

Some Causes behind the Weakness of Pronouncing Certain English Consonant Sounds of some EFL University Students in Khartoum State

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Abstract:

The goal of this study is to find out the causes behind the weakness pronunciation of certain English consonant of some university students studying EFL in Khartoum State. The subjects were 90 university students from three universities, in Khartoum State. The data was collected by classroom observations in three universities. The researcher used the descriptive statistical method and the data analysed by using SPSS (Statistical Package for Social Science). The findings revealed that there are some English consonant sounds cause problems to some Sudanese 3rd university students. Pronunciation exercises for English consonant are not sufficient in 3rd year university Curricula.

Key words: (ACS) Arabic Consonant Sounds **الاصوات العربية السامنه**

Arabic language (L1) **اللغة الأم**

English language (L2) **اللغة الثانية**

(MSA) Modern Standard Arabic **اللغة العربية الفصحى**

1. INTRODUCTION:

English as a foreign language has been taught in Sudanese schools and university for a long time. Sudanese university

students learn English as a foreign language at school from the basic levels.

In English, there are twenty-two vowel phonemes and twenty-four consonant phonemes. Modern Standard Arabic (MSA) has 36 phonemes. These are divided in six vowels, two diphthongs, and 28 consonants. Arabic has twenty-eight consonants, whereas English has twenty-four.

Some university students mispronounce sounds which do not match their (L1) sounds. So, many sounds can cause problems to them. As a result, many Arabic speakers pronounce words like 'pit' as 'bet' for a very simple reason that the sound /p/ has no counterpart in the Arabic phonemic system.

There is a big gap between English and Arabic languages consonant sounds. Some university students face many problems when they need to match English (L2) sounds with their L(1). That means some Arabic learners reflect their mother tongue sounds in the target language. The differences between the mother tongue and the (L2) lead to pronunciation problems. Bell, (1995) (1) state that:

“the difference between first language and second language is a problem in learning pronunciation”

There are many differences between English and Arabic languages in the phonemic system. In Arabic the language has been written and read from right to left, and each phoneme represents one sound. In contrast, English is vice versa e.g. /k/ and /h/ are two different phonemes, these two phonemes together introduce a new sounds /kh/ , and it can be silent too e.g. (knife) , (hour) . Another example in English the /r/ is pronounced only before a vowel e.g read, road and /r/ the is not pronounce after vowel sound e.g driver, mother and sister. So the Sudanese students of English pronounce /r/ in any position of an English word like ride, road, father and teacher. So, all

these differences between the (L1) and (L2) lead to some difficulties in pronunciation.

There is another factor that affects the pronunciation between (L1) and (L2) which is the difference in spelling system between the two languages. Once there are differences between the two languages in the spelling these differences may lead some university student to predict the pronunciation of words. Consequently, some university students can pronounce /k/ before /n/ if they don't know the rules that /k/ before /n/ is usually silent.

STATEMENT OF THE PROBLEM:

In this paper the researcher tries to find out the reasons behind the weakness of pronouncing some consonant sounds of some university students studying English as EFL in Khartoum State. There are many differences between English and Arabic in the phonemic systems. Also, there are some differences between L (1) and L (2) in the spelling and hand writing. Moreover, there are many sounds exist and non-exist between the two languages. The researcher tries to find out the reasons behind the weakness of certain consonant sounds e.g. /p/, /b/ /f/, /v/, /ʃ/, /ʒ /, /tʃ/, /dʒ/, /θ/ and / ð/.

STUDY QUESTIONS:

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

- 1- Are there enough pronunciation exercises in the some university curricula in Khartoum State?
- 2- What are the consonant sounds that cause problems to some university students in Khartoum State?

HYPOTHESES OF THE STUDY:

In this study the following hypotheses have been formed:

- 1-Some university students in Khartoum State have problems in pronouncing English bilabial plosive consonant sounds /b/ and /p/.
- 2-Some university students in Khartoum State face problems in pronouncing labiodentals fricative sounds /f/ and /v/.
- 3-To what extend some university students in Khartoum State face difficulties in pronouncing Plato- alveolar fricatives consonant sounds /ʃ/ and /ʒ/.
- 4- University students in Khartoum State face difficulties in pronouncing Plato- alveolar affricatives consonant sounds /tʃ/ and /dʒ/.
- 5- Some university students face difficulties in pronouncing dental fricative consonant sounds / θ/and / ð/.

