1987. page, 14) added "vowel sound is the sound that needs an open air passage in the mouth. In addition, vowels are produced with a relatively free flow of air. The quality of a vowel depends on the resonance space in the oral cavity and this is determined by the position of the mobile speech organs: the tongue, the lips, and the lower jaw". Moreover, (Malik Munawar 2012, p 54) wrote "A vowel is defined as a voiced sound in the production of which there is no obstruction, partial or complete, of the air passage".

English vowel sounds are sounds produce through oral chamber without any obstruction of flow of air in the mouth. The production of English vowel sounds classify according to the movements of the tongue front, back, or middle. As well, the lips shape rounded, neutral or unrounded and the jaws medium or wide to produce vowel sounds.

2-6 Cardinal Vowel Sounds:

According to, (Crystal David, 1997, p52) wrote “Vowels are set of standard reference point, devise by British phonetician Daniel Jones (1881-1967), to produce a precise means of identifying the vowel sound of language (See figure.1.1). The cardinal vowels system is based on a combination of articulatory and auditory judgments". Cardinal vowels are standard system, as it mentioned above, once there are no place and manner of articulation of vowel sounds, the researcher expects there are difficulties in mastering these vowel sounds. For example, cardinal (1) as in tin , cardinal no (2) as in ten, cardinal (3) as in bird, cardinal no (4) as in cat , cardinal no (5) as in town, cardinal no(6) as in saw, cardinal no (7) as in show and cardinal no (8) as in

Cardinal no	Example
Cardinal no (1) /i/	tin
Cardinal no (2) /e/	ten
Cardinal no (3) / ɜ: /	bird
Cardinal no (4) / a /	cat
Cardinal no (5) /ɑ/	town
Cardinal no (6) / ɔ /	saw
Cardinal no (7) / o/	show
Cardinal no (8) /u /	



(Figure 2.1 Cardinal Vowels)

Classification labels combined with standard vowel diagram

Alkhuli agrees with Cristal in his definition (Alkhuli 2002, page79) wrote "Cardinal vowels are a standard reference system, and people being trained in phonetics at an advanced level to learn and make them accurately and recognize them correctly".

2.7 Comparison and Contrast between English and Arabic Vowels Exist and none Exist:

English has twelve vowel sounds, five long vowels which are /i:/ as in beat ,/a:/ as in pass ,/ɜ:/ as in bird , /u:/ as in food ,and /ɔ:/ as in board . As well, there are seven short vowel sounds which are /ɪ/ as in pin , eg, /e/ as in men /æ/, as in man,/ə/ as in sailor /ʌ/ as in rush /ɒ/ as in gone , and /ʊ/ as in pull /. In contrast Modern Standard Arabic language has thirty six phonemes. There are six vowel sounds, eg. /a, i, u, a: , i:, u:/. Three of them are short /a, i, u,/ and the other three are long vowels which are / a: , i:, u:/. In this part, the researcher tries to make comparative and contrast between English and Arabic language vowel sounds, which ones exist and non-exist.

2-8 English long Vowel Sounds:

As the researcher mentioned above English has five long vowel sounds. According to, (Alkhuli, 2002, p 97-98) wrote "English language has five long vowels; these are the vowels which tend to be longer than short vowels in a similar context". In contrast, Arabic language has six vowel sounds divide equally between long and short.

In this section the researcher tries to make comparative and contrast between English and Arabic language long vowel sounds. The exist and non exist between English and Arabic.

English long front vowel /i:/ and Arabic long vowel /i/

When we compare English and Arabic languages both have long vowel sounds. English has five long vowels and Arabic language has six long vowels. The Arabic three long vowel sounds are called "Hourouf Almaad which are Al aleef ,Alwaw, and Alyaa" (حروف المد) and the other three are short /a, i, u,/.

To compare English and Arabic long front vowel sounds, there is a big difference between English long vowel sound /i:/ and Arabic long vowel /i/. English long vowel sound /i:/can be written as phonemic sound is pronounced by tongue moving up near to the hard palate near close, along the side of the mouth. The lips are spread and the jaws are narrow. According to, (Gimson's,

2004, p97)"The front of the tongue is raised to a height slightly below and behind the front close position; the lips are spread the tongue is tense with side rims making a firm contact with the upper molars". E.g beat mean, leak, heel, teen, neat, least, free, leaf, sea, field, siege. receive. In comparing, Arabic long vowel /i/ is represented by Arabic letter (ya, ا , ي) As in Arabic word (Yaad يد hand) and (Neel نيل -Nile).

Long front central vowel /ɑ:/ and Arabic Long Vowel /a/

Another English long vowel sound /ɑ:/ is formed by the back of the tongue is full open the lips are neutral the jaws shape is lowered to wide. e.g. pass, fast, hard, barn, farm. According to, (Gimson's 2004, p106-107) described "This normally long vowel is articulated with considerable separation of the jaw and the lips neutrally open, a part of the tongue between the centre and back as in the full open position, no contact being made between the rims of the tongue and the upper molars". In contrast, This is one of the Arabic long vowel is written as a symbol as /a/ and is represented by Arabic letter (الألف Aleef) which is produced by glottal and the lips are moderated. As in Arabic name (أمال Amal)

Long close back vowel /u:/ and Arabic long vowel /u/

This long vowel is produced when the back of the tongue is close situation the lips are rounded. According to, (Gimson's 2004, p113-114) "The production of this sound involves the back of the tongue to be in the close position and the lips to be rounded but not lax. It is available in the words for example, cooed, rude, shoe, food, soup and June". Similarly, this Arabic phoneme /u/ represented by Arabic letter (و / waw) as in (Taweel طويل long).

Long half-open back vowel /ɔ:/

This long vowel is pronounced the back of the tongue is full open position, the lips are neutral and the jaws are medium. According to, (Gimson's, 2004, p109-110) "This relatively long RP vowel is articulated with medium lip-rounding; the back of the tongue is raised between the open-mid and close-mid position, no contact being made between the tongue and the upper molars". e.g. wall, cord, horse, sword, more, before . In contrast, there is not Arabic sound or letter matches this English long sound. So it does not exist in Arabic language.

Long Central Vowel /ɜ:/

This long vowel is articulated by the centre of the tongue is half-close and half-open position, the lips are neutral spread and the jaws are


narrow. According to, (Gimson's, 2004, p 115) "RP/3:/ is articulated with a centre of the tongue raised between closed-mid and open-mid, no firm contact being made between the tongue and upper molars; the lips are neutral spread".e.g. search, bird, first, nurse. In contrast, there is not Arabic sound or letter matches this English long sound, so it is not exist in Arabic language.

To conclude, the researcher intends to investigate the problems of English long vowels of some university students in Khartoum State, so as to find out the reasons behind these difficulties.(Al-Enazi Abdalla , 2012,94) Arrived to a result " that Saudi student as FEL face problems in pronouncing some words contain vowel sounds". As well,(Hassan. Sanna, Izzaldian, 2012,p 61) stated that "many Sudanese learners of English have problems and confusion with pronunciation of English vowel sounds.(a, e,i,o,u)"

2-9 English Short Vowels:

Short vowels are simple vowels, which are made without any stoppage of the air in the mouth cavity. There are three short English vowels which are /a, i, u,/ are scripted by diacritical marks which are written above the letter in case (/a / Fat'haa) and /u/Dham'ah) or below in case of (/i/Kasr'ah). The other four vowels sounds do not have matched sound in Arabic vowel sounds.

Short close to half close front to central /i/

This short vowel is produced when the front of the tongue is near the half-close position, and the lips are loosely spread the jaws are narrow to medium .e.g. hit, rich and private. Sit, bid, and pin, and hill. According to, (Gimson's 2004, p 98-99)"The short RP vowel /I/ is pronounced with a part of the tongue nearest to the centre than to front, raised just above the close-mid position; the lips are loosely spread; the tongue is relaxed with side rims making a light contact with upper molars". In the contrary, in Arabic language this short vowel sound /i/ is replaced this by a mark under Arabic letter known as (/  /) Ksr'ah a mark under a letter). It changes the sound of the Arabic letter and the meaning too. E.g. (Sara سر happy) (seer سر secret).

The shot half close front vowel /e/

This short vowel is pronounced by front of the tongue is raised in mid-way between half-close and half-open, the lips are unrounded and the jaws are medium. E.g. head, dead, desk, and ten. According to , (Gimson's, 2004, p101-102) wrote "For the short RP /e/, the front of the tongue is raised between the close-mid and open-mid position; the lips are loosely spread and slightly wider apart than for /I/, the tongue may have more tension than in the

case of /I/, the side rims making alight contact with the upper molars". In comparison, in Arabic standard language there is no phoneme matches this Arabic sound.

The short half open front vowel /æ/

This short vowel is formed with the front of the tongue is in half-open position and makes slightly contact with back of the tongue ,the lips are neutral and the jaws are medium to wide e.g. sat, pat, pack. According to,(Gimson's, 2004, p102-103) "The mouth is slightly more open than for /e/; the front of the tongue is raised to a position midway between open and open-mid, with the side rim making a very slight contact with back upper molars, the lips are neutrally open". In reality, in Arabic standard language there is no phoneme matches the Arabic ones.

The short half open central vowel /ʌ/

This short vowel is pronounced by the front back of the tongue is full open, the lips are neutral and the jaws are wide e.g. mud, cut, sun, drug. According to,(Gimson's 2004, p104-105)"The short RP / ʌ/ is articulated with a considerable separation of the jaws and with the lips neutrally open; the centre of the tongue is raised just above the fully open position, no contact being made between the tongue and the upper molars". Conversely, in Arabic standard language there is no similar phoneme to this English one.

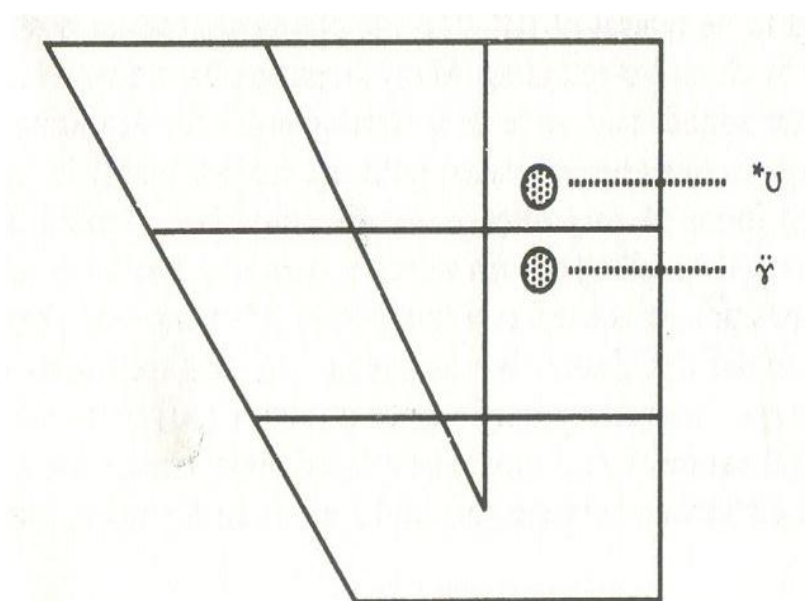
The short open back vowel /ɒ/ and Arabic short vowel /a/

This vowel is pronounced by the back of the tongue is i full open position, and the lips are open rounded and the jaws are medium wide. It is found in the words e.g. dock, lost, box, and dog. According to, (Gimson's, 2004, p108-109) "This short vowel is articulated with wide open jaws and slight, open lip-rounding; the back of the tongue is in the full open position, no contact being made between the tongue and the upper molars". The lips are rounded. As in cop, lock , and gone. On other hand, This Arabic short vowel /a/ which known as (Fat'ha الفتحة) is written as a symbol in front of the Arabic letter to change the sounds and the meaning at the same time. As in (taba طَبَّ). Which means "treated"and (Teeb طِب) which means "medicine".

The short close to half close back vowel /ʊ/

This short vowel is the central-back of the tongue is just in half-close position and the lips are slightly rounded and the jaws are medium. It finds in words like e.g. look, wood, wolf, and woman. According to, (Gimson's, 2004, p 112-113)"The short RP vowel / ʊ /is pronounced with a part of the tongue nearer to centre than to back raised just above the closed-mid

position .It has therefore, asymmetrical back relationship with front vowel /I/ ; the tongue is laxly held (compare with tenser /u:/), no firm contact being made between the tongue and the upper lip". Similarly, in Standard Arabic we can find this phoneme which means (Dhamah الضمة). It is written above the Arabic alphabets in Arabic word (Auud عُد come back). It changes the meaning of a single word and sound as in (Adaa عَد count) (Ouwd عُد retuned or come back). (See figure1-2)



(Figure 2.2)

The short central vowel /ə/

This sound is called schwa. It has a half close open central of the tongue position and lips are neutral and the jaws are medium. It appears in the words annoy, sailor, collar. It represents the weak sound forms in English. As in admit, lemon, banana, obey, America, sooner, measure, Africa, flatter , colour , picture , murderer. According to, Munawar (Malik Munawar 2012, p 57) wrote "This short vowel is pronounced by the central part of the tongue moves between the half-close and half-open, the lisp shape neutral and the jaws are medium". There is no similar sound in Standard Arabic matches this English short vowel sound. (Altamimy.Naif (2012) Arrived to a result that "Second language learners face difficulties in pronouncing vowels sounds, and that relate to differences between English and Arabic phonemic systems". (Hassan Sanna Izzaldian, 2012,p 61) Stated that "many Sudanese learners of English have problems and confusion with pronunciation of English vowel sounds.(a, e,i,o,u)"

To sum up, the researcher tries to investigate English vowel sounds among some university students in Khartoum State. So the research tries to

find out which vowels cause problems to some university students by comparing English and Arabic vowel sounds.

2.10 English Consonant Sounds:

In this part of the research the researcher tries to make a comparison and contrast between English and Arabic consonant sounds. English has twenty four consonants sounds see (figure 1-3) below. On the other hand, Arabic has twenty-eight consonant sounds most of them match their equivalent in English. The researcher tries to show place and manner of articulation of each phoneme in English and Arabic. As well as, make example/s of English and Arabic phonemes if they are similar or different.

Group	Bilabial	labiodental	Dental	Alveolar	postal alveolar	Palatalalveolar	Palatal	Velar	Glottal
Nasal	M (milk)			N (nose)				ŋ (morning)	
Stop	P (peak) b (back)			T (tea) D (dear)		tʃ (church) dʒ pleasure		K (king) g (great)	
Fricatives		F (flag) v (vase)	θ (Thanks) ð (the)	S (see) Z(zoo)		ʃ sheep ʒ cheap			H (house)
Approximants	W (west)			L light	R (rood)		J (juice)		

(Figure 2-3) English Consonant Sounds

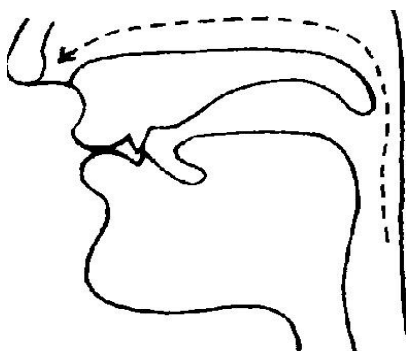
2-11 English Nasal Sounds:

There are three English nasal sounds phonemes, which are /m/ nasal bilabial, /n/ nasal alveolar, and /ŋ/nasal velar. In each ones of the three nasal phonemes the soft palate is lowered and the mouth cavity closed totally, so the air passes through the nose to produce these nasal sounds. According to, (Cristal David. 2004, p 254) "It refers to sounds produce while the soft palate is lowered to allow an audible escape of air through the nose. Both consonants and vowels may be articulated in this way. Nasal consonants occur when there is a complete closure in the mouth and all the air thus escapes through the nose". And this agree with O'Connor, (O'Connor 1980, p 48) added" There are three phonemes in English which are represented by nasal consonants./m, n, ŋ/. In all nasal consonants the soft palate is lowered and at the same time the mouth passage is blocked at the same point, so that all the air pushed out of the nose".

Bilabial Nasal /m/

This phoneme /m/ is consonant bilabial nasal sound and voiced: The production of this phoneme happens when the vocal cords vibrate, and the velum is lowered, so that all the air moves through the nose. The lips form a complete shut down in the production of these sounds. According to, O'Connor (O'Connor 1980, p49) "The soft palate is lowered adding the resonance of the nasal cavity to those of the pharynx and the mouth chamber close by the two lips. The tongue will generally anticipate or retain the position of the adjacent vowel or /l/". (See figure 2-4 below). In Arabic language is the same the two lips come closely together the mouth cavity completely close and the soft palate is lowered, so the air moves through the nose cavity. There is no problem in pronouncing this nasal phoneme to Arab students as EFL. It appears in the three position initial middle and final in Arabic and English languages as follow. E.,g. initial ,meal, meat (ماء ماء water)(مريض maredh sick). Middle, demon, glimmer, lemon,(أمر أمر order) (أمير ameur prince) . Final, warmth, glimpse, prompts (إسلام Islam) (أمام amam front).

This English phoneme has an equivalent in Arabic language system, so the researcher tries to investigate if there is problem for second language learners or Sudanese university students in Khartoum State to pronounce this bilabial phoneme.

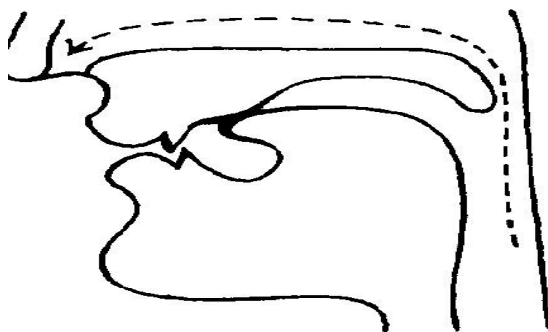


(Figure 2-4 Bilabial Nasal /m/)

Alveolar Nasal /n/

This phoneme /n/ is nasal alveolar consonant phoneme sound: it's bilabial nasal, and voiced. The vocal cords vibrate, and the velum is lowered so that the air escapes through the nose. The tip of the tongue form complete closure against the teeth ridge in the production process. According to,

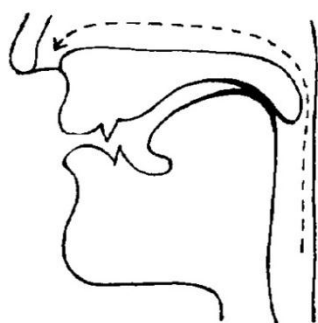
(O'Connor 1980, p49) "The soft palate is lowered in /n / sound the tip of the tongue pressing against the alveolar ridge , and the sides of the tongue against the sides of the palate".(See figure 2-5 below). In the same way, in Standard Arabic language the production of this phoneme /n/ happens when the tip of the tongue touches the hard palate, and both sides of the tongue touch sides of the palate. We can find the word in English and Arabic in the three positions initial nurse , middle final and town , and final soon . For example, near, nurse and noon.(naseem نسيم breeze) (naar نار fire) middle (Asnaan أسنان teeth), final (fanan فنان singer).The researcher expects that this sound /n/ do not cause problems to some Sudanese university students in Khartoum State, because there is an equivalent in the Arabic language system.



(Figure 2.5 Alveolar Nasal/n/)

Velar Nasal /ŋ/

This /ŋ/ is English consonant velar nasal phoneme; it is dorsum-velar, nasal and voiced. The palate is lowered and the air passes through nose. The mouth is blocked by the back of the tongue pressed against the soft palate. According to, O'Connor (O'Connor 1980,p51) "This is the third English nasal consonant and the only one likely to cause trouble, because many languages do not have a consonant formed like /ŋ / . The position of the speech organs for /ŋ/ see the (figure 2.6). The soft palate is lowered and all the air passes out through the nose .The mouth is blocked by the back of the tongue pressed against the soft palate". It can be middle singer, hanger and finger, and finals ing (s) hang(s, ed) .By the way of contrast, in Standard Arabic this phoneme is not exist so, it may cause many problems to Arab learners (Altamimy.Naif,2012) Arrived to a result "that Saudi students mispronounce velar nasal /ŋ/,they pronounce it /ng/. As a result, they pronounce the word (write = /rai.tiŋ/) as/ rai:ti-n-g/, (watching = /visitiŋ/) as /visiti-n-g/.or they replace it by /nk/.



(Figure 2.6 Velar Nasal/ŋ/)

In conclusion, the researcher expect that there is no problem to Arabs and Sudanese as EFL learners in pronouncing bilabial nasal sound /m/ and Alveolar nasal /n/. In fact, The researcher guesses that Arabs as EFL and some Sudanese university students face a problem in pronouncing velar nasal sound /ŋ/, the result is there is no phoneme similar to it in Standard Arabic.

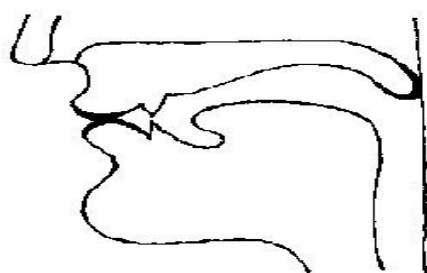
2-12 English Bilabial Plosive:

According to, Cristal (Cristal David. 2004, p 41) wrote "A term in the classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the coming together of both lips.

Bilabial plosive/p/and /b/:-

These two phonemes are very different in their speech production. As well, they are a little bit similar in their pronunciation to some university students. Students do not know how to differentiate between them, so they cause a problem to them. English Phoneme/p/ is stronger than /b/ both are bilabial and stop, but /p/ is voiced and /b/ is voiceless, when we pronounce them the breath completely stopped at some point in the mouth by the lips or tongue tip or tongue back, and then released with a slight explosion. Furthermore, (O'Connor 1980, p39) "/p/ is a stronger stop consonant and /b/ is a weak one. The position of the organs of speech for these stops consonants in the figure above. The lips are closed firmly and the soft palate is raised so that the breath cannot get out of either the nose or the mouth but is trapped for a short time". See the figure 2-7 below. E.g. /b/ as a phoneme is found in English and Arabic in initial bin and bread. Arabic initial (baab باب door), (beent girl بنت), middle rubber (Ebn ابن son), and final rib bulb (khetab خطاب letter). In addition, /p/ initial pin, pill, and play, middle capable and gospel, final lip, lap, and cheap. But this phoneme does not exist in Arabic language, so it may cause

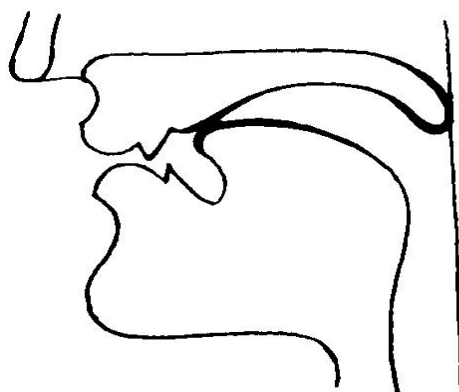
a problem to many Arabs and some Sudanese university student they can replace it in many ways they pronounce /play / as /blay/.(Hassan Sanna Izzaldian, 2012,p 61) Stated that "These two phonemes cause problems to English language learners they pronounce /b/ instead of /p/ in words like "pen" "bin" and "play" as "blay". The researcher tries to investigate the reason behind the cause/s of mispronunciation of /p/ instead of /b/ to some 3rd year university students in Khartoum State in this study.



(Figure 2-7 Bilabial Plosive /p/ and /b/)

2-13 Alveolar Plosive /t/d/:

Both these English phonemes are Apex, alveolar and stop./t/ is voiceless and /d/ is voiced. The tip of the tongue firmly contacts the hard palate, and the air escapes through the mouth. According to, (Cristal David. 2004, p 17) " A term in the classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the blade of the tongue (or the tip and blade together) in contact against the alveolar ridge (or'aveolum')". Furthermore, (O'Connor 1980,p 43) "/t/ is a strong stop consonant and /d/ is a weak one. The tip of the tongue not the soft Palade is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate. The soft palate is raised, so the breath can escape through neither the nose nor the mouth but it trapped for a short time". (See figure 2.8 below).

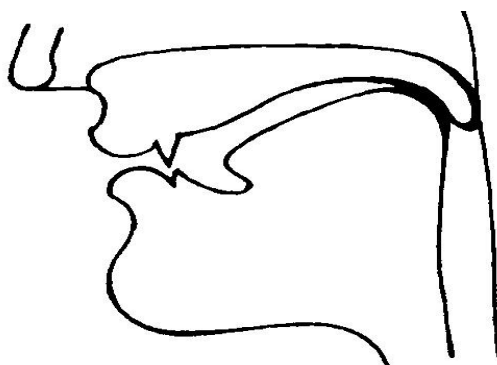


(Figure 2.8 Alveolar Plosive/t/ and /d/)

We can find these two sounds in English and Arabic in initial, middle and final e.g./d/ do, dog, middle as in made medal and final as in killed bend. /t/ initial as in town and tree, middle later and metal and final as in kilt, bent past. Equally, in Arabic language the same mechanism of production happens the tip of the tongue is contact the hard palate and the air passes through the mouth. We can find both these phonemes in Arabic language /d/ /د/ in first as in (daar دار house) (deen دين religion) , middle (Alwaledan الوالدين parents) and final as in (Hadeed حَدِيد iron) and (Jadeed جَدِيد new). Also, /t/ /ت/ and /ط/ /initial as in (Tamr تمر date) (Tareekh تاريخ date or history) , middle as in (artah أرتاح relax) (khetab خِطَاب letter) , and final as in (bent بنت girl) (mtaat مطاط rubber). So for what the researcher mentions above illustration Students can easily differentiate between the two phonemes /t/ and /d/. The researcher expects there is no problem to differentiate between them to Arabs learners and to some university students in Khartoum State.

2-14 Velar Plosive /k/ /g/:

These two phonemes are familiar to the students /k/ is dorsum, velum, stop, voiceless and it is strong. And /g/ is voice velar stop too. The production of these two velar plosive phonemes happen when the back of the tongue raise and touch the velum. Then the tongue comes down and the air passes through the mouth. According to, (Cristal David. 2004, p 409) said "A term used in the Phonetic classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the back of the tongue against the soft palate, or velum". Moreover, (O'Connor 1983, p 45) wrote "/k/ is a strong stop consonant and /g/ is a weak one. The back of the tongue is firmly contact with soft palate, and the soft palate is raised, so that the breath is trapped for a short time. When the tongue is lowered suddenly from the soft palate, the breath rushes out of the mouth with slightly explosion or popping". (See figure 2.9 below).



(Figure 2.9 Velar Plosive /k/ and /g/)

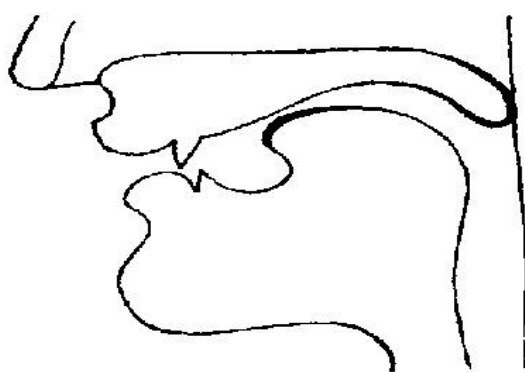
E.g. of these two phonemes in initial, middle, and final as follow: /k/ car, cry, clean, /g/ go, gees, girl. Middle /k/ baker, talking, /g/ eager, hanger, and figure. Final /k/ leak, dark, bank, /g/ dogleg, rogue and vague. Students may don't know those vowels /a, u, o /is pronounce /k/ when the word starts with /c/. On other hand, sometimes students confuse between /g/ and /j/. In other words Arabic language has the same English phonemes /k/ and /g/. They pronounce by the back of the tongue raises and near to touch the soft palate, and the air passes through the mouth. We can find they in main three position, first, middle, and final. E.g./k/ it pronounce /ك/ as in (Koul كُل eat) , middle (Akal أكل ate) , and final (shark شَرَك trap). As well as, /g/ pronounce /ج/ and /ق/ as initial in (Jamal جمل camel) and (geef قِف stop), middle as in (Hajer حجر stone) (mgaal مقال article) , and final as in (Alahaj الحج pilgrim) and (fawareg فوارق differences). Once there are equivalent phonemes between English and Arabic Arabs and some university students in Khartoum State as EFL do not face problem in pronouncing these two phonemes, but they may replace /g/ by /j/ in certain circumstances.

Affricates:

2-15 Plato-Alveolar Affricates /tʃ/ and /dʒ/:

According to, (Gimson's 1994, p 160-61) defined affricate as "The term affricate denotes a concept which is primarily of phonetic importance. Friction occurs approximately at the point where the plosive stop is made is called Affricative". Moreover, (Cristal David. 2004, p 12) said " Affricate is a term used in the classification of consonant sounds on the basis of their place of articulation: it refers to a sound made when the airpressure behind a complete clouser in the vocal tract is gradually released;the initial release produce a plosive , but the sparation which follows is sufficiently slow to produce addibl friction, and there is thus a ffricate element in the sound also" see (figure 2-10 below). In this English phoneme/tʃ/ is voiceless palato-alveolar fricative , the tipof the tongue is raised to the hard palate.The air passes with friction amonge the gap between the tongue and the roof of the mouth, the nasa cavity is totally closed. This phoneme can be initialed as in cheese, chain and charm, middle as in feature, orchard, butcher , and nature , final as in catch larch , patch. sometimes second language learners replace it by /g/.In Arabic language it has an equivalent phoneme /ش/ as well as, in English it can be initial as in (shammes شمس sun) (shareg شرق east). Middle (yamshey يمشى walked) (Meshrat مشرط scalpel) and final as in (Aoush عُش nest). In contrast /dʒ/is voiced Plato-alveolar fricative the tip

and blade of the tongue move down to touch the teeth ridge. It can be initial as in gin, jest, and jar. Middle as in midget, ledger and urgent. Final as in judge, age and edge. Furthermore, that happen in Arabic language it represented by /ج/ can be initial (jameel جميل beautiful) (janah جناح wing).Middle (Zajaaj زجاج glasses). Final (Ehtejaj إحتجاج protest)



(Figure 2.10 Plato-alveolar Affricates /tʃ/and /dʒ/)

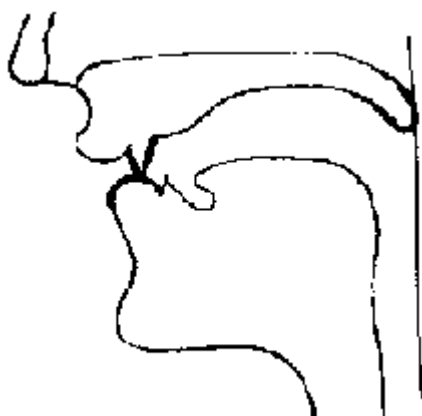
These phonemes are front, Plato alveolar, affricate. /dʒ / is voiced and /tʃ / voiceless. The produce with similar articulation to the palatal fricative / tʃ/, /ʃ/,and /ʒ /, /dʒ /, the main different is in the place of articulation. The searcher assumes that there is a problem and confusion to some university students when they pronounce words contain /dʒ / and /tʃ / . (Hassan Sanna Izzaldian,2012, p 65) Stated that "many Sudanese learners of English have problems, they pronounce /ʃ/ marsh instead of /tʃ/march and like "much" and "furniture". So the researcher tries to investigate main reasons behind this problem.

Fricatives:

English fricative sounds are produced as a result of incomplete closure at some point in the mouth. This manner of articulation is used in producing a set of sounds which include the labiodental fricatives /f/ and /v/, the dental fricatives /θ/ and /ð/, the alveolar fricatives /s/ and /z/, the alveopalatal fricatives /ʃ/ and /ʒ/, and the glottal fricative /h/. According to (Gimson's 1994, p162) said" In articulation of a fricative consonants , two organs are brought and held sufficiently close together for the escaping airstream to produce local air turbulence; Fricative are therefore, like plosive and affricates, characterized by noise component".

2-16 Labiodentals Fricatives /f/, v/:

According to, (Cristal David. 2004, p 213) he defined it as "A term in the Phonetic classification of sounds on the basis of their place of articulation : it refers to a sound in which on lip is actively in contact with teeth. The usual way is for the lower lip to articulate with upper teeth, as in [f] and [v]". English labiodentals fricative phonemes /f/ and /v/ are pronounced when the lower teeth contact and articulate the upper lip and force the air to escape through the mouth. Furthermore, O' Connor (O' Connor 1981, p 25) wrote "The soft palate is raised so that no air goes through the nose and it is all forced through the mouth. The bottom lose is very close to the upper teeth: this forms the narrowing and when the air is pushed through this narrowing it causes slight friction".(See figure 2.11 below).



