Negative Impact of Sudanese Spoken Arabic on the Pronunciation of EFL University Students 
(A case Study of University of West Kordufan)

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Abstract: This study investigates the negative impact of Sudanese spoken Arabic language on the pronunciation of Sudanese EFL (English as Foreign Language ) university students at University of West Kordufan (UWK), Faculty of Education ,Department of English Language in the academic year 2015/2016 during the second semester. The subjects of the study are twenty-five students from WKU', and ten university teachers of English language from the same university. Testing, and structured interviews are used as tools for collecting data. The findings of the present study indicate that majority of Sudanese EFL university students mispronounce the consonant sounds which do not exist in their mother tongue such as : /p/,/v/,/θ/, and /ð/. The study suggests that much attention should be paid to the sounds that constitute problematic area to them. These sounds should be identified and systematically practiced in the classroom that is to say teachers should explain the salient differences between the target language and the mother tongue sounds which can make it easy for students to adapt the new nature of the target language sounds. In addition to that , teachers should develop some appropriate materials and strategies to promote students pronunciation performance . Moreover, students should listen to or watch authentic English materials such as recorded talks, speeches, news, movies etc.

Keywords: Mother tongue, Sudanese spoken Arabic , English pronunciation, West Kordufan University Students.

1- Introduction

English language has become the international language for communication, and is used widely in many countries in the world. There is a great demand for English as it is seen as a key language to serve as a medium of international communication. It is used to a considerable extent in commerce, tourism, education, politics, science, entertainment, mass media and international relations. Pronunciation is one of the most important factors concerning with language learning, especially when oral skill is emphasized. The most important part of learning a second language rests on pronunciation (Pennington, 1996); thus speaking is so important in acquiring and using a language (Dan, 2006). As individuals, we always learn to speak earlier than learning to read and write. One of the general goals in the L2 learning, maybe the most important one, is to speak the target language accurately and fluently like native speakers. When we talk to other people in English, the first thing they notice, which can create good impression about the quality of our language ability, is our pronunciation. Poor and unintelligible pronunciation will make unpleasant and misunderstanding for both speakers and listeners. In addition, it is clear that limited pronunciation skills will make learners lose their self-confidence and result in negative influence for learners to estimate their credibility and abilities (Morley, 1998).

Kriedler (1989) states that correct and clear pronunciation are considerably important in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers. They need to have confidence in their ability to speak. Good pronunciation takes time to build up, as there are many factors involved. Learners need to hear a lot of English before they can develop a feel for the sounds of English. The learners become more confident and motivated in learning the language because of the teaching aids and materials such as tape recordings of native speakers, pictures of mouth and articulations used in the class along with the provision positive reinforcement.

A lot of pronunciation errors that foreign learners make in English are not haphazard. The sound system of a foreign language can influence the English pronunciation of its learners who, due
to the transfer of sounds from their native sound system into English, unintentionally make an English word sound "foreign", which is how it feels more natural to them. However, correct pronunciation is very important because serious weaknesses in it can create communication barriers and thus significantly impair one's ability to communicate.

However, in this context, the current study will focus on the negative impact of Sudanese spoken Arabic language on the pronunciation of Sudanese EFL university students.

1-1 Statement of the Problem

A genuine problem that one has come across in one's career as an instructor of English language at UWK, Faculty of Education is that Sudanese EFL university students tend to commit pronunciation errors in their spoken English language. In spite of repeated attempts at correcting them, students show poor pronunciation of English which is considered the main source of their communication problems. Thus, it is the main thrust of this paper to investigate these errors and to shed light on the impact of mother tongue of EFL university students on their pronunciation and to provide concrete examples of some common errors they are likely to make due to their language background.

1-2 Questions of the Study

The study seeks answers to the following questions:

1. Can some pronunciation errors of EFL Sudanese university students be related to Sudanese spoken Arabic language interference?
2. Are some of the pronunciation errors fossilized?
3. Are some pronunciation errors attributed to the ways of teaching?
4. Are some pronunciation errors attributed to the insufficient practice of the language?

1-3 Hypotheses of the Study

To answer research questions, the following hypotheses have been put forth:

1. Some pronunciation errors of EFL Sudanese students can be related to Arabic language interference?
2. Some of the pronunciation errors are fossilized and they cannot be easily eradicated.
3. Some of the pronunciation errors are attributed to the ways of teaching.
4. Some of the pronunciation errors are attributed to the insufficient practice of the language.

1-4 Objectives of the Study:-

The study aims at achieving the following objectives:

1. The principal aim of this paper is to shed light on the specific pronunciation problems resulted from the negative influence of Arabic language on pronunciation of Sudanese EFL university students.
2. To identify and analyze the students' pronunciation errors.
3. To suggest practical solutions that can be adopted by teachers, syllabus designers and researchers to eradicate students’ pronunciation errors.

1-5 Significance of the Study:-

This study will be of considerable interest to language educators and students because of the potentially negative impact of Arabic language interference on the pronunciation of Sudanese EFL university students. Also, it is hoped that the study will help bring change in EFL teaching methods by introducing new strategies to help students achieve better pronunciation. It is hoped that the findings from this study in a classroom context will broaden the insight of language teachers into the issues of language teaching in general and pronunciation teaching in particular.

1-6 Limits of the Research:-

The study is mainly devoted to investigate the negative impact of Sudanese spoken Arabic language on the pronunciation of fourth level Sudanese EFL students at UWK, Faculty of Education, Department of English in the academic year 2015/2016 during the second semester. Testing and structured interviews are used as tools for collecting data.

2-Literature Review

The theoretical part of this research paper is grounded on definition of pronunciation, importance of English pronunciation, mother tongue interference, types of transfer, factors that hinder achieving native-like pronunciation and the basic differences between Sudanese spoken Arabic and English language. It also concentrates on teaching pronunciation. Furthermore, it reviews some related previous studies.