LITERATURE REVIEW:

In this part of the paper the researcher tries to review some literature about English and Arabic consonant sounds.

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. For example/b/ as a

phoneme is found in English and Arabic in initial (بنت , girl) in the middle (لبن milk) and final as in (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 the pronounce /play / as /blay/. Sanna Izzaldian, (2012,p61)(2) 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".

Labiodentals Fricatives /f/, v/

These two phonemes are formed in initial, middle, and final as follows /f/ food, fast, and 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) ,(Fanan فنان singer) , middle, (kafar كفر wheel) and final as in (kahf كهف cave). By contrast, /v/ phoneme does 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). Sanna Izzaldian (2012,p 65) (2) 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.

Plato-Alveolar Fricative /ʃ/ and /ʒ/

These two English phonemes are alveolar fricative sounds are pronounced by the front of the tongue in contact with hard palate. 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, /sh(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. The researcher intends to know the reasons behind the weakness of pronunciation of certain words contain / ʃ /, /ʒ / and , / tʃ /, and /dʒ so as to see which ones cause problems.

Plato-Alveolar Affricates /tʃ/ and /dʒ/

In this English phoneme/ tʃ / is voiceless palato-alveolar fricative , the tip of 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 احتجاج protest)

These phonemes are front, Plato alveolar, affricate. /dʒ/ is voiced and /tʃ/ voiceless. They 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 to some university students when they pronounce words contain /dʒ/ and /tʃ/.

Dental Fricative /θ/ / ð/

These two phonemes are interdental fricative sounds /θ/ and /ð/. The soft palate move up and the tip of the tongue touches the upper teeth, the air passes through the mouth. Both these sounds have an equivalent phonemes 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 /ذ/ is equivalent to /ð/ and it can be initial as in (Zeeb ذئب wolf) 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, Osman عثمان Arabic name) and final as in (mkath مكث stay)

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.

PREVIOUS STUDIES:

There are many local and international studies about pronunciation problems to EFL learners. Here are some of these studies:

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

The study problem of this study is that Saudi students face different problems in reading, writing, pronunciation, grammar, and vocabulary. So the students come up with pronunciation mistakes which create big obstacles in the process of communication. The study focuses on problems of pronunciation of English consonant sounds by Saudi students. The researcher used An Experimental Method (Microphone and Recorder) to a chief the goals of his study. Eight students had been chosen randomly from Najran University Preparatory year. The researcher arrived to conclusion that:

- 1- There are certain English consonant sounds that cause pronunciation problem to 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.

(Omer Elshekh Hago , Waquar Ahmad Khan ,2015 . Saudi Arabia) In their topic (The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools)

The statement problem of the study is that pronunciation problems for Arab students as EFL learners rise; because English and Arabic sound systems are different. Also English and Arabic are different in places and manners of articulations. Moreover, some English consonants do not exist in the Arabic sound system like /p/, /ŋ/.and /v/ and even these consonants, which seem similar to some Arabic consonants like /t/ or /k/, are not identical but different in the manners and even in the places of articulation. In their study the researchers used a questionnaire to secondary school teachers and classroom observation. They arrived to the following conclusion:

From the data analysis, it has been found that there is an error concerning consonants and consonant clusters where some of them appeared most frequently. Namely, they are the substitution of /p/ by /b/ in all word positions, the substitution of /ŋ/ sometimes by /n-k/ and sometimes by /n-g/, the substitution of final /ʒ/ by /dʒ/, /v/ replaced by /f/ and the confusion of /h/, the dark with /l/ the light.

Interference from the mother tongue seems to be the major factor contributing to pronunciation problems. In fact, not all the pronunciation errors listed will probably match all the errors that will be made by the Arabic learners of English in Saudi Arabia.

(Mohammed A. Al-Badawi. Jamal Azmi Salim., 2014, Jordan) In their topic (The Perception of English Vowels

by Arab EFL Learners: A Case Study of University Students at Zarqa University)

The statement of the problem is Jordanian university students face problems in pronunciation of vowel sounds. As a result of English and Arabic vowel sounds are differences in numbers, manners and places of articulations. There are some vowels are not exist between the two languages and the way of teaching vowel sounds. No specific pronunciation instruction was provided for the control group, while the experimental group was provided three times a week for four weeks. There were 48 hours of language classes per semester, the duration of the course is 16 weeks three times a week which emphasized pronunciation. Students in the experimental group were introduced to the vowel systems in English and Arabic, and their progress was evaluated by a quiz at the end of the instruction stage.