(Figure 2.11 Labiodentals Fricative /f/ and /v/)

These two phonemes are formed in initial, middle, and final as follows /f/ food, fast, fan, in the middle , breakfast and final as in brief . /v/ initial as in vas , van , and vice. Middle as in move ever, and silver, and final as in ought. Vice versa in Standard Arabic we find only the phoneme /f/ in the three positions ,first, middle, and final as follows /f/ is equivalent by / ف / as in (Feel فيل an elephant) ,(Fanان فنان singer) , middle, (kafar كفر wheel) and final as in (kahf كهف cave). By contrast /v/ phoneme has not have an equivalent in Arabic phonemic system , so Arabs and Sudanese students may pronounce it wrong or change it to another phoneme near to their L1 . (Al-Enazi,Abdalla,2012) "Arrived to a result that "many Saudi English learners have problems in differentiating between words start with/v/ and /f/ sounds".

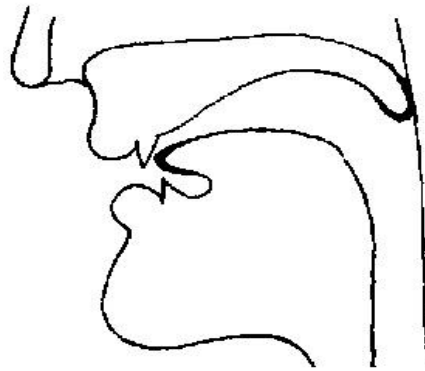
(Hassan Sanna Izzaldian,2012,p 65) Stated that "Sudanese students of English pronounce /f/ instead of /v/ in words like "have" and "van".

Both phonemes are lower lips, labial dental and fricative. Phoneme /f/ is strong voiceless phoneme and /v/ is a weak voiced phoneme. They are partially confusing the students unless the teacher shows the different /f/ are strong and /v/ is a weak. The researcher attempts to investigate and make comparative between these two sounds. /f/ as in half and /v/ as in have to be sure they do not cause problem to some university students in Khartoum State.

2-17 Dental Fricative / θ/ / ð/:

According to, (Cristal David. 2004, p 109) defined dental fricative as "A term in the Phonetic classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the tongue tip and the rims against the teeth". These two phonemes are interdental fricative sounds / θ/ ð/. The soft palate move up and the tip of the tongue touches the upper teeth, the air passes through the mouth. Moreover, (O'Connor 1980, p 29) wrote "The soft palate is raised so that all the breath is forced to go through the mouth. The tip of the tongue is closed to the upper front teeth: this is narrowing where the friction is made. The noise is made by the friction for/θ/ ð/d /is not very great, much less than for /s/ and /z/". See figure below 2.12 .Both these sounds have an equivalent phoneme in Arabic language,(/ θ/ ث) and, / ð/ has (ذ) . We can find them in the three main positions, initial, middle, and final as follows / θ/ initial , thief, thick, and earth. Middle, ether, ethics, deathly and final, mouth and month. /ð/initial , there, this and then. Middle as in breathing, father, and mother. Final as in lathe and clothe. On other side, Standard Arabic language has the same phonemes /ð / is equivalent to /ð/ and it can be initial as in (Zeebذئبwolf) or (Zobab ذباب flies). Middle as in (kazeeb, كاذب lair). Final as in (akhaz أخذ took). As well, as / θ/ has an equivalent Arabic phoneme /ث/ it can be initial (ثورة revelation) and middle, as in (Othman, عثمان Arabic name) and final as in (mkathمكث stay)

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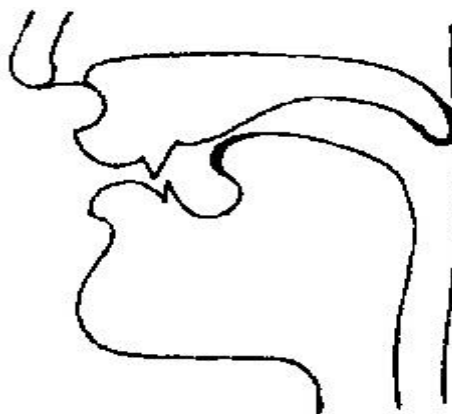
(Figure 2.12 Dental Fricative / θ/and / ð/)

Arabs as EFL face problems when they pronounce these two phonemes either when in pronunciation or by replacing them by other phonemes which are near to their mother tongue langue L1. (Altamimy.Naif, 2012) Arrived to a result that "Saudi students as Second language learners face difficulties in differentiating words start by /θ/ and /ð/ sounds , and that relate to shortage of training of two phonemes. Furthermore, a Sudanese researcher (Hassan Sanna Izzaldian,2012,p 61) State that Sudanese students of English pronounce /s/ instead of /θ/ in words like "think" and "math" "Mathematics". These phonemes cause some problems to the students; both are Apex, interdental and fricative. Students do not know how to differentiate between them, /θ/ is always spelt / th/ thief, thick, thumb it is strong phoneme and voiceless. /ð/ is a weak and voiced e.g. the, this and weather. Teachers need to be more accurate when they teach beginners. The researcher assume that there are difficulties to some university students to pronounce some words that start with /ð/ and /θ/ and they may change it to another phonemes/s/ instead of /θ/or /z/ instead of /ð/.

2-18 Alveolar Fricatives /S/ /z/:

These two English alveolar fricative sounds are pronounced when the front of the tongue touching the alveolar ridge , and the tongue rims make near touch with the upper teeth. According to, (Cristal David. 2004, p 17) "A term in the classification of consonant sounds on the basis of their place of articulation: it refers to a sound made by the blade of the tongue (or the tip and blade together) in contact against the alveolar ridge (or 'alveolum'), which is the bony prominence immediately behind the upper teeth". Furthermore, (Gimson's 1994, p170) added "The soft palate being raised and the nasal resonator shut off, the blade (or the tip and blade of the tongue make a light contact with upper alveolar ridge, and the side rims of the tongue make a close contact with upper

side teeth". See figure 2.13 below. The alveolar fricative /s/ is voiceless sound, it can be initial as in sat, soon, and sea. In the middle as in easy, concert, pencil, and final as in niece farce, pass and famous. As well as, the English alveolar /z/ is voiced and it can be initial as in zeal, zest, and zone. In the middle as in easy ,lazy, pansy, and final as in words ribs, heads, and legs. In the same way, in Arabic language these two phonemes are pronounced by the tip of the tongue behind the upper front teeth. They have equivalent phonemes in English /s/ is represented by /س/ and /ص/ and /z/ is represented by /ذ/ . They can be initial ,middle , and final as follow: /س/ (Samkسمك fish) (Sekenسكين knife) , middle (meskeen, مسكين poor), and final as in (Dheresضرس tooth). As well as , /z/ initial as in (zawaj زواج marriage), middle (Weza وزه goose), and final as in (razaz رزاز sprayer).



(Figure 2.13 Alveolar hisser Fricative/S/and /z/)

Arab students face difficulties when they pronounce /z/ they replace it by /ʃ/ . According to, (Altamimy.Naif (2012) "Arrived to a result that "Second language learners pronounce /z/ as /ʃ/". Furthermore, Sudanese students face the same problem (Hassan Sanna Izzaldian,2012,p 61) "Stated that "many Sudanese learners of English pronounce /z/ instead of /ʃ/ in words like " then and " weather". The researcher attempt to investigate some university students pronounce words contain morphemic /s/ and z/.

2-19 Plato-Alveolar Fricative /ʃ/ and /z/:

These two English phonemes are alveolar fricative sounds are pronounced by the front of the tongue in contact with hard palate. According to, Cristal (Cristal David. 2004, p 17) wrote "A term in the Phonetic classification of speech sounds on the basis of their place of articulation : it refers to a sound

made by the front of the tongue a little in advance of the palatal articulatory area, i.e. in the direction of alveolar articulation". In addition to, (O'Connor 1981, p 35) added/ ʃ /, is a stronger sound and /ʒ / is a weak one. The soft palate is raised so that all the breath is forced to go through the mouth. There is a narrowing between the tip of the tongue and the back of the alveolar ridge. The front of the tongue is higher than for /s/ and /z/. The lips are very slightly rounded see (figure 1.14 below).



(Figure 2.14 Alveolar Fricative / ʃ / and /ʒ /)

Both these two phonemes are written initial, middle, and final as follow: / ʃ / initial shoe, sure, schedule, middle sheet, shop and sugar, and final as in dish, cash wash, and push. Similarly, /ʒ / can be initial as in French Loan word/s gigolo, gigue, and jabot, middle as in pleasure , vision, and leisure .Final only French words as in prestige, barrage. These two phonemes are not familiar to Arabs and some Sudanese students. They may confuse by / ʃ / when is strong and spelt in many different ways, /ch (shoe) ,ach (machine, sch,(schedule) s sure , or ss,(assume and it is voiceless. Also /ʒ / is spelt differently too /si, (vision), s (measure) z, seizure/ before /u/ and it is a weak. (Alenazi ,Abdalla ,2012. p,85) Arrived to a result that " Saudi learners have a lack of differentiating between alveolar fricative / ʃ / and /ʒ / ,/tʃ/ and /dʒ/".The researcher intends to investigate words contain / ʃ / ,/ʒ / and / tʃ / , and /dʒ so as to see which ones cause problems to some university students in Khartoum State.

2-20 Glottal Fricative /h/:

According to,(Cristal David. 2004, p 170) defined it as "A term in the classification of consonant sounds on the basis of their place of articulation : it s a sound made the larynx, due to the closure or narrowing of the glottis, the aperture between the vocal cords". Moreover, (Gimson's 1994, p 173-174) added" Since English /h/ occurs only in syllable-initial, pre-vocalic position; it may be regarded as a strong, voiceless onset of the vowel in question. The air is

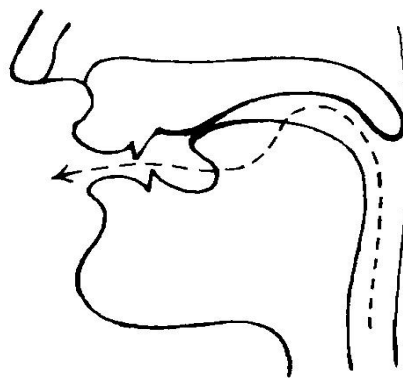
expelled from the lungs with considerable pressure, causing some friction through the vocal tract, the upper part of which is shaped in readiness for the articulation of the following vowel (i.e. as regards the position of the tongue, lips soft palate and the configuration of the pharynx)". It can be pronounced initial as in heat, hen, horse, who, but not in honors, bones, heir. In the middle as in behave perhaps manhood, but not exhilarate, exhibit, vehicle, vehement and in some final suffixes, e.g. Shepherd. In Arabic is it glottal fricative represented by / هـ الهاء / and / ء الهمزة / . It can be initial as in (Hawa هوا air) middle as in (mohem مهم important) and final (redha رضاء agree) .

2.21 Labial-velar /w/:

This phoneme is bilabial, glides and voiced in pronunciation by the lips rounding and this rounding depends on the openness of the following sounds. When /w/ immediately follows /t/ or /k/ the glide is not voiced. According to, (Cristal David. 2004, p 212) "A general term in the Phonetic classification of speech sounds on the basis of their place of articulation : it refers to a use of one lip or both lips ". It can be initial as in weed, wood, and west. Middle as in swing, queen, and twist. Final as in how. Similarly, in Arabic language it can be in the previous three positions as in (walad ولد boy) , middle (mawad وعد promise) and final as in (Adou عدو enemy) . This English phoneme is found in both English and Arabic so, the researcher expects it may not cause a big deal for the Arabs and some Sudanese university students.

2.22 Lateral Approximant /L/:

In this English phoneme the tip of the tongue touches the alveolar ridge and the two sides of the tongue slightly contact the upper teeth. The air passes between them to produce this phoneme. This phoneme is voiced and when there is a vowel before it called clear /L/. As well when it is before a consonant it is called dark /L/. The most important thing is that in pre-consonant position the /L/ is silent e.g. talk, half, calm. According to, (O'Connor 1981, p 53, 54) "The soft palate is raised and the tongue-tip and the sides of the tongue-blade which cannot be seen in the diagram are in firm contact with the alveolar ridge, obstructing the center of the mouth. The sides of the remainder of the tongue are not in contact with the side palate, so air can pass between the sides of the tongue and the palate, around the central obstruction formed by the tip and the blade of the tongue and so out of the mouth". (See figure 1:15 below). Furthermore, (Cristal David. 2004, p 216) added "A term used in the Phonetic classification of consonant sounds on the basis of their manner of articulation : it refers to any sound where the air escapes around one or both sides of closure made in the mouth, as in the various types of [L] sound".

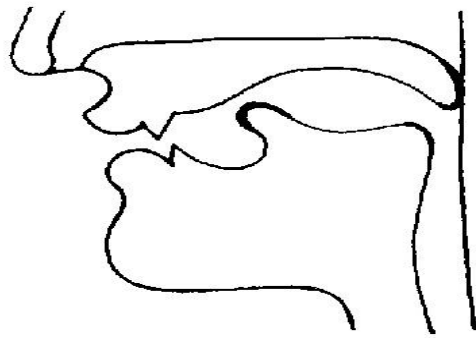


(Figure 2.15 Lateral Approximant)

This English phoneme is found in the three main positions initial, middle, and final as follow: leave, let, lock, look, and late. In the middle as in silly, yellow, allow, and color. Final as in feel, fall , and meal. Similarly, in Arabic language we can find this phoneme initial as in (lawn, لون colour) and (Laymoon ليمون lemon) , in the middle as (Esteglal إستقلال independent) and final as in (Asal, أسال ask). The researcher guesses that there is no problem to Arabs and some Sudanese university students, whence it is found in English and Arabic language.

2-23 Post –Alveolar Approximant /R/:

This phoneme is Apex, alveolar, glides and voiced. The tongue takes curved shape the lips are rounded the front of the tongue bear to touch the palate but without friction. Ladefoged (2001:7) "sound that is produced with the tongue blade touching the alveolar ridge. It occurs initially in words such as "raw". If this sound is pronounced at the end of words by the same speakers, we may also have retroflex sound like "air". This sound is represented by the symbol /r/.According to,(O'Connor 1980, p 60) "The tongue has curved shape with tip pointing towards the hard palate at the back of the alveolar ridge, the front low and the back rather high. The tongue-tip is not closed enough to the palate to cause friction". (See the figure 2.16 below). It can be initial as in rang, raw, road, and royal .In the middle and intervocalic as in mirror, very, arrow, hurry, and furry. Final with following word beginning with vowel e.g, for away, poor old man, once for all. As well as, following voiceless accented, price, proud, tree, try.



(Figure 2.16 Post-alveolar Approximant/r/)

On the other words, In Arabic language this phoneme is found and it is alveolar the part of the tongue is on the alveolar ridge. It can be initial , middle, and final positions as follow: (Raaey راعي shepherd), (marsa, مرسى port) , and (Shaer, شاعر poet) . The researcher expects there is not problem in this phoneme to Arabs and some university students.

2.24 Palatal Approximant /J/:

The English palatal approximant phoneme is voiced and it pronounced by the front of the tongue and hard palate is always proceeding by a vowel. In different cases it is voiceless According to Gimson's, (1994, p191-192) wrote "The tongue assuming the position closes mid to close vowel and move away immediately to the position of the following sound. The lips are rounded closer than followed by /u:/, ʊ, or ɔ:/, than when preceding more open or front vowels- cf , woo, wood, war, with , what, west, we, in these cases where /w/ preceded /u:/". It can be initial as in yes, yard, yacht, and year. Likewise, Arabic language is it a glide /ي/ sound made without closure in the mouth. It can be initial, middle, and final as follow: (Yamout يموت dies) , (sayer سير walking) and (Aleey عالي high). The researcher thinks there is not problem to the Arab and some Sudanese learners to pronounce this phoneme.

2.25 English Stress:

Definitions

Stress is a way of force or a degree of how speakers pronounce a syllable or a word. It depend on where the speaker make more energy to identify a verb , noun, adj ,adv, etc. According to, (Ladefoged, 1993,249-250) wrote "a speaker stresses a syllable by extra contraction of muscles of the rib cage, and by extra activity of the laryngeal muscle, and perhaps also by increases the muscular a activity involved in the articulatory movements". Furthermore, (Munawar Malik, 2011, page 67) added " Stress is the degree of force with

which a syllable or word is uttered. Stress is crucial in English pronunciation. It can be called grammatical device in spoken English. In English, a part of the meaning of a word depends on its stress; it (stress) serves to mark the function of words in spoken English". In addition to, (Dr. Alkhuli, 2002 .page 182) wrote "Stress requires more energy accompanying the stresses syllable. This stress is taken by the vowel, i.e. the syllable nucleus; thus, consonants take no stress. Every syllable in the word takes a suitable degree of stress.

Fixed and Free stresses:

English and Arabic language have free stress , that means the stress can be found in the first syllable ,second, third, fourth, or even fifth. In contrast , in other language like French and Polish in these two languages the stress is fixed in the last syllable. According to, (Dr. Alkhuli, 2002 .page 182) wrote "Some languages like English and Arabic have free stress. This means that the primary stress may be on the first syllable of the word, second, third, or other syllable, e.g. *table*, *dictation*, *politician*, *export*, which take a primary stress on the first, second, third, and final syllable, receptively.

Such stress called a free stress. Such a system is called the free stress system. Such languages are called free stress languages. In contrast, other language such as French, Polish, and Finnish usually puts it on the last syllables. For example, French usually puts it on the last syllable of the word; Finnish, on the first, Polish on the one before that end".

Stress Physiology:

When English a speaker stresses a word or a syllable there are many things happen physiologically as follow: in the organs of speech are more active , and the vocal cards is moved more strong, as well there are many changes in the lips position they become more active, and the lungs push the air more strong. According to , (Dr. Alkhuli, 2002 .page 182) wrote "What happens when we stress a syllable? Stress here means the strongest stress, not any degree of stress. When we stress a syllable, many things take place (in comparison with an unstressed syllable.)

- 1- Related speech organs become more active.*
- 2- The lungs push the airstream more strongly.*
- 3- The vocal cords move more strongly. They become closer with voiced sounds and farther with voiceless ones.*
- 4- The lips become more active if they participate in articulation.*
- 5- The tongue move more precisely and accurately.*

If the syllable is unstressed, i.e., weakly stresses, what happens is the opposite of those five activities".

Stress Shift:

Stress in the free language is not fixed , so it can be changed according to the form of the word and the syllable too. According to, (Dr.Alkhuli, 2002 .page 186) wrote "In free - languages, the primary stress does not always remain on the same syllable if other derivatives are formed from the same root. The primary stress may shift from a syllable to another.

For example, in nation and national, the primary stress has remained on the first syllable. However, in word like nationality the stress has shifted from the first syllable in nation to the third syllable".

Word Stress:

In English word stress identifies where is the syllable in the word in the first, second or third syllable. There are two ways when we write the stress to show is it primary it will be above the word, or in a vertical position to show a secondary syllable. According to, (Munawar Malik, 2011 ,page 68) wrote "Word stress shows what syllable or syllables in a word are stressed. E.g. 'useful is stressed on the first syllable, mistake /mɪ'steɪk/ is stressed on the second, and advantageous /,æd.væn'teɪ.dʒəs/ has primary stress on the third syllable and secondary stress in the first syllable.

(The primary stress is indicated by placing vertical stroke above the syllable, and the secondary stress by placing a vertical stroke below the syllable".

Sentence Stress:

In English language sentence stress shows what stressed words are. There are certain words are stressed in English sentence ,e.g nouns, verbs, adjectives ,adverbs , main verbs, demonstrative , on the other hands, helping verb , pronouns, preposition, and conjunction are not stressed in English sentence. According to, (Munawa.Malik,2011,page, 68) wrote "Sentence stress indicates what words in a sentence are stressed. Look at the following paragraph: *John is my friend. He lives in Lahore. His father is a teacher in a school. John visits me every month.*

In this paragraph we find that certain words are stressed whereas others are not. Generally nouns, demonstrative and interrogative pronouns, main verbs, adjectives and adverbs are stressed, whereas pronouns, prepositions, helping verb, conjunctions, are not stressed.

Examples of some stress patterns of simple words.

When a second language learner needs to master English stress, the best way is to listen carefully to TV, Radio, or check up a learner's dictionary. According to, (Munawar Malik, 2012 page 68) added "There is no simple way of learning the stress of a word in English. The best way is to listen attentively to a good speaker and to look up the dictionary".

Here are some examples of stress patterns of simple words:

In English when there are two syllable words there is penchant to stress the first syllable for the noun and the second syllable for the verb. E.g. conflict /'kɒn.flɪkt/(N) and /kən'flɪkt/ as a (V). Present /'prez.ənt/ (N) and prɪ'zent/ as (V). Also, adjective follow the rules as nouns the stress in the first syllable as in record /'rek.ɔ:d/ (N). In case the adjectives or nouns end in 'ion' and 'ity' we are stressed them on the third syllable, e.g. majority and inferiority. Moreover, if the noun end in "'phy", "thy", "try", "ncy", "gy" and "any" indicate stress pattern on the third last syllable: e.g. Philosophy, Geology and Tendency. In addition to, Nouns ending in 'phy', 'thy', 'try', 'ncy', 'gy' and 'any' indicate stress pattern on the third last syllable: e.g. Philosophy, Geology and Tendency.

Weak forms in English

When we speak English as the researcher mentions there are certain words can be stressed as in nouns, main verbs ,adjectives , adverbs, demonstrative and on the other side , helping verb ,pronouns, preposition, and conjunctions are not stress. There are two forms weak and strong in normal speech we use weak form when we speak, and we have certain places we can use strong from as in: a word stand alone, when we make contrast between two or more word, and when there is a sentence we can make a stop in the middle or at the end .According to, (Munawar Malik, 2012 page 90) wrote" In English speech, some words are stressed and other are not. In normal speech all nouns, demonstrative, and interrogative pronouns, main verbs, adjectives, and adverbs are stressed. The pronouns, prepositions, conjunction, helping verbs are not stressed. The following is detailed list of words which have both strong and weak forms".

1-Pronouns

<i>Pronouns</i>	<i>Strong Form</i>	<i>Weak Form</i>
<i>Me</i>	<i>/mi:/</i>	<i>/mi/</i>

Similar (we, he, she)

<i>Us</i>	/ʌs/	/əs/
<i>You</i>	/ju:/	/jə/ , /jʊ/
<i>Them</i>	/ðem/	/ðəm/
<i>That</i>	/ðæt/	/ðət/
<i>Who</i>	/hu:/	/hu/

2- Verbs

<i>Verbs</i>	<i>Strong Form</i>	<i>Weak Form</i>
<i>Be</i>	/bi:/	/bi/
<i>Am</i>	/aem/	/əm/
<i>Is</i>	/ɪz/	/z/ , /s/
<i>Are</i>	a:r /	/ə r / , /ə/
<i>Was</i>	/wɒz/	/wəz/
<i>Were</i>	/wɜ:r /	/wə r / , /wə/
<i>Have</i>	/hæv/	/həv/
<i>Has</i>	/hæz/	/həz/
<i>Had</i>	/hæd/	/həd/
<i>Can</i>	/kæn/	/kən/
<i>Could</i>	/kʊd/	/kəd/
<i>Shall</i>	/ʃæl/	/ʃ ə l/
<i>Should</i>	/ʃʊd/	/ʃəd/
<i>Will</i>	/wɪl/	/əl,l/
<i>Would</i>	/wʊd/	/wəd/
<i>Do</i>	/du:/	/də/ , /du/
<i>Does</i>	/dʌz/	/dəz/

<i>Must</i>	<i>mʌst/</i>	<i>/məst/</i>
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3-Preposition

<i>Prepositions</i>	<i>Strong Form</i>	<i>Weak Form</i>
<i>At</i>	<i>/æt/</i>	<i>/ət/</i>
<i>For</i>	<i>/fɔːr /</i>	<i>/fə r / , /fə/</i>
<i>From</i>	<i>/frɒm/</i>	<i>/frəm/</i>
<i>Of</i>	<i>/ɒv/</i>	<i>/əv/</i>
<i>To</i>	<i>/tuː/</i>	<i>/tʊ/</i>

4- Conjunction

<i>Conjunctions</i>	<i>Strong Form</i>	<i>Weak Form</i>
<i>And</i>	<i>/ænd/</i>	<i>/ənd/ , / ə n/</i>
<i>As</i>	<i>/æz/</i>	<i>/əz/</i>
<i>But</i>	<i>/bʌt/</i>	<i>/bət/</i>
<i>Or</i>	<i>/ɔːr /</i>	<i>/ə r / , /ə/</i>
<i>Than</i>	<i>/ðæn/</i>	<i>/ðæn/</i>

5-Articles

<i>Articles</i>	<i>Strong Form</i>	<i>Weak Form</i>
<i>A</i>	<i>/eɪ/</i>	<i>/ə /</i>
<i>An</i>	<i>/aen/</i>	<i>/ən/</i>
<i>The</i>	<i>/ðiː/</i>	<i>/ði / , /ðə /</i>

1-Some other words

<i>Words</i>	<i>Strong Form</i>	<i>Weak Form</i>
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Some /sʌm/ /səm/

There /ðeər/ /ðə/

Weak form of negatives:-

(Munawar Malik, 2012 page 72-73) The word not most often has stress and is pronounced /nɒt/. A weak form /nt/ occurs in certain contractions namely:

can't	/kɑ:nt/	isn't	/iznt/
couldn't	/kudnt/	wasn't	/'wɒz. ə nt/
shouldn't	/'kʊd. ə nt/	aren't	/ɑ:nt/
won't	/wəʊnt/	hasn't	/'hæz. ə nt/
wouldn't	/'wʊd. ə nt/	haven't	/'hæv. ə nt/
don't	/dəʊnt/	hadn't	/'hæd. ə nt/
doesn't	/'dʌz. ə nt/	mustn't	/'mʌs. ə nt/
didn't	/dɪdn't/	mightn't	/'maɪ.t ə nt/

" In normal to use the weak forms of the above mentioned words in English. The strong form of these words is used:

1-When a word is said in isolation ;as , What is the plural of 'he'?

1- When two or more words are contrasted; as, He said 'at' the house not 'in' it.

2- Before a pause in the middle or at the end of a sentence.

If you 'can ', please lend me a hundred rupees.

What are you aiming 'at'?

The greater part of spoken language employs weak formations. This is done mostly to avoid delay and achieve a greater speaking rate".

2.26 Intonation:

Every person speaks different from another person, the rising and falling of the speaker sound or tone is known as intonation. This tone raises and falls according to the situation of the speakers. For example, the tone raise when we give orders e.g. Sit down or stand up. But, the tone fall when we request someone to do an action e.g. Would you please give that English book please. According to, (David Crystal. 2004, p202) "A term referring to the distinctive use of patterns of pitch, or melody. The study of intonation is sometimes called intonology. Several ways of analyzing intonation is suggested :in some approached, the pitch pattern are as described as contours and analyses in terms of levels of pitch as pitch phonemes morphemes. In addition to, (Munawar Malik, 2012, page 74) "Intonation is the tune, the melody, the music of speech. When a person speaks, he does not say every things word on the same note. There are changes of pitch; there is rise and fall of voice. The study of these changes of pitch is called intonation.

"Intonation shows the speaker's mental attitude. The word yes may serve as a definite statement, or an exclamation, or as a question, depending on intonation.

According to, (Gimson's,2004,p:89) "Intonation is the variations which take place in the pitch of the voice in connecting speech ,i.e., the variation in pitch of the musical note produced by the variation of the vocal cords"

Intonation is divided into two parts accentual which shows the most important part of the speech is the speaker needs the listener to concentrate on. And non accentual which shows a word in sentences can be in different situations, statement or a question. According to, (Gimson's,2004,p:89) "divides the functions of intonation into two main categories : (a) accentual and (b) non accentual. **Accentual Intonation:** Accentual intonation changes are the most efficient means of rendering prominent for a listener those parts of utterance on which the speaker wishes to concentrate attention

Non-accentual Intonation: Non-accentual intonation is used as a means for distinguishing different types of sentences. The same sequence of words may, with falling intonation, be interpreted as a statement, or a raising intonation, as a question.

Falling intonation or the falling tune:

In speech the falling tune as usually be very high on the first syllable and then decrease to the following syllable. The falling tune can be used in commands, with wh-questions words, and statement sentence, and question tag. According to, (Munawar Malik, 2012, page 75) "In the falling tune , there is a fairly high level pitch on the first stressed syllable, a lightly lower level on the next, and so on down a descending scale till the last stressed syllable , on which the pitch of the voice falls to its lower normal tone. This type of intonation may be presented by the line /.

The falling Tune is used in ":

(1) *Statement; as,*

My name is Hammed.

Iam twenty years old.

(2) *Questions, beginning with a question word; as,*

What is your name?

How old are you ?

(3) *Commands; as*

Sit down.

Stand up.

(4) *Exclamation; as,*

What is a beautiful picture!

How nice!

(5) Question tags, where speaker does not expect the other person to disagree with him; as,

It's Sunday today, isn't it?

You're on a holiday, aren't you?

Rising Intonation or Rising Tune:

Rising tone like falling tune has many ways on the stressed syllable as falling, but there is one different thing in the rising tune, the rising tune be on the last syllable. it can be used in question tag as you are not a teacher . Are not you? As well in question that expects yes no answer. Is she a nurse? Yes she is or No she is not. According to,(Munawar Malik, 2012, page 76) In the Rising Tune there is a series of descending step on the stressed syllables as in the

Falling Tune, but there is a rise on the last stressed syllable. This type of intonation may be representing by line/.

The Rising Tune is used in:

(i) *Questions that can be answered with 'yes' or 'no' ;
as,
Are you leaving tomorrow?
Was he hurt?*

(ii) *Question tags, when the speaker seeks
information or does not necessarily expect the other
person to agree with him as,*

- 1- *You'll visit Lahore, won't you?*
- 2- *You're not very rich, are you?*

(iii) *Parts of the sentences which lead on to
something else; as,*

I went to Ali's and he was he wasn't there.

He's going to England but she's going to America.

2-27 Previous Studies about Pronunciation:

There are many studies in different countries that have been done in this field of Phonetics especially in pronunciation. The problem of English pronunciation has become as phenomena to second language learners , or EFL. There are many researches concentrated on pronunciation problems to second language learners. Here are some international and local studies about pronunciation problems to Second language Learners or FEL.

(Jalal Ahmed , 2011 , Saudi Arabia) In his topic (Pronunciation Problems among Saudi Learners.NajranUniversity Preparatory Year).

The researcher used An Experimental Method (Microphone and Recorder) to a chief the goals of his study. Eight student had been chosen randomly from Najran University Preparatory year. The researcher arrived to conclusion that :

- 1- Certain English consonant sounds are difficult to pronounce for Saudi learners. Most of the participants faced problems while pronouncing the consonant sounds, /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/.
- 2-They pronounce /p/ as /b/ when it appears in the initial and final positions of a word. They pronounce /p/ as /b / when it appears in the medial or final positions.

3-According to his data /v/ is replaced by /f/ when it appears in the medial and final positions.

4-Most of the participants pronounce /tʃ/ as /ʃ/ when it appears in all three positions.

5-The /ʒ/ sound is sometimes replaced by /ʃ/, /s/ or /z/, when it is in medial position, and when it is in final position it is pronounced as /g/.

6-The /ŋ/ sound is sometimes replaced by /n-k/, and sometimes it is replaced by the /n-g/ sound when it appears in the final position of a word.

(Abbas Pourhosein Gilakjani, 2012, Islamic Azad University ,Iran) In his topic (A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction)

He used A descriptive Statistic Method and arrived to the following conclusion:

- 1- Pronunciation can be one of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom.
- 2- All learners can do well in learning the pronunciation of a foreign language if the teacher and learner participate together in the total learning process.
- 3- Success can be achieved if each has set individual teaching and learning goals. Pronunciation must be viewed as more than correct production of phonemes: it must be viewed in the same light as grammar, syntax, and discourse that is an important part of communication.
- 4- Pronunciation is an essential component of communicative competence. With this in mind, the teacher must then set obtainable aims that are applicable and suitable for the communication needs of the learner.
- 5- The learner must also become part of the learning process, actively involved in their own learning.
- 6- The content of the course should be integrated into the communication class, with the content emphasizing the teaching of suprasegmentals, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice.