2-1- Definition of Pronunciation:

According to Oxford Advanced Learner Dictionary (1985:762), pronunciation is the way a person speaks the word of language. While Longman Dictionary of Contemporary English (1987:830), defines pronunciation as a particular person’s way of pronouncing words or language. Dalton & Seidhoffer (1994:1) cited in (Ibrahim, F.H & Mohammad, M) (2015) state that pronunciation refers to "the production of sounds that we use to make meaning. It includes attention
to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language”.

Pronunciation is defined by Hornby, (1995:497) as the way in which a language is spoken. On the other hand, Dalton ( 1998: 3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From these definitions, it can be concluded that pronunciation is the way to sound languages in order to be meaningful.

2-2-The Importance of Pronunciation

According to (Julia, 2002), cited in Ibrahim, F.H & Mohammad ,M (2015: 31) pronunciation skill is one of the fundamental skills and the basis of oral communication skill among English learners at different level, but what is a good pronunciation is? For Cruttenden (2001), a good pronunciation is to learn to produce connected speech which means to learn to produce more than one word continuously.

Dalton & Seidlhofer (1994) believe that pronunciation is significant for various reasons, firstly: it is significant because it is used as part of a code of a particular language. Secondly, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. Although Jenkins (1998) states that accurate production does not guarantee intelligibility or signal meaning, the researchers are in line with Fraser’s (2000) view about the pronunciation skill as it’s the most important skill compared with others such as grammar, vocabulary and pragmatics. On the other hand, Fraser (2000) argues that pronunciation is the most crucial oral communication skill. It can be considered that good pronunciation is intelligible despite the poor pronunciation. The speakers can be very difficult to be understood, despite accuracy in other areas.

Pronunciation affects the speaker who is judged by others or how they are assessed in other skills (Fraser, 2000). Additionally, pronunciation can be considered as the most difficult skill to be acquired. Despite that some people with an ear for language can pick up pronunciation very effectively if they receive effective “special training”. Miller (2004) argues that pronunciation problems lead to breakdowns the conversation; she refers to the importance of teaching pronunciation which should be balanced with teaching the other language skills.

Jahan thinks (2011 ) that good pronunciation brings success to the communicative competence of ESL(English as Second Language) students . On the contrary, insufficient proficiency of English pronunciation influences the development of communicative competence that is required for building up the communicative bridge between speakers and listeners. Precisely speaking, great pronunciation competence in English is able to make others understand easily; whereas, English pronunciation inferior to basic level increases the misunderstanding among conversations with others.

2-3- Mother Tongue Interference

The issue of first language interference has had a long history in second language acquisition (SLA) studies. Extensive research has already been carried out to study first language interference and its effects on the process of learning a second language.

According to Nada, S ( 2012: 29) Errors found to be traceable to first language interference are termed "interlingual" or "transfer errors". This kind of errors is the main concern of this study. Those errors are attributable to negative interlingual transfer. The term "interlingual" was firstly introduced by Selinker (1972). He used this term to refer to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language(ABI Samra, 2003:5).While the term "transfer" , which is derived from the Latin word "transferrre", means "to bear", "to carry" or "to print" a copy from one surface to another(Webster’s third new world international dictionary , 1986). It is also defined(ibid) as "a generalization of learned responses from one type of situation to another " .

It is observed that making some pronunciation errors in the second language can be explained by the notion of "transfer", which is defined by Oldin (1989:25) , cited in Fawzi (2010), as "the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired"

2-4-Types of Transfer:

Contrastive analysis approach recognizes two types of transfer: positive transfer and negative transfer.(Fawzi 2010:14)

(a)Positive Transfer (Facilitation):

This transfer involves making use of first language habits to help in the target language learning. According to Nada ,S (2012: 29) the transfer may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or 'facilitation '. Corder (1973: 132) explains that: "Where the nature of the
two tasks happens to be the same, this tendency to transfer is called positive or facilitation. This means that the first language habits help in the TL acquisition. For example, the assumption that the subject goes before the verb is transferred to French from English. Such a transfer makes no problems in foreign language learning processes.

(b) Negative Transfer (Interference):

For Kavaliauskiene (2009:4), cited in Nada, S (2012), transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine. Negative transfer is sometimes labeled as “interference”. The assumption here is that the mother tongue background and habits are transferred to the target language causing errors. Olshtain (1985:58) states that the learner’s perception plays a role in language transfer and that the perception of language universality increases the likelihood of transfer. Corder (1994:19) does not agree to use the term transfer or interference for native language influence. According to him these are the theoretical terms different from native language influence and one should be careful in using them. He claims that the presence of native language features in the use of the target language can be explained without addressing the term "transfer". He believes that interference is nothing but the use of L1 rules in the target language which is not accepted or which produces wrong structures. Since there is no inhibiting process in this type of L1 usage, the term "interference" should not be used in this particular case of L1 influence. He further says that there are some native language features in the learners’ use of target language which are not recognized within the theory of transfer. Corder (1994:20) refers to "such phenomena as the avoidance of the use of certain features of the target language by the speakers of certain mother tongues. The absence or rarity of something can scarcely be the result of a process of transfer".

Pica (1983:21) believes that "Practice is a factor in producing negative or positive transfer. Increasing practice on the original task increases positive transfer, and with little practice, negative transfer occurs". Corder (1994:21) views the knowledge of mother tongue "as a cognitive element in the process" which "might reasonably be expected to affect decisively in the order of developmental sequence". He admits that this has also been similar to the "classical" position as viewed by Lado (1964). That means the range of similarity or dissimilarity between the target and native language can necessarily make the acquisition of target language easier or harder respectively. The idea is that the more similar L1 and L2 are in their linguistic features, the quicker and easier will be the acquisition of L2 and vice versa. However, Corder here makes two points for clarification. In the earlier stage of acquisition in L2, mother tongue influence does not play a crucial role but it does have a significant role in the later development of L2. Some languages are learned more easily and quickly than other languages by the speakers of a particular language. If the target language is more distant from the native language in linguistic aspects, it will take both more time and effort from the learner to acquire it and vice versa. Corder disagrees to the use of the term ‘interference’ if there is less or no similarity between L1 and L2. He calls this ‘little facilitation’ but not ‘inhibition’ or ‘interference’.