The researcher used pre-test and post- test and arrived to the following:-

1-The phoneme /e/ has no equivalent in Arabic, thus students generally tend to replace it with /I/. For example, the words set and sit would be pronounced as /sit/.

2-The participants over generalized the /ɔ/ when pronouncing /U/, so books /bUks/ are the same as box /boks/. Furthermore, Arabic has no central vowels like the English ones /œ, ʌ/. Thus, there was a tendency among the students to replace these sounds with a schwa /ə/ which is existent in unstressed position in Arabic /hUwʔ/, but the technical problem here is that it is not phonemicised.

3-In addition, all vowels in English are lengthened before voiced consonants, such as seat/siːt/ and seed /siːd/. These differences are normally missed by the students. The same thing can be said about the tendency

in English to nasalize vowels before nasal consonants. The classic example of bean, song and sum can be provided here.

(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)

The study problem concentrated on the reasons behind the pronunciation problems to Iranian students and the factors that affecting learning the learners. The mother tongue, the differences between L (1) and L (2). He used a descriptive Statistic Method and arrived to the following conclusions:

- 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.

(Elkhair Muhammad Idriss Hassan, 2014, Sudan University of Science and Technology) In his topic Pronunciation Problems: A Case Study of English Language Students.

The study problem of this research is that some Sudanese students study English as EFL face problems in pronunciation of English vowel and consonant sounds. The researcher used tape recording, classroom observation and questionnaire at Sudan University of Science and Technology and arrived to the following conclusion:

1- The phoneme contrasts affect many common English words, so poor production of these sounds will be very noticeable. Based on the results of this study it can be concluded that many SSEs have problems in the pronunciation of the voiceless bilabial /p/ and the voiced bilabial /b/. According to the results, many SSEs substitute /p/ with /b/ in words such as 'pen' 'map', 'happy' and rarely replace /b/ with /p/.

2- Other consonant sound contrasts which SSEs mispronounce are the dental fricative /θ/ and the alveolar fricative /s/, so in words such as 'think', 'math', 'mathematics' the SSEs replace /θ/ with /s/. SSEs also have problem with the voiced dental fricatives /d/ and /z/, so many of the SSEs pronounce /θ/ in the place of /z/ for instance in words like 'then', 'weather' more consonant contrast sounds like /f/ and /v/, /ʃ/ and /tʃ/ are mispronounced by most of the SSEs, e.g., in words like 'van', 'seven', 'have', they pronounce /f/ instead of /v/. Also the substitution of /ʃ/ and /tʃ/ is noticeable in the pronunciations of many SSEs in words such as 'much', 'furniture', 'teacher'.

3- Other cases of mispronunciation of English sounds by the SSEs are the soft 'C' /s/ and hard 'C' /k/. In some words like 'concern' some SSEs pronounce /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 'engagement'.

4- Pronunciation problems such as the ones mentioned above are linked to factors such as interference of the mother tongue on the second language, also differences in the sound systems between Arabic (generally) and Sudanese Spoken Arabic (particularly) are behind many pronunciation errors.

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

The statement problem of this study is Sudanese students in Sudan University of Science and Technology face problems in pronunciation. They confused in pronunciation of the most English words that do not have sounds in Sudanese Arabic. Also, they do not differentiate between the vowel sounds which have more than one way of pronunciation and they replaced /b/ by /p/. In her research she used Descriptive Statistic Method and arrived to the following results:

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(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 /, /j/ and / tʃ/.

(5) 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.

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

The problem statement of this research is that students were expected to have problems with pronunciation of vowels in individual words and in communication. Also, there are differences between English and Arabic vowel sounds. 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 //. 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-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

4-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.

(Mohammed Ahmed Ali, 2010. Alzaeem Al Azharey University, Sudan) Title:- Pronunciation problems for EFL learners in Sudanese curriculums.