(Mona Wahbey, 2006, Tanta University ,Egypt) In her research (Pronunciation problems that face Egyptian Students as ESL)

In her research she used A descriptive Statistic Method and arrived to the following results:

- 1-Egyptian students face problem when they pronounce English bilabial sounds, /b/ and /p/.
- 2-Egyptian students mispronounce fricative sounds /f/ and /v/.
- 3-There is a problem in pronouncing English affricate sounds /tʃ/ and /dʒ/.
- 4-There are difficulties face Egyptian students when pronounce English dental fricative sounds, /θ/ and /ð/.

5-Egyptian students do not master English alveolar sounds /ʃ/ and /ʒ/ and they cause many problems to them.

6-Egyptian students do not pay attention to suprasegmental features in general stress, and intonation.

(Fachun Zhang. 2009, China, Foreign Languages School, Ludong University)

The researcher used an experimental method (Microphone and Recorder) to achieve the goals of his study. Groups of students were randomly selected from Chittagong University. The researcher arrived to conclusion that:

In order to learn English well, the second language learners should pay attention to the importance of the English pronunciation learning. The factors mentioned above influencing Chinese students pronounce English, which is the first language interference by interference of mother tongue in learning English pronunciation, learners' age, attitude, psychological factor and prior pronunciation instruction and the learners' insufficient knowledge of phonology and phonetics to a large extent affecting the acquisition of the English pronunciation. On the other hand, the presentations of distinctions between Chinese and English phonological systems may raise our awareness of the differences of the two sound systems to avoid errors in pronunciation. Imitation, listening and speaking, Reading aloud are good suggestions for pronunciation improvement of English learners. Certainly, there's a long way for learners of English pronunciation to go.

**(Sanna Hassan , 2007 , Sudan University of Science and technology, Sudan)
(Pronunciation Problems of Sudanese learners of English)**

In her research she used A descriptive Statistic Method and arrived to the following results:

(1) Sudanese learners have problems in the pronunciation of the voiceless bilabial / p/ and the voiced bilabial / b / According to the results, many Sudanese learners substitute / p/ with / b/ in words such as „pen“ „map“, „happy“ and rarely replace /b/ with /p/.

(2) Sudanese learners mispronounce dental fricative / θ/ and the alveolar fricative / s /, so in words such as „think“, „math“, „mathematics“ the Sudanese learners of English replace / θ/ with /s/ .

(3) Sudanese learners also have problem with the voiced dental fricatives / ð/ and /z /, so many of the Sudanese learners pronounce / θ/ in the place of /z/.

(4) Sudanese learners are mispronounced consonant contrast sounds like / f/ and /v /, /ʃ/ and / ʒ/

(5) Sudanese learners are mispronounced some English sounds like the soft "C" /s/ and hard "C"/k! In some words like "concern" some Sudanese learners pronounce /k! instead of / s / Also soft " g" /dʒ/ and hard "g" /g/ are problematic for the learners, so they sometimes pronounce /g/ instead of /dʒ/ as in "engagement".

(6) The interference of the mother tongue and sound systems between Arabic (generally) and Sudanese Spoken Arabic (particularly) are behind many pronunciation errors spelling of some English words lead many Sudanese learners to wrongly guess the pronunciation.

(7) On the other hand, many Sudanese learners mispronounce vowels because each English vowel has more than one way of pronunciation many Sudanese learners confuse the different pronunciations of each of the vowels (a, e, i, o, u) In a word like „obstacle“ many students pronounce /ei/ or /i / „or // instead of /a/.

(8) There are many pronunciation errors are realized in a word such as "women", so they fail to pronounce the target sound of the two vowels / i /. So many students fail to identify the exact pronunciation of a particular vowel, which has more than one pronunciation in a particular word.

(9) There are some English words which are spelt differently ,but pronounced the same like "city", "private""English", "women", "busy" we have five different vowels (y, a, e, o, u) all of them are pronounced the same. This inconsistency in the English sounds leads many Sudanese learners to mispronunciation.

Finally, we can conclude that such pronunciation errors are related to factors such as the inconsistency of many English sounds on the one hand. On the other hand the sound system differences, which have phonological basis depend, on variation in speech organ positions or breath control.

(Ezzeldin Mahmoud Tajeldin Ali, 2013. Khartoum University, Sudan)
Title:- Pronunciation problems: Acoustic analysis of the English vowels produced by Sudanese learners of English.

The researcher used and Experimental Method recordings were made on a laptop computer using Adobe Audition software ,and arrived to the following conclusion:-

1- There are few errors made in the pronunciation of the tense vowel /i:/ . This is probably because the Sudanese speakers have similar equivalents for such vowels.

2-In contrast to the native speakers of English, the Sudanese speakers' vowels are mostly distinguished with lower formant values. The speakers need to enhance their vowel inventory to produce less foreign-accented English vowels.

3-The English vowel durations of the Sudanese learners show a correspondence to the duration norms of the native speakers. However, some vowel durations are slightly lengthened, probably due to the circumstance that the learners tend to produce English vowels with their L1 productive strategies.

4-Both speakers benefit from their national backgrounds (inter-language) which appeared in English vowel perception and production levels. In other words, each of the Sudanese and British speakers manifests a greater level of

intelligibility they are exposed to subjects with the same nationality and vice versa

5-Differences between L1 and L2 present part of the causes of the production problems of English by Sudanese university learners of English. The lack of L2 phonemic knowledge also forms a second factor which adds to the problems.

The results represent important experimental evidence of the learning problems of English vowels experienced by Sudanese EFL learners.

(Mohammed Ahmed Ali, 2010. Alzaeem Al Azharey University, Sudan)

Title :- Pronunciation problems for EFL learners in Sudanese curriculums.

The researcher used and Experimental Method recordings were made on a laptop computer, and arrived to the following conclusion:-

- 1- Sudanese students' curriculums were empty of pronunciation exercises.
- 2- Most of EFL in Sudan face problems in pronouncing English words correctly especially English Vowel Sounds.
- 3-There are problems in pronouncing English affricate sounds /tʃ/ and /dʒ/
- 4-There are problems of pronouncing Fricative Sounds, /f/ /v/
- 5-Students face problems in pronouncing bilabial sounds /b/ and /p/.
- 6 There are difficulties face Sudanese students when pronounce English Dental Fricative Sounds,/ θ/and / ð/./ ʃ / and /ʒ etc.

2-28 Summary of the previous studies:

To some up, in these previous studies the researcher finds out that most of the studies arrive to the following:-

- There is a problem in different English consonant sounds e.g. Bilabial /b/ and /p/. Dental fricative, Affricate, Libidinal Fricative, /f/ and /v/ and Plato Alveolar / ʃ / and /ʒ.
- There is a problem in English and Arabic vowel sounds that relates to the differences between English and Arabic.
- There are differences between L1 and L2 in all these previous studies.
- There is interference between students' mother tongue and the sound systems between English and Arabic.

2-93 Summary of the chapter:

In this chapter provided some descriptions of different topics dialects, accents, vowel, consonant sounds, stress and intonation which are

related to the topic of the study. It highlighted different points about dialects and accents how they differ from one country to another and from person to another person. Also, the researcher made comparison and contrast between English and Arabic vowel sounds, which exist and non-exist in English and Arabic. Moreover, in this part the researcher discussed English and Arabic consonant and vowel sounds. The researcher compared and contrasted them. In addition to that, the researcher wrote about English stress and intonation, and how they are important in speaking English. Lastly, it included summaries of the previous studies, and summary of the chapter.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

Introduction:

In this chapter the researcher provides description of the research methodology, which is the descriptive statistical method. It focuses largely on population, sample, and instrumentation. Moreover, this chapter includes validity, reliability of the research tools, research procedure and summary of the chapter.

The researcher used Descriptive Statistical Method which is a method that analyses, describes and organizes collective data in different graphs, tables, and chart.

3-1 Population of the Study:

In this study the researcher targets two main groups:

- (1)The first group of population represents one hundred fifty university students in Khartoum State.
- (2) The second group of population includes English language teachers at some Sudanese universities, who teach English as a foreign language.

The first group of population concentrates on semi-final students, who study English as a foreign language in faculties of Education and Arts in some universities in Khartoum State. The second group of population targets some university teachers who teach in these different faculties Arts and Education in Khartoum State.

3.1.1The Students Sample of the Study:

The first sample of this study includes 150 Sudanese university students distribute in the three towns Khartoum, Omdurman and Bahrey in Khartoum State. The subjects are semi-final 3rd year English language students. English is their major study in their faculties of Education and Arts. They study English as a foreign language approved by the Sudanese Ministry of Education.

Table No (3.1) the table below shows the distribution of students' sample

University	Type of faculty	No
Omdurman Al Ahlia	Arts	71
Elazhari	Education	40
Omdurman Islamic	Education	39
Total	Arts and Education	150

3.1.2 The Sample of the Teachers:

The second sample of this study consists of 30 English language teachers at Sudanese universities in Khartoum State. They teach English in different faculties of Arts and Education and holding different academic qualifications Ph.D., MA and BA. They are distributed in Omdurman Khartoum State.

The following table shows the distribution of the teachers' sample.

Table No (3.2)

University name	Teachers' qualifications	No in general	Type of faculty
Omdurman Al Ahilia	Ph.D. +MA	12	Arts
AlzaimAlazhari	Ph.D +MA	6	Education
Omdurman Islamic	Ph.D.+ MA	12	Education Arts
Total	Ph.D. + MA	30	Arts and Education

3.2 Instrumentation:

The researcher has designed two instruments to achieve the goals of this study. The first one is a recorded guided interview to some university

students in Khartoum State. The second tool is a questionnaire to some English language teachers at three Sudanese universities in Khartoum State too.

3.2.1 Interview:

An interview is a means of collecting data to achieve the goals of the academic research.

The researcher designed recorded guided interview to one hundred fifty university students in Khartoum State. The interview divided into four parts each part consists of certain points; vowel, consonants sounds, stress and intonation. It distributed to one hundred and fifty university students to three different universities in Khartoum State. In the first part students read tables each tables consists of five sentences, each sentence has three or two words that contain vowel sounds the researcher intends to know if some university students differentiate between vowel sounds. The second part deals with English consonant sounds; students read five sentences that have two words containing consonant sounds. The researcher expects that some university students face problems in pronouncing some consonants words. The third part of the interview contained words, phrases and sentences stress; the researcher is trying to know if some university students pay attention to stress in the speaking. In the fourth part students read five sentences. The researcher wants to know if these students pay attention to intonation in speaking conversation.

The reasons behind choosing semi-final students are that many researches are done for graduate students and semi-final students study enough knowledge of English.

3.2.2 The Teachers' Questionnaire:

A questionnaire is a means of collecting data by answering series of questions or statements for different purposes e.g Education, health, trade, and social, topic/s to investigate certain problems."Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by written answers or select from among existing answers "(Zoltan Dornyei,2003, P.6)

The goal of this questionnaire is to get views of some university teachers' views in Khartoum State about semi-final university students, pronunciation in speaking. The researcher distributed this questionnaire to

thirty university teachers. The questionnaire consists of four parts vowel, consonant sounds, stress and intonation in sentences.

The questionnaire is divided it to five parts to get teachers' response about each statement .In the scale there are five options are given as follow:

1=Strongly Disagree

2=Disagree

3=Undecided

4=Agree

5=Strongly Agree

Table No (3.3) the questionnaire measures the following variables.

Question/s	Variable measured
Question1,2	Some university students in Khartoum State face problems in pronouncing words that contain vowel sounds.
Question 3,4,5,6,7	Some university students in Khartoum State face problems in pronouncing words containing consonant sounds.
Question 8	University students don't care about reading word, phrase and sentence stress while they are speaking.
Question 9	Some Sudanese university students do not pay attention to intonation in speaking.
Question 10	Some phonemes exist or do not exist between English and Arabic are confused by university students.

3-3 Validity of the Research Tools:

“It is the extent to which a psychometric instrument measure what it has been designed to measure” (Zoltan Dornyei, 2003, p, 110)

In order to ensure the validity of this study the researcher consulted four Ph.D. holders taught English as a Foreign Language before in different universities in Khartoum State: Dr Nassir Satiy, Dr Khalid Mahmoud, Dr Ahmed Khider from Sudan and Dr. Mohammed Faraj from Egypt they all work at Tabuk University. The researcher distributed the research tools to them and

put their opinions, recommendations, comments and judgments into consideration.

The researcher gave them four copies of the interview and the questionnaire. The interview consists of four parts vowel, consonant sounds, stress and intonation. The questionnaire also covers the same points mentioned in the interview.

Their comments, suggestions, recommendations and judgment about the construction and content of the interview and the questionnaire are done.

3.4 Reliability of the Tools:

“The reliability of a psychometric instrument refers to extend to which score on the instrument are free from errors of measurement” (Zoltan ,Dornyei, 2003, p, 110)

3.4.1 Reliability of the Interview:

The researcher collected about one hundred and fifty interviews and used the SPSS program to calculate the person correlation and coefficient to show statistically the validity and reliability of the study tools in the next chapter.

3-5 Procedures:

The researcher chose three different universities in Khartoum State; the researcher collected 150 recorded guided interviews. The place administration of the one hundred and fifty interviews depends on the students' number in each university of the town as follow:

-Omdurman , in Omdurman Al Ahlia University.

-Ondurman, Alzaim Al Azhari university.

-Omdurman Islamic University.

Table No (3.4) the table below shows the distributions of one hundred and fifty recorded guided interviews in each university.

University name	Students' No from each university	Name of college
Omdurman Al Ahlia	71	Arts
AlzaimAlazhari	40	Education
Omdurman Islamic	39	Education and Arts
Total	150	

The researcher collected all these recorded and guided interviews in a CD for correction. The interview's marker gives a student a mark from (1 to 5) according to guide line of the marker and the analyst counted that according to the statistical average.

The second tool for this study is a questionnaire to available thirty university teachers in Khartoum State too. The researcher administrated the questionnaire according to the teachers' number in each faculty to university teachers for the three towns in Khartoum State.

Table No (3.5) the table below shows the respondents distribution

University name	Numbers of teacher in each university
Omdurman Al Ahlia	12
AlzaimAlazhari	6
Omdurman Islamic	12
Total	30

The researcher collected all interviews and the questionnaire and analysed the data by (SPSS) program.

3.6 Summary of the Chapter:

In this chapter the researcher mentioned the research methodology which is Descriptive Statistical Method, population, sample of the study and the tools which are recorded guided interview to university students and a questionnaire to university teachers.

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

Introduction:

This chapter of the study will provide description of the results obtained from the analysis of the data collection. The results are displayed in charts and are critically discussed. In the light of the findings of the study, the hypotheses will be checked to see to what extent they are confirmed. The data of this study collected on March 24th to April 5th 2015. The researcher collected the data from 3rd year university students from three different universities Omdurman Al-Ahlia, Al Zaeem- Azhrey and Omdurman Islamic universities.

4.1 Reliability and Validity of the Study tools:

As the researcher mentioned in chapter three, the data is collected and here are the reliability and validity of the research tools. Four Ph.D. holders are consulted who teach English as a Foreign Language before in different universities in Khartoum State and Egypt. The researcher gave them the tools and their comments, suggestions, recommendations and judgment about the construction and content of the tools were taken into consideration. In this study Alpha Cronbach program is used to calculate the person correlation and coefficient to show statistically the validity and reliability of the study tools.

The researcher used Alpha Cronbach to show the reliability and validity of the research tools; recorded guided interview and teachers' questionnaire. About 40% of the interview and all the 30 teachers chose as study sample and the results were in the table below:-

Table (4.1) Reliability and Validity of the Research Tools

University students' interview	Reliability	Validity
	94.9%	90%
Questionnaire	Reliability	Validity
	90.11%	83%

The research hypotheses are translated into two hypotheses where the first represents the alternative hypothesis (H1) indicates and achieves only when the hypothesis (p) exceeds or equals 50%. The second represents the null

hypothesis (Ho) and indicates that percentage (p) is less than 50% statistically its written as follow H:0 P less than 50 H1: P more than 50.

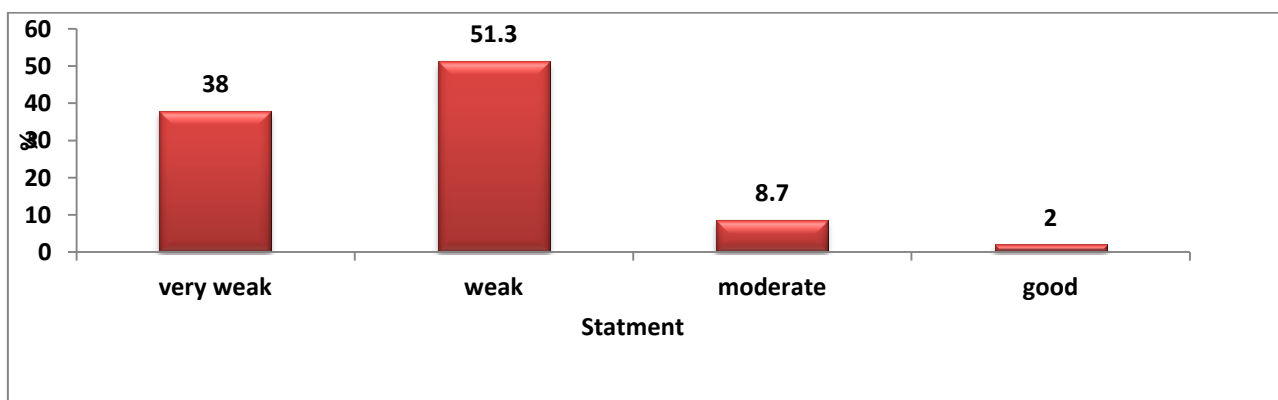
H:0 or null hypothesis is accepted under 0.05 level of significant when the percentage of the students attitude to word the group statements which are stated by the researcher is less than 50 % and the study rejects the null hypothesis exceeds or equals 50%. On the other hand, when the study rejects the null hypothesis (H:0) that means the study accepts the alternative hypothesis (H1) which represent the researcher main hypothesis.

4.1. Part (1) Data analysis of university students' interviews

4.2 Students' Interview Data Analysis:

This part includes one of the study tools university students' interviews. One hundred and fifty recorded guided interviews did on March 24th up to April 5th; here were the data results and discussions.

Chart (4.1) English long vowel Sounds /i:/ and short vowel /i/ and /e/.



In chart No (1) some of university students in Khartoum State interviewed to pronounce words which contain long /i:/e.g lead , short /i/ e.g. lid and short /e/ e.g. led. (38%) of the students didn't differentiate between the target words pronunciation differences, so they were very weak. Other (51.3%) differentiated between the target words, but all of them were incorrect, so they were weak. The total percentage of the very weak and weak students was (89.3) as a result;

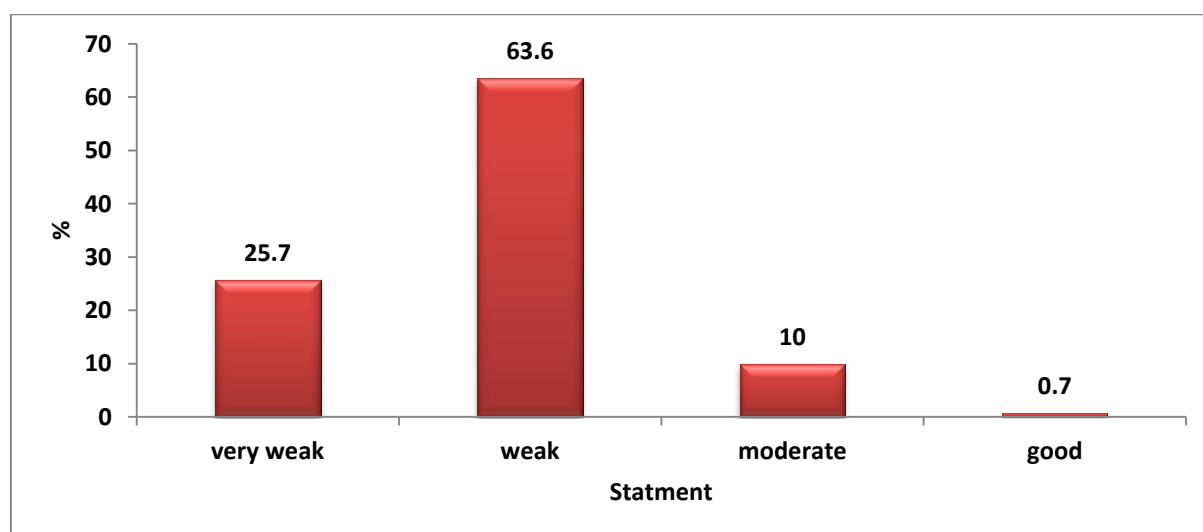
H.0 some university students in Khartoum Stated don't face problems in pronouncing words contain English long vowel sounds.

H.1 some university students in Khartoum State face problems in pronouncing words contain English long vowel sounds.

The total percentage of the very weak and weak students was (89.3) in this case the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis (1) which claims that some university students in Khartoum State face problems in pronouncing words contain English long vowel sounds.

The researcher related the main reasons of this problem to vowel sounds which don't have certain places and manners of articulations. That depends on the movement of the tongue inside the mouth and how far students practice these vowel sounds. Another reason is the differences between English and Arabic languages. In case of these three vowels long /i:/ is represented by Arabic letter /ي/ and the short /i/ is scripted by diacritical marks below the letter / Kasra/, but the short /e/ is not exist in Arabic language which increase the problem. That relate to the students' basic in comparing between English and Arabic languages.

Chart (4.2) English long vowel sounds /ɜ:/ and /ɑ:/



In chart No (2) above the researcher investigated long vowel sounds /ɜ:/ and /ɑ:/. Some of 3rd university students in Khartoum State interviewed to pronounce words which contain long vowels sounds /ɜ:/ as in purse and /ɑ:/ as in pass. (25.7%) didn't differentiate between the target words pronunciation differences, so they were very weak. Also (63.6%) differentiated between the target words pronunciation differences, but all the words were incorrect, so they were weak as a result;

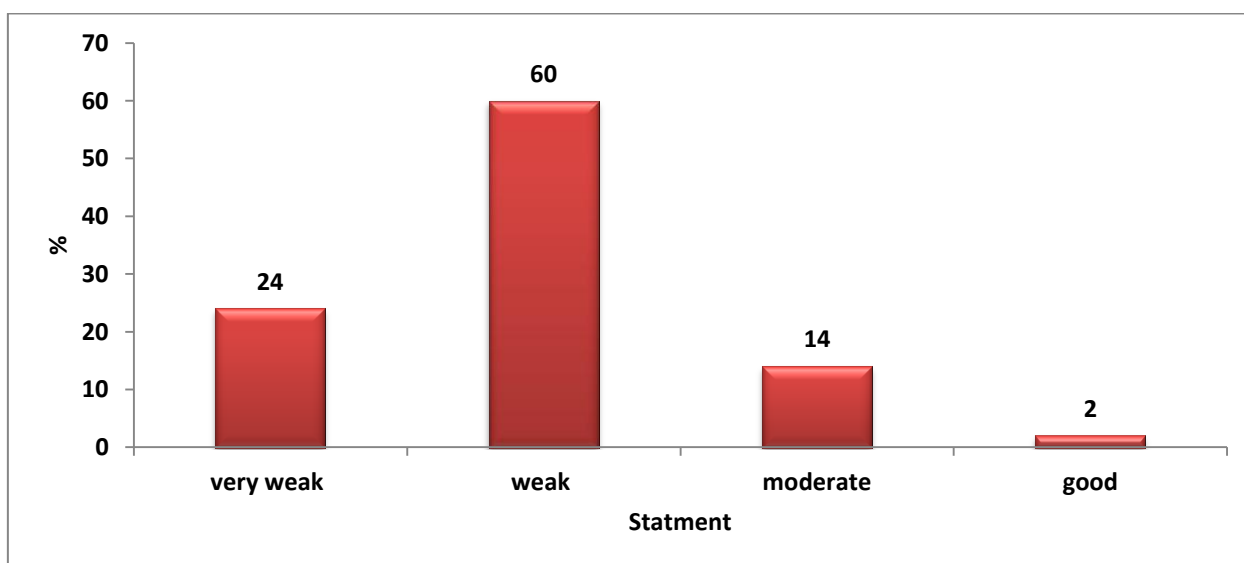
H.0 some university students in Khartoum State don't face problems in pronouncing words contain English long vowel sounds.

H.1 some university students in Khartoum State face problems in pronouncing words contain English long vowel sounds.

The total percentage of the very weak and weak students was (89.3%) in this situation the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (1) which claims that some university students in Khartoum State face problems in pronouncing words contain English long vowel sounds.

These two long vowel sounds investigated and the main problems are vowel sounds don't have places and manners of articulations. Another reason is long that /3:/ doesn't exist in Arabic language and the second long vowel /ɑ:/ is represented by Arabic letter "Al-Aleef". The researcher related that to differences between English and Arabic. Also the shortage of training and lack of speaking exam in Sudanese universities too.

Chart (4.3) Short vowel /ʌ /, long vowel /ɑ:/ and Short Vowel /ɒ /.



In the chart No (3) some of 3rd university students in Khartoum State investigated to pronounce words which contain short vowel sounds /ʌ/ e.g. luck and long /ɑ:/ e.g. lark and short vowel /ɒ/ lock. (24%) of the students didn't differentiate between the target words pronunciation differences, so they were very weak. (60%) differentiated between the target words pronunciation differences, but all of them were incorrect, so they were weak.

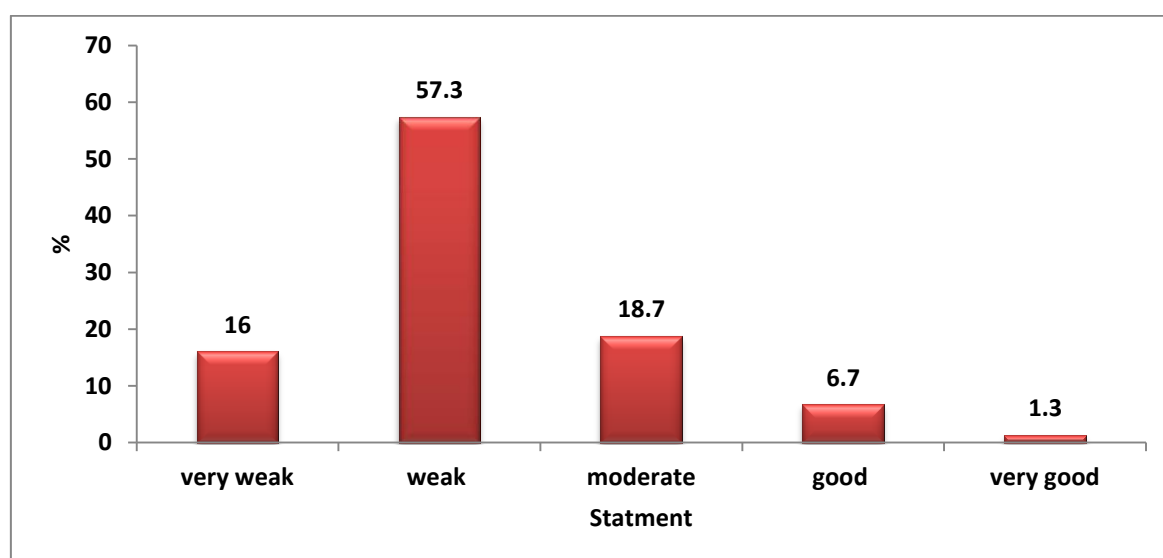
H.0 some university students in Khartoum State don't have problems in pronouncing words that contain English short vowels sounds.

H.1 some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

This percentage (84%) was a result of very weak and weak students; the researcher rejected H.0 and accepted H.1 that confirms the hypothesis (2) which claims that some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

As the researcher mentioned before the main reasons are there aren't certain places and manners of articulations for these vowel sounds. That depends on the movement of the tongue inside the mouth front, middle or back. Another reason is that not all these phonemes exist in Arabic and English e.g, the short vowel /ʌ / does not exist in Arabic language, the long vowel /ɑ: / is replaced by “Al Aleef” and the short Vowel /ʊ/ is scripted by diacritical mark which is written above the letter in case of “ Alfatha” ; this increases the problem too.

Chart (4.4) Short vowel / ʊ /, /ʊ / and long vowel /u:/



In the chart table No (4) some of 3rd year university students in Khartoum State interviewed to pronounce words which contain short vowel / ʊ / as in Cod and /ʊ / as in could and long vowel /u: /as in cooed. (16%) of the interviewed students didn't differentiate between target words pronunciation differences, so they were very weak. (57.3%) differentiated between the target words, but all of them were incorrect, so they were weak.

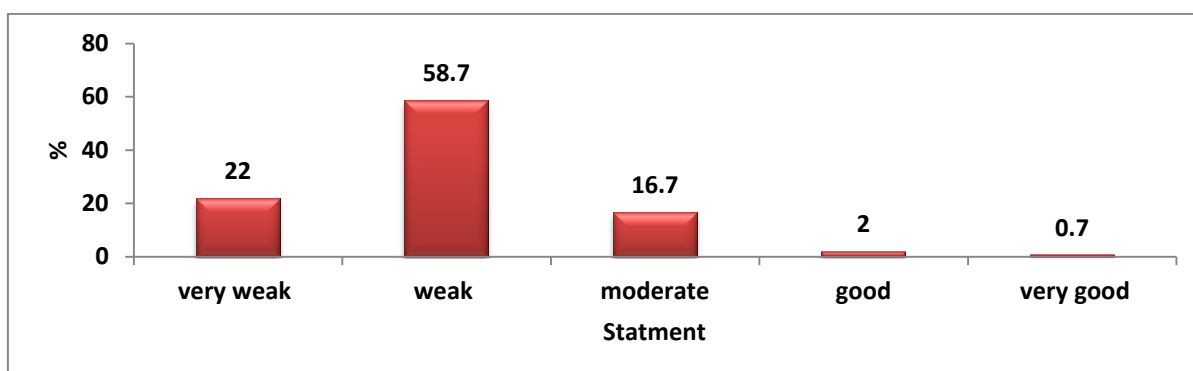
H.0 some university students in Khartoum State don't have problems in pronouncing words that contain English short vowels sounds.

H.1 some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

The total of very weak and weak students was (73.3%) the researcher rejected H.0 and accepted H.1 that confirms the hypothesis (2) which claims that some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

These vowel sounds cause some problems to 3rd year university students, because there aren't certain places and manners of articulations. Another reason is in Arabic language there represented either by letters or a mark; e.g. / ɒ / is scripted by diacritical mark which is written above the letter in case of “ Alfatha”. Also / ʊ / is scripted by diacritical mark which is written above the letter in case of “ Al- Dhamma”. But /u:/ is represented by Arabic letter “ Al – Waaw”. The shortage of training plays a great role in this problem too.

Chart (4.5) Short vowels /ʊ/ and long vowels/ u:/



In chart No (5) some of 3rd year university students in Khartoum State interviewed to pronounce words which contain short vowel /ʊ/ as in would and long vowel /u:/ as in wooed. (22%) of the interviewed students didn't differentiate between target words pronunciation differences, so they were very weak. Other (58.7%) differentiated between the target words, but all the words were incorrect, consequently to that, they were weak.

H.0 some university students in Khartoum State don't have problems in pronouncing words that contain English short vowels sounds.