It has been argued that “the transfer of patterns from the native language is undoubtedly one of the major sources of errors in learner language” (Lightbown & Spada, 1999, p. 165). Such studies show that one of the factors influencing the learning process is first language interference or negative transfer, which may be defined as "the use of a negative language pattern or rule which leads to an error or inappropriate form in the target language" (Richards, Platt and Platt, 1992, p. 205). Also, Dulay, Burt & Krashen (1982) define interference “as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language”. In addition, Lott (1983:256) defines interference as “errors in the learner’s use of the foreign language that can be traced back to the mother tongue”.

At the same time, Ellis (1997:51) refers to interference as „transfer”, which he defines as being “the influence that the learner’s L1 exerts over the acquisition of an L2”. Yet, this transfer is governed “by learners’ perceptions about what is transferable and by their stage of development in L2 learning”. In the process of learning L2, learners are inclined to construct their own interim rules (Selinker, 1971, Seligar, 1988 and Ellis, 1997) using their L1 knowledge, when they know it will help them in the process of learning or “when they have become sufficiently proficient in the L2 for transfer to be possible”.

In conclusion, most research shows that there is learner’s native language interference in the target language leading to difficulty in pronunciation (Wu, 1993; Flege, 1980). Other research observes that learners utter English phonemes by searching the corresponding sound in their native language first, and then substituting the target sound with it (Hockett, 1972, Lado 1957).

2-5-Factors that hinder achieving native-like pronunciation:
According to Elkhair, M. (2014: 32) researchers and linguists have pointed out some linguistic factors that hinder achieving native-like pronunciation as follows:

1- Mother Tongue Interference:

Several works have been conducted on the influence of L1 in learning English language (Carter 1977), (Moosa, 1972) and (Swan and Smith, 2001). It was reported that /p/ and /b/ sounds are different phonemes and each one is distinguished by a native speaker. In Arabic Language, the situation is different, because there is only the phoneme /b/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /b/. Students confuse between /p/ and /b/, they replace /b/ with /p/ like (‘park’, ‘bark’), (‘pen’, ‘ben’). According to Elkhair, M. (2014). The reason for shifting from /p/to /b/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme.

Brown (2000) found that a second language learner meets some difficulties, because his LI affects his L2 specially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for second language learners. (Ladefoged, 2001; Carter & Nunan, 2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2. So many learners use /p/ as /b/, others use /s/ for /ð/ and /z/ for /ð/ and /l/ for /v/.

O’Connor (2003) , cited in Elkhair, M. (2014: 33) , reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up. And that means we use new ways of hearing and new ways of using our organs of speech. So it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also very long time and regular practice, and all that is linked to a certain age of the learner. So the points mentioned above altogether share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them (O’Connor, 2003).

According to Mohammed, S (2009) Errors in pronunciation of any non-native speaker of any language is mostly impeded by the influence of mother tongue. However, the Arabic and English phonological systems vary extensively, not only in the range of sounds used, but also in the relative importance of vowels and consonants in expressing meaning. While English has 22 vowels and diphthongs to 24 consonants, Arabic has only eight vowels and diphthongs to 32 consonants.

2 Differences of Sound Systems between English and Arabic:

As it has been mentioned by many linguists and researchers, there is a conflict between the sound systems of L1 and L2. (Moosa, 1972) noted that the Arab learners of English form habits of their mother tongue (Arabic), so they strongly build the phonological features of Arabic; this makes them encounter many difficulties in distinguishing sound systems between a native language and the second language. Alkhuli (1983), cited in Elkhair M. (2014: 33), showed that the main problem in teaching and learning English pronunciation result from the differences in the sound system of English and the native language, so a speaker of Sudanese Spoken Arabic is not accustomed to pronounce for instance /θ/ sound and /ð/ sound, because these sounds do not exist in his native language. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to him; that is why he uses the nearest sounds such as /s/ and /z/. Gimson & Cruttenden (1994) noted that in the field of second language acquisition (SLA), learners with different linguistic backgrounds would of course face different difficulties in order to produce English sounds, because of the differences between the two languages (e.g. English and Arabic). These differences between the sound systems are regarded as a barrier against competence in the pronunciation of English, because the new sounds still remain strange for their organs of speech specially if they start learning English after the age of adulthood, but this problem is expected to be solved after a long time of regular practice and hard work.

3 Inconsistency of English Vowels:

Elkhair, M. (2014) thinks that One of the important problems faced by the students of English in general and the Sudanese students of English in particular, is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to mispronunciation. Power (2003), cited in Elkhair, M. (2014: 34), found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /ɪ/ as in sit, seat, and /s/ with /s/ as in not, note and /æ/ with /ɛ/ as in mat, mate and /e/ with /e/ as in let, late.

Researchers and linguists always connect such problems with the complexity of the vowels sound system that exists in English and the inconsistency of its pronunciation. Gimson & Cruttenden (1994) noted that the inconsistency of English vowels causes difficulties for other
language learners of English e.g. if we take for instance ‘o’ in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /ə/, /ɔ/, /ı/ so the English learners who don’t have the mastery of the pronunciation of such words will also face difficulties.