The statement problem of this study is university students face problems in pronunciation, that related to the shortage of training and differences between (L(1) and L(2) in the phonemic system. 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.

METHODOLOGY OF THE STUDY:

The Descriptive Analytical Method was used to analyse the data. The researcher used classroom observations as a tool in this study and attended three classroom observations in three different universities in Khartoum State.

Sample of the Study:

The researcher observed 90 university students in three different classrooms in three universities in Khartoum State. They study English as a foreign language. The observation sheet was divided into five points: bilabial plosive, labiodentals fricative, Plato- alveolar fricatives, Plato- alveolar affricates and dental fricative sounds.

Reliability and Validity of the questionnaire:

In order to ensure the validity of this study the researcher consulted four Ph.D. who holders taught English as a Foreign Language before in different universities in Khartoum State. The researcher distributed the classroom observation sheet to them and took their opinions, recommendations, comments and judgments into consideration.

Reliability and Validity of the Questionnaire:

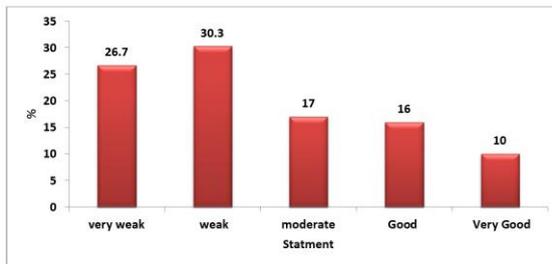
The researcher used Alpha Cronbach to show the reliability and validity of the research tool classroom observations. About 40% of the study samples are chosen for the reliability and validity of the study, and the results are in the table below:-

Classroom observations Reliability and Validity	Reliability	Validity
	75.3.%	76.8%

ANALYSIS AND DISCUSSION:

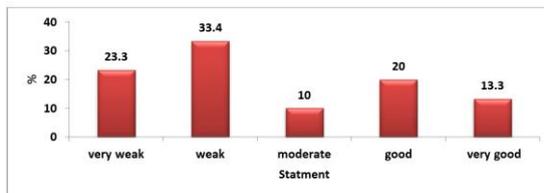
The researchers attended and observe three different classrooms in three universities in Khartoum State. On Nov 11th up to Nov 19th; here were some data results and discussions.

Chart (1.1) Bilabial plosive Sound /P/ and /b/



In chart No (1) some university students 3rd year were observed to pronounce word which contain bilabial plosive /p/ as in pull and /b/ as in bull. There were (26.7%) just read one column correct, (30.3%) read two columns , (17%) read three columns , (16%) read four columns , and (10%) read the fifth columns correctly.

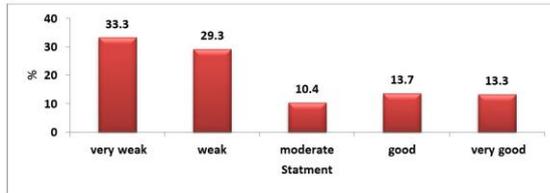
Chart 1.2 Labiodentals fricative /f/ and /v/.



In chart No (2) some university students 3rd year in Khartoum State were observed to pronounce labiodentals fricative words; example **off** and **of**. In the tablet there were (23.3%) just read one column correct, (33.4%) read two columns, (10%) read three

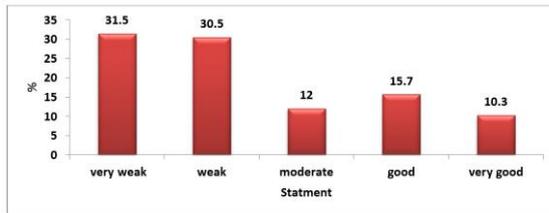
columns , (20%0 read four columns , and (13.3%) read the five columns correctly.

Chart 1.3 Plat-alveolar fricatives/ *f*/ and /*ʒ*/



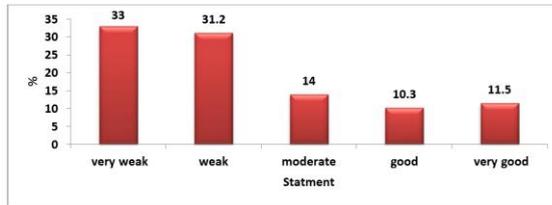
In chart No (3) some of 3rd year university students in Khartoum State were observed to pronounce plat-alveolar fricatives words e.g **pressure** and **measure**. There were (33.3.%) just read one column correct, (29.3%) read two columns , (10.4%) read three columns, (13.7%) read four columns, and (13.3%) read the five columns correctly.