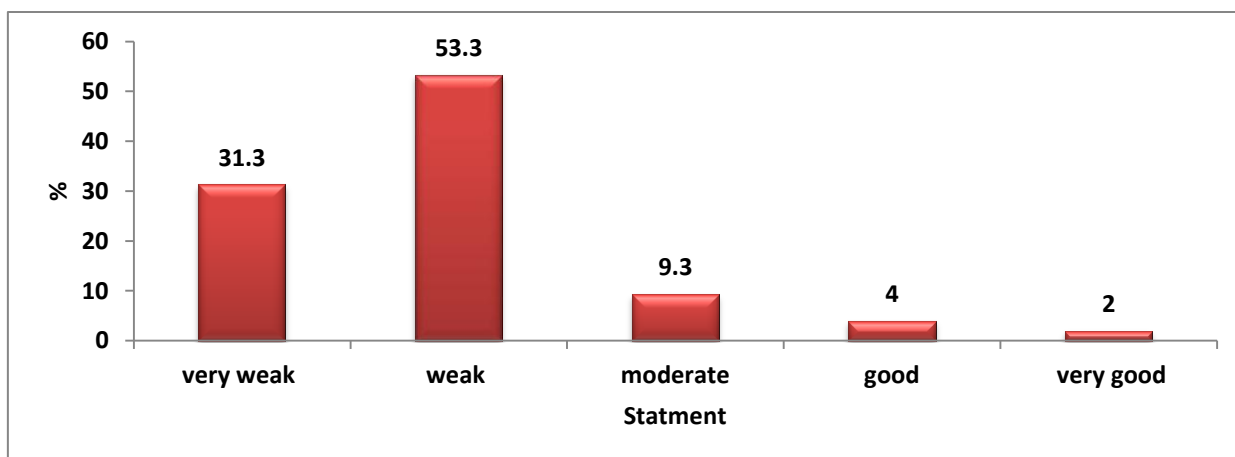
H.1 some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

The total percentage of very weak and weak students was (80.7%); the researcher rejected H.0 and accepted H.1 that confirms the research

hypothesis No (2) which is claims some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds.

The main reasons are the differences between English and Arabic in existing phonemes and non-exist cause this problems. Also these two phonemes one is found as a letter “ waaw” /u:/ and a another is represented as a mark above the letter “Al-Dhammah”.

Chart (4.6) Bilabial Plosive Sound /P/ and /b/



In chart No (6) above some university students 3rd year interviewed to pronounce word which contain bilabial plosive /p/ as in peak and /b/ as in beak. (31.3%) didn't differentiate between the target words pronunciation differences, so they were very weak. Other (53.3%) differentiated between the target words but all of them were incorrect, as a result they were weak.

H.0 some university students in Khartoum State don't face problems in pronouncing some English consonant sounds e.g bilabial plosive/**p**/ and /**b**/.

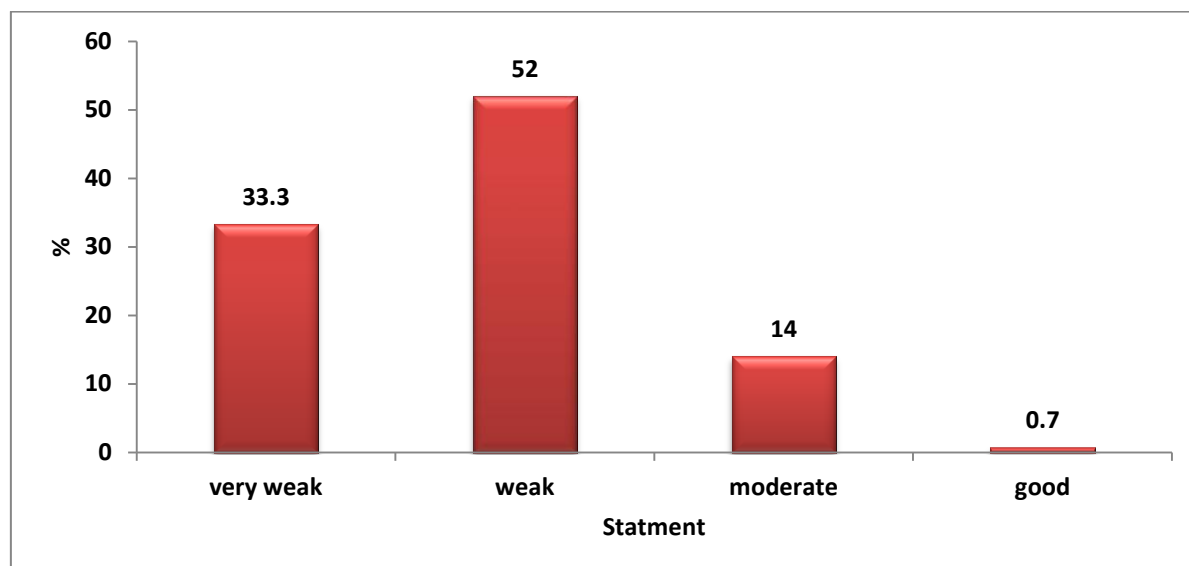
H.1some university students in Khartoum State face problems in pronouncing some English consonant sounds e.g bilabial plosive/**p**/ and /**b**/.

The general percentage of the students were very weak and weak was (84.6%) in this case ,the researcher rejected H.0 and accepted H.1 that confirms the hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive/**p**/ and /**b**/.

These two bilabial plosive sounds caused a problem to some university students in Khartoum State. There is one phoneme is exist /b/ in the three positions initial, middle and final. On the other hand, /P/ doesn't exist in Arabic. As the result students didn't differentiate between Peak and beak. They

pronounce the two words as same, and some of them they replace peak by beak, because /p/ is not exist in Arabic language. This agree with (Sanna Izzaldian, 2012, p 61) mentioned that students pronounce /b/ instead of /p/ in words like "pen" "bin" and "play" as "blay".

Chart (4.7) Labiodentals Fricative /f/ and /v/.



In chart No (7) above some university students 3rd year in Khartoum State were interviewed to pronounce labiodentals fricative words; example **half** and **halves**. In the table (33.3%) didn't pronounce the target word pronunciation differences correctly, so they were very weak. Also (52%) differentiated between the targeted word and all of them were incorrect, consequently to that, they were weak.

H.0 some university students in Khartoum State don't face problems in pronouncing some English consonant sounds e.g labiodentals fricative /f/ and /v/.

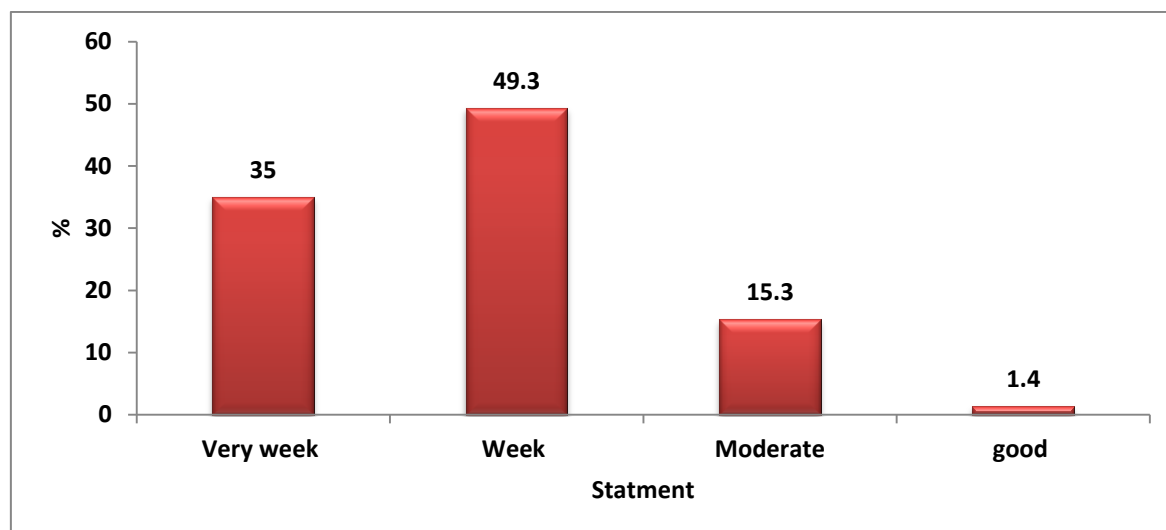
H.1 some university students in Khartoum State face problems in pronouncing some English consonant sounds e.g labiodentals fricative /f/ and /v/.

The total percentage of very weak and weak students was (85.3%) this result let the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g labiodentals fricative /f/ and /v/.

The reasons behind this problem relates to the differences between English and Arabic languages. The phoneme /f/ is exist /ف/, vice versa /v/

doesn't has an equivalent phoneme in Arabic phonemic system. So they replace /v/ by /f/, because it exists in their language. In compare by other research in Saudi Arabia ,(Algamdey Abdalla,2012) "Arrived to a result that "many Saudi English learners have problems in differentiating between words start with/v/ e.g van and /f/ e.g fan.

Chart (4.8) Plat-alveolar fricatives/ ʃ / and ʒ /



In chart No (8) above some of 3rd year university students in Khartoum State interviewed to pronounce plat-alveolar fricatives words e.g **nation** and **invasion**. A about (35%) of the students didn't differentiate between the targeted words pronunciation differences, which means they were very weak. Also, (49.3%) of the students differentiated between the targeted words pronunciation differences, but the words were incorrect, so they were weak.

H.0 there are some university students in Khartoum Stated on't face problems in pronouncing some English consonant sounds.

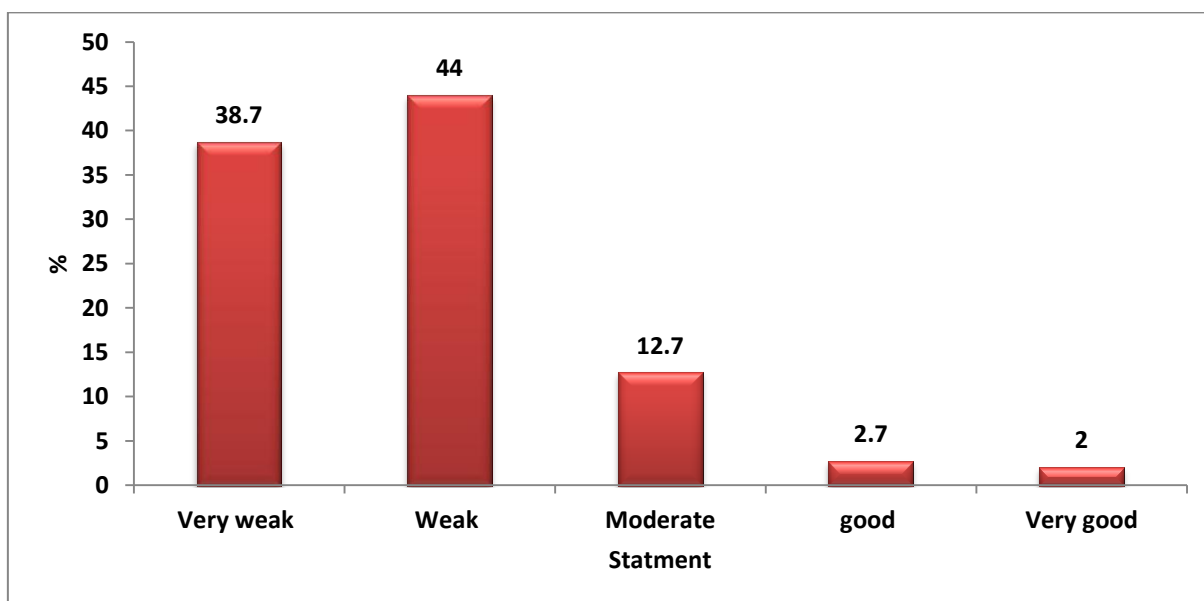
H.1there are some university students in Khartoum State face problems in pronouncing some English consonant sounds.

The high percentage of very weak and weak students was (84.3%) as result the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g plat-alveolar fricatives/ ʃ / and ʒ /.

In this research the researcher investigated students to pronounce the English words **invasion** and **nation**. Most of the students pronounce them as one word without realizing that invasion is contains ʒ / and its weak, vice versa

nation contains /ʃ/ which is stronger than /ʒ/. This problem related to the shortage of practicing these two phonemes. Also another reason strong /ʃ/ pronounces in different ways (sh, as in shoe, ach, as in machine, sch, as in schedule s, as in sure and ss in assume) these differences caused problem too. The Saudi researcher Alenazi ,Abdalla ,(2012. p,85) arrived to " Saudi learners have a lack of differentiating between alveolar fricative /ʃ/ and /ʒ/ .

Chart (4.9) Plat-Alveolar Affricates /tʃ/ and /dʒ/.



In chart No (9) above some of 3rd year university students interviewed to pronounce word which contain Plato alveolar affricate words e.g. *cheer* and *jeer* (38.7%) didn't differentiate between the targeted words. Other (44%) differentiated between the targeted words, but the two words were incorrect. In general (82.7%) of the students were either very weak or weak in pronouncing Plato alveolar affricates words like **Cheer** and **Jeer**.

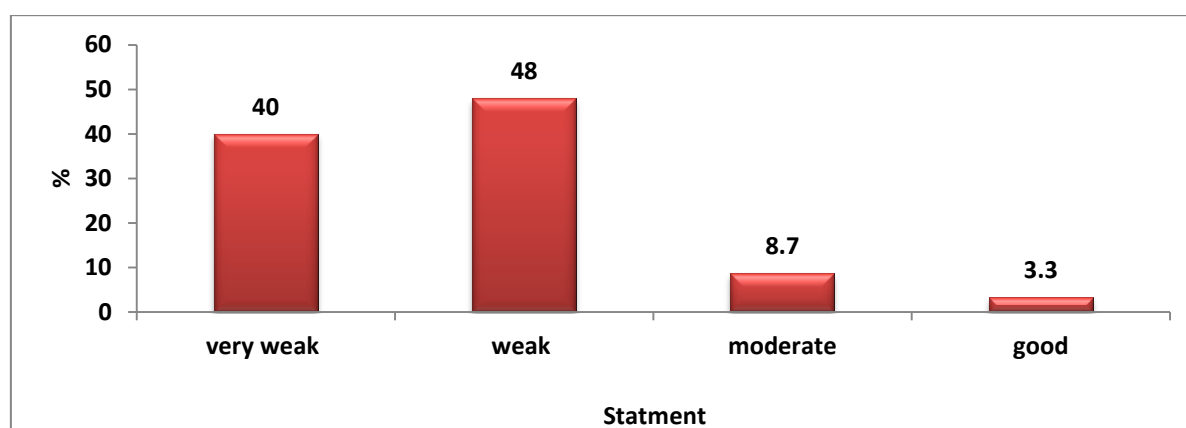
H.0 there are some university students in Khartoum State who don't face problems in pronouncing some English consonant sounds.

H.1there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds.

The total percentage of very weak and weak was (82.7%) so, the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g plat-alveolar affricates /tʃ/ and /dʒ/.

These two consonant sounds have their equivalent in Arabic language, /tʃ/ is replaced by /ش/ and /dʒ/ is replaced by /ج/. Some university students investigated to pronounce them. Unfortunately they replace cheer /tʃ/ by jeer /dʒ/. The researcher related that to shortage of training and sometimes students didn't check their dictionaries to be sure about the right pronunciation. On other hand, researcher (Sanna Izzaldian,2012, p,65) arrived to "many Sudanese learners of English have problems, they pronounce /ʃ/ marsh instead of /tʃ/march and like "much" and "furniture".

Chart (4.10) Dental Fricative /θ/and /ð/.



In chart No (10) some of 3rd year university students interviewed to pronounce words that contain dental fricative words e.g. *thin* and *then*. (40%) didn't differentiate between the target words pronunciation difference, so they were very weak. Other (48%) differentiated between the targeted words pronunciation differences, but both of two words were incorrect, consequently they were weak.

H.0 there are some university students in Khartoum State who don't face problems in pronouncing some English consonant sounds.

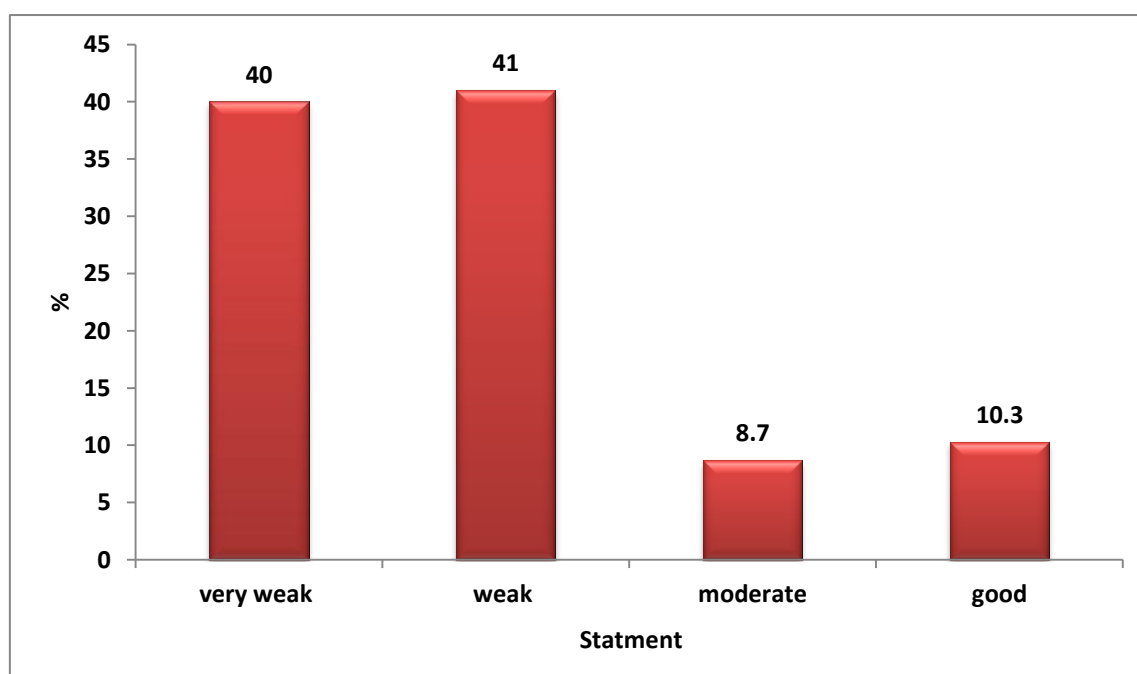
H.1there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds.

This high percentage was a result of "very weak" and "weak" students (88%); as result the researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g dental fricative/θ/and /ð/.

These two dental consonant sounds both of them are exist in Arabic and English languages, they match two Arabic phonemes /ث/ and /ذ/. Students

still confused to pronounce these two phonemes in Arabic regardless of English. This result relates to weakness of the Arabic basics, so it affects the second language. In speaking students didn't differentiate when they pronounce words like (thank and this). In this research many pronounced them as same sound, other replace /s/ instead of /θ/ and /z/ instead of /ð/. The researcher related that to the shortage of the training and there wasn't speaking exams in Sudanese universities. In comparing by other research (Altamimy.Naif (2012) arrived to "Saudi students as Second language learners face difficulties in differentiating words start by /θ/ and /ð/ sounds , and that relate to shortage of training of two phonemes". Also (Hassan Sanna .Izzaldian, 2012,p 61) found that Sudanese students of English pronounce /s/ instead of /θ/ in words like "think" and "math" "Mathematics".

Chart (4.11) English word excellent.



In chart No (11) some of 3rd year university students read the word **excellent** to show the correct stress in the word. As in table (40%) didn't show the correct word stress, so they were very weak. Other (41. %) tried to show the word stress, but it wasn't correct. For this reason, they were weak. In general (81.%) of the 3rd year university in Khartoum State divided either don't show the correct word stress or tried to show the word stress correctly, but they weren't even for the second time.

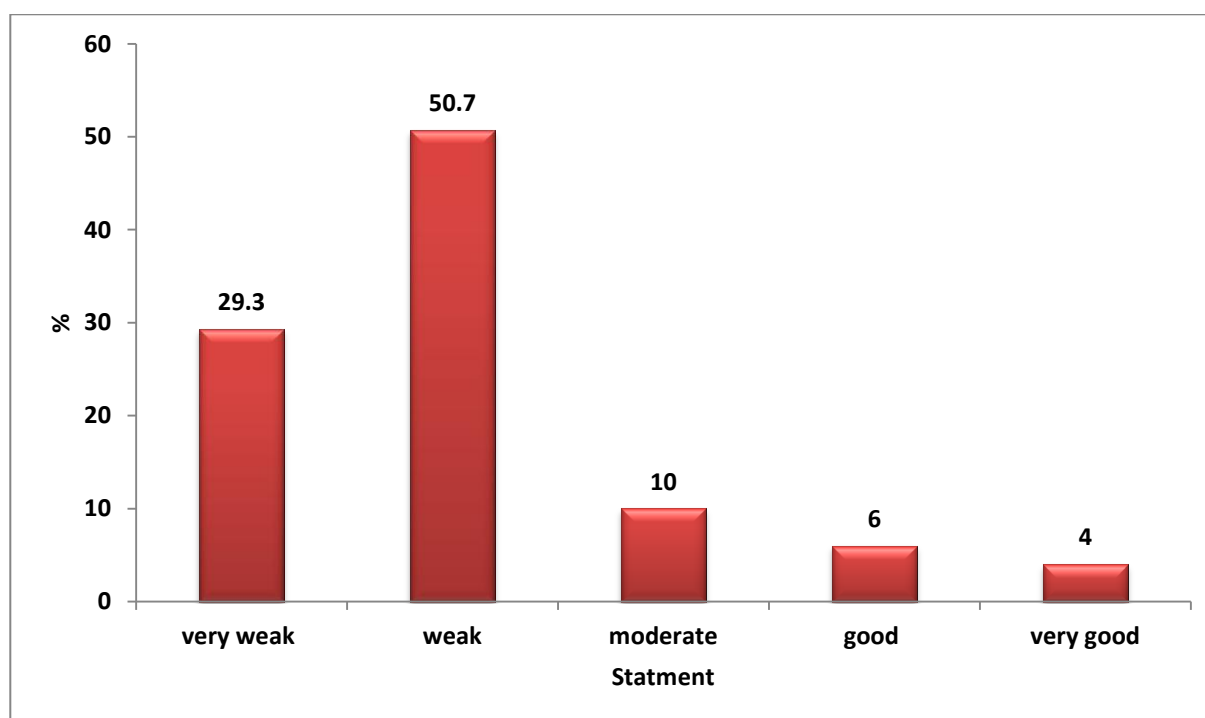
H.0 some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking.

H.1some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

As a result of this high percentage (81%) of the students were “very weak” and “weak”. The researcher rejected H.0 and accepted H.1 that confirms the research hypothesis No (4) which is claims that some university students in Khartoum State don’t use the proper way of word, phrase and sentence stress in their speaking.

The reasons behind this weakness relate to that students don’t check their dictionaries to show the correct transcription and the place of the stress. The word *excellent* is stressed on the first syllable excellent /'ek.səl. ə nt/.

Chart (4.12) English word attractive.

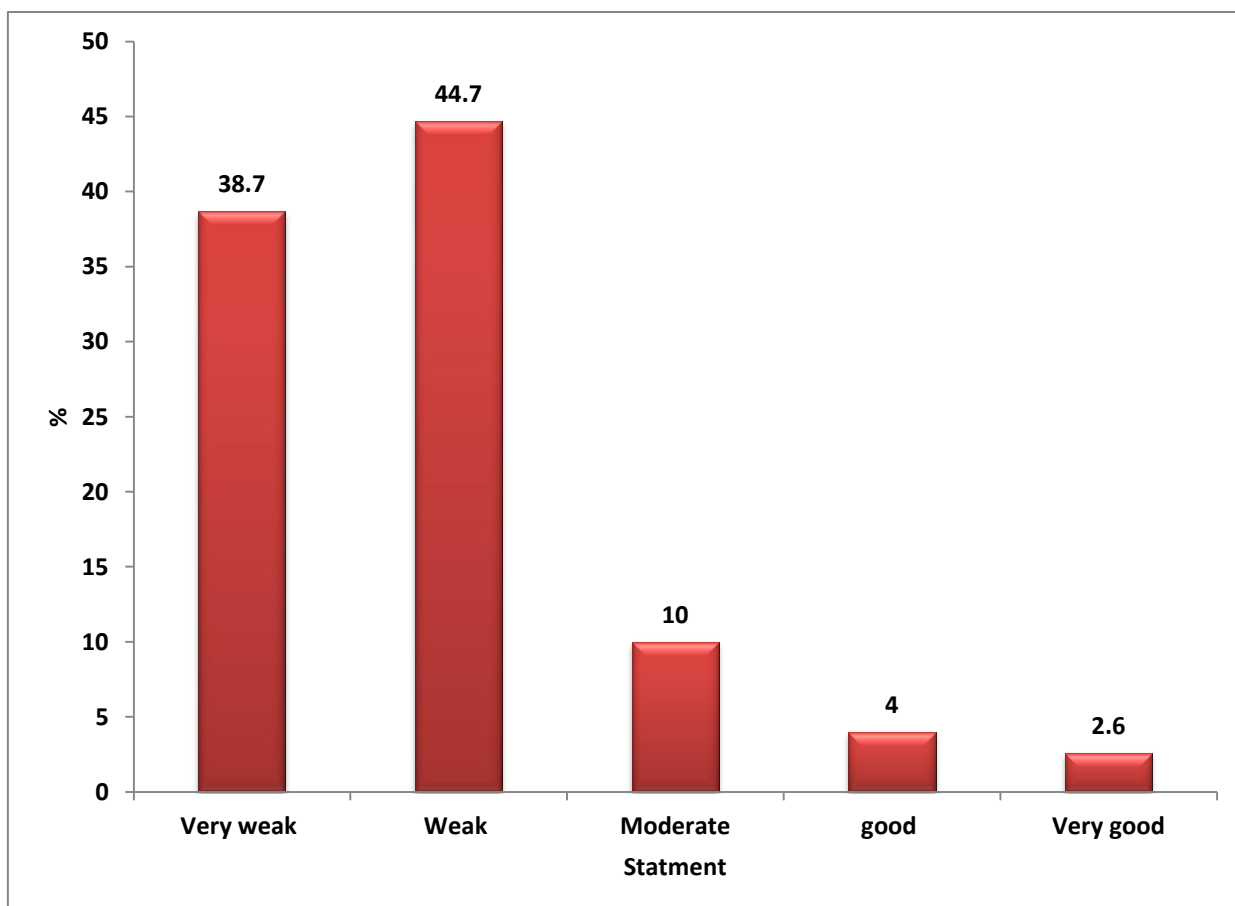


In chart No (12) some of 3rd year university students in Khartoum State read the word **attractive** to show the correct stress in this word.(29.3%)didn’t show the targeted word stress correctly, so they were very weak. Other (50.7%) tried to show the correct word stress. The majority of the students (80%) were either didn’t show the correct stress or tried to show the correct word stress, but they failed. Consequently to that, (80%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. And accepted the H.1which confirms the research hypothesis No (4) which is claims that some

university students in Khartoum State don't use the proper way of word, phrase and sentence stress in their speaking.

The student didn't show the correct stress in the target word attractive. The main reason behind this weakness is students didn't consult the dictionary. They ignored that the word attractive has two syllables and the stress on the second syllables attractive/ə'træk.tɪv/.

Chart (4.13) English word fourteen.

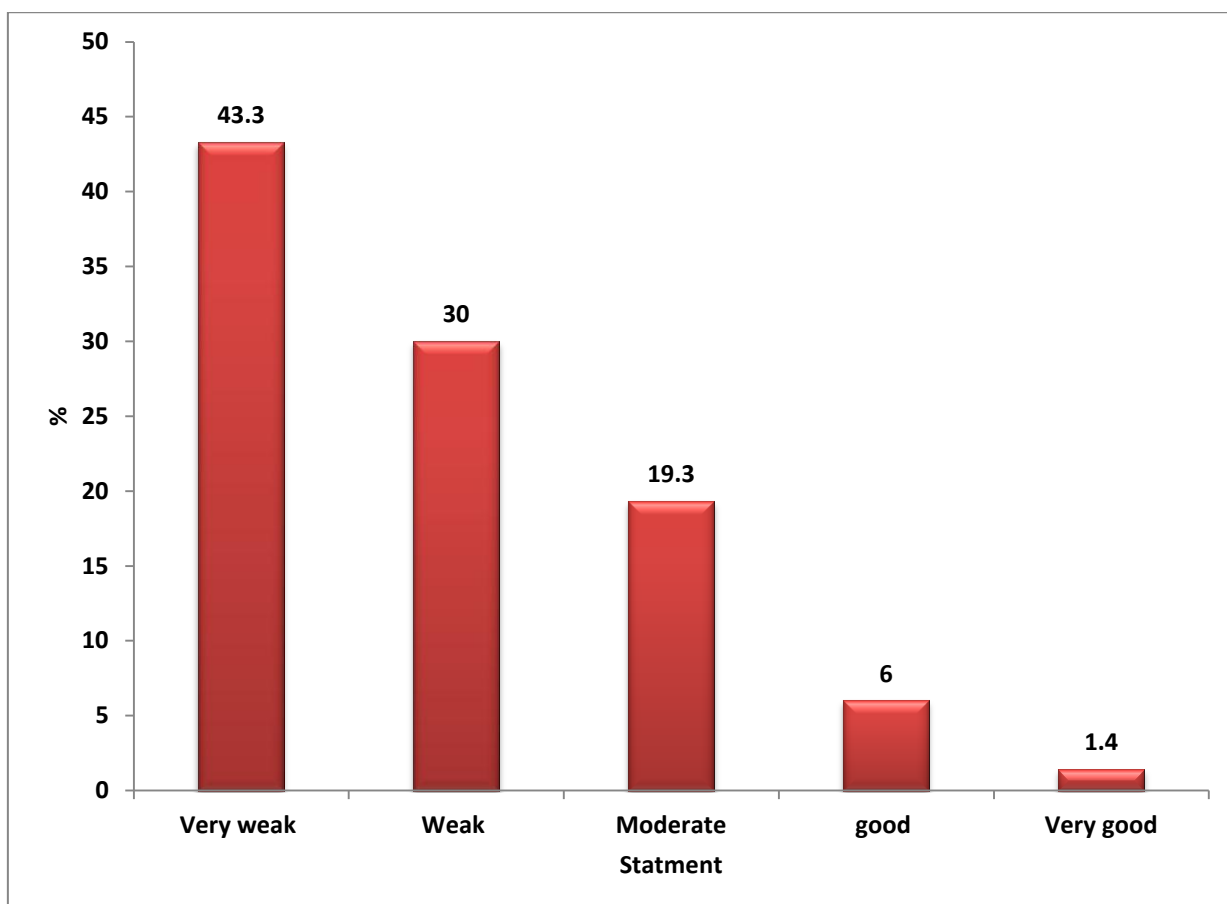


In chart No (13) some of 3rd year university students read the word fourteen to show the correct stress. In the table (38.7%) of the students didn't show the correct target word stress, so they were very weak. Other (44.7) tried the target word stress, but they weren't correct, so they were very weak. In general (83.4%) of the 3rd year university in Khartoum State either didn't show the target word stress or tried the target word stress, but they weren't correct. As a result of this high percentage (83.4%) the researcher rejected H.0 some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking .And accepted H.1 that confirms research

hypothesis No (4) which claims that some university students in Khartoum State don't use the proper way of word, phrase and sentence stress in their speaking.

The same reasons in the above students didn't check their dictionaries, so they ignored that word **fourteen** have two stress syllables **fourteen**/fɔ:'ti:n/.

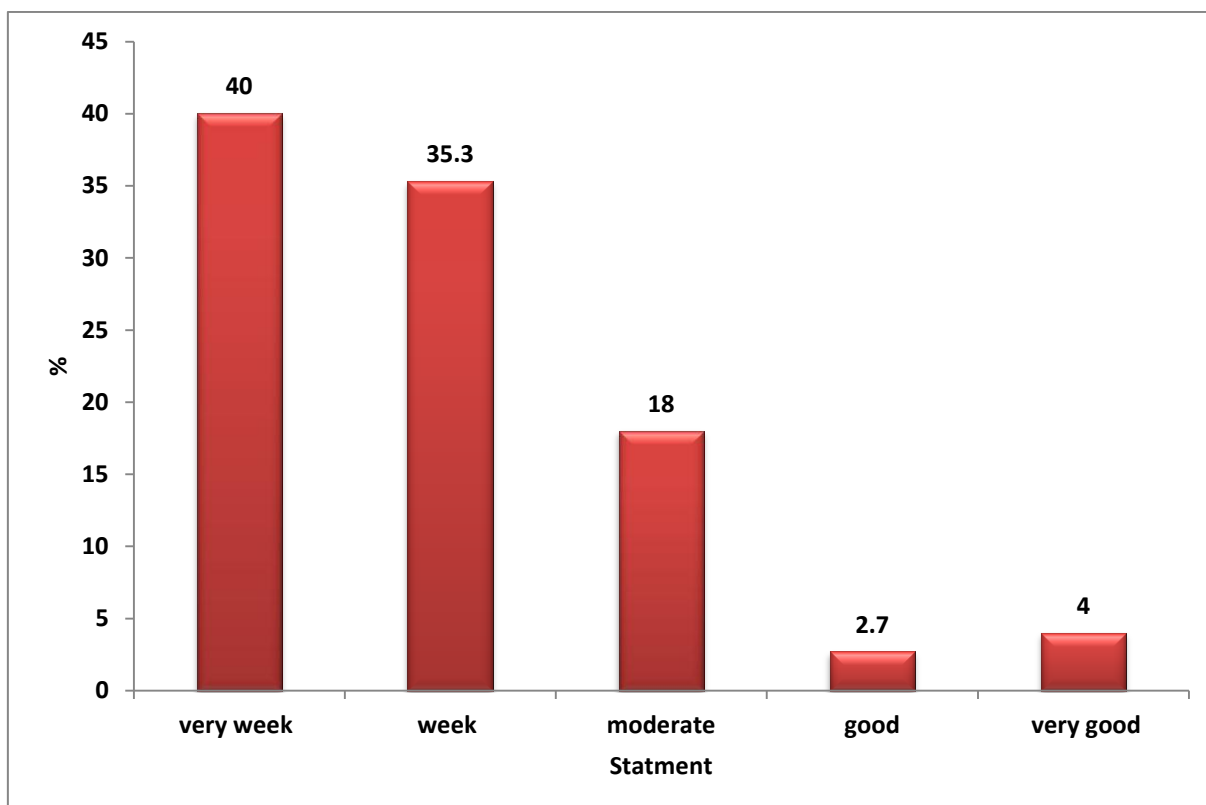
Chart (4.14) English word qualification.