4 Influence of Spelling on Pronunciation

Elkhair, M. (2014) found that, EFL students have some difficulty in the pronunciation of some words from a written text. This problem is due to the spelling system in English language, because in Arabic language students can easily pronounce a word from a written text just by looking at it; so each letter represents one sound, so the relationship between the orthography and the phonology is very easy to distinguish, in addition to that there is no silent letter in Arabic language as it is found in English. Many words in English have letters, which are not pronounced. Yule (19961) noted that the sounds of spoken English do not match up, a lot of time, with letters of written English. So if we cannot use the letters of the alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language like English. In English, there are twenty-four consonants and twenty vowels; if we give to each of these forty-four units a special letter, in that way undoubtedly we can show what the student should say. If the learner knows that each letter represents a certain sound (e.g. equal number of sounds to the letters), he can simply avoid the difficulty of spelling on pronunciation. Moreover, O’Connor (2003) explained that some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase like, “lead letter represents a certain sound (e.g. equal number of sounds to the letters), he can simply avoid the difficulty of spelling on pronunciation. Moreover, O’Connor (2003) explained that some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase like, “lead the way”, but /led/ in another phrase “lead pipe”. Also there are some words spelt differently, but sound the same e.g. rain, rein, reign, all of them are pronounced /rein/. The learner who still doesn’t have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and he is expected to mispronounce them. As Carter and Nunan (2001) reported in Elkhair, M. (2014) the explanatory potential of sound-spelling relationships; is something teachers should be aware of, since correspondences between orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn’t know such relationship between sound and spelling, he mispronounces words by just looking at their spellings e.g. before the “n” the “k” is silent; knee, know, knot, knight; a student who didn’t learn their pronunciation correctly, pronounces them with the /k/ sound. Also Easton (2005), cited in Elkhair, M. (2014: 35) showed that there are some words with silent letters which cause problems for the learners for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, sign, gnash in these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation. In the same problem of pronunciation as a result of spelling Easton (2005) noted that in silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /l/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough. Any time the student meets such words he will be confused to pronounce them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation.

According to Mohammed, S (2009) while there are no similarities between Arabic and English writing systems, Arabic spelling within its own system is simple and virtually phonetic. Letters stand directly for their sounds. Arabic speakers attempt, therefore, to pronounce English words using the same phonetic methodology. Add to this the salience of consonants in Arabic and you get severe pronunciation problems caused by the influence of the written form: ‘istobbid’ for "stopped" (the ‘p’ sound does not exist in Arabic).

Finally, Lei (1993) concludes that there are several factors that impact the acquisition of English pronunciation. First of all, English pronunciation is often neglected by the students who pay more attention to grammar, vocabulary or reading comprehension, and some students are not confident about their pronunciation. The primary task is to improve the recognition of English pronunciation and establish the confidence to speak out. Secondly, the pronunciation of some English sounds seem somewhat complicated. For example, the sound ‘ough’ is articulated as /au/, while it is pronounced as /əʊ/. Furthermore, phonological rulers such as complementary distribution, assimilation (dentalization and velarization), are difficult for ESL students. For example, /p/ in ‘peak’ [piːk] and ‘speak’ [spiːk] is articulated differently, /p/ is unaspirated after /s/ but aspirated in other places, which does not exist in Arabic. Therefore, it is necessary to emphasize the pronunciation difficulties. Thirdly, the most important factors is the mother tongue.

2-6-Differences between Sudanese Spoken
Arabic and English Language

There are a number of differences between the sounds of the two languages. English has some sounds which are not available in Arabic. One of these differences is in the production of some consonants:

1- /p/ does not occur in Sudanese spoken Arabic as a phoneme except in some loan or foreign words. EFL learners usually have difficulty with English contrasts such as /pan/ pan and /ban/ ban; /kap/cap and /kab/ kab.

2- /v/ also does not occur in Sudanese spoken Arabic. EFL learners may have difficulty with English contrasts such as /van/ van and /fan/ fan.

3- /ð/ does not usually occur in Sudanese spoken Arabic but it occurs in standard Arabic. Instead of using /ʒ/ sound, EFL learners replace it with /s/ sound. A common error is that some students of English use /s/ for the English /θ/. For example, the word "thank" is mispronounced as /θæŋk/ instead of /θæŋk/.

4- There are some consonants that do not occur in standard Arabic. Such as /ɡ/, /ʃ/ and /ŋ/. This causes some difficulty in the production of the English /ɡ/ which is often replaced by /dʒ/. Because the contrast between /dʒ/ and /ɡ/ in Arabic does not affect meaning (i.e. not phonemic), either one or the other is used by EFL learners in pronouncing English words having these two sounds. Usually /dʒ/ is wrongly used for /ɡ/. For example, words such as occasion, measure and explosion are pronounced */əkeidʒən/,* /medʒə/ and */iksplouʒən/. Moreover, /ʃ/ and /ʒ/ cause more problems as they are often confused especially in initial position. /ʒ/ is wrongly used for /ʃ/. For example (cheap) and (sheep) are pronounced *ʃɛp instead of /ʃɛp/ for the first and /ʃip/ for the second. Also /ŋ/ does not occur in Arabic but it occurs as an allophone of /n/ before stop consonants such as /ˈsɪn/ sin and /ˈsɪŋ/ sing; /ˈʃɪŋ/ singer; /ˈræŋ/ ran and /ˈræŋ/ rang.

2-7-Teaching of pronunciation

Good pronunciation may make the communication easier, more relaxed and more useful. According to Liang, C. (2014), pronunciation is the most important skill of spoken English. Not surprisingly, pronunciation instruction plays a significant role in the teaching of English as a second language (ESL) (Jahan, 2011). For Derwing, T (2003), although the majority of ESL learners seek to speak native-like English, the importance of teaching pronunciation cannot be emphasized too much.