Chart 1.4 plat-alveolar affricates /*tʃ*/ and /*dʒ*/.



In this chart No (4) some of 3rd year university students were observed to pronounce word which contain Plato alveolar affricate words e.g. **cheer** and **jeer**. There were (31.5%) just read one column correct, (30.5%) read two columns , (12%) read three columns , (15%7) read four columns , and (10.3%) read the fifth columns correctly.

Chart 1.5 Dental fricative /θ/and /ð/.



In the chart No (5) some of 3rd year university students were observed to pronounce words which contain dental fricative words e.g. *thief* and *thieves*. There were (33%) just read one column correct, (31.2%) read two columns , (14%) read three columns , (10.3%) read four columns , and (11.5%) read the fifth columns correctly.

Chart No (1) the researcher observed some university students in Khartoum State pronounce bilabial plosive sounds. There is one phoneme is exist /b/ in the two language in the three positions initial, middle and final. But /P/ does not exist in Arabic. As the result students didn't differentiate between Pull and bull. They pronounce the two words as same, and some of them they replace pull by bull and vice versa., Because /p/ is not exist in Arabic language.

Chart No (2) There reasons behind this problem relates to Arabic the phoneme /f/ is exist /ف/, vice versa /v/ doesn't have 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) (3) "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 (3) in this research the researcher observed students to pronounce five English words, e.g pressure and **measure**. Most of the students pronounce them as one word without realizing that invasion is contains /ʒ/ and its weak vice versa nation contains /ʒ/ 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.

Chart No (4) 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 don't check their dictionaries to be sure about the right pronunciation. Other researcher Izzaldian, Sanna (2012, p,65) (2) Stated that "many Sudanese learners of English have problems, they pronounce /ʃ/ marsh instead of /tʃ/ /march and like "much" and "furniture".

Chart No (5) these two dental consonant sounds both of them are exist in Arabic and English languages. They match two Arabic phonemes /ث/ and /ظ/, but the problem is that in Arabic language students still confuse pronounce these two phonemes regardless of English. This result relates to weakness of the Arabic basics, so it affect of 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 speaking exams in isn't exist in Sudanese universities. In comparing by other research Altamimy. Naif (2012) (4) in his research found 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. Also Sanna Izzaldian,(2012, p,61) (2) found that Sudanese students of English pronounce /s/ instead of /θ/ in words like "think" and "math" "Mathematics".

CONCLUSION AND FINDINGS OF THE STUDY:

The results of this study revealed that some university students in Khartoum State face problems when they pronounce some English words containing consonant sounds. The differences between English and Arabic phonemic systems cause some problems to some university students in Khartoum State. Also there are some consonant phonemes exist and non-exist between English and Arabic languages cause some problems to some university students too. Moreover, the spelling system is different which leads to confusion to Sudanese students as EFL learners. In addition to, there is inconsistency between (L1) and (L2) which increase the problems of pronunciation.

THE MAIN FINDINGS OF THIS STUDY:

1-Some universities' Curricula do not have sufficient pronunciation exercises, containing consonant sounds. 2- The differences between English and Arabic phonemics system exist and non-exist consonant sounds affect in pronunciation. 3- A consonant can be pronounced differently in many situations, so the differences between mother tongue (L1) Arabic language and English language (L2) consonant sounds cause problems to some university students in Khartoum.. 4- The spelling differences between English and Arabic cause pronunciation problems to some university students too. 5- There is a shortage of practicing English to some Sudanese university students.

RECOMMENDATIONS:

In the light of the findings of the study, the following recommendations are suggested:

- 1-Curricula designers need to re write more pronunciation exercises concern some consonant sounds in Sudanese university curricula.
- 2- Speaking tests are essential in all university levels to encourage students to do more practice.
- 3- University teachers are highly recommended to provide sufficient pronunciation exercises help student to pronounce consonant sounds correctly.
- 4- English clubs and forums encourage university students to practise and speak correctly.
- 5-Establishing cassettes and CDs by native speakers containing topic about daily life help university students to practise well.

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