In chart No (14) some of 3rd year university students read the word **qualification** to show the correct stress in this word. As in the table (43.3%) of the students didn't show the correct target word stress, so they were very weak. Also (30%) of them tried to show the target word stress, but they failed for the second time as a result they were weak. As a result of high percentage (73.3%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. And accepted H.1 that confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The total of (73.3%) of the 3rd year university in Khartoum State ignored that word **qualification** has two stress syllables **qualification**/ˌkwɒl.ɪ.fiˈkeɪ.ʃən/. They didn't know that the stress in the first syllable or in the second syllables. Neglecting dictionaries is main reason behind this problem.

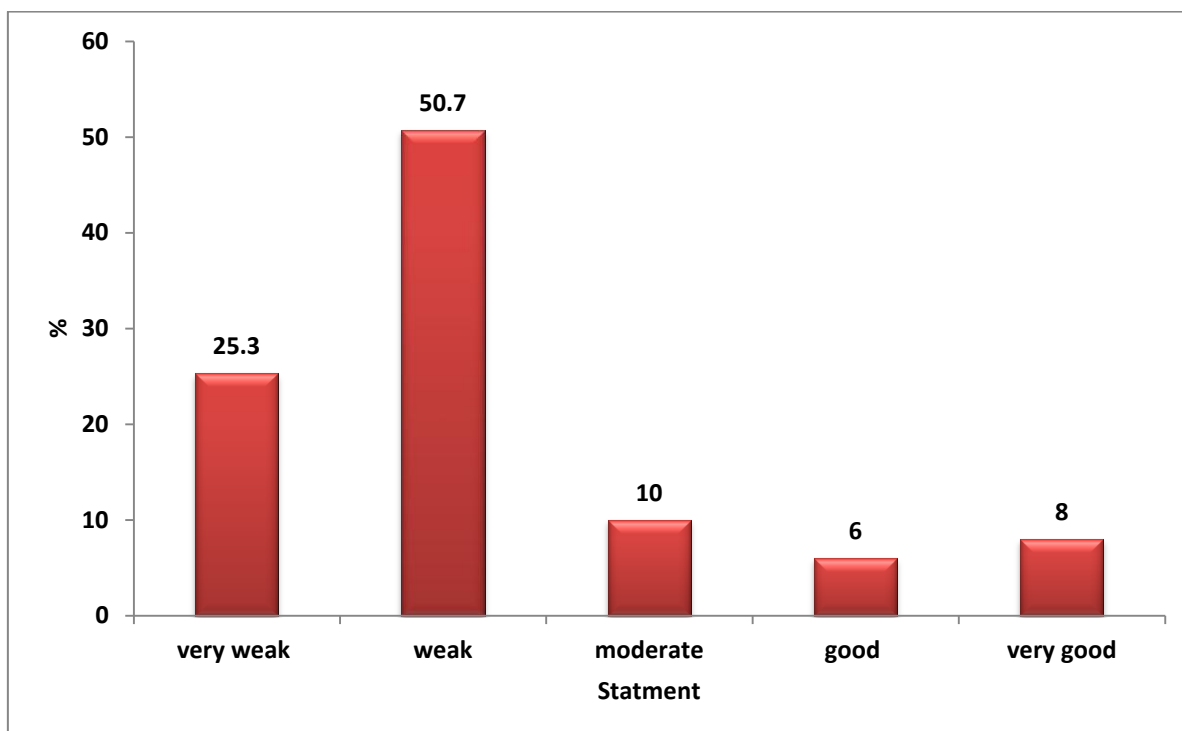
Chart (4.15) English word good.



In chart No (15) students read the word **good** to show the correct stress in this word. As in chart (40%) of the students didn't show the correct target word stress, so they were very week. (35.3%) of them tried to show the word stress correct, but they failed for the second time, consequently to that, they were week. In general (75.3%) of the 3rd year university in Khartoum State either didn't show the correct stress or tried to show the stress on the word good, but they weren't correct. Consequently to that, the percentage of (75.3%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. And accepted H.1 that confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

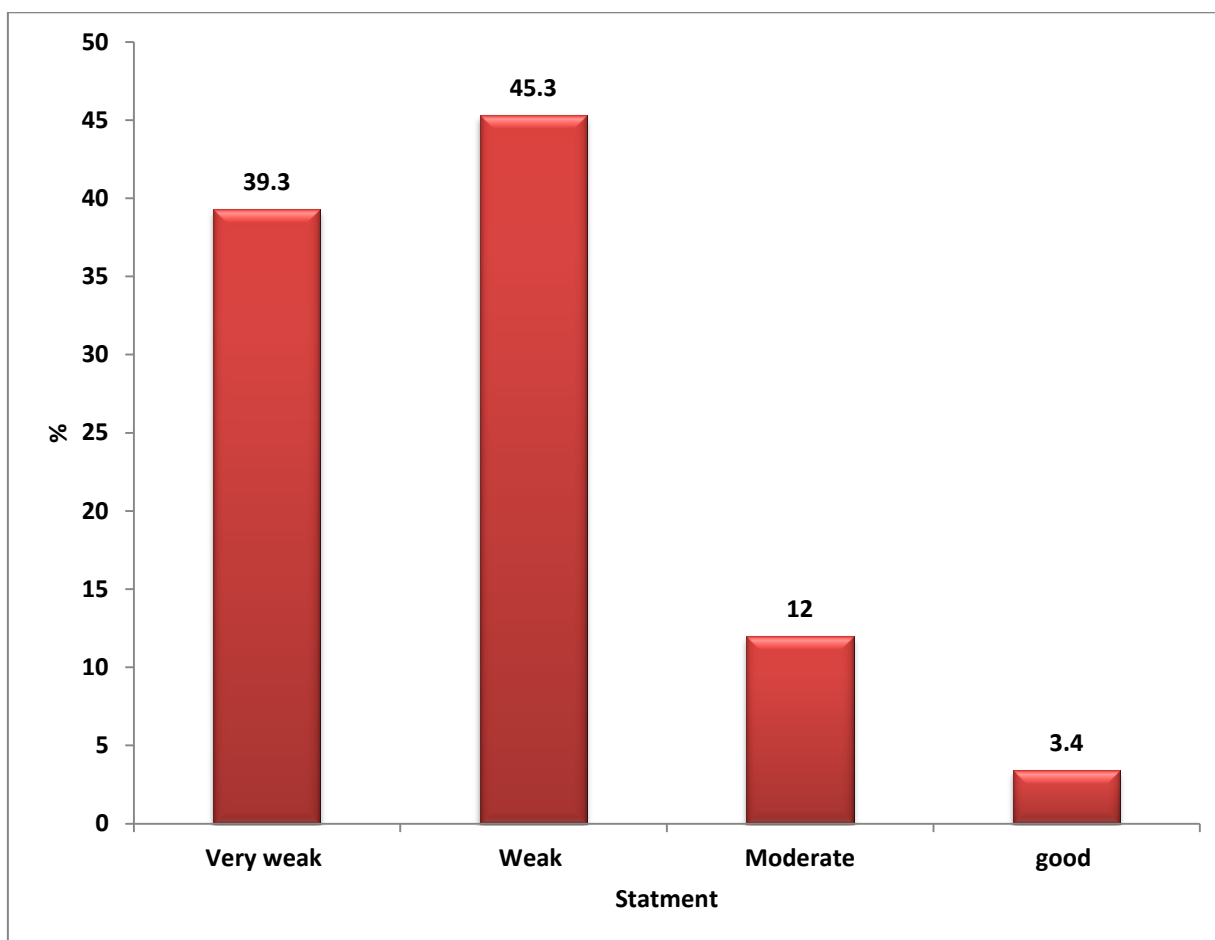
The word good is an adjective and it has stress in the first syllable. Good /'gʊd/. To conclude, all these target adjectives students face problem to show the correct stress on them. The main reasons there were shortages from students' side in checking dictionaries and training too.

Chart (4.16) she is at home.



In chart No (16) some of 3rd year university students in Khartoum State read the phrase **she is at home** to show the correct stress. (25.3 %) didn't show the correct target phrase stress, so they were very weak. (50.7. %) tried to show the correct stress on the target phrase, but they failed as a result they were weak. In this phrase the word **home** is only stress, because pronoun and helping verb and preposition are not stress. She is at **home**. In general (76.%) either failed or tried to show the correct target phrase. In case of this high percentage (76.%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. As well, the researcher accepted H.1 that confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

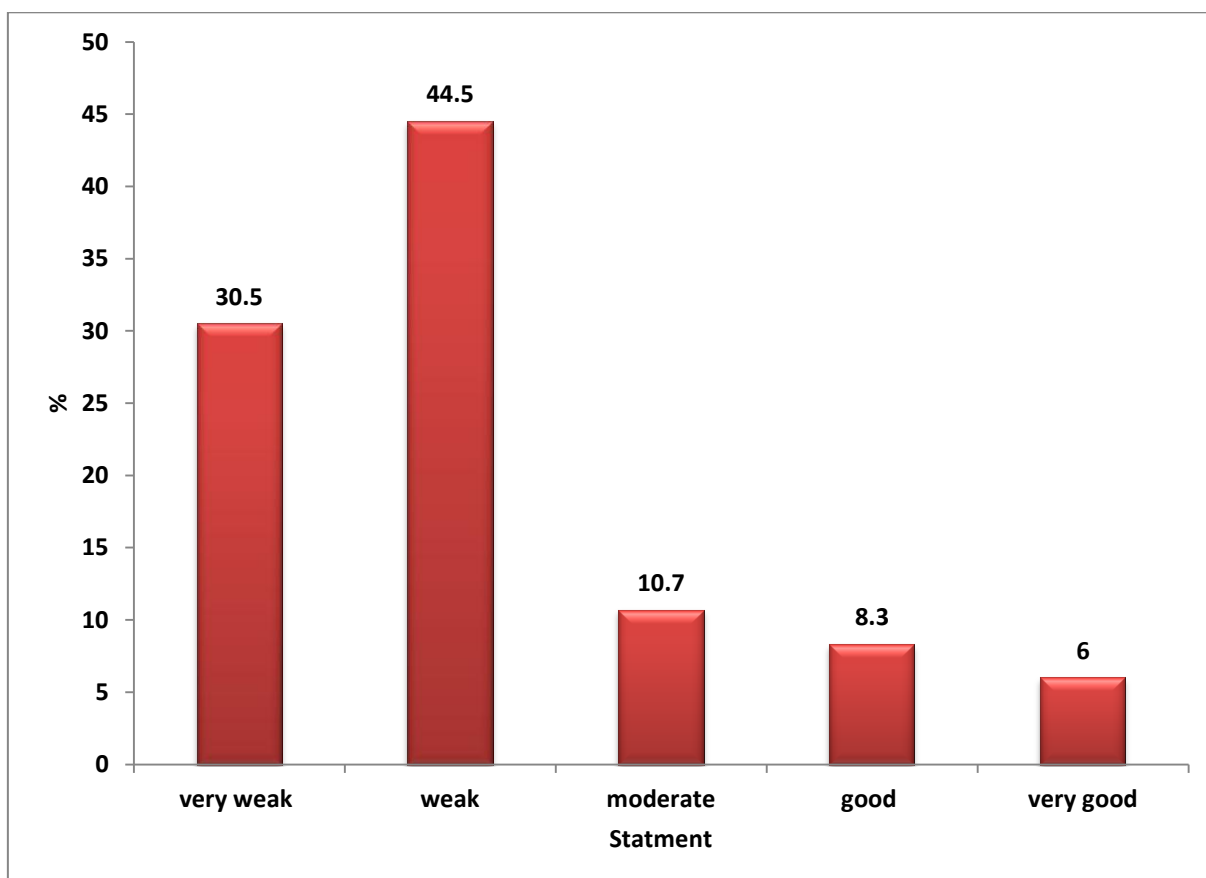
Chart (4.17) all love it.



In chart No (17) some of 3rd year university students read the phrase **All love it** to show the correct stress in this phrase. (39.3%) didn't show the correct stress in this phrase, so they were very weak. (45.3%) tried to show the correct stress in the phrase, but they failed, for this reason they were weak. In general (84.6%) of the students were distinguished either very weak or weak to pronounce the correct stress in this phrase. As a result of this high percentage (84.6%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. And accepted H.1 which confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The main reason behind this weakness related to the shortage of practicing the language. The stress in this phrase is on the first syllable **All** love it and it follows by unstressed syllable **love it**.

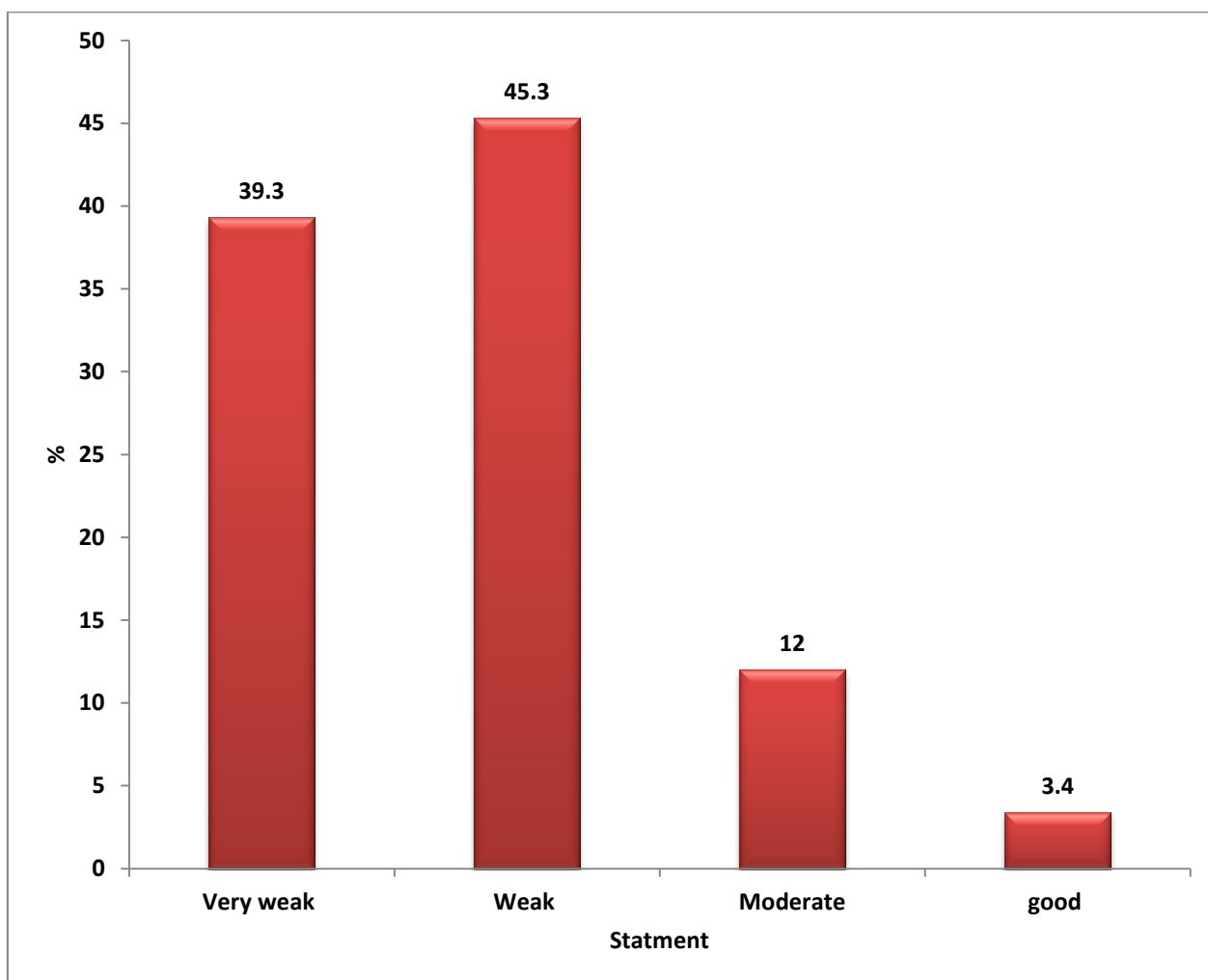
Chart (4.18) that is Sudan flag.



In chart No (18) some of 3rd year university students in Khartoum State read the phrase **that is Sudan flag** to show the correct stress in this phrase. A percentage of (30.5%) were very weak; they didn't show the correct stress in this phrase. Other (44.5%) were weak they tried to show the stress in this phrase, but it wasn't in the correct place. The total of (75. %) were either didn't show the correct place of the phrase stress, or tried to show the phrase stress that is Sudan flag. In case of this high percentage (75%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. As well, the researcher accepted H.1 that confirms that the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The shortage of training and there isn't speaking exam were the main reasons for this weakness. Stress words in this phrase are **that, Sudan** and **flag**.

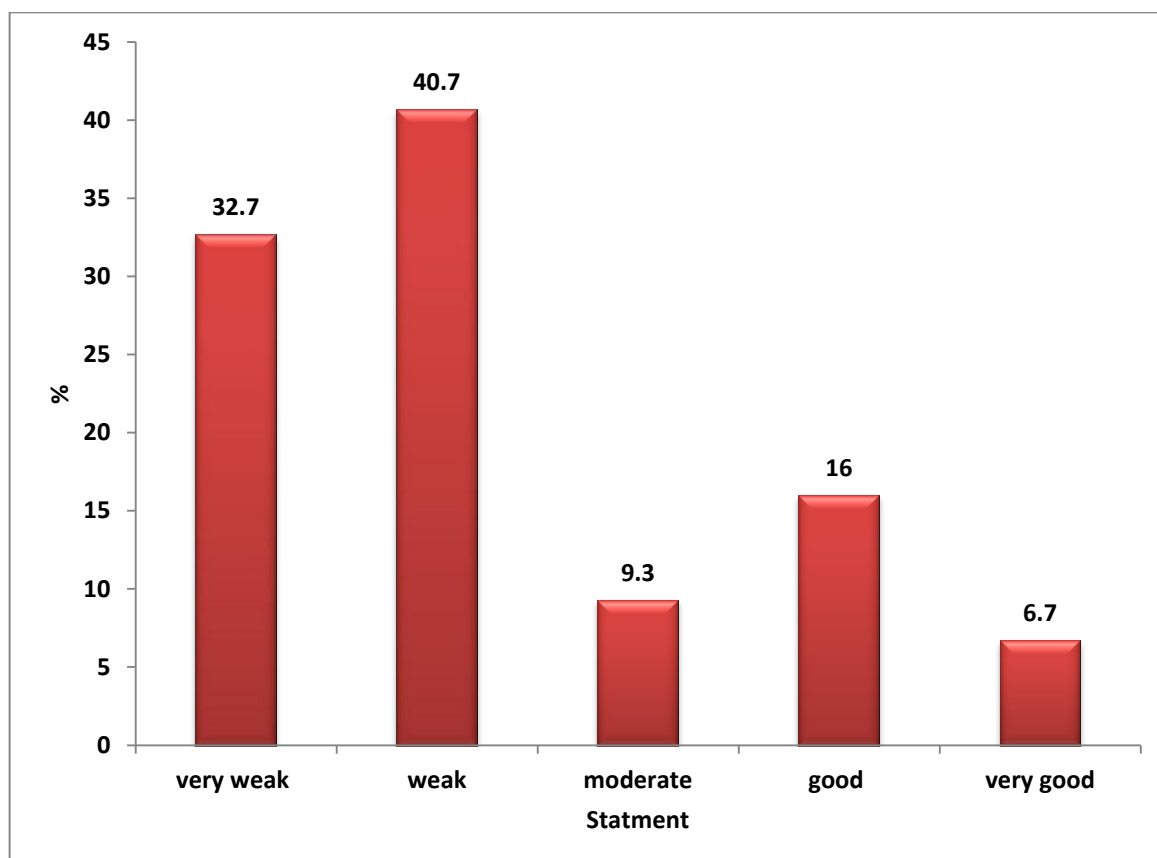
Chart (4.19) John's oldest son.



In chart No (19) some of university students 3rd year read the phrase **John's oldest son** to show the correct stress. The percentage of (39.3%) didn't show the correct phrase stress, so they were very weak. Other (33.3%) tried to show the correct stress, but it wasn't in the correct place in target words, so they were weak. By arrived to this high percentage (82.6%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. Consequently to that, the researcher accepted H.1 which confirms the research hypothesis No (4) which is claims some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

A majority of the interviewed student didn't success to show the correct stress in this phrase the words **Johan, oldest and son** are stressed. The researcher related that to students neglected speaking skill. Another reason there wasn't speaking exams in Sudanese university.

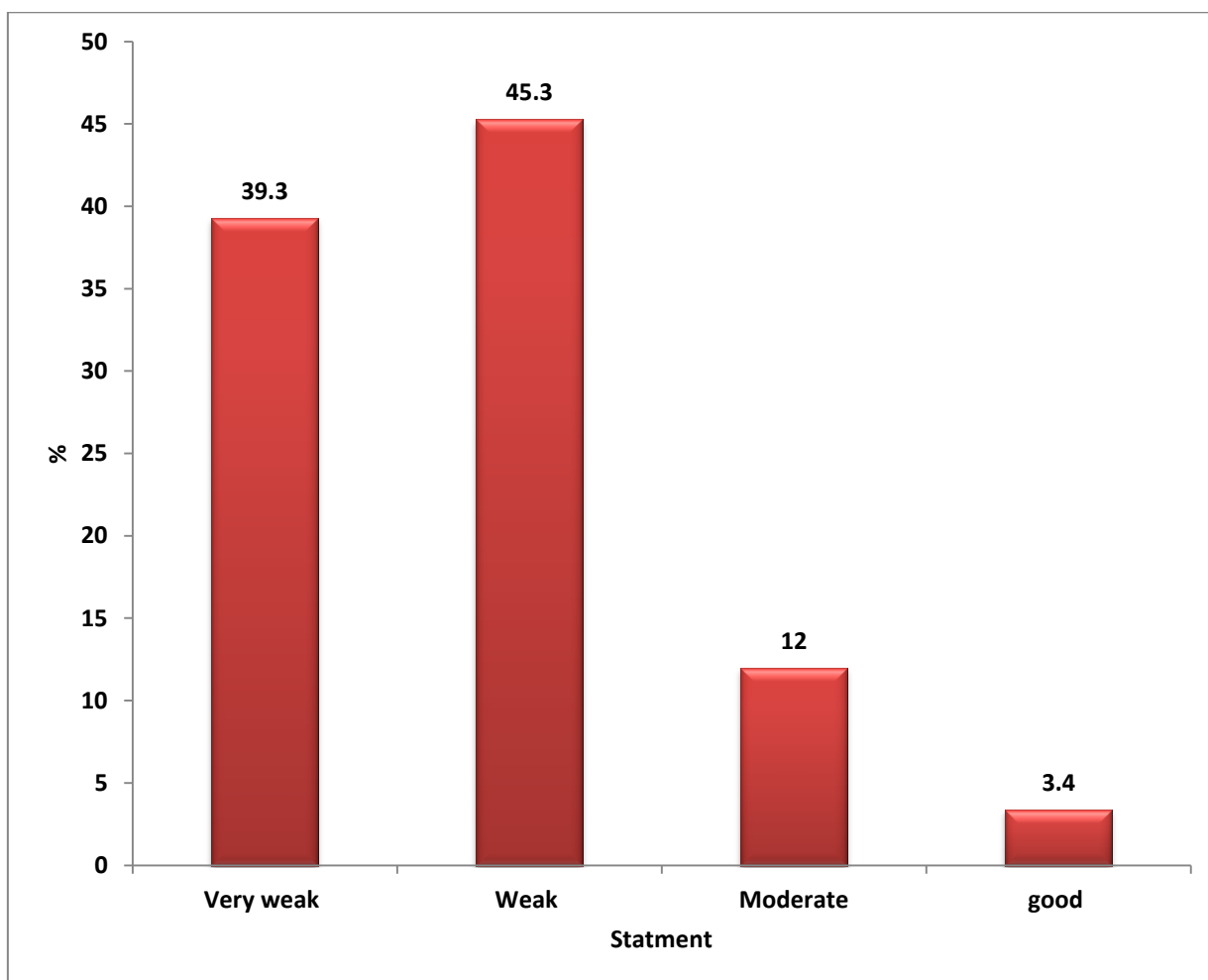
Chart (4.20) both of them came back.



In chart No (20) some of 3rd year university students in Khartoum State read the phrase both of them came back to show the stress. (32.7%) didn't show the correct phrase stress, so they were very weak. Other (40.7%) tried to show the stress on this phrase (*both, came and back*) but it wasn't in the correct place; according to that, they were weak. By arrived to this percentage (73.4%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. And accepted H.1 which confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The main reason behind this problem related to the shortage of training and there wasn't any speaking exam in Sudanese universities. In this phrase students didn't to show the correct stress, as the researcher mentioned in last comments. The stress on this phrase in (*both, came and back*).

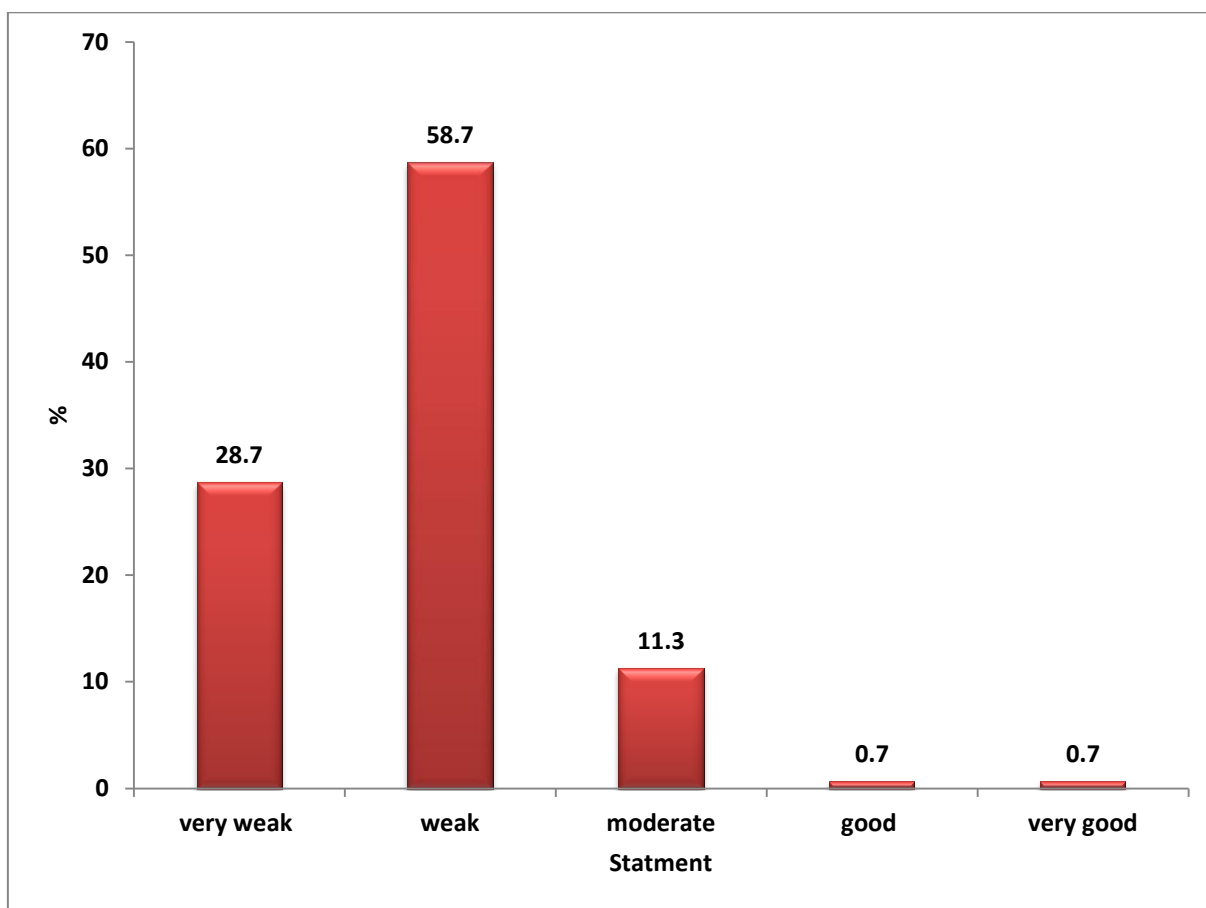
Chart (4.21) where are you going?



In chart No (21) some of 3rd year university students read the sentence **where are you going?** They read show the correct sentence stress. (39.3%) of the students didn't show the correct stress in this sentence, so they were very weak and (45.3%) of them tried to show the correct to the stress, but it wasn't in the correct place, so they were weak. By arrived to this percentage (84.6%) of very weak and weak students the researcher rejected H.0 some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. As well as, the researcher accepted H.1 which confirms the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

To conclude, the main reasons were students neglect the speaking skill, because there wasn't any speaking exam. Also students didn't practice the language enough. In this sentence the stress words are **where** and **going**.

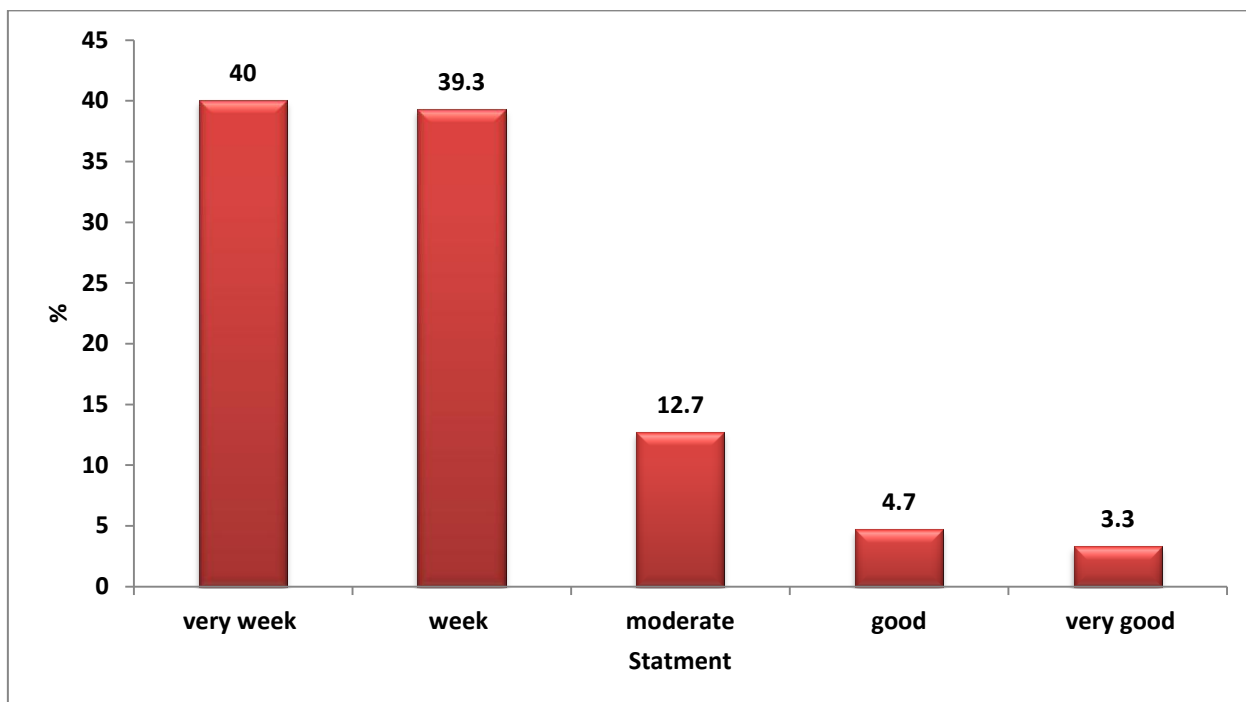
Chart (4.22) I could hardly believe my eyes.