According to Ibrahim, F.H & Mohammad, M (2015), teaching English in the Arab world was from the long history, but little research was focusing on teaching pronunciation. Researchers have highlighted this fact such as Zughoul (1977); Kharma & Hajjaj (1989); Wahba (1998); Rababah (2003); Al-Fakhrì (2003); and Shaker (2004). In the EFL Arab classrooms, Al-Fakhrì (2003) argues that English teachers usually consider teaching pronunciation is less important than the other language skills. She has commented on the assessment process, for example teachers in the Arab classrooms are focusing on reading and writing in the final exams only, at the same time teachers have not focused on teaching pronunciation.

Hismanoglu (2006), cited in Liang, C. (2014), mentions that within the field of language teaching, ideas on the value of teaching pronunciation are often at variance. Some believe that teachers can do little to influence the natural course of English phonological development with its often less than satisfactory results. Arguments against the explicit teaching of pronunciation rely on two basic assumptions about the acquisition of second language phonology. Firstly it is virtually impossible for adults to acquire native like pronunciation in a foreign language (Burrill, 1985). This is supported by Elliot (1995), Guiora, Brannon, and Dull (1972), Major (1987), and Oyama (1976) pointing out that factors such as age, personality, cognitive style and native language phonology have been shown to influence learners’ pronunciation. Secondly, the work of Krashen (1982) argues that pronunciation is an acquired skill and that focused instruction is at best useless and at worst detrimental.

Others believe that teaching can play an important role in helping learners develop ways of improving their pronunciation and shaping their attitude toward the importance of pronunciation (Richards & Renandya, 2002). The usefulness of teaching pronunciation is also a widely debated subject in the language teaching context. Fraser (2003) concluded that most ESL teachers agree that explicit pronunciation teaching is an essential part of language courses and confidence with pronunciation allows learners to interact with native speakers, which are essential for all aspects of their linguistic development.

2-8-Developmental course of ESL pronunciation teaching

According to Lei, C. (2013), the Reform Movement in the late 19th century is considered as the initiation period of English pronunciation teaching, which starts to attract attention. Howatt (1984) states that language teachers realize that English teaching methodology reform should begin with the correct English pronunciation teaching.

In the early 20th century, the Direct Method---intuition-imitate-repetition mode was very popular. This method focuses on the fact that
learners link what they have learned with what they need to express, and they do not use the target language as much as possible. It is required that the teachers teach pronunciation through oral communication.

In the 1940s, the audio lingual and oral approach was popular. The English sound-contrast drill mode is based on structural linguistics, which pays more attention to the sentence drill and the habit of learner's pronunciation. With the help of phonetic symbols and pronunciation diagrams, charts and other teaching tools, teachers could carry out more effective pronunciation teaching activities such as word drills, syntagmatic drills. In the 1970s, the communicative approach, a variable sound teaching method, sprung up. Celce-Murcia (1978) elaborates that intelligibility is the act of being understood by a listener at a given time in a given situation. Thus, arriving at the level of intelligibility is the ultimate goal of English pronunciation teaching. Under the influence of the communicative approach, pronunciation training becomes diverse: listening and imitating; phonetic training; minimal pair drills; contextualized minimal pairs; visual aids; tongue twisters; developmental approximation drills; practice of vowel shifts; reading aloud/ recitation; and recording of learners’ production.

Li ,W. (2003) proposes that the following principles should be followed in English pronunciation teaching:
1- The combination of concentrated teaching and integrated teaching should proceed in an orderly way.
2- The combination of mechanical training such as imitation and repetition and meaningful learning should make the task clear.
3- The combination of collective teaching and individual teaching should cater to students’ individual needs.
4- The combination of imitation and comprehension is used to foster the ability.
5- The comprehensive utilization of multiple teaching techniques is used to intrigue students’ interest such as demonstration, contrast, sign language, and the lip locating method. As multimedia is introduced into the classroom, the student-centered teaching mode of pronunciation is in dire need, because students actively participate in and excavate their own potential in language. The process of the pronunciation course would be comprised of sensitization, discussion and explanation, imitation, practice activity, communication activity, and assessment.

2-9 Strategies for learning English pronunciation for EFL learners
Fu, X. (2003), cited in Lei, C. (2013), sums up some points that should concern ESL learners in the process of English pronunciation learning.

1) To enhance the awareness of difference with regard to differences in phonemic inventories between two language systems, the transfer occurred in EFL is not just knowledge transfer, but the transfer of mother tongue pronunciation habits, and the place of articulation.

2) To enforce understanding of negative transfer and error avoidance transfer errors appearing in English learning suggest that the learners are confused about the essential differences between the two languages that they conceive to be similar, which could come from both intra-lingual diversities and inter-lingual ones. Therefore, it is an effective strategy to learn English pronunciation well by means of comparison of the two different pronunciation of the two language.

3) To take advantage of positive transfer in English pronunciation teaching if necessary. In English teaching and learning, positive transfer is the process in which mother the tongue has a positive effect on English learning. As a result, making use of positive transfer will accelerate the EFL learning process.

2-10- A Review of Some Previous Related Studies

The aim of this part is to shed some light on the contribution of researchers in the field of influence of mother tongue on the English pronunciation of EFL learners.

Elkhair (2014:31) investigates the problems of English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. The study attempts to find the problematic sounds and the factors that cause these problems. The findings of the study revealed that EFL Sudanese university students whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation, in addition to the consonant sound contrasts e.g. /z/ and /θ/, /s/ and /ʃ/, /b/ and /p/, /t/ and /d/. Based on the findings, the study concluded that factors such as interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against EFL Sudanese university students’ competence in pronunciation.

Moosa (1972) and Homeidan (1984), cited in Elkhair (2014) demonstrated that Arab students face problem in the pronunciation of sounds which the students are not familiar with e.g. /v/, /p/, /ŋ/. According to Elkhair (2014), (Ronald Carter and David Nunan, 2001) (O’Connor, 2003) noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. So they
concluded that the main problem of the speakers of other languages who speak English, is substitution of sounds i.e. they substitute the sounds that they do not have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /s/ etc.

In his study, Abduh (2011) concludes that Arab students have many problems with the English pronunciation system. Arab students have different dialects, so their difficulties may vary from one student to another. Avery & Ehrlich (1992) presented the following examples of common pronunciation problems for most Arab learners of English:

1- /p/ vs. /b/: Arabic does not have /p/, and students may substitute /b/ for /p/.
2- /v/ vs. /f/: Arabic does not have /v/, and students may substitute /f/ for /v/.
3- /r/: may be pronounced as trill.

Avery & Ehrlich maintained that Arabic learners of English have many problems when dealing with English vowels, since English has a different number of vowels. Arabic learners cannot distinguish between some vowels as in the following: /e/ vs. /i/: Arabic students cannot distinguish between set and sit. In addition, AbuSeileek (2007:3) asserted that "Arabic speaking learners of English have difficulty in producing stress patterns. While stress in Arabic is predictable, stress in English is not."

Barros (2003), cited in Abduh (2011:37), studied the pronunciation difficulties that Arabic speakers may encounter when learning English consonants after the age of puberty. She found that Arabic speakers had difficulties with regard to pronouncing eight English consonants which were /ŋ/, /p/, /θ/, /d/, /v/, /θ/, /r/, and /l/. As noted by Barros, differences between English and Arabic lead to these pronunciation problems.

Amry (2005), cited in Abduh (2011:37), investigated the methods and the procedures that have been used to evaluate spoken English in Saudi secondary schools. He discovered that lack of knowledge in evaluating speaking skills in Saudi schools was one of the causes of speaking weakness in such schools. He maintained that we should evaluate students' speaking skill in order to improve speaking.

Jalal, A. and Mohammad, M. (2013) attempt to find out the teachers' opinion regarding the errors Saudi EFL learners encounter when they pronounce English consonant sounds. The results show that lack of proper attention towards teaching pronunciation, and lack of motivation among the EFL learners towards learning pronunciation leads them into such pronunciation errors. The results also reveal that students generally encounter errors while pronouncing some consonant sounds like /p/,
Students mispronounce some English sounds, and ideas about the exact reasons that make EFL pronunciation, the exact sounds which the students suitable ways that help them improve their pronunciation problems facing the students.

3-4 Sample

a- Twenty participants are randomly selected from EFL university students of UWK.

b- Seven participants are randomly selected from English language teaching staff of UWK.

3-5 Procedures

The procedures of the study are handled in two perspectives as follows:

Firstly, the students are required individually to read a group of sentences, designed by the researcher, in which the most confusable and problematic English phonemes or sounds are included e.g. /v/, /p/, /θ/ and /ð/. These phonemes are tested in initial, medial and final position. The participants' pronunciations are recorded, then the recorded sounds of each learner are phonemically transcribed and compared with the target language norm in order to decide which are correct and which are not. The incorrect responses are analyzed, tabulated and calculated to obtain the total number of errors and percentage of errors. In order to give good results, the participants did not know that their pronunciation was recorded.

Secondly, structured interviews are employed to elicit information from the EFL university teaching staff at UWK. The members of this group are individually interviewed. The interview lasted approximately 15-20 minutes. All the interviews are conducted face to face in English and are tape-recorded with the subject's permission.

4-Data Analysis

In this part, both the structured interview and the oral test will be discussed and analyzed.

4-1 Analysis of the structured interview:

As it has been mentioned before, the structured interview is conducted on the EFL university teaching staff. Here is a summary of the teachers' responses to the interviews items. Each question will be considered separately.

1. "Sudanese spoken Arabic language affects the pronunciation of EFL students" - Do you agree with this statement, or not? 96% of the interviewed teachers agree that Arabic language affects the pronunciation of EFL students while 4% of the teachers disagree the very same statement thinking that Arabic language will have no influence on English pronunciation if there is a good teaching of English pronunciation mainly using of intensive drilling and sufficient practice.

2. In your view, besides Arabic language what factors influence English language pronunciation most?

Most participants think that some factors have their influence on English language pronunciation. These factors include the following:

a- The students' lack of basic knowledge of sound system of English, phonetics and phonology.

b- Ineffective teaching of English pronunciation.

c- The lack of exposure to the target language.

d- The phonological systems of English and Arabic have a lot of differences.

e- English language is especially difficult because the pronunciation of words is not clearly shown by how they are written.

f- The students' lack of motivation.

3. Which English phonemes do you think are problematic, confusing and challenging to your students? Supporting your answer with examples?

According to the answers of the interviewed teachers, some English phonemes are very problematic and confusing to the students. The students confuse /b/ and /p/, /s/ and /θ/, /z/ and /ð/, /v/ and /f/, for example they substitute /p/ with /b/ in words such as ‘pen’ ‘map’, ‘happy’ and rarely replace /b/ with /p/. They also substitute /θ/ with /s/ and /z/ with /ð/ so they mispronounce, for example, the words (thank you) as (sank you) and the word (then) as (zen). The students also replace /v/ with /l/ for instance the words (five) as /fal/ "civil" as /sil/. Other cases of mispronunciation of English sounds by the students are the soft ‘C’ /s/ and hard ‘C’ /k/. In some words like (implicit) one of students pronounces /k/ instead of /s/. Also soft ‘g’ /dʒ/ and hard ‘g’ /g/ are problematic for the students, so they sometimes pronounce /g/ instead of /dʒ/ as in (geography).

4. “It is thought that some pronunciation errors are fossilized that is; they cannot be easily eradicated in spite of ample practice” Do you agree or not? Why?

More than 95% of the interviewed teachers think that the pronunciation errors cannot be fossilized at all and they can be easily eradicated if there is a good teaching, motivation, practice and constant exposure to English sounds.