In chart No (22) some of 3rd year university students in Khartoum State read the English sentence; **I could hardly believe my eyes** to show the correct stress in target sentence. A percentage of (28.7%) didn't show the correct stress in this sentence, according to that, they were very weak. (58.7%) tried to show the correct stress, but it wasn't in the correct place, as a result to that they were weak. This percentage(87.4%) was let the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. The researcher accepted H.1 which confirms that the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

In this part the researcher interviewed students to show the correct stress in sentences. The words **hardly, believe and eyes** are stressed in the above sentence. The main reasons were shortage of training and there wasn't any speaking exam in Sudanese university.

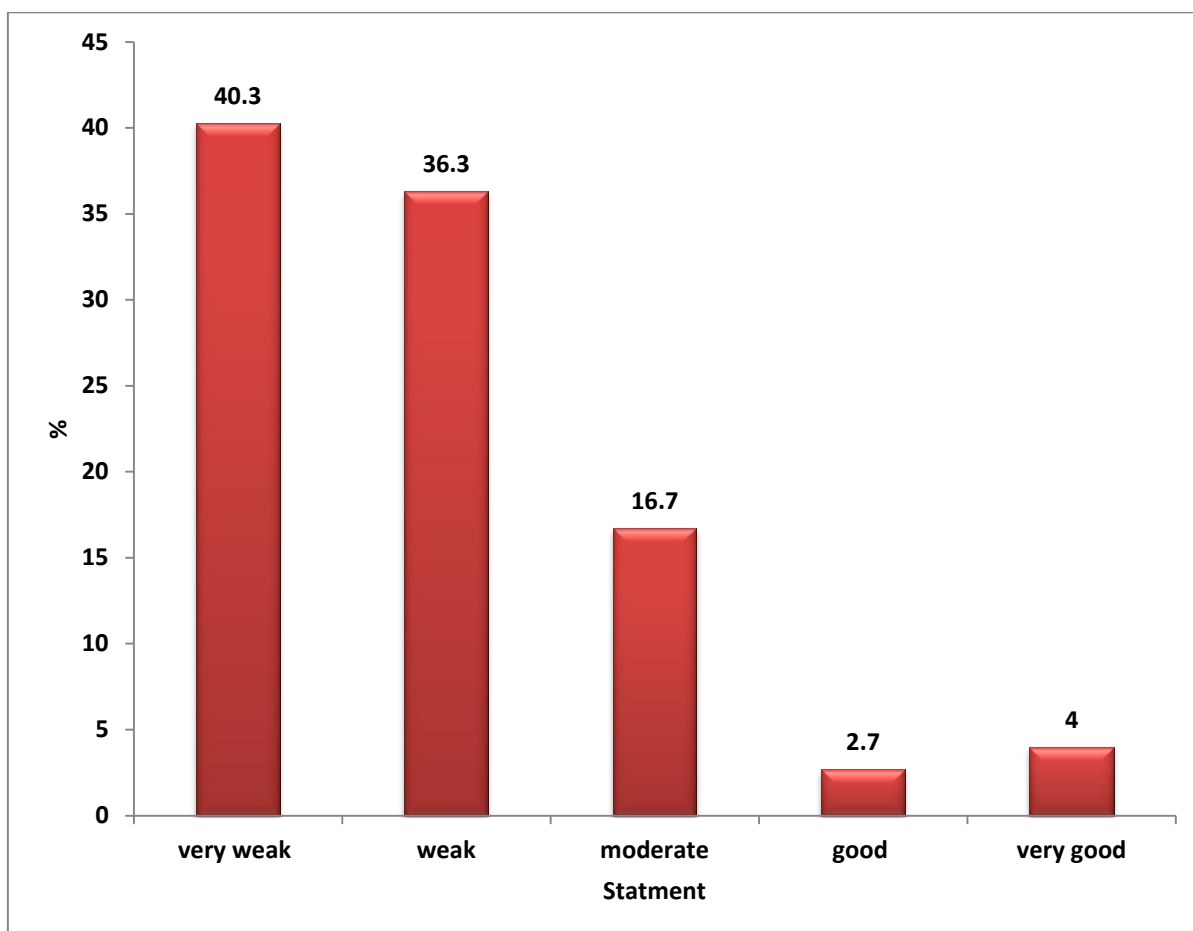
Chart (4.23) Iam going home for Christmas.



In chart No (23) some of 3rd year university students read the sentence **Iam going home for Christmas** to show the correct stress in this sentence. (40%) of them didn't show the correct stress in the target sentence, so they were very weak. Also (39.3%) tried to show the stress in this sentence, but it wasn't in the correct place consequently to that, they were weak. The general percentages of (79.3%) of students were either very weak or weak. This percentage (79.3%) let the researcher reject H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. For this reason, the researcher accepted H.1 which confirms that the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

This sentence has three stressed words *going, home and Christmas*. A great number of students didn't show the stress correctly. The researcher related that to students neglect speaking skill simply, because there is not exam. As well, there was a shortage of training.

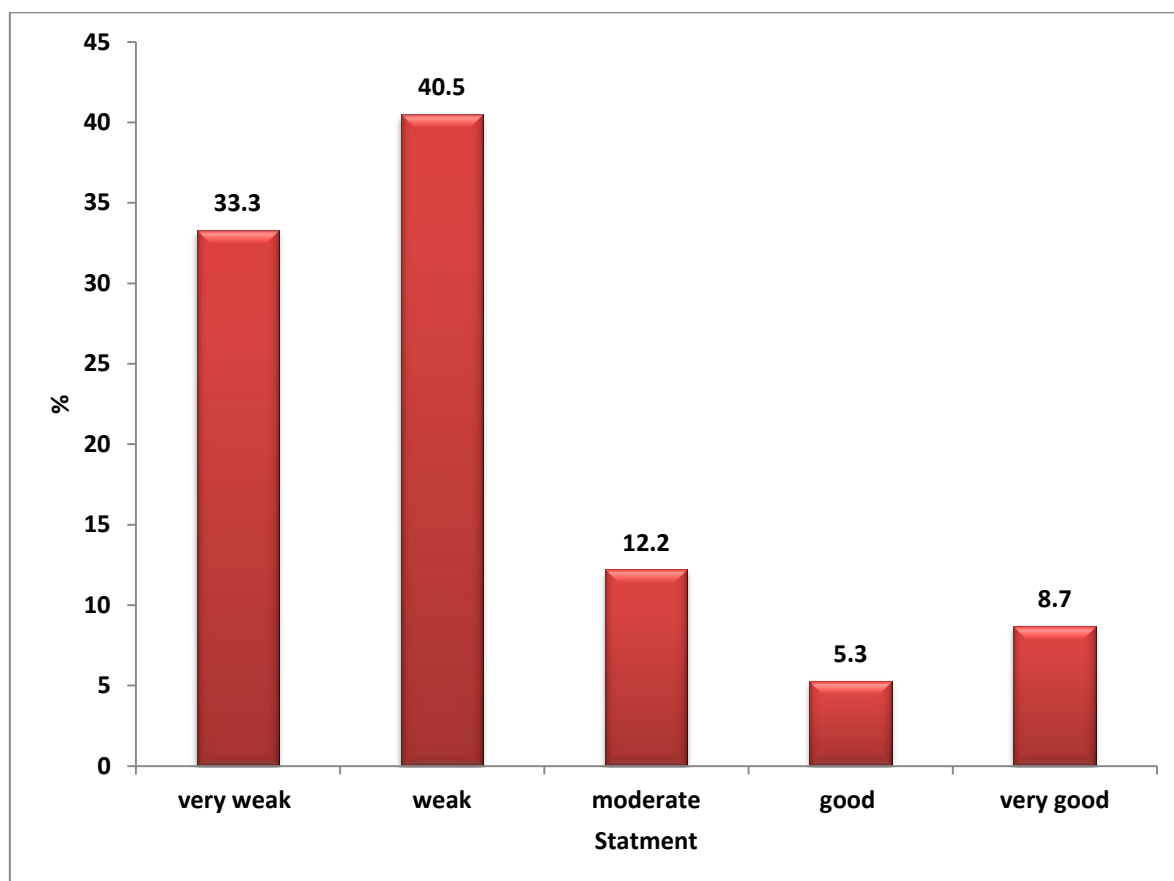
Chart (4.24) when will she go?



In chart No (24) some of 3rd year university students in Khartoum State read the sentence; when will she go? They read it to show the correct sentence stress.(40.3.%) didn't show the correct sentence stress consequently to that, they were very weak. Other (36.3%) tried to show the stress, but it wasn't in the right place in the sentence, so they were weak. As a result, (76.6%) of the students ignored the correct stress in this sentence. As a result of this high percentage (85.4%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking. So, the researcher accepted H.1 which confirms that the research hypothesis No (4) which is claims that some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The stress words in this sentence are **where** and **go** the pronoun she and the helping verb will aren't stress by rules. This result clarified that some university student ignored the rules of stress in English.

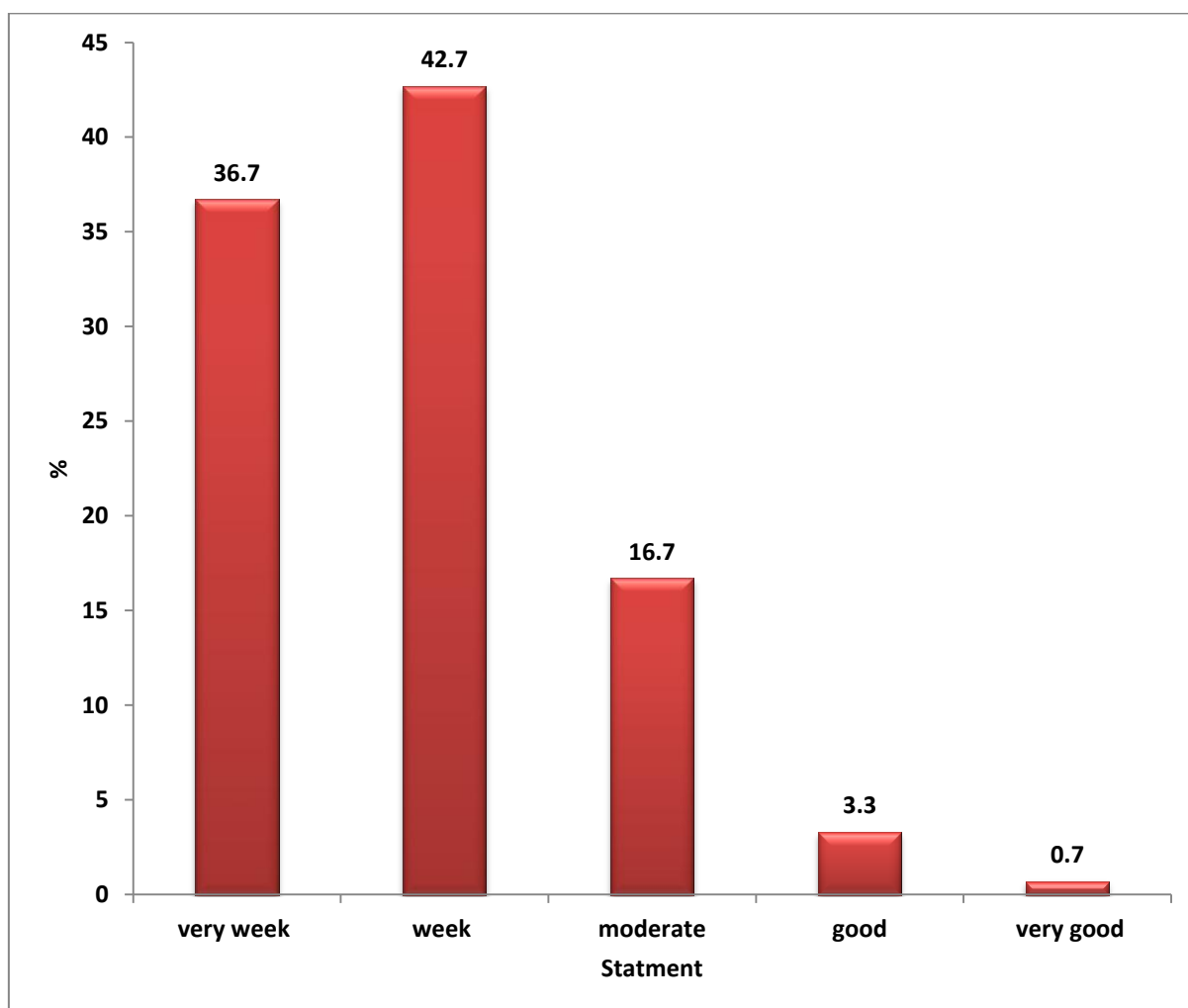
Chart (4.25) the dog is a faithful animal.



In chart No (25) some of 3rd year university students in Khartoum State read the sentence; **the dog is a faithful animal** to show the correct sentence stress.(33.3%) didn't show the correct stress in this sentence, so they were very weak. Also (40.5%) tried to show the stress in this sentence, but it wasn't in the right place consequently to that, they were weak. The general percentage of (73.8%) weren't show the correct stress in this sentence. By arrived to this high percentage (73.8%) the researcher rejected H.0 which is some university students in Khartoum State use the proper way of word, phrase and sentence stress in their speaking . And accepted H.1 which confirms that the research hypothesis No (4) which is claims some university students in Khartoum State do not use the proper way of word, phrase and sentence stress in their speaking.

The rules of stress show the stress words in this sentence are **“dog, faithful and animal”**. This high percentage (84.4%) of the students didn't show the correct stress; simply they ignored the stress rules.

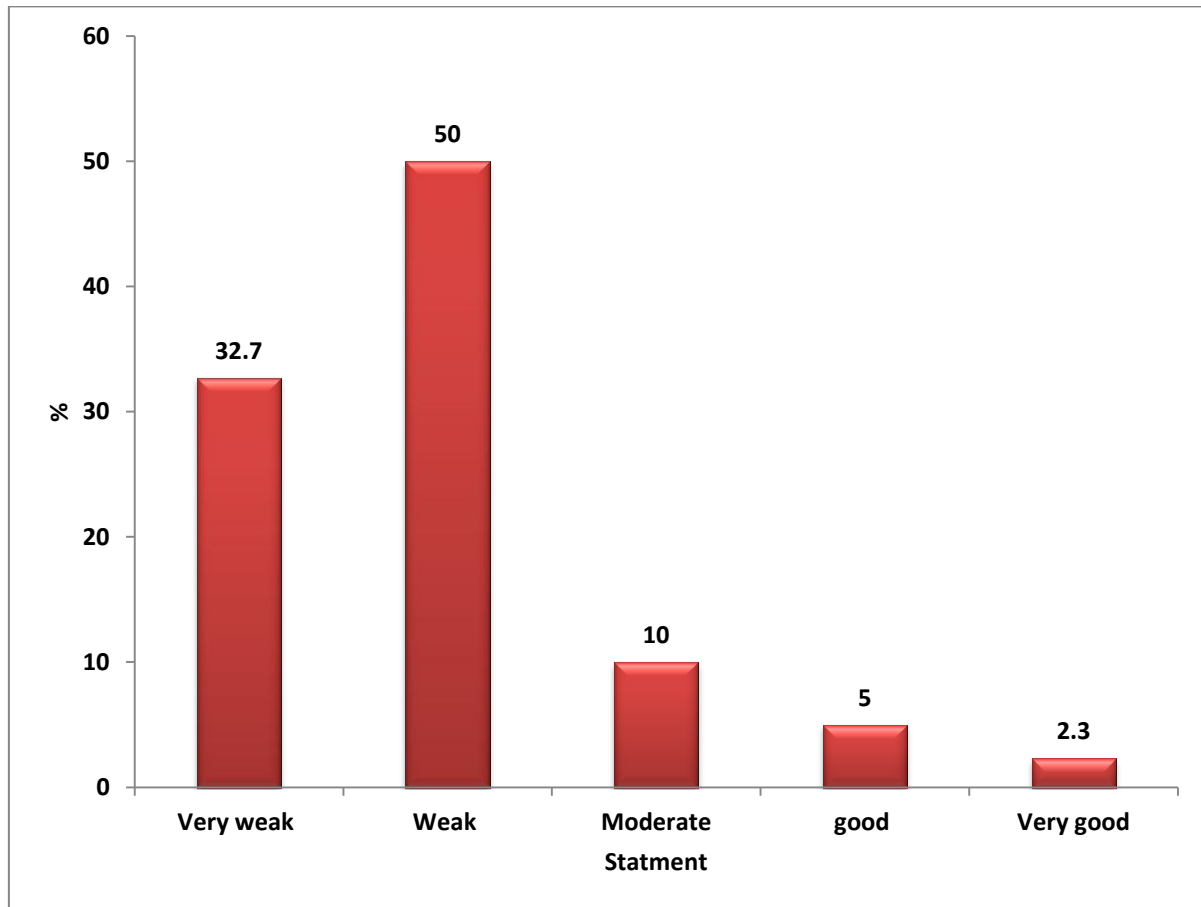
Chart (4.26) He was in an appalling bad temper.



The chart No (26) approved that (36.7%) of the 3rd year university students in Khartoum State read the sentence. **He was in appalling bad temper** to show the intonation this sentence. (36.7%) didn't show the correct intonation in the target sentence, so they were very weak. Also (42.7%) tried show the intonation in the sentence, but it wasn't in the correct place for this reason they were weak. For this reasons, (79.4%) didn't show the correct intonation in this sentence. This result (79.4%) let the researcher rejected H.0 which is some university students in Khartoum State use the intonation in sentence accurately. And accepted H.1 that confirms that the research hypothesis No (5) which is claims some university students in Khartoum State do not use the intonation in sentence accurately.

Intonation in English is very important, so you couldn't speak in one rhythm, in this sentence; the tone rise at the word **appalling** and down at **bad** and **temper** glides down. Students neglected this, because they didn't trained enough.

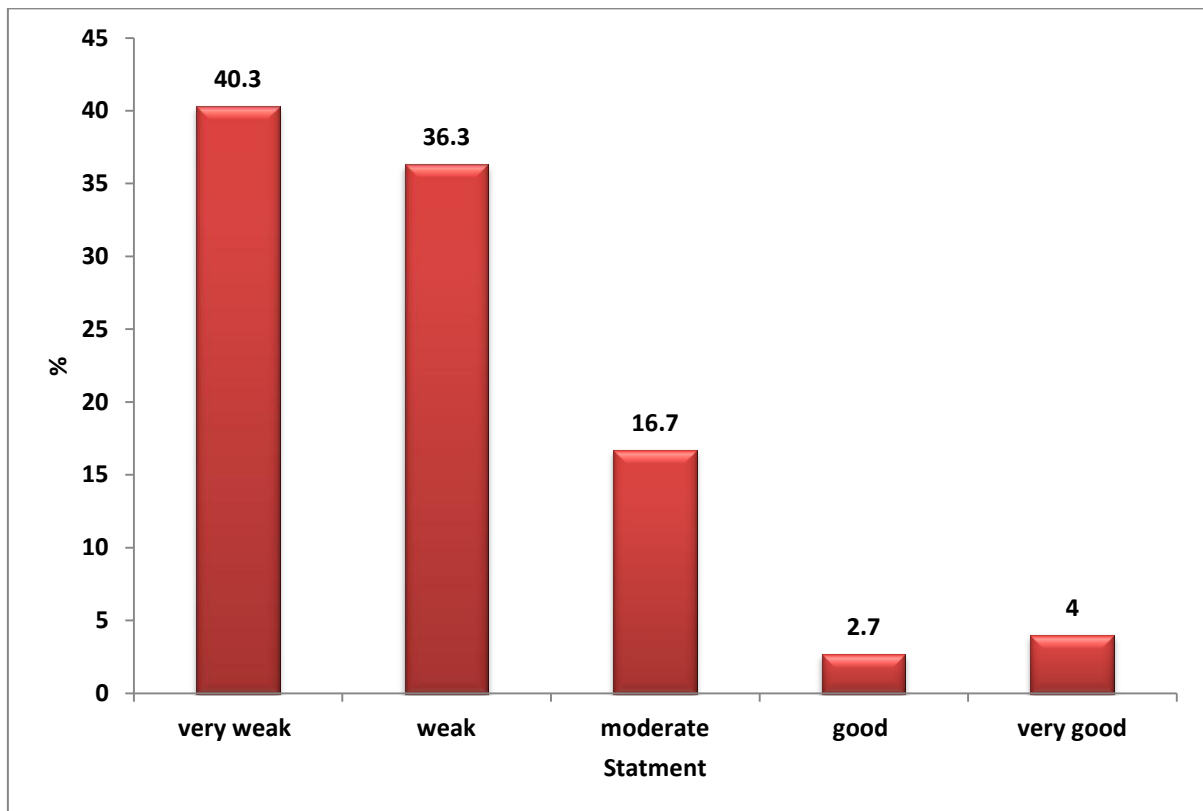
Chart (4.27) He seems very nice.



In chart No (27) some of 3rd year university students in Khartoum State interviewed to show the correct intonation in this sentence. He seems very nice. (32.7%) didn't show the correct intonation in this sentence, so they were very weak. Also (50.%) tried to show the correct intonation in the sentence, but it wasn't in the correct place, for this reason they were weak. By arrived to this high percentage (82.7) the researcher rejected H.0 which is some university students in Khartoum State use the intonation in sentence correctly. And accepted H.1 that confirms that the research hypothesis No (5). Some university students in Khartoum State didn't use the intonation in sentence correctly.

A high percentage of the students ignored that the intonation in the target sentence; he seems very nice. The tone rise at **seems** and falls down in **very** and **nice**. This reason behind this weakness related to the shortage of speaking practice and there wasn't speaking exam encourage the students to do more language practice.

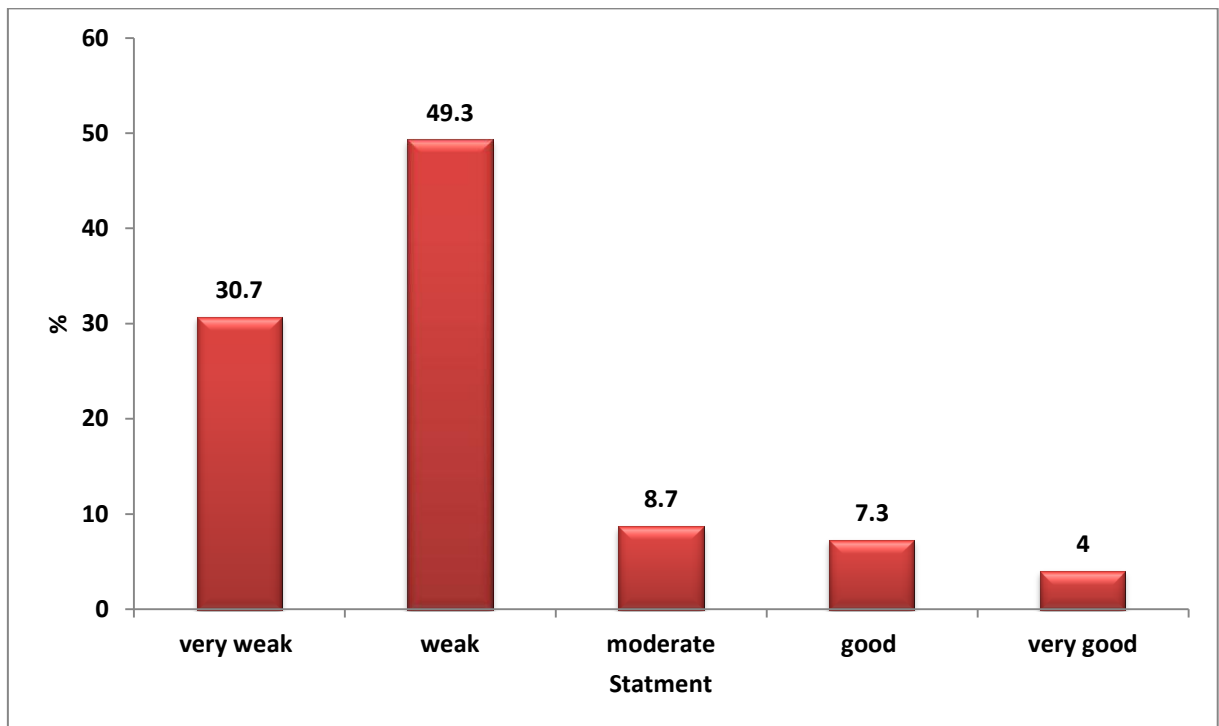
Chart (4.28) Are you married?



In chart No (28) some of 3rd year university students in Khartoum State read the sentence **are you married?** They read it to show the correct intonation in this sentence. (40.3%) of the students didn't show intonation in the target sentence correctly, consequently to, that they were very weak. Also (36.3%) of them tried to show the intonation in the sentence, but they weren't correct, as a result they were weak. As a result of this high percentage of (76.6%) the researcher rejected H.0 which is some university students in Khartoum State use the correct intonation in speaking conversation. As well as, the researcher accepted H.1 that confirms the research hypothesis No (5) which is claims that some university students in Khartoum State didn't use the intonation in sentence correctly.

Students interviewed to show the correct intonation in this sentence unfortunately, they didn't show the correct intonation. In this sentence the tone rising at **are** and down in **you** and rising again in **married**. Like this **Are you married?** The main reasons of this there were shortage of practicing English, and students practice the language enough.

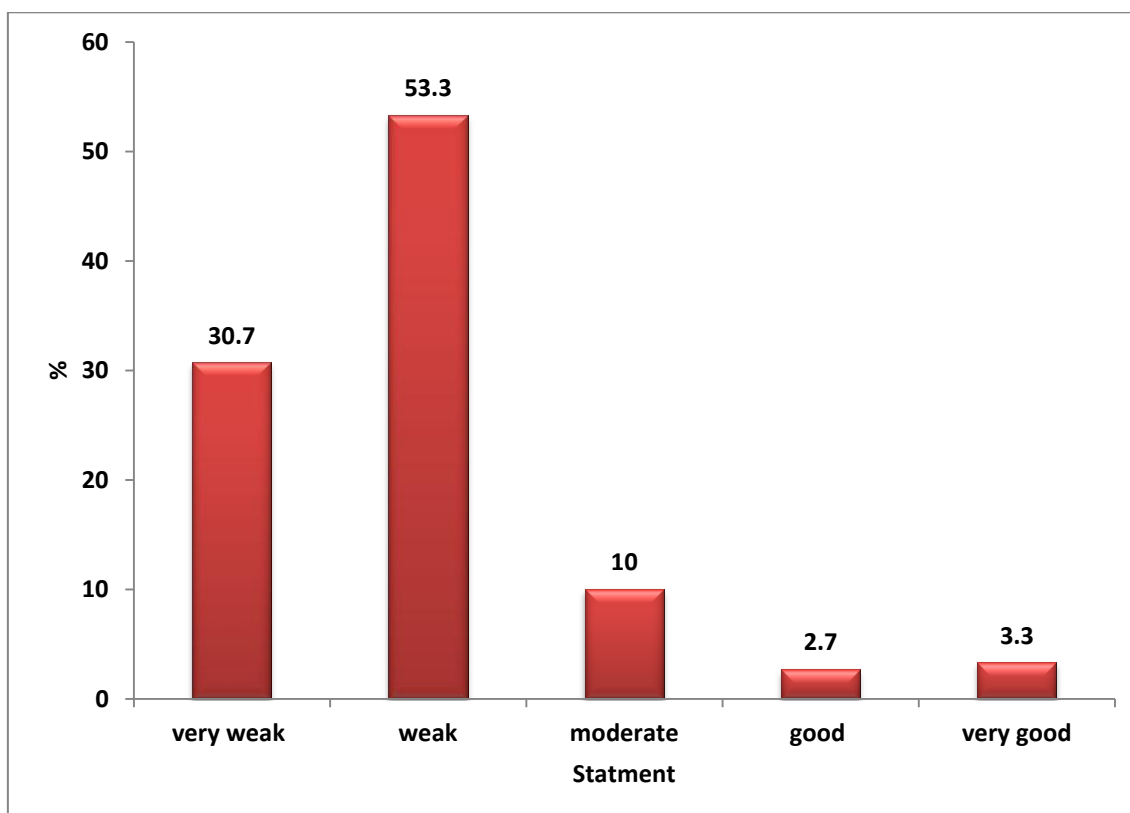
Chart (4.29) Have you posted it to him?



In chart No (29) some of 3rd year university students in Khartoum State read the sentence **have you post it to him?** They read it to show the correct intonation in the target sentence. (30.7%) didn't show the correct intonation in this sentence, so they were very weak. Also (49.3%) tried to show the correct intonation in this sentence, but they weren't for this reason they were weak. In total, (80%) didn't show the intonation in the target sentence correctly. This high percentage (80%) let the researcher rejected H.0 which some university students in Khartoum State didn't use the intonation in sentence correctly. And accepted H.1 which confirms the research hypothesis No (5) which is claims some university students in Khartoum State didn't use the intonation in sentence correctly.

Have you post it to him. In this sentence there are two words are stressed **have** and **post** the tone rises at **have** and fall down until **post** then starts rises again. Some university student didn't use the intonation in speaking conversation, because they didn't practice the speaking skill enough. Also there wasn't any speaking exam to encourage them to practice the language.

Chart (4.30) that was nice.



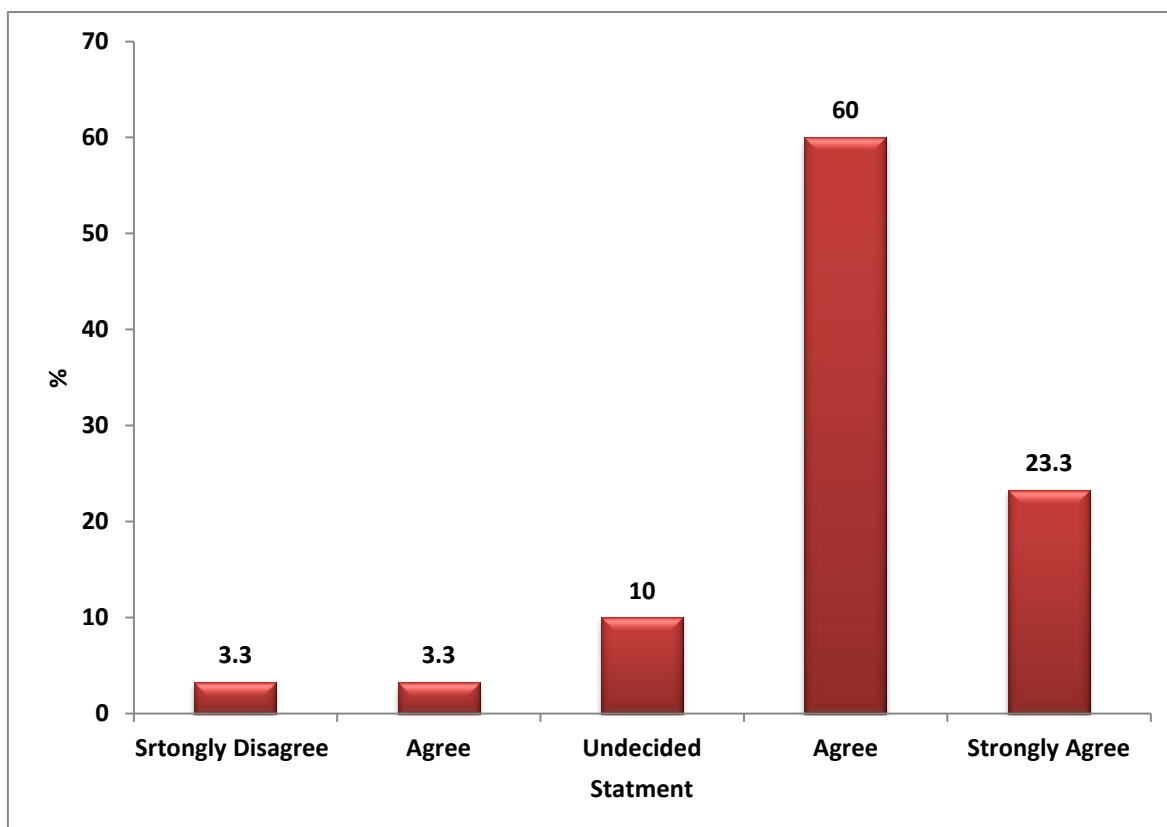
In chart No (30) some of 3rd year university students in Khartoum 3rd year read the sentence **that was nice** to show the intonation. (30.7%) didn't show the intonation in the sentence so, they were very weak. Other (53.3%) tried to show the intonation in the target sentence, but they weren't correct according to that, they were weak. This high percentage (84.0%) led the researcher rejected H.0 which is some university students in Khartoum State use the correct intonation in speaking conversation. Consequently to that, the researcher accepted H.1 which confirms the research hypothesis No (5) which is claims some university students in Khartoum State didn't use the intonation in sentence correctly.

To conclude, speaking with intonation is very important to convey correct message to the listener. In this sentence students didn't realize to the rising tone at **that** and down and rises up at **nice**. In order to use proper way of using intonation in speaking students need to do more practice of speaking skill. As well speaking exams can encourage them to do more efforts.

4.3 Teachers' Questionnaire Data Analysis and Discussion:

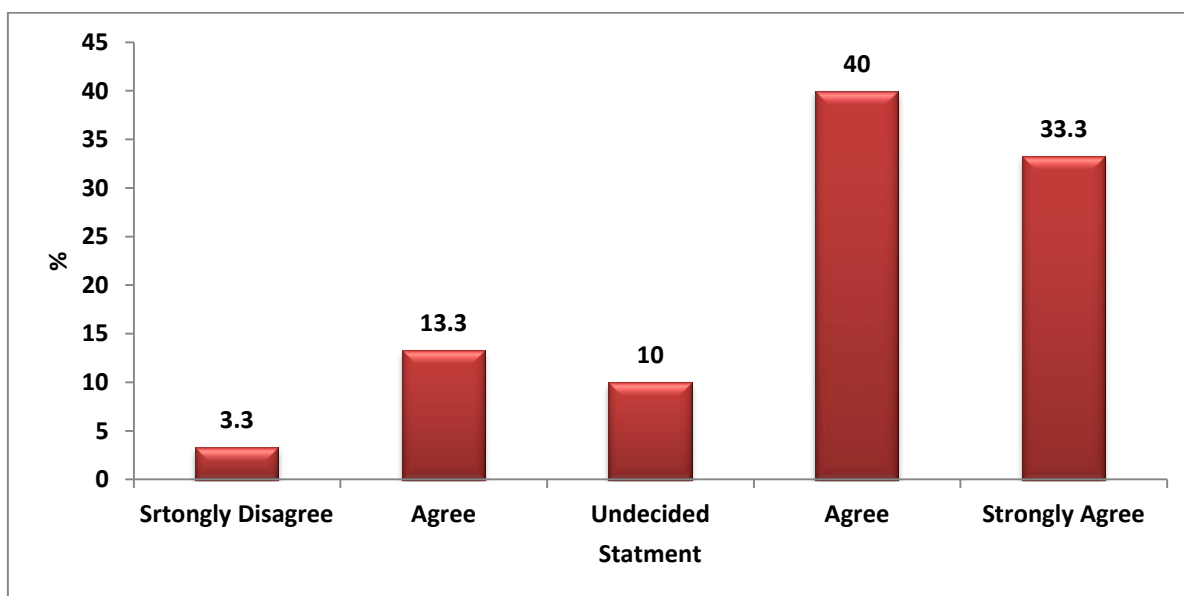
The questionnaire distributed to 30 respondents in three different universities in Khartoum State. Omdurman Al Ahlia, Alzaieem AlAzharey and Omdurman Islamic University during March 24th up to 5th of April. The data collected, analysed and the results as shown in the charts below:-

Chart No (4. 31) some university students in Khartoum State face problems in pronouncing words that contain short vowel sounds.



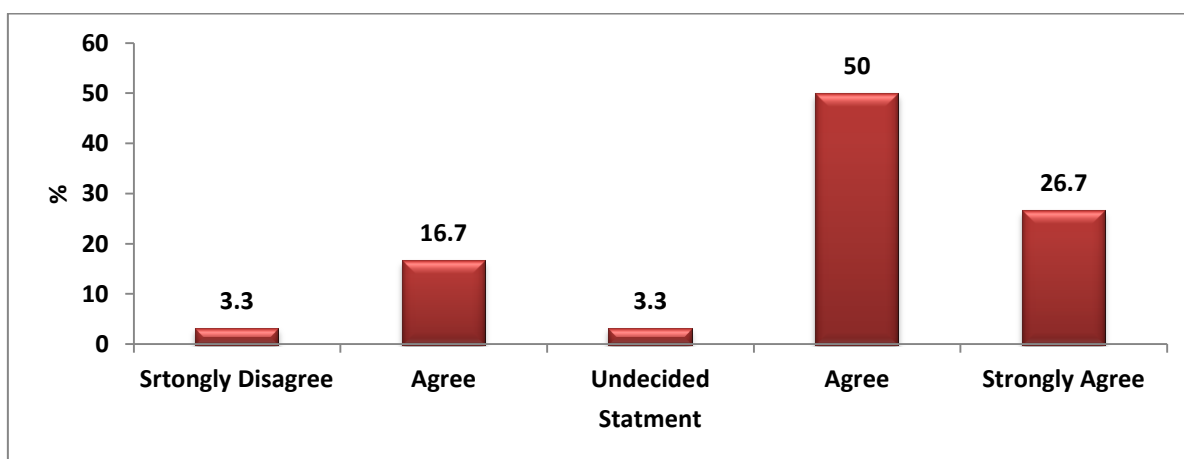
The chart No (31) shows that (60%) of the university teachers agreed and (23.3%) strongly agreed with the research hypothesis. So (83.3%) of the teachers agreed and strongly agreed that some of 3rd year university students face problems in pronouncing words that contain English short vowel sounds. This percentage confirms the research hypothesis No (1) which claims that some university students in Khartoum State face problems in pronouncing words that contain short vowel sounds.

Chart (4.32) some university students in Khartoum State face in pronouncing words that contain long vowel sounds.



In this chart No (32) (40 %) of the university teachers agreed and (33.3%) strongly agreed with the research hypothesis. In general (73.3%) of the teachers agreed that some of the 3rd year university students in Khartoum State face problems in pronouncing words contain long vowel sound. This confirms the research hypothesis No (2) which is claims that some university students in Khartoum State face in pronouncing words that contain long vowel sounds.

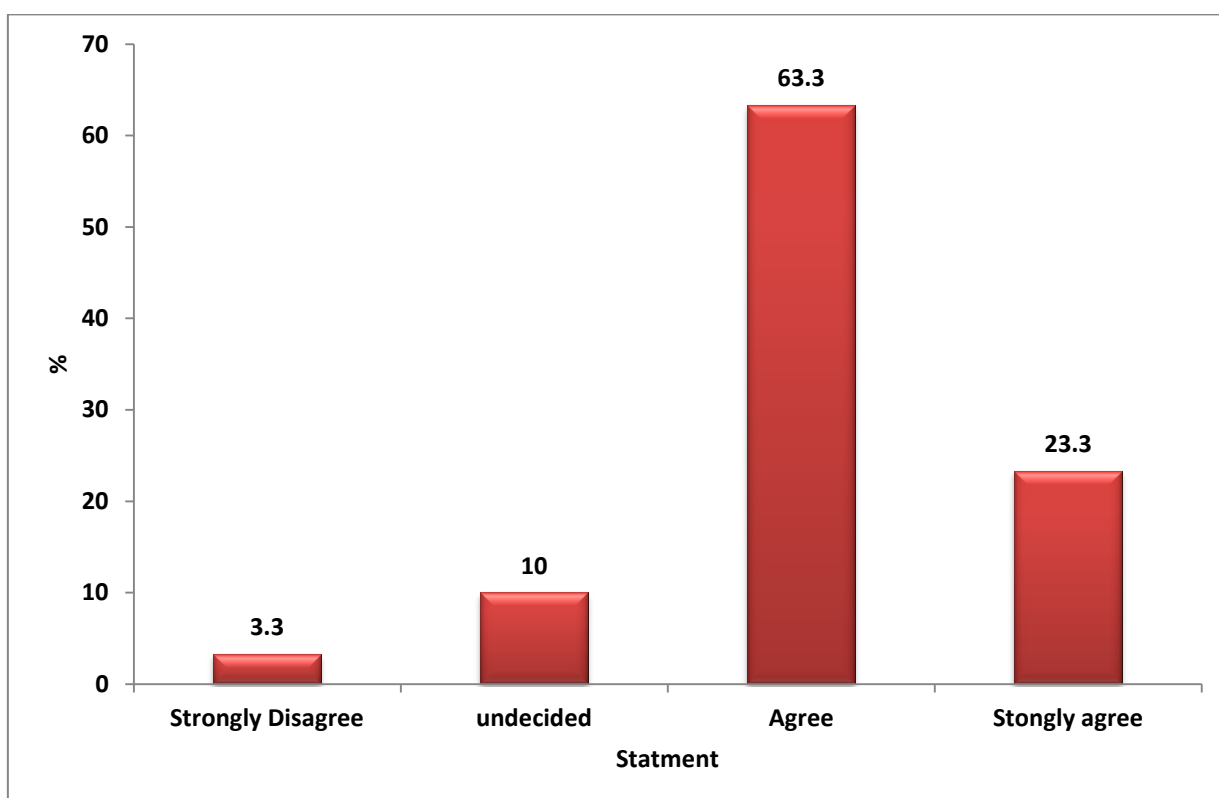
Chart (4.33) some Sudanese university students face difficulties in pronouncing bilabial plosive consonant sounds /b/ and /p/.



In chart No (33) around (50 %) of the university teachers agreed with research hypothesis and (26.7%) between strongly agreed and agree the research hypothesis. In general (76.7%) distributed either agreed or strongly agreed. They decided that most of the 3rd year university students faced problem to pronounce and differentiate between words contain bilabial plosive /p/ as in

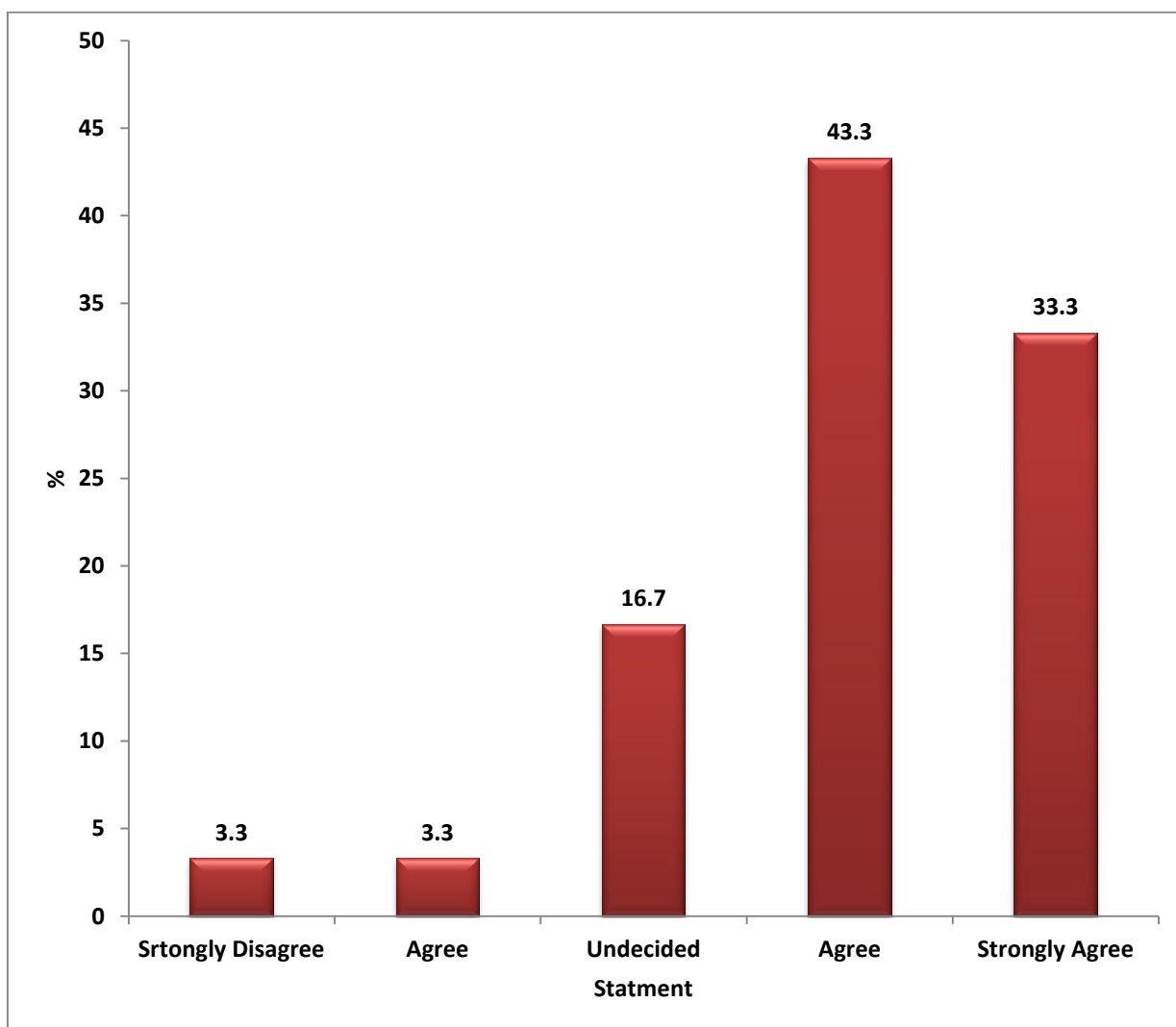
peak and /b/ as in beak. This percentage of (76.7%) confirms that research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato-alveolar affricates and dental fricative.

Chart No (4.34) some university students in Khartoum State face difficulties in pronouncing labiodentals fricative sounds /f/ and /v/.



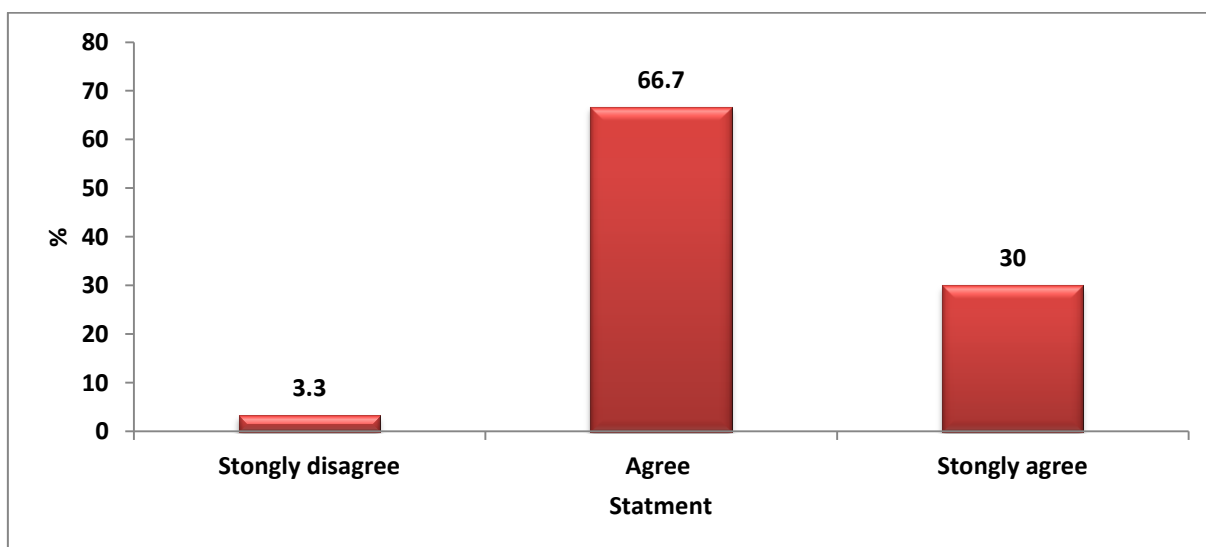
In chart No (34) about (63.3%) of the university teachers agreed with research hypothesis and (23.3%) of the teachers strongly agreed with researcher hypothesis. In general (86.6) of the university teachers agreed and strongly agreed that some of the 3rd year university students face problems to pronounce and differentiate between words contain labiodentals fricative sounds /f/ as in half and /v/ as in halves. This percentage (86.6%) confirms that the research hypothesis No (4) which is there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato-alveolar affricates and dental fricative.

Chart No (4.35) some university students in Khartoum State face difficulties in pronouncing Plato- alveolar affricatives consonant sounds /tʃ/ and /dʒ/.



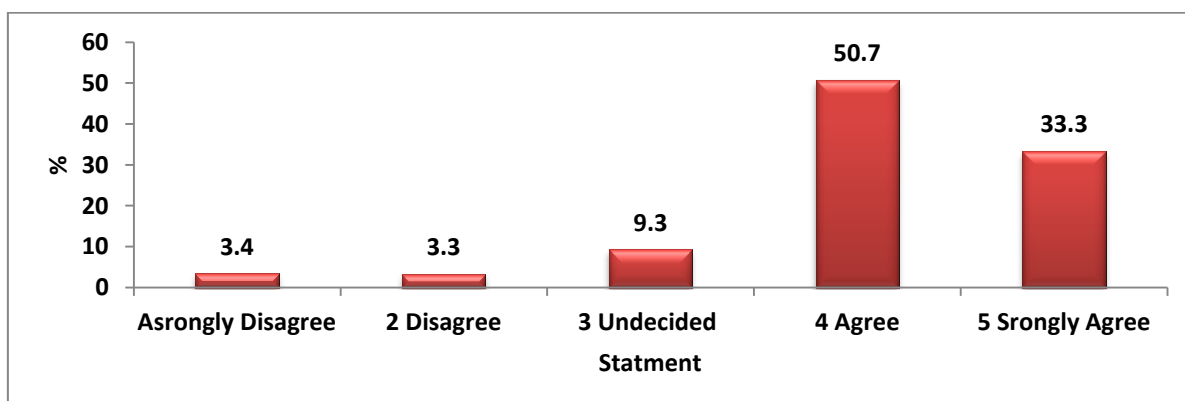
In chart No (35) a number of (43.3%) of the university teachers agreed and (33.3%) strongly agreed with research hypothesis. In general (76.6%) of the university teachers agreed and strongly agreed that some of the 3rd year university students in Khartoum State face difficulties in pronouncing words that contain Plato- alveolar affricatives consonant sounds /tʃ/ as in cheer and /dʒ/ as in jeer. This result confirms that the research hypothesis No (5) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato- alveolar affricates and dental fricative.

Chart No (4.36) Sudanese university students some of them face difficulties in pronouncing Plato- alveolar fricatives consonant sounds /ʃ/ and /ʒ/.



In chart No (36) around (66.7%) of the university teachers agreed and (30%) strongly agreed with research hypothesis. In general (96.7%) of the university teachers in Khartoum State agreed and strongly agreed that 3rd year university students face difficulties in pronouncing words that contain Plato-alveolar fricatives consonant sounds /ʃ/ as in nation and /ʒ/ as in invasion. This high percentage confirms that the research hypothesis No(3) which claims there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato- alveolar affricates and dental fricative.

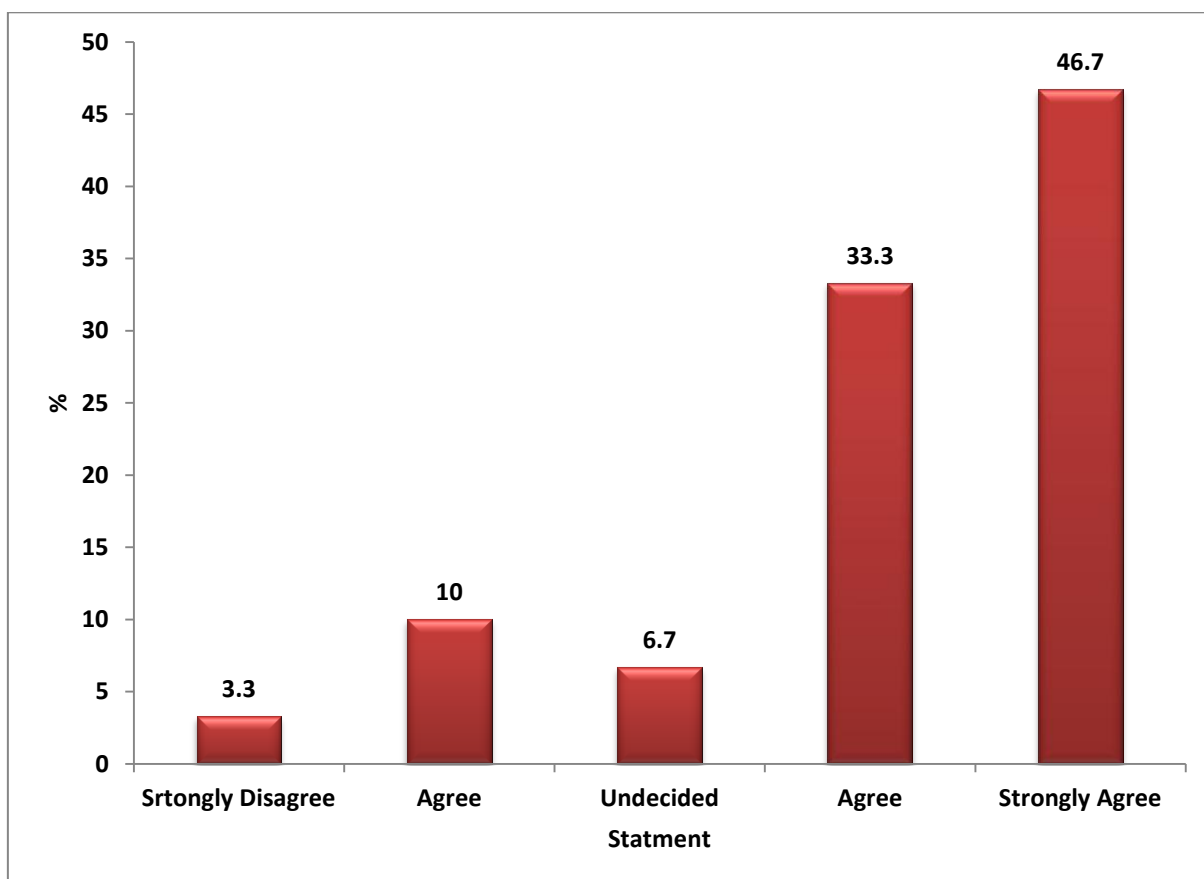
Chart No (4.37) some university students face difficulties in pronouncing dental fricative consonant sounds / θ/and / ð/.



In chart No (37) around (56.7%) of the university teachers in Khartoum State agreed and (33.3%) strongly agreed with the research hypothesis. In general (90%) of the teachers agreed and strongly agreed that some of 3rd year university students face difficulties in pronouncing dental

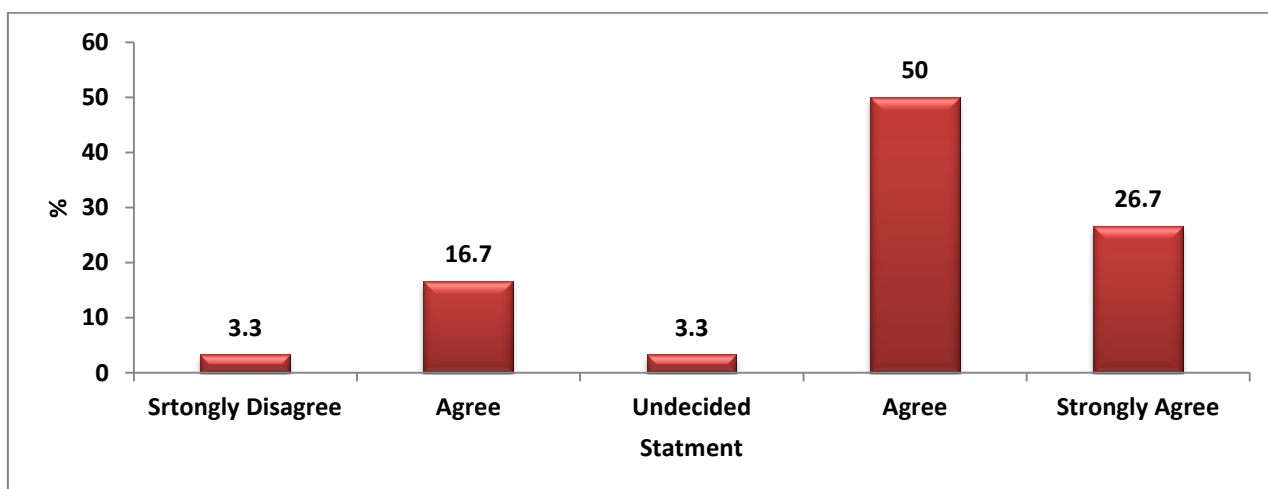
fricative consonant sounds / θ/and /ð/.This result confirms the research hypothesis No (3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato-alveolar affricates and dental fricative.

Chart No (4.38) some university students in Khartoum State don't use the proper way of word, phrase and sentence stress in speaking.



In chart No (38) table (33.3%) of the university teachers agreed and (46.7) strongly agreed with the research hypothesis. In total (80%) of the university teachers agreed and strongly agreed with research that some of the 3rd year university students in Khartoum State face problems in pronouncing word, phrase, and sentence stress when they speak English. This high percentage confirms that the research hypothesis No (4) which is claims that some university students in Khartoum State don't use the proper way of word, phrase and sentence stress in speaking.

Chart No (4.39) some university students in Khartoum State do not use intonation in speaking correctly.



In chart No (39) a round (50%) of the university teachers agreed and (26.7%) strongly agreed with research hypothesis. In general (76.7%) of the university teachers either agreed or strongly agreed that some university students don't use intonation in sentence correctly. This result confirms that the research hypothesis No (5) which claims that some university students in Khartoum State do not use the intonation in sentence accurately.

4.4 Verification of the study hypotheses:

Hypothesis No (1)

The researcher interviewed some university students in Khartoum State to pronounce some words contain long vowel sounds in three columns. In the first column students pronounce words contain long /i:/ , short /i/ and short /e/ ; (38%) were very week and (51.3%) were weak. The total percentage (89.3) confirms the research hypothesis. The second column compared two long vowel sounds/ɜ:/ and /ɑ:/ (25.7%) were very week and (63.6%) were weak. The total percentage (89.3%) confirms the research hypothesis. To conclude, the two high percentages (89.3%) and (89.3%) confirm the research hypothesis No (1) which is claim that some university students in Khartoum State face problems in pronouncing words contain English long vowel sounds.

In compare by other research in the same field as the researcher mentioned in chapter two; many second language learners face problems when they pronounce words contain long vowel sounds. This related to that vowel sounds don't have certain places and manners of articulations; just they depend on how far the tongue moves inside the mouth. As well, the shortage of training

and the differences between English and Arabic phonemes cause this problem too.

Hypothesis No (2)

In this hypothesis the researcher did comparison between three columns which contain short vowel sounds. In column No (1) short vowel /ʌ /, long vowel /ɑ: / and short vowel /ɒ /. (24%) were very weak and (60%) were weak the total percentage (84%). The second column short vowel /ɒ /, /ʊ / and long vowel /u:/ the . (16%) were very weak and (57.3%) were weak; the total percentage (73.3%). The third column a comparison between short vowels /ʊ/ and long vowels/ u:/(22%) were very weak and 58.7%) were weak ; the total percentage (80.7%). These three high percentages (84%), (73.3%) and (80.7%) confirm that the research hypothesis No(2) Which is claims that some university students in Khartoum State face problems in pronouncing words that contain short vowel sounds.

This research arrived to the same results in compare by other local and international studies in the same field; that vowels sounds cause problems to second language learners in general. That relate to many reasons first the vowel sound don't have certain places and manners of articulation, there are differences between English and Arabic languages. In addition to, this study added the shortage of students practice English language related to there wasn't speaking exams in Sudanese university.

Hypothesis No (3)

In this hypothesis the researcher investigated consonant sounds in five charts. In chart No (1) bilabial plosive /p/ and /b/ (31.3%) of the students were very weak and (53.3%) were weak. This total percentage (84.6%) confirms the hypothesis. chart No (2) labiodentals fricative /f/ and /v/ (33.3%) were weak and (52%) were weak. The total percentage (85.3%) confirms the hypothesis. Chart No (3) Plat-alveolar fricatives/ ʃ/ and /ʒ/ (35%) were very weak and (49.3%) were weak, so the total is (84.3%) confirms the hypothesis. Chart No (4) plat-alveolar affricates /tʃ/ and /dʒ/ (38.7%) were very weak and (44%) were weak; the total percentage (82.7%) confirms the hypothesis. Chart No (5) Dental fricative /θ/and /ð/ (40%) were weak and (44%) were very weak, in general (88%) confirms the research hypothesis is correct. The total percentage of all these table (84.6%), (85.3%), (84.3%), (82.7%) and (88%) confirms the hypothesis No(3) which is claims that there are some university students in Khartoum State who face problems in pronouncing some English consonant

sounds e.g bilabial plosive/b/, labiodentals fricative, plat-alveolar fricatives , Plato- alveolar affricates and dental fricative.

The researcher discovered that this problem is found by second language learners in Sudan and in other countries. That some university students didn't pronounce some consonant sounds in proper way. For many reasons first there are some differences between English and Arabic languages. Second there are some phonemes aren't exist and nonsexist between the two languages. In some countries regional dialects and accents affect the speaker's pronunciation.

Hypothesis No (4)

Students investigated to pronounce, words, phrases and sentences to show the correct stresses. In words the result as follow: word "excellent" (40%) were very weak and (41%) were weak, the total (81%). In word "attractive" (29.3%) were very weak and (50.7) were weak, the total (80%). In word "fourteen" (38.7%) were very weak and (44.7 %) the total (83.4%). In word "qualification" (43.3%) were very weak and (30%) were weak the total (73.3%). In word "good" (40%) were very weak and (35.3%) were weak the general total (75.3). All these words' results (81%) . (80%) , (83.4%), (73.3%) and (75.3%) confirm the hypothesis No (4) which is claims that some university students in Khartoum State don't use the proper way of word, phrase and sentence stress in speaking.

In English phrases the last results as follow: she is at home, (25.3%) were very weak and (50.7%) were weak, the total (76%). All love it , (39.3%) were very weak and (45.3) were weak , the total (84.6%). That is Sudan flag, (30.5%) were very weak and (44.5%) were weak, the total (75%). John's older son, (39.3%) were very weak and (45.3%) were weak, the total (84.6%). Bothe of them came back, (32.7%) were very weak and (40.7%) were weak the total (73.4%). In general all these percentages (76.%) , (84.6%), (75%), (84.6%) and (73.4%) confirm the hypothesis No(4) which is claims some university students in Khartoum State don't use the proper way of word, phrase and sentence stress speaking.

In English sentences the results as follow: Where are you going? (39.3%) were very weak and (45.3%) were weak, the total (84.6%). I could hardly believe my eyes, (28.7%) and (58.7%) were weak, the total (87.4%). I am going home for Christmas. (40%) were very weak and (39.3%) were weak the total (79.3%). When will she go? (40.3%) were very weak and (36.3%) were

weak, the total (76.6%). The dog is faithful animal. (33.3%) were very weak and (40.5%) were weak, the total (73.8%).

To conclude, all these results from the words, phrases and sentences confirm the research hypothesis No (4) which is claims that some university students in Khartoum State don't use the proper way of word, phrase and sentence stress speaking.

In compare by other research in the same field in Sudan and other countries as the researcher mentioned in chapter two, the researcher discovered that some university students 3rd year in Khartoum State didn't mastering English word, phrase, and sentence stress in their speaking. This result of, the shortage of practicing language and there isn't speaking exams to encourage the students.

Hypothesis No (5)

Some university students read five sentences to show the intonation the general results as follow: He was in an appalling bad temper.(36.7%) were very weak and (42.7) were weak the total (79.4%).He seems very nice. (32.7%) were very weak and (50%) were weak the total (82.7%). Are you married? (40.3%) were very weak and (36.3%) were weak, the total (76.6%). Have you post it to him. (30.7%) were very weak and (49.3%) were weak, the total (80%). That was nice. (30.7%) were very weak and (53.3%) were weak the total (84)

To sum up, all these results (79.4%), (82.7%),(76.6%) , (80%) , (84%) confirm the research hypothesis No (5) which is claims that some university students in Khartoum State don't use intonation speaking correctly.

This research is unique, because it discovered that some university students 3rd year in Khartoum State didn't accurate in using intonation in their speaking. In compare by other research local and international studies which most of them touch the graduate students who study English as a second language. And this study touched certain group of people and in certain time and place.

4.5 Summary of the Chapter:

In this chapter the researcher analysed and discussed the data of the research. Also all the study hypotheses are confirmed positively and there are suggestions for further studies.

CHAPTER FIVE

**Summary, Conclusions, Findings Recommendations and
Suggestions for Further Studies**

Summary, Conclusions, Findings Recommendations and Suggestions for Further Studies

Introduction:

This chapter provides a summary of the whole study, conclusions, findings, recommendations and suggestions for further studies.

5.1 Summary of the Study:

This study is an attempt to investigate pronunciation problems of speaking English encountered by some university students in Khartoum State. Moreover, this study aimed to encourage curricula designers to write more pronunciation exercises about long and short vowel sounds. In addition to, making them aware of using English stress and intonation in speaking. The researcher used the descriptive statistical method. The data of this study were collected from 150 recorded guided interviews to some university students (male and female) and a questionnaire to 30 university teachers. The data were analysed by using (SPSS) Statistical Package for Social Science. Five hypotheses were suggested in this study: 1-Some university students in Khartoum State face problems in pronouncing words containing English long vowel sounds.2-Some university students in Khartoum State have problems in pronouncing words that contain English short vowels sounds. 3-There are some university students in Khartoum State who face problems in pronouncing some English consonant sounds.4-Some university students in Khartoum State do not use word, phrase and sentence stress in their speaking correctly.5-Some university students in Khartoum State do not use intonation correctly in speaking conversation.

The study hypotheses were tested and confirmed. Finally some recommendations and suggestions for further researcher were provided.

5.2 Conclusions of the Study:

This study has arrived at the following: all the study hypotheses have been confirmed. It is clear that some university students face problems in pronouncing long and short vowel sounds. Also many consonant sounds bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato- alveolar affricates and dental fricative cause problems too. Moreover, stress and intonation are neglected in conversation. The majority of the university teachers agree that there is a problem in speaking skill, because students are not tested in speaking and because there isn't enough practice in speaking skills.

5.3 Findings of the Study:

This research touched 3rd year university students and arrived to the following findings:

- 1-Some university students didn't use the pronunciation of words that contain long vowel sounds in their speaking conversation correctly.
- 2-Some university students didn't use the pronunciation of words that contain short vowel sounds in their speaking conversation accurately.
- 3-University students 3rd year in Khartoum State face problems in pronouncing some English consonant sounds e.g bilabial plosive, labiodentals fricative, plat-alveolar fricatives, Plato- alveolar affricates and dental fricative.
- 4-Some university students 3rd year didn't mastering English word, phrase and sentence stress in speaking.
- 5-Some university students 3rd year didn't use intonation in speaking accurately.
- 6-There was a shortage of practicing English language among 3rd year university students.
- 7-Students didn't use their dictionary for checking new words.
- 8- The differences between the mother tongue and second language cause problems to 3rd year university students in Khartoum State, as a result of the phonemic system isn't the same.

5.4 Recommendations of the Study:

In this study the following recommendations are suggested:

- 1-Some university curricula do not include sufficient speaking and pronunciation exercises, so curricula designers need to review these curricula and put more concentration on pronunciation exercises and speaking.
- 2-University teachers should produce their own pronunciation exercises, to help university students to improve their speaking skills.
- 3- Speaking tests are very important in all university's levels, so as to, encourage university students to practise their language and pronounce correctly.

4- Establishing English forums and clubs in Sudanese universities should help students to improve their speaking skill through debating cultural activities.

5- Providing CDs and Cassettes by native speakers (British or American) speaking in different topics e.g. (daily life topics) help university students to improve their pronunciation.

(5.5) Suggestions for further Studies:

Further researches are needed in the field of Phonetics and pronunciation area. So the following topics are suggested for future research:-

1- Contrastive analysis between English and Arabic phonemes.

2- The effect of correct Pronunciation in conveying correct message.

3-Reasons behind the weakness of speaking correct English by Sudanese university students.

4-The importance of speaking tests in developing speaking skill.

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Appendixes

Appendix No (1)

Teachers' Questionnaire

Teacher's name _____ University _____

Sex _____ Teaching experience _____ year

Dear colleague I highly appreciate your contribution into this study under the title An investigation into Pronunciation Problems of Speaking Encountered by some University Students in Khartoum State. This study is a completion of Ph.D. degree by researcher Mr. Ibrahim Abdalla Ahmed Abker. Please contribute by answering the following statements.

Choose a number from 1, 2, 3, 4 or 5 and write it in the box opposite each statement.

Strongly Disagree Disagree

Uncecided Agree

Strongly Agree

1-Some university students in Khartoum State face problems in pronouncing words that contain long vowel sounds.

2-Some university students in Khartoum State face problems in pronouncing words that contain short vowel sounds.

3-Some Sudanese university students face difficulties in pronouncing bilabial plosive consonant sounds /b/ and /p/.

4-Some university students in Khartoum State face difficulties in pronouncing labiodentals fricative sounds /f/ and /v/.

5-Sudanese university students some of them face difficulties in pronouncing
Plato- alveolar fricatives consonant sounds /ʃ/ and /ʒ/ .

6-Some university students in Khartoum State face difficulties in pronouncing
Plato- alveolar affricatives consonant sounds /tʃ/ and /dʒ/.

7-Some university students face difficulties in pronouncing dental fricative
consonant sounds/ θ/and / ð/.

8-University students don't care about word, phrase and sentence stress
while they are speaking.

9-Some Sudanese university students do not pay attention to intonation in
speaking.

10- There are some phonemes exist or do not exist between English and
Arabic are confused by some university students in Khartoum State.

Appendix No (11)

Interview Cards

Interview cards for Pronunciation Problems of Speaking Encountered by some University Students in Khartoum State.

Student name (Optional) _____ Gender _____

University's name _____ Level _____

The table below shows how the interview's marker and statistics annalist deal with the interview statistically. The marker gives a student a mark from (1 to 5) and the statistics analyst put the mark statistically between (1 to 100) as shown below:

	1	2	3	4	5
Interviewer score	Very weak	Weak	Moderate	Good	Very Good
Statistical score	1-20	20-40	40-60	60-80	80-100

Part one

English vowel sounds:

In this part of the study the researcher asks a student to read the sentences in each part. This card contains long vowel /i:/ short vowel sound /i/ and /e/. The researcher intends to know which short or long vowel sounds cause problems to some university students in Khartoum State.

English long vowel Sounds /i:/ and short vowel /i/ and /e/.
Table No (6)

Long vowel /i:/	Short vowel / i/	Short Vowel /e/
(1) I've asked Ahmed to lead the discussion.	(1) Can you get the lid off this jar?	(1) Policemen led many investigations yesterday.
(2) Bread made of wheat.	(2) He was known for his sharp wit.	(2) I usually dry my wet hair by hairdryer.

(3) The postman hasn't been here yet.	(3) My office doesn't have bin.	(3) Do you see Mr. Ben?
(4) Fatima has a nice cheek.	(4) I saw a chick in the net yesterday.	(4) We check our car often.
(5) How do you feel now?	(5) Answer the questions and fill the gap.	(5) They fell from a highest place.

In this card researcher examines a student while he reads English long vowel sounds /ɜ:/ and /ɑ:/. The researcher expects difficulties in mispronunciation between the two vowels.

English long vowel sounds /ɜ:/ and /ɑ:/

Table No (7)

Long vowels /ɜ:/	Long vowels /ɑ:/
(1) My Mum has a new purse.	(1) We often pass him in the morning.
(2) She heard a noise outside.	(2) We had a very hard winter last year.
(3) Australian forests usually burn by fire.	(3) A farmer has very nice barn.
(4) The children got lost in the Firm.	(4) My family has a big farm.
(5) Ali usually lurks in the corridor?	(5) Ahmed larks by hiding his teacher's bike.

This card includes short vowel sounds / ʌ /, / ɒ / and long vowel /ɑ:/ a student reads the sentences which carry these vowels .The researcher investigates the correct pronunciation in each sentence.

English short vowel / ʌ / and / ɒ / and long vowel /ɑ:/

Table No (8)

Short vowel / ʌ /	long vowel / ɑ: /	Short Vowel / ɒ /
(1) It was just luck that I asked for a job at the right time.	(1) I like to hear a lark singing.	(1)Thieves got in by smashing the lock off the door.
(2) A cow is chewing the cud.	(2) I lost my card in the bank.	(2) Cod and chips, please.
(3) I say a duck in the lake yesterday.	(3)Ali is afraid to go in a dark place.	(3) The defendant seemed nervous as he left the dock and stepped up to the witness box.
(4)The wonderful to see the children's lust for life.	(4) They say the snow will last until the end of next week.	(4) I got lost in London underground.
(5) Can I borrow a couple of bucks?	(5) A dog usually barks at night.	(5) I need one box of chocolate.

In this card a student reads these sentences which contain short vowel / ɒ /,/ʊ / and long vowel /u:/. The researcher investigates a student correct pronunciation when they read words contain these vowel sounds.

Short vowel / ʊ /, /ʊ / and long vowel /u:/

Table No (9)

Short vowel / ʊ /	short Vowel /ʊ/	long vowel /u:/
(1) Horses shod yesterday by winners.	1) Should we dance together dear Jean?	(1)I shoed my horse last year.
(2) I order a Cod and burger, please.	(2)Could you pass the bag madam?	(2) Pigeons cooed at my home last night.
(3) She used a wad of tissues to wipe away the blood.	(3) Would you please give me that pen?	(3) The airline wooed passengers away from their competitors.
(4) We're carrying out a poll to find out what people think about abortion.	(4) Please Pull the ball to Ali.	(4) There is a pool in the garden.
(5)They have a very strong lock for their house.	(5) Please do not look at the computer like that; it will harm your eyes.	(5) My friends' name is Luke Wilson.

In this card a student reads these sentences and the researcher investigates their correct pronunciation for short vowel sound /ʊ/ and long vowel sound/ **u:**./

Short vowels /ʊ/ and long vowels/ u:/

Table No (10)

short vowels /ʊ/	long vowels/ u:/
(1) You should clean your hands before eating.	(1) My brother shoed his horse last week.
(2) I could do my office duty alone.	(2) I heard a bird cooed last night.
(3) Would you pass this bag please?	(3) The political party wooed his voters by many changes if he wins the election.
(4) Why do you look at me like that?	(4) We lucked into tickets for the World Cup final.
(5) Please would you pull the door for me?	(5) I spent most of my holiday lying sunbathing by the pool.

Part Two:-

English consonant sounds:-

This is the second part of the interview. The researcher interviewed some university students about consonants sounds and expects that some of them cause pronunciation problems. The interview's marker gives a student a mark from (1 to 5) and the statistical analyst gives an average from (1 to 100) the table below shows the details.

	1	2	3	4	5
Interview marker	Very weak	Weak	Moderate	Good	Very Good
Statistical Analysis	1-20	20-40	40-60	60-80	80-100

In this card the researcher asks a student to read five sentences consist of words have bilabial sounds /b/ and /p/. The researcher investigates the difference between these sounds. Also the

researcher expects these two bilabial sounds are confused some university students in Khartoum State.

Table No (11) Bilabial Plosive Sound /P/ and /b/.

Bilabial plosive Sound /P/	Bilabial plosive Sound /b/
(1) It is easy to reach the peak, but it is difficult to stay there.	(1) A bird uses its beak to pick up food.
(2) Please pack all my stuff carefully.	(2) The management has refused to back our proposals.
(3) My country does not have port on the sea.	(3) Ali bought a new car last month.
(4) She felt a great sense of pride as she watched him accept the award.	(4) Ahmed's bride looked very beautiful yesterday.
(5) Football players pull the ball very hard.	(5) We usually eat bull meat.

In this card the researcher asked a student to read five sentences which contain labiodentals fricative sounds /f/ and /v/. The researcher expects that these two consonant sounds may cause pronunciation problems to some university students in Khartoum State.

Table No (12) Labiodentals Fricative Sound /f/ and /v/.

Labiodentals Fricative Sound /f/	Labiodentals Fricative Sound /v/
(1) I usually divide my works into a half.	(1) My teacher often divides the classroom into halve.
(2) I got a gift of gold as a leaf.	(2) Buses often leave at 10:00 am from London to Liverpool.
(3) I often surf the internet.	(3) Do they serve meals in the party?
(4) She's been unable to play since	(4) They carve their names on a tree.

January because of a torn calf muscle.	.
(5) Please put the light off.	(5) The president of the United States.

In this card the researcher examines Plato-Alveolar Fricative sounds. The researcher asks a student to read five sentences contain Plato-Alveolar Fricative /ʃ/ and /ʒ/. The researcher expects that some students may not differentiate these two sounds.

Table No (13) Plato-Alveolar Fricative /ʃ/ and /ʒ/.

Plato-Alveolar Fricative /ʃ/	Plato-Alveolar Fricative /ʒ/
(1) Sudan was one nation before 2009.	(1) They were planning to mount an invasion of the north of the country.
(2) I saw Charles in a good condition.	(2) I changed my decision last week.
(3) He put too much pressure on the door handle and it snapped.	(3) How do you measure the speed?
(4) Do you have a good relation with your family?	(4) I met Fatima on many occasions.
(5) You are so precious to me.	(5) She was an absolute treasure.

In this interview card the researcher investigates two Plato-alveolar Affricates sounds /tʃ/ and /dʒ/. The researcher predicts that these two sounds are confused some university students in Khartoum State.

Table No (14) Plato-alveolar Affricates /tʃ/ and /dʒ/.

Plato-alveolar Affricates /tʃ/	Plato-alveolar Affricates /dʒ/
(1) She sat behind the table, her chin resting in her hands.	(1) He asked about a bottle of gin.
(2) I usually cheer my team to win the cup.	(2) People usually jeer on wrong decision in a court.

(3) There wasn't much choice on the menu.	(3) That is Joyce's handbag.
(4) Peanuts can choke a small child.	(4) I do not listen to silly joke at all.
(5) I had a pain in my chest yesterday.	(5) We usually jest on people speech.

In this card the researcher examines some university students when they read sentences contain Dental Fricative sounds / θ / and / ð /. The researcher expects these two sounds cause pronunciation problems to some university students in Khartoum State.

Table No (15) Dental Fricative / θ / and / ð /.

Dental Fricative / θ /	Dental Fricative / ð /
(1) All my brothers are fat, but Ali is thin.	(1) I read then I fill the gap.
(2) I don't think Emma will get the job.	(2) Ahmed this is your bag.
(3) The policemen caught a thief yesterday.	(3) I do not like these cars
(4) Many thanks to you all my friends.	I like that colour it is very (4) beautiful.
(5) I thought that my friend is ill, but he isn't.	(5) I do not think those pens are yours.

Part Three

English Stress

In this part of the study the researcher asks a student to read some sentences about stress and intonation. The researcher divides stress into word, phrase, and sentences stress. Then, they read five sentences about intonation to show where the correct intonation in each sentence. The interview's marker

gives a student score between (1 to 5) and the statistical analyst deals with average from (1 to 100).

	1	2	3	4	5
Interview marker	Very weak	Weak	Moderate	Good	Very Good
statistical analyst	1-20	20-40	40-60	60-80	80-100

Words Stress:

In this part of the interview the researcher asks a student to read five words to show where the correct stress/es in each words.

excellently	attractive	fourteen	Qualification	Good
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Phrase Stress:

The researcher asks students to read these five phrases to show where the correct place of each stress.

Read the following Phrases

She is at home.
All love it.
That is Sudan flag.
John's oldest son.
Both of them came back.

Sentence Stress:

The researcher investigates stress in English sentences by asking some university students to read five sentences, to show the stress in each sentence.

Students read the following sentences

- 1-Where are you going?
- 2- I could hardly believe my eyes.
- 3- Iam going home for Christmas.

4-When will she go?

5- The dog is faithful animal.

Part Four

English Intonation

In this part of the interview the researcher investigates the intonation in sentences. The researcher asks a student to read five sentences to show where the intonation in each sentence. The table below shows how the interview's marker gives a student a mark and the statistical analyst deals with an average.

	1	2	3	4	5
Interview marker	Very weak	Weak	Good	Good	Very Good
Statistical analyst	1-20	20-40	40-60	60-80	80-100

Read the following sentences to show where is the intonation?

1- He was in an appalling bad temper.

2- He seems very nice.

3- Are you married?

4- Have you posted it to him?

5-That was nice.

Appendix No (III)

Outline for Interview's marker of Investigating Pronunciation Problems Among Sudanese University Students: A case Study of Three Sudanese Universities in Khartoum State.

The researcher got the idea of this outline form from the British council in Riyadh Saudi Arabia. The researcher designed an interview's marker's forms as illustrated below. An interview's marker gives a student a mark from (1to 5) according to the illustration on the right column below; the three columns on the left show the words that contain vowel sounds which the student read. The fourth column shows the marker's mark for each a student for each sentence.

The Statistical analyst analyses the student's score according to statistical average between (1 to100). The table below shows how a student's score treat by the interview's marker and statistical analyst.

	1	2	3	4	5
Interview marker score	Very weak	Weak	Moderate	Good	Very Good
Statistic analysts score	1-20	20-40	40-60	60-80	80-100

Student name _____ Sex _____

University's name _____ Grade _____

Part one

English long vowel sounds

In all this part one the interview's marker looks for the words that has been read by a student and gives him a mark from (1 to 5) as illustrated on the right. The table below shows that a student read words contain long vowel / i:/, short vowel sounds / i / and / e/.

Long / i:/	long / i /	Short/e /	Marker's mark for each sentence	1	2	3	4	5
Luck	Lark	Lock		1- A student does not pay attention to the target words, pronunciation differences. 2-A student differentiates between the target words, but both of them are incorrect. 3- A student differentiates between the target words, one of them is correct, but two of them are in correct. 4- A student differentiates between the target words, but one of them incorrect and others are accurately correct. 5- A student pronounces the target words accurately.				
Cud	Card	Cod						
Duck	Dark	Dock						
Lust	Last	Lost						
Bucks	Barks	Box						

This is the second card a student reads the sentences and the interview's marker gives him a mark between (1 to 5). These sentences contain short vowel /ʌ/ , /ɒ / and long vowel sounds/ɑ: /

short / ʌ /	short / ɒ /	long/ ɑ: /	Marker's mark for each sentence	1	2	3	4	5
shod	Shored	Should		1- A student does not pay attention to the target words' pronunciation differences. 2-A student differentiates between the target words, but both of them are incorrect. 3- A student differentiates between the target words, one of them is correct, but two of them are in correct. 4- A student differentiates between the target words, but one of them incorrect and others are accurately correct. 5- A student pronounces the target words accurately.				
Cod	Card	Could						
Wad	Ward	Would						
apoll	Paul	Pull						

Lock	-	Look		
------	---	------	--	--

In this card the interview's marker listens to each student reads long vowel sounds / ɜ: / and / ɑ:/and gives him a mark between (1to 5).

Long / ɜ: /	short/ ɑ: /	Marker's mark for each sentence	1	2	3	4	5
purse	Pass		1- A student does not pay attention to the target words' pronunciation differences. 2-A student tries to differentiate between the target words, but both of them are incorrect. 3- A student differentiates between the target words, but he reads them as same. 4- A student differentiates between the target words, but one of them incorrect and the other one is accurately correct. 5- A student pronounces the target words accurately.				
heard	Hard						
Burn	Barn						
Firm	Farm						
Lurks	Larks						

The interview's marker gives each student a mark from (1 to 5) .The marker listens to a student read words contain short vowel sound / ʊ / and long vowel sound / u:/and give him mark according to that.

short / ʊ /	long / u:/	Marker's mark for each sentence	1	2	3	4	5
Shoed	Shoed		1- A student does not pay attention to the target words' pronunciation differences. 2-A student tries to differentiate between the target words, but both of them are incorrect. 3- A student differentiates between the target words, but he reads them as same. 4- A student differentiates between the target words, but one of them				
could	Cooed						
Would	Woed						

Look	Luke		incorrect and the other one is accurately correct. 5- A student pronounces the target words accurately.
Pull	Pool		

Part Two

In this part two the interview's maker listens to a student reads English consonant sounds and gives a student a mark from (1 to 5), each mark carries grade between Very weak until Very Good. All sentences contain of two words have consonant sounds; the researcher expects that some university students face problems in pronouncing these words. The statistical analyst gives a student an average between (1 to100) as shows in the table below.

	1	2	3	4	5
Interviewer marker marks	Very weak	Weak	Moderate	Good	Very Good
Statistic score	1-20	20-40	40-60	60-80	80-100

In this card the interview's marker listens to a student read bilabial plosive Sounds /b/ and /p/. The marker gives him a mark as illustrated above and shown on the right part of the following diagram. The analyst gives an average between (1 to 100)

Bilabial plosive Sounds /b/ and /p/						Weak		rate		Good	
						<p>1-A student does not differentiate between the target words' pronunciation, and pronounce them as a same word.</p> <p>2- A student tries to differentiate between the target words' pronunciation, but both of them are in correct.</p> <p>3- A student pronounces one the target words' pronunciation correctly, and another one is incorrect, and there is no clear movements of organs of speech.</p> <p>4- A student pronounces one of the target words' pronunciation correctly, and clear movement of organs of speech.</p> <p>5- A student pronounces the target words' accurately with very clear movement of organs of speech.</p>					
English Words (No)	1	2	3	4	5						
Peak beak											
Pack back											
Port bought											
pride bride											
Pull Bull											

In this second card the interview's maker listens to a student read words contain labiodentals fricative Sounds /f/ and /v/. The marker gives a student a mark between (1to5). The analyst gives and average between (1 to 100).

Labiodentals Fricative Sounds /f/ and /v/						V Weak	Weak	Moderate	Good	Very Good	
						<p>1-A student does not differentiate between the target words' pronunciation, and pronounce them as a same word.</p> <p>2- A student tries to differentiate between the target words' pronunciation, but both of them are in correct.</p> <p>3- A student pronounces one the target words' pronunciation correctly, and another one is incorrect, and there is no clear</p>					
English Words (No)	1	2	3	4	5						
half have											
Leaf leave											

Surf Serve						<p>movements of organs of speech.</p> <p>4- A student pronounces one of the target words' pronunciation correctly, and clear movement of organs of speech.</p> <p>5- A student pronounces the target words' accurately with very clear movement of organs of speech.</p>
Calf Carve						
Off Of						

In this card the interview marker listens to a student read Plato-Alveolar Fricative /ʃ/ and /ʒ/ and gives him a mark between (1 to 5). The analyst gives a student average between (1to 100).

Plato-Alveolar Fricative /ʃ/ and /ʒ/						V Weak	Weak	Moderate	Good	Very Good
						<p>1-A student does not differentiate between the target words' pronunciation, and pronounce them as a same word.</p> <p>2- A student tries to differentiate between the target words' pronunciation, but both of them are in correct.</p> <p>3- A student pronounces one the target words' pronunciation correctly, and another one is incorrect, and there is no clear movements of organs of speech.</p> <p>4- A student pronounces one of the target words' pronunciation correctly, and clear movement of organs of speech.</p> <p>5- A student pronounces the target words' accurately with very clear movement of organs of speech.</p>				
English Words (No)	1	2	3	4	5					
Nation Invation										
condition decision										
Pressure measure										
relation occasion										
Precious Treasure										

In this card the interview's marker listens to a student read Plato-alveolar Affricates /tʃ/ and /dʒ/ and gives him a mark between (1 to 5) , as illustrated on the right of the table below. The analyst calculates this mark statistically between (1 to 100).

Plato-alveolar Affricates /tʃ/ /dʒ/						V Weak	weak	Moderate	Good	Very good
						<p>1-A student does not differentiate between the target words' pronunciation, and pronounce them as a same word.</p> <p>2- A student tries to differentiate between the target words' pronunciation, but both of them are in correct.</p> <p>3- A student pronounces one the target words' pronunciation correctly, and another one is incorrect, and there is no clear movements of organs of speech.</p> <p>4- A student pronounces one of the target words' pronunciation correctly, and clear movement of organs of speech.</p> <p>5- A student pronounces the target words' accurately with very clear movement of organs of speech.</p>				
English Words (No)	1	2	3	4	5					
Chain										
Gain										
Cheer										
Jeer										
Choice										
Joyce's										
Choke										
Joke										
Chest										
Jest										

In this card the interview's marker listens to a student read dental Fricative / θ/ and / ð/ and gives him a mark between (1 to 5) , as illustrated on the right of the table below. The analyst calculates this mark statistically between (1 to 100).

Dental Fricative / θ/ / ð/						V Weak	weak	Moderate	Good	Very Good
						<p>1-A student does not differentiate between the target words' pronunciation, and pronounce them as a same word.</p> <p>2- A student tries to differentiate between the target words' pronunciation, but both of them are in correct.</p> <p>3- A student pronounces one the target words' pronunciation correctly, and another one is incorrect, and there is no clear movements of organs of speech.</p> <p>4- A student pronounces one of the target words' pronunciation correctly, and clear movement of organs of speech.</p> <p>5- A student pronounces the target words' accurately with very clear movement of organs of speech.</p>				
English Words (No)	1	2	3	4	5					
Thin Then										
Thief These										
Than That										
Thought Those										

Part three English stress

English word stress

In this part a student reads fives separate words to show where the stress in each word. The interview's marker gives a student a mark from (1 to 5). The analyst calculates that statistically as mentions below.

Interviewer grade	1 Very weak	2 Weak	3 Moderate	4 good	5 Very Good
Statistical Analysis	0-20	20-40	40-60	60-80	80-100
English words (No)					
Beautiful					1- A student doesn't have any

					idea about word stress
Employer					2- A student doesn't pay any attention to the word stress
Fourteen					3- A student pays attention to the word stress, but read it incorrect.
Employee					4- A student reads the word stress correct.
Good					5- A student masters reading words stress correctly and he knows where is the stress exactly.

English Phrase stress

A student read five English phrases and the marker give him a mark between (1to5). The analyst calculates that statistically as mentioned below.

Interviewer grade	1 Very weak	2 Weak	3 Moderate	4 good	5 Very Good	English phrase
Statistical Analysis	0-20	20-40	40-60	60-80	80-100	
She is at home.						1- A student doesn't have any idea about phrase stress.
All love it.						2- A student doesn't pay any attention to the phrase stress.
That is Sudan flag.						3- A student pays attention to the phrase stress, but read it incorrect.
John's oldest son.						4- A student reads the phrase stress correct.
Both of them came back.						5- A student masters reading phrase stress fluently, and know where is the stress exactly.

English Sentence Stress

In this part a student reads five sentences to show where stress is in each sentence. The marker gives a student a mark between (1to5). The analyst calculates that statistically as mentioned below.

Interviewer grade	1 Very weak	2 Weak	3 Moderate	4 good	5 Very Good	English Sentence Stress
Statistical Analysis	0-20	20-40	40-60	60-80	80-100	
(1) He was in an appalling bad temper.						1- A student doesn't have any idea about sentence stress.
(2) He seems very nice.						2- A student doesn't pay any attention to the sentence stress.
(3) Are you married?						3- A student pays attention to the sentence stress, but read it incorrect.
(4) Have you posted it to him?						4- A student reads the sentence stress correct.
(5) That was nice.						5- A student masters reading sentence stress fluently, and knows where is the sentence stress exactly.

Part Four

English Intonation

The marker listens to a student reads five sentences to show where the correct intonation in each sentence. The marker gives a student a mark for his reading between (1 to 5). The analyst calculates that statistically as mentions below.

Interview corrector grade	1 Very weak	2 Weak	3 Moderate	4 good	Very Good
Statistical Analysis	0-20	20-40	40-60	60-80	80-100
English sentence intonation (No)					
(1)What is your name?					1- A student doesn't have any idea about English intonation.
(2)I could hardly believe my eyes.					2- A student doesn't pay any attention to the sentence intonation.
(3)Iam going home for Christmas.					3- A student pays attention to the sentence intonation, but read it incorrect.
(4)Come over here a minutes.					4- A student reads the sentence intonation correct.
(5)However did you manage to do it so neatly and tidily.					5- A student masters reading sentence intonation fluently, and he knows where is the intonation exactly.

Appendix No (IV)

Sample of students' interview transcription

Comparatives between long and short vowel sounds

Comparatives	Students' mistakes	The correction
/lead/ /lid/ /led /	/la:d/ /li:d/ /led/	/li:d/ /lid/ /led/
/Purse/ /pass/	/pɜ:s/ /pa:s/	/pɜ:s/ /pa:s/
/luck/ /lark/ /lock/	/lɒk/ /la:k/ /l u:k/	/lʌk/ /la:k/ /lɒk/
/poll/ /pull/ /pool/	/pɒl/ /pʊl/ /pu:l/	/pəʊl/ /pʊl/ /pu:l/
/look/ /lucked/	/l u:k/ /lɒk/	/lʊk/ /lʌk/

Comparatives between consonant sounds

Comparatives	Students' mistakes	The correction
/peak/ / beak/	/bi:k/ /bek/	/pi:k/ /bi:k/
/surf/ serve/	/sɜ:rf/ /sɜ:rf/	/sɜ:f/ /sɜ:v/
/pressure/ / treasure/	/prɜ:ʃ.ə / /'tra:ʒ.ə /	/ 'preʃ.ə / / 'treʒ.ə /
/cheer/ / jeer/	/ʃiə / / jiə /	/tʃiə / / dʒiə /
/thin/ / then/	/ðɪn/ /ðen/	/θɪn/ /ðen/

Word Stress

word stress	students' mistakes	the correction
Excellent	excellent /ek. 's ə l. ə nt/	/ 'ek.s ə l. ə nt/
Attractive	Attractive /'ətræk.tɪv/	/ə 'træk.tɪv/
Fourteen	Fourteen /fɔ: 'ti:n/	/ ,fɔ: 'ti:n/
Qualification	qualification /kwɒl.ɪ.fi'keɪ.ʃ ə n/	/ ,kwɒl.ɪ.fi'keɪ.ʃ ə n/

Phrase Stress

Phrase	students' mistakes	the correction
She is at home.	<u>She</u> is <u>at</u> <u>home</u> .	She is at <u>home</u> .
All love it.	<u>All</u> love <u>it</u> .	<u>All</u> love it.
That is Sudan flag.	That is <u>Sudan</u> flag.	<u>That</u> is <u>Sudan</u> <u>flag</u> .
John's oldest son.	<u>John's</u> <u>oldest</u> <u>son</u> .	<u>John's</u> <u>oldest</u> <u>son</u>
Both of them came back.	Both of <u>them</u> came back.	<u>Both</u> of them <u>came</u> <u>back</u> .

Sentence Stress

Sentence	students' mistakes	the correction
Where are you going?	<u>Where</u> are <u>you</u> <u>going</u> ?	<u>Where</u> are you <u>going</u> ?
I could hardly believe my eyes.	<u>I could hardly believe my eyes.</u>	I could <u>hardly believe</u> my <u>eyes</u> .
I am going home for Christmas.	<u>I am</u> going <u>home for</u> Christmas.	I am <u>going home</u> for <u>Christmas</u> .
The dog is faithful animal.	<u>The</u> dog is <u>faithful</u> animal.	The <u>dog</u> is <u>faithful animal</u> .

Sentence intonation

Sentence	students' mistakes	the correction
He was in an appalling bad temper.	He was in an appalling bad temper.	He was in an appalling bad temper.
He seems very nice.	He seems very nice.	He seems very nice.
Are you married?	Are you married?	Are you married?
Have you posted it to him?	Have you posted it to him?	Have you posted it to him?
That was nice.	That was nice.	That was nice.