5. Do you think that some pronunciation errors can be attributed to the ways of teaching?

All the interviewed teachers think that some pronunciation errors can be attributed to the ways of teaching.
6. What can students do to improve their English language pronunciation?

For improving their students language pronunciation, the teachers have suggested that students should practice particular sounds, listen and imitate sounds, watch and listen to TV or radio programmes as well as they should be aware of the differences between the phonological system of English and Sudanese spoken Arabic language. In this regard, Gilakjani (2011) believes that the positive effect of good pronunciation in the process of learning English is assured and reinforced; thus, EFL students should be taught standardized ways of English articulation.

7. What do you think are the best solutions to reduce the pronunciation errors of your students?

To improve EFL students’ English pronunciation and to reduce errors, the interviewed teachers proposes the following suggestions:
1-Teachers should pinpoint some of the aspects of contrastive analysis to raise awareness regarding inter-lingual errors.
2- Using drills and repetition is very important to incorporate pronunciation habits.
3-In addition, playing with minimal pairs is a good way to strengthen the phonetic ability of the students and to sharpen their ears to pick the subtle differences between what seems the ‘same’ to them.
4-Most importantly, constant exposure to English sounds guarantees a better level of performance.
5-Teachers need to welcome diversity and technology. Students will be excited to hear someone else’s voice in the classroom. Introducing recorded materials and audio-visual aids is not only motivating, but also rewarding.

4-2 Analysis of the oral test

The fundamental aim of this test is to identify the pronunciation errors of Sudanese EFL university students in certain English phonemes that do not exist in Arabic, selected according to the researcher's observation. To identify these errors, a group of written sentences on a piece of paper has been chosen by the researcher. The students are individually asked to read out these sentences while the teacher takes notes and transcribes the students’ pronunciation. The following part, therefore, is devoted to analysis and description of students' pronunciation errors.

Sentence No 1 "Playing football is very important."
Sentence No 2 "She drinks a cup of tea in the evening."

Table No 1 The pronunciation of /p/ sound

<table>
<thead>
<tr>
<th>Word</th>
<th>PS</th>
<th>NS</th>
<th>NSC</th>
<th>Percentage</th>
<th>NSI</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing</td>
<td>Initial</td>
<td>20</td>
<td>5</td>
<td>25%</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Important</td>
<td>Medial</td>
<td>20</td>
<td>9</td>
<td>45%</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>Cup</td>
<td>Final</td>
<td>20</td>
<td>4</td>
<td>20%</td>
<td>16</td>
<td>80%</td>
</tr>
</tbody>
</table>

Note. PS = position of the sound in a word; NS = number of students; NSC = number of students with correct pronunciation; NSI = number of students with incorrect pronunciation.

As seen from the table above, only (5) of the students (25%) are able to pronounce the target sound /p/ correctly in the word "playing". It is noticed that only (9) of the students (45%) are able to pronounce the sound correctly in the word "important". None of the students is able to pronounce the target sound /p/ correctly in the word "cup". From the table above it could be said that the pronunciation of /p/ in both initial and final position is very problematic. The students substituted the voiced bilabial /b/ for the bilabial voiceless /p/.

Sentence No 3 "He plays volleyball at five o'clock everyday."

Table No 2 The pronunciation of /v/ sound

<table>
<thead>
<tr>
<th>Word</th>
<th>PS</th>
<th>NS</th>
<th>NSC</th>
<th>Percentage</th>
<th>NSI</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Initial</td>
<td>20</td>
<td>11</td>
<td>55%</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Everyday</td>
<td>Medial</td>
<td>20</td>
<td>8</td>
<td>40%</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Five</td>
<td>Final</td>
<td>20</td>
<td>2</td>
<td>10%</td>
<td>18</td>
<td>90%</td>
</tr>
</tbody>
</table>

It is noticed from Table No 2 that (9) of students 45% failed to pronounce the target sound /v/ correctly in the word "volleyball". In addition to that, (12) students (60%) are not able to pronounce the target sound /v/ correctly in the word "everyday". Moreover, (18) students (90%) failed to pronounce the target sound /v/ in the word "five" correctly. It could then be said that the students mispronounce the sound /v/ and replace it with sound /f/ on the ground that the sound /v/ does...
not exist in their mother tongue. It is noticed that pronunciation of the sound /v/ is very problematic to the students in the Medial and Final Position. Large number of students also substituted the labiodental fricative /f/ for the voiced /v/. These errors occur due to the absence of /p/ and /v/ in the Arabic phonological system, and thus reflect negative L1 interference.

Sentence No 4: "He studied three different courses of mathematics last month."

Table No 3: The pronunciation of /θ/ sound

<table>
<thead>
<tr>
<th>Word</th>
<th>PS</th>
<th>NS</th>
<th>NSC</th>
<th>Percentage</th>
<th>NSI</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>Initial</td>
<td>20</td>
<td>1</td>
<td>5%</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Medial</td>
<td>20</td>
<td>2</td>
<td>10%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Month</td>
<td>Final</td>
<td>20</td>
<td>2</td>
<td>10%</td>
<td>18</td>
<td>90%</td>
</tr>
</tbody>
</table>

According to the above table, (19) of students (95%) failed to pronounce the target sound /θ/ correctly in the word "three". Also, (18) of students (90%) failed to pronounce the target sound /θ/ in the words: "mathematics" and "month"; the students substitute the sound /θ/ with the sound /s/ because the sound /θ/ does not exist in their mother tongue.

Sentence No 5: "This is my brother."
Sentence No 6: "He could breathe new life into it."

Table No 4: The pronunciation of /ð/ sound

<table>
<thead>
<tr>
<th>Word</th>
<th>PS</th>
<th>NS</th>
<th>NSC</th>
<th>Percentage</th>
<th>NSI</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>Initial</td>
<td>20</td>
<td>1</td>
<td>5%</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Brother</td>
<td>Medial</td>
<td>20</td>
<td>2</td>
<td>10%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Breathe</td>
<td>Final</td>
<td>20</td>
<td>1</td>
<td>5%</td>
<td>19</td>
<td>95%</td>
</tr>
</tbody>
</table>

As seen from the above table, (19) of students (95%) are able to give the correct pronunciation of the target sound /θ/ in the word "this" and "breathe". Also, (18) of students (90%) failed to pronounce the target sound /θ/ in the word "brother". It is noticed that students replace the sound /θ/ with the sound /s/ because the sound /θ/ does not exist in their mother tongue.

Based on the results of all the above-mentioned tables, it could be concluded that most of the students lack the mastery of the pronunciation of some consonant sounds which do not exist in Sudanese spoken Arabic language.

5-Results, Conclusions and Suggestions

5-1 Results:

English pronunciation is very important for EFL students to develop their communicative skills efficiently. It is one of the basic skills required for the students in their English language learning. Thus, the mispronunciation of individual English phonemes will hinder communication.

Based on the analysis of the EFL students' oral test and teachers' response to the interview, the findings of the present study indicate that majority of Sudanese EFL university students face difficulty in pronunciation of the following sounds:

1. The mispronunciation of the voiceless bilabial /p/ and the voiced bilabial /b/; many students substitute /p/ with /b/ in words such as "playing", "important" and "cup".

2. The mispronunciation of the dental fricative /θ/ and the alveolar fricative /s/; so in words such as "three", "mathematics" and "month" the students replace /θ/ with /s/.

3. The consonant English sounds /ð/ and /v/ are mispronounced by most of the students, e.g., in words like "volleyball", "everyday" and "five" they pronounce /ð/ instead of /v/.

4. The consonant English sounds /θ/ and /z/ are mispronounced by most of the students, e.g., in words like "this", "brother" and "breathe" they pronounce /z/ instead of /ð/.

5. Other cases of mispronunciation of English sounds by the students are the soft 'C' /s/ and hard 'C' /k/. In some words like 'civil' some students pronounce /k/ instead of /s/.

6. It is noticed that soft 'g' /dʒ/ and hard 'g' /g/ are problematic for some students, so they sometimes pronounce /g/ instead of /dʒ/ as in "margin".

Elkhair, M. (2014) relates pronunciation problems such as the ones mentioned above to the following factors:

- Interference of the mother tongue in the second language learning process,
- Differences in the sound systems between Arabic in general and Sudanese Spoken Arabic in particular are behind many pronunciation errors,
- The spelling of some English words leads many students to wrongly guess the pronunciation just by looking at the word and its letters and produce incorrect pronunciation.
- The inconsistency of some English consonants makes the students unable to decide what the exact sound they should pronounce is, in addition to that there are some sounds represent a combination of more than one letter e.g. ‘gh’ which is sometimes pronounced /f/ and other times pronounced /s/ and ‘ch’ which is pronounced /k/ and /tʃ/ or /ʃ/. Besides the above mentioned factors, this study relates pronunciation errors to insufficient practice.

5-2 Conclusion

This study investigates the negative impact of Arabic language on the pronunciation of Sudanese EFL university students. The results of this study show that the some English sounds are considered problematic to the students. These sounds include for example /p/, /v/, /θ/, /ð/, and /ð/. Besides Arabic language interference on English pronunciation of students, the study relates these pronunciation errors to some factors such as: students’ lack of basic knowledge of sound system of English, phonetics and phonology, ineffective teaching, the lack of exposure to the target language, the phonological systems of English and Arabic have a lot of differences, and students’ lack of motivation.

5-3 Suggestions

Based on the findings of this research, the following are some suggestions which may help teachers and students in reducing student difficulties in pronouncing problematic English sounds. It should be pointed out here that not all of the recommendations mentioned in this part are derived from the experimental work of this research paper, in a strict sense, they may also be based on observations and suggestions of some researchers such as: Ezzeldin, M. (2001), Elkhair, M. (2014: 32), Jalal, A. and Mohammad, M. (2013) and Rababah (2003).

1- Teachers should develop some appropriate materials and strategies to practise in the class to reduce students’ errors.
2- Much attention should be paid to problematic sounds, which do not exist in the learners’ mother tongue, these sounds should be identified and systematically practiced in the classroom.

3- Students should listen to or watch recorded English materials such as recorded talks, speeches, news, movies etc. They should always try to communicate in English with friends, teachers and relatives without any hesitation. (Jalal, A. and Mohammad, M., 2013)
4- Teachers should explain the salient differences between the target language and the mother tongue sounds which can make it easy for students to adapt the new nature of the target language.
5- It is very important to create a good English learning environment and involving students in real-life situations where they are provided with listening materials and videos. Once the learners get exposed to these listening materials, they will be likely to acquire at least native-like pronunciation through imitation. Rababah (2003)
6- Teaching should focus on both recognition and production i.e. teachers should recognize the pronunciation errors and correct them and teach the students how to pronounce these sounds correctly.
7- Besides looking at the dictionary for checking the correct pronunciation of words, EFL students should listen regularly to English sounds and words using audio aids like cassettes, CDs and sound dictionaries. These tools are very useful for practicing pronunciation. Elkhair, M. (2014: 32)
8- Listen-and-imitate techniques, language laboratory exercises, free conversations, minimal pair drills, etc. are required. Phonetic description of the articulatory system of the target language is also important since it offers the students an opportunity to develop explicit knowledge about the perceptual representations of L2 sounds. This is because students cannot produce a speech sound correctly unless they acquire correct perceptual information about the L2.
9- Awareness of the problem areas of students provides a basis for future material planning, design and production.